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Abstract

The art of speaking is considered to be a pivotal part of a learner's communicative competence and the ultimate target of second/ foreign language learning. And the ability to communicate in English correctly and fluently contributes to the success of the learner not only in the language classroom but also in every phase of life; and a Lingua Franca that plays a crucial role in many fields as media, international travel, international safety, education and communications. However, speaking is a difficult competence to develop as it requires not only a repertoire of vocabulary and knowledge of grammar rules but also negotiating effectively and adapting to a variety of contexts within cultural and social norms of the communication/ conversational setting. And after years of speaking practice, many learners are still incapable to take part in genuine conversation in the target language. Thus, teachers should always bear in mind the needs/ wants and interests of their students and plan their programmes accordingly. Among those needs is to develop a cross-cultural pragmatic awareness which is crucial for an effective and sustainable communication environment. The current investigation sought to find answers to the subsequent research queries: (1) what is the competency level of EFL learners on the pragmatic competence?, (2) what are the attitudes of EFL learners on cross-cultural pragmatic awareness ? and (3) what are the main challenges that EFL learners face in cross-cultural communication? The research took place at Mouhamed Lamine Debaghine (Sétif 2) University. An intact class composed of 27 freshmen learners (a boy and 26 girls) participated in this paper. And among the diversity of measurement tools to be used to investigate the learners' pragmatic knowledge, the present study utilized the Multiple-choice Discourse Completion Test (MDCT). And the SPSS (version 22) was used to analyze the data obtained. The results of the current study prove that EFL learners lack cross-cultural pragmatic knowledge and are in need to be equipped/ empowered by such type of communicative competencies to assist them in avoiding pragmatic failure in cross-cultural communications.