

REPUBLIC OF TURKEY

ÇAĞ UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**EFL STUDENTS' PERCEPTIONS OF PRAGMATICS AND THEIR LEVEL OF
PRAGMATIC COMPETENCE**

THESIS BY

Mustafa YILDIRIM

SUPERVISOR

Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ

MASTER OF ARTS

MERSİN/ JUNE 2015

REPUBLIC OF TURKEY
ÇAĞ UNIVERSITY
DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES

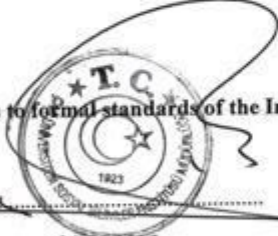
We certify that this thesis under the title of "EFL STUDENTS' PERCEPTIONS OF PRAGMATICS AND THEIR LEVEL OF PRAGMATIC COMPETENCE" is satisfactory for the award of the degree of **Master of Arts** in the Department of English Language Teaching.


Supervisor- Head of examining committee: Assoc. Prof. Dr. Şahnaz ŞAHİNKARAKAŞ


Member of examining committee: Assist. Prof. Dr. Hülya YUMRU


Member of examining committee: Assoc. Prof. Dr. Jülide İNÖZÜ
(Çukurova University)

I certify that this thesis confirms to formal standards of the Institute of Social Sciences.


04.06.2015

Assist. Prof. Dr. Murat KOÇ
Director of the Institute of Social Sciences

Note: the uncited usage of the reports, charts, figures and photographs in this dissertation, whether original or quoted for mother sources, is subject to the Law of Works of Art and Thought No: 5846.

ACKNOWLEDGEMENT

To my family, for their endless belief in me

Firstly, I would like to express my sincerest gratitude to my advisor, Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ, who has supported me throughout my thesis with her excellent guidance and infinite patience. This thesis would not be completed without her great attention and continues encouragement. She was always accessible and willing to help me with my research.

I am thankful to Assist. Prof. Dr. Hülya YUMRU and Assoc. Prof. Dr. Jülide İNÖZÜ to take part in the jury and their invaluable comments and support.

I owe special thanks to my friend Yılmaz KILAVUZ for all supports he has given me throughout my thesis. I never forget his good humour and generous help.

I would also like to express my thanks to the participants of this study for their help.

And my greatest thanks go to my precious parents: Mehmet and Bineş YILDIRIM. Thank you for always trusting and supporting me.

Finally, I want to predicate my deepest thankfulness to my wife Gülşen YILDIRIM. She always provided full support to me during the hard times I went through while working on this study.

I would like to predicate my special thanks to my lovely daughters, Nubahar and Zehra. I never forget how my daughters's great smiles have given me energy.

04.06.2015

Mustafa YILDIRIM

ÖZET

İNGİLİZCEYİ YABANCI DİL OLARAK ALAN ÖĞRENCİLERİN EDİMBİLİMLE İLGİLİ ALGILARI VE EDİMBİLİM SEVİYELERİ

Mustafa YILDIRIM

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Tez Danışmanı: Doç. Dr. Şehnaz ŞAHİNKARAKAŞ

Haziran 2015, 67 sayfa

Bu çalışma Muş Alparslan Üniversitesi öğrencilerinin edim bilim ile ilgili algıları ve öğrencilerin edim bilim yeterlilik seviyelerini araştırmayı amaçlamıştır. Bu amaca ulaşmak için nicel bir araştırma yöntemi uygulanmıştır. 130 üniversite öğrencisi bu çalışmada yer almıştır. Veriler bir anket aracılığıyla toplanmıştır. Çalışmanın sonuçları Muş Alparslan Üniversitesi öğrencilerinin edim bilim bilgisinin en az dilbilimsel bilgi kadar önemli olduğuna inandıklarını gösterdi. MAÜ öğrencilerinin edim bilimle ilgili olumlu tutumlarına rağmen sonuçlar edim bilim yeterliliklerinin sınırlı olduğunu göstermektedir.

Anahtar Kelimeler: Edimbilim, Edimbilim Yeterliliği, Bağlam

ABSTRACT

EFL STUDENTS' PERCEPTIONS OF PRAGMATICS AND THEIR LEVEL OF PRAGMATIC COMPETENCE

Mustafa YILDIRIM

M.a Thesis, Department of English Language Teaching

Supervisor: Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ

June 2015, 67 pages

The aim of this study is to investigate the perceptions of Muş Alparslan University students on pragmatics and their level of pragmatic competence. For the purpose of the study a quantitative research method was carried out. The 130 university students were participated in this study. Data were collected by means of a questionnaire. According to the results of the study the students believed the pragmatic knowledge was as important as linguistic knowledge in language learning process. Although MAU students have positive attitudes towards the pragmatics, the results indicated that the students have limited pragmatic knowledge.

Key Words: Pragmatics, Pragmatic Competence, Context

ABBREVIATIONS

MAU	: Muş Alparslan University
EFL	: English as a Foreign Language
RQ	: Research Question
CEF	: Common European Framework

LIST OF TABLES

Table 1. Students' views about pragmatic knowledge and linguistic knowledge	25
Table 2. Participants' views on English language learning outcomes.....	28
Table 3. Students' views on teaching and practice of communicative language	30
Table 4. Students' views on learning and teaching in English classroom	32
Table 5. Students' views on the practice of language learning strategies.....	38

LIST OF FIGURES

Figure 1: Ji's categorization of Pragmatic knowledge	16
Figure 2. Bechman's model of language competences	18
Figure 3. The type of knowledge students want to have most in language learning.....	26
Figure 4. The types of abilities which the participants desire to acquire most in their language learning process.....	27
Figure 5. Types of Englishes which the participants like to learn to use	29
Figure 6. Pragmatically oriented tasks which were used mostly in classroom teaching.....	31
Figure 7. Pragmatic competence of the students - situation 1.....	33
Figure 8. Pragmatic competence of the students - situation 2.....	34
Figure 9. Pragmatic competence of the students – situation 3	35
Figure 10. Pragmatic competence of the students – situation 4.....	36
Figure 11. Pragmatic competence of the students – situation 5	37

TABLE OF CONTENTS

COVER.....	I
APPROVAL PAGE	II
ACKNOWLEDGEMENTS.....	III
ÖZET	IV
ABSTRACT	V
ABBREVIATIONS.....	VI
LIST OF TABLES.....	VII
LIST OF FIGURES.....	VIII
TABLE OF CONTENTS	IX

CHAPTER I

1. INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problem.....	3
1.3. Purpose of the Study	3
1.4. Importance of the study	3
1.5. Research Questions	4
1.6. Operational Definitions.....	5
1.6.1. Pragmatics	5
1.6.2. Pragmatic Competence.....	5

1.6.3. Context.....	5
---------------------	---

CHAPTER II

2. LITERATURE REVIEW.....	6
2.1. Introduction	6
2.2. Pragmatics	6
2.2.1. Introduction to Pragmatics	6
2.2.2. Definition of Pragmatics.....	7
2.2.3. Features of Pragmatics.....	9
2.2.3.1. Context.....	9
2.2.3.1.1. Linguistic Features.....	10
2.2.3.1.2. Contextual Features	10
2.2.3.1.3. Shared Knowledge	10
2.2.3.1.4. World Knowledge	11
2.2.3.2. Meaning.....	11
2.2.3.3. Social Interaction	12
2.2.3.4. Speech Acts.....	12
2.2.3.4.1. Locutionary Act (Meaningful Utterance).....	13
2.2.3.4.2. Illocutionary Act	13
2.2.3.4.3. Perlocutionary Act	14
2.2.3.5. Linguistic Communication Types.....	14
2.2.3.5.1. Direct Communication.....	14
2.2.3.5.2. Non-Literal Communication.....	15

2.2.3.5.3. Indirect Communication.....	15
2.2.4. Categorisation of Pragmatic Knowledge	15
2.3. Pragmatic Competence	17

CHAPTER III

3. METHODOLOGY	20
3.1. Design of the Study	20
3.2. Participants of the Study.....	20
3.3. Data Collection Instruments	21
3.4. Data Collection Procedure	22
3.5. Data Analysis	22

CHAPTER IV

4. RESULTS	24
4.1. Introduction	24
4.2. Results of Questionnaires	24
4.2.1. Students' perceptions of pragmatics in language learning and teaching	24
4.2.1.1. Students' views on linguistic and pragmatic knowledge.....	25
4.2.1.2. Students' views on English language outcomes.....	27
4.2.1.3. Students' views on teaching and practice of communicative Language.....	29
4.2.1.4. Students' views on learning and teaching in English classroom....	31

4.2.2. University students' level of pragmatic competence	32
4.2.3. Students' perceptions and practice of language learning strategies	37

CHAPTER V

5. CONCLUSION	39
5.1. Introduction.....	39
5.2. Summary of the study	39
5.3. Implications	42
5.4. Suggestions for Further Studies.....	43
5.5. Limitations of the Study.....	44
6. REFERENCES	45
7. APPENDICES	49
7.1. APPENDIX 1:Students' Questionnaire.....	49
7.2. APPENDIX 2: Turkish Version of the Questionnaire's First Part	54

CHAPTER I

1. INTRODUCTION

This chapter includes the background of the study, the purpose of the study and its importance and the statement of the problem. Then, the research questions and the definition of the terms are stated.

1.1. Background of the study

Globalization and the recent changes in the world have required interconnectedness in all aspects of social life. In this process the attention has given to the social and cultural issues. These changes contribute English and English teaching throughout the world. English has an internationally important role because of cultural differences of learners of English and broad of its geographical diffusion (Held, McGrew, Goldblatt & Perraton, 1999). The uses of culture and communicative components have become a part of approaches and methods about English teaching. With the rapid change of Teaching English in world, the role of English and communicative competence which includes the language knowledge and ability together to use it in social interactions (Widdowson, 1992) have gained more importance in language learning process. More attention has been given to the language use. This change has been included in the works of Hymes (1974), Canale and Swain (1980) and Bachman (1990), who defined communicative competence. Communicative competence and communicative functions have become a matter of English teaching after these works. Appropriateness has become more important than correctness in language teaching. Pragmatics, which is the most important part of the communicative functions, parallel, has become a part of English Teaching.

Knowing a language not only means knowing the study of individual sounds, study of interaction in sounds, study of word parts, study of sentence structure and study of linguistic meaning, in other words phonology, phonetics, morphology, semantics and syntax but also knowing how to use the sentences produced in context appropriately, which mean pragmatics. As one of the aspects of Pragmatics is language use that is contingent on the speaker and addressee the context of utterance. Principles of communication and the goal of the speaker are crucial. Crystal (2008) stated that in modern linguistics, pragmatics has come to be applied to the study of language from the perspective of the users, particularly of the choices made by them, the restrictions they confront in using language in social interaction, and the effects their use of their language has on the other participants in an act of communication.

Pragmatics helps the foreign language speaker communicate with the native speakers more effectively. So, it is one of the most fundamental elements in foreign language learning process because social interaction is essential for communication. Different cultures have different social contexts and situations so the language uses differentiate. The variety in a language may be the most difficult part of learning the language. As a foreign language speaker, it is almost impossible to know all the expressions spoken in the language. Besides grammar, pronunciation and vocabulary, one needs context and therefore pragmatic competence. He can examine a sentence completely, he can understand and translate it, but he can't guess what message is tried to be given without context. Since the purpose of the language is communication, in an appropriate way, pragmatics definitely matter.

1.2. Statement of the problem

It has always been amazing to see how people speaking the same language communicate so smoothly and perfectly. That's what pragmatics provides us. Being aware of the fact that pragmatics helps us use the most appropriate expression in communication, it's impossible to ignore its role in language learning. Since the aim of second language is communication, pragmatics is a vital part of the process of learning it. "Pragmatics is needed if we want a fuller, deeper and generally more reasonable account of human language behaviour" (Mey, 2001, p. 12).

It is not possible to avoid the use of pragmatics in language learning and learning process as its necessity is so obvious. So, Muş Alparslan University students' perception of pragmatics and their pragmatic competence are going to be investigated. Their opinions will get us to the outputs.

