People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Mohamed Seddik Ben Yahia. Jijel

Faculty of Letters and Languages

Department of English

The Use of Role Plays as a Pedagogical Tool to Enhance Algerian EFL Learners' Pragmatic Competence in Making Requests

The Case of Second Year Learners at Chaour Messaoud Secondary School

Dissertation Submitted in Partial Fulfillments of the Requirements for the Degree of Master in

Didactics of Foreign Languages

Submitted by   **Supervised by**

-   Ansel RAYANE   -Dr. Azieb SAMIA

-   Bouakacha SARA

Board of Examiners

- **Chairperson**:Dr. Houda BOUHADJAR, University of Mohammed Seddik Ben Yahia Jijel.

- **Supervisor**:Dr. Samia AZIEB, University of Mohammed Seddik Ben Yahia Jijel.

- **Examiner**:Dr. Fateh BOUNAR, University of Mohammed Seddik Ben Yahia Jijel

2021-2022

Declaration

I hereby declare that the dissertation entitled "The Use of Role Plays as a Pedagogical Tool to Enhance Algerian EFL Learners' Pragmatic Competence in Making Requests" is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially of fully. In case any material is not documented, we shall be responsible for the consequences.

Signature   Date

Dedications

I dedicate this work to all of my family and friends.

A special feeling of gratitude goes to my loving parents "Mokhtar" and "Nora" whose words of

encouragement and push for tenacity ring in my ears. I would like to tell you that

achieving this would have never been possible without you.

To my sweet supportive sisters "Asma" and "Ibtihal" and caring brothers "Oussama", "Rami"

, the tiny "Iyad" and my brother in law " Ala" for never leaving my side.

In the loving memory of my grandfather "Ismail" who always painted a smile on our faces. To

my adorable grandmother, my aunts, uncles, their wives and children.

To the sweetest, most beautiful partner ever" Sara", I have never enjoyed hard work and

tiredness but with you, thank you for being there , thank you for spreading joy and

laughter everywhere and every minutes.

To all of those who have always been there for me and made me who I am today.

To myself,
I strongly dedicate this work.

Rayane

To myself, for being strong and patient through the ups and downs

To my beloved parents, my source of inspiration and hope, for their unconditional love and support

To my tendered brothers to whom I owe my success

To my wonderful sisters Nora and Lamia,

To my source of joy, my nieces and nephews

To my dearest cousins'' Sabiha'' and '' Abla''

To my dearest friends: '' Asma, ,Yasmina, Mina, and Aida, thank you for being a beautiful memory in my mind and a long-lasting love in my heart. Thank you for everything.

To the special one, Nadine, without whom I would not be able to realize this work.

To the best partner Rayane who has always been there for me, for whatever and whenever I needed. I am unmeasurably indebted to you.

To FATE BOOT CAMP mentors and peers

To the ones who overwhelmed me with love, care, support and beautiful memories,

I dedicate this work

Sara

Acknowledgements

IN THE NAME OF ALLAH, MOST COMPASSIONATE, MOST MERCIFUL

All praises to **Allah** who gave us strength to finish this work.

Our sincere gratitude and immense appreciations go to our supervisor, "Dr. Azieb Samia", who

helped us throughout this work. We would like to thank her for her constructive feedback,

guidance, insight and patience.

We are grateful for all the board of examiners "Dr. Fateh Bounar" and "Dr. Houda Bouhadjer"

for their precious time dedicated for examining our dissertation.

Our sincere thanks also go to "Dr. Dendenne "and " Dr. Chaalal "without whom we would not

be able to accomplish this work.

All our appreciation goes to our students who devoted their time to participate in the present

study.

Abstract

This study attempts to investigate the effectiveness of role plays as a pedagogical tool to enhance Algerian EFL learners' pragmatic competence in making requests. The research study sample was randomly chosen from second year learners of Chaour Messaoud secondary school in Jijel. In order to test both hypotheses that suggest the probability that if Algerian EFL learners are exposed to an adequate pragmatic instruction through the use of role plays, they are likely to develop their pragmatic competence in making requests and that requests can be taught implicitly through the use of role plays ; a one-group pretest- posttest method is used. It included a pretest that was distributed to 20 secondary school learners. After being engaged in acting out six (6) role plays over six sessions in three weeks, the sample took a posttest to see whether there are significant changes. Findings of both tests revealed that adopting role plays as a pedagogical tool can enhance learners' pragmatic competence particularly in making requests. In the light of these findings, we have suggested some pedagogical implications for curriculum designers, teachers as well as learners.

Key words: EFL learners,Pragmatic Competence, Pragmatic Instruction, Requests, Role Plays

ListofAbbreviations,Acronyms,andSymbols

1- **CC:** Communicative Competence

2- **CBA:** Competency Based Approach

3- **EFL:** English as a Foreign Language

4- **ELT:** English Language Teaching

5- **FLL:** Foreign Language Learners

6- **H:** Hearer

7- **IFIDs:** Illocutionary Force Indicating Devices

8- **LLD:** Language Learning Disability

9- **L2:** Second/Foreign Language

10- **M:** Mean Value

11- **MC-DCT:** Multiple-Choice Discourse Completion Task

12- **N:** Number

13- **P:** Probability Value

14- **PC:** Pragmatic Competence

15- **PI:** Pragmatic Instruction

16- **RPTs:** Role-Play Tasks

17- **S:** Speaker

18- **SD:** Social Distance

19- **SLA:** Second Language Acquisition

20- **STT:** Students Talking Time

21- **t:** Student's distribution

22- **TTT:** Teachers' Talking Time

23- **TL:** Target Language

List of Tables

List of Figures

Contents

VIII

General Introduction

The interest in teaching/learning English as an additional language has received a great deal of attention. Nowadays and due to the global expansion of English, its learning has become a compulsory subject in all educational levels in many countries. Correspondingly, being both fluent and accurate in English as a second language (L2) is purposefully related to the communicative aspect of that language .However, for many years, the focus of English Language Teaching (ELT) instruction has been put on the teaching of grammar at the expense of developing communicative competence (CC).

Relatively, the concept of CC, proposed by Dell Hymes, emerged as a reaction to Chomsky's theory, which focused on grammatical competence solely in the late fifties. This interest resulted in the emergence of several frameworks discussing communicative competence features. According to the revised modal of Celce-Murcia (2007), CC comprises six components: socio-cultural competence, discourse competence, linguistic competence, formulaic competence, interactional competence, and finally strategic competence. On logical grounds**,** the demand of pragmatic competence integration in English as a foreign language (EFL) classrooms has become inevitable in order to meet the ultimate goal of nowadays language teaching, which is successful communication. In this regard, Usó-Juan and Martinez-Flor (2007) argued that:

> Pragmatic competence involves speakers' ability to employ different linguistic formulae in an appropriate way interacting in a particular social and cultural context. A lack of this competence on the part of learners may result in misunderstandings that can subsequently provoke a breakdown of communication. Consequently, learners need

1

to be made aware of the importance of behaving in an appropriate way

when using a variety of pragmatic features if their goal is to achieve

full and successful communication in the English language and

culture. (pp. 349-350)

However, it is important to mention that the development of pragmatic competence (PC) in EFL classrooms is a daunting task and challenging for both teachers and learners. On the one hand, teachers are not well trained to teach pragmatics, nor do they have the required resources. On the other hand, learners do not possess the estimated level that enables them to assimilate pragmatic features. Here, the call for appropriate solutions to this problem was strongly demanded. As a consequence, some techniques such as '' Elicited Conversation'', '' Scaled response'', '' Authentic Discourse'', ''Think Aloud Protocol'' and '' Role Play''(as cited in Kasper, 1999,p.71)were investigated by researchers as being relevant to enhancing the pragmatic competence. Yet, few researchers were interested in role plays as a relatively suitable solution. In this regard, this current study seeks to highlight the effectiveness of role plays in enhancing EFL learners' PC in making requests.

1. Background of the Study

As introduced in many previous studies, PC had several years of popularity. Similarly, role plays gained much importance on the surface. Yet, despite the fact that both pragmatic competence and role plays target the communicative aspect of the language, few studies tackled the relationship between them.

Some researchers now took the task of investigating the relationship between role plays and pragmatic competence. First to mention is Hosseini (2016) who conducted a study in which a sample of 40 gender-mixed undergraduate university students of English at the Karaj Azad

University was divided into an "experimental group" and "a controlled group". This quantitative study was meant to test the effectiveness of role plays on PC among Iranian EFL learners. Both groups took the same pretest. Yet, when it came to the instruction, it was quite different. While group A(experimental) did role play tasks (RPTs) emphasizing situations of request speech acts, group B (controlled) did conversation followed by free discussion techniques. Having received the treatment for 8 sessions in 4 weeks, the two groups took the same DCT as a posttest. Now, comparing the results of both groups in pretest and posttest, Hosseini (2016) confirms the idea that role plays have significant advantages in improving PC as a preparation of students to communicate properly in different social interaction contexts.

Abdoola et al.(2017) also examined the effectiveness of role plays in facilitating the pragmatic skills mainly stylistic variation and requesting for clarification for learners with language learning disability (LLD).They came up to the conclusion that the implementation of role plays as a therapy approach to teach the pragmatic skills increases learners' interest and motivation while playing. Furthermore, the communication and interaction among peers promote learner's self-confidence, CC, collaboration and most importantly the social skills.

In fact, role plays are alternative ways to traditional lectures for teaching ambiguous, non-familiar concepts. Abdul Fattah (2018) investigated the impact of role plays as a learning technique for improving semantic and pragmatic competence using the quantitative research method. In this study, 32 fifth level students in the Department of English from Qassim Private Colleges were supposed to perform some role plays in which concepts from pragmatics and semantics are implicitly involved. After undergoing a pretest-posttest method, the results from this research paper revealed the effectiveness of role plays to develop pragmatic and semantic competence.

Nursyuhada et al. (2019) also claimed that learners' PC can be enhanced through the use of real-life situations in the role play activities. It is, therefore, believed that the implementation of role plays in EFL classrooms helps learners improve their 4Cs skills in general, communication in particular along with pronunciation and vocabulary skills. In addition to that, the interaction between peers in role play activities helps the shy learners to shine as they get more exposed to the necessary social skills.

It is hoped that the study at hand will lead to the development of foreign language teaching and education sector, as well as to encourage more studies. Even though new information are presented , more practices and analysis need to be done to find out how to improve the learners` pragmatic competence through the use of role plays and to address certain concerns related to these two variables.

2. Statement of the problem

Pragmatic instruction (PI) in foreign language teaching has received much attention by various prominent scholars of the field (e.g., Martinez-Flor & Fernandez, 2003; Martinez-Flor, 2007; Gürsoy, 2011; Derakhshan &Eslami, 2015). In comparison to other contexts, researching and teaching pragmatics in the Algerian EFL context has received little attention. This is reflected in the learners' lack of competence while performing some of the frequent speech acts in the target language (e.g., requesting, apologising, complimenting, refusing, and arguing).The imitation of such realistic situations can be done through the use of role plays in EFL classrooms as a therapy approach to this problem. As a matter of fact, learners can be indirectly exposed to role plays as part of learning. For instance, in their listening and speaking session, learners take the role of a teacher in performing their presentations. Yet, this method is not highly encouraged as part of EFL instruction. Clinically, using role plays as an instructional natural method in EFL

classrooms is one way to help learners alleviate their cross-cultural awareness and develop their PC. Hence, exposing learners to the target language role plays means introducing them to that language's culture, social norms, and beliefs in a contextualised setting.

3. Research Questions

From the above, the present study seeks to answer the following research questions:

1. To what extent are role plays an effective way to promote pragmatic competence, mainly the speech act of requesting for Algerian EFL learners at Chaour Messaoud secondary school?

2. Can requests be implicitly taught through the use of role plays to develop Algerian EFL learners' pragmatic competence?

4. Research Assumptions

In the light of the aforementioned research question(s), this investigation addresses the following research assumption(s):

1. Role plays are an effective tool to promote pragmatic competence since they equip Algerian EFL learners with the type of language needed to perform in real life situations.

