An Interlanguage pragmatics analysis of Pakistani EFL Learners in Expression of Disagreement

Dr. Samina Ali Asghar
Lecturer in English, University of Education (Faisalabad Campus), Lahore, Pakistan
Prof. Dr. Muhammad AsimMahmood(Correspondence Author)
Dean, Faculty of Arts and Social Sciences, Government College University Faisalabad, Pakistan Email:
masimrai@gmail.com
Dr. Zobina Muhammad Asghar
Lecturer in English, Government Post Graduate College for Women,MandiBahauddin, Pakistan
Dr. Hassan Abbas
Assistant Professor, Government Post Graduate College,Jaranwala, Pakistan

Abstract: The present study is a survey based cross sectional study of the investigation of EFL learners' inter-language pragmatics in expression of disagreement. Expressing disagreement is one of those speech acts which are commonly used in every day interaction in every language. However, EFL learners, sometimes face problem in the use of this speech act appropriately which often causes communication breakdown between native speakers of a language and EFL learners. The study identifies the extent to which Pakistani EFL learners' pragmatic competence is towards or away from target language.

The study has been carried out on sample of two hundred speakers, i.e. one hundred British English speakers and one hundred Pakistani EFL learners from four universities, i.e. University of Glasgow, Glasgow; Institute of Education, London, University of Management and Technology, Lahore and Government College University, Lahore.

The data have been collected by using discourse completion test. Responses of subjects have been classified into five disagreement strategies by applying taxonomy proposed by Muntigl and Turnbull (1998). The results show that English native speakers and Pakistani EFL learners apply same types of disagreement expressions but their preferences of strategies are different in ten situations. Native speakers of English are more indirect in their expressions as compared to EFL learners. Gender does not influence the choices of strategies used by both of the groups.

Keywords: Communicative competence, Interlanguage pragmatics, Disagreement, Speech act, EFL Learners

1.Introduction

Interaction with speakers of other languages and cultures requires not only linguistic competence (grammatical competence) but also pragmatic competence, which is regarded indispensable part of language competence. Socio-cultural norms and values affect the way individuals speak their first or foreign language in addition to their way of interaction with other people. The cultural gap may correspond to the communicative gap between the speakers of same language in different backgrounds. Rizk (2003) discusses the issue of appropriateness of the speech and maintains that what is considered as a suitable speech pattern in one language or culture may not be the same in another culture. For example, appreciating a fleshy girl is taken as an offense in American society but in another culture or social setting like society of western Africa, it is considered a compliment. This

emphasizes the pragmatic aspect of the language competence, which is regarded a pivotal part of communicative competence.

Native speakers of any language usually do not have to pay conscious attentionfor the understanding of its pragmatics but it demands effort on the part of the speakers of foreign language. Pragmatic competence in foreign language contexts is defined as the knowledge of communicative act, i.e. how to produce it, and the ability to manipulate the language appropriately according to the context (Kasper &Roever, 2005).

Another term used in this context is 'interlanguage Pragmatics' which is a domain of inquiry within foreign language acquisition. Interlanguage pragmatics is defined as the "nonnative speakers' comprehension and production of speech acts, and how their L2 (second language)-related speech act knowledge is acquired" (Kasper & Dahl 1991, p.1). In other words, interlanguage pragmatics involves the study of acquisition and the use of communicative acts in the target language by learners of foreign language.How the speakers of a language produce and understand the language in different situations is an important issue that has been studied by many researchers since production of an inappropriate utterances brings about misunderstanding or even failure in communication.

Researches on second and foreign language comprehension exhibit that usually learners apply their native culture's norms of appropriate behavior when they use their target language in interaction with others in a given social context. It results in misunderstanding in communication and pragmatic failure.Thus, the learners' performance within the framework of a speech act is an important part of interlanguage pragmatic competence. Realization of speech acts differs across culture and pragmatic transfer does exist in language use of L2 learners (Kyoko, 2003).

EFL learners lack pragmatic knowledge which is clearly manifested when they communicate with people from other cultures. Teachers in EFL classrooms are not enough concerned to develop pragmatic knowledge among EFL learners. Their focus is mainly on grammar and vocabulary but pragmatic or sociolinguistic dimension of language is ignored. Consequently, EFL learners may produce grammatically accurate utterances but they are not able to comply with social norms of target language because they are not richly exposed to pragmatic competence which helps to accomplish the meaning of language in context (Leech, 1983).

In case of foreign language learning, pragmatics is considered very important to speech acts and functions of language (Vásquez&Fioramonte 2011). "A key facet of pragmatic competence is to understand the speech acts and their appropriateness in a specific context" (Cheng, 2005, p. 9). Generally, speech acts are conceptualized as the utterances and specific context in which those utterances are produced (Austin, 1962). Of different types of speech acts, only speech act of disagreement is the concern of this study. Reason for choosing speech act of disagreement is that it is of great help to EFL teachers and students and the researcher has greater interest in it. Besides, in everyday life, native speakers interact with each other, share their ideas and thoughts. They may agree or disagree with each other.The way second speakers express their disagreement with prior speakers is both language-specific and culture-specific. The speech act of disagreement is a face-threatening act. When speaker does not consider the social and cultural values of the target language, it results in communication breakdown among speakers.Although expression of disagreement is present in English and Urdu, both languages use certain linguistic strategies to perform it in agreement to socially accepted norms of behavior. Therefore, it is considered essential to compare the ways native speakers of English and Pakistani EFL learners realize disagreement and it may be valuable in the teaching and learning of English by Pakistani learners.

Dr. Samina Ali Asghar,Prof. Dr. Muhammad AsimMahmood,Dr. Zobina Muhammad Asghar,Dr. Hassan Abbas An Interlanguage pragmatics analysis of Pakistani EFL Learners in Expression of Disagreement

1.1 Objectives of the Study

1. To identify communicative strategies used by EFL learners of Pakistan in English language in showing disagreement.
2. To find out the similarities and differences between Pakistani EFL learners and British English speakers in the realization of speech act of disagreement.
3. To reveal the influence of gender on the choices of communicative strategies in the expression of disagreement.

1.2 Significance of the Study

As the study is aimed to highlight Pakistani EFL learners' knowledge of interlanguage pragmatics in expression of speech act of disagreement. With its findings, the research will contribute to the work on verbal communication in cross cultural context .Moreover, the study will provide guideline for communicators that successful communication is possible only if cultural differences are considered. It can also be beneficial to linguists and pragmaticians. It will guide the teachers of foreign language to use foreign language pragmatic information in their teaching activities that make their students sensitive to how their L1 expressions of disagreement differ from English expressions as sociolinguistics and pragmatic issues are necessary to be developed in foreign language classrooms so that learners may use target language efficiently.

2. Literature Review

Communicative competence involves skills and knowledge to use language in an appropriate way according to our social setting besides linguistic competence.Present inclination toward functions of language has shifted the focus of language teaching towards communicative competence rather than abstract grammatical rules of language (Bachman, 1990). It encouraged many studies in the field of interlanguage pragmatics which is defined as "the study of nonnative speakers' use and acquisition of linguistic action pattern in a second language (L2)" (Kasper & Blum-Kulka,1993, p. 3). Interlanguage pragmatics is hybrid field belonging both to interlanguage studies which is important component of the study of second language pedagogy and pragmatics.