1.3. Purpose of the Study

This study aimed to investigate the University students' perception of pragmatics and their pragmatic competence. It is believed that without pragmatics, the context may not make any sense to anyone. One who hasn't got the pragmatic competence lacks fully successful communication. In this study, it is suggested that pragmatics should be taken into account in every sense. It is aimed that University students can understand and appreciate the contributions of the pragmatics to the language learning, and they can apply it to their learning process.

1.4. Importance of the study

This study will reveal that language is like a body with pragmatics and other components of language. Everything is connected and never works without one another. If one part is missing, the other parts will break down too. This research will tell us what happens if the pragmatics is missing, which is why it is important. Since language is a living

thing, the interpretations can change as time passes. If one is pragmatically competent, communication takes place much more perfectly. It must be an obligation for a language learner to have the ability to interpret the expression in a context during the conversation. As long as the language learners are aware of this fact and appreciate it, the body works without disruption.

1.5. Research questions

1. What are the University students' perceptions of pragmatics in their English learning?
2. What are the University students' levels of pragmatic competence?
3. What are the University students' perceptions and practice of language learning strategies?

1.6. Operational Definitions

1.6.1. Pragmatics

Several researchers defined pragmatics and related terms in linguistic. The pragmatics was defined as the study of language user's production and comprehension of linguistics in context by Kasper (1993). Hogg, Hutchinson, Sharples and Young (2009) expressed a definition of pragmatics in the user perspective. According to this definition pragmatics is a connection of user, hearer and context.

1.6.2. Pragmatic Competence

Pragmatic competence refers to the skills of realization, construction and submission of meanings which are both appropriate and accurate for the cultural and social conditions in which communication takes place. Chomsky (1980) defined pragmatics competence as the knowledge of state of affairs and attitude of proper use of the language, in conformity with various purposes.

1.6.3. Context

Context is shaping an expression's meaning according to a specific time, occasion, place or even a person. Different components of social life and language use situations affects context. For Crystal, (2008) the term which is uttered in phonetics and linguistics to address to particular part of a text or an utterance, near or contiguous to a unit which is the focus of attention is context.

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

The most important areas of pragmatics contributing and affecting the language learning will be explained in this chapter. The components of pragmatics and their effects are stated in this chapter.

2.2. Pragmatics

2.2.1. Introduction to Pragmatics

The pragmatics as a term was used by the philosopher, Morris in the 1930s. He introduced the modern use of pragmatics in his *Foundation of the Theory of Signs* (University of Chicago Press, 1938) as the study of language use. Several researchers contribute on the pragmatics in the process. Pragmatics was reclaimed in the 1970s as a branch of linguistics.

Pragmatics did not gain much importance until the communicative approaches in language teaching emerged. Learners could understand what they read and appreciate the literature of the second language, but they still had difficulty in accomplishing fluent and natural-like communication. Literal meaning was not enough all the time. At this point, pragmatics was to help them. Thanks to pragmatics, there is a possibility to understand the expressions and even respond to them. Kasper & Rose (2001) indicated that in its sociocultural context pragmatics is designated as the study of communicative action.

In order to communicate in English, a language learner has to be competent in pronunciation, grammar and vocabulary. But for a real and appropriate communication, he has to have more than the basic components. This is achieved by pragmatic competence.

Pragmatic competence cannot be acquired or learned without socializing and without pragmatic competence, the meaning uttered is nothing, but vague.

Semantics is actually about meaning, too. But when it comes to social context, it is insufficient. Semantics is all about sentences, not utterances. So, we can say that semantics is what a person tells you mean something to you; however, you cannot be sure if it's not in a context. It is hard to make sense out of it without an overall situation or a background. Bach (2005) stated that, even without speaking figuratively or obliquely, what is normally meant by a speaker is uttering a sentence, is an enriched version of what could be predicted only from the meaning of the sentence.

In short, pragmatics is a key to communicate successfully and smoothly. It suggests that an intended meaning is only delivered in a context.

2.2.2. Definition of Pragmatics

It might be beneficial to start with some dictionary definitions of pragmatics and definitions of researchers. According to the Cambridge Advanced Learners Dictionary the pragmatics is a study of how language is affected by the situation in which it is used, of how language is used to get things or performances, and of how words can express things that are different from what they appear to mean. According to Babylon Dictionary it is field of linguistics that studies the understanding of natural language and use and meaning of language and not language structure. When the definitions considered the pragmatics has become understandable. It is clear that pragmatics has built on the social side of language and language use. Pragmatics was defined by Crystal (1985: 240) as: "the study of language from the point of view of the 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 the other participants in an act of communication." The definition of Crystal is handled the

topic to the user perspective and is stressed the social side of language. It deals with the different choices which speakers can make with language, based on the social interaction. The pragmatics was defined as the study of language user's production and comprehension of linguistics in context by Kasper (1993). Pragmatics suggested to be defined as the field that searches the connections of signs to interpreters, while semantics deals with the connections of signs to the objects to which the signs are connected (Braziller, 1970). This definition has contributed on the pragmatics by setting light to the difference between pragmatics and other branches of language

Another definition is that "Pragmatics is the study of those relations between language and context that are grammaticalized, or encoded in the structure of a language" that is made by Levinson (1983, p.9). This definition evaluates pragmatics in term of linguistic knowledge components which is the study of the connections betwixt language and context. In other words it is about linguistic structures and appropriate use grammar in usage of language. Kadz and Fodor (1963) definition of pragmatics in which they stress on deblurring of sentences by the context which they are used in, is contrast to the Levinsons' definition.

Trosborg suggested defining pragmatics as a subfield of semiotics (1995). Pragmatics is getting through the relations between symbol of linguistic representations and those who use them (1995). Pragmatics is used to interpret what is meant by people in a context and what effects the context has on what is said, not only is applied in analysing linguistic words.

2.2.3. Features of Pragmatics

2.2.3.1. Context

Context has been considered as an element for the interpretation of linguistic expressions since the work of Firth on corpora in 1930s. Firth, (1935) pointed out that the typical meaning of a word is always contextual, and except a whole context no study of meaning can be taken seriously. But context became the matter of linguistic studies in 1970s. Bransford and Johnson (1972) claimed that the understanding of a sentence depend on both our language knowledge, and world knowledge.

For Crystal, (2008) the term which is uttered in phonetics and linguistics to address to particular part of a text or an utterance, near or contiguous to a unit which is the focus of attention is context. Context is shaping an expression's meaning according to a specific time, occasion, place or even a person. The whole meaning can change only because of changing one of the elements affecting the context. Context has a duty to clarify the type of the meaning as "semantic meaning" (in which speaker means what he utters) or "pragmatic meaning" (in which a speaker means much more than he utters). The ability of interpreting meaning in context is a requirement to understand communicative language (Leinonen, Ryder, Ellis & Hammond, 2003).

Different components of social life and language use situations affects context. Considering its components context has different types. Duranti and Goodwin(1992) propose four types of context. These context types are epistemic context, linguistic context, social context and physical context. Epistemic context refers to the world knowledge of speaker. Linguistic context is about what has been said already in an utterance. Social context is about relationship among speakers and hearers. Physical context is about setting of conversation. Where the conversation takes place? What objects are there? What actions are occurring?

When utterance is examined, intention of the speaker cannot be comprehended exactly. Utterances or sentences may have different meanings according to their contexts. To get the genuine meaning of a sentence or an utterance the context which they are used in should be known. To understand the nature of context, features which are components of context should be taken into consideration.

2.2.3.1.1. Linguistic Features

By investigating the linguistic features, we can say lots of things about the utterance, like the formality between the speakers or their word choice. We can say if it is said in a sarcastic tone or not, how long the utterance is, whether it is a cleft sentence or unmarked sentence, and so on. All of these features help us to make sense out of the utterance. All in all we cannot say meaning is always certain.

2.2.3.1.2. Contextual Features

Contextual features enables one to discover the elements of an utterance, like when the utterance is said, why it is said, where it is said, in what situation it is said and to whom it is said by who. Knowing these elements keeps one away from misunderstandings and provides one a healthy and correct communication. With the appropriate conversational factors, one can eliminate some expressions to save some time, to be economic or in case of predictability, which is called ellipsis. Ellipsis should be done in such a way that misunderstandings do not take place.

2.2.3.1.3. Shared Knowledge

In some cases, there is a shared knowledge between the speaker and the listener. If the speaker talks about something the listener already know, the speaker has the right to omit some of the information, such as names, time, and situation. The more shared knowledge the speaker and the listener have, the more eliminated utterances are used.

Jane: Hi Harry. How's life?

Harry: Well, it's been better. I'm not going to Rio.

The negative in 'I'm not going to Rio' evokes considerable background knowledge which Harry assumes to be shared. He estimates, in other words, that Jane knows that he had been hoping to go to Rio. Yet none of this is said: the negative form is all that is needed to counter a prior expectation, and negative forms are so commonly used to do this that we almost need to think twice about it before we can see it at work. (Givon 1979b:103)

2.2.3.1.4. World Knowledge

World knowledge refers to the knowledge that everyone in the world shares. It can be a scientific fact, biological feature of human body or anything generally known. But besides these, there are differences, too. No matter how competent one is in the foreign language, without cultural knowledge, it is not that possible to communicate.

2.2.3.2. Meaning

Meaning is a key problem in the field of pragmatics. Several studies have done on the meaning and the relations of meaning in pragmatics. According to Yule (1996) meaning should be identified as the study of significant types of meaning, for instance contextual meaning and speaker meaning. Meaning deals with the understanding of utterances in pragmatics. It has been stated by Levinson (1983) that semantics is dealing with the study of sentence-meaning while pragmatics is dealing with the study of utterance-meaning. Bakhtin (1986) emphasizes that an utterance and a sentence are not the same. Utterance is ethical while sentence is grammatical.

2.2.3.3. Social Interaction

The dynamic alignment of social actions between groups or individuals is social interaction. Vygotsky (1978) stated that knowledge and language progress simultaneously by

way of social interaction. Language is declared as a means that can state people's, thoughts, desires, intentions, feelings and personality in human interactions (Wierzbicka, 2003).

According to Kasper & Rose (2002) pragmatically speaking, not only refer to social interactions but also spoken communication at least among two people and all kinds of written and mixed forms of conversations. So Wierzbicka, (2010) indicated that it is rather important for the teachers of English language and language learners to be conscious of different types of social interactions. Being aware of the different types of social interactions can help learners to know how to use this knowledge efficaciously and be perfect in communication.

2.2.3.4. Speech Acts

The term "speech act" goes back to John L. Austin, the first person coming up with the theory. Austin (1950) suggested that the speech is itself a form of action. His major contributions to the language made it possible everyone to have a different point of view in terms of using a language to communicate.

Just as linguists have tried to understand how speakers might be able to produce an infinite number of sentences given a very finite set of rules for sentences, philosophers have tried to understand how an infinite number of sentences might reflect a very finite set of functions. The philosophers reasoned that since the number of things we do with words is limited, we ought to be able to assign functions to utterances.

The problem with assigning functions to sentences is that speaker intent and sentence meaning is not always the same. Speaker intent may be more or less, or actually the opposite, of sentence meaning. Thus, no utterance is completely context free in terms of meaning or function.

Speech act is what we are performing whenever we use language to accomplish something. There can be a lot of reason why one utters an expression. It can be greeting,

saying goodbye, asking, ordering, insulting, stating and so on. All of these are speech acts. All in all, speech act is everything one says to a listener. Speech acts can be analyzed on three levels. Crystal (2008) argued that speech acts is not an act of speech, but a communicative activity which is called locutionary act, identified with relation to the purposes of speakers at the time of speaking which is the illocutionary strength of the utterances and the effects they achieve on hearers.

2.2.3.4.1. Locutionary Act (Meaningful Utterance)

It is the act of conveying an expression. The speech acts that are resultant are simply locutionary acts. Its aim is communication. Telling, informing and reporting, for example, are locutionary acts.

2.2.3.4.2. Illocutionary Act

According to Austin (1975) the real actions which are performed by the utterance, where saying equals doing, are illocutionary acts such as in betting, welcoming and warning, request, promise, statement threat and question. It is the act of real and intending of an utterance. In illocutionary act, one usually demands, suggests, promises, requests, asks and so on.

2.2.3.4.3. Perlocutionary Act

The impacts of the utterance on the hearer who accepts the gage or bet of marriage, is welcomed or warned, regret, fear, hope are perlocutionary acts. It is the act of utterance that has a power to effect on a behavior, belief and feeling of the listener. It can be persuading, insulting, embarrassing, etc.

2.2.3.5. Linguistic Communication Types

Linguistic Communication is generally defined as a systematic communication consisting of sounds and conventional symbols.

For a successful linguistic communication the listener should make out the speaker's communicative intention. Linguistic communication works due to sharing of deductional strategies system leading from the utterance of an expression to the hearer's recognition of the speaker's communicative intent.

There are three main types of linguistic communication:

2.2.3.5.1. Direct Communication

It is the type of communication that speaker means exactly what he says. One cannot feel a sarcastic or insulting tone of voice. It is completely plain and monotone. There is nothing more in speaker's voice. It is just a statement of a feeling, idea, information etc.

When we communicate directly, we perform just one communicative act. What we say is suitable with what we mean. In direct communication we say what we mean and we mean what we say. It can be said that even the simplest forms of linguistic communication are complicated affairs, and that once the idealizations that the Message Model imposes dropped it can be seen that there is a need more than rules of language.

2.2.3.5.2. Non-Literal Communication

When literal meaning is not enough, people use non-literal expressions in order to emphasize their utterance's importance, emergency or just because of exaggeration. Metaphors, idioms and proverbs are examples of non-literal communication. Of course for the non-literal communication can take place, the speakers must be familiar with one another's cultural features.

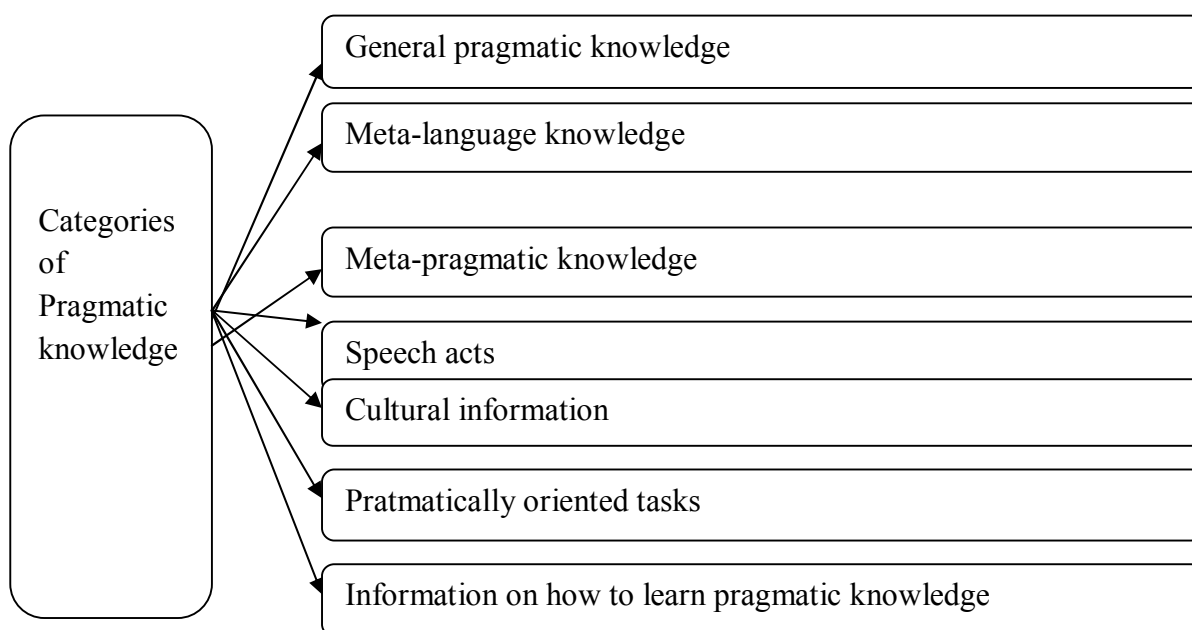
2.2.3.5.3. Indirect Communication

Indirect communication is used when one doesn't want her feelings or ideas to come out. It is used because the speaker wants to hide his real thoughts about the subject. As to Crystal (2008) in the classification of speech acts, indirect refers to an utterance whose linguistic form doesn't directly reflect its communicative purpose.

2.2.4. Categorisation of Pragmatic Knowledge

Bechman and Palmer (1996) stated that having knowledge of pragmatics allow a language user to comment or create discourse by contracting sentences or utterances and text to their meanings, to the intents of English language users and to related characteristics of the context, in other words language use setting (1996). Sociolinguistic knowledge and functional knowledge can be two main categories of pragmatic knowledge. Sociolinguistic knowledge ensures language users to bring forth or commentates language that is certain in a particular setting while functional knowledge allows language users to interpret connection between utterances or sentences and texts and language users' intentions (Bechman & Palmer, 1996). Functional knowledge includes knowledge of four categories which are instrumental, imaginative, manipulative and ideational.

Ji (2008) classified knowledge of pragmatics into six categories. The categories are pragmatic information, speech acts, cultural knowledge, meta-language information, meta-pragmatic information, pragmatically oriented tasks, and information on how to learn knowledge of pragmatics (see figure 1).



(taken from Ji, 2008: cited in Yuan,2012, p.23)

Figure 1: Ji's categorization of Pragmatic knowledge

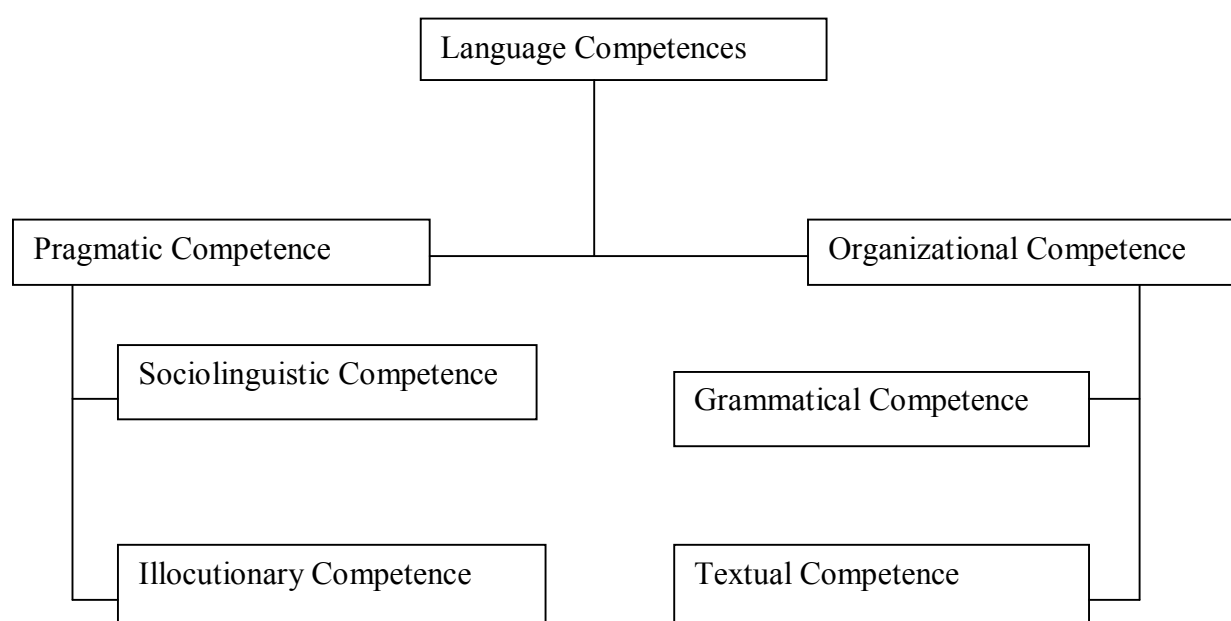
General pragmatic information refers to varied themes coupled with the use of pragmatics. Meta-language information is about a language that is used to identify language itself. Meta pragmatic information describes the language that identifies the speech acts' pragmatic functions. Speech acts determine to the detailed and meta-pragmatic explanations of speech acts. Knowledge of culture mentions to the information about culture of target language. Hall (1976) indicated that target language culture includes popular culture, deep culture and high culture. These elements of pragmatics are like pieces of a puzzle and essential for a fully understanding of the significance of developing pragmatic competence in English language learning. The tasks which are pragmatically oriented help the language learners to progress their pragmatic competence in the English language learning process. Possessing the knowledge on how to learn pragmatic information provides English language learners to develop the sense of learning pragmatics (Yuan, 2012).

2.3. Pragmatic Competence

Chomsky (1980) defined pragmatics competence as the knowledge of state of affairs and attitude of proper use of the language, in conformity with various purposes. Pragmatic competence refers to the skills of realization, construction and submission of meanings which are both appropriate and accurate for the cultural and social conditions in which communication takes place. Canale (1988) stated that illocutionary competence in other words the knowledge of the pragmatic combinations to perform admissible functions of language, and sociolinguistic competence, or knowledge of the sociolinguistic combinations to perform language functions appropriately in an expensed context are included in pragmatic competence. Recently the concept defined by Thomas and Leech (1983) as the ability to utilize existing linguistic resources which means pragma-linguistics in a contextually appropriate fashion socio-pragmatics, that is, how to do things appropriately with words

Pragmatic competence is the information of the linguistic sources which is in a given language for realization of illocutions, knowledge of the appropriate contextual use of the particular language's linguistic resources and knowledge of the sequential aspects of speech acts according to Barron (2003). Pragmatics basically refers to communication, culture, and intercultural communication in the event of second languages. In order to acquire pragmatic competence for second language learners, they required to obtain communication skills and cultural understanding. According to Watzlawick, on Novinger (2001) "We cannot communicate. All behavior is communication, and we cannot behave." All behavior or action of a language user can be considered as communication. Parallel to this view our all actions represent our background of culture which includes our opinions about lifestyle, sexual orientation , politics, religion, gender, and even personal space.

As well as knowing the structure of a language, we have to know how to use it. Bachman indicated that pragmatic competence is an irreplaceable component for English language learners to be successful in developing their language competence (Bachman, 1990). Contributions of researchers on the matter have made it easier to understand the place of pragmatic competence in language. Bachman divides pragmatic competence into two types of competences. These are sociolinguistic competences and illocutionary competence. The first one refers to knowledge of contextual conventions for such functions to be appropriate (sociopragmatic) and the second one refers to the knowledge and skills to perform acceptable language functions (pragmalinguistic) (Bachman, 1990: 90). Her model could be illustrated as:



(taken from KANIK, 2010, p. 36)

Figure 2: Bachman's model Language Competence

This diagram presents the hierarchical nature of language competences. Each component is separate and independent of each other but in actual language use all components are interact with each other.

The pragmatic competence is a component of formal linguistic and textual knowledge rather than an assistant. Fujioka (2003) indicated that pragmatic competence is about the ability to use language in contextually and culturally convenient ways. Pragmatic competence must be developed in order to communicate successfully in target language (Edwards and Csizér, 2004).

CHAPTER III

3. METHODOLOGY

Information about the methodological procedures of the study is presented in this chapter. It submits information about the research design, the data collection tools and participants. Then, data collection procedures are explained. Finally, the methods used for analysing of data are described.

3.1. Design of the Study

A quantitative research method is employed to investigate the opinions of Turkish university students towards language pragmatics and their pragmatic competence for this study.

This study is a survey research study. Freankel(2012) indicates that in survey research one of the most common used instruments are the questionnaires. In addition, Freankel (2012) indicates that the subjects to be studied should be selected randomly from the population of interest.

