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The Production of Greeting Speech Act by EFL Learners

A Case Study of Third-Year Students at the English Department in Mila

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FATIHA'S DEDICATION

In the name of Allah, Most Gracious, Most Merciful All the praise is due to Allah alone, the Sustainer of all the world.

I dedicate this modest work to the gleaming handles of my life to: My mother, the source of tenderness, My father, the Mystery of happiness. Thank you for all your cordiality, your confidence, your support, and all your love. May ALLAH bless you now and forever.

My deep appreciation goes to my pretty sisters and my cousin: Warda, Hadjer, and Hayat who have made significant contributions to the completion of the field work.

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Dear Ma, dear Pa,

It is said that good parents make a change, well, you created that change, you made a difference, you established one tremendous family. You're not just an ordinary one, you're incredible. I could never have achieved anything without your boundlessy limitless love and attention. I would wholeheartedly thank you for everything you have done and given to me.

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ABSTRACT

The current descriptive study deals with the performance of greeting speech act among EFL learners; this research is to investigate the production and use of greeting speech act by EFL learners. Therefore, the adopted hypothesis states that the production of greeting of third year students would develop if they perform greeting speech act appropriately. With regard to the work field, this study is relying on two key descriptive research tools which are the Discourse Completion Task that is administered to the sample of third year English students at Abd Elhafid Boussouf University of Mila, and the interview that is dedicated to teachers at the same University. Based on the the collected data via the Discourse Completion Task that aims at checking the efficiency of students' performance of greetings, Discourse Completion Task's results show that most of third year students have basic knowledge of greetings, and their performance demonstrates their poor awareness about the degree of formality of some greeting expressions, albeit students are familiar with the frequently used ones. Moreover, the findings display that students have some problems with the proper use of some other greeting expressions in different contexts. Additionally, the data gathered from the teachers' interview affirm that third year students should be exposed more to the target culture.

Key Words : Greetings- Greeting Forms- Speech Act- DCT- EFL Learners - Use-Greetings' Production- Formality and Informality - Target Culture- Context

List of Abbreviations

EFL: English as a Forgien Language

L2:   Second Language

TL: Target Language

I.e.:   It means

Mrs: Mistress

Dr: Doctor

Mr: Mister

TV: Television

BBC: British Broadcasting Corporation

Pp: Pages

FTA: Face Threatening Act

OC: Orange Country

DCT: Discourse Completion Task

N: Number

%:   Percentage

Q: Question

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Introduction

Every language has a variety of greeting forms used in communication. One of the key aspects of greetings in pragmatics is speech act that displays many details about the relationship between speakers and listeners in communications. However, proper use of speech act can be grasped and achieved through both cultural experiences and the correct interpretations of statements in accordance with speakers and hearers behaviour at any given conversation. Understanding and performing greetings requires a variety of behaviours and exposure to many psychological and situational variables ; it is important to know how people stand in relation to others before they start talking (Goffman, 1995). These behaviours may consist of linguistic, verbal and non-verbal options that may include a simple wave or smile, a single speech or a long speech act sequence that may include complex interactional rules and take place in a series of conversational turns. Nonetheless, greeting protocols are extremely important and must be carried out in the finest detail if interlocutors are to prevent humiliation, insult or mockery that second or foreign language learners would be concerned with. These events are a significant feature of discourse that learners are likely to experience in a variety of situations while forming and sustaining social relations in all age groups (Hudson, 1996). Speech act of greeting has significant social roles in the cultures of speech. For languague learners making and reacting to a performed greeting is important to establish and maintain interpersonal relationships and serve "as a door to the target culture" (Kakiuchi, 2005, p. 63), and given to their apparent simplicity and formulation, they can be also complex to elaborate in different cultures which mandate involving the use of different types that relies on different social variables. Therefore, the application of greetings and their use may expose challenges for language learners.

1. **Statement of the Problem**

In the field of learning foreign languages, EFL learners should be aware of the appropriate use of greetings. Greeting speech act have a fundamental social function in the sense that they are necessary for establishing social relationships through adequate production. Therefore, when interacting with people, the first thing to do is to greet them. Additionally, if someone is addressed properly, this will leave a good impression about language proficiency. Thus, it is essential for instructors to raise students' awareness

about the use of greetings in classrooms. Unfortunately, many students of English are not aware of using greetings properly, that is, some of them attempt to use them in their mother tongue (Arabic) while others use them within inappropriate context paying less attention to the level of formality.

2. Aim of the Study

This study aims at investigating the use of greetings. It also points out at the main types of greeting forms and sheds lights on students' production towards the use of greetings.

3. Research Questions

- What are the main types of greeting forms that students perform in classrooms?

4. The Hypotheses

In the light of the research questions above, it is hypothesized that:

If EFL students perform greeting speech act appropriately, they would maintain their interpersonal relationships and develop their production of greeting.

5. Research Methodology

In order to check the validity of this research hypothesis, a descriptive research work has been conducted at the department of English at Abd-El-Hafid Bousouf Mila University Center involving a sampling of one hundered (100) third-year students enrolled in the section of English. The interview is administered to a number of teachers of different modules at the same department. Beside the teachers' interview, the research tool used in the current study consists of student's Discourse Completion Test.

6. Structure of the Study

This study is structured into two main chapters ; a theoritical and a practical one. Chapter one consists of only one section. It is devoted for the greeting speech act exploring the speech act theory, its history, its definition by different scholars, and the use and function of greeting speech act. The section also touches on the main types of greeting forms, criteria, and greetings as an adjancency pair. Additionally, the section casts light on greeting behaviour in EFL classrooms.

However, the second chapter includes the students' DCT and teachers' interview. It deals with the administration and analysis of the interview, discussion of the results, administration and analysis of the test and the conclusion.

CHAPTER ONE: THEORETICAL FRAMEWORK

CHAPTER ONE: THEORETICAL FRAMEWORK

Introduction

    Language is the basic medium of communication through which people carry out certain communicative functions such as greeting, complimenting, ordering, and arguing. On special basis, performing greeting speech act is likely to be perceived as a challenging

task for it requires the absolute existence of both the linguistic and communicative skills. Therefore, in EFL context, learners should adopt both the linguistic and the communicative competences to learn, acquire and master English language. Greeting speech act is vitally essential to build social relationships and interactions. Hence, having a broad comprehension about the core nature of greeting speech acts representations in the target language and how to implement them in real life contexts, paves the way for EFL learners to greet each other in a native-like manner. Besides, it enables them to convey the intended meaning that goes beyond the mere utterances. In this manner, while using English, EFL students have a promising opportunity to improve their communicative competence which is the key factor for effective and successful communication.

In this chapter, the theoretical framework is designed to provide insights into greeting speech act. Therefore, an overview about speech act theory that includes its origin, the main levels that govern speech act performance, and the felicity conditions for a speech act to be performed, will be discussed thoroughly. These notions are significantly needed to serve as a solid background for the comprehensive understanding of the role of greetings as a part of speech act theory. Besides, to further the in-depth theoretical analysis, it is of paramount importance to shed light on greetings as a part of speech act theory's history, its definition according to different scholars, its use and function, and the main types and criteria of greetings identification. To conclude, this part also highlights important concepts about greeting behaviours and greetings in EFL classrooms.

1. **Speech Act Theory**

Speech act theory is a subfield of pragmatics that views language as a kind of behaviour rather than as a platform for conveying and transmitting knowledge. Thus, people use words not only to illustrate things, but also to perform certain acts. El-Hiani (2015) illustrates that the origin of speech act theory goes back to Austin (1962) in his famous book *How to do Things* with *Words*, followed then by John Searle (1979), a professor of language, in his famous book *an Essay in the Philosophy of Language*. According to Austin (1962a), utterances demonstrate behaviours; in other words, to say something means to do it. By the same token, Searle (1979a) develops speech act theory through a series of books and defines speech acts as being the fundamentals or the basic

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components of verbal communication. Moreover, Austin (1962b) clarifies that there are three main categories that govern the speech act's performance. First, locutionary act which deals with the actual meaning of a phrase. Second, illocutionary act that has specific effects on the individual. Third, perlocutionary act which indicates the effects of the interlocutor's words on the listener in order to accomplish a certain objective. Based on the above mentioned taxonomies of speech act's performance, Searle (1979) focuses on the second category of speech act performance which is the (Illocutionary act). He sets four significant conditions that control the performance of all speech acts, namely "felicity conditions", which are listed as follows: propositional content, preparatory, sincerity, and essential.

Yule (1996) marks that the performance of speech acts involves certain appropriate conditions to be interpreted as intended; these are known as "Felicity Conditions". According to Searle (1969a, p. 33), "it is a preparatory condition for assertive speech acts that the speaker has reasons, arguments, or evidence for the truth of what he or she said". Otherwise stated, it is a necessity of assertive speech acts that the speaker has explanations, justifications, or proofs for the validity of what he or she has said. The performance of some speech acts will be inappropriate or infelicitous for some cases. Thus, for a particular speech act to be felicitously performed, there must be a specification in the speaker's intention, the utterance content, and the context.

Furthermore, Searle (1979) ranges the illocutionary acts into five classifications that were based on his disagreement with Austin's categorization of these acts. The proposed classification of illocutionary acts involves "Assertives" which mean that the speaker should be faithful towards an articulated proposal. While, "Directives" are concerned with the speaker's efforts that are targeted to get the listener to do something. Others include "Commissives" that are acts of illocution whose function is to engage the speaker in a potential plan. In addition to "Expressives" which are used to describe the psychological state of an individual, and "Declarations" which indicate that the good output ensures that the propositional content, relates to the environment, will bring about some improvement.

An essential distinction that is made about speech acts is illustrated in Blum-kulka et al. (1989) words that is direct speech acts tend to be "where the speaker says what he or she means", while indirect speech acts are defined as "where he or she means more than, or

something other than, what he or she says" (p. 2). Meaning that, direct speech acts occur when the speaker informs directly what is intended to be said, however, indirect speech acts occur when the speaker intends to say anything more than he/she informs. Blum-kulka (1982, p. 30) also discusses that "though languages provide their speakers with explicit direct ways for achieving communicative ends, in day to day communication speakers seem to prefer indirect ways". To restate, even though languages supply their users with clear direct means to reach communicative goals, speakers seem to prioritise indirect means in their daily interactions.

The performance of indirect speech acts appears to be an obstacle for the L2 speakers. On one hand, for instance, a speaker may utter: "it is so cold in here" when he actually means to turn on the heating system. An L2 speaker may take this statement literally, as a simple note on the weather's condition of that day, and not as a call for an action on the part of the interlocutor. In a misunderstanding manner, the speaker may not take the appropriate steps to solve the problem. On the other hand, second language learners usually use a direct speech act whereby a native English speaker uses an indirect one. Moreover, they need to acquire sufficient background repertoire of the strategic forces at work in the Target Language (TL) in order to comprehend and produce correctly indirect speech actions as in the case of the already-mentioned-above example. The level of directness in the production of speech acts differs from one language to another and from one society to another. That is, adequate realisation and perception of any speech act, particularly indirect speech acts, entails not only the possession of knowledge about language, but also the correct use of it within a particular society. In short, speech act theory is a theory of language which maintains that the interpretation of the linguistic expressions can be expressed in terms of the rules governing their use within the production of different speech acts.

2. Greeting in Speech Act Theory

Initially, knowing what a speech act is, will help to swallow the meaning of greeting as a whole theory. This latter means that the utterances which carry out the acts are represented as actions in which the main emphasis is on their value of reality and on the effect that the speaker needs to make on his or her community. Speech act of "greeting" are one form of the expressive speech acts that represents the psychological state of the speaker in propositional contents, each speaker may have a propensity to

express joy at meeting with or at seeing a hearer several times a day. Therefore, "greetings" are one of the mostly used expressive activities and acts in one's daily life. In addition, "greetings" are defined as a suitable act that examines and investigates a given culture, due to its reflection that serves as a mirror through which the value of a particular culture is pointed out. Greetings are stated as mere simple statements and utterances that are often used as clear examples of speech act (Austin, 1962; Searle, 1969). Bach & Harnish (1979a), assume that greetings are perceived as the "expressing pleasure at meeting people" (p.51). Yet, Searle (1969b) suggests that "greetings" lack propositional substance, de-notational sense, and have no sincerity requirements needed. Hence, the variations of terminology stated above by these different scholars makes it clear that they still commonly agree that all the features of speech acts in those categories highly express attitudes, emotions, and feelings.

2.1. The History of Greetings

Before diving into the concept of "greetings", it is useful to examine the significance inherent in the history of the term itself. Many researchers and speech act theorists examine the various aspects of "greetings", highlighting "greetings" features and functions as an acknowledgment or recognition of the existence of another human (Duranti, 1997a). Malinowski (1923) views greetings as a "phatic communication" (pp. 315-316), however, phatic language according to Jacobson's (1960) definition can be compromised with phrases, expressions, and even sounds that are used as a key factor to open, prolong, check, and close a connection in a social relationship without necessarily conveying new information. Nonetheless, Austin (1962c) classifies "greetings" as a "behavioural or behabitive speech act" that links a social message and seeks to communicate personal feelings and emotions between two or more individuals. He further claims that "behabitives" include the notion of reaction to other people's behaviours and fortunes of attitudes and expressions. Searle & Vanderveken (1985a), on a note, treat "greetings" as an "expressive act of speech" (p. 216). They believe that the purpose of it is to acknowledge the courteous signals from the other addressee without providing any "propositional content". Thus, Bach & Harnish (1979b) believe that greeting is a mean or a way to express pleasure when meeting people.

2.2. Definition of Greetings

Linguists generally describe "greetings" on the basis of the communicative social function because without "greetings" interlocutors cannot initiate conversations; every person who encounters a hearer will find himself trying to express gratitude and pleasure. Nevertheless, what most people think of are the first words that are being used to acknowledge the presence of another person in turn-taking spoken routines (Goffman, 1971a).

"Greetings" is a common universal concept that all languages embrace; some greeting forms are newly discovered, for example, it is revealed that even animals have some sort of greetings. In (2007), Jane Goodall, in her research with chimpanzees, displays many emerging-evidences through watching typical pets greet each other. Several philosophers and theorists aim at exploring this notion and conceptualise it in an appropriate definition. Agyekum (2008), defines "Greetings" as the crucial oil of interactive and social relations that establishes well-linked relationships between interlocutors. In other words, "greetings" are a kind of verbal and non-verbal linguistic form that is used to convey specific feelings towards other human beings, and it sounds to be an important social-interactive tool to initiate any contact with other people in-and-out any community.