2. Requests can be taught implicitly through the use of role plays to develop Algerian EFL learners' pragmatic competence.

5. Research Methodology

To confirm the above mentioned hypotheses, the researchers used a pretest- posttest method to test whether role plays as a pedagogical tool are effective in enhancing PC or not. In this experimental case study, a group of twenty (20) second year secondary school learners from

Chaour Messaoud secondary school in Algeria were randomly chosen as a quasi-experimental group. After a pre-test which took the form of a Multiple-Choice Discourse Completion Task (MC-DCT), the group received the treatment that is performing the pre-selected RPTs within a six-session period. The scenarios chosen reflected modern issues and the language used in modern societies with a mere focus on the area of speech act, and requests in particular. Then, the same pre-test was taken again as a post-test in order to confirm or deny the general hypothesis that is '' if we use role playing as a means of instruction, Algerian EFL learners' engagement and pragmatic competence will noticeably increase''.

6. Aim of the Study

This research aims at investigating the effectiveness of using role plays as a pedagogical tool in order to enhance Algerian EFL secondary school learners' PC   in making requests.

7. Significance of the Study

Poor attention was directed to the variables of '' role plays'' and '' pragmatic competence '' in the Algerian context. In fact, this area of study was almost neglected by Algerian researchers. Hence, in our present research we attempt to draw much attention to exploring the value of role plays to improve PC. The core of our research study is that it attempts to be significant for teachers, learners and curriculum designers. First, teachers are to learn new effective ways to break the routine with their learners and how to control and successfully implement such techniques as role plays. Additionally, learners would understand how to develop their communicative skills as they confidently engage in the role playing activity. Besides, the study can also be relevant to curriculum designers as it may open their eyes towards the effectiveness of this technique and the importance of designing more engaging tasks as RPTs as far as the future curriculum reforms are concerned.

8. Organisation of the Dissertation

The study at hand   compromises two chapters. Chapter one, on the one hand, is devoted to the theoretical part which is divided into two sections. The first section enlightens the concept of role play, its different types, role plays as a pedagogical tool and their importance in EFL classrooms as well as some of the issues encountered in implementing role plays. As for the second section, it deals mainly with the concept of CC with a focus on one of its sub-components, which is PC and the importance of the latter in foreign language teaching/learning. In this section, the researcher highlights the concept of speech acts along with requests, their different classifications, and perspective. Chapter two, on the other hand, is concerned with the practical part. It describes the research methodology, tools and instruments to be used. It also describes and discusses the results obtained from the collected data. Lastly, it ends up with some recommendations for future research and the limitations of the study.

Chapter One: Literature Review

Introduction

This Chapter covers the theoretical background related to pragmatic competence and role plays. The chapter is divided into two sections. The first section is mainly devoted to Role plays. At first, this section tackles the definition of role plays along with their different types. Moreover, it outlines the role of both the teacher and the learner in role plays and the importance of the latter in EFL teaching. The section ends up with major issues in Role plays. On the other hand, the second section provides a theoretical background of CC and its major components. Equally important, this section enlightens the concept of PC as a sub-component of CC and its importance in EFL classrooms. Then, it is indispensable to highlight the concept of Speech Acts. Ultimately, Requests, their classification and perspective are profoundly discussed.

Section One: Role plays

Introduction

Role playing is one pedagogical technique that provides the chance for more communication practices. In the following section, a definition of role plays is provided. Besides, types of role plays are briefly described. Then, role plays as a pedagogical tool are further explained. Finally, more focus is put on the advantages of role plays in EFL teaching along with issues that may be encountered when using them.

1. Definition of Role Plays

Linguistically speaking, role play is "a learning activity in which you behave in the way somebody else would behave in a particular situation" (Oxford Advanced Learner's dictionary p.1109) . Thus, it refers to a state of cooperation between the learner and the character s/he is presenting on stage.

Similarly, Richards (1985) points out that "role-play typically involves: a) a situation in which a setting, participants, and a goal or problem is described; b) description of the role of each of the participants and the tasks he or she has to accomplish" (p.86).Role plays are not always in the form of "monologues" rather they, most of times, involve the "team work" in which groups of people collaborate to act out a specific situation.

Ladousse (1987) also considers role plays as: "an educational technique, known to generate a lot of fun, excitement, joy and laughter in the language class as 'play' itself guarantees a safe environment in which learners can be as inventive and playful as possible"(p.5). In other words, this definition highlights the fact that role plays are that type of activities that work to increase learner's participation, motivation and enjoyment inside a language class. Learners are always tired of grasping knowledge in the same traditional way.

Yet, role plays are the exit door from boredom that kills innovation in class.

This activity is the way to promoting the learner's imagination as well. As the learner is acting out a situation he needs to put himself/ herself in the shoe of the character he is simulating (Chesler, 1966, p. 3). The method engages the learners to get out of their classroom zone, imagine a situation and act in accordance to their roles.

In Revel's perspective (1979), a role play is: "An individual's spontaneous behavior reaching to others in a hypothetical situation."(p.60) .This drama activity can be based on improvisation in which the participant uses some behavioral communicative skills relevant to the situation in hand. For instance, realistic situations such as "job interviews, asking for directions, first day at college" are much easier to be acted even without a script since it is more "natural".

To sum up, role play as a technique, method or game with its different forms can be considered as the drama that facilitates teaching and learning in a language classroom. With their assumed roles, learners feel at ease to talk as they disguise in the character they are simulating.

2. Types of Role Plays

Role plays can be divided into four main types namely: scripted, unscripted, realistic and imaginative role plays.

2.1. Scripted Role Plays

This type of role plays involves the interpretation of either the textbook dialogue or a text in the form of a speech be read aloud (Byrne, 1986, p.122)

Of course, the script should be well-chosen or designed in order to achieve particular course objectives. Therefore, it is the role of the teacher to decide what to include in terms of the language used i.e. vocabulary, grammar, pronunciation, accuracy.., etc. Byrne (ibid) draws attention to the fact that the purpose behind using a text is to introduce the language items to be memorized. (pp.122-123). He further explains that this type of role plays is completely suitable

for low level learners who cannot produce speech for themselves. Hence, in a scripted role play, each learner should memorize his/her role (Harper–Whalen & Morris, 2005). Then, they can have the chance to practice the role play privately with their classmates before presenting it in front of the whole class.

2.2.Unscripted Role Plays

Unlike the previous type, unscripted role plays (also known as *free role plays*) are not dependent on sources like the textbook. Rather, learners are free to produce the speech they believe is necessary for the given situation (Jaya, 2014).

In this type, there are no restrictions of speech nor an emphasis put on particular language or the way the dialogue should be followed. However, the learner can be guided by his background knowledge or even the teacher's explanation of the situation at hand. Davies (1990) indicates that learners can perform their roles based on their understanding of the situation, so they can form their ideas and viewpoints as well as the language at their level. Patience as well as good preparation by both teachers and learners are strongly recommended to succeed this type of activity. Besides, even pairing or grouping students can be very effective to share ideas and even participate to decide what should be said or done for later performance on stage.

2.3. Realistic Role Plays

Realistic role plays are simulations of real-world events. Ments (1999) affirmed that " in role play each player acts as a part of the social environment in which they can test out their repertoire of behaviors or study the interacting behavior of the group"(p.5) . The main purpose behind using realistic role plays is to tackle situations that are similar or close enough to events that happen in the everyday life. This is what enables the learners to experience and apply real problems and on the spot they would learn what they are supposed to say or do. Sometimes, they are even speaking spontaneously as they rely on expressions and gestures that they consistently

see every day. It is exactly what brings realism into the classroom. Ladousse (1987) argues that: "we want our students to be both fluent and accurate in the way they speak. Being accurate does not just mean using structures and vocabulary correctly, but also saying the right thing in the right place, at the right time" (p.9) . Here, the real-life inspired situations would teach learners how to communicate properly in various situations.

2.4. Imaginative Role Plays

This type of role plays is considered to be one of the most creative and entertaining role plays. Newmark (1991) argues that:

Imaginary play has always been a powerful educational device both for children and adults. By creating a dramatic situation in a classroom-in part simply by acting out dialogues , but also in part by relabeling objects and people in the room…. to prepare for imaginative role-playing the teacher can expand the classroom indefinitely and provide imaginary natural contexts for the language being used (p.163).

Learners are brought out of their comfort zones where they are asked to perform only similar situations to the real world ones. Now, they can move to provide answers to new questions that are quite unfamiliar in their surroundings. This is believed to bring their innovation out of the shells.

Supporters of this type stress on the fact that learners love fantasy; i.e. since childhood they imagine themselves in roles that often do not exist in the real life. Doff (1988) sustain that these imaginary situations are favored by the learners, and so, they are more creative in their language production (p.240). Therefore, adopting this type of activities allows them to develop their self-confidence in pretending to mean what they say.

3. Role Plays as a Pedagogical Tool

The concept of "role plays" is not new, it has been introduced years ago by some scholars who considered it as one effective pedagogical tool. For instance ,Bolton and Heathcote(1999) affirmed that role plays can be considered as a methodology for educational drama or it is basically the dramatic strategy helping an educational purpose. Clearly, as it entered the field of education, role playing became more like a collaborative work between not only the members performing on stage i.e. learners but it also exceeds to include that type of work between the teacher and his/her learners to actually achieve something .In this regard, we can highlight that the concept of "role playing" in education is looked at from two major perspectives:" the role of the teacher in role plays" and "the role of the learner in role plays ".

3.1.The Role of the Teacher

With the flow of time, traditional classrooms and teacher-centered methods are no longer appreciated by learners (Lueddeke, 1997). It takes some efforts to grab their attention towards acquiring new knowledge in innovative ways. Using "role playing" in classrooms demands an association between the learners and their teacher with a huge responsibility taken on the shoulders of the latter to succeed this activity. It is actually a type of activity that lengthens the Student Talking Time (STT) and so it requires a lot of preparation. Rao and Stupans (2012) clarified that a teacher must adapt a strategy that better suits his goals for choosing the role play at hand in order to bring out the best of what is needed. Accordingly, before entering the classroom, the teacher needs to plan how to divide large groups of learners into small groups that facilitate controlling them. She needs to make sure that each of the participants is accompanied with role cards, costumes and even instruments in order to achieve previously stated pedagogical objectives.

Likewise, Harmer (2001) further explains that the role of the teacher in speaking activities such as "role plays" can take three forms: First , he can be a "prompter" i.e a facilitator who offers help when needed . Second, he can be a "participant" as he can take part of the role playing to provide new information. And most importantly, a teacher can take the role of a "feedback provider" when taking the responsibility of intervening to correct occurring mistakes (pp. 275 -276)

However, role playing in an educational atmosphere is meant to be dominated by learners as we mentioned earlier. An idea that is strongly supported by Ladousse (1987) when he stated: "In role play … even the teacher must stand back for she may be perceived as inhibiting presence, ready to pounce every time a mistake is made …. Students should carry out this activity themselves."(p.10). Role plays as a pedagogical tool encourage "learner's autonomy". That is what brings us forward to look at " the role of learners " in this type of activity.

3.2. The Role of the Learner

Besides seeing "role plays" as a way of teaching, some scholars prefer to look it as a method for learning. Among these comes Milroy (1982) who argues that :

> Role-play is a method of learning. The method is based on role-theory. Participants adopt assumed positions and interact in a simulated life situation. This occurs for some educational purpose, usually under the guidance of the person with the educational responsibility. The interaction is spontaneous and at its conclusion there is opportunity for discussion. (p.8)

It is more about the learners as part of this process, since they can express themselves freely and without judgments. Westerville (1958) validates that "Role-playing thus becomes an exercise in empathy and serves as a valuable technique for promoting both self acceptance and

14

understanding and acceptance of others" (p.78). They are no longer restricted to behaving as their own selves. Yet, they get the chance of experiencing themselves how others would act or feel when put in certain situations. " As a result of doing this they , or the rest of the class , or both , will learn something about the person or situation" (Ments , 1989, p.5).

It is also the responsibility of the learners to help succeed the activity not only through good performance but also with concrete involvement in the preparation process. It is worth mentioning that one of the best models explaining learner's role in "role plays" is what Scarcella and Oxford (1992) name "tapestry approach". This approach emphasizes the fact that learners ought to be active performers, autonomous and responsible participants for their own learning. They, in other words, share the duty; with their teacher, of selecting the topics and the tasks to be carried out in the classroom.

4. The Advantages of Role Plays in EFL Teaching

When the term of "role playing" is coordinated within the framework of an EFL classroom, it is important to lay emphasis on the advantages that this pedagogical technique has. Lui(2009) supports the significance of role plays in ELT since it puts in diversity, a change in speed and opportunities for numerous language productions and a lot of enjoyment.

In a similar vein, Harmer (2001) explains the way role plays offer a pleasant experience for learners in three major elements stated as the following:

> In the first place they can be good fun and thus motivating. Second, they allow hesitant students to be more forthright in their opinions and behavior than they might be when speaking for themselves, since they do not have to take the same responsibility for what they are saying. Third, by broadening the world of the classroom to include the world outside, they allow students to use a much wider range of language than some more task-centered activities may do. (p. 275)

In other words, role plays can take the form of a game in an EFL classroom. Since, it fetches motivation and encouragement for learning in a fun way. It is a technique whose main goal is to make shy learners shine covered under the recommended mask of the character they are acting like. Moreover, it is the tool to bring real-life experiences into classrooms which simply opens doors for practicing the communication that happens in the different social contexts.

This technique is considered to be one of the most appropriate communicative activities showing some kind of progress in the learners' behavioral skills. Littlewood (1991) says that "the development of communicative skills can only take place if learners have motivation and opportunity to express their own identity." (p.93). As a matter of fact, the non-threatening environment that role plays offer makes them quite open to feel like and express themselves. Magos and Politi (2008) in their article clarify that role plays assists learners to "communicate and express their feelings, enrich their vocabulary and appraise their existing knowledge" (p.101). Besides, they can learn things about others, and thus giving the chance of behavioral change towards the surrounding society. They can be critically involved in the course through "deep meanings, personal implications, and social consequences" (Shor, 1992, p. 169).

The following list from Chesler and Fox (1966) also summarizes some benefits of role plays on the personal educational level:

1. Pretending to be somebody else ; acting like their feelings , thoughts and behaviors, can have the learners utter their own feelings with no fear of reprisal.

2. They can have the chance of expressing their personal thoughts about certain issues in a nonjudgmental atmosphere where anxiety is practically avoided.

3. Role plays provide the opportunity for learners to understand the consequences of their behaviors or the motives of others' behaviors. They may develop an understanding of the science of human relations when issues like "bullying" for

16

example are repetitively experienced and discussed.

4. By being exposed to an array of behaviors in a group of role playing tasks, learners may be able to build more reasonable choices for their actions. (pp.12-13)

A famous Chinese proverb says,

" Tell me and I will forget ,

Teach me and I will remember,

Involve me and I will learn."

The proverb explains that learners love being engaged in their learning operation. And so , using role plays is one effective technique that elevates their energy and encouragement to participate in the process. Consequently, they obtain better learning outcomes.

5. Issues with Using Role Plays

There is no teaching method that includes no flaws. Role plays , for instance, may have some issues that hinder their success. First to mention is that such kind of communicative activities may be quite new for learners that do not know how to behave. Menking (2001) further explains this as he states: "The main obstacle to using the communicative approach was students' reactions and attitudes, specifically during pair and small group work. Other obstacles included students' lack of confidence in their speaking ability, embarrassment and inability to express their opinions, ask questions and be innovative during conversation practice" (p.1). There are some learners who prefer to always play safe. They do not like change or simply they hate it. The main problem of such a kind of learners is that they hate to be spotted under light , they are always hesitating and afraid to be triggered to be on stage. Besides, such activities like role plays are meant to be a little if not too much stressful. Brown (2000) points out that "both too much and too little anxiety may hinder the process of successful second language learning" (p. 152). Learners may get confused and panic which leads to the teacher's loss of control and

therefore, chaos everywhere in the language classroom. Thornbury (2005) also suggests that role plays can be the cause of many accidents inside the class , as it involves many bodily actions (jumping , climbing , rolling..etc) (pp.96-98). It is also important to clear out that the realistic atmosphere that role plays pretend to establish is not certainly authentic. In spite of the fact that there is an in-person interaction , the setting and context is unreal i.e. imagined (Wildner-Bassett 1989, as cited in Golato 2005 p.15).

Still, we cannot ignore the opportunities that role plays offer for learners. Tobn and Lendrum (1995) argue that role plays can build up learners' skills as they directly communicate with one another; they acquire, understand and react. This allows them to practice their skill in a safe environment. In other words, role plays enable them to promote their pragmatic competence.

Section Two: Pragmatic competence

 Introduction

This section sheds light on the theoretical background of CC along with its different components. Then it tackles the concept of pragmatics and PC and the importance of the latter in EFL classrooms. Eventually, the section ends with illustrating the concept of speech acts and requests, their classification and perception.

1. Theoretical Background of Communicative Competence

Acquiring any foreign language requires mastering a set of skills and competences to achieve an adequate level in the TL. The term 'Competence' gained much importance in the field of applied linguistics and was a major concern for many Second Language Acquisition (SLA) researchers. It was first coined by Chomsky in the 1960s. In his words, Competence is the ideal language system that enables speakers to produce and understand an infinite number of utterances in their language and distinguish the grammatical sentences from ungrammatical ones (Chomsky 1965, p. 8). In other words, Chomsky views language as an abstracted set of rules referred to as 'linguistic competence''.

Chomsky (1965) made a clear distinction between the speaker's tacit knowledge (competence) and the actual use of this knowledge in real life situations (performance), arguing that competence can be studied independently since the human brain contains a universal grammar which forms the basis of competence. That is to say, the human capacity for language is innate.

However, Hymes (1972) was pioneer to criticise Chomsky's ideas and theories. Therefore, he believed that Chomsky's linguistic competence failed to cover the linguistic variations as well as the various issues encountered while using the language in real life situations. For him, a person who has only the linguistic knowledge in mind would not be able to communicate appropriately. He added that "there are rules of use without which rules of grammar would be useless (Hymes, 1979, p 15)." For that reason, Hymes introduced a more elaborated concept which is ''communicative competence''. The latter, in Hymes' view, is a combination of the tacit knowledge of the grammar rules along with the knowledge of the sociolinguistic codes and rules for using the target language in different contexts. This means being competent does not only require correctness at the level of grammar, but also appropriateness while using the language in different social contexts. Within the same context, Bachman (1990) asserts that communicative competence is not only about knowing the language form and code, but also what to say, to whom and how to say it appropriately in different contexts.

From another perspective, though defining the concept of CC was predominately tied up to the actual performance of language in different situations, Backlund (1977) suggests a broader definition of CC away from language usage. He defines it as "the ability of art interactant to choose among available communicative behaviour in order that he (she) may successfully accomplish his (her) own interpersonal goals during an encounter while maintaining the face and line of his (her) fellow interactant within the constraints of the situations. "(p. 16)

Along similar lines, the field of second language teaching/learning witnessed an emergence of various CC models which marked a shift in the way second language learning is viewed. Canale and Swain (1980) were the first to point out to CC in the context of second

20

language teaching, they view CC as: ''a synthesis of knowledge of basic principles of grammar, knowledge of the use of language in social settings to perform communicative functions according to the principles of discourse'' (p.20). Accordingly, they expressed the four types of CC as suggested by Hymes. The first to mention is '' what is formally possible'' seen as the grammatical system of competence. The second type is '' what is feasible'' which refers to the psycholinguistic system of competence. The third type is '' what is appropriate'' in relation to the context in which it is used and evaluated, that is to say the sociocultural system of competence. The last type is '' what is performed or done''. The following table better illustrates the various models of CC as suggested by some other linguists:

Table1: Communicative Competence Models(Adopted from: Kanik 2013, p .623)

Bachman (1990)	Canale and Swain (1980), Canale (1983)	Byram (1997)
1. Language competence		
A. Organizational competence		
a. Grammatical competence	Grammatical competence	Linguistic competence
b. Textual competence	Discourse competence	Discourse competence
B. Pragmatic competence		
a. Illocutionary competence		
b. Sociolinguistic competence	Sociolinguistic competence	Sociolinguistic competence
2. Strategic competence	Strategic competence	Intercultural competence
3. Psychophysiological mechanisms		

1.1. Components of Communicative Competence

The concept of CC went through a long process of modelling and refinement. Grounded on Hymes' model, many linguists such as (Canale 1983, Canale& Swain 1980, Bachman 1990, Celce-Murcia et al. 1995) elaborated further models and rendered it pedagogically relevant. Among these improvements of the concept are those suggested by Bachman (1990). He highlighted the importance of '' the processes by which various components interact with each other and with the context in which language use occurs" (Bachman 1990, p. 81).In his model,

he referred to CC as the communicative language ability, mainly introduced in terms of two major components or abilities; organisational competence and PC. These two competences are in turn divided into other sub-competences as follows:

a. Organisational competence: It covers both the grammatical and textual competences, ''it is concerned with the ability to control the structure of language (grammatical competence) along with the knowledge of the conventions for joining utterances to form a text, according to rules of cohesion and rhetorical organization (textual competence)''. (Cesar et al, 2017, p. 90)

b. Pragmatic Competence: This concept enlightens two major components (illocutionary competence and sociolinguistic competence) each of which is drawn upon other sub-component. It ''refers to the ability to control the functional features of language and the sensitivity to the conventions of language use in context (Cesar et al, 2017, p.90).

The following figures better illustrates Bachman's model of CC:

Figure 1:*Components of Language Competence (Bachman, 1990, p. 87)*
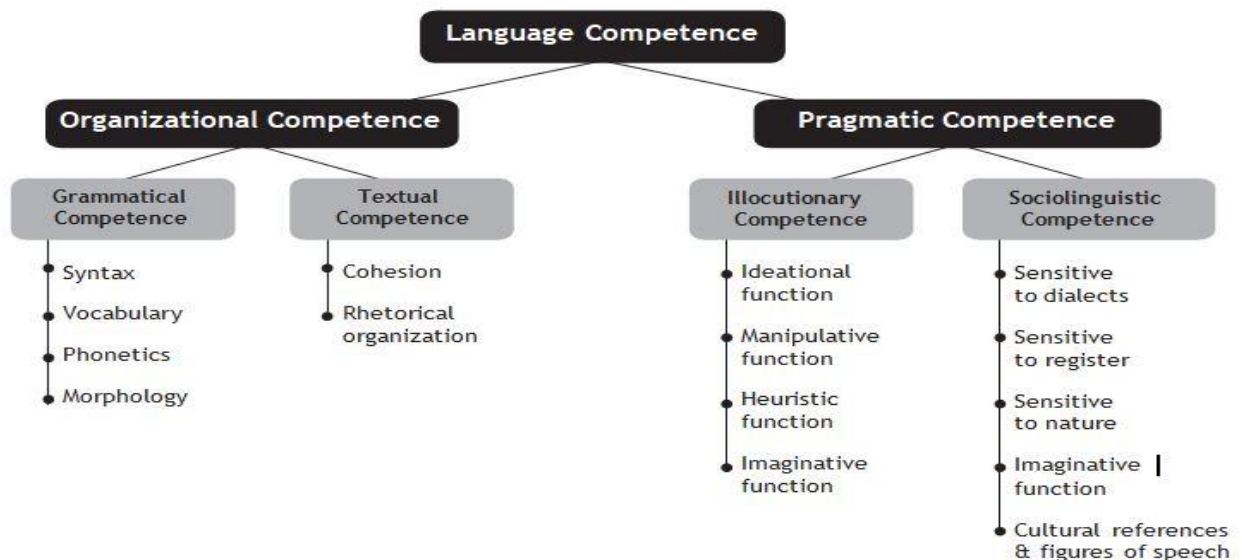
Another vital model is that suggested by Celce-Murcia et al. (1995) and later revisited in Celce-Murcia (2007, pp 46–50) divided CC into six sub-components, as follows:

a. Sociocultural competence: It refers to the speaker's pragmatic knowledge used in different social cultural contexts. It is fundamental that the speaker possesses good knowledge about the social norms of the target community as well as its language variations.

b. Discourse competence: It covers the selection, sequencing, arrangement of words and utterances. This consists of cohesion, coherence and generic structure.

c. Linguistic competence: it covers the knowledge of all the micro linguistic dimensions (phonology, syntax, morphology, and lexicon).

d. Formulaic competence: it is related to the knowledge about the frequently used ready-made chunks of the language like of course, thank you, etc.; collocations, idioms, and lexical frames (see you later/tomorrow…)

e. Interactional competence: is the knowledge about interactional norms in the target language society. It involves knowledge about the realisation of different speech acts, conversation skills (turn taking, opening, etc.), and other non-verbal features (body language, sounds, etc.).

f. Strategic competence: it is linked to the various strategies and ways that the learner uses while learning and communicating effectively and appropriately.

To conclude, Celce-Murcia made it clear that these components are all interrelated, thus one must not give much attention/study to one component at the expense of another. Therefore, this model gives prominence to the pragmatic competence, which is one of the crucial components which the foreign language pedagogy should give due consideration.

23

2. Pragmatics and Pragmatic Competence

As introduced in many previous studies, language teaching depends on teaching the grammatical rules, linguistic structures, translation exercises and vocabulary (Richards &Rodgers, 2001) without accordance to the way this language is used in context. However, nowadays, the call for teaching pragmatics has become a necessity for foreign language learners (FLL), as it enhances the learners' capacities in expressing themselves and heightening their self-confidence by communicating and interacting with other numbers of society in different contexts. According to Deda (2013, p.67), teaching pragmatic in EFL classrooms would help learners to match the suitable verbal communication with its social context. Therefore, ''Pragmatics includes patterns of linguistic actions, language functions, types of inferences, principles of communication, frames of knowledge, attitude and belief, as well as organisational principles of text and discourse ''(Bublitz & Norrick, 2011, p.5).

By definition, pragmatics refers to the use of language in context. More precisely, it is the study of meaning in context. In this respect, Crystal (1997) defines pragmatics as:

> The study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication (p.301).

In a similar vein, Mey (1993, p. 186) claimed that pragmatics studies the use of language in human communication as determined by the conditions of society. In other words, communication in society takes place when the language is used. Therefore, pragmatics' comprehension is related to the understanding of the language said, the interpretations of the

speaker's intentions, emotions and attitudes in accordance to the context in which they occur. In addition to that, Yule (1996, p. 3) suggested several definitions of pragmatics .For instance, he argues that pragmatics is '' the study of speaker meaning''. This definition emphasizes on the fact that pragmatics is concerned with the language communicated by speakers and interpreted by hearers. Hence, Pragmatics can be defined as ''the study of how utterances have meanings in situations'' (Leech 1983, p. x).Therefore, the ability to comprehend the meaning beyond words as well as to maintain an appropriate conversation in a second/foreign (L2) means that the speaker is pragmatically competent.

PC gained much importance in the field of SLA. According to Taguchi (2011), '' pragmatic competence involves the ability to manage a complex interplay of language, language users and context of interaction'' (p.291).As suggested by Leech (1983, p.10), PC is divided into two major components: pragmalinguistics and sociopragmatics. Pragmalinguistics is mainly concerned with the appropriateness of form. In other words, the linguistic resources needed to convey a specific speech act, i.e. the baggage that an individual possesses to communicate linguistically: grammar and meaning. Sociopragmatics, on the other hand; was described by Leech (1983, p.10) as 'the sociological interface of pragmatics''. The latter refers to the social perceptions underlying the language said and interpreted.

Despite the fact that the term '' pragmatics'' has been broadly defined by many linguists; it can be stated that pragmatics' major concern is what is said and meant by language users in different contexts. However, as Taguchi (2016) asserts, it is not enough to possess the linguistic and sociocultural knowledge, but also the way (how) of using this knowledge to maintain an efficient communication.

3. The Importance of Pragmatic Competence in EFL Classrooms

Developing EFL learners' PC has become one of the essential goals of teaching English as a foreign language with regard to the desperate need of EFL learners for acquiring the pragmatic features of the target language and use them appropriately in different contexts. Correspondingly, the teachability of pragmatics was questioned by many SLA researchers. In this regard, Kasper and Schmidt (1996, p. 160) state that: "there is every reason to expect that pragmatic knowledge should be teachable," Along similar lines, PI has been considered as an advantageous technique for enhancing EFL learners' pragmalinguistic and sociolinguistics knowledge (Aufa, 2011; Moody, 2014; Krulatz & Trondelag, 2014 ; Chalak & Abbasi, 2015; Shokhouri & Rezaei, 2015). Subsequently, the importance of PI in an EFL context lies on the fact that it helps EFL learners to raise awareness of the cross-cultural differences necessary to avoid misunderstanding in communication. Therefore, '' Examining the way people use language in different social context provides a wealth of information about the way language works, as well as about the social relationships in a community, and the way people convey and construct aspects of their social identity through language.'' (Holmes, 2013, p .1)

Integrating pragmatics in EFL classrooms is very important, an issue that should be highly considered by both teachers and curricula/syllabi designers. In this regard, Ghait and Kouli (2020) claim that '' developing EFL students' pragmatic competence should be the central focus of EFL teachers so as to help them intelligibly receive and produce any target language discourse '' (p. 2). In a similar vein, Cenoz (2007, p. 131) highlighted the importance of developing EFL learners' PC to avoid communication breakdowns and failure. According to him, the pragmatic failure is different from other forms of failure due to the fact that the

interlocutors merely perceive it as a '' failure'' but rather as a kind of rudeness and impoliteness of the speaker.

In the Algerian context, where English is taught as a foreign language, the objectives of the newly introduced syllabus based on the Competency Based Approach (CBA) go hand in hand with the principles of pragmatics. Therefore, '' the pragmatic development is at the heart of the newly introduced syllabus'' (Dendenne, 2014, p. 8). In other words, the interest of both teachers and learners shifted from acquiring the TL grammatical rules only to developing the PC and raising the cross-cultural awareness in the field. Consistent with this view, Segueni (2014, p. 16) views that: ''teachers and students began to realize that language is not a mere collection of lexico-grammatical rules to be learned and forgotten afterwards. However, while these components remain crucial, the central organizing principle is in fact communication.'' In this regard, Cenoz (2007, p. 137) stated that:

> The aim is not to imitate native speakers of a specific variety but to make learners
>
> aware of the pragmatic convention of different varieties (...).Awareness raising is
>
> of course the first crucial step for the acquisition of pragmatic competence (p.
>
> 137).

All in all, many studies that were conducted to test the effectiveness of pragmatics and its importance in EFL classrooms, such as the study of Kasper (1996) on developmental issues in pragmatics, the study of Bardovi-Harlig (2012) on The effect of instruction on conventional expression in L2 pragmatics, also the study of Kim (2017) on the effects of pragmatics instruction at the level of learners' pragmatic awareness and production. These studies and others revealed that EFL learners who were exposed to an adequate PI had an advantage over those who were not exposed to it. Indeed, pragmatics in EFL classrooms is unavoidable

4. Speech Acts

Speech act theory is a subfield of pragmatics, it mainly highlights the way in which words and sentences cooperate in order to not only elicit information, but also to carry out various actions such as greeting (Hello! How is it going?), request (Could you lend me your book, please?), invitation (I am going to the museum, would you like to join me?)…etc.

The term speech act, as the name suggests, refers to the action that speakers sometimes perform while using the language. It was first coined by Austin (1962) and later developed by Searle (1969). According to Austin (ibid), when a speaker says something, this means that he is actually performing an action. For instance, in the following statement '' I name this ship the Queen Elizabeth'' (Austin 1962, p .5) .The focus here is not on whether the speaker is informing or describing what he is doing but rather on the action being actually performed which is naming the ship. In other words, people use language to communicate with each other, yet the use of language is not only about the production of a set of utterances, but also an attempt to perform a specific action or transmit a certain message.

According to Yule (1996, p.47), "actions performed via utterances are generally called speech acts". These utterances were referred to by Austin (1962) as performatives where ''the issuing of the utterance is the performing of an action" (p. 12). This theory was also supported by Jaszczolt (2002). He demonstrates some examples of the functions of speech acts as follows: to convey information, to ask for information, to give orders, to make requests, to give advice, to complain...etc. (p, 295)

Austin (ibid) generated his own theory by differentiating between descriptive and performative utterances and calls them constative and performatives respectively. He categorises three acts in the performance of utterances as follows:

A. **Locutionary act:** is the act of producing well-formed meaningful utterances by using different linguistic and syntactic units. It denotes the literal meaning of an utterance. For example: (As cited in Austin, 1962, p.101)

Eg: **Locution:** He said to me 'Shoot her!' meaning by 'shoot' shoot and referring by 'her' to her.

B. **Illocutionary act:** is a performative utterance where the communicative purpose is presented. For Yule (1996), it is the most centralised dimension, which refers to the intended meaning/ the purpose of the produced utterance. It can be a request, a complaint, a refusal, etc.

Eg: Illocution: He argued (or advised, ordered, etc.…) me to shoot her.

C. Perlocutionary act: is the effect the speaker's utterance on the hearer while performing.

Eg: Perlocution: He persuaded me to shoot her.

To help the hearer to decide what the intended meaning of the speaker is, the speaker uses several signs such as performative verbs and paralinguistic features (word order, stress and intonation). The latter are called Illocutionary Force Indicating Devices (IFIDs) Yule (1996). In addition to this, the performance of an utterance does not only need words to be valid and understood by the hearer, but also felicity conditions, appropriate context and appropriate circumstances (Yule ibid). That is to say, felicity conditions along with appropriate context and circumstances can help listeners/readers to manage to infer what the speaker/writer means.

5. Requests

The speech act of requesting is considered as one of the most researched ones across various linguacultural studies. Trosborg (1995, p. 187) defines requests as follows: "a request is an illocutionary act whereby a speaker (requester) conveys to the hearer (requestee) that he/she wants the requestee to perform an act which is for the benefit of the speaker." The speech act of requesting is considered as a directive act, which expresses what the speaker wants from the hearer to perform. According to Trosborg (1995), a request is considered as an impositive act, where the speaker (henceforth S) interlopes on the hearer (henceforth H), in varying degrees, in order to get him/her perform as the speaker wants. Therefore, requests are among the face-threatening acts; that is to say, they threaten the public image of either interlocutors or both (Brown & Levinson, 1987). The speaker threatens/conquers the hearer's privacy, risks his/her face image to be ruined if the requester decides to turn down his/her wishes and desires, or, more technically, 'face wants' as suggested by Yule (1996). In this context, Brown and Levinson (1987, p.311) define the assumption of face as "the public self-image that every member wants to claim for himself" .It consists of two aspects: positive face, which is "the want of every 'competent adult member' that his actions be unimpeded by others" and negative face, which means "the want of every member that his wants be desirable to at least some others." Furthermore, they assumed that a positive politeness system is generally oriented towards the positive face of the H as it satisfies its needs, while a negative politeness system is often oriented towards the hearer's negative face.

5.1. Request Classification

Among the early studies that attempted to classify requests according to their level of directness, we find Blum-kulka (1987), Blum-kulka and Olshtain (1984), and Trosborg (1995).