As learners of foreign language also have their own native language, they may perceive wrongly those principles and strategies which they use in their own language to fulfill certain purpose, may be used for similar objectives in their target language.According to Scollon and Scollon (1995), lack of pragmatic knowledge causes communication failure. Language can be used appropriately if speaker takes into account factors such as status, relative power and social distance of the interlocutors.

Results of previous researches indicated that communicative competence of EFL learners or ESL learners is based upon their knowledge of target culture. Wolfson (1989) asserted that concept of cultural variation goes deeper even from level of speech acts. Function of speech acts varies from culture to culture. Every speech community determines norms and values of interaction by itself to be followed by its members (Coulmas, 1981).

Disagreement is a speech act which is Face threatening act and belongs to the category of representative that "makes words fit the world" (Yule, 1996, p. 55). Wierzbicka (1987) defined disagreement as a dual act, an act of conveying "what one thinks and revealing "that one does not

Dr. Samina Ali Asghar,Prof. Dr. Muhammad AsimMahmood,Dr. Zobina Muhammad Asghar,Dr. Hassan Abbas An Interlanguage pragmatics analysis of Pakistani EFL Learners in Expression of Disagreement

This speech act drew the attention of researchers in different contexts and was studied in different perspectives. In Fairclough (1989), Beebe and Takahashi (1989a, 1989b) and Dogancay-Aktuna&Kamisli's (1996) studies which deal with institutional power, more powerful speakers disagreed directly whereas less powerful speakers disagreed indirectly using redressive actions. Rees-miller's study gave opposite results. In his study, professors (more powerful group) were softer in their expression of disagreement as compared to students. Beebe and Takahashi (1989a) in "Do you have a bag" investigated performance of American and Japanese in two face threatening acts, i.e. disagreement and providing embarrassing information. Findings of the study cleared that Americans are more indirect and polite in interaction with higher status people as compared to Japanese who are more direct.

Dogacay–Aktuna and Kamisli (1996) in their study based on discourse strategies used by status unequal interlocutors in the expression of disagreement compared the discourse strategies employed by native speakers of Turkish and American English from cross cultural viewpoint. Findings of the study exposed that relative status and power of interlocutors have great impact on semantic formulas. The result proved that factor of status difference was more important for American than Turkish. As compared to Turkish people, Americans were very conscious in softening the impact of disagreement with politeness markers.

Honda (2002) in his study, investigated conflict talk in face to face conversation. He got data from three Japanese talk shows. He identified five types of opposition strategies: (a) untargeted opposition (b) mitigation markers (c) modifiers, agreement (d) intervention by other participant, and (e) intervention by the moderator. He found out the consideration of face among speakers throughout the episode.

The study by Guodong and Jing (2005) is a contrastive study on disagreement strategies for politeness between American English and Mandarin Chinese. DCT based on five scenarios was used to elicit data from respondents. The results indicated that Chinese students use more politeness strategies than those used by American students in disagreement with superiors. Both of the groups employ less politeness strategies in case of peers as social distance increases. Chinese female is more soft and indirect in the expression of disagreement with sister whereas Chinese male applies less politeness strategies. Strong correlation was found between the rates of disagreement and the change of the social distance for both of the group.

Kreutel (2007) in his article "I'm not agree with you." analyzed the strategies used by learners of English as a Second Language in the expression of speech act of disagreement in their L2. The findings of the study showed that non- native speakers make less use of desirable features as compared to native speakers of English language. The results of study also revealed that native speakers are more inclined towards the use of mitigational devices than non-native speakers who employ more frequently undesirable features, i.e. "blunt opposite" or message abandonment.

Nguyen (2009), in her paper, "Politeness Strategies in Showing Disagreement in Group Work" compared the performance of Vietnamese and American undergraduate students. It was revealed that both of the groups employ non- conflicting strategies of disagreement as compared to conflicting strategies in order to maintain group's relationship. It was found that female respondents are more indirect in their expression of disagreement in comparison with male respondents. Comparison of American and Vietnamese respondents showed that Americans are more indirect and more conscious to save the face of their interactants

Dr. Samina Ali Asghar,Prof. Dr. Muhammad AsimMahmood,Dr. Zobina Muhammad Asghar,Dr. Hassan Abbas An Interlanguage pragmatics analysis of Pakistani EFL Learners in Expression of Disagreement

<center>3.Research Methodology</center>

This section deals with the methodology and procedure adopted to conduct the study. It includes the nature of study, population, sample, sampling technique, data collection tool, data collection procedure and data analysis.

The research integrates quantitative and qualitative methods and it has been designed to analyze interlanguage pragmatics of Pakistani EFL learner in expression of disagreement.

3.1 Population

The participants in the present study comprise two information groups namely: Pakistani EFL learners and native speakers of English. Pakistani EFL learners belong to Govt. College University, Lahore and University of Management and Technology, Lahore whereas native speakers of English language belong to University of Glasgow, Glasgow and Institute of Education, London. The native speakers' group provides the baseline data for both cross-cultural and interlanguage studies.

3.2 Sampling

The sample comprises over two hundred respondents, i.e. one hundred native speakers of English and one hundred non-native speakers of English at graduate level. The participants' age range from 20 to 25.The researcher has appliedpurposive sampling technique for selection of the sample size for present study.

3.3 Data Collection Instrument

The instrument of the present study consists of two parts: demographic survey and discourse completion task (DCT). In order to test the validity of the discourse completion, pilot testing has been conducted. Test has been given to 30 EFL learners and changes have been made according to their suggestions. The reliability of the instrument has been calculated by Cronbach alpha, the value of Cronbach alpha is 0.721.

3.4 Procedure of Data Collection

3.4.1 Administering questionnaire

Discourse completion task has been given face to face to Pakistani respondents whereas responses from British participants have been collected through email.

3.5 Data Analysis

The data have been analyzed by using coding scheme. The taxonomy from Muntigl and Turnbull (1998), which recognizes five types of disagreement: Irrelevancy claim, challenge, contradiction and counterclaim and contradiction followed by counterclaim has been applied for this purpose.

<center>4.Results</center>

This section deals with data analysis and interpretation. It is arranged according to the objectives of the study. This sectionhas been divided into further two sections.

Section 1 deals with the comparison of strategies of disagreement used by native speakers of English and EFL learners. Section11 provides the influence of gender on the choices of strategies used by speakers.