Searle &Vanderveken (1985b) believe that "greetings" are a "marginally illocutionary act" because of its lack of a "propositional content", considering "Hello" as an indication of a "courteous behaviour" spoken by the speaker once he faces the hearer. At the same time, Duranti (1997b) proves that greetings act does not contain any propositional material or content, which in fact implies a loose connection linking its social function to the linguistic formula used to accomplish this purpose. Accordingly, "greetings" are an illocutionary act of speech that has got no meaning and substance to serve a specific social purpose or function. In the same trend, Nodoushan (2006) describes greeting expressions as a linked language generated by simple word exchange. He induces that the purpose of using this kind of expressions is to communicate social messages rather than knowledge. In this sense, greetings act is classified into three categories: "Behabitives" by Austin (1962), "Acknowledgements" by Bach & Harnish (1979), and "Expressives" by Searle & Vanderveken (1985).

Austin (1962d) lists the speech act of greeting within "behabitives", he says that "behabitives" discuss the concept of reflection and immediate response toward other

people's behaviours, and attitudes toward previous conducts. Based on this view, the greeting event is considered to be a kind of performative consideration of actions toward others in order to display feelings and attitudes. Therefore, "behabitives" of Austin (1962) are included amongst the expressives of Searle and Vanderveken (1985). However, Searle (1979b) states that Austin's (1962) characterisations are not well defined, despite, these features include ideas of what is good and bad for the speaker and the listener's attitudes and gestures. He calls them "expressions", in which they are differentiated by the types of psychological conditions. Therefore, Norrick (1978) claims that expressives or expressive gestures do not convey views and thoughts instead they deliver feelings. Thus, these emotions emerge as a response to a given state of affairs. Besides, Goffman (1971b) describes 'greeting' as "rituals of access" that are composed of two types or patterns, namely: "passing greetings" and "engaging greetings". In this manner, he regards greeting as a conversationalised act by which a person or an individual shows his/her respect and consideration for some ultimate value. As, he claims that greetings are composed of a number of behaviours: "salutation/forms, term of address, gestures and mimics and social context".

In all speech acts, the form that greeting takes depends largely on the context of the encounter (Ellis, 1994). This context is mainly related to people's relationships – are they relatives, acquaintances or just strangers? Is there any difference in control, as with a boss and co-workers? To what extent imposition is implied; are they in a rush or is there something constraining the distance between the two? In a study conducted by Duranti (1997c), who is one of the prominent scholars, he defines "greeting" as a speech act that co-operates with interlocutors to uncover more cultural, historical and personal information concerning the individual uttering it, or information about the society in which that specific greeting forms are frequently used rather than other speech acts. In other words, greeting forms have their own correlative connections towards the speaker's culture.

According to Nemani & Rasekh (2013), the way people speak and what to say can disclose a bunch of information about the different interlocutors such as to what extent can the interlocutors be polite; therefore, the conversational initiator-partner learns a lot about the social status, personality, and knowledge of the other interlocutors being involved in the conversational exchange. Hence, how people speak reveals more

knowledge about them than the disclosing of the way they walk or dress. Consequently, those forms which people use in conversations makes it clearer to vision attitudes and politeness' presence.

Thus, the ability for EFL learners to make suitable greeting forms often demonstrates their communicative skills and competences. From various perspectives, a large number of studies were carried out to make this very complex phenomenon of using greeting forms while communicating in a native-like manner, simpler and easier for foreign language learners to act upon. Although the wording and structure of greeting forms may differ and sound clear and straightforward, it is viewed that these forms can be culturally a saturated speech act that can reveal the course of a meeting or an encounter if it well-past in the initial exchange (Dufon, 1999). The content and the delivery of a greeting form may not only affect crucially the first impression of the interlocutors, but also can create a long-lasting one. That is to say, there is no wholesome generalisable meaning or definition of the greeting event due to the non-standardised way of determining what counts as a common one in a given culture.

2.3. The Use and Function of Greeting Forms

The greeting event is one of the most core-crucial speech acts due to its highly frequent use in day-to-day social interactions and its main role in establishing and maintaining interpersonal encounters. Each speech community has its own conventions and traditions which regulate the interpretation of any act of speech, since language and culture are parts of each other, the function and use of speech act in a given language varies from the use and function of the same speech act in another one. Moreover, greetings have been analysed as a significant aspect of the politeness phenomenon in varied fields such as sociology, anthropology, discourse analysis, and sociolinguistics, yet their use in different languages has not systematically been investigated from both a pragmatic and sociolinguistic perspective; therefore, several studies have been carried out to show its exact use and purpose.

Firth (1972, p. 30), a well-known fundamental figure in this field, states that greeting expressions are a "system of signs conveying other messages rather than the overt ones". In this respect, when using a greeting formula, the converted meaning of the addresser i.e. (intention) is not understood out of the literal meaning of the greeting expressions themselves. For example, when somebody says: "how are you?" she/he is not

necessarily concerned much with the addressee's physical status, instead she/he is showing her/his friendly attitude or even respect toward the addressee; in this instance, "how are you?" is used as a perlocutionary force. However, Quirk et al. (1985) identify a compilation of implicit formulaic expressions of the greeting event that are used in "stereotyped communicative" situations, for instance "Good Morning", "Good Afternoon", "Hello", "Good Bye", and "So long", some among others, are used as "expressions", while "How do you do?" and "How are you?" are viewed as "questions". Moreover, they also state that "questions" are tend to be the direct speech act of those "expressions" whereas "greeting" forms are their indirect speech act. Significantly, greetings are projected to be as the "conversational routines" as well as an "art of the linguistic repertoire of politeness".

To scrutinise closely more details, Youssouf, Grimshaw and Bird (1976) claim that "greeting" forms are the collection of any language whether they are linguistic or non-linguistic tools used for the initial managements of the encounters. An "encounter" is described as the social recognition of an individual or a set of individuals. Thus, "greeting" forms are highly formulaic. In addition, "greeting" forms are used to start conversations and set the direction that any discussion can take. According to Eabsworth, Bodman and Carpenter (1996a, p. 98), "greeting" forms "are among the first acts of speech act that children learn in their respective languages". Besides, opening conversations is another function that aims at establishing the acceptance platform that creates positive bonds between interlocutors. Finegan and Besnier (1989) believe that greetings convey messages suchlike "I'd like to speak to you"; while in fact people's perception about greeting speech act varies from one to another. Therefore, many arguments are rising up about greetings whether they are quite ritualistic and honest which is sorely lacking in many cultures.

Eabsworth et al. (1996b) claim that most speakers are consciously aware of only few of high frequency ritualised semantic formulas; they are using two or three greeting formulas in the target language, a reaction that is quite common for second or foreign language learners. Hence, in comparison to many other speech acts, greetings may be easier to recall and execute in a second language, even so, their performance in a native or non-native manner by speakers is often marked differently. Referencing back to Goffman's work (1771c, p. 74), the main functions of greetings are "social: establishing,

restoring relations, recognizing the different social status" and "communicational: validation of presence, display, and identity of self". For this, Goody (1972) emphasises once again the social function of greetings such as opening up a communicative act, establishing and preserving identity and rank.

Last but not least, the social aspect of greeting is mainly highlighted in Felecan's (2015) recent description where he states that "greeting is a communicative action or behaviour through which the speaker demonstrates his/her availability towards the learner" (p .5). Laver (1981, p. 30) views that greetings act in all of its forms including formulaic phrases, terms of address, and phatic communication all in which the whole is observed, are "routine rituals". In addition, he defines this latter as "the ability to be understood as extremely important strategies for negotiating and controlling the social identity and social relations between the conversation's participants, as well as relatively mechanical and a meaningless social behaviour". Thus, greetings can be used to index the social relations between speakers and hearers.

2.4. Classifications and Forms

Many researchers categorise greeting forms in different ways, and each one of them attempts to do so on the basis of certain standards. Jibreen (2010) in her article "The Speech Act of Greeting: A Theoretical Reading" casts light on different classifications of greeting forms; she states that greeting types change widely and for each type or status of an individual there are several forms of greetings. According to Halliday (1979), greeting forms are graded according to their association with time. He calls them "time-free greeting forms" and "time-bound greeting forms".

2.4.1. Time-free and Time-bound Greeting Forms

Halliday (1979) sheds light on time-free greeting forms by mentioning some examples such as "How do you do?", "Hello, how are you?", and "Hi, how are you?' Also, he adds others such as "glad to meet you", "It's good to see you again", and "long-time no see you".

Additionally, Halliday (1979) mentions that time-bound greeting forms including "good morning", "good evening", "good day", and "good night", are more inclined to be daily-formal greetings. For example, in morning, people greet with "Good morning, Mrs Smith!" in the afternoon, they may greet with "Good afternoon, Dr John", or in the evening, they use "Good evening, sir!" Generally, during the day, the most common

greeting is "Good Day" E.g., "Good day, Miss!" At night, "Good Night" E.g., "Good night, mom!" can be frequently employed.

Furthermore, he emphasises on the second type of time-bound greeting forms "seasonal formal greetings", some illustrations include "Happy New Year", "Happy Birthday", and "Happy Christmas", "Happy Easter", "Merry Christmas (to you)!"," Happy Anniversary!", and "Happy Returns (of the day)!"

Overall, not all of the aforementioned greeting forms are used among EFL learners because some expressions are just used in the foreign culture.

2.4.2. Verbal and Non-verbal Greeting Forms

As it is clear, when people interact with each other, they either do so verbally or by using a set of gestures and body language in order to transmit the message. According to Firth (1973), greeting forms are classified into "verbal and non-verbal". The former can occur in one of the three following linguistic forms: in **"**question forms" like: "how are you doing?", "What's up?", "how are you?" in "interjection forms" such as: "Hello!", "Hi!", and in "affirmation forms" like: "Good morning", "Good afternoon", "Good day", and "Good evening". The "affirmation form" can be conveyed through gestures and mimics. Noudoushan (2006) stresses further that shaking hands and kissing cheeks are the most common types of non-verbal greetings. For example, whenever men are met, they usually shake hands while women do that less frequently. Meanwhile, if a man and a woman are met, they may or may not shake hands.

2.4.3. Formal and Informal Greetings

When attempting to greet someone, it is important to use and choose the appropriate degree of formality and informality relying on specific contexts. Greere (2005), Leech & Svartvik (2002) as cited in Shleykina (2016) suggest that greetings are classified into "formal and informal" according to contextual factors such as "strength, range, age, number of interlocutors, and degree of formality". On one hand, formal greetings are often used in formal settings, professional settings, with peers, and those of higher social status. In addition, they could be used among individuals who are not very familiar with each other. For example, the use of rank titles before anybody's name such as Dr (name), Mr (name), and Mrs (name). On the other hand, informal greetings are used among relatives, intimate friends, colleagues, and in informal settings generally. To illustrate, greetings such as "Hello is used before someone's name", "Hi is used before a

person's name", the use of "Greetings", or the use of "person's name only" as "James" without the use of any kind of greeting forms. Besides, greetings are categorised according to the context of social settings as follow: "service contacts" like "can I help you?", "telephone conversations" such as "summons", "TV shows" like "this is BBC News" (Qian, 1996a). Thus, each of these contexts has a particular introductory expression that act as a salutation. To conclude, the use of the appropriate level of formality and informality decreases misunderstandings and maintains social relationships.

2.4.4. Personal and Non-Personal Greetings

When meeting someone who is familiar and close-socially, people are inclined to address him/ her directly without subscribing to any traditions and customs of formality, asking about his/her current state and showing intimacy is something that belongs to informal casualty. Greetings are graded according to "content", therefore, two categories are underlined: "personal and non-personal" (Qian, 1996b). Personal greetings mean to directly contact the participant, ask about his/her health, emotions, desires, and show interest. Such greetings involve questions like "How are you?", "How is your family?", and other suitable comments for suchlike situations for example, "you are looking bright eyed this morning" or "what a bunch of books you've got to hold!" (Martin, 1983). However, non-personal greetings refer to non-personal goals and popular subjects, they are found in examples such as, "what a lovely day!"

2.4.5. Casual Greetings

Another commonly popular form of greetings that people use to address each other is "casual greetings". The most common casual greeting expressions include: "Hey" which is used next to a person's name or "what's up" which is also used anterior to a person's name or nickname. These casual greeting expressions are usually used among familiar-close friends or colleagues whether in emails, phone contact messages or on social networking platforms chats such as Facebook, Telegram …. etc. Thus, individuals should be carefully selective when using such kind of greetings in order to leave good impressions and to avoid showing a lack of respect towards their audience.

2.4.6. Greetings' Closings

It is worthwhile to invoke a transparently clear thought on what closings are. Therefore, closings are a cooperative way to reinforce relationships and provide rational

foundations for present and future encounters. However, greetings are a specific way in which a speaker or a writer establishes his /her social identity with the addressee(s). Eckert & McConnell-Ginet (2003) note that "Greetings and farewells offer formulas to ease the strain created for face by the beginnings and ends of interactions" (p. 138). That is, greetings and closings play an important social function in spoken / written conversations and so in other modes of interaction. Therefore, the presence or the absence of greetings and their forms decides the type of tone to be adopted to the conversation that follows right after. In so far, greetings and closings adhere the speaker to adopt a certain style of language while interacting, the recipients are also constrained and geared towards physical and facial needs of the addressee (Goffman, 1967). Accordingly, greetings and closings are indicators of politeness that serve as an important feature in establishing and sustaining relationships whether in classrooms or in any form and at any setting of social life; they allow a speaker or a writer to convey warmth or distance, and some physical attributes and gestures that are otherwise difficult to do except in face-to-face contact. Similarly, greetings and closings in written messages, are a tool for personalising texts, and a way of improving status relationships and underlining positional expectations. Signing off or adding a closing to a message or an interactional conversation, is also a way to show respect or deference, and maintains a good code of mannerism and conduct that makes the addressee inclined to having a considerate social-relational rank.

Closings can be stated in one of the following forms, itemising them according to the degree of formality. First of all, in formal situations, forms like: "Good bye", "Have a nice day", or "Take care" are tend to be used by the interlocutors. Another form that can be simultaneously used formally includes "Nice to see you/ Nice to meet you", or "Glad to meet you". Switching to informal and casual situations, speakers and recipients may adopt expressions such as: "Bye", "See you", or "See you around", "Keep in touch", "See you soon", "see ya" and "later on". Thus, greetings and closings are used to establish not only as more/ less deserving of respect and close-casual and friendly relationships among different interlocutors, but also as more/ less socially distant connections in the conversational-relational community. Hence, an analysis of greetings and closings can provide useful insights into various social behaviours even of students in classrooms as predominantly defined to be a small conversational-involving community.