According to Blum-Kulka and Olshtain (1984), requests can be divided into three levels based on their degree of directness: direct, conventionally indirect, and unconventionally indirect.

a. Direct level: it implies the explicit performance of requests by using syntactic structures like imperatives (e.g., close the door!), modal verbs (e.g., you must leave now), performatives (e.g., I request you to get out now), and hedged performatives (I would like to order you to leave). In this level, the speaker tends to have a higher social position and power than the hearer.

b. Conventionally indirect level: the request is performed with the use of linguistic items, usually modal verbs (e.g., can, could, may, would). It can be a hearer-oriented request or speaker-oriented one (Trosborg, 1995, p. 197, p. 201). The first focuses on "the hearer's ability and willingness to comply with the requester's wishes and desires", e.g., Can you pass me the salt, please? Meanwhile, the second focuses on the requester's wants by making it "the focal point of the interaction", e.g., I would like to borrow your book.

c. Unconventionally indirect level: the request is implicitly performed. The requestee (hearer) should pay close attention to the situation where the act is performed to be able to get the intended meaning of the requester. Usually, it implies the use of hints (mild or strong hints) (e.g., I am thirsty = Intention: can you bring me a glass of water). In this study, we focused on the second level as requests are to be taught during role playing.

The above three levels of directness were classified by Trosborg (1995) into four main categories, which were sub-categorized into eight, presented according to the degree of directness: from the indirect (mild) strategies to most direct (impositive) strategies (as shown in the following table)

Table 2: Trosborg's (1995) Request Strategies Classification

RequestStrategies
(presentedatlevelsofincreasingdirectness)

Situation	Speaker Requests to Borrow Hearer's Car

Indirect request

1. Hints (mild)   I have to be at the airport in half an hour.
  (strong)   My car has broken down.

Conventionally indirect
(hearer-oriented conditions)

2. Ability   Could you lend me your car?
Willingness   Would you lend me your car?
Permission   May I borrow your car?

3. Suggestory formulae   How about lending me your car?

Conventionally indirect

(speaker-based conditions)

4.Wishes   I would like to borrow your car.

5.Desires/needs   I want/need to borrow your car.

Direct requests

6. Obligation   You must/have to lend me your car.
7. Performatives   I would like to ask you to lend me your car.
 hedged
unhedged   I ask/require you to lend me your car.
8. Imperatives Lend me your car.
 Elliptical phrases   Your car (please).

5.2.Request Perspective

Another dimension that can affect the perception of a request is its perspective. In this regard, Blum-Kulka (1991, p. 266) stated:

'' Choice of request perspective is another important source of variation for manipulating the request's degree of coercive force. Choice of perspective is one of the ways in which the native speaker signals his or her estimate of the degree of coerciveness required situationally. Ignorance of such norms creates an effect of social inappropriacy.''

Blum-Kulka and Olshtain (1984, p. 203) distinguished between four request perspectives: (a) hearer oriented (e.g., could **you** help me cleaning this room?) (b) Speaker oriented, (e.g., can **I** borrow your book?) (c) speaker- hearer oriented, (e.g., could **we** carry this 19 together?) (d) Impersonal, (e.g., would it **be possible** to clean it up?). Similarly, many factors can affect both the seriousness as well as the weightiness of the face-threatening act of requesting. Brown and Levinson (1987, p. 319) stated three main ones: social distance, relative power, and ranking position of both interlocutors.

According to Cohen (1996), the success of performing speech acts appropriately in social context depends mainly on the sociocultural and sociolinguistic abilities of interlocutors (mainly the speaker and hearer). The former refers to the ability to select the speech act strategies in accordance with: (a) cultural norms, (b) age and sex, (c) social class and occupation, and (d) their role and status of participants during the interaction; whereas, the latter refers knowledge of the appropriate linguistic forms to perform a particular action.

Chapter Two: Fieldwork

Introduction

The present research involves enhancing learners' PC in making requests through the use of role plays. This chapter is devoted to the practical side of this work. It is structured to answer questions related to the effectiveness of role plays in promoting Algerian EFL learners' PC; it intends, as well, to obtain interesting insights via the data gathered from Algerian Secondary School learners. The chapter describes the participants of the study, the research design and the instruments used. A 'pre- test-post-test method' is used as a part of an experimental case study. Subsequently, the findings obtained are analysed and summarized at the end of this chapter. Finally, the chapter provides the limitations of this study along with some pedagogical recommendations for curriculum designer, teachers and learners as well.

Section One: Research Methodology

1. Research Assumption

The study at hand addresses the following main research assumptions:

1. Role plays are effective tools to promote pragmatic competence since they equip Algerian EFL learners with the type of language needed to perform in real life situations.

2. Requests can be taught implicitly through the use of role plays to develop the Algerin EFL learners' pragmatic competence.

2. Population and Sampling

To achieve the intended objectives of this study, the researchers attempt to pick an appropriate sample that offers adequate information and knowledge about the whole population. In this study, the representative population is Algerian EFL second-year learners at 'Chaour Messaoud' secondary school- Jijel. The sample chosen consists of twenty Algerian EFL learners from both literary and scientific streams. In order to collect various data, the research embodied a population that was randomly chosen regardless of the learners' level of proficiency.

3. Data Gathering Instruments

The methods of collecting data, in language learning studies, are taken into consideration regarding the methodological choices of the researcher and the nature of the phenomenon being examined. To meet our objectives, i.e. to investigate to what extent the use of role plays, as a teaching tool, would improve Algerian EFL learners' PC in making requests, we opted for a 'one group pretest-posttest method'. The method of collecting data took place throughout three phases: a pretest, the experiment (treatment) and a posttest explained as follows:

First to mention is ''the pretest''. It takes the form of an MC- DCT that contains the description of six different situations. To explain, the pre-test includes six scenarios which aim at

putting learners in realistic situations and encouraging them to express their thoughts by choosing the most appropriate answers so that the researchers could assess their PC in making requests.

Second, the sample received a treatment made up of six different role plays lasted around 45 minutes for each of the six sessions where the major concern of this study was targeted, i.e. requests.

Finally came '' the post-test''. It contains the same situations that were previously administrated in the pretest. It was given in order to know whether there is a difference between the results of the pre-test and those of the post test. Then, the data collected are analyzed and interpreted through the selected answers of the sample that aim at confirming our main hypothesis: "If role plays are selected carefully and implemented adequately, Algerian EFL learners' pragmatic competence in making requests will be largely enhanced".

4. Description of the Research Tools

4.1. Description of the Multiple-Choice- Discourse Completion Task

The primary data of this research were collected using the pre and posttests. In other words, the single one group was pre-tested to grade whether they already have some features of pragmatic competence in making requests or not. After giving the appropriate treatment of making requests through the use of role plays, the sample was post tested. Both tests took the form of an MC-DCT.

With regard to the aim of the study, the researchers selected what method(s) meet(s) their objectives. An MC-DCT is used. This type can be represented as follows (used in Birjandi &Rezaei 2010, p16):

- The teacher has announced the date of midterm exam but you have another exam on that same day. How would you ask your teacher to change the date of the exam?

a. You need to change the date of the exam. We already have an exam on that day.

b.   Could   you   please   possibly   take   the   exam   some   other   day?

c. Could not we just not have the exam? We have one exam already on that day.

The MC-DCT was composed of six situations (see appendix A). Each of the provided situations compromises three choices for the students to select the most appropriate answer for generating adequate requests. The following table best describes the situations along with one of the variables of speech act: Social Distance (SD)

Table 03: Description of the situations in the MC-DCT

Speech act	Situations	Brief description	Variable :SD
Requests	1	Asking a classmate to lend a copy for summary of the lessons	Close
	2	Asking the teacher to reschedule the exam another day.	Distant
	3	Asking your sister to give you her handbag.	Close
	4	Asking your mother to give you a sum of money.	Distant
	5	Asking your teacher of English to give you her facebook account.	Distant
	6	Asking your friend to lend you her correction pen	Close

This choice of this tool was mainly justified due to the fact that DCTs are considered to be time saving and the most appropriate technique for gathering data about pragmatics, precisely speech acts. In this regard, Kanik (2013) maintains that: "The ease implementation and the ability to standardize have been important factors triggering the common use of elicitation tasks such as DCTs in pragmatics research" (p.626). In addition, many SLA researchers adopted this

technique viewing that its reliability is indispensable. Despite the fact that in MC-DCTs respondents may choose particular answers just to please the researcher, they "allow the elicitation of information relating to pragmatic production, comprehension and metapragmatic judgements" (Solgado, 2011, p.24). However, it is worth mentioning that the data provided by this tool reflects "what people think they would say " rather than " what people actually do say" in a given situation (Golato 2005, p .14) .That is what makes it less realistic and authentic. Besides, Ahn (2005) claims that it is "hard to agree on the most appropriate answer among the native speakers" (As Cited in Birjandi &Rezaei, 2010, p. 4). Hence, as a solution to the previously mentioned drawbacks, the researchers designed six situations that are similar to a previously designed MC-DCT in the study of Birjandi and Rezaei (2010) designed to assess Iranian EFL learners' interlanguage pragmatics.

5. Administration of the MC-DCT

The MC-DCT was given to twenty (20) Algerian EFL learners from Chaour Messaoud secondary school in Jijel. It is necessary to point out that choosing second year secondary school learners was due to the fact that they have an intermediate level in English. Also, their eagerness and familiarity with listening and speaking activities was a major cause we suppose will make succeed the experiment.

Section Two: Data Analysis and Results

For the analysis of the research results, two useful statistical analysis tools, descriptive statistics and inferential statistics, are used. First, descriptive statistics, particularly, central tendency, are used to describe the obtained data through displaying the **mean** and the **mode** scores of participants. Second, inferential statistics, particularly, statistical t-test, is used to make conclusions concerning the effectiveness of the integration of role plays in enhancing the learners' PC in making requests as postulated in our hypothesis earlier. The t-test chosen for the

analysis of data is a **Paired T-test Two Sample**, also called **T- test dependent**, for only one set of participants is exposed to a treatment and is measured to determine if there are any differences between the two results obtained before treatment and after treatment.

1. Data Analysis of the MC-DCT

1.1 Before treatment

Situation 1: You are preparing for your exams by the end of the month; you met one of your colleagues in the corridor. While talking to her about your preparation for exams, she told you that she found a very interesting summary about his-geo subject. You want to have a copy of it, what would you say?

Table 04: Learners' Responses to Situation 1

Options	N	%
a. You must give me a copy of this summary	1	5%
b. I think I need this summary. Give me a copy!	2	10%
c. Can I get a copy if this summary, please?	17	85%
Total	20	100%

The table above illustrates the students' answers to situation 1. As shown in the table, the vast majority of answers were devoted to the third option (the most appropriate answer) with a percentage of 85%. As for the second option, 10% of learners selected it and the remaining 5% of them chose the first option.

Situation 2: You were absent for school for three days because you were sick. When you came back, your teacher informed you that your colleagues had their English test. He asked you if you are ready to have it that day (the day you came back). You want to ask your teacher to

reschedule it the day after. What would you say?

Table 05: Learners' Responses to Situation 2

Options	N	%
a. I cannot have it today; do you think you can schedule it for tomorrow?	3	15%
b. You need to change the date of the test; I am not ready for it.	4	20%
c. Could I please possibly take the test some other day?	13	65%
Total	20	100%

According to table 5 above, 65% of learners chose the third option (the most appropriate answer), whilst 20% of them picked up the second option. The first option was selected by 15% of learners.

Situation 3: You are going on a picnic with your friends, and your sister has got a beautiful hand bag that suits your dress. What would you say to request your sister to lend you her hand bag?

Table 06: Learners' Responses to Situation 3

Options	N	%
a. Can you lend me your hand bag? It perfectly suits my dress.	11	55%
b. Give me your hand bag!	5	25%
c. I am asking you to lend me your hand bag.	4	20%
Total	20	100%

The table above demonstrates that 55% of learners selected the first option as the most appropriate answer. By contrast, 25% of them selected the second option and the other 20%

answered by the third option.

Situation4: Your friend has invited you to come over to her birthday party. So, you ask your mother to give you money to buy her a gift to hand it to her. How would you say that?