Dr. Samina Ali Asghar,Prof. Dr. Muhammad AsimMahmood,Dr. Zobina Muhammad Asghar,Dr. Hassan Abbas An Interlanguage pragmatics analysis of Pakistani EFL Learners in Expression of Disagreement

Section1
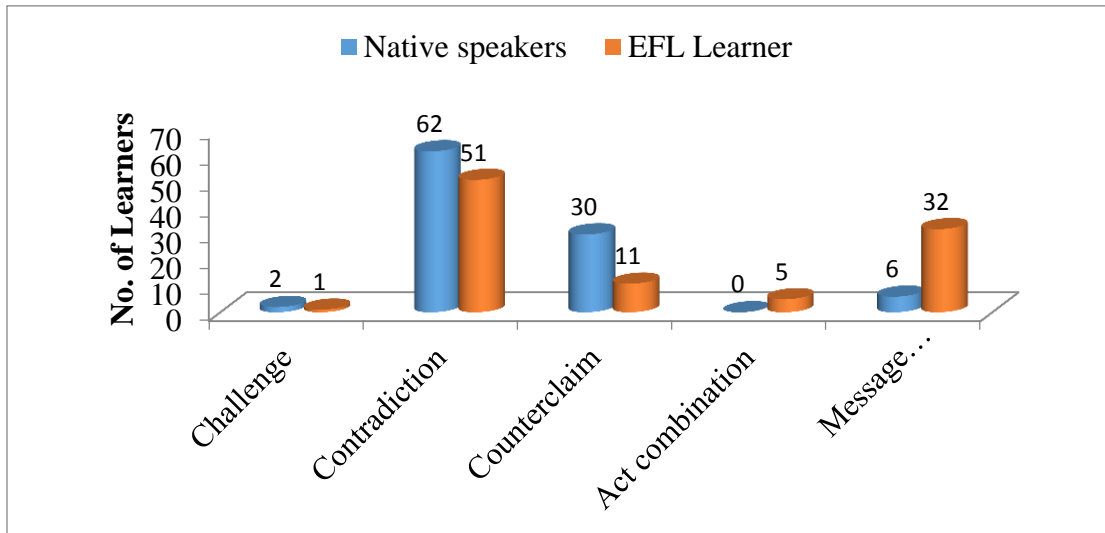**Comparison between Native Speakers and EFL Learners**

Figure 1. Comparison between Native speakers and EFL Learner in situation1.

In situation I which is based on disagreement with a friend, both of the interlocutors are equal in status. Both groups, i.e. native speakers of English and EFL learners have used strategy of contradiction more than any other communicative strategies butwith different frequency, i.e. 62% by native speakers and 51% by EFL learners. This situation indicates that both of the groups are less concerned about face saving of their friends. As compared to the EFL learners (11%), native speakers (30%) have used counterclaim more frequently in expression of their disagreement. Challenge and act combination have been least favoured strategies (challenge 2%,1%, 5% respectively) by both of the groups. 32% EFL learners and 6% native speakers of English either have kept silence or agreed to their friend.
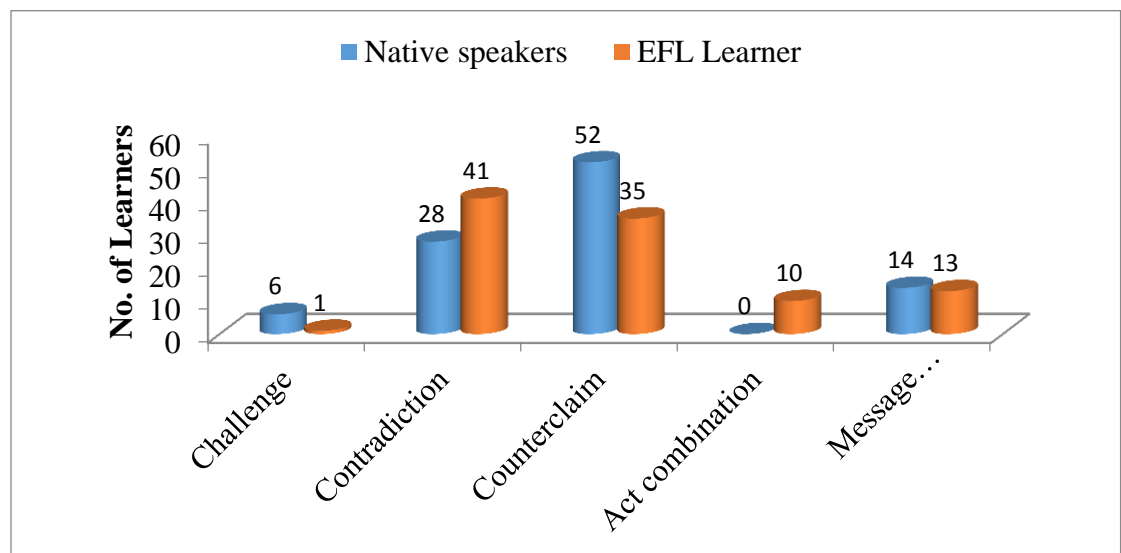

Dr. Samina Ali Asghar,Prof. Dr. Muhammad AsimMahmood,Dr. Zobina Muhammad Asghar,Dr. Hassan Abbas An Interlanguage pragmatics analysis of Pakistani EFL Learners in Expression of Disagreement

Figure 2. Comparison between Native speakers and EFL Learner in situation II

In situation II which is based on disagreement with a friend, both of the interlocutors are equal in status. Variation in the use of disagreement strategies between native speakers of English and EFL learners has been found. EFL learners(41%) are more inclined to use contradictory statements which is in consistent with the results of previous situation whereas native speakers' the most preferred strategy is counterclaim(52%) which is in contrast to the previous situation when they disagreed with their friend by using contradictory statements more than any other category. Second preferred strategy used by native speakers and EFL learners has been contradiction (28%) and counterclaim(35%) respectively. Results in this situation indicate that native speakers of English show more concern about face saving of their friend as compared to that of EFL learners. Thirteen percent EFL learners and 14% native speakers of English haveeither kept silence or agreed to their friend.
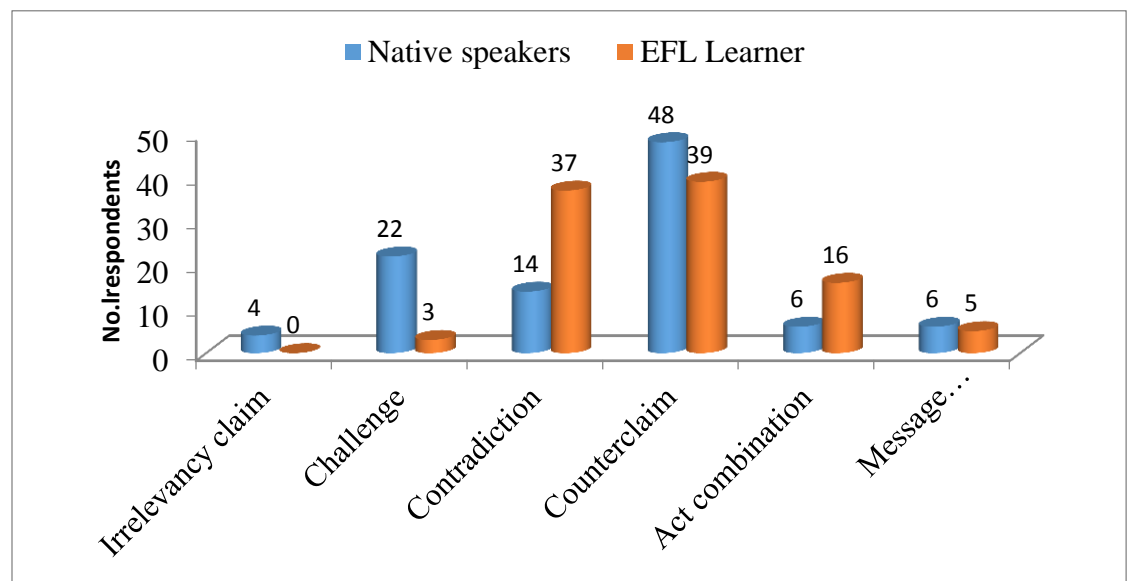

Figure 3. Comparison between Native speaker and EFL Learner in situation III

This situation deals with disagreement with classmate. Though both of the interactants are equal in status, but social distance between interlocutors is larger than previous situation. The result indicates that as social distance increases among speakers, native speakers (48%) and EFL learners(39%) use more statements of counterclaim. Both groups have used same sort of strategies in expression of disagreement except one strategy, i.e. irrelevancy claim that is used only by native speakers. Percentage of contradictory statements used by native speakers (irrelevancy 4%, challenge22%,contradiction 14%) and EFL learners (challenge 3%,contradiction 37%) is same. In comparison to EFL learners (39%), native speakers of English (48%) are more inclined to use strategy of counterclaim. Act combination is more favoured strategy for EFL learners (16%) than native speakers (6%).Only 6% natives and and 5% EFL learners have remained silent.