2.5.Criteria for Greeting's Identification

Some languages have particularly specific words and phrases to be used while their speakers greet each other; likewise, other languages do not possess this same feature of particularity about greetings' phrases and words to be chiefly employed into different conversational and interactional events. Conclusively, certain criteria are highly needed to identify greeting forms. Duranti (1997c) identifies six features singularising verbal greetings, these traits cover: "near-boundary occurrence, establishment of a shared perceptual field, adjacency pair format, relative predictability of form and content, and implicit establishment of a spatio-temporal unit of interaction" (p.67). Duranti (1997) disagrees with the view of Firth (1972) and Searle (1969) that considers greetings' event to have no propositional or de-notational content and instead it has been always perceived as predictable and formulaic. But, he argues that greeting forms have a corresponding "predictability" that depends solely on the widely "immediate situations" as well as on the "board context". As it is demonstrated in in his empirical study of greetings in a Samoan community, are the indigenous Polynesian people of the Samoan Islands, he further declares that greeting exchanges in the cultural context may not have propositional content, such as the case of giving and asking for new information or sanctioning certain actions.

Thereby, it is important to include ethnographical details and consider contextual and cultural characteristics in order to fully examine the pragmatics of greetings. In other words, greetings are rituals that can be rigid, since they can be dynamically tailored to different circumstances, generate new contexts, and communicate new data. Duranti (1997c) firmly believes that any kind of conversation-opening can serve as a verbal greeting in real life encounters: "we must be open to all kinds of conversational openings in social encounters as potential cases of greetings" (p.67). To determine the kind of greetings that is being used, it is important to rely on the context and interlocutors' relationship; for this, greetings can either be standard and traditional or unconventional.

Greetings are indeed moving toward the end of the formulaic creative continuum that runs through the full range of communicative acts by which humans run their daily lives. However, greetings can also communicate new information to the participants through the different types of questions and answers they provide. Thus, there are

substantial differences in the use of greeting expressions among varied cultures and social classes within the same country, and even from one individual to another.

3. Greetings as an Adjacency Pair

Eventually, greetings occur at the beginning of a conversational or a social meeting, after seeing each other. They usually form an interactional structure, as they are a part of an adjacency pair. A significant feature of greetings is their use in adjacency pairs (Duranti, 1997; Schegloff, 2007). Thus, adjacency pairs are assigned as sequences that have a certain set of defining features: "two utterance length, adjacency positioning of component utterances, different speakers producing each other utterance, and relative ordering of parts" (Schegloff & Sacks, 1973, pp. 295-296).

Greeting as adjacency pairs are often projected to be "closed sets, formulaic and easy to learn" (Richard & Schmidt, 1983, p. 131). Nonetheless, there are different contributions of normal communications apart from canonical mutual greetings, for instance "Hello-Hello" or "Hi-Hi". The first part cannot always be accompanied by the second one, and other patterns that do not correspond to the structure of adjacency pairs are possible, for example the absence of "greeting return" or the absence of "greeting phrases" (Greere, 2005; Limberg, 2010; Williams, 2001). Greetings in English frequently represent triplets rather than pairs, such as "Hello. How are you? Good. How are you? Good".

4. Greetings Behaviour
4.1. Politeness and Interaction

Politeness can be described as a set of maxims that is observed in verbal utterances and behaviours. Yule (1996, p. 59) claims that: "language in use has been populated by people with virtually social lives. Yet, much of what we say, and a great deal of what we communicated, are determined by our social relationships". Meaning that, the kind of social connections between people creates and determines the type of language to be used. So, much of what people speak, and much of what they express or convey depends on the type of social interactions and relations that exist among them. In order to be aware of what is said at any encounter, people need to take into consideration different factors that are associated with social distance and proximity. Some of these factors are set prior to an encounter and are, therefore, mainly external ones. They usually entail interlocutors' relative status, based on social norms that are correlated with issues

like age and strength. For instance, individuals who consider themselves as having a lower status in English-speaking settings seek to distinguish the social distance among themselves and among those in higher positions participants through the use of addressing forms or titles such as: Mrs Clinton, Mrs Adams, and Dr Dang. Nevertheless, other factors such as the level of imposition or the level of friendliness, are often singled at during an encounter.

Yule (1996, p. 60) states that "it is possible to treat politeness as a fixed concept, as in the idea of 'polite social behaviour', or etiquette within a culture. It is also possible to specify a number of different general principles for being polite in social interactions within a particular culture". That is to say, politeness may be viewed as a fixed thought within a society, as in the notion of friendly social behaviour or etiquette. Additionally, a variety of general principles can be identified for being friendly in social contact within a specific culture. Many of these might include being courteous, humble, and compassionate toward others. Moreover, there is a more narrowly identified form of politeness that is related to the concept of "face".

As a technical term, "face" indicates the overall self-image of an individual, the socio-psychological sense of self that everybody has, and the intention to know someone else (Yule, 1996). Alternatively, politeness in interaction can be described as ways that are employed to display recognition of an individual's face. Therefore, showing concern of an interlocutor's face when another face of an individual appears to be socially distant is generally expressed in terms of interest or contention. Meanwhile, showing equal empathy when someone else is socially close is often expressed in terms of kindness, friendship, or unity. The former, might be found in a learner's question to his instructor for example: "Excuse me, Mr Buckingham, but can I talk to you for a minute?" While the latter in a mate's question to the same individual for instance, "Hey, Bucky, got a minute?" (Yule, 1996).

Furthermore, Yule (1996) stresses that in most English-speaking situations, interlocutors in an encounter often must be aware of a set of conditions, to mention some among others: they should be careful about the way they use to interact with each other, they must be vigilant about the relative social distance among them, and they ought to adhere to the instantiations of the so-called "face wants". Within their day-to-day conversations, people usually act according to their assumptions about their public self-

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image, or their "face wants". For instance, if an individual says something that affects other people's self-image perceptions, this behaviour is depicted as a "face threatening act" (Yule, 1996). Instead, given to the possibility that some acts could be received as a threat to other person's face, the interlocutor might say something to decrease the forthcoming threat, and this case is known as a "face saving act" (Yule, 1996).

According to Yule (1996), each individual is inclined to respect others' "face wants", adopting this assumption, there are several subtle ways to perform face saving acts. As people seek to save someone else's face, they should be aware of both the negative and the positive face needs. Initially, a person's negative face is the necessity to be sovereign and restricted to act. Then, a person's positive face is the need to be accepted, even linked by others, to be treated as a member of the same group, and to know that his or her wants are shared by others.

4.2. Brown and Levinson's Theory of Politeness

Politeness is one of the main aspects of human contact and communication, that is, humans can only live in harmony if specific norms of politeness are followed. Therefore, in 1987, Brown and Levinson described politeness as a theory that is related to greeting. In their model, the speech act of greeting is viewed as semantic rituals that deal with courtesy in social contact (Wei, 2010). In short, this theory illustrates the cross-cultural essence of politeness and behaviour in all languages, and its significance not only in pragmatics, but also in the various fields of language learning.

4.3. Strategies of Politeness in Greeting

Politeness as a principle is comprised of two main spheres: the first one deals with the underlying theory concerning the essence and function of politeness in the atmosphere of communication, whereas the second one is concerned with strategies of politeness. Brown and Levinson (1978) identify five strategies that can be used by an individual to deal with a face threatening act in order to preserve an interlocutor's negative face or to maximize their positive face to any level of social contact. These strategies include "bald on record, positive face, negative face, off-record and not doing the face threatening act (FTA)".

In fact, some scholars find it difficult or inappropriate to include greeting strategies in the classifications mentioned above (Wei, 2010). Nevertheless, others tend to examine greeting strategies in other ways such as categorizing them into "deference

greetings" and "solidarity greetings. Brown and Levinson (1978), with some modifications, implement their model to the gradation of greeting strategies as: "bald on record, negative greetings, positive greetings, neutral greetings, and off-record greetings".

To start with, "bald on record strategy" refers to the initiation of a dialogue without greetings. This can be noticed in brief chats with a limited duration; it takes place usually between relatives, peers, or intimate colleagues. However, "positive greetings" are oriented towards the listener's good side. They can be used, to some extent, to fulfil interlocutors' satisfaction. For example, someone might say: "I have heard a lot about you", "you do look very well", and "you look very smart today!" and "What a nice smell!" These listed statements indicate that a speaker's pleasure is portrayed in his/her wish to meet with the audience and establish a solid channel of communication, as it displays his/her gratitude toward his/her appearance, and his/her existence. Other strategies encompass the "negative greetings" which are mainly targeted towards the listener's negative face with hesitating behaviour. They are commonly used to describe someone who is not well known to the others. To illustrate, a speaker may say: "Excuse me, are you Professor Jones?", or" Excuse me, what is your name?" With regards to "off-record greetings" strategies, the main focus shifts towards strengthening unity or establishing an amusing language atmosphere. Hence, "off-record greetings" are performed through mockery, or impolite ways. For instance, someone may utter: "Still alive", "alive and kicking", or "What wind brings you here?" The first example is a humorous greeting commonly used among jokers, whereas the second example, describes the sincerity or gratitude of the speaker for the listener. Overall, the above-mentioned strategies show how interlocutors address each other in different situations depending on social distance or their social relationships.

Admittedly, Yule (1996) mentions that "negative politeness" is a face saving gesture that tends to show respect towards the negative face of an individual, and to stress the importance and the need of other's presence. Yet, "positive politeness" is a face saving behaviour that has to do with the person's positive face; it attempts usually to show unity, and reveals that both participants share the same interest. Moreover, the researcher elucidates that the concept of "positive politeness strategy" guides the requester by gestures to strive for a shared purpose, and even intimacy. For example, a speaker may say:" How about letting me use your pen?" or:" Hey, buddy, I'd appreciate

it if you'd let me use your pen". However, in most English-speaking contexts, a face act is more commonly performed via a "negative politeness strategy" that is primarily used in a form of questions that contain model verbs. For instance, a speaker may say:" Could you lend me a pen?", "I'm sorry to bother you, but can I ask you for a pen or something" or" I know you are busy, but might I ask you if-hum-if you happen to have an extra pen that I could, you know-ch-may be borrow".

Besides, Yule (1996) clarifies that the propensity to utilise positive politeness forms, highlighting closeness among both the speaker and the audience, can be viewed as a "solidarity strategy". Linguistically, such a strategy involves personal data, use of nicknames, sometimes even offensive words (especially among males), and mutual dialect or informal expressions. Additionally, this strategy will often be described by inclusive expressions such as "we" and "let's" as in a party invitation. An exchange between the interlocutors may look like this: "Come on, let's go to the party. Everyone will be there. We'll have fun." Meanwhile, the willingness to use negative forms of politeness, stressing the participant's right to be independent, can be seen as a "deference strategy". This strategy may be directed to a whole team, or it may just be the alternative that is used in specific events (Yule, 1996). In short, in most English-speaking social interactions, participants need to recognise various principles and forms of politeness and adopt them when it is necessary.

5. Greeting in EFL Classrooms

Being aware of the linguistic components of a language is just a part of expressing it, but being aware of how to perceive and produce a communicative speech act is extremely essential for EFL learners and it needs to be taught explicitly. According to Kakiuchi (2005), greetings are some of the few communicative activities that infants are specifically taught in their mother tongue. Nevertheless, the communicative role that greetings fulfil is generally interpreted to be dependent on other functions for the ultimate purpose of communication (Dufon, 1999).

In the classroom, the subordinate situation implies that greetings' direct instruction is ignored; less emphasis is given to the functions that greetings play in different cultures, and how the ultimate goal of interaction can be influenced by them (Zeff, 2016). In fact, EFL instructors should integrate lessons concerning the use of "greetings" and teach EFL students how to greet in a native-like way.

5.1. The Pragmatics of Greetings

When individuals think about the concept of greeting, the first thing that comes to their minds is that it is the basic utterance that is used to start a conversation, salute someone, or admit somebody else's presence in turn-taking rituals. In Omar's (1991) view, a greeting can be as ordinary as a nod or a hand shake/wave. It might also be an expression that indicates an adjacency pair. In the sense, there is an opening or commencement of a conversation triggered by a reply, both of which can be either verbal or non-verbal, and may involve a mild hug. Whereas in Ellis's (1994) point of view, as with all speech acts, greeting forms largely depend on the context of a meeting. Context determines the relationship among people, whether they are mates, relatives, or foreigners. To conclude, even though greetings may appear to be simple and formulaic in their structure, they are speech acts that offer the chance for EFL students to interact easily, effectively, and appropriately within multiple contexts.

5.2. Teaching Greeting Pragmatics

Pragmatics' instruction plays a significant role in the improvement of students' linguistic, communicative, and behavioural skills. According to Bardovi Harlig and Mahan Taylor (2003), the main aim of teaching pragmatics is to increase the pragmatic consciousness of learners, and give them options about their encounters in the target language. Zeff (2016a) claims that "instructors should assess the types of situations students encounter and give them a variety of examples within each situation" (p.3). Significantly, in each context, teachers should evaluate the different situations that students experience and provide them with multiple-tangible examples. Moreover, he argues that with some awareness of the most distinct efficient greeting routines that one might encounter, students may determine their own decisions and produce their own greeting rituals, bringing them progressively to communicative skills in the target language. Hence, though it may appear like much work to offer more than one or two greeting alternatives, many students will experience only a few situations and will not need an infinite repertoire of greetings. To conclude, in EFL classrooms, instructors need to work on developing pragmatic competence through approaching instruction in speech acts, and varying it according to the different situations that EFL students confront.

5.3. The Awareness Raising Tasks

There are many ways to raise EFL students' awareness in classrooms towards the use of greetings. Bricklin Zeff (2016) is one the main researchers who sets four awareness-raising tasks generated through his experience with his students.

5.3.1. Keeping a Greeting Journal

Journaling is one of the main effective means that facilitates the process of acquiring English language and raises EFL students' awareness towards the use of greeting speech act. According to Dufon (1999), journaling is an important tool for self-reflection when learning a language. Zeff (2016) argues that informing students to preserve a journal for the greetings that they constantly encounter in both their mother tongue and the L2 brings awareness to the task. Anteriorly, he initiates his classroom greeting training with a focus on awareness-raising queries that shed lights on the main points of greeting speech act through stimulating learners to focus on their own experience and knowledge. Then, he asks his students to respond on three basic questions in a greeting journal: "Who are some of the people you greet on a typical day?", "What expressions do you use when you greet these people?", and "Why do you greet some people differently from others?" Such questions encourage students to analyse the types of greetings they have encountered with natives and non-natives.

Consistently, students are asked to identify the many variations in an informal exchange of greetings and then equate them with the expressions and rituals that they have learned during their English course. They, likewise, should take into consideration how to adapt the comparisons to the situation they would face as college-level students. Hence, in the guidelines of this activity, students are asked to observe and address three items, which are based on suggestions made by Brown and Levinson (1987), on a daily basis for one week. The first item is discussing the role of two speakers who greet each other. Whether one of those speakers is in a position of power, or is every one of them in an equal status? To do so, students may need examples of "power versus equality status" in order to imagine their roles correctly. The second item portrays the relationship of the two participants; are they close friends or merely acquaintances? However, the last item addresses the imposition of the act; where does it occur? Are there any temporal limits or spatial constraints (e. g., busy hallways, open side walk, or subway) on the exchange? (Zeff, 2016b)

Zeff (2016, p. 4) demonstrates that "students record this information along with the words that are said and the observed accompanying facial expressions or body language". Put differently, students document this data along with the words that have been said and the corresponding facial expressions and body gestures that have been detected. Over the span of one week, learners post one of their conclusions during each class session. To conclude, this activity aims at projecting language in use, and through their practice, students are able to discuss and analyse the various questions that are given by their instructor.