3.2. Participants of the Study

The participants of this study are Muş Alparslan University first-year students. The English level of the students is B1 according to Common European Framework. According to CEF the language learners who have B1 level of English can identify events, experiences and give reasons and instructions for opinions briefly. Belief, opinion, agreement and disagreement can be expressed politely by the language learners who have B1 level. They can progress comprehensibly in language. They are aware of substantial differences between the attitudes, customs, usages, values, and beliefs extensive in the community concerned and those of their own. They are able to follow what is said around them on general topics ensured interlocutors beware very idiomatic usage and enunciate briefly. They are able to pursue the main points in an informal debate with friends ensured speech is clearly articulated in

standard dialect in general. They are able to constitute social contact: greetings and farewells; penetrations; giving thanks. Errors occur while using language, but it is clear what they are trying to express. To select the participants the researcher informed the instructors of English to invite students to participate in the study. The participation was voluntarily and anonymously. The students did not have any obligation. The participants were informed about the aims of the study before the implementation of the questionnaire and they made their own decisions about participation. At the end 130 first-year university students were selected for this study as participants.

3.3. Data Collection Instruments

Quantitative research method was used in the study. A questionnaire conducted for gathering quantitative data. The Questionnaire included Likert-type questions, multiple choice questions and situation questions. Twelve items were Likert-type, four items were multiple choice tests and five items were situation questions (Appendix 1).

Questionnaires give chance to gather large amount of information quickly (Dörnyei, 2003). O'Maley and Chamot (1990) indicate that a questionnaire is a practical means of collecting data from an extensive population when it is compared to other instruments of data collection.

The first 12 items of the questionnaire was taken from the thesis of Yuan (2012) entitled *Pragmatics, Perceptions and Strategies in Chinese College English Learning*. The questionnaire consists of 21 items and measures students' perceptions towards pragmatics and includes Likert-scale items from strongly disagree to strongly agree. 1, 2, 15 and 16 items measure the students' perceptions about the linguistic and pragmatic knowledge. The items 3, 6, 12 and 13 measure the students' views on English learning outcomes. The items 5, 7, 10 and 14 measure the students' views on communicative language learning and practice. The items 4, 9 and 11 measure the students' views on classroom learning and teaching. The item 8

measures the students' views on performances of learning strategies in their language learning process. The items 17, 18, 19, 20 and 21 measure the students' level of pragmatic competence.

For the first 12 items back translation method were used. The English version of the items translated into Turkish. The Turkish version controlled grammatically and linguistically. The Turkish version of the items translated back to the English and grammatically and linguistically control was conducted. The Turkish version of the questionnaire was given to the students to provide their understanding of questionnaire. During the implementation of the questionnaire the research was subsisted to interfere possible misunderstanding.

3.4. Data Collection Procedure

Permission to administer the questionnaires was obtained from Muş Alparsal Univesity on 8th January, 2015 (Appendix 3). The researcher himself distributed the questionnaires to instructors and informed them about the study on 9th January, 2015. Instructors distributed the questionnaire during their courses. Filling out the questionnaire and other questions took approximately 40 minutes.

3.5. Data Analysis

Statistical Packages for Social Sciences (SPSS 17) were used to analyse the items of the questionnaire. The data collected through questionnaire was analysed employing Basic descriptive statistics (means and standard deviations). The mean scores ranged from 1.00 to 5.00. Scores from 1.00 to 1.80 were expounded as the participants exhibiting their strong disagreement with the items. The scores between 1.81to 2.60 indicate disagreement. The scores between 2.61 to 3.40 indicate no idea. The scores from 3.41 to 4.20 indicate agreement. The scores from 4.21 to 5.00 indicate strong agreement.

Data which was collected from the questionnaire were employed to set down the themes of this study. The themes of the research are

- (1) University students' perceptions about pragmatics,
- (2) University students' levels of pragmatic competence.

CHAPTER IV

4. RESULTS

4.1. Introduction

This study was devoted to investigate students' perceptions of pragmatics and students' pragmatic competence. This chapter presents the results of basic descriptive analysis of collected data by questionnaire. The multiple choice test results and the results of situation questions presented in this section. The results of the questionnaire and test were evaluated together.

4.2. Results of the Questionnaire

The data of the questionnaire was analyzed in conformity with five categories: students' perceptions about the linguistic and pragmatic knowledge (Questions 1, 2), students' views on English language learning outcomes (Questions 3, 6, 12), students' views on communicative language learning practice (Questions 5, 7, 10), students' views on classroom learning and teaching (Questions 4, 9, 11), and students' views about the language learning strategies in language learning process (Question 8). The results are shown and interpreted in the following sections.

4.2.1. University students' perceptions of pragmatics in language learning and teaching

Findings of questionnaire bear on the first research question reported in this section: *What are the Muş Alparslan University students' perceptions of pragmatics in their English learning?* In which way university students examined pragmatics in their learning English as a foreign language in Muş Alparslan University was searched by the questionnaire.

4.2.1.1. Students' views on linguistic and pragmatic knowledge

Students found the linguistic knowledge and pragmatic knowledge equally important in their language learning process (Table 3). In the questions 1 and 2 the focus was on the students' remarks on both linguistic knowledge and pragmatic knowledge. For Questions 1 and 2 an equanimous degree of impact was stated (see Table 3). More than 70% of students credited that they regarded to have other kinds of knowledge necessary on the other hand linguistic knowledge, while less than 30% of the participants accredited that learning English pronunciation, vocabulary, and grammar meant learning English. Just 6.1% of the participants signified that knowledge of linguistic is more important than pragmatic knowledge. On the other hand 86.2% of the participants indicated that pragmatics, in other words, knowledge of using language appropriate to the context, was important at least as linguistic knowledge in language learning process.

Table 1 : Students' views about pragmatic knowledge and linguistic knowledge

Question	S D	D	N	A	S A	Mean	STD
Q1	28	44	16	31	11	2.63	1.28
	21.5%	33.8%	12.3%	23.8%	8.5%		
Q2	3	5	10	53	59	4.23	0.9
	2.3%	3.8%	7.7%	40.8%	45.4%		

Note= S A=Strongly Agree A= Agree N= Neutral, D=Disagree, SD=Strongly Disagree

From data which was presented in Table 3, it appears that university students recognized that pragmatic knowledge is equally important in language learning. Parallel to this question

when asked to choose which type of knowledge they want to acquire in their English classroom 40% of the participants viewed that they desired to have communicative knowledge, 15% of the students wanted to have the knowledge of pragmatics in other words knowledge of how to use language, about 10% of participants showed that they want to have cultural knowledge. Students who wanted to have linguistic knowledge were only 28% (See Figure 3)

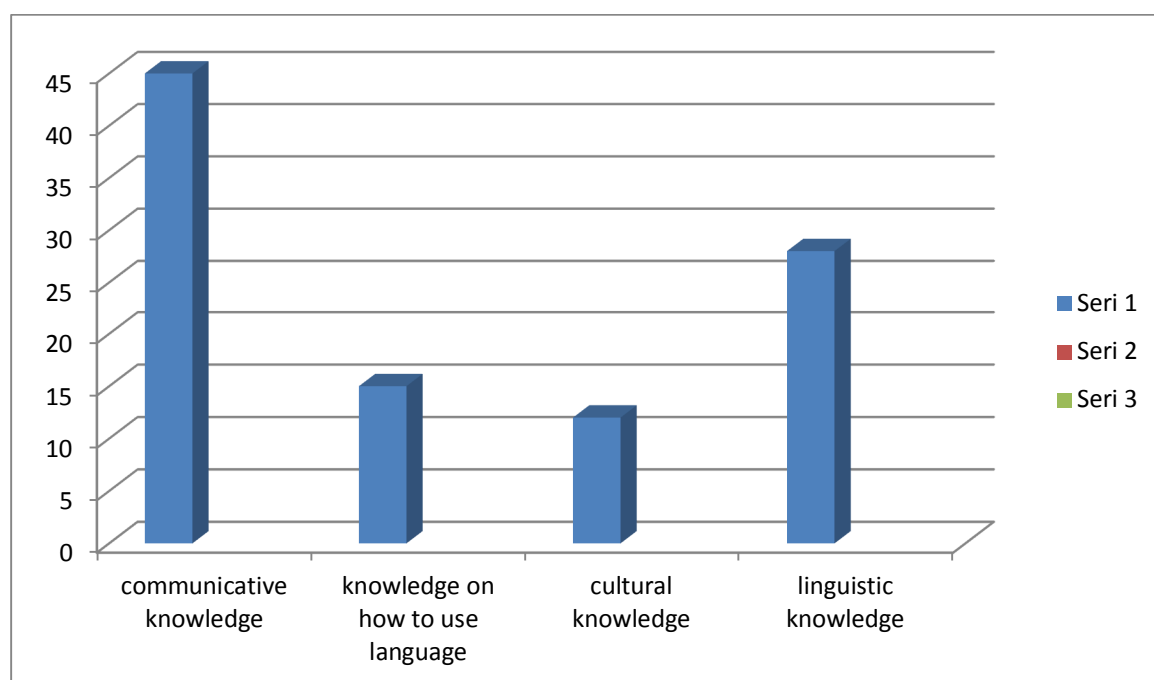


Figure 3: the type of knowledge students want to have most in language learning

The ability which the participants wanted to have most in their language learning was the ability to communicate. Communicative abilities were preferred by the 50% of participants. Less than 20% of the participants chose to gain the ability to do well in examinations. 20% of the participants preferred to have the ability to reading especially about their majors and 10% of the students wanted to gain the ability to translate (see Figure 4).

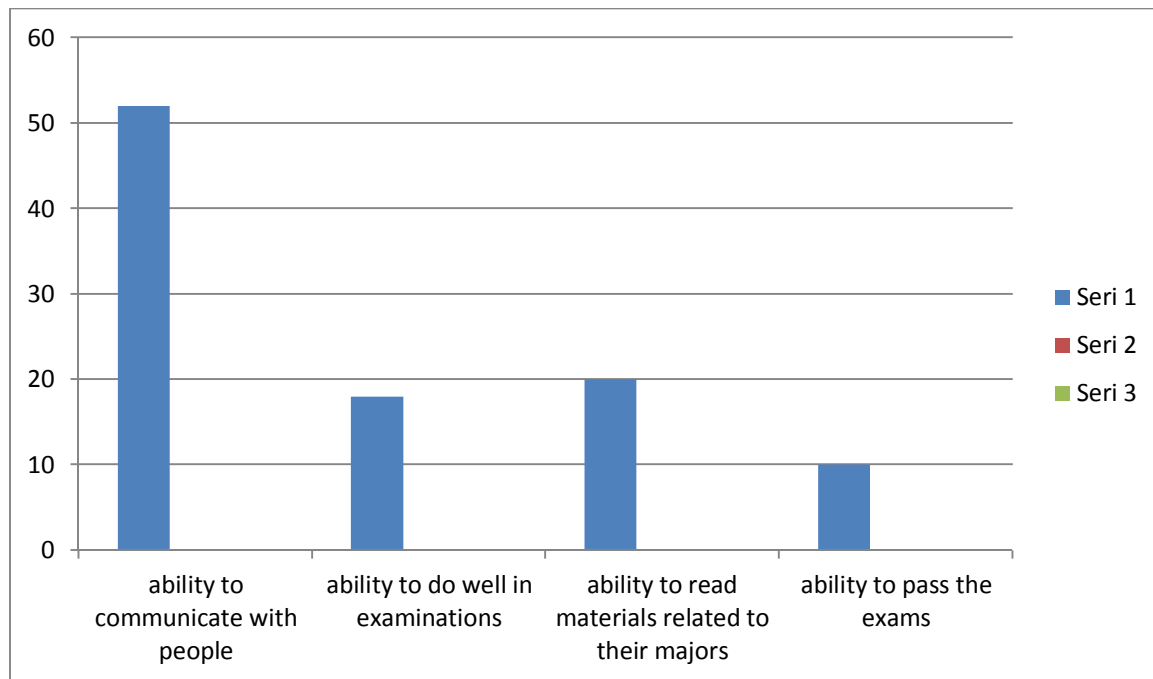


Figure 4: the types of abilities which the participants desire to acquire most in their language learning process

4.2.1.2. Students' views on English language outcomes

It appear university students learning aim is to be communicatively competent language users because of a strong rating of impression was reported for Question 6 and Question 12 (see Table 2). 84.6% of participants showed that they would like to pay tribute to fluent and accurate language speakers. Nearly 90% of the participants wanted to speak like native speakers of English and would like to imitate pronunciation and intonation of native speakers. Question 3 showed students' learning purpose. 12.3% of the students indicated that the main cause for them to learn English was to get high grades in the examinations. While nearly 75% of the students was not agree (see Table 2).