Dr. Samina Ali Asghar,Prof. Dr. Muhammad AsimMahmood,Dr. Zobina Muhammad Asghar,Dr. Hassan Abbas An Interlanguage pragmatics analysis of Pakistani EFL Learners in Expression of Disagreement
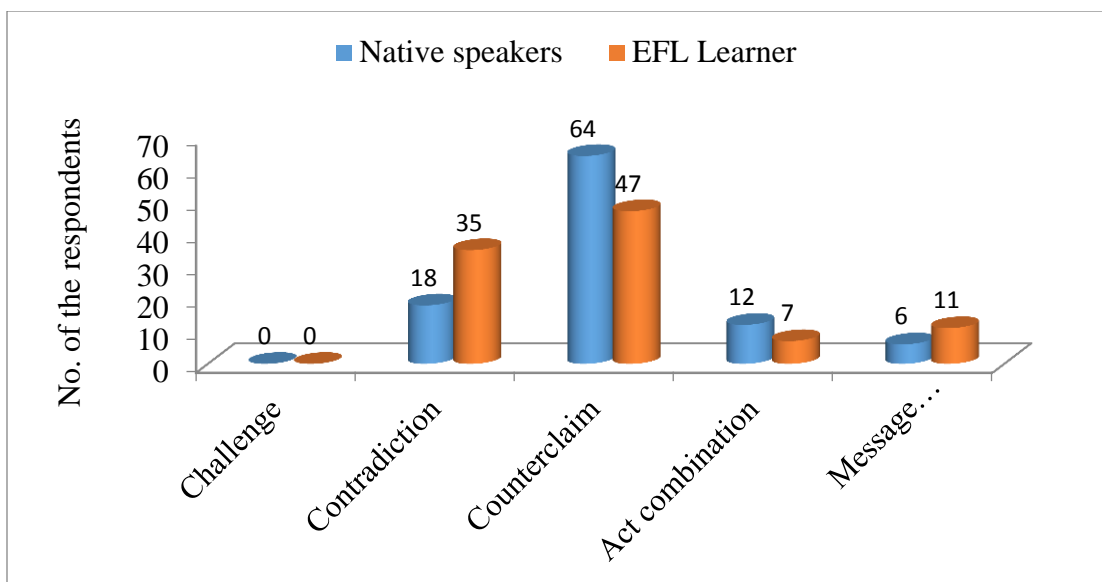
Figure 4. Comparison between Native speakers and EFL Learner in situation IV

In this situation, respondents have disagreed with classmate. Both of the interactants have equal status, but socially they are at more distance than distance with a friend. Both of the groups have applied same devices of disagreement but with varying level of frequency. The result indicates that with the increase in social distance among speakers, native speakers(64%) and EFL learners(47%) use more indirect strategy of disagreement, i.e. counterclaim. EFL learners (35%) have used more contradictory statements than those used by native speakers of English (18%). Less selected strategy by both groups, i.e. native and non-natives speakers is act combination (12%,7%) respectively.
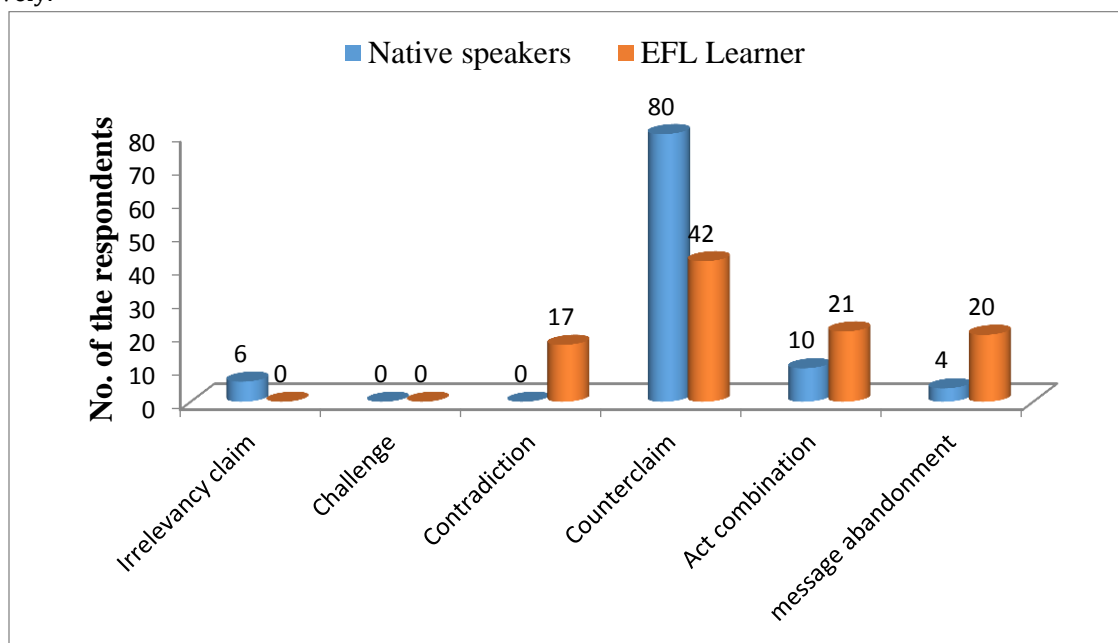

Figure 5. Comparison between Native speakers and EFL Learner in situation V

Dr. Samina Ali Asghar,Prof. Dr. Muhammad AsimMahmood,Dr. Zobina Muhammad Asghar,Dr. Hassan Abbas An Interlanguage pragmatics analysis of Pakistani EFL Learners in Expression of Disagreement

In this situation, speakers have disagreed with their teacher who have suggested them new idea to practise in project. It contains inconsistency of power and certain level of formality between interactants. Both of the groups vary in their application of disagreement strategies. Preferred strategies by natives have been irrelevancy claim, counterclaim,act combination and message abandonment whereas EFL learners have chosen the expressions of contradiction, counter claim, act combination and message abandonment in showing their disagreement and have ignored two strategies, i.e. Irrelevancy claim and challenge which are considered the most impolite strategies.

Eighty percent native speakers have expressed disagreement using counterclaim and 10% of this group have used strategy of act combination(contradiction followed by counterclaim).These are indirect types of disagreement in which interlocutors are more concerned about face wants of other speaker. Most favoured disagreement strategy of EFL learners are counterclaim(42%) but with less frequency than that of natives. Next preferred strategies are act combination(21%) and contradiction (17%).Twenty percent of EFL learners have not either answered the situation or they have kept silence.
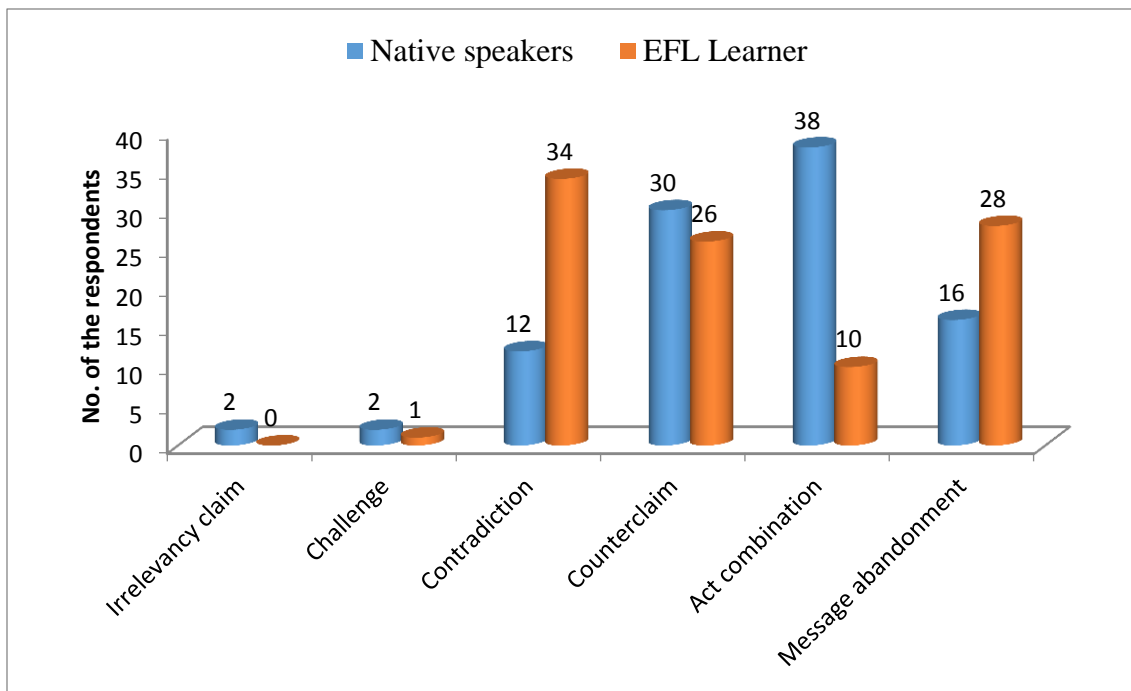

Figure 6. Comparison between Native speakers and EFL Learner in situation VI

In this situation, respondents have disagreed with their teacher. Both interlocutors have different social status and there is a certain level of formality between them. Both of the groups have manipulated different disagreement strategies. Preferred strategies by nativesare act combination (38%) and counterclaim (30%) whereas EFL learners have chosen expressions of contradiction(34%) and counterclaim more than any other strategies for disagreement. Least preferred expression of disagreement by both groups is challenge. Sixteen percent of Native speakers and 28% EFL learners have not either answered the situation or they have kept silence. Results reveal that native speakers are more inclined in saving face of their teachers than EFL learners who are more direct in their expression.
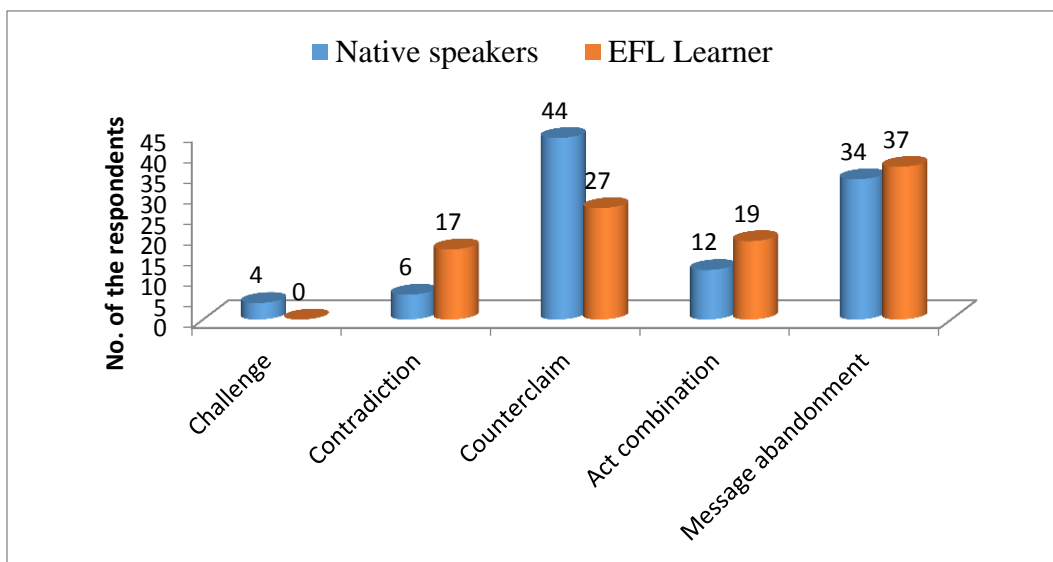
Dr. Samina Ali Asghar,Prof. Dr. Muhammad AsimMahmood,Dr. Zobina Muhammad Asghar,Dr. Hassan Abbas An Interlanguage pragmatics analysis of Pakistani EFL Learners in Expression of Disagreement

Figure 7. Comparison between Native speakers and EFL Learner in situation VII

In this situation, respondents are supposed to disagree with their father. This situation also contains inconsistency of power between speakers as was in the case of previous situation but it does not have that level of formality between interlocutors as was in the case of students and teacher in last statement. Both of the groups are different in their choice of disagreement strategies but both have tried to save face of others. Native speakers (44%) are more inclined to perform their disagreement by using counterclaim whereas EFL learners' preferred strategy is message abandonment(37%). Second preferred strategies used by natives and EFL learners are message abandonment(34%) and counterclaim(27%) respectively. Contradictory statementis the least favoured strategy used by both of the groups.