5.3.2. Observing and Documenting Greetings on TV Shows

TV shows serve as a gate through which individuals acquire and learn a second language. Hence, as EFL learners watch television, especially western movies, they may adapt the foreign culture both consciously and unconsciously. Zeff (2016) believes that TV shows introduce multiple contexts of greeting. Hence, one TV series that functions well for his students is the American teen college drama "Orange County (O.C.)" which is aired on Fox network television from 2003 to 2007. The Orange County follows the life of an economically deprived boy who is taken by a family living in the wealthy Southern California suburbs. Therefore, Zeff (2016) employs this series to address the preceding kinds of discussions, meaning family intimate greetings (such as spending one night), meetings with colleagues (such as one may have with another student or when making new friendship), and formal events with a person of authority (like in a job interview). Moreover, he illustrates that his school library purchases several versions of the first season of the O.C. so that students can watch about 12 hours of English spoken by natives. Mainly, the episodes serve as a portrayal of American teenage life through clothing, music, colloquialisms, and age-specific concerns.

In short, by observing and documenting greetings on TV shows, EFL students are directly exposed to novel cultural situations, document foreigners' way of using greeting expressions among each other, and attain authentic vocabulary. Also, they are able to observe body language and a nuance of other verbal interactions.

5.3.3. Participating in Role-plays and Mingles

5.3.3.1. Role-plays

Conventionally, role-play is a way of performing real life situations in the classroom. Students are required to imagine a specific scenario or a context, and then

make a conversation spontaneously. According to Zeff (2016c), "Once students have an understanding of greetings as a speech act, I focus instruction on role-playing activities that challenge them to consider how they would respond in situations with verbal interaction; this verbal activity complements and supports the written DCT" (p.7). Insomuch that, as students comprehend greeting speech act, they concentrate on role-playing tasks that encourage them to think how they would reply to the scenarios with verbal contact. The researcher pairs the learners and provides them with a deadline to take notes, as he creates a simple script. The time limit changes depending on the degree of the students and the phase of the course in which they are involved in. In order to make the exercise self-reflective, he asks them to role-play the scenario in their mother tongue first and then in English.

In short, role-plays offer the chance to learn social behaviour principles and the different linguistic components of communication. They also help fully to prepare students for real life interactions by simulating reality in scenarios, that is, role-plays fill in the gap between the classroom and the outside setting. Teacher's role is to guide, circulate, and control role-plays that are performed in the classroom. In addition, he assesses and observes language that learners use in the role-plays.

5.3.3.2 Mingles

A mingle is an activity in which students address each other and work together, either in pairs or in small groups, to achieve a particular goal. When doing a mixed practice, learners gather, store a range of data, and exchange perspectives through taking notes and using the four skills. According to Roberson & Acklam (2000) as cited in Barzova (2014, p. 21), "mingles allow constant repetition of a particular question or a collection of opinions of many students", that is, mingles require a given question or a collection of several students' ideas and views to be repeated frequently. Zeff (2016) in his activity, he provides learners with two texts and asks them to write a statement about what they have done during the weekend using simple past tense. Later, students' writings are gathered and recollected. In the next stage, students are asked to read and refer to the sentence by writing a question on a paper's back side using a given set of question words (e.g., what, where, when, who, how long). For instance, a student might write "I went shopping" while another student might write "what did you buy?" or "where did you go shopping?"

"Mingles" help instructors to provide various opportunities for learners to carry out independently different activities, and by doing so they improve and develop their personal experiences. Consequently, "mingles" is a classroom management tool for teachers and a communicative means that helps students to exchange conversations regularly in classrooms, and increase their English language proficiency, generally.

5.4. Interactional Acts

While teaching the above-mentioned awareness-raising tasks, instructors should pay attention to the interactional acts, namely, adjacency pairs, turn-taking principles, and the fact that greetings are often accompanied by an opening and a closing, too. Zeff (2016) clarifies that lecturers should focus on the pragmatic norms that include non-verbal behaviour (e.g., gestures, facial expressions, eye and physical contact). Moreover, he states that what makes an effective greeting act depends largely on contextual information and on the participants themselves. Thus, some greetings might be produced rapidly, while others might need more detailed linguistic interaction.

5.5. Assessment

Even though assessing and interpreting the language function may be a difficult task for teachers, evaluation is a vital part of teaching greeting speech act. Therefore, feedback may involve remarks on key points such as grammar, syntax, pronunciation, fluency, and recognition of hesitancy. According to Zeff (2016), a scale of evaluation can also be used to measure students' understanding of the appropriateness of response in a written example of a greeting conversation. However, Taguchi (2006) believes that not only syntactic analysis plays a crucial role in the evaluation of pragmatics, but rather other features such as managing discourse and productive grammaticality should be taken into account. He concluded that substantive assessments or tests should include involvement in a prolonged monological and dialogic discourse, sequentially organizational consideration and contextualization signals and they should typically be more discursive.

Assessment of greeting done by the instructor is designed to pave the way and facilitate language development in a given speech act of greeting in a classroom environment. Hence, Teaching and evaluating greetings and other speech acts is challenging, because the only way to check if the student will be able to do that is to

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observe him or her using greetings or any speech act in unexpected context and interactions.

Conclusion

In summary, each language views greetings according to its culture and customs, inferring from the study of the previous literature on greetings, it is deduced that greetings are a necessary social act for interrelationships in all speech communities. This chapter identifies greetings evaluated areas and their main relevant concepts. It analyses related theories, namely, the theory of speech acts and the theory of greeting. This latter outlines the speech act of greetings, its function and its use and views greetings on the basis of verbal, non-verbal, formal and informal aspects of communicative competence. The section proceeds to review the current literature on the speech of greeting where "greetings" present the scoped-framework of speech act theory: mentioning the classifications, forms, criteria of greetings and Brown and Levinson's (1987) model of politeness. Finally, this chapter concludes with the notion of greetings in EFL classrooms and awareness-raising tasks as fundamental interactional acts of the social interaction and how assessment is taking place.

CHAPTER TWO: FIELD WORK

CHAPTER TWO: FIELD WORK

Introduction

This chapter is devoted to cover the practical part of the thesis, it deals with the analysis of the findings obtained from students' DCT and teachers' interview. It also presents an overview of the methods used to gather the required data. Moreover, the aim behind the use of these tools and methods is to examine the performance of greeting speech act in EFL classrooms and to what extent these greetings are used. Thus, this chapter introduces the sample chosen to test the validity of the research hypotheses as well as offers a comprehensible description of data collection instruments with their analysis.

Research Design

1. Aim of the Research

The predominant aim behind the practical part of this research is to investigate to what extent students' awareness of the appropriate use of greetings is taken into account as the main objective, and what type of greeting forms do they use frequently, putting much emphasis on the function of it as well. The data is gathered via using DCTs and Interviews that were administered to teachers and third-year university students at the Department of English in Mila University Center during the academic year of 2019/2020.

2. Sample and Population

2.1. Students

The target population of this research indicates 100 participants from a total number of 149 third-year English university students representing four groups. Accessible administrative lists were used to select the sample randomly in the sense that academic achievement or any other factor were not taken into consideration. Yet, students' approval was crucially important. Furthermore, students were asked if they would be willing to be part of the study after explaining how it would take place. Some students refused because they were distracted or not interested at all about the whole concept, or just not enthusiastic by the whole idea. Moreover, the reason behind choosing third year students is to figure out their awareness towards the use of greetings, due to their prerequisite knowledge of two years prior to take part in the study.

2.2. Teachers

The second sample of our research are 8 English teachers whom are PhDs and Magister degree holders at the Department of English in Mila University Center. This latter has been intentionally selected because teachers in this Center are well-experienced and have decent years of teaching different modules and levels. Therefore, teachers are interviewed in order to get clearer insights towards their students' awareness about both the use and the function of greeting forms that they have experienced during their teaching course.

3. Means of Research

In gathering data, we have selected various research tools in order to attain the information required for investigating students' performance of greeting speech act. Conveniently, data can be obtained through a variety of tools. The use of several instruments for data collection is typical for the research work in order to validate the data accuracy and to construct significant evidence.

3.1. The Test

Discourse Completion Tasks (DCTs) are commonly used in the development of speech act research projects; besides, they provide demographic information on trial participants, as they serve as an important complementary tool for observational data. DCTs can be administered either orally or in writing. The oral DCT protocol is as follows: a native speaker either records the instructions or reads them out loud, and the target subjects are asked to listen to the scenarios one by one and respond to each one of them orally (Yuan, 2001). However, the written one is defined as ''any pragmatics instrument that requires the students to read a written description of a situation (including such factors as setting, participant roles, and degree of imposition) and asks them to write what they would say in that situation'' (Brown, 2001, p. 301). DCTs tend to be an effective method for gathering data to demonstrate how semantic formulas are used to execute a specific speech act and how the linguistic behaviour is considered to be acceptable in a given language. Moreover, it should be noted that Discourse Completion Tasks have strengths and limitations when it comes to data collection, and their legitimacy has been debated extensively and this debate is still ongoing. With regard to data collection and analysis of the final findings, it is clear that this approach carries with it advantages and disadvantages. Therefore, DCTs seem to have plenty of logistical and

administrative advantages, some of the benefits attributed to this instrument includes their substantial support to researchers to collect within a short period of time a wide corpus of data that are hard to observe in a number of circumstances. Nelson et al. (2002) note that DCT can be translated into any language that allows the researcher to use similar circumstances for two or even more groups of speech and to compare the respondents' choice and formulation of speech act strategies. Whereas, DCTs are criticized for disrupting inconsistencies between the data produced through this method and the natural one. Given the fact that DCTs provide several advantages for the cross-cultural analysis of speech activities, they also provide written data that cannot be assumed to be reliable in terms of natural expression (Ogiermann, 2009). Critics argue that the items in the DCTs are listed too quickly, and therefore fail to include adequate social and situational detail, such as the relationship between the subject and the interlocutor, the frequency of contact between them, the context and the setting of the speech event. For this, opinions on the issue of the validity and reliability of this instrument vary greatly, researchers accept that the utility of this method of data collection should be assessed in terms of the research questions under a given conducted study. Thus, discourse completion tasks appear to be a suitable method of data collection when the object of the analysis is data production.

3.2. The Interview

As a supporting research instrument, interviews are used to gather data from participants through structured conversations to focus on comprehending specific situations or phenomena. As stated by Gilham (2000), an interview is a discussion that usually takes place between two members, one being the interviewer who obtains the feedback from the interviewee. Additionally, Cohen et al. (2007) claim that interviews allow their reporters or interviewees to explore their reasoning of the world in which they live in, and demonstrate how they interpret situations from their perspectives.

There are multiple kinds of interviews: structured, semi-structured, and unstructured. The current research work makes use of the so-called "structured interview". The latter requires a systematic planning in content and procedure, i.e. a schedule is designed to determine the order and structure of questions.

3. Nature of the Research

The current study is descriptive in nature; it attempts to investigate students' performance of greeting speech act by EFL learners. Yet, the obtained results apply only to the participants in the study and cannot be generalized to other participants. As Patton (1985) cited in Merriam (2002) claims that "it is not attempting to predict what may happen in the future necessarily, but to understand the nature of that setting" (p.1)

4. Limitations of the Study

Needless to say, any conducted research might be exposed to a number of limitations. In an attempt to reach effective results concerning the study in hand, some limitations have been emerged. Firstly, although the test questions were simple and clear, some of the respondents did not answer them comprehensively. That is, many third year students have refused to answer the third task that is about completing dialogues with the appropriate greeting expressions. Furthermore, some teachers did not collaborate to answer the interview giving the reasons of having busy schedules and insufficient time, or the topic of the interview is beyond their field of work and knowledge.

Conclusion

To conclude with, this section has presented some general data concerning the research used tools to collect the data and to address the posed research questions and hypothesis. Also, it represents the participants involved in order to accomplish the current study.

Section One: Students' Test

This section is basically an attempt to provide a detailed summary of the students' test; it delivers its analysis and the results' discussion.

1. **Aim of the Students' Test**

The current work aims at investigating students' performance of greeting speech act. Since the learners are the heart of teaching and learning process, their views and responses are very important to test the hypothesis of this study. The students' test is designed to elicit learners' use of greeting, and its form and function in developing communicative competence.

2. **Description of the Students' Test**

The test was a Discourse Completion Test and it was distributed to third-year students in this study. One hundred (100) among them were selected randomly. The test was divided into two parts. The first one is concerned with the profile of respondents including age, gender, field of study, and level of education; whereas the second one is concerned with three main tasks structured via the combination of the input discussed in the theoretical chapter. Twenty-one questions were designed to explore the students' awareness of using greetings. The test is comprised of 21 questions classified into three tasks. It consists of 6 situations, 10 multiple choice questions, and 5 dialogues. Thus, it serves as a valid research instrument.

Part One: Students' Profile

This part consists of four main questions that present general information concerning the respondents. It is an attempt to specify students' age (Q1), gender (Q2), field of study (Q3), and level of education (Q4).

Part Two: Discourse Completion Test

Task One

The first task consists of 6 situations. It aims at collecting students' responses to each situation and collecting greeting expressions (formula). In situation 1, students were asked what they would say when visiting their grandparents on the second day of Aid El-Adha. In situation 2, students were asked what they would say when being the first to wish a happy birthday to their best friend at the airport. Situation 3, aimed at collecting students' answers about how they would introduce themselves when meeting a new classmate at the beginning of the school year. Situation 4, is dedicated to know what

would students say when deciding to meet their friend in room 20 to work on their assignment, but that friend comes late. Situation 5, is addressed to collect students' responses about what they would say when meeting an old friend whom they have not seen in years in the library of their university. Situation 6, is designed to investigate students' answers about how do they welcome their friend's sister when holding a party at their house.

Task Two

The second task consists of 10 multiple-choice questions that were given to students. Each question has three possible options and students have to check the appropriate answer for each question. It starts with Q1 which aims at collecting students' opinions about the definition of greeting. Then, Q2 is directed to investigate students' views about what kind of people they should greet formally. Q3 is designed to investigate how students should greet when meeting with (Dr. James Scott) to discuss their lab results. Q4 is addressed to students in order to know their views about an example of informal greeting. Q5 is dedicated to investigate students' responses about what would they say when meeting their principle at 07 p.m. Q6 is posed to investigate students' perceptions about what would they say to their parents when going to bed at night. The focus of Q7 is to investigate students' opinions about the expressions that indicate casual-verbal greetings. Q8 is devoted for getting students' views about greeting types that they know. In addition, the rational of Q9 is to investigate students' perceptions about how women usually greet each other. The intent of Q10 is to investigate students' views about how men usually greet each other.