Table 2 **Participants' views on English language learning outcomes**

Question	S D	D	N	A	S A	Mean	STD
Q3	67 51.5%	29 22.3%	18 13.8%	7 5.4%	9 6.9%	1.93	0.91
Q6	8 6.2%	4 3.1%	8 6.2%	35 26.9%	75 57.7%	4.26	1.0007
Q12	6 4.6%	2 1.5%	9 6.9%	32 24.6%	81 62.3%	4.38	1.01

Note: SA=Strongly Agree A=Agree N= Neutral, D=Disagree ,SD=Strongly Disagree

The sort of Englishes which the participants want to learn, influenced by social environment and classroom teaching. More than 60% of the participants replied that they would like to communicate in American English, 34% percent of the participants preferred to learn to use British English, and only 6% of the participants preferred to learn other varieties of English (see Figure 5)

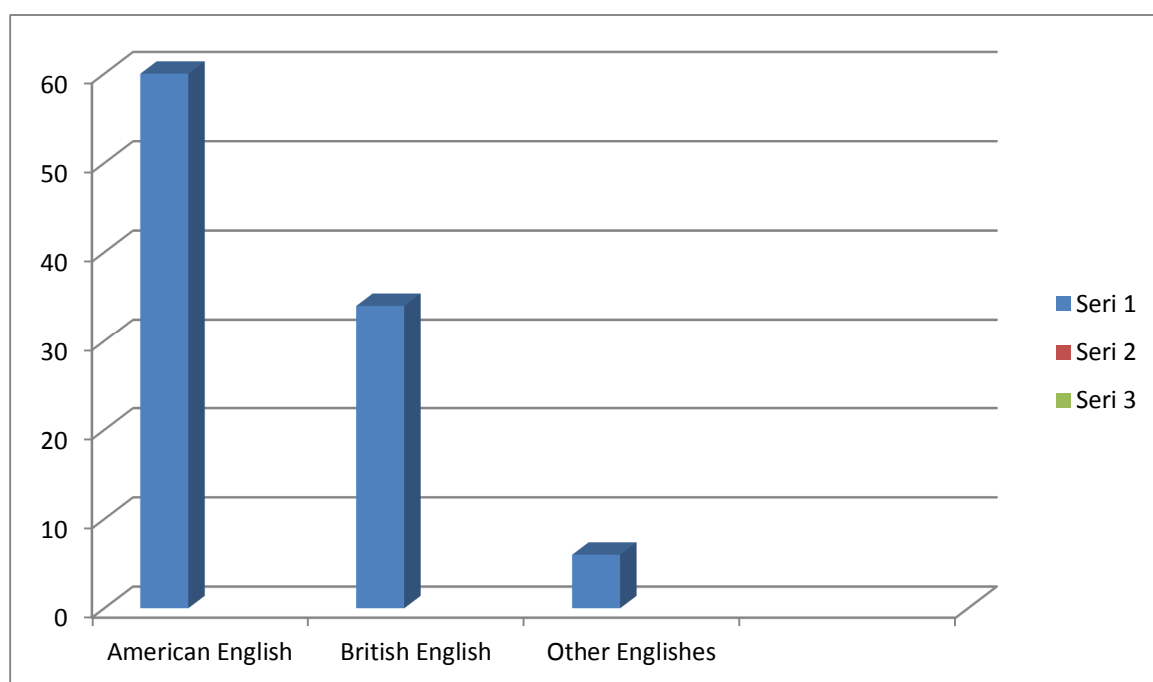


Figure 5 Types of Englishes which the participants like to learn to use

4.2.1.3. Students' views on teaching and practice of communicative language

Questions 5, 7 and 10 indicate participants' beliefs on communicative language and practices of teaching English in university classrooms in Table 5. A strong degree of influence was noted down for Question 7 and Question 10 (see Table 5). More than 80% of the participants believed that communicative activities are not waste of time as it is shown in the table 3. More than 85% of the participants stated that English teachers must teach ways of communication with people and using English appropriately. About 75% of the students preferred to English classes stay focused on the communicative language teaching and practice, with grammar which is expounded when it is required (see Table 5).

Table 3 Students' views on teaching and practice of communicative language

Question	SD	D	N	A	SA	Mean	STD
Q5	78	29	10	8	5	1.71	1.09
	60%	22.3%	7.7%	6.2%	3.8%		
Q7	5	5	4	35	81	4.40	1.0007
	3.8%	3.8%	3.1%	26.9%	62.3%		
Q10	9	7	16	44	54	3.97	1.17
	6.9%	5.4%	12.3%	33.8%	41.5%		

Note: SA=Strongly Agree A=Agree N= Neutral, D=Disagree ,SD=Strongly Disagree

Question 14 is about the tasks which are used in the classrooms by the English instructors to teach language. Responses of the students indicated that group discussion (25), debate (25), pair-work (35) and role-play (15) were used in the classroom (see figure 6).

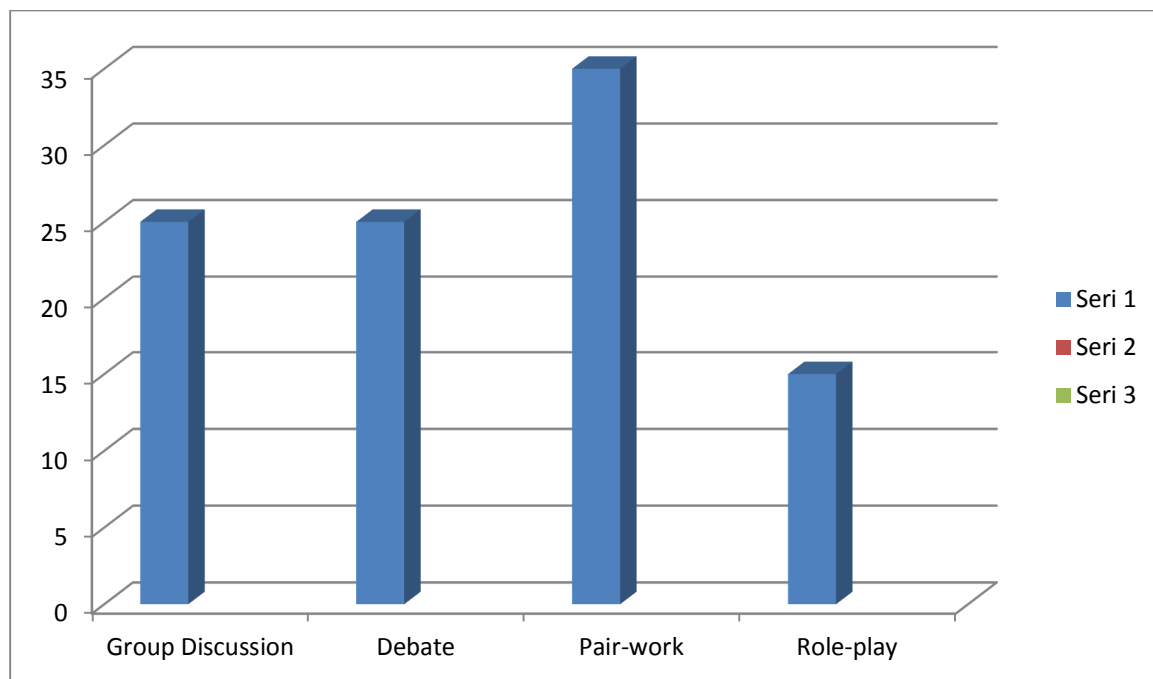


Figure 6 Pragmatically oriented tasks which were used mostly in classroom teaching

4.2.1.4. Students' views on learning and teaching in English classroom

Question 4, Question 9 and Question 11 are about the participants' views on learning and teaching in English classroom (see Table 6). About 40% of the students believed that textbooks of English procure much information on conversation rules, culture and usage of English language. About 50% of the participants indicated that tasks which were used in English class ensure me skills and knowledge to improve my ability to use English appropriately. A high percentage (28.5%) is neutral for Question 4 and 22.3% neutral for Question 9 (see Table 6). As it is seen in Table 6 53.1% of the participants did not prefer sentence drills, grammar and vocabulary explanation in their English classes.

Table 4 Students' views on learning and teaching in English classroom

Question	SD	D	N	A	SA	Mean	STD
Q4	15	28	37	29	21	3.10	1.24
	11.5%	21.5%	28.5%	22.3%	16.2%		
Q9	17	22	29	40	22	3.21	1.28
	13.1%	16.9%	22.3%	30.8%	16.9%		
Q11	29	40	18	35	8	2.63	1.26
	22.3%	30.8%	13.8%	26.9%	6.2%		

Note: SA=Strongly Agree A=Agree N= Neutral, D=Disagree ,SD=Strongly Disagree

4.2.2. University students' level of pragmatic competence

The reported data in this part is regarding the second research question: What is university students' level of pragmatic competence? Five different situations planned to examine university students' level of pragmatic competence in the questionnaire. The situations were taken from the study of Yuan (2012).

The first situation is about a conversation between a ticket seller and a non-native English speaker in an English speaking country. The customer wanted to buy a ticket for a theme park and he asked a map of the park. The ticket seller replied the question of customer as "What's your post code?" The ticket seller interpreted "Where are you from?" practically the ticket seller wanted to learn the language the client used to give him the map of the park in appropriate language. The results showed that just 15% of the students got the implied meaning. Most of the participants indicated that that the ticket seller asked to get the customers' post code. 20% of the participants believed that ticket seller asked to book the

customers' address and 20% of the students believed that the ticket seller asked to learn the customers' post code on the map (see Figure 7).

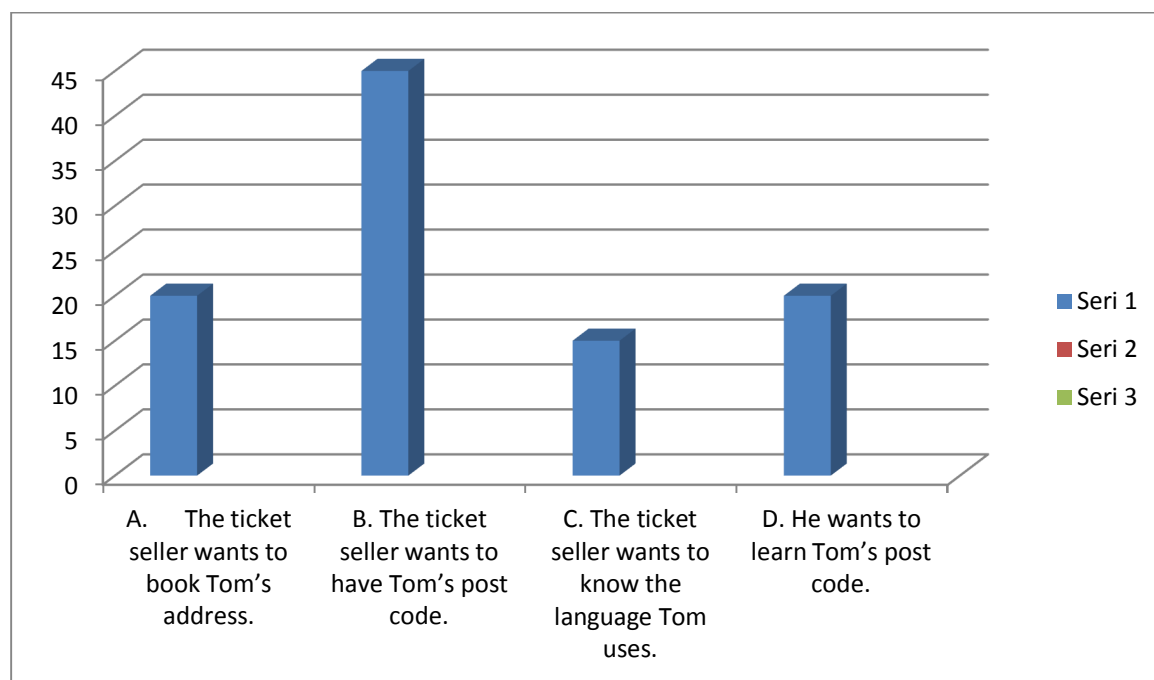


Figure 7 Pragmatic competence of the students – situation 1

This situation is about the conversation between two native speakers of English, one of a villain and his acquaintance. The villain told his acquaintance “I am going to have a new heart.” The acquaintance answers “It is about the time” meant that the villain must approve his evil behaviours and change his actions at large. 35% of the participants believed that Richard implied that Jack has found a new heart to treat his heart condition. 25% of the participants believed that Jack needs a new heart to cure his critical heart disease. The percentage of the students who believed Jack has become a good man is 25%. Only 15% of the students understand the implied meaning (see Figure 8).