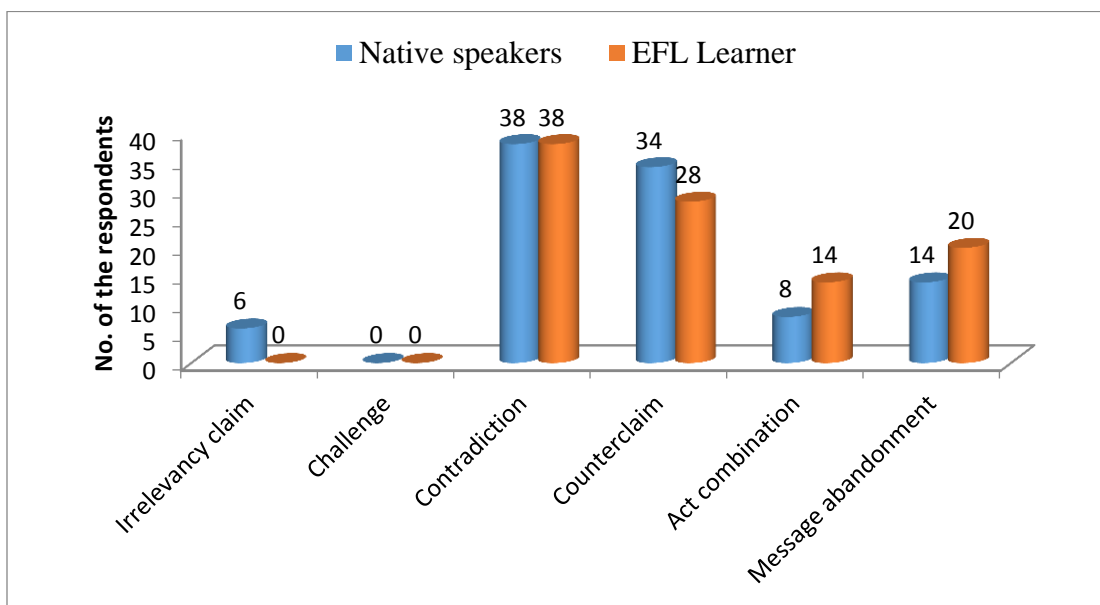*Figure 8. Comparison between Native speakers and EFL Learner in situation VIII*

Dr. Samina Ali Asghar,Prof. Dr. Muhammad AsimMahmood,Dr. Zobina Muhammad Asghar,Dr. Hassan Abbas An Interlanguage pragmatics analysis of Pakistani EFL Learners in Expression of Disagreement

In this situation, speaker hasdisagreed with his or her mother when she forbids him or her to have burger. This situation also contains power inconsistency between speakers. Both interlocutors vary in their social status. Both native speakers and EFL learners have different choices of disagreement strategies but both groups have disagreed with their mother more directly by using contradictory statements (38%, 38%) as compared to disagreement with father in previous situation when they were more indirect in their expression of disagreement. Next preferred strategies applied by natives and EFL learners are counterclaim (34%, 28%) and act combination (8%,14%) respectively.
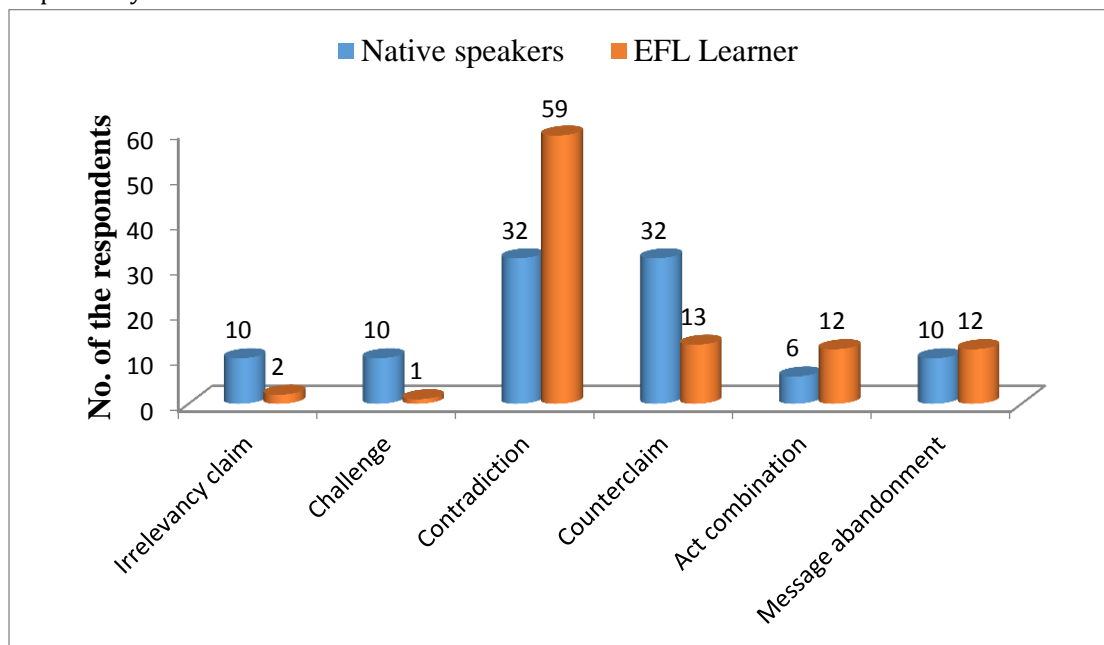

Figure 9. Comparison between Native speakers and EFL Learner in situation IX

Situation IX shows speaker's disagreement with younger sister. In contrast to the previous situations, speaker possesses higher social status.EFL learners have performed disagreement by manipulating larger number of contradictory expressions (contradiction 59%, irrelevancy claim 2% and challenge 1%). They have used only 13% indirect disagreement strategy whereas the use of act combination is 12%. So far as native speakers of English are concerned, they have used direct contradictory expressions (irrelevancy claim 10%, challenge 10% and contradiction 32%) more frequently than indirect expression of disagreement (counterclaim 32%, act combination 6%). Message abandonment has been used by both groups with almost the same level of frequency. Result indicates that there isno major distinction in both groups' reaction to their sister's response.

Dr. Samina Ali Asghar,Prof. Dr. Muhammad AsimMahmood,Dr. Zobina Muhammad Asghar,Dr. Hassan Abbas An Interlanguage pragmatics analysis of Pakistani EFL Learners in Expression of Disagreement
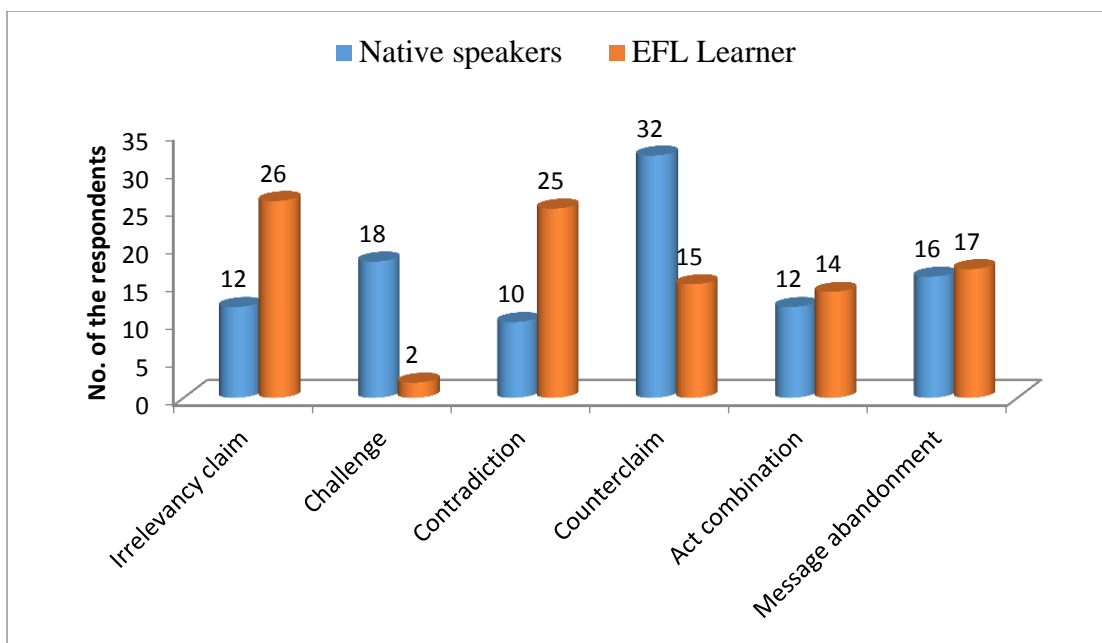
Figure 4.10. Comparison between Native speakers and EFL Learner in situation X