Task Three

The third task consists of 5 dialogues in which students are asked to fill in the blanks with the appropriate greeting expressions. In dialogue1, students were asked to complete the conversation between two mates through filling in the blanks with the appropriate greeting expressions. In dialogue 2, students were asked to complete the conversation between two classmates via filling in the blanks with the proper greeting expressions. Dialogue 3, is designed to collect students' answers about a conversation between two friends. In dialogue 4, students were asked to complete the conversation between two dear friends. Dialogue 5, is structured to investigate students' responses between two cousins.

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3. The Analysis of the Students' Test

    3.1 Part One: Profile of Respondents

Question 1: Specify your gender?

Answers	N	%
Male	11	11 %
Female	89	89 %
Total	100	100%

Table 1: Students' Gender

      The above table shows that most of the respondents are females with a percentage of (89%) whereas males represent (11%) from the sample. This is due to the fact that females like to learn languages more than males.

Question 2: Specify your age?

      As it is illustrated in figure 01, the participants' responses show that the prevalent category of age that is taking place is varied between 20 and 23 years old with a percentage of 93%. However, 3% of the respondents are aged between 24 and 26 and only 2% for them are aged between 27 and 29 years old. As, the other left 2% is for the ones who exceed 30 years old.

Options	N	%
20-23	93	93%
24-26	3	3%
27-29	2	2%
More than 30	2	2%
Total	100	100%

Table 2: Students' Age

3.2 Part Two: The DCT

Task One

The major aim of using this task is to rate third year students' performance of greeting speech act by asking them to fill in the blanks replying to each situation.

Situation1: Aid El-Adha is just around the corner; you decide to visit your grandparents' house on the second day to spend a quality time with them. What would you say in this situation?

Answers	N	%
Happy Aid	34	34 %
Good Morning, Happy Aid	15	15 %
Hello, Happy Aid	4	4 %
Hi, Happy Aid	3	3 %
Aid Moubarak	20	20 %
Good morning, Aid Moubarak	9	9 %
Blessed Aid	8	8 %
Salam, Saha Aidkom	7	7 %
Total	100	100%

Table 3: Appropriate Greeting Formulae for the First Situation

The results in table 2 explain that (34%) of the participants answered with "Happy Aid", (15%) of them answered with "Good Morning, Happy Aid", only (4%) of them with "Hello, Happy Aid". Additionally, only (3%) of them opted for "Hi, Happy Aid", (20%) of them for "Aid Moubarak" while (9%) of them for "Good morning, Aid Moubarak". Only (8%) of them went for "Blessed Aid", and (7%) for "Salam, Saha Aidkom". Thus, the participants adopt and subscribe to their Arabic greeting conventions depending on occasions and situations.

Situation2: Your best friend has been studying abroad in the UK. You decide to meet her at the airport to be the first to wish her "a happy birthday". What would you say in this situation?

Answers	N	%
Happy Birthday	43	43%
Hi, Happy birthday	26	26%
Hello, Happy birthday	14	14%
Hey, Happy birthday	1	1%
Surprise, Happy birthday	10	10%
Sing a Song	6	6%
Total	100	100%

Table 4: Appropriate Greeting Formulas for the Second Situation

From table 3 above, it can be clearly observed that almost half of the informants (43%) answered with "Happy Birthday". However, (26%) of them replied with "Hi, Happy Birthday", and only (14%) of them with "Hello, Happy Birthday". Unlike the others, only (1%) of them went for "Hey, Happy Birthday" while (10%) of them for "Surprise, Happy Birthday", and (6%) of them for "Sing a Song".

Situation 3: In the beginning of the school year, you meet a new classmate. How would you introduce yourself to him or her?

Answers	N	%
Hi, my name is	18	18 %
Hello, my name is	18	18 %
Hey, my name is	9	9 %
Good morning, my name is	18	18 %
Hi, nice to meet you	11	11 %
Hello, nice to meet you	17	17 %
Hey, nice to meet you	4	4 %
Good morning, nice to meet you	5	5 %
Total	100	100%

Table 5: Appropriate Greeting Formulas for the Third Situation

In this regard, the above table (4) reveals that (18%) of the respondents answered with "Hi, my name is", (18%) of them said "Hello, my name is", and only (9%) of them replied with "Hey, my name is". Also (18%) of them went for "Good morning, my name is" while (11%) of them for "Hi, nice to meet you", and (17%) of them for "Hello, nice to meet you". However, (4%) of them opted for "Hey, nice to meet you" and (5%) of them for" Good morning, nice to meet you".

Situation 4: You have agreed to meet your friend today in room 20 to work on your assignment. You arrive on time while your friend is an hour late. What would you say?

Answers	N	%
Why you are late?	34	34 %
Where have you been?	15	15 %
Hi, why you are late?	12	12 %
Blame him	17	17 %
Hello, It's okay	13	13 %
Hi, it's okay	9	9 %
Total	100	100%

Table 6: Appropriate Greeting Formulas for the Fourth Situation

The data obtained from the above table (5) shows that most of the students have opted for asking the other part "why is he late" directly neglecting any of the greeting forms with the percentage of (34%). Whereas, (17%) have chosen to blame him, and (15%) only to ask where he was. However, (13%) went for greeting him informally with a "Hello" and (9%) for a "Hi" at first, then accept his tardiness, or greeting him informally and still ask why he/she is late (12%).

Situation 5: In the library of your university, checking the newly added books, your eyes meet an old friend of yours whom you haven't seen in years. What would you say in this situation?

Answers	N	%
It's been a long time no see	45	45 %
Hi, It's been a long time no see	20	20 %
Hello, It's been a long time no see	3	3 %
Hi, I miss you	15	15 %
Hi, It's good to see you	10	10 %
It's good to see you	7	7 %
Total	100	100%

Table 7: Appropriate Greeting Formulas for the Fifth Situation

Table (6) shows clearly that the majority of students (45%) opted to express their gratitude of not seeing someone in a long time with the same expression without putting much emphasis on the greeting form, while (20%) preferred "Hi", and (3%) only included "Hello". Conversely, (15%) of the participants expressed their longings. However, (10%) vented openly about their pleasure including an informal greeting starter, while (7%) enacted their happiness towards the other part.

Situation 6: You are holding a party at your house, and your friend decides to bring her sister along with her. How do you welcome her?

Answers	N	%
Welcome to my party	42	42 %
Hi, welcome to my party	11	11 %
Hello, welcome to my party	12	12 %
Hey, welcome to my party	7	7 %
Hi, it's pleasure to see you	11	11 %
Hello, nice to have you here	10	10 %
Hey, nice to have you here	7	7 %
Total	100	100%

Table 8: Appropriate Englisth Greeting Formulas for the Sixth Situation

The results obtained denote that the priority is given to the basic welcoming formulas with a percentage of (42%) as they are commonly used even in Arabic. Therefore, the informal expressions namely "Hi", "Hello", and "Hey" have got (11%), (7%) and (12%) successively. Unlikely, only (11%) of participants opted for a "Hi" and expressed their pleasure at seeing someone. Moreover, a minor percentage of (10%) goes to "Hello" and other informally expressed good attitudes at having someone, while (7%) was given to the use of "Hey".

Task Two

Question 1: For you, what is "greeting"?

a) Expressions used to start a conversation

b) It is a salutation

c) It is a way to welcome someone

Definition	N	%
Expressions used to start a conversation	28	28 %
It is a salutation	44	44 %
It is a way to welcome someone	28	28 %
Total	100	100 %

Table 9: Students' Opinions about the Definition of Greeting

As it appears in table (10), (28%) of students asserted that "greeting" is defined as "expressions used to start a conversation". Whereas (44%) of them said that "greeting is a salutation". While (28%) of them claimed that "greeting is a way to welcome someone".

Question 2: Which of the following people should you greet formally?

a) Your mother

b) Your supervisor

c) Your classmate

Answers	N	%
Your mother	15	15 %
Your supervisor	85	85 %
Your classmate	0	0 %
Total	100	100 %

Table 10: Students' Answers about an Example of Formal People's Greeting

In this regard, the above table (9) informs that only (15%) of the participants argued that people whom they should address formally is their "mother". Almost all of them (85%) opted for "their supervisor".

Question 3: You are going to meet with Dr. James Scott to discuss your lab results. How should you greet him?

a) Hey, John

b) Good morning

c) How are you, Mr. Scott

Answers	N	%
Hey, John	0	0 %
Good morning	61	61 %
How are you, Mr. Scott	39	39 %
Total	100	100 %

Table 11: Students' Answers about a Doctor's Meeting

Table (10) indicates that the overwhelming majority of the informants (61%) claimed that the way they should greet when meeting with Dr. James Scott to discuss their lab results is by saying "good morning". However, (39%) of them went for "how are you, Mr. Scott".

Question 4: Which of the following is an example of informal greeting?

a) How are you doing?

b) How are you?

c) Hello, ma'am

The example	N	%
How are you doing ?	15	15 %
How are you ?	25	25 %
Hello, ma'am	60	60 %
Total	100	100 %

Table 12: Students' Answers about an Example of Informal Greeting

In this respect, the above table (11) represents that only (15%) of the students opted for" how are you doing?" as an example of informal greeting. However, (25%) of them selected "how are you?" However, more than half of the students (60%) chose "hello, ma'am" as informal greeting form.

Question 5: You meet your principle at 07 P.M. What would you say?
a) Good Morning, Sir
b) Good Afternoon, Sir
c) Good Evening, Sir

Answers	N	%
Good Morning, Sir	0	0 %
Good Afternoon, Sir	35	35 %
Good Evening, Sir	65	65 %
Total	100	100 %

Table 13: Students' Answers about a Principle's Meeting in the Evening

Table (12) indicates that (35%) of the respondents claimed that the greeting expression they would use when meeting their principle at 07 P.M. is "good afternoon, sir". Meanwhile, the majority of them (65%) opted for "Good Evening".

Question 6: You want to go to bed at night. What would you say to your parents?
a) Good bye
b) Good night
c) Sweet dreams

Answers	N	%
Good bye	0	0 %
Good night	70	70 %
Sweet dreams	25	25 %
B + C	5	5 %
Total	100	100%

Table 14: Students' Suggestions for "Going to Sleep" Greeting

Students with the percentage of (70%) expressed that "good night" is the commonly used greeting expression before going to bed. Whereas, the rest of them (25%) opted for "sweet dreams'"; none of the participants went for "good bye".

Question 7: Which of the following indicate casual-verbal greetings?

a) How are you?

b) Hi!

c) What's up?

Answers	N	%
How are you?	18	18 %
Hi!	21	21 %
What's up?	61	61 %
Total	100	100 %

Table 15: Students' Distinction of Casual-verbal Greeting

The results shown in the table (14) above show that the majority of students opted for "what's up" as a casual-verbal greeting, about (21%) went for "Hi", and (18%) for "how are you".

Question 8: What are the greeting types that you know?

a) Formal/informal

b) Shaking hands

c) Kissing the cheeks

Answers	N	%
Formal/informal	60	60 %
Shaking hands	12	15 %
Kissing the cheeks	20	25 %
A+B+C	8	8 %
Total	100	100%

Table 16: Students' Answers about the Kind of Greetings Familiar to them

The results show that the majority of third year students (60%) are aware of the different greeting types. However, some of them declared to be mixing the different types and forms while greeting including (20%) to non-verbal greeting (kissing the cheeks) and (12%) to shaking the hand.

Question 9: How women usually greet each other?
a) Shaking the hands
b) Smiling
c) Kissing the cheeks

Answers	N	%
Shaking the hands	0	0 %
Smiling	0	0 %
Kissing the cheeks	100	100%
Total	100	100 %

Table 17: Students Female Greeting Frequency

A quick look at this table (16) shows that the majority of participants who are making up the full percentage of the population (100%) affirmed that they are fully conscious of female's greeting types and forms.

Question 10: How men usually greet each other?
a) Smiling
b) Shaking the hands

c) Kissing the cheeks

Answers	N	%
Smiling	0	0 %
Shaking the hands	100	100 %
Kissing the cheeks	0	0 %
Total	100	100%

Table 18: Students Male Greeting Frequency

Third year students are asked about whether they are aware or not of the way that males greet each other and clearly all of the participants with the full percentage (100%) claimed to be aware of it.

Task Three

Provide an appropriate greeting expression of yours to get complete coherent dialogues.

Dialogue 1

John: Good morning, mate

Alex: ……………. How are you?

John: I'm very well thank you.   …………?

Alex: …………. Thank you for asking mate.

John: Do you have a meeting this morning?

Alex: Yes, I do. Do you have a meeting as well?

John: Yes. Well, it was a pleasure ………….

Alex: Good bye! **John:** ……………….

Answers	N	%
Good morning	68	68 %
Hi	8	8 %
Hello	11	11 %
Hey	13	13 %
Total	100	100%

Table 19: Suggested English Greeting Dialogue for "Good Morning"

The above table (18) represents that the overwhelming majority of students (68%) answered with "Good morning" and only (8%) of them with "Hi". Also, (11%) of them went for "Hello" whereas (13%) of them for "Hey".

Answers	N	%
How about you?	25	25 %
What about you?	8	8 %
How are you?	7	7 %
And you	60	60 %
Total	100	100 %

Table 20: Suggested English Greeting Dialogue for "How about you?"

The results in this table indicate that (25%) of the participants answered with "How about you?" (8%) of them with "What about you?", and only (7%) of them with "How are you?" However, more than half of them (60%) went for "And you?"

Answers	N	%
I'm fine	63	63 %
Good	22	22 %
Well	11	11 %
Great	4	4 %
Total	100	100 %

Table 21: Suggested English Greeting Dialogue for "I'm fine"

As the table (20) above illustrates that the majority of students (63%) opted for "I'm fine". Moreover, (22%) of them replied with "good", some (11%) of them said "well", and only (4%) of them said "great".

Answers	N	%
To see you	31	31 %
To meet you	63	63 %
To talk to you	6	6 %
Total	100	100 %

Table 22: Suggested English Greeting Dialogue for "To meet you"

The results in this table (21) represents that (31%) of the informants responded with "to see you", more than the half of them (63%) with "to meet you", and only (6%) of them with "to talk to you".

Answers	N	%
Good bye	50	50 %
Bye	25	25 %
See you around	10	10 %
Take care	5	5 %
Have a nice day	10	10 %
Total	100	100 %

Table 23: Suggested English Greeting Dialogue for "Good bye"

As it is revealed in this table (22), half of the students (50%) answered with "good bye" while (25%) went for "bye". Moreover, (10%) of them said "see you around", only (5%) of them" take care", and (10%) of them replied with "have a nice day".