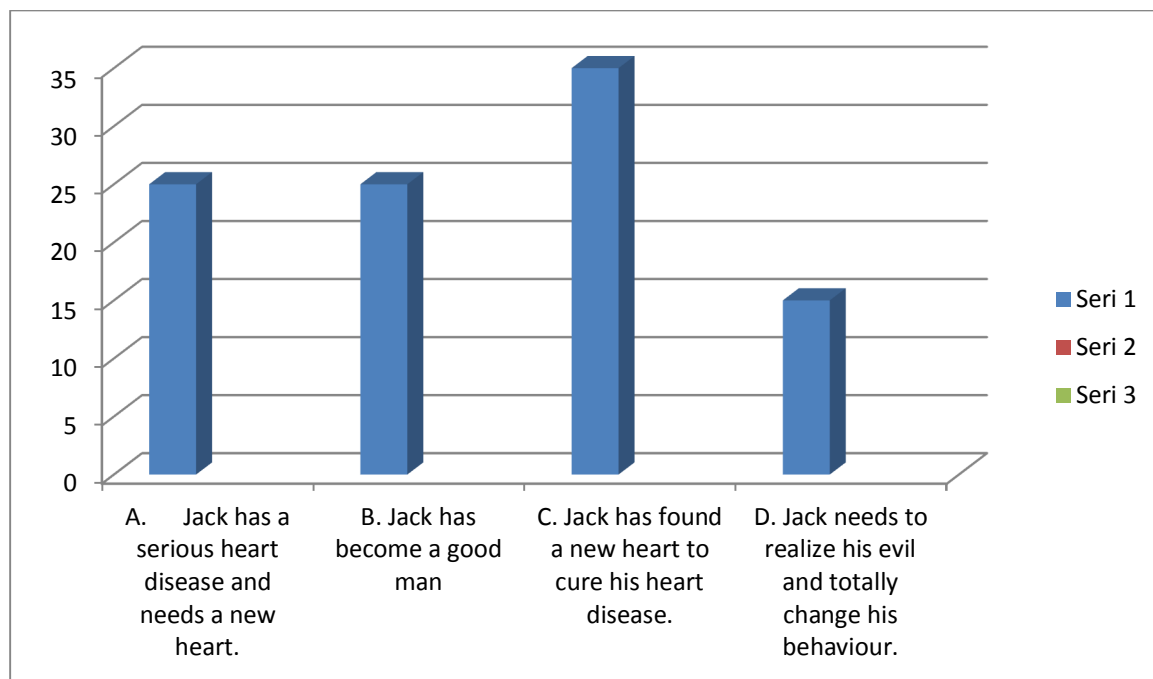


Figure 8 Pragmatic competence of the students – situation 2

In this situation a conversation took place between Mary and a passenger. Mary put his bag on the bus shelf while travelling. The bag fell on a passenger when the bus stopped suddenly. The passenger remonstrated about that situation, and Mary replied “It is my bag. It is all right”. 35% of the participants saw the Marys’ reply inappropriate and about 25% of the students saw the Marys’ reply not at all appropriate. The percentage of students who saw the Marys’ reply was appropriate or very appropriate was nearly 40 (see Figure 9).

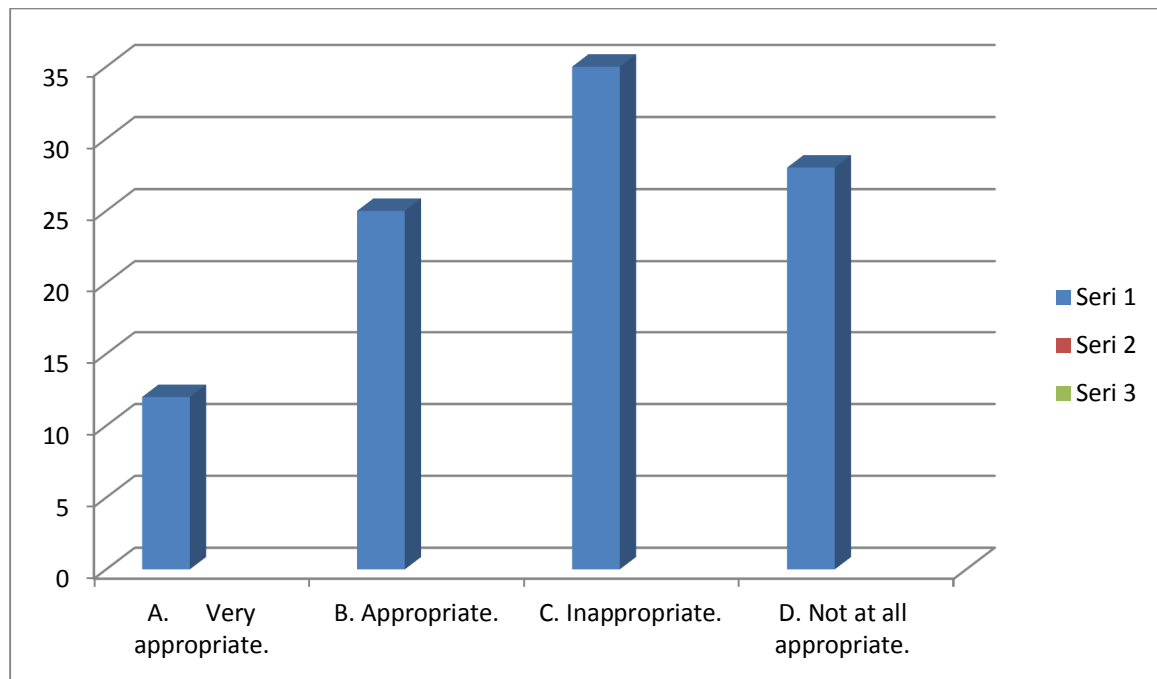


Figure 9 Pragmatic competence of the students - situation 3

The fourth situation is about a conversation took place between a university student and his teacher. The university student forgot to give the book to the teacher on time which he borrowed from his teacher. When the teacher asked about the book the reply from the student was “Sorry, I forgot. Don’t worry. I will bring it tomorrow.” Less than 30% of the participants indicated that the reply of the students was appropriate. 35% of the participants believed that the reply of the student was inappropriate and 28% of the participants indicated that the reply of the student was not appropriate at all (see Figure 10).

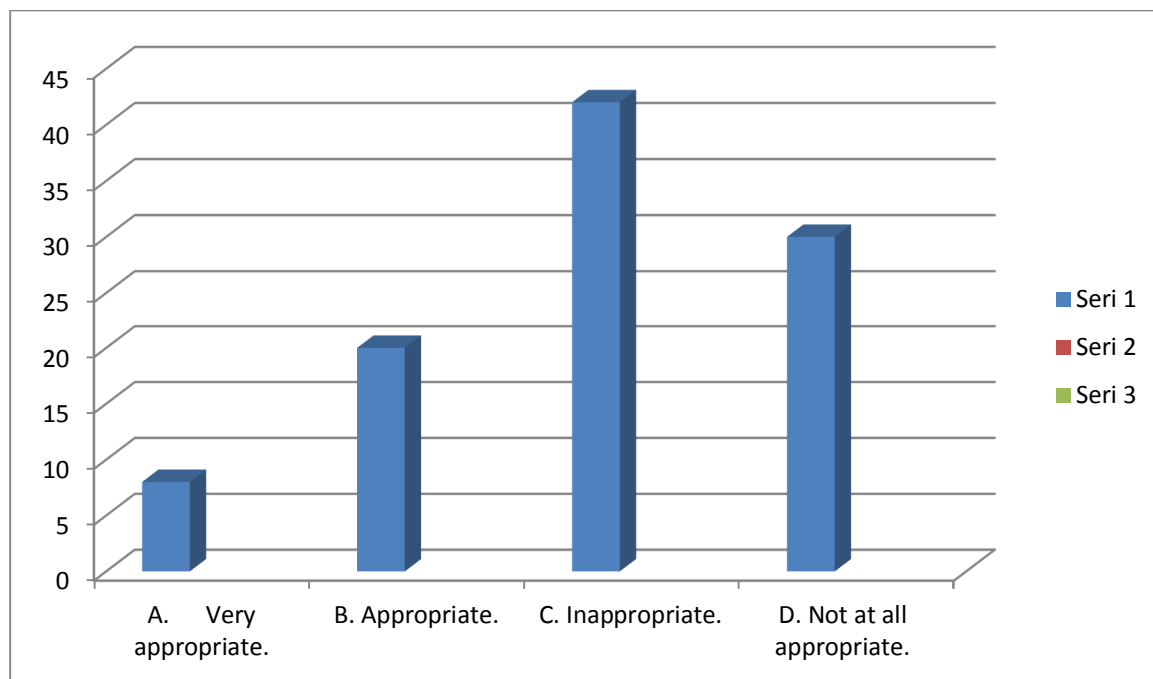


Figure 10 Pragmatic competence of the students – situation 4

In the fifth one Mary and John are friends and they are at John’s house. John offered dessert to Mary after dinner. Mary denied the offer secondly by saying “Thanks. I am full” and “No more, thanks” because she was full. 28% of the participants believed that the refusing sentences of Mary were very appropriate and more than 40% of the participants believed the refusing sentences were appropriate. On the other hand 25% of the participants indicated that Mary’s reply was inappropriate and 8% of the participants believed Mary had not given appropriate reply at all (see Figure 11).