Table 07: Learners' Responses to Situation 4

Options	N	%
a. You have to give me the money to buy her a gift.	2	10%
b. Could you please me give money to buy her a gift?	12	60%
c. Can you just give me money to buy her a gift?	6	30%
Total	20	100%

As the table illustrates**,** most of the participants with a percentage of 60% selected the second option as the most appropriate answer. 30 % of them decided to choose the third option and only 2 of them representing a percentage of 10% selected the first option.

Situation5: You are in the classroom and you can't seem to find you English book anywhere. You ask your teacher to go borrow a book from the other class. How would you ask for that?

Table 08: Learners' responses to situation 5

Options	N	%
a. I was wondering if I could search for a book in the next room.	7	35%
b. I think I am going to need a book so that I can follow the lesson.	6	30%
c. Would it be possible to get a book from the next room? You should let me go	7	35%

Total	20%	100%

The results obtained from this table were partially similar, as we can see in the table; we find the same number of students (7) in their responses to option 1 and 3 representing a percentage of 35% for each. The remaining percentage stands for the second option.

Situation 6: You are having an exam and you realize that you have made a mistake. Yet, when wanting to correct it, you discover that you forgot your correction pen at home. How would you ask your friend to lend you his correction pen politely?

Table 09: Learners' Responses to Situation 6

Options	N	%
a. I would like to borrow your correction pen for a minute	11	55%
b. give me your correction pen.	3	15%
c. I need your correction pen	6	30%
Total	20	100%

Table 9 indicates that more than half of the participants selected the first option as the most appropriate answer, while only 15% of them selected the second option. 30% is the percentage of those who chose the third option.

1.2 After treatment:

Situation 1: You are preparing for your exams by the end of the month; you met one of your colleagues in the corridor. While talking to her about your preparation for exams, she told you that she has found a very interesting summary about his-geo subject. You want to have a copy of it, what would you say?

Table 10: Learners' Responses to Situation 1

Options	N	%
a. You must give me a copy of this summary	0	0%
b. I think I need this summary. Give me a copy!	2	10%
c. Can I get a copy if this summary, please?	18	90%
Total	20	100%

In this table, the vast majority of learners selected the third option as the most appropriate answer with a percentage of 90%. By contrast, the remaining 10% are left to the second option. As for the first option, no responses were selected.

Situation 2: You were absent for school for three days because you were sick. When you came back, your teacher informed you that your colleagues had their English test. He asked you if you are ready to have it that day (the day you came back). You want to ask your teacher to reschedule it the day after. What would you say?

Table 11: Learners' Responses to Situation 2

Options	N	%
a. I cannot have it today; do you think you can schedule it for tomorrow?	0	0%
b. You need to change the date of the test; I am not ready for it.	0	0%
c. Could I please possibly take the test some other day?	20	100%
Total	20	100%

The results obtained from this table illustrate that after the treatment, learners' perception

has significantly changed. 100% is the percentage representing the third option selection.

Situation 3: You are going on a picnic with your friends, and your sister has got a beautiful hand bag that suits your dress. What would you say to request your sister to lend you her hand bag?

Table 12: Learners' responses to situation 3

Options	N	%
a. Can you lend me your hand bag? It perfectly suits my dress.	16	80%
b. Give me your hand bag!	2	10%
c. I am asking you to lend me your hand bag.	2	10%
Total	20	100%

The above table represents that there were significant changes in learners' responses. 80% of them selected the first option regarded as the most appropriate answer. The same percentage was noted for both the second and the third options i.e. 10%.

Situation4: Your friend has invited you to come over to her birthday party. So, you ask your mother to give you money to buy her a gift to hand it to her. How would you say that?

Table 13: Learners' Responses to Situation 4

Options	N	%
a. You have to give me the money to buy her a gift.	0	0%
b. Could you please give me money to buy her a gift?	16	80%
c. Can you just give me money to buy her a gift?	4	20%
Total	20	100%

As shown in the above table, after the treatment; the highest percentage (80%) was noted

in the second option seen as the most appropriate answer and the lowest percentage (20%) was

noted in option 4. No responses were given to the first option.

Situation5: You are in the classroom and you can't seem to find you English book anywhere.

You ask your teacher to go borrow a book from the other class. How would you ask for that?

Table 14: Learners' responses to situation 5

Options	N	%
a. I was wondering if I could search for a book in the next room.	14	70%
b. I think I am going to need a book so that I can follow the lesson.	0	0%
c. Would it be possible to get a book from the next room? You should let me go	6	30%
Total	20	100%

Table 14 depicts that 70% of students believed that the first option is the most

appropriate answer, where the remaining 30% considered the third option as the most

appropriate answer.

Situation 6: You are having an exam and you realize that you have made a mistake. Yet, when

wanting to correct it, you discover that you forgot your correction pen at home. How would you

ask your friend to lend you his correction pen politely?

Table 15: Learners' Responses to Situation 6

Options	N	%
a. I would like to borrow your correction pen for a minute	16	80%
b. Give me your correction pen.	2	10%
c. I need your correction pen	2	10%
Total	20	100%

The above table indicates a significant change in the learners' choices of answers before and after the treatment. 80% of them selected the first option. Similar percentage (10%) was noted in both the second and the third options.

1.3 The Learners' Scores in the Pretest and Posttest

Both the results of the pretest and the posttest were graded out of 6. The following table best illustrates these findings:

Table 16: Learners' scores in the pretest and posttest

Learners	Pretest score	Post-test score
Learner 01	3/6	4/6
Learner 02	3/6	4/6
Learner 03	4/6	5/6
Learner 04	3/6	4/6
Learner 05	6/6	6/6
Learner 06	2/6	5/6
Learner 07	2/6	6/6
Learner 08	1/6	3/6
Learner 09	5/6	6/6
Learner 10	2/6	4/6
Learner 11	3/6	4/6
Learner 12	5/6	5/6
Learner 13	2/6	5/6
Learner 14	4/6	6/6
Learner 15	5/6	6/6
Learner 16	2/6	4/6
Learner 17	6/6	6/6
Learner 18	5/6	6/6
Learner 19	4/6	5/6
Learner 20	4/6	6/6

The results displayed in the table show that the participants performed better in the posttest. For the grades founded, their improvement was greater in the posttest than in the pretest. To illustrate, most of the students' grades in pretest range between 1-5 out of 6,while in the posttest, the learners' grades range between 4- 6 out of 6.

1.4. Descriptive Statistics

After classifying the learners' scores in the pretest and posttest, the mean score of the students' answers in the pretest was calculated using the following formula:

$$\mathbf{X} = \frac{\sum \mathbf{X}}{\mathbf{N}}$$

Notation**:**

X= the mean or arithmetic average of the score.

∑X= the sum of all scores.

N= the total number of subjects.

(Gay et al, 2012)

$$X = \frac{71}{20} = \mathbf{3.55}$$

The *mean value* of the pretest is: 3.55

The *mode* is the most frequently occurring value for example: 1,1, 2,2,2,2, 3, 3, 5, the *mode* is 2.

Table 17: The Mode of the Pretest's Scores

The score	1	2	3	4	5	6
The frequency of occurrence	1	5	4	4	4	2

Therefore, the mode of the pretest is 2.

After classifying the learners' scores according to their answers in the pretest and posttest, the same previously mentioned formula was applied to calculate the mean value of the posttest.

$$X = \frac{100}{20} = \mathbf{5}$$

The mean value of the posttest is: 5

The following table summarizes the frequency of occurrence of the posttest scores for students:

47

Table 18: The Mode of the Posttest's Scores

The score	1	2	3	4	5	6
The frequency of occurrence	0	0	1	6	5	8

The *mode* is: 6

In more details, the table below summarizes the descriptive statistics of the pre-test and the post-test.

Table 19: Scoring differences for Each Learners Before and After Treatment

Students	Pretest scores	Posttest scores	Difference
1	3/6	4/6	1
2	3/6	4/6	1
3	4/6	5/6	1
4	3/6	4/6	1
5	6/6	6/6	0
6	2/6	5/6	3
7	2/6	6/6	4
8	1/6	3/6	2
9	5/6	6/6	1
10	2/6	4/6	2
11	3/6	4/6	1
12	5/6	5/6	0
13	2/6	5/6	3
14	4/6	6/6	2
15	5/6	6/6	1
16	2/6	4/6	2
17	6/6	6/6	0
18	5/6	6/6	1
19	4/6	5/6	1
20	4/6	6/6	2
Mean	3,55	5	1,45
Mode	2	6	4

The results obtained from the table above depict that there is a significant difference between the learners' scores before (the pretest) and after the treatment (posttest). Learners scored a higher mean after the treatment **x=5** in comparison to the value recorded before **x= 3, 55**

.To examine the effectiveness of the treatment on the learners' performances, we compared the difference of scores for each learner and calculated the mean difference of **1, 45.** On the light of these results, students' scores proved that the treatment changed the learners' perception and understanding and that role plays were effective in improving the participants' PC in making requests.

1.5. Inferential statistics

The inferential statistics also called '' the T-test dependent '' was used for analyzing data and comparing the means of the sample in both the pretest and the posttest, so as to determine any statistical significant differences between the results. The table above shows the obtained data.

Table 20: The Paired t-test Results

	Pretest	Post test	Paired t-test	
Scores	M	M	t	Sig.
Group sample	3.55	5	9.45	0.00001

As the above table represents, the two-tailed p-value recorded is 0.00001 which is less than the alpha value whose significant level is set at 0.05 i.e. $p < 0.05$ .Eventually, the main assumption of this study is confirmed. That is to say, the use of role plays as a pedagogical tool is effective in enhancing Algerian EFL learners' PC in making requests.

1.6 Overall Discussion of the Results

The present study seeks to answers the following questions:

1. To what extent are role plays an effective way to promote pragmatic competence, mainly the speech act of requesting for Algerian EFL learners at Chaour Messaoud secondary school?

2. Can requests be implicitly taught through the use of role plays to develop Algerian EFL learners' pragmatic competence?

The first question was intended to investigate the effectiveness of role plays in enhancing the PC particularly making requests. The findings of the pre-test proved that the sample under study lacks an adequate input in the PC (see table 19); the only exceptions were learners **N; 5 and 17.**

When the interference of role plays took place, the paired t-test was used to compare the average of the group in the pre and post-tests .The findings revealed that the group under study scored higher in the posttest than in the pretest i.e. after receiving the treatment. Hence, the mean value of the posttest was found to be higher than the one scored in the pretest. The results of the paired t-test showed that role plays can be used as a pedagogical tool to improve Algerian EFL learners' PC in making requests. To illustrate, N= 6 showed a noticeable improvement before and after treatment with a difference of 3 between the grades recorded in the pretest and posttest.This demonstrates that role playing has a positive impact on the participants' performances. Moreover, learners' outcomes indicate that this technique helped them identifying their communicative strengths and weaknesses as well as motivated them to enhance their PC. In addition, the outcome of this study is consistent with the study of Hosseini (2016) who marked the difference between the experimental group who did role play and the controlled group who did conversation. The results of the same posttest that both groups undertook revealed that the experimental group performed better. In his study, the findings also proved that role play is an effective way to teach Pragmatic aspects. This is quite similar to the scores recorded in the present study. For instance, N= 7 presented a prominent change after receiving the treatment with a difference of 4 between the scores of both tests. Yet, unlike previous studies whose major concern was the implementation of role plays in language teaching in general, this study came to

put emphasis on the effectiveness of role play integration in teaching one of the specific aspects of language which is PC. To illustrate, we mention the study of Lui (2009) on Role-play in English Language Teaching.

All in all, the results of both the pretest and posttest displayed that there were statistically significant differences. Moreover, the first hypothesis was accepted since the paired t-test data showed that there is a progress in learners' performance in making requests as their means scores increased in the posttest.