Dialogue 2

Leila: Jasmin! Hey my classmate, what's up? ……………between you and your mom?

Jasmin: ….! Leila, not much. My mom and I are doing just fine; ………………. classes?

Leila: I'm doing great, Jasmin, but you know how I am about classes.

Jasmin: so ………. your break, anyway? Please tell me you did something besides study!

Leila: We went hiking, swimming, and we did a bunch of other stuff too…………

Jasmin: Well, thank God you didn't just hang around with your nose in a bunch of books. ………….. to see you back here.

Leila: You too my classmate. …………………………………………………………..

Jasmin: See you!

Answers	N	%
How are things?	36	36 %
How is it going?	16	16 %
What happened?	36	36 %
What's up?	12	12 %
Total	100	100 %

Table 24: Suggested English Greeting Dialogue for "How are things?"

Overall, (36%) of the participants answered with "how are things?" while (16%) of them opted for "how it is going?" Additionally, (36%) of them went for "what happened?", and only (12%) for "what's up?"

Answers	N	%
Hello	4	4 %
Hi	76	76 %
Hey	10	10 %
Oh	10	10 %
Total	100	100 %

Table 25: Suggested English Greeting Dialogue for "Hi"

As displayed above, this table indicates that only (4%) of the students answered with "Hello". Almost all the students (76%) opted for "Hi", (10%) of them selected "Hey", and only (10%) of them went for "Oh".

Answers	N	%
And you?	27	27 %
How about you?	18	18 %
How are you?	28	28 %
What's about you?	27	27 %
Total	100	100 %

Table 26: Suggested English Greeting Dialogue for "And you?"

As it is revealed in this table, (27%) of the respondents answered with 'and you?' while (18%) of them with 'how about you?" Moreover, (28%) of them have chosen 'how are you?', and (27%) of them went for "what about you?"

Answers	N	%
And your classes?	34	34 %
How were your classes?	66	66 %
Total	100	100 %

Table 27: Suggested English Greeting Dialogue for "How were your classes?"

Table (26) illustrates that (34%) of students answered with "and your classes?" while more than the half of them (66%) answered with "how were your classes?"

Answers	N	%
How was your break?	69	69 %
How did you pass your break?	31	31 %
Total	100	100 %

Table 28: Suggested English Greeting Dialogue for "How was your break?"

This table (27) shows that more than half of the students (69%) answered with "how was your break?" while (31%) of them replied with "how did you pass your break?"

Answers	N	%
Happy	38	38 %
Glad	34	34 %
Nice	18	18 %
Good	10	10 %
Total	100	100 %

Table 29: Suggested English Greeting Dialogue for "Happy"

As it is illustrated in this table (28), (38%) of the participants answered with "happy" while (34%) of them went for "glad". Moreover, (18%) of them said "nice" and only (10%) of them opted for "good".

Answers	N	%
Happy to see you	39	39 %
Glad to see you	41	41 %
Nice to see you	20	20 %
Total	100	100 %

Table 30: Suggested English Greeting Dialogue for "Happy to see you"

Table (29) represents that (39%) of the students answered with "happy to see you", (41%) of them replied with "glad to see you", and (20%) of them used "nice to see you".

Answers	N	%
Good bye	60	60 %
Bye	18	18 %
See you	21	21 %
Have a nice day	1	1 %
Total	100	100%

Table 31: Suggested English Greeting Dialogue for "See you"

As it is revealed in this table (30), more than half of the respondents (60%) answered with "good bye" whereas (18%) of them said "bye". Moreover, (21%) of them replied with "see you", and only (1%) of them with "have a nice day".

Dialogue 3

Jame: Dude! ...., and how was your break?

Ben: Oh! dude ……………. you since last semester ended. I've been good, enjoying my time off. You?

James: Everything's ………………. with me, dude.

Ben: You up for the new semester? What's your class load like?

James: Fourteen hours, 'cause I have two labs, no biggie.

Ben: Dude, lucky you. I'm carrying eighteen and I'm gonna die.

James: Just make sure you make some time for your best bud.

Ben: Now, I gotta hit the road. See ya!

James: ………………………………………………………………………….......

Answers	N	%
How are you?	51	51 %
Hi, how are you?	21	21 %
Hey, how are you?	3	3 %
What's up?	25	25 %

Total	100	100 %

Table 32: Suggested English Greeting Dialogue for "How are you"

This table indicates that the majority of the students (51%) believe that when striking up a conversation with one's friend, people directly ask about how that friend is doing, neglecting any form of greeting whether it is formal or informal at the beginning of the conversation. Hence, as "hey" (3%) or "Hi" (21%) are used, this indicates that informality is highly likely to be used at the beginning of the conversation via a greeting form. On the contrary, (25%) of the students went for a "what's up" as a starter to show how close they are to each other.

Answers	N	%
Haven't seen you	78	78 %
Didn't see you	22	22 %
Total	100	100 %

Table 33: Suggested English Greeting Dialogue for "haven't seen you"

As it is clear, students' answers are approximately similar. The respondents prefer to express their not seeing someone for a long time using two different expressions to mean the same. (78%) of the participants enacted their feelings by saying "haven't seen you", while the rest went for "didn't see you" as a description of longing with the percentage of (22%).

Answers	N	%
Good	20	20 %
Fine	20	20 %
Great	6	6 %
Very well	5	5 %
Alright	15	15 %
Cool	4	4 %
Okay	30	30 %
Total	100	100 %

Table 34: Suggested English Greeting Dialogue for "Answering how are you?"

Data in the table above show that a great portion of students have confirmed that they mostly use "Okay" (30%) to say that everything is alright with them; students have learned "okay" as a response to mean someone is good with something. Meanwhile, (20%) of the respondents opt for both "good" and "fine". While, others about (15%) have chosen "alright" and minor percentages about (6%) go for "great", (5%) for "very well" and (4%) for "Cool".

Answers	N	%
Good bye	30	30 %
Bye	23	23 %
See you	32	32 %
Take care	14	14 %
Have a nice day	1	1 %
Total	100	100

Table 35: Suggested English Greeting Dialogue for "a closing"

The table (34) above reveals that (32%) of students would cut a conversation by "see you" as a concluding statement. (30%) among other portions opted for a regular "good bye" due to its common familiarity to all categories of students including the ones with a basic English level. Whilst, some of the other participants who make up a portion of (23%) answered with "bye", (14%) went for "take care" which can be demonstrated as a negative transfer to mean the same expression that is used in Arabic in similar situations. By contrast, only (1%) opted for "have a nice day" which is more of a native-like.

Dialogue 4

Maria: Oh! …….. my dear friend. …………………. ?

Chris: I'm well. Thanks for asking. ………………….my dear friend?

Maria: I can't complain. Life is treating me well.

Chris: That's good to hear!

Maria: ……………………… again. I need to go to my doctor's appointment.

Chris: Nice seeing you.

Maria: See you later dear friend.

Chris: …………………………………………………………………………………

Answers	N	%
Hi	45	45 %
Hello	32	32 %
Hey	10	10 %
Name (Chris)	13	13 %
Total	100	100 %

Table 36: Suggested English Greeting Forms

Regarding students' answers, (45%) of the respondents preferred to greet their friends at the first encounter with "Hi" while (32%) opted for a "Hello" and (10%) for a "hey" which are all indulged in the informal greeting form category. By contrast, (13%) of the rest of the students have chosen to call out their friends' name and cut it short on any of the salutation forms which might sound more of an interference of the common Arabic way of salutations.

Answers	N	%
How are you doing?	67	67 %
What's up?	33	33 %
Total	100	100 %

Table 37: Suggested Greeting Form for "How are you"

According to the participants' responses, the number of students who have opted for "how are you doing?" exceeds the half with a percentage of (67%). However, (33%) of them preferred to use an informal form of greeting to say "what's up" in order to check on the other part.

Answers	N	%
How about you?	33	33 %
And you?	47	47 %

What about you?	20	20 %
Total	100	100 %

Table 38: Suggested English Form for "And you"

The results show that the majority of students (47%) opted for a simple "and you" as a question asked back to know how the other part is doing, while (33%) of them asked the full question "what about you". Whereas, "how about you?" has got a percentage of (20%).

Answers	N	%
Happy to see you	28	28 %
Nice to see you	24	24 %
Good to see you	37	37 %
I wish/hope we will meet again	11	11 %
Total	100	100 %

Table 39: Suggested Greeting Form for "Exchanging Pleasantries"

The yielded data from the table reveals that most of the responses are similar to each other. (37%) of the participants have chosen to respond back with "good to see you", while (28%) opted for "happy to see you" and (24%) for "nice to see you" which all pledged to mean the same although the wording is different. However, the least percentage goes all the way to the respondents who have chosen "I wish/hope we will meet again" response which is similar to the Arabic structure.

Answers	N	%
Good bye	34	34 %
Bye	16	16 %
See you around	32	32 %
Take care	12	12 %
Later on	4	4 %
Have a nice day	2	2 %
Total	100	100 %

Table 40: Suggested Greeting Form for "a closing"

The findings from table (39) above illustrate that the majority of the respondents have opted for a "good bye" as a farewell with a percentage of (34%), while (32%) of

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them responded with "see you around" which sounds more of a native like, and (16%) to simply say "bye" which is the ordinary way to terminating any conversation, (12%) went for "take care", and some minor percentages were set for "later on" (4%) and (2%) for "have a nice day".

Dialogue 5

Josh: …. Sally!..................... my cousin?

Sally: …… Josh! Not much, just trying to get back in the swing.

Josh: Did ya have a good vacation?

Sally: Yea, I got to spend a lot of time with my mom ……………….?

Josh: Oh! mine went pretty well too.

Sally: Oh! ……..... I have got a lot of things to catch up on, I gotta go...

Josh: ……………………………………………………………………………

Answers	N	%
Hi	52	52 %
Hello	30	30 %
Hey	13	13 %
Oh	5	5 %
Total	100	100 %

Table 41: Suggested English Greeting Forms

This table represents that (52%) of the students answered with "Hi" while (30%) of them replied with "Hello". Besides, (13%) of them chose "Hey" whereas only (5%) of them went for "Oh".

Answers	N	%
How are you?	63	63 %
What's up?	37	37 %
Total	100	100 %

Table 42: Suggested English Greeting Form for "How are you?"

As it is revealed in this table (41), (63%) of the participants answered with "how are you?" while (37%) of them replied with "what's up?" This implies that more than half of the students use "how are you?" as a formal greeting to ask about someone's state of being.

Answers	N	%
Hi	40	40 %
Hello	15	15 %
Hey	35	35 %
Oh	10	10 %
Total	100	100 %

Table 43: Suggested English Greeting Forms

Table (42) indicates that (40%) of the students answered with "Hi" while (15%) of them opted for "Hello". Additionally, (35%) of them went for "Hey" while only (10%) of them for "Oh".

Answers	N	%
How about you?	18	18 %
And you?	73	73 %
What about you?	9	9 %
Total	100	100 %

Table 44: Suggested Greeting Forms for "And you"

The data obtained from the table above indicates that most of the students went for the basic response of responding to how someone is doing by simply asking "and you?" with a percentage of (73%). Others have selected to ask the whole question "how about you?" scoring a percentage of (18%), while the rest of the respondents have chosen "what about you?" with a percentage of (9%).

Answers	N	%
Good	30	30 %
Great	32	32 %
Nice	6	6 %
Sorry	32	32 %
Total	100	100%

Table 45: Suggested Greeting Form to "Excuse Themselves to Leave"

The answers tabulated above denote that most of the students (32%) opted for both "sorry" and "great" as a basic response to excuse themselves to leave. Whereas (30%) of them have chosen "good", a least percentage of (6%) to "nice" has been recorded. This implies that students are aware of the different forms of the exchanging pleasantries.

Answers	N	%
Good bye	28	28 %
Bye	39	39 %
See you around	25	25 %
Take care	7	7 %
Later	1	1 %
Total	100	100%

Table 46: Suggested Greeting Forms to "Terminate the Dialogue"

Depending on the students' responses, we can tell that terminating conversations with a friend or a colleague would be finished in the same way. Accordingly, the following percentages have been scored: a high percentage of (39%) goes to "bye" which might be the least basic word that the one can respond with. (28%) of the respondents answered with a "good bye" while (25%) opted for a "see you around". Whereas, (7%) responded with "take care", and only (1%) with a "later" conversation-ending form of greeting.

4. Discussion of the Results

As previously noted, the intention behind using Discourse Completion Test (DCT) is primary for data collection to see whether the yielded findings provided by students would correspond to the real context in classrooms or not.

The ultimate purpose of this research work is to see to what extent EFL learners are aware of the appropriate use of greetings in classrooms, their functions and forms vis a vis to native speakers. Thereby, the analysis of the Discourse Completion Test (DCT) supports the hypothesis that is mentioned at the beginning of the study. It affirms that students' communicative competence would arise if they become fully aware of the appropriate use, function and forms of greetings.

Pursuant to the first section, students' DCT begins with their profile, where the sample selected shows that females prevail exceedingly over males; this may be due to the disposition of women who are interested in learning foreign and second languages instead of men who mostly prefer to indulge their preferences in scientific fields. The second question is devoted for students' gender, where the data gathered shows that the majority of the respondents are aged between 20 and 23 years' old which is quite fair for third year students.

In accordance with the second section, three tasks or tests are designed to investigate students' knowledge about greetings. The first task includes 6 different situations; in the first and the second situations, a large portion of students are fully aware of the special greeting occasions. They consider "Happy Aid" as the most appropriate greeting formula. Whereas, most of them in the third situation have agreed upon presenting themselves to the other part using both formal and informal greeting forms. That is to say, third year students are aware of different greeting formulas, but are still perplexed with when and how to use the most appropriate ones. Based on students' responses in situations (4; 5; 6), students prove that they are totally conscious of the greeting formulas in familiar occasions, yet when it comes to different ones, they all respond using negative transfer. That is to mean, the problem arises when it comes to practice.

Compelling to the previous section, in the second task more than half of students depict that they know what "greeting" is. However, the obtained results from Qs (2 to 8) reveal that third year students are aware of the basic types of greeting (formal and

informal), yet they are still confused with making the difference between its forms and formulas. Therefore, the participants' responses in Qs (9; 10) reinforce what has been mentioned already about students' ability to distinguish between how men and women greet one another.