This situation contains disagreement with driver. In this situation also speaker is in higher social status than his interlocutor. There is also asymmetry of power between speakers. Both of them have formal relationship with each other. EFL learners areruder in disagreement with driver than native speakers of English. Both groups have performed their disagreement by using the same sort of strategies but with different ratios of frequencies. Contradictory devices of disagreement, i.e. irrelevancy claim (26%), contradiction(25%) and challenge (2%) are the most favourite strategies to both EFL learners and native speakers of English (irrelevancy claim 12%, challenge 18% and contradiction 10%). However, native speakers of English (32%) have performed their disagreement by using more mitigating devices, i.e. counterclaim in comparison to EFL learners(15%). Both of the groups have used strategy of act combination almost in the same frequency.

SECTION II

Gender and Expression of Disgreement

Table 1

Association between male speakers and Female native speakers in all situations in expression of disagreement

Types of disagreement	Male		Female		Chi-square	P-value
Irrelevancy claim	27	5.4%	18%	3.6%	4.144	0.399
Challenge	39	7.8%	28%	5.6		
Contradiction	120	24%	140%	28		
Counterclaim	210	42%	210%	42		

Act combination	60	12%	60%	12
Message abandonment	44	8.8%	44%	8.8
Total	500	100	500	100

Table 1.indicates that there is no significant difference in frequencies of male and female speakers in use of different strategies of disagreement. The value of χ^2 (df=999)=4.144 p=0.399 which is greater than α=0.05 reflects that both of the groups favour the strategy of counterclaim in expression of disagreement.

Table 2

Association between male and Female EFL learners in all situations in expression of disagreement

Types of disagreement	Male		Female		Chi-square	P-value
Irrelevancy claim	13	2.6%	15	3%	.111	1.000
Challenge	8	1.6%	18	3.6%		
Contradiction	183	36.6%	181	36.2%		
Counterclaim	129	25.8%	146	29.2%		
Act combination	73	14.6%	76	15.2%		
Message abandonment	94	18.8%	64	12.8%		
Total	500	100	500	100		

Table 2. shows that there is no significant difference in frequencies of male and female speakers in use of different strategies of disagreement. The value of χ^2 (df=999)=.111, p=1.000 which is greater than α=0.05 reveal that both of the groups prefer the strategy of contradiction in expression of disagreement.

5.Discussion

This section discusses the findings of the interpretations reported in section I and II .The discussion is organized according to the objectives and findings of the study. The differences and similarities between the two groups, i.e. EFL learners and native speakers of English in the perception of disagreement expressions have been investigated.

The results show that British speakers and Pakistani EFL learners have usedthe same types of disagreement expressions in responding to the ten situations given in Discourse Completion Test. However, they have used those strategies with varying level of frequencies.The findings correspond

Dr. Samina Ali Asghar,Prof. Dr. Muhammad AsimMahmood,Dr. Zobina Muhammad Asghar,Dr. Hassan Abbas An Interlanguage pragmatics analysis of Pakistani EFL Learners in Expression of Disagreement

to the claim that every language has the same types of strategies to perform illocutionary act, but what seems culture specific is the difference in the preference of different strategies. One culture may prefer one strategy over the other during communication process (Scollon and Scollon, 1995). Native speakers of English have preferred indirect expression of disagreement. They have applied strategies of counterclaim and act combination more than other strategies whereas EFL learners have been more inclined toward direct disagreement and their favoured strategies are contradiction and message abandonment. EFL learners often decide either not to express disagreement at all or to show agreement with interlocutors especially where they find more threatening situation as Pearson (1986) observed in her interviews with three Japanese college freshmen.Beebe and Takahashi (1989) replicated this result with Japanese speakers.

Native speakers' choices of disagreement expressions in the present study, are in consistentwith the results of previous researches which showed that native speakers generally use devices of mitigation in their expression of disagreement in order to minimize the directness of the disagreement and strength of FTA (Pearson, 1986; Beebe& Takahashi, 1989; Burdine, 2001). Native speakers' use of indirect disagreement (token agreement) has been empirically confirmed by Pomerantz (1984), Pearson (1986), LoCastro (1986), Kothoff (1993), Kuo (1994), Burdine (2001), Locher (2004) and Kreutal (2007) in their researches.

EFL learners' responses in this study correspond to earlier studies which confirm thatnon-native speakers' expressions often lack mitigation devices. Therefore, they appear too direct and rude. Besides the absence of mitigational devices, non- native speakers use blunt expressions of disagreement as is found in Bell's (1998) study with Koreans, Nakajima's (1997) observation of lack of personalization with Japanese, Pearson's (1986) study with Japanese on the speech act of disagreement and Kreutal's (2007) findings in her research.

No significant association has been found between gender and use of disagreement strategies. Such findings are in correspondence with the findings of Chen's (2006).

6. Conclusion
Based on the findings of the study, following conclusion was drawn:
First objective of the study is to identify communicative strategies used by Pakistani EFL learners in expression of disagreement. After the analysis of the responses in the light of taxonomy of disagreement proposed by Muntigl and Turnbull (1998), it has been concluded that Pakistani EFL learners' most preferred strategies are contradiction, counterclaim, act combination and message abandonment. They have used direct contradiction mostly with classmates, friends and sister whereas counterclaim and message abandonment arefavoured strategies to be used with teachers and parents. They have made less use of irrelevancy claim and challenge. Strategies of challenge and irrelevancy claim have been used by them mostly with driver.

Second objective of the study is to indicate areas of similarities and differences between a group of EFL learners and a group of British native speakers of English in disagreeing with different interlocutors in different situations. Results reveal that both of the groups are different in their choices of strategies. Though they have used same types of disagreement expressions, their preferences for them are different. Native speakers are more indirect in their disagreement than EFL learners. Their most preferred strategy is counterclaim whereas EFL learners have used direct contradiction without any mitigating devices more than any other strategy.

Findings of this research are very helpful in the practice of EFL education. Most learners gain command over grammatical aspect of language, but they are at loss when they have to communicate in target context. Findings of this study assert that besides linguistic competence, speakers must have

Dr. Samina Ali Asghar,Prof. Dr. Muhammad AsimMahmood,Dr. Zobina Muhammad Asghar,Dr. Hassan Abbas An Interlanguage pragmatics analysis of Pakistani EFL Learners in Expression of Disagreement

knowledge of cultural values and norms of target language for handling communicative acts such as disagreement appropriately.