The second research question was meant for answering whether requests can be taught implicitly through the use of role plays. The learners' answers in the posttest indicated that their choices were more appropriate after receiving the treatment i.e. learning requests through role plays. For instance, in situation 2 where the learner is supposed to ask his/her teacher to reschedule the exam,all learners selected the third option as the most appropriate answer with a percentage of 100% after receiving the treatment, whilst only 65% of them selected this option before treatment. Another shift was noted in situation 3 where the learner is supposed to request her sister to lend her a hand bag; 55% chose the first option as the most appropriate answer in the pre-treatment. However, 80% of them managed to select this option in the post-treatment. This can be due to the fact that while undertaking the posttest, learners made a flashback to the scenarios they acted out previously in which forms of requests were taught implicitly. Along with that, the second hypothesis that says that '' Requests can be taught implicitly through the use of role plays to develop Algerian EFL learners pragmatic competence.'' is confirmed.

1.7.Pedagogical Recommendations and Suggestions

The corollaries of the study showed some weaknesses in secondary school learners' pragmatic competence before receiving the treatment. These problems can be solved if several procedures are to be adopted. In light of the experiences of previous studies, the researchers

ardently suggest the coming recommendations to promote and develop learners' pragmatic competence through the use of role plays.

A) Recommendations directed to curriculum designers

Curriculum designers should consider the importance of communicating in the target language. The content of course books should meet the learners' needs and interests. Some history or scientific topics are considered to be boring by most learners. Therefore, the textbook activities should create greater opportunities to motivate the learners to communicate and make them feel the vitality of the language they are learning.

Role -Play tasks (RPTs) are seen and hereby proven to be effective tools. As a result, course designers should focus more on broadening the chance of more authentic situations where learners are expected to present their skills in front of the teacher and why not an audience.

B) Recommendations for EFL teachers

-Motivation and more attention should be placed on weak participators of the EFL classroom to repair the damages in their language proficiency.

-A teacher should develop suitable teaching strategies and methods to promote their self-confidence and reduce stress and anxiety one of which is "role playing". S/he should create a comfortable platform to express themselves freely by giving them positive feedback.

-The integration of the appropriate pedagogical materials and media helps the instructor in attracting learners' attention and increasing their interest in acting out using the TL. Some of these may involve audios, posters, handouts, songs, costumes…etc.

- Practical activities such as RPTs would help learners get accustomed to speaking in front of the public and allow for error correction and enhancing their communicative competence. So, Teachers' Talking Time (TTT) should be reduced and more time would be advocated for

learners to speak using only English. The following notes would help teachers successfully fulfill this type of tasks:

-Group or pair works in roles plays through which learners produce and receive linguistic knowledge help them take moderate risks using the language with no fears of judgments by their peers.

-Free role-play can be widely used to train pupils to speak spontaneously with no need to read what they are supposed to say. By being in the shoe of another character, learners feel more at ease to perform on stage and get rid of some psychological issues like stress.

-Discussions before or after performance which are supplied by information from the teacher or the textbook are beneficial too.

In fact, the steps for administrating a role play are best summarized by Harmer (1998) as:

1. Identify the objectives.
2. Choose setting and roles.
3. Introduce the exercise.
4. Prepare students.
5. Role playing.
6. Discussion after performance.
7. Assessment.

C.-Recommendations for EFL learners

-Learners should create the space in which they get to speak the language for communication. Since the time in the classroom is not sufficient to practice the language, an English theater club would be a perfect solution. FLLs will have the chance to use the language deliberately and freely with no fear of embarrassment.

-Listening to and imitation of the native speakers' speech by stimulating other people's roles in

real life contexts can be beneficial in enhancing their communicative skills and achieving fluency in speech. Learners can make use of authentic and amusing materials like songs and funny scripts.

-They should not always blame or wait for initiations from the teacher; learners can take the first step towards proving their talents and challenging their self-esteem issues to be acting in front of an audience.

1.8. Limitations of the Study

This research has some limitations. First, owing to the restricted time and sample of students in collecting the requisite data to undertake the current exploration, the researchers were permitted to conduct their research in one secondary school in the city of Jijel with only 20 students in no more than three weeks. In addition, we found just few studies that dealt with ways to successfully implement role plays in improving the communicative skills, especially in the Algerian context. Moreover, some students were sometimes absent during sessions of treatment, so the researchers were obliged to repeat the sessions again for them. And, because of the 'Corona Virus' circumstances at the beginning of conducting the research, we did not have much time to investigate even deeper. It would have been intriguing to join EFL classes for a longer period of time and with more pupils so that we had a broad view of the practice of RPTs to enhance pragmatic skills at least during an entire semester.

Notwithstanding the above limitations, the current research is believed to have rendered to the field of foreign language teaching and learning in the Algerian context a small but definite contribution. The study, in this situation, maybe used as a point of reference in the area of research in order to explore approaches that enable EFL learners to be more communicatively competent.

Conclusion

This chapter presented the practical framework of the study, it was devoted to analyze, interpret and discuss the data obtained from the pre-test and post-test. The first section of the chapter targeted the research methodology including; the research assumptions, population and sampling, data gathering instruments and the description of the research tools that were implemented to carry out this study. Afterwards, the data analysis, interpretations and discussion were addressed in the second section. The latter provided both the descriptive and the inferential statistics recorded in forms of tables and percentages. Next, the findings obtained from the data analysis were profoundly discussed. After classifying the pretest and posttest results, and scoring the differences between the two, the researchers came up to the result that the learners 'scores enhanced after receiving the treatment. Eventually, role plays are effective in improving Algerian EFL learners' pragmatic competence in making requests. Lastly, this chapter ended with providing some pedagogical implications followed by some limitations that interrupted the researchers while conducting their study.

General Conclusion

Communication is the main purpose of learning any language. Being a good communicator does not necessarily mean being a good writer, but more importantly, being able to communicate appropriately by using the language learnt in different contexts throughout one's life. From infancy: where the baby would make sounds to ask or refer to things, to childhood: where children would learn some words through hearing them and imitating their utterances to eventually ask for things regarding their needs in various domains of life. At this level, many people encounter some obstacles when it comes to the appropriate use of the language learnt. This can result from the lack of the appropriate contextualized input as far as the pragmatic competence is concerned. Therefore, the study at hand is an attempt to investigate the effectiveness of role plays as a pedagogical tool in enhancing Algerian EFL learners' pragmatic competence in making requests. It has been assumed that using role plays as a pedagogical tool would effectively enhance the pragmatic competence of EFL learners at Chaour Messaoud secondary school, precisely in making requests.

This study compromises two chapters. The first chapter, distributed into two sections, provided the major prominent literature in the field. The first section addressed the concept of role plays and its different types along with their integration in EFL classrooms, their advantages in EFL teaching as well as issues encountered when using them. On the other hand, the second section highlighted the concept of communicative competence and its major components. Then it tackled the concept of pragmatic competence and its importance in the field of second language learning/teaching. It ended by providing a definition of the Speech Act and requests, their classification and perspective.

Similarly, the second chapter also was divided into two major sections. The first section sheds light on the research methodology and the description and administration of the research

tools. As for the second section, the data analysis and results were deeply discussed.

Based on the findings of this study, the research questions are answered. Most importantly, the researchers came up to the result that role plays were effective in improving the Algerian EFL learners' pragmatic competence in making requests. Moreover, the results revealed that the treatment helped the learners to overcome the issues related to the language use in context, role plays motivated them to acquire the pragmatic input needed to realize the speech act of requesting. As a matter of fact, the scores from the pretest and the posttest show that there was a remarkable change in the learner's final outcomes, the participants' mean value in the pretest was 3.55 and increased to 5 in the posttest with a positive difference of 1.45. This in turn proves an enhancement in their performances. Consequently, it is highly recommended for curriculum designers, teachers and learners to use role plays as a pedagogical tool to enhance the PC specifically requests.

List of References

Abdoola, F., Flack, P.S., &Karrim, S.B. (2017). Facilitating pragmatic skills through role-play in learners with language learning disability. South African Journal of Communication Disorders, 64(1), a187. https://doi.org/10.4102/ sajcd.v64i1.187

Abdul Fattah, E. S. (2018). Role-play as an independent learning technique in developing semantic& pragmatic competence. *Semantic Scholar*.

Aufa, F. (2011).Explicit pragmatic instruction in teaching English as a foreign language. Journal of English and Education, 5(1), 37-44

Austin, J. L. (1962). How to do things with words. Oxford: Oxford University Press.

Bachman, L. F. (1990). Fundamental considerations in language testing. Oxford: Oxford University Press.

Backlund, LG. 1977 Issues in communicative competence theory, paper presented at the annual convention of the speech communication association, Washington D.C.

Bardovi-Harlig, K. & Vellenga, H., E. (2012). The effect of instruction on conventional expression in L2 pragmatics. System, 40, 77-89.

Blum-Kulka, S. (1991). Interlanguage pragmatics: The case of requests. In R. Phillipson, E. Kellerman, L. Selinker, M. S. Smith, & M. Swain (Eds.), Foreign/Second language pedagogy research: A commemorative volume for Claus Faerch (pp. 255–272). Multilingual Matters.

Blum-Kulka, S., & Olshtain, E. (1984). Requests and apologies: A cross-cultural study of speech act realization patterns (CCSARP), Applied Linguistics, 5(3), 196–213. https://doi.org/10.1093/applin/5.3.196

Brown, H. D. (2000). Principles of Language Learning and Teaching. New York: Longman

Brown, P., & Levinson, S. C. (1987). Politeness: Some universals in language usage. In A.

Jaworski& N. Coupland (Eds.), The discourse reader (2nd ed., Vol. 22, pp. 311–323). Cambridge University Press.

Bublitz, W., &Norrick, N. R..(2011). (Eds) *Foundations of Pragmatics* (Vol. 1).Berlin, New York: De Gruyter Mouton.

Byrne, D. (1986). Teaching oral English. London: Longman.

Canale, M., & Swain, M. (1980).Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing.Applied Linguistics, 1, 1-47. http://dx.doi.org/10.1093/applin/I.1.1

Celce-Murcia, M. (2007).Rethinking the role of communicative competence in language teaching.In E. AlcónSoler& M. P. SafontJordà (Eds.), Intercultural Language Use and Language Learning (pp. 41–57).

Cenoz, J. (2007). The Acquisition of pragmatic competence and multilingualism in foreign language contexts.In E. Alcon-Soler& M. P. S. Jordà (Eds.), Intercultural language use and language learning (pp. 123–140).Springer.

Cesar, A, C, L. Alirio, I, E., & Maria, F,J,O. (2017). The Impact of Authentic Materials and Tasks on Students' Communicative Competence at a Colombian Language School.*Bogotá, Colombia*, *19*(1).https://doi.org/10.15446/profile.v19n1.56763

Chalak, A., &Abbasi, S., (2015). The effects of explicit and implicit pragmatic instruction on Iranian EFL learners' production of suggestion speech act in the context of distance learning. Journal of Applied Linguistics and Language Research, 2, (4), 275-284

Chesler, M ., & Fox, R . (1966). Role playing methods in the classroom. Science Research Associate, inc.

Chomsky, N. (1965). Aspects of the theory of syntax. Cambridge and Massachusetts: The MIT

Press.

Cohen, A. (1996). Investigating the production of speech act sets. In S. M. Gass& J. Neu (Eds.),
Speech acts across cultures: Challenges to communication in a second language (pp. 21–
43). Mouton de Gruyter.

Crystal, D. 1997. The Cambridge encyclopedia of language (2nd Ed). Cambridge University Press

Davies, P (1990) .*the use of drama in English Language Teaching* , 8 (1) , 87-99
https://doi.org/10.18806/tesl.v8i1.581

Deda, N. (2013). The role of pragmatics in English language Teaching. Pragmatic competence.
Academic   Journal   of   Interdisciplinary   Studies,   2(4),   63–70.
https://doi.org/10.5901/ajis.2012.v2n4p63

Dendenne, B. (2014). The Pragmatic Suitability of the Algerian ELT Secondary School
Textbooks: A Focus on Speech Acts. *Revue Science HumaineS*, *41*, 07–27.
Doff, A .(1988). Teach English: A training course book for teachers. Cambridge:

Cambridge University Press.https://doi:10.1017/S0267190500002464

Gay L. R. (1981). Educational Research. Ohio: A Beel& Howell Company.