The third task tackles students' greeting knowledge about initiating conversations, asking about someone's state, exchanging pleasantries, or using closings. The obtained results in (D1) reveal that the highest percentage of students prefer to use "good morning" as the most appropriate greeting formula for starting a conversation while they consider "good bye" as the most appropriate expression for ending up the conversation. According to the results, it is noticed that the majority of students are aware of using formal greeting formulas. In (D2), more than half of the students use the two formulas "hey, what's up?" as the most appropriate greeting formulas to initiate their conversation meanwhile "good bye" is considered to be the most appropriate conversation closing expression. In the next two dialogues (3 and 4) almost half of the students consider "Hi" as the most relevant greeting formula for initiating a conversation, however, they consider or use "good bye" and "see you" as conversation closings. On this basis, we can say that students are aware of both formal and informal greeting forms. Moreover, in dialogue (5), students use "Hi" to start a conversation and "bye" to terminate it, this entails that students are aware of informal greetings.

To sum up, depending on the questions of the students' test, students confirm that the appropriate use of greetings do really improve their communicative competence. These findings give the current research a validity that using greetings appropriately is really effective for developing and enhancing students' communicative competence.

Conclusion

The analysis of the students' test has revealed many facts about students' greeting's knowledge and performance. The results obtained indicate that students are aware of the appropriate use of greeting. That is, they consider formal and informal greetings as basic elements to develop their communicative competence.

Section Two: Teachers' Interview

1. Aim of Teachers' Interview

This interview is designed to investigate how teachers of English at the University Center of Mila perceive their students' performance of greeting and whether the implementation of it in lessons is thoroughly important to achieve native-likeness. For this, it is significantly crucial to gather teachers' views and attitudes towards the use of greeting in classrooms.

2. Description of Teachers' Interview

Teacher's interview consists of (7) questions that have been analysed into two sections. Each analysis is an effort to resolve concerns related to students' awareness of using the appropriate greeting forms. Remarkably, teachers are invited to answer the questions along with their stated explanations. The first section consists only of one question in which the interviewees are asked about the years they have been teaching English language at university in order to have knowledge about their experience in teaching English as a foreign language. Moving on to the second section, the interviewees are asked to discuss their attitudes towards their students' use of greeting, to what extent it is taking place in their classrooms and how do they perceive their learners' knowledge about it. Furthermore, teachers are asked about their perception of their students' performance of greeting. Then, the next question is dedicated to teachers' responses about what if they were to teach third graders, what formal and informal greeting forms would they anticipate them to use? Moreover, teachers are asked to state out their opinions of what makes teaching "greetings" to EFL learners important. The following question is devoted for teacher's ratings of their student's performance. Then, the next question is designed for teachers' outlooks towards integrating greetings in lessons and whether it is crucial or not. Finally, teachers' are asked about what suggestions they would provide in order to better enhance their students' awareness towards the most relevant use of greeting forms.

3. Analysis of Teachers' Interview

Q1: How long have you been teaching English at university?

Teacher 1:13 years

Teacher 2:12 years

Teacher 3:8 years

Teacher 4: more than 8 years

Teacher 5: 21 years

Teacher 6: 5 years

Teacher 7: 8 years

Teacher 8: 4 years

On the basis of teachers' answers, we conclude that most of the interviewed teachers have some experience in teaching English at university. This denotes that they are more experienced than the others when counting the years of experience that go beyond 4 years reaching up to 21 years to teaching English as a foreign language. So, teachers developed awareness and knowledge on how to deal with students, and make them aware of the notion of greetings. Despite the fact that, there is one teacher among the others who has spent four years in teaching English as a Foreign Language which means that he/she is less experienced than those who preceded him/her in this area.

Q2: To what extent would you describe your students' performance of greetings? How do you perceive it?

Teacher 1: Our students do not use greetings appropriately, they do not know all forms of greetings, how and when to perform each one. Greetings are not given due importance in teaching neither in grammar nor in linguistics or other modules. Many students do not even know that greetings constitute of an essential category of speech acts if they ever know what a speech act is.

Teacher 2: Between the average if one can say, most students ignore almost levels of formality in what concerns expressions of English greetings and this is due to a deficiency in ………. about the others.

Teacher 3: They are average. Some students greet me on a daily basis, while others do not exchange greetings or even show some respect.

Teacher 4: They still lack knowledge.

Teacher 5: Token of respect

Teacher 6: Their performance is acceptable I mean, at least, they do it, but they need to know more about social distancing and formal/ informal settings, that is to say, different people need to be greeted differently according to their social power (job, economic status, etc.), social distance (degree of intimacy /friends or strangers, etc.), and the context of conversation.

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Teacher 7: As far as I'm concerned, my students' command of the various greeting patterns is by no means far removed from native speakers' ones. Having said that, what makes their greetings different from those routinely used by native speakers in their day-to-day conversational exchanges is that native speakers, even the most well-educated of them, may opt out of using formal forms and go for rather informal ones.

Teacher 8: As learners of a foreign language and striking back to the fact that English is a foreign language in the Algerian context which means that the cultural background potentially differs, I presume that students greeting patterns performance is very uncasual and unusual, in comparison to the native speakers of the language. Primarily, English greetings have degrees of formality, ascending from formal to informal, besides as far as context is concerned, I believe that the use of these greetings is not wide and exigent as the ones of native speakers within a conscious and unconscious (awareness) about these greeting patterns as a frame of reference.

From the interviewees' responses, it becomes evident that students' performance of greetings is average and uncasual in comparison to natives since students ignore or less aware about levels of formality.

Q3: If you were to teach third grade students, what formal and informal greeting forms would you expect them to be using?

Teacher 1: On the whole, our students tend to use what is informal, and this is due to social media. They sometimes use informal forms in academic writing, and this is not acceptable. Any way! Instead of Hello, for instance, they say Hi; instead of saying: how are you, they say: what's up, etc.

Teacher 2: "Good morning/afternoon, Miss!", "Hi, Miss!"

Teacher 3: "Hello!", "How are you!", "How are you doing?", "What's up?", and "Good to see you"

Teacher 4: "Good morning /afternoon, Miss", "Hello, Miss"

Teacher 5: It is a continuum ranging from the informal "Hi" to the more formal "good morning".

Teacher 6: At this level, students are supposed to have, at least, acquired a certain degree of knowledge that permits them to distinguish between formal and informal greetings. They might use formal greetings (such as good morning, good afternoon, have a nice day, may you enjoy your day, etc) when addressing their teachers for example. They might

use informal greetings with more close people. This includes: Hello/ Hi/ What's up? / See you/ Bye

Teacher 7: I'd expect them to use a variety of both formal as well as informal greeting expressions. Saying only "good morning" and "good afternoon" under the assumption that it is strictly banned that students use non-formal forms when their addressees are their own university teachers is a bit of a mis-guided conviction. I'd, therefore, expect them to use expressions along the lines of "Hello" and "Hi" and suchlike.

Teacher 8: I'd expect rather a nuance of greetings; usually formal encounters such as meetings with teachers, administrators and even socially distanced acquaintances would mandate the use of "Good Morning", "Good Afternoon", "Have a Nice Day", "Have a Good Day" that tend to be formal in nature. Conversely, the use of "Hi", "Hello", "Hey" "Hiyou" "Hey there" "Howdy" "Have a Good One", "Have a Nice One" are more inclined with friends and socially close people. The use of these greetings is ambient with the habit formation that hasn't been that potentially professed by students.

Most of teachers acknowledge that they expect students to use formal greetings like "Good Morning", "Good Afternoon", "Have a Nice Day", "Have a Good Day" with instructors or administrators while using informal forms like "Hi", "What's up?", "Hello", "Hey", "Hiyou", "See You", "Bye" with peers and friends.

Q4: What makes teaching EFL learners greeting in a native-like way important?

Teacher 1: In fact, not only teaching EFL learners greeting in a native-like way is important, but all aspects of language should be taught in a native-like way. This is because when we teach the language, we also somehow teach the culture of that language, and greetings are an important part of the culture. In other words, greetings tell a lot about a given culture. This way, students will learn the language and know about the culture of that language.

Teacher 2: It is important because it contributes in achieving the intended level of mastery.

Teacher 3: Greeting are a sort of daily life exchange, and when they are taught to students, we emphasize to students how culturally bound notions are important which can be used in language etiquette.

Teacher 4: Language and culture cannot be detached from each other.

Teacher 5: It follows the spirit "Once in Rome, do as the Romans do", so we need to speak English the way English people do.

Teacher 6: Greetings are really important because they are usually the first moves which open either short or long conversations…it is, thus, very important to start any speech (or sometimes writing) correctly. Greeting in a correct way guarantees the continuity of speech and saves your face because it shows others that you are POLITE.

Teacher 7: I am of the rather extremist persuasion-as some would dub me-that students and learners of foreign languages regardless of what language happens to be, ours constitute no exception whatever, ought to aspire to speak and write in a native-speaker manner cost what it may. A great majority of the students we teach at our foreign language departments will be working later on in their lives as language teachers. As language teachers, they should display acceptable native-like command of English lest they lose their admired status of a role model to their learners who seldom slip into errors.

Teacher 8: Fanatically, I'm inclined to adopt a rather strict tone in this matter, it's to make my intent plain to you. Why should I profess to suggest that teaching greetings and so over in a native-like manner would be deterministic? Plenty of students are sometimes indifferent and other times overly concerned and that's a joint in their professional inclinations. As a teacher and future educator, I fancy to make powerful public fluent speakers, academic researchers, influential teachers, and business leaders who are to be culturally emerged with others of the same profession using English as foreign or a lingua franca medium of communication, hence, to avoid culturally miscommunications is a matter of concern.

From the above answers, most teachers agree that teaching EFL learners greeting in a native-like way is important because they think that language and culture cannot be separated from each other. Besides, all of them add that students might become fluent speakers and influential teachers.

Q5: If you are handed the chance to rate third grade students' greeting performance, how would you rate it on a scale of 100?

Teacher 1: 30%

Teacher 2: 50%

Teacher 3: 40%

Teacher 4: 5%

Teacher 5: 90%

Teacher 6: 50% "they try to do it correctly but sometimes they mess"

Teacher 7: This is a very hard question to provide an entirely reliable answer to since it's going to be answered on rather un-empirical grounds since I have never myself gauged their performance as regards how they deploy greetings expressions. With a manifestly tentative voice, I'd say that most students would fall into the 55% to 65% grade range.

Teacher 8: As academically honest as I could be, the answer on this question should be well molded and shaped as it's based on non-empirical and rather reflectional subjective compulsions, I'd attempt to say a rate would nail down 50% to 60% grade range.

From the respondents' answers and on a one hundred scale, it is clear that the majority of teachers who have been interviewed would rate their students greeting performance between the average (50%) or below the average (50%).

Q6: Don't you think that integrating "greetings" in lessons is crucially necessary?

Teacher 1: Yes, it is. As I said before, greetings are extremely important in any language and its culture.

Teacher 2: Yes, sure. Not only greetings but also the bulk of speech acts necessary for the appropriate intercultural communication.

Teacher 3: For me, greeting is done outside the classroom, it teaches the students language etiquette, so that they learn how to be civilised and show respect towards teachers.

Teacher 4: Yes, it is.

Teacher 5: Not really unless they were beginners.

Teacher 6: It is definitely necessary.

Teacher 7: Everything which is part and parcel of linguistic performance is crucially important and no language chunk is, to my mind, less important or more important than any other component. However, constituents which are more frequently used than others might require more time to teach than their counterparts, i.e. those which do not enjoy a comparable rate of occurrence.

Teacher 8: Our lessons are pre-determined with a set curriculum what or not should be taught. Personally, I view this as insufficient, creative-shackled and free-situational content based lethal-bullet and as far as "greetings" are concerned, the situation doesn't

shift to a better scale. In language teaching there's no linguistic aspect that's less or more important than the other. It's all dawned to the pre-determined language curriculum, however.

The majority of teachers seem to strongly agree with the integration of greetings in lessons, since everything that is parcel of linguistic performance is crucially necessary to be applicable in classrooms, yet the degree of importance depends on the curriculum they are working with. Thus, the major goal of all English language teachers is to teach learners in a native like way regarding the cultural factors that may impose a difference.

Q7: What suggestions would you provide to raise students' awareness about the appropriate use of greetings?

Teacher 1: I suggest to immerse our students in the English language both orally and in writing. This would help them to discover the various forms of greetings and their uses. Moreover, teachers who teach such modules like linguistics, discourse analysis and pragmatics, for instance, should give more space and importance to teaching speech acts.

Teacher 2: Exploit the lab, guide them to use media and website assisted language learning to write their knowledge about the topic, urge students to read in the FL, and urge them to practice what they have learnt.

Teacher 3: I recommend that greetings can be taught in a unique subject which is called language and culture altogether with other notions like farewell, forms of address…. etc.

Teacher 4: the teacher can just show them its importance and how it should be done.

Teacher 5: Teach them about the formality-informality continuum, plus sensitizing them to their importance of being appropriate to the context, not to mention practice

Teacher 6: Students must be introduced to the concept of greetings as not only a form of politeness, but also as a sign of cultural identity because societies differ in the way greetings are performed. This might be done through integrating a course of language and culture, providing that students with instances of communication breakdowns that may result from misuse of greetings.

Teacher 7: The number one suggestion that springs to mind right now is that students would do well to listen out to how native speakers greet each other. Conscious listening to what native speakers do with their language is a hugely important asset in the process of language development. They, when doing so, should not only suffice with listening out

to the words used; they ought to attempt to familiarise their ears with what intonation patterns speakers use with the different greeting expressions.

Teacher 8: When clicking on the English cultural linguistic customs, some of us possess a slavish prejudice, i.e., while being ambivalent with English "greetings" exigencies, we tend to alleviate the standards. The conscious use of English greetings out springs from a conscious knowledge about the context, culture and greetings aspects in themselves. Thus, I advance critically the matter of critical-active observation and cultural emergence, and convergence with an exercise of behavioural routinely imitative practice in comparison to the natives. Today's media's flow of resources makes it so possible to do so, not only to listen out (voice and tone), but also to closely detect the body movements, and face complexions change.

We may notice from the answers above that all the interviewees concluded with further suggestions on how to better raise students' awareness towards the appropriate use of greetings. They recommended to devote specific lessons to teach the concept of "greetings", their forms and their appropriate use in different contexts. Moreover, these teachers suggested that students should be indulged into the world of mass and social media in order to enhance their skills, putting much emphasis on listening, language imitation and practice.

4. Discussion of Teachers' Interview Results

The analysis of the teachers' interview indicates a consensus on students' lack of awareness on how to use greetings properly in classrooms and the obtained percentages confirm so.

The first section in the teachers' interview deals with the background details of the teachers. In this section, the first question is asked about the period teachers have spent on teaching English at university; this question reveals that most of the interviewed teachers have four to twenty-one years of experience. Meaning that, teachers are experienced in teaching English as a foreign language, therefore they are aware of what is going on in the classroom regarding the teaching-learning process.