References

Austin, J. L. (1962). *How to Do Things with Words*. New York: Oxford University Press, Oxford.

Bachman, L. (1990). *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press.

Beebe, L. M., & Takahashi, T. (1989a). Do you have a bag?: Social status and patterned variation in second language acquisition. *In S. Gass, C. Madden, D. Preston, & L.,* 103-125.

Beebe, L. M., & Takahashi, T. (1989b). Sociolinguistic variation in face-threatening speech acts. *The Dynamic Interlanguage: Empirical Studies in Second language variation*, 199-2.

Bell, N. (1998). Politeness in the Speech of Korean ESL Learners. *Working Papers in Educational Linguistics*, *14*(1), 25-47.

Burdine, S. (2001). The lexical phrase as pedagogical tool: Teaching disagreement strategies in ESL. *Corpus Linguistics inNorth America: Selections from the 1999 Symposium,* 195-210. Ann Arbor: University of Michigan Press.

Chen, M. T. (2006). *An interlanguage study of the speech act ofdisagreement made by Chinese EFL speakers in Taiwan* (Unpublished Master Thesis). National Sunyat- Sen University, location. Retrieved from http://etd.lib.nsysu.edu.tw/ETD-db/ETD-search/view_etd?URN=etd-0724106-152132

Cheng, S. W. (2005). *An exploratory cross-sectional study of interlanguage pragmatic development of expressions of gratitude by Chinese learners of English* (Ph.D. dissertation). The University of Iowa. Retrieved fromhttp://ir.uiowa.edu/etd/104.

Coulmas, F. (1981). Poison to your soul: Thanks and apologies contrastively viewed. In F. Coulmas (Ed.), *Conversational Routine: Explorations in Standardized Communication and Prepatterned speech*, 69-91. The Hague: Mouton.

Dogancay-Aktuna, S., &Kamisli, S. (1996). *Discourse of power and politeness: Through the act of disagreement.*Paper Presented at the Annual Meeting of the American Associationfor Applied Linguistics,Chicago. Retrieved from http://eric.ed.gov/?id=ED397666

Fairclough, N. (1989). *Language and Power*. London and New York: Longman.

Guodong, L., & Jing, H. (2005). A contrastive study on disagreement strategies for politeness between American English& Mandarin Chinese. *Asian EFL Journal, 7*(1), 1-12. Retrieved from http://www.asian-efl-journal.com/March_05_lghj.pdf

Honda, A. (2002). Conflict management in Japanese public affairs talk shows. *Journal of Pragmatics*, *34*(5), 573-608. Retrieved from http://www.sciencedirect.com/science/article/pii/S0378216601000534

Kasper, G., & Dahl, M. (1991). Research methods in interlanguage pragmatics. *Studies in Second Language Acquisition*, *13*(02), 1.

doi: http://dx.doi.org/10.1017/S0272263100009955

Kasper, G., & Blum-Kulka, S. (1993). *Interlanguage Pragmatics*. Oxford: Oxford University Press

Kasper, G. &Roever, C. (2005). Pragmatics in second language learning. In Eli Hinkel (ed.). *Handbook of Research in Second Language Teaching and Learning*, pp. 317-334. Mahwah: Lawrence Erlbaum Associations.

Kotthoff, H. (1993). Disagreement and concession in disputes: On the context sensitivity of preference structures. *Language in Society, 22*(2), 193-216. Retrieved from http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=4172624

Kreutel, K. (2007). I'm not agree with you. ESL Learners' Expressions of

Dr. Samina Ali Asghar,Prof. Dr. Muhammad AsimMahmood,Dr. Zobina Muhammad Asghar,Dr. Hassan Abbas An Interlanguage pragmatics analysis of Pakistani EFL Learners in Expression of Disagreement

Disagreement. *TESL-EJ*, *11*(3), 322-331. Retrieved from http://www.cc.kyoto-su.ac.jp/information/tesl-ej/ej43/a1.html

Kuo, S. H. (1994). Agreement and disagreement strategies in a radio conversation. *Research on Language and Social Interaction*, *27*(2), 95-121. **doi:** 10.1207/s15327973rlsi2702_

Kyoko, O. (2003). *Declining an invitation as performed by Japanese ESL learners: Pragmatic transfer and its causes.*(Master's thesis, California State University, Dominguez Hills). Available from: UMI Pro Quest Digital Dissertation, (UMI order no. 1414952).

Leech, G. (19983). *Principles of Pragmatics*. London: Longman.

LoCastro, V. (1986). *Yes, I agree with you, but...: Agreement and disagreement in Japanese and American English.* Paper presented at the Japan.

Retrieved from http://eric.ed.gov/?id=ED284425

Locher, M. A. (2004). *Power and Politeness in Action. Disagreements in Oral Communication, (Vol. 12).* Berlin: Mouton de Gruyter.

Muntigl, P. & Turnbull, W. (1998). Conversational structure and face work in arguing.*Journal of Pragmatics*, 29(11), 225-256.

Nakajima, Y. (1997). Politeness Strategies in the Workplace: Which experiences help Japanese businessmen acquire American English native-like strategies? *Working Papers in Educational Linguistics*, *13*(1), 49-69.

Retrieved from http://eric.ed.gov/?id=ED409742

Nguyen, T.P.T., (2009). Politeness Strategies in Showing Disagreement in Group Work (Unpublished bachelor's thesis) Vietnam National University, Hanoi.

Pearson, E. (1986). Agreement/disagreement: An example of results of discourse analysis applied to the oral English classroom. *International Review of AppliedLinguistics, 74(1),* 47-61. Retrieved from http://dialnet.unirioja.es/servlet/articulo?codigo=4065357

Pomerantz, A. (1984). Agreeing and disagreeing with assessments: Some features of preferred/ dispreferred turn shapes. In J. M. Atkinson, & J. Heritage (Eds.), *Structures of Social Action: Studies in Conversation Analysis*, 70. Cambridge: Cambridge UniversityPress.

Rizk, S. (2003). Why say "NO!" when you refuse? *TESOL Arabia 2002 Conference Proceedings, 7,* 401-431.

Scollon, R., &Scollon, S. W. (1995). *Intercultural Communication: A Discourse Analysis*. Oxford, England: Blackwell. Retrieved from http://www.getcited.org/pub/103185213

Vásquez, C., &Fioramonte, A. (2011). Integrating pragmatics into the MA-TESL program: perspectives from former students. *TESL-EJ*, *15*(2), 1-22. Retrieved from http://www.tesl-ej.org/wordpress/issues/volume15/ej58/ej58a1/

Wierzbicka, A. (1987). *English Speech Act Verbs: a Semantic Dictionary*. Academic, New York.

Wolfson, N. (1989). The social dynamics of native and nonnative variation in complimenting behavior. *The Dynamic Interlanguage: Empirical Studies in Second Language Variation*, 219-236. New York: Plenum Press.

Yule, G. (1996). *Pragmatics*. New York: Oxford University Press.

Dr. Samina Ali Asghar,Prof. Dr. Muhammad AsimMahmood,Dr. Zobina Muhammad Asghar,Dr. Hassan Abbas An Interlanguage pragmatics analysis of Pakistani EFL Learners in Expression of Disagreement