Ghait, S., &Kaouli, N. (2020).Realizing the Speech Act of Request on pragmatic competence
task performance.*El-Ihyaa Journal*, *20*(24), 703–724.

Golato, A. (2005). Compliments and compliment responses: Grammatical structure and
sequential organization. Amsterdam/Philadelphia: John Benjamin Publishing Company.

Harmer, J. (2001).The Practice of English Language Teaching.4th Edition. London, Longman,
2007.Print

Harmer.J.(1998). How to teach English.Longman.

Harper-Whalen, S. & Morris, S. (2005). Using a role-play activity in training.Training Solutions.
9, 1-4.

Holmes, J. (2013). *An introduction to sociolinguistics* (4th ed.). Routledge.

Hosseini, F. (2016).The Effect of Role Play on Pragmatic Competence among Male and Female Iranian EFL Learners.*Journal of Applied Linguistics and Language Research*, *3*(5).

Hymes, D. (1979). On communicative competence. In Bumfit and Johnson (Eds.), The communicative approach to language teaching. Oxford: Oxford University Press.

Hymes, D. (1972)On communicative competence. ed. J B. Pride and Holmes, H. Sociolinguistics N.Y .Penguin.

Jaya .N. (2014).*Scripted Role Play-Based Teaching to Improve Speaking Skill of the Eleventh Grade Students of SMAN 14 Palembang*.*JURNAL BAHASA DAN SASTRA*, *3*(1), 60.

Kanik, M. (2013). Reverse discourse completion task as an assessment tool for intercultural competence1. *Studies in Second Language Learning and Teaching*, *3*(4), 621–644.

Kasper, G. and Schmidt, R. (1996).Developmental Issues in Interlanguage Pragmatics. Studies in Second Language Acquisition (18), 149-169.

Kim, H. (2017). The effects pf pragmatic instruction on the pragmatic awareness and production of Korean University Students. Indonesian Journal of Applied Linguistics, 7(2), 371-380.

Krulatz, A., &Trondelag, S. (2014). Integrating pragmatics instruction in a contentbasedclassroom.ORTESOL journal, 31, 19-25.

Ladousse, G. P. (1987). Role play. Oxford: Oxford University Press.

Leech, G. N. (1983). Principles of pragmatics. London: Longman Linguistics Library

Littlewood, W. (1991).Communicative Language Teaching. Cambridge: CUP.

Livingstone, C.(1983). Role play in language learning. Singapore: London: Longman.

Lueddeke, G. (1997). The accreditation of prior experiential learning in higher education: A discourse on rationales and assumptions. Higher Education Quarterly, 51. (3), 210–224.

Lui, F. D. (2009,). Role-play in English Language Teaching. Asian Social Science, 5(10), 140-143.

Martínez-Flor, A. (2007). Analysing request modification devices in films: Implications for pragmatic learning in instructed foreign language contexts. In E. AlcónSoler& M. P. S. Jordà (Eds.), Intercultural Language Use and Language Learning (pp. 245–279).Springer.

Menking, S. (2001). The Communicative Approach to Teaching English in Post-Secondary Institutions in Shimane , Japan. Thesis, University of Southern Queensland, Australia.

Ments, V. M. (1999). The effective use of role-play: practical techniques for improving learning (2nd ed.). Retrieved from. Html:id=GbXOYf8aTIC&redir_esc=y

Ments, V.M. (1989). The effective use of role-play: A handbook for teachers and trainers. New York: Nichols Publishing.

Mey, J. L. (1993). Pragmatics: An Introduction, Oxford: Basil Blackwell Ltd.

Milroy, E. (1982). Role-play: A practical guide. Aberdeen, U.K.: Aberdeern University Press.

Moody, J., S. (2014). Should we teach rules for pragmatics? Explicit instruction and emergent awareness of Japanese plain and polite forms. Japanese Language and Literature, 48, 39-69

Neupane, B. (2019). Effectiveness of Role Play in Improving Speaking Skill. *Journal of NELTA Gandaki*, *1*, 11–18.

Newmark, L. (1991). How not to Interfere with Language Learning: In The Communicative Approach to Language Teaching, C. J. BRUMFIT and K.JOHNSON (Eds.), Oxford: OUP.

Nursyuhada, Z., Noor Hanim, R., Norhartini, A., NurulHijah, J., &Nursuhaila, I. (2019). Exploring Perceptions of Role Play Activities in English as a Second Language (ESL) Classrooms. *International Journal of Engineering and Advanced Technology (IJEAT)*, *8*(5), 2249–8958.

Oxford, R., &Ehrman, M. (1992).Second Language Research on Individual Differences. Annual Review of Applied Linguistics,13, 188-205.

Rao, D. &Stupans, I. (2012).Exploring the potential of role play in higher education: development of a typology and teacher guidelines. Innovations in Education and Teaching International, 49(4), 427-436

Revel,J(1979).Teaching Techniques for Communicative English, Macmillan.

Richards, J. (1985). Longman Dictionary of Applied Linguistics. London: Longman.

Richards, J., & Rodgers, T. (2001).Approaches and Methods in Language Teaching (p. 204).New York : Cambridge University Press

http://dx.doi.org/10.1017/CBO9780511667305.021

Scarcella, R. C. and R. L. Oxford. (1992). The Tapestry of Language Learning: The Individual in The Communicative Classroom. Oxford: Heinle and Heinle.

Searle, J. R. (1969). Speech acts. An essay in the philosophy of language. Cambridge: Cambridge University Press.

Segueni, L. (2014). Developing Pragmatic Competence in the EFL Context: Opportunities and Challenges.*Revue Des Sciences Humaines.BiskraUniversity*, *34/35*.

Shokouhi, S. and Rezaei, A. (2015).The importance of teaching pragmatics in the classrooms (focus on complimenting).Journal for the study of English linguistics, 3 (1), 101-107.

Salgado, E. F. (2011). *The Pragmatic of Requests and Apologies*. John Benjamins Publishing Company.

Taguchi, N. (2011). Teaching pragmatics: Trends and issues. Annual Review of Applied Linguistics, 31, 289-310.

Taguchi, N. (2016b). Contexts and pragmatics learning: Problems and opportunities of

the study abroad research. In Language teaching, surveys and studies (pp. 1–

14).CambridgeUniversityPress. https://doi.org/10.1017/S0261444815000440

Thornbury.S.(2005).How to teach speaking.london:pearsoneducationallimited

Trosborg, A. (1995). *Interlanguage pragmatics: Requests, complaints and apologies*.

GruyterMouton.

Usó-Juan, E. (2007). The presentation and practice of the communicative act of

requesting in textbooks: Focusing on modifiers. In Alcon Solar and SafontJorda

(Eds.), Intercultural language use and language learning (pp. 41-57). Dordrecht

(Netherland): Springer.

Westerville, E. C. (1958). Role Playing: An Educational Technique. *Marriage and Family

Living*, *20*(1), 78–80. https://doi.org/10.2307/347373

Yule, G. (1996). Pragmatics.Oxford University Press

MC-DCT situations 1, 2, 3,4,5,6

Your participation to answer this MC –DCT aims for collecting data needed to complete a MASTER's degree research. Your help is very much appreciated and we thank you for your time and effort.

Please, imagine yourself in each of the following scenarios; you have three options for each scenario. Try to choose the most SUITABLE answer on how would you request if put in similar situations.

<u>Situation 1:</u>

You are preparing for your exams by the end of the month; you met one of your colleagues in the corridor. While talking to her about your preparation for exams, she told you that she has found a very interesting summary about his-geo subject. You want to have a copy of it, what would you say?

a. You must give me a copy of this summary.

b.I think I need this summary. Give me a copy!

c. Can I get a copy of this summary, please?

<u>Situation 2:</u>

You were absent for school for three days because you were sick. When you came back, your teacher informed you that he had made the test of English. He asked you if you are ready to have it that day (the day you came back). You want to ask your teacher to reschedule it the day after. What would you say?

a. I cannot have it today; do you think you can schedule it for tomorrow?

b. You need to change the date of the test. I am not ready for it.

c. Could I please possibly take the test some other day?

Situation 3:

You are going on a picnic with your friends, and your sister has got a beautiful hand bag that suits your dress. What would you say to request your sister to lend you her hand bag?

a. Can you lend me your hand bag? It perfectly suits my dress.

b. Give me your hand bag!

c.I am asking you to lend me your hand bag.

Situation 4 :

Your friend has invited you to come over to her birthday party. So, you ask your mom to buy you a gift to hand it to her. How would you say that?

a. You have to give me the money to buy her a gift.

b. Could you please, give me this money to buy her a gift?

c. Can you just give me the money to buy her the gift?

Situation 5:

You are in the classroom and you can't seem to find you English book anywhere. You ask your teacher to go borrow a book from the other class. How would you ask for that?

a. I was wondering if I could search for a book in the next room.

b. I think I am going to need a book so that I can follow the lesson .

c. Would it be possible to get a book from next room? You should let me go.

Situation 6:

You are having an exam and you realize that you have made a mistake. Yet, when wanting to correct it , you discover that you have forgotten your correction pen at home. How would you ask your friend to lend you his correction pen politely?

a. I would like to borrow your correction pen for a minute.

b. Give me your correction pen.

c. I need your correction pen.

Resumé

Cette étude tente d'étudier l'efficacité des jeux de rôle en tant qu'outil pédagogique pour renforcer la compétence pragmatique des apprenants algériens de l'EFL dans la formulation de demandes. L'échantillon de l'étude de recherche a été choisi au hasard parmi les élèves de deuxième année de l'école secondaire Chaour Messaoud à Jijel. Afin de tester l'hypothèse qui suggère la probabilité que si les apprenants algériens de l'EFL sont exposés à un enseignement pragmatique adéquat par l'utilisation de jeux de rôle, ils sont susceptibles de développer leur compétence pragmatique à formuler des demandes; une méthode de prétest-post-test à un groupe est utilisée. Il comprenait un prétest qui a été distribué à 20 élèves du secondaire. Après avoir été engagé dans six (6) jeux de rôle sur six séances en trois semaines, l'échantillon a passé un post-test pour s'assurer qu'il y avait des changements importants. Les résultats des deux tests ont révélé que l'adoption de jeux de rôle en tant qu'outil pédagogique peut améliorer les compétences pragmatiques des étudiants, en particulier en faisant des demandes. À la lumière de ces résultats, nous avons suggéré quelques implications pédagogiques pour les concepteurs de programmes d'études, les enseignants ainsi que les étudiants.

ملخص

تهدف هذه الدراسة الى البحث في مدى فعالية "لعب الأدوار" باعتباره أداة بداغوجية تساهم في تنمية الكفاءة التداولية لطلبة اللغة الإنجليزية كلغة أجنبية , وهدا بالتركيز على فعل كلامي وهو "الطلب".عينة الدراسة البحثية نم اختيارها عشوائيا من طلبة السنة الثانية بثانوية "شعور مسعود" بجيجل. تم استخدام طريقة الاختبار المسبق مع الإختبار البعدي لمجموعة واحدةمن أجل اختبار الفرضية التي مفادها:تلقي طلبة اللغة الانجليزية تدريسا تداوليا كافيا عن طريق اداة" لعب الادوار" من شانه تحسين ادائهم وكفائتهم التداولية بصفة ملموسة. الإختبار المسبق تم توزيعه على عشرين (20) تلميذا. بعد القيامبنمثيل ستة (6) أدوار على مدى ستة جلسات خلال ثلاثة أسابيع ، أجرت العينة اختبارا بعديا للتأكد مما إذا كانت هناك تغييرات كبيرة. كشفت نتائج كلا الاختبارين أن اعتماد استراتيجية لعب الأدوار كأداة تربوية (بيداغوجية)من شأنه أن يعزز الكفاءة التداولية للطلاب وخاصة في تقديم الطلبات. استنادا على النتائج المتحصل عليها, اقترحنا بعض الإرشادات التربوية على مصممي المناهج الدراسية والأساندة وكذلك للتلاميذ.