As for the second section, the interviewees' responses on the second question confirm that students' performance of greeting in classrooms is acceptable, yet uncasual in comparison to natives. This is to mean that, students are aware of the basic greeting forms such as "Good Morning" and "Good Afternoon" …etc, but they are still unaware

of both the expected levels of formality, and the proper use of these forms in appropriate contexts.

Moving on to the third question, teachers affirm that they expect third year students to use a nuance of greetings, starting with formal ones like "Good Morning", "Good Afternoon", and "Have a Nice day" with formal people such as instructors and administrators, and ending with informal forms as "Hey", "What's up?" with friends or peers, close kinship or relatives and casual acquaintances.

Regarding the fourth question, all teachers assured that teaching greetings in a native-like way is crucial since it is a necessary parcel of both the linguistic and cultural aspects of any language to be taught and learnt. Greetings are also like any other aspects of English that are supposed to be taken a special care of.

In the next fifth question, after a fair amount of yearly experiences in teaching, most of the interviewed teachers would rate their students greeting performance to be medium and below the average as far as the already-discussed aspects are concerned.

Departing from the sixth question, most teachers seem to strongly agree with the incorporation of greetings into their lessons, as all of what is part of the linguistic success is critically important to be applicable in classrooms, but the degree of significance depends on the curriculum on which they operate. Yet, the main goal of all English language teachers is to teach in a native like way including the cultural differences that may impose an issue.

From the teachers' point of view, the further suggestions that they might provide for future adjustments in classrooms on how to better raise students awareness about the appropriate use of greetings is incorporating greetings into lessons. Moreover, encouraging students to explore the world of media that is already a fundamental aspect of their lives, aiming at enhancing students' skills, with a great focus on listening, imitating and practicing online with native speakers.

The last section is the backbone of this research work because it is an attempt to check third year students' degree of awareness on the appropriate use of greetings in English classes. Most of the interviewees report that third year students are aware of the basic greeting forms, yet they lack extra knowledge about other forms, degree of formality, and greetings' proper use in appropriate contexts.

Conclusion

The results obtained from teachers' interview go hand in hand with the perception and supposition that highlights the appropriate use of greetings among third year EFL learners. Teachers' responses display their awareness on greetings' aspects without paying close attention to their structure, level of formality, and correct usage within appropriate situations.

General Conclusion

It is the aspiration of the present study to shed lights on the performance of greetings by EFL learners, as it aims at endeavouring to what extent third year students are aware of the appropriate use of greetings. The first chapter provides a general description of greetings' functions, types and forms besides speech acts as they are considered core notions in linguistics. Before diving into the second chapter which is the practical part, it is of paramount importance to reflect first upon the research hypothesis in order to check students' communicative competence, how they maintain their interpersonal relationships, and their awareness of the appropriate use of greetings according to different situations. Thus, to test the aforementioned hypothesis, an investigation is carried out in the Department of Foreign Languages at Abdelhafid Boussouf Mila University Center with third year students as the target population. A sample was randomly selected to be the case study to which a DCT is handed to describe and analyse their knowledge of greetings. This DCT is made up of three tasks that are all aiming at checking third year students' level of performance, their awareness about formal and informal situations and whether context influences the choice of greetings' formulas or not. Therefore, the data obtained from the DCT shows that third year students are not aware of the impact of culture on the way of interpreting greetings use, therefore, students have a practical problem while expressing greetings, and they do not make a difference between greetings' types, forms and formulas. However, only a minority of the chosen sample are aware of the exigencies surrounding greetings in English. The same results are confirmed through interviewing teachers. The teachers' interview, therefore, clarifies that the majority of teachers at the English Department of Abd Elhafid Boussouf Mila University Center believe that third year students are inclusively aware of greetings' basics, yet students lack extra knowledge about greetings' forms, degree of formality, and their proper use in appropriate contexts. For this, teaching greetings is crucial as any other aspect of a language that might come via listening, imitating and practicing. Thus,

knowledge about the culture of a foreign language is the key to amass knowledge about the target language as in this case "English language", and therefore a better understanding along with a mastery of this language is open to absolute achievement. Overall, the results confirm the hypothesis that students would develop a high communicative competence and maintain their interpersonal relationships when performing greeting speech act properly.

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APPENDICES

Appendix A

Teachers' Interview

Dear teachers,

To investigate thouroughly the performance of greetings in EFL classrooms, we would like to ask for your collaboration and help to complete this interview which is meant to collect the needed data for our research work. Thank you a bunch for your cooperation; it is indeed appreciated. This interview will remain anonymous.

Section One

1-How long have you been teachingEnglish at university?

………………………………………………………………………………………………

………………………………………………………………………………………………

Section Two

2-To what extent would you describe your students' performance of greetings? How do you percieve it?

………………………………………………………………………………………………

………………………………………………………………………………………………

3-If you were to teach third grade students, what formal and informal greeting forms would you expect them to be using?

………………………………………………………………………………………………

………………………………………………………………………………………………

4-What makes teaching EFL learners greeting in a native-like way important?

………………………………………………………………………………………………

………………………………………………………………………………………………

5-If you are handed the chance to rate third grade students' greeting performance, how would you rate it on a scale of 100?

………………………………………………………………………………………………

………………………………………………………………………………………………

6- Don't you think that integrating 'greetings' in lessons is crucially necessary?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

7-What suggestions would you provide to raise students' awareness about the appropriate use of greetings?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Apendix B

Students' Discourse Completion Task

Dear students,

We would so wholeheartedly appreciate if you could answer the following Discourse Completion Test concerning the performance of greeting speech act. The answers you provide will be so helpful in the attainment of the current research. We thank you in advance for your contribution and cooperation.

Part One : Profile of Respondants

1. Age : ……….

2. Sex :   a- Male   ☐

                      b- Female   ☐

3. Field of study : …………………….
4. Level of education : ………………..

Part Two: Discourse Completion Task (DCT)
Task One

Fill the blanks responding to each and every situation bellow:

1- Aid El-Adha is just around the corner; you decide to visit your grandparents's house, on the second day, to spend a quality time with them. What would you say in this situation?

………………………………………………………………………………………………
…………………………………………………….. .. ……………………………………..

2- Your best friend has been studying abroad in the UK. You decide to meet her at the airport to be the first to wish her 'a happy birthday'. What would you say in this situation?

………………………………………………………………………………..………
…………………………………………………………………………………………….

3- In the beginning of the school's year, you meet a new classmate. How would you introduce your self to him or her?

……

……

4- You have agreed to meet your friend today in room 20 to work on your assignment. You arrive on time while your friend is an hour late. What would you you say?

……

……

5-In the library of your university, checking the newly added books, your eyes meet an old friend of yours whom you haven't seen in years. What would you say in this situation?

……

…….

6-You are holding a party at your house, and your friend decides to bring her sister along with her. How do you welcome her?

……

……

Task: Two

Put a tick (   ) within the right column.

1- For you, what is "greeting"?

   a- Expressions used to start a conversation.

   b- It is a salutation.

   c- It is a way to welcome someone.

2- Which of the following people should you greet formally?

   a- Your mother

   b- Your supervisor

   c- Your classmate

3- You are going to meet with Dr. James Scott to discuss your lab results. How should you greet him ?

   a- Hey, John

b- Good morning

c- How are you, Mr. Scott

4- Which of the following is an example of informal greeting?

a- How are you doing?

b- How are you ?

c- Hello, ma'am

5- You meet your principle at 07 p.m. What would you say?

a- Good morning, sir

b- Good afternoon, sir

c- Good evening, sir

6- You want to go to bed at night, what would you say to your parents?

a- Good bye

b- Good night

d- Sweet dreams

7- Which of the following expressions indicate casual-verbal greetings?

a- How are you ?

b- Hi !

e- What's up ?

8- What are the greeting types that you know?

a- Formal/informal

b- Shaking hands

c- Kissing the cheeks

9- How women usually greet each other's?

a- Shaking the hands

b- Smiling

c- Kissing the cheeks

10- How men usually greet each other's?

    a- Smiling

    b- Shaking the hands

    c- Kissing the cheeks

Task : three

Provide an appropriate greeting expression of yours to get complete coherent dialogues.

Dialogue (1)

Djamil : Good morning, mate

Alaa: …………… .How are you?

Djamil: I'm very well thank you. …………?

Alaa: ………… . Thank you for asking mate.

Djamil: Do you have a meeting this morning?

Alaa: Yes, I do. Do you have a meeting as well?

Djamil: Yes. Well, it was a pleasure …………..

Alaa: Good bye!

Djamil: ……………….

Dialogue (2)

Leila **:** Yasmin! Hey my classmate, what's up? ………………between you and your mom?

Yasmin: ….! Leila, not much. My mom and I are doing just fine; ………………. ?, …………… classes ?

Leila **:** I'm doing great, Jasmin, but you know how I am about classes.

Yasmin: so, …………… your break, anyway? Please tell me you did something besides study!

Leila **:** We went hiking, swimming, and we did a bunch of other stuff too…

Yasmin: Well, thank God you didn't just hang around with your nose in a bunch of books. …………...to see you back here.

Leila: ……………………….you too my classmate. …………

Yasmin: See you!

Dialogue (3)

Djamel: Dude!..................., and how was your break?

Younes : Oh !dude …………….. you since last semester ended. I've been good, enjoying my time off. You?

Djamel: Everything's ………………with me, dude.

Younes : You up for the new semester? What's your class load like?

Djamel: Fourteen hours, 'cause I have two labs, no biggie.

Younes : Dude, lucky you. I'm carrying eighteen and I'm gonna die.

Djamel: Just make sure you make some time for your best bud.

Younes : Now, I gotta hit the road. See ya!

Djamel:……………………………..

Dialogue (4)

Mariam: Oh !, …….. my dear friend. …………………. ?

Youcef: I'm well. Thanks for asking. ………………….my dear friend?

Mariam: I can't complain. Life is treating me well.

Youcef: That's good to hear!

Mariam: ……………………… again. I need to go to my doctor's appointment.

Youcef: Nice seeying you.

Mariam: See you later dear friend.

Youcef : ……………….

Dialogue (5)

Mohamed :….., Fatima !..................... my cousin?

Fatima :….., Mohamed ! Not much, just trying to get back in the swing.

Mohamed : Did ya have a good vacation?

Fatima : Yea, I got to spend a lot of time with my mom ………………?

Mohamed : Oh !, mine went pretty well too.

Fatima : Oh !,……... . I have got a lot of things to catch up on, I gotta go...

Mohamed :…………………………

الملخص

تتناول الدراسة الوصفية الحالية أداء عمل خطاب التهنئة بين متعلمي اللغة الإنجليزية كلغة أجنبية ، وذلك لمعرفة إلى أي مدى يدرك طلاب السنة الثالثة الاستخدام المناسب لها ، ومستوى أدائهم وما إذا كانوا يميزون بين مختلف أشكال التحية أم لا لذلك ، تنص الفرضية المعتمدة على أنه إذا كان الوعي بالاستخدام المناسب للتحية على نطاق واسع ، فستتطور الكفاءة التواصلية لطلاب السنة الثالثة. فيما يتعلق بمجال العمل ، نعتمد على اثنتين من أدوات البحث الوصفية الرئيسية ، وهما التي يتم إدارتها لعينة من طلاب اللغة الإنجليزية في السنة الثالثة في مركز جامعة عبد الحفيظ بوصوف في ميلة ، DCT والمقابلة المخصصة للمعلمين في نفس الوقت جامعة. ينتج عن هذا الأخير تلقي بعض الإجابات والاقتراحات من كل من ، والتي تهدف DCT الطلاب والمعلمين التي تبدو ذات قيمة وتعاونية في دراستنا. استنادًا إلى البيانات التي تم جمعها من في المقام الأول إلى تحديد كفاءة أداء الطلاب في التحية. يظهر أن معظم طلاب السنة الثالثة لديهم معرفة أساسية بالتحيات. ومع ذلك ، عمليا. يوضح أداءهم أنهم ليسوا على دراية تامة بدرجة الشكليات الرسمية لجميع عبارات التحية ، لكنهم واعون بالتعبيرات الأكثر استخدامًا. علاوة على ذلك ، لديك بعض المشاكل مع الاستخدام السليم لبعض التعبيرات الأخرى في سياقات مختلفة. من ناحية أخرى ، تؤكد البيانات التي تم جمعها من مقابلة المدرسين أن طلاب السنة الثالثة يجب أن يكونوا أكثر تعرضًا لثقافة اللغة الإنجليزية ، وإثبات أهمية الاستخدام المناسب للتحية في مساعدة الطلاب على تطوير مستوى عالٍ من كفاءة الاتصال

الكلمات المفتاحية: التحية- أشكال التحية- فعل الكلام- استكمال إختبار الخطاب- الوعي- الاستخدام المناسب- أداء التحية- الرسمية والغير رسمية- كفاءة الاتصال- الثقافة المستهدفة- السياق- متعلمي اللغة الإنجليزية كلغة أجنبية

Résumé

L'étude descriptive actuelle traite la performance de la parole de bienvenue chez les apprenants EFL, c'est de voir clairement dans quelle mesure les étudiants de troisième année sont conscients de son utilisation appropriée, de leur niveau de performance et s'ils différencient les différentes formes de salutation ou pas. Par conséquent, l'hypothèse adoptée indique que si la conscience de l'utilisation appropriée de l'accueil est à grande échelle, la compétence communicative des étudiants de troisième année se développerait. En ce qui concerne le domaine de travail, nous dépendons de deux outils de recherche descriptive clés, qui est le DCT qui est administré à l'échantillon d'étudiants de troisième année en anglais au Centre universitaire Abd Elhafid Boussouf de Mila, et l'entretien qui est dédié aux enseignants du même Centre Universitaire. Ce dernier a pour résultat de recevoir des réponses et des suggestions des étudiants et des enseignants qui semblent être précieuses et coopératives dans notre étude. Sur la base des données recueillies auprès du DCT, cela vise en premier lieu à déterminer l'efficacité des performances d'accueil des étudiants. Cette même étude montre que la plupart des étudiants de troisième année ont une connaissance de base des salutations. Pourtant, pratiquement parlant; leurs performances démontrent qu'ils ne sont pas pleinement conscients du degré de formalité de toutes les expressions de salutation, mais ils sont conscients des plus utilisées. De plus, rencontrez des problèmes avec la bonne utilisation de certaines autres expressions dans différents contextes. D'un autre côté, les données recueillies lors de l'entretien avec les enseignants affirment que les étudiants de troisième année devraient être davantage exposés à la culture anglaise et prouvent l'importance de l'utilisation appropriée des salutations pour aider les élèves à développer un haut niveau de compétence en communication.

Mots Clés: Salutations- Formulaires de Salutations- Acte de Parole- Test d'Achèvement du Discours- Apprenants EFL- Conscience- Utilisations Appropriée- La Performance de l'Accueil- Formalité et Informalité- Compétence Communicative- Culture Cible- le Contexte