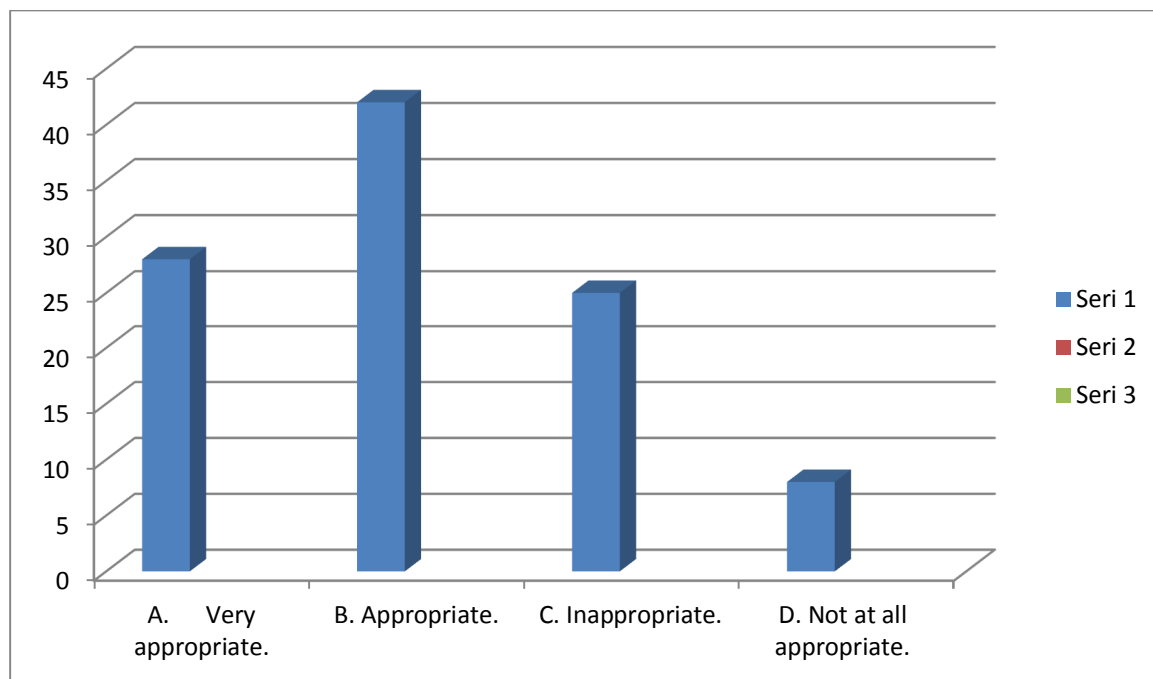


Figure 11 Pragmatic competence of the students – situation 5

From the data was reported above, it is seen that pragmatic competence level, which the students have, was generally low. Many of the students could not understand the implied meaning of the sentences in situations 1 and 2. Students were not able to use appropriate speech acts in situations 3, 4 and 5. In order to be pragmatically competent students should be aware of the language learning strategies and know how to apply them in their English learning process. The next part shows the data of students' practice of language learning strategies and their perceptions especially in learning pragmatics.

4.2.3. Students' perceptions and practice of language learning strategies

This part presents the findings of the questionnaire considering the students' language learning strategies in the learning process of English and pragmatics. Mean for the Question 8 was 3.29 and standard deviation was 0.99. 42.2% of the participants agree or strongly agree that they know how to get cultural knowledge and use of language appropriately in their

learning. The percentages of neutrals were 44.6 and less than 20% of the students indicated that their disagreement and strongly disagreement about the item 8 (see Table 7).

Table 5 Students' views on the performance of language learning strategies

Question	SD	D	N	A	SA	Mean	STD
Q8	6	16	58	34	16	3.29	0.99
	4.6%	12.3%	44.6%	26.2%	16%		

Note: SA=Strongly Agree A=Agree N= Neutral, D=Disagree ,SD=Strongly

CHAPTER V

5. CONCLUSION AND SUGGESTIONS

5.1. Introduction

This chapter argues the conclusion of the research drawn from the findings. The summary of the findings and the purpose of the study are presented firstly. This section is followed by suggestions for further studies and limitations of the study.

5.2. Summary of the study

This research aimed to investigate Muş Alparslan University students' perceptions about pragmatics and their level of pragmatic competence. For this purpose, it was decided to implement a questionnaire. The questionnaire included 21 items. 130 university students were the participants of the study.

For the first research question which is “what is the Muş Alparslan University students' perception of pragmatics in their English learning?” the results showed that the students believed that pragmatic knowledge is important at least as linguistic knowledge and that knowing grammar, vocabulary and pronunciation is not enough to learn English. Chomsky (1965) and Hymes (1972) discussed that communicative competence contained knowledge of language and language use not only knowledge of language structure.

Communicative knowledge of English and communicative abilities were preferred to have by the university students. The students' views are parallel to the argument in the study of Lihui and Jianbin (2010). According to Lihui and Jianbin communication is the main function of language and pragmatic competence is a crucial component of communicative competence. Then, the university students' views on English language outcomes were measured. According to the results university students indicated that their learning aim was to be communicatively competent language users and they desired to indicate their admiration to the people who communicate in English fluently and appropriately. Most of the students

desired to speak like native speakers of English. In other words students wanted to acquire the communicative and pragmatic abilities of native speakers as it is aimed to approach in this study. The English which university students mostly wanted to use was American English. The reason for this might be the exposure of television series and popular culture. The types of social interactions which the students exposed might be another reason, because social interaction shapes the language and knowledge as Vygotsky (1978) indicated that language develops simultaneously with knowledge through social interaction. Participants' views about communicative language teaching and performances were evaluated thirdly. The university students indicated that they strongly believed that the communicative activities should be included in the teaching procedure. The appropriate use of English should be taught by the teachers and communication in English must be encouraged. The grammar explanation and other linguistic components need to be applied when necessary because the focus is on communication. University students' views on classroom learning and teaching measured by asking the three questions about knowledge of conversation rules, tasks used in the classroom, usage and how to use English, culture and other language activities in classroom teaching and learning. . Hymes (1996) indicates that the culture is needed to be an inbuilt piece of language learning, teaching process and training in that the values of the society, the norms of speaking and behaviours, everyday interaction, and the socio-cultural expectations of an individual's roles crucially are affected by culture. Most of the students argued that the communicative activities, pragmatic issues and cultural information were enough included in textbooks. The students believed that the tasks which are implemented in English lessons ensure the skills and knowledge to improve their ability to use English correctly and appropriately. The students did not prefer the explanations of vocabulary and grammar and sentence drills in the English class. Pragmatics has gained importance in recent years and the needs of language learners changed from the old language learning methods to the modern

methods which focus on communicative and pragmatic competence. Like the previous studies on pragmatics (e.g. Yuan, 2012; Kanik, 2010) the results of this study indicate that students can be better language users when they focus on pragmatics and other components of communicative competence.

The university students' level of pragmatic competence examined with using five different situations. From the results it is seen that students' level of pragmatic competence was not enough high. Many of the students could not find out the implied meaning of the sentences in situation 1 and situation 2. Students were not able to use appropriate speech acts in situations 3, 4 and 5. In order to have pragmatic competence students need to know the way of applying language learning strategies in their learning process of English as it is promised. Finally the students' perceptions and performance of language learning strategies in the English language learning process and pragmatics were measured. The results showed that most of the students do not have any idea about how to procure correctness and appropriateness of language use and cultural knowledge in their learning.

The findings of the study indicated that university students are not becoming skilful language users and they are not pragmatically competent. The students enhanced limited perceptions about knowledge of pragmatic. Although the students have identified the significance of enhancing their competence of pragmatic, they are far from having adequate information of the way by which they acquired pragmatic knowledge. Participants have identified the significance of the use of English language in social interactions and intercultural communication. It was constituted that university students founded out the importance of improving their pragmatic competence in their English language learning process and they were realized that the deprivation of pragmatic knowledge is sure to result in pragmatic failures in communication. Subsuming more pragmatic information in the students'

language learning process and in coursebooks could enhance pragmatic competence of the students, which can assist the students become communicatively competent language users.

Learners' strategies of language learning are one of the important aspects of the research. The results showed that the university students have restricted knowledge of strategies. The language learning strategies were not known by the students clearly. They are not able to categorise their language learning strategies openly. Being aware of the language learning strategies the students can achieve their learning goals efficiently.

Hopefully, the results show that most of the students think that pragmatics is a cornerstone of language, which is promising. The pragmatics and the issues related to the pragmatics should be included in language learning process. The pragmatically competent language learners will be more confident while using English for communication and for academic purposes. In conclusion, the research revealed that the university students think that pragmatics has major contributions to English language learning and they are willing to apply it to their learning process.

5.3. Implications

University students are necessary to have the skill to learn English in EFL contexts. The students need to improve their ability to use English efficaciously in social interactions. Linguistic knowledge and pragmatics are irreplaceable parts of English learning. Regardless of students' language proficiency, linguistic and pragmatic competences can progress (Kanık, 2010).

Students should identify that they play an important role in the language learning process. They need to consider the needs of society and their learning goals. The recent methods of language learning and teaching like communicative method and task-based learning and teaching have included pragmatic components.

It has been approved that pragmatics should be involved in English learning and teaching process. If the English teachers shift from teacher-centered method to student-centered method and use modern teaching methods the students will be pragmatically competent. The authentic task should be included in the coursebooks to expose the pragmatic knowledge to the language learners.

5.4. Suggestions for Further Studies

As the research proves, the language learners in the university think it is a necessity to learn language in a context as much as possible. At this point, pragmatics is really helpful. Learning a language doesn't mean that one learns the grammar of that language or the vocabulary. It doesn't mean that one knows the language when he knows how to pronounce the words. It means that you can understand your interlocutor, and he understands you. It means that you can not only speak to express your matter, but also speak to just chat. This is the very basic of the idea that language is for communication purposes.

We suggest the readers of this research to use language in such a way that their interlocutor understands them very well. For a healthy communication, they should choose the most appropriate expressions in their speech. If language learners care their communicating, not just passing the course, they should get the importance to pragmatic skills as much as possible. When come to the pragmatic competence the language learner should have meta-pragmatic abilities at the same time meta-language abilities.

Theoretical views focusing on pragmatics have brought a new point of view to language teaching and learning. This study will reach its aim to extend that it complements discussions in this way. The further studies can focus on the different aspects of pragmatics in language learning and teaching. The perceptions of teachers on pragmatics and the implication of pragmatics into language teaching can be investigated. The pragmatic level of English teachers in Turkey can be a research topic for further studies. For more general idea

about the perceptions of the students about pragmatics, further studies can focus on measure the perceptions by using different research methods and different instruments.

5.5. Limitations of the Study

This study has some limitations. Firstly, the questionnaire which was conducted only twenty one items to measure the students' views on five different topics. It is more preferable to use more items to examine the students' views on related topics. The other measurement tools such as interviews and observation could be used to get more detailed data. Secondly, the number of the participants for the study was small. The students who study in different universities could be participated in this study but it was beyond the ability of researcher. Because the study conducted in Muş Alparslan University, the results cannot be generalized.

To get the more reliable results the instructors who taught English to the students should be a part of the study and their views on research topics should be examined. The effects of the teachers' teaching methodology on the perceptions of the students on pragmatics could be realized by that way.

6. REFERENCES

- Austin, J.L. (1962). *How to do things with words*. Cambridge, Mass.: Harvard University Press
- Bach, K. (2005). *Semantics vs. pragmatics*. (3th ED). Oxford University Press.
- Bachman, L. (1990). *Fundamental consideration in language testing*. New York: Oxford University Press.
- Barron, A. (2003). *Acquisition in Interlanguage Pragmatics: Learning How to Do Things With Words in a Study-Abroad Context*. John Benjamins. Retrieved from: <http://connection.ebscohost.com/c/articles/91798212/pragmatically-oriented-approach-teaching-foreign-languages>
- Bransford J. D. & M. K. Johnson. (1972). Contextual Prerequisites for Understanding: some investigations of Comprehension and Recall. *Journal of verbal Learning and verbal Behaviour 11*, 717-726.
- Braziller, G. 1970. *The pragmatic movement in American philosophy*. Charles Morris. The University of Michigan.
- Canale, M and Swain, M (1980). Theoretical aspects of of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1.
- Chomsky, N., 1965 *Aspects Of The Theory Of Syntax*. Cambridge: The MIT Press
- Cook, V. and Newson, M. (1996). *Chomsky's Universal Grammar: An Introduction, 3rd ed.* Oxford, OX, UK ; Cambridge, Mass., USA : Blackwell Publishers,
- Crystal, D. (2008). *A dictionary of linguistics and phonetics*. (6th ED). Malden: Blackwell Publishing

- Crystal, D. (2003). *English As A Global Language*. New York: Cambridge University Press
- Duranti, A. and Goodwin, C. (1992). *Rethinking Context*. Cambridge University Press
(1992). Retrieved from: <https://books.google.com.tr/books?>
- Firth, J R. (1935). The Technique of Semantics. *Transactions of the Philological Society* 36-72 (reprinted in Firth (1957) *Papers in Linguistics*. London: Oxford University Press, 733).
- Givon, T. (1979). *On Understanding Grammar*. New York: Academic Press
- Harlig, K.B. & Taylor, R.M. (2003). *Introduction to Teaching Pragmatics*. (2th ED). Indiana University Press
- Held, McGrew, Goldblatt & Perraton, (1999). *Politics, Economics And Culture*. Cambridge: Polity press
- Hymes, D. (1974). On Communicative Competence. In J.B. Pride *Sociolinguistics*. Harmondsworth: Penguin. Retrieved from: <http://www.efdergi.hacettepe.edu.tr/19916MEHMET%20DEM%C4%B0REZEN.pdf>
- Kanık, M. (2010). The Use Of Pragmatic Strategies By Nonnative English-speaking Teachers Of English As A Foreign Language In Turkey And Native English-speaking Teachers Of English As A Second Language In The USA. Istanbul University.
- Kasper, G. and Rose, K.R. (2001). *Pragmatics in language Teaching*. (1th ED). Cambridge University Press. Retrieved from: <http://www.kidsenabled.org/articles/intervention/pragmatics-social-side-language>

- Kasper, G. (1997). *Can Pragmatic Competence Be Taught?* (Network #6: Retrieved from: <http://www.lll.hawaii.edu/sltcc/F97NewsLetter/Pubs.htm>), a paper delivered at the 1997. TESOL Convention.
- Kasper, G.(1997). *Can Pragmatic Competence Be Taught?*(NetWork#6) [HTML document]. Honolulu: University of Hawai'i, Second Language Teaching & Curriculum Center. (Online) <http://www.nflrc.hawaii.edu/NetWorks/NW06/>, January 22, 2007
- Kasper, G. & Rose, K. (2001). *Pragmatics in Language Teaching*. Cambridge, UK:Cambridge University Press.
- Katz, J. (1980). *Propositional structure and illocutionary force*. Cambridge, Mass.: Harvard University Press.
- Katz, J.J. & Fodor, J.A. (1963).The structure of semantic theory. *Language* 39, 170-210.
- Klimczak-Pawlak , A. (2014). *Towards the Pragmatic Core of English for European Communication*.New York:Springer Cham Heidelberg Press
- Leinonen, E. Ryder, N. Ellis, M & Hammond, C. (2003). The use of context in pragmatix comprehension by specifically language-impaired and control children. *Linguistics* 41(2).
- Levinson, S. (1987).Pragmatics and the grammar of anaphora“.Journal of linguistics 23, 379-434. Retrieved from: <https://benjamins.com/#catalog/books/pbns.108/main>
- Levinson, S. C.(1983). *Pragmatics Cambridge*: Cambridge University Press
- Levinson, S. C. (2000). *Presumptive Meanings: The Theory of Generalized Conversational Implicature*.Cambridge, MA: MIT Press. Retrieved from: <http://ijh.cgpublisher.com/product/pub.26/prod.2169>

- Morris, C. H. (1938). Foundation of the theory of signs. *International Encyclopedia of Unified Science* (vol 1). Chicago: University of Chicago Press. Retrieved from:
<http://ojs.academypublisher.com/index.php/jltr/article/viewFile/jltr0502391398/8645>
- Mey, J. (2001). *Pragmatics: an introduction*. (2th ED). Malden: Blackwell Publishing.
- OED Online. (2012). Oxford University Press. Retrieved from :<http://www.oed.com/>[accessed 23.05.2012].
- Robert Porzel and IrynaGurevych. (2003. 'Contextual coherence in natural language processing', in Fourth International Conference on Modeling and Using Context, eds. P. Blackburn, C. Ghidini, R. Turner, and F. Giunchiglia, Berlin, (2003). Springer (LNAI 2680).
- Thomas, J. (1995). *Meaning in Interaction: an Introduction to Pragmatics*. London: Longman. Retrieved from:<http://www.zoltandornyei.co.uk/uploads/1995-celce-murcia-dornyei-thurrell-ial.pdf>
- Trosborg, A. (1995). *Interlanguage pragmatics: Requests, complaints and apologies*. Berlin, New York: Mouton de Gruyter
- Widdowson, G. (1992). *Communication, community, and the problem of appropriate use*. Paper presented at the Georgetown University Round Table on Language and Linguistics. Retrieved from: <http://eprints.qut.edu.au/52860/>
- Yule, G. (1996). *Pragmatics*. Oxford: Oxford University Press

7. APPENDICES

7.1. Appendix 1: Students' Questionnaire

You can select just one answer to each question.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

1	I believe that learning English grammar, vocabulary, and pronunciation mean learning English.	1	2	3	4	5
		☐	☐	☐	☐	☐
2	I think that the knowledge of how to use the language is as important as linguistics knowledge (e.g vocabulary and grammar)	1	2	3	4	5
		☐	☐	☐	☐	☐
3	The main reason why I need to learn English is to pass the examination.	1	2	3	4	5
		☐	☐	☐	☐	☐
4	English textbooks provide much information on culture, conversation rules, usage, and on how to use English correctly.	1	2	3	4	5
		☐	☐	☐	☐	☐
5	Communicative activities are a waste of time in the English class.	1	2	3	4	5
		☐	☐	☐	☐	☐
6	I admire the people who can communicate with others in English fluently and accurately.	1	2	3	4	5
		☐	☐	☐	☐	☐
7	I think teachers should teach us how to communicate with people, and how to	1	2	3	4	5
		☐	☐	☐	☐	☐

	use English appropriately in the classroom teaching.								
8	I know how to obtain cultural knowledge and appropriateness of language use in my learning.	1	2	3	4	5			
		☐	☐	☐	☐	☐			
9	Tasks used in English class provide me knowledge and skills to improve my ability to use English appropriately.	1	2	3	4	5			
		☐	☐	☐	☐	☐			
10	I prefer my English class to be focused on communicative language teaching and practice, with grammar explained when necessary.	1	2	3	4	5			
		☐	☐	☐	☐	☐			
11	I like grammar and vocabulary explanation, and sentence drills in my English class.	1	2	3	4	5			
		☐	☐	☐	☐	☐			
12	I wish to speak like native English speakers and would like to imitate their pronunciation and intonation.	1	2	3	4	5			
		☐	☐	☐	☐	☐			

Q13. Which English would you like to use most?

- A. American English B. British English
- C. Other

Q14. What tasks do your teacher most often use in the classroom teaching?

- A. Group discussion
- B. Pair-work
- C. Role-play
- D. Debate

Q15. What kind of abilities do you want to develop most in learning English?

- A. Ability to communicate with people.
- B. Ability to do well in English examinations.
- C. Ability to read materials related to my major.
- D. Ability to translate.

Q16. What kind of knowledge do you want to learn most in your English classroom teaching?

- A. Linguistic knowledge (e.g. grammar, vocabulary, and pronunciation).
- B. Cultural knowledge.
- C. Communicative knowledge.
- D. Knowledge on how to use English.

Q17. Tom is buying a ticket at the booking office of a theme park.

Tom: I'd like to buy one ticket and I want to have a map of the theme park.

Ticket seller: All right. What's your post code?

Question: What does the ticket seller mean?

- A. The ticket seller wants to book Tom's address.
- B. The ticket seller wants to have Tom's post code.
- C. The ticket seller wants to know the language Tom uses.
- D. The ticket seller wants to find Tom's post code on the map.

Q18. Jack, a villain, met one acquaintance, Richard, on the corridor in a hospital.

Jack: I am going to have a new heart.

Richard (contemptuously): It is about the time.

Question: What does Richard imply?

- A. Jack has a serious heart disease and needs a new heart.
- B. Jack has become a good man.
- C. Jack has found a new heart to cure his heart disease.
- D. Jack needs to realize his evil and totally change his behaviour.

Q19. While travelling, Mary put a heavy bag on the bus shelf. The bus stopped suddenly and the bag fell on a passenger.

The passenger: Oh, my god! What is that?

Mary: It's my bag. It's all right.

Question: How appropriate do you think the reply from Mary was?

- A. Very appropriate.
- B. Appropriate.
- C. Inappropriate.
- D. Not at all appropriate.

Q20. A university student borrowed his teacher's book and promised to return it that day.

When he reached the university, he discovered that he had left the book at home.

The teacher: Have you brought the book?

The student: Sorry, I forgot. Don't worry. I will bring it tomorrow.

Question: how appropriate do you think the reply from the student?

- A. Very appropriate.
- B. Appropriate.
- C. Inappropriate.
- D. Not at all appropriate.

Q21. Mary was at John's house. After dinner, she was offered dessert.

John: How about another piece of cake?

Mary: Thanks. I am full.

John: Come on, just a little piece?

Mary: No more, thanks.

Question: How appropriate do you think the replies from Mary was?

- A. Very appropriate.
- B. Appropriate.
- C. Inappropriate.
- D. Not at all appropriate.

7.2. Appendix 2: Turkish Version of the Questionnaire's First Part

Sevgili Öğrenciler,

Bu çalışma Rekabet Kurumu Mesleki ve Teknik Anadolu Lisesi'nde İngilizce Öğretmenliği yapan ve Mersin Çağ Üniversitesi'nde Yüksek Lisans yapan Mustafa YILDIRIM tarafından yapılmaktadır. Bu anket üniversite öğrencilerinin edimbilime karşı tutumlarını ölçmek amacıyla hazırlanmıştır. Ankete vereceğiniz cevaplar sadece araştırma hedefleri doğrultusunda kullanılacak ve gizli tutulacaktır. Katıldığınız için teşekkürler.

Not: Katıldığınız cevabı daire içine alınız.

Linkert 1-5 arası derecelendirme ölçeği kullanır. Her soru için bir cevap seçebilirsiniz.

1=kesinlikle katılmıyorum 2=katılmıyorum 3=kararsızım4=katılıyorum 5=kesinlikle katılıyorum

1	İngilizce grammerini, kelimelerini ve telaffusunu öğrenmek demek İngilizceyi öğrenmek demek olduğuna inanırım.	1	2	3	4	5
		☐	☐	☐	☐	☐
2	Dili nasıl kullanacağını bilmenin, dilbilim bilgisi (kelime ve gramer gibi) kadar önemli olduğunu düşünüyorum.	1	2	3	4	5
		☐	☐	☐	☐	☐
3	İngilizce öğrenme ihtiyacımın temel sebebi sınavı geçmektir	1	2	3	4	5
		☐	☐	☐	☐	☐
4	İngilizce ders kitapları kültür, konuşma kuralları, kullanım ve İngilizcenin doğru bir şekilde nasıl kullanılacağı açısından çok fazla bilgi sağlar.	1	2	3	4	5
		☐	☐	☐	☐	☐
5	İngilizce sınıflarında iletişime dayalı aktiviteler zaman kayıbdır.	1	2	3	4	5
		☐	☐	☐	☐	☐
6	Başkalarıyla akıcı ve doğru bir şekilde iletişim kurabilen insanlara hayranlık duyarım.	1	2	3	4	5
		☐	☐	☐	☐	☐
7	Öğretmenlerin bize insanlarla nasıl iletişim kuracağımızı ve sınıf içi öğrenmede dili doğru bir şekilde nasıl kullanacağımızı öğretmesi gerektiğini düşünüyorum.	1	2	3	4	5
		☐	☐	☐	☐	☐
8	Dil öğrenme sürecimde dilin doğruluğunu ve kültürel bilgileri nasıl edineceğimi bilirim.	1	2	3	4	5
		☐	☐	☐	☐	☐
9	İngilizce sınıflarında kullanılan göreve dayalı aktiviteler İngilizceyi doğru bir şekilde kullanmam için yeteneğimi geliştirecek bilgi ve yeteneği bana sağlar.	1	2	3	4	5
		☐	☐	☐	☐	☐

10	Gerektiđi takdirde gramer açıklamasıyla iletişimsel dil öğrenme ve pratiđe dayalı İngilizce sınıflarını tercih ederim.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
11	İngilizce sınıfımda gramer ve kelime açıklamalarını, cümle alıştırımlarını severim.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
12	İngilizceyi anadil olarak konuşanlar gibi konuşmayı ve konuşmamı onların telaffuzlarına ve vurgulamalarına benzetmeyi isterim.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