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
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
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
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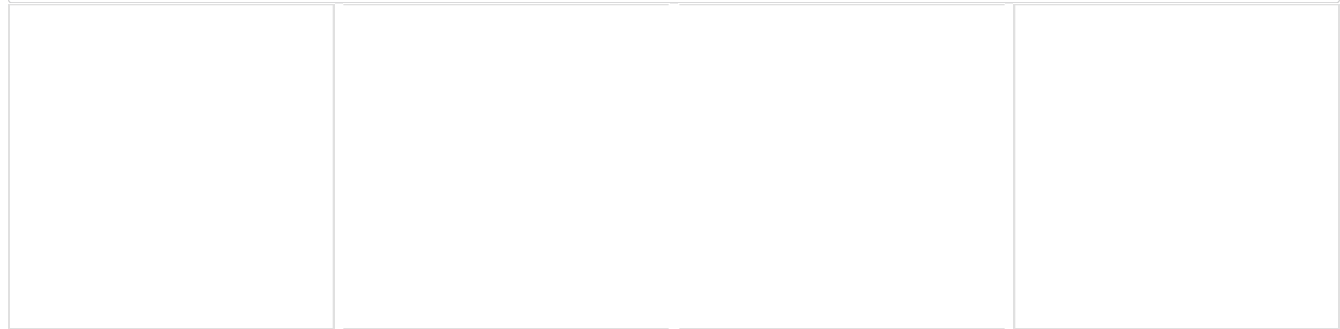


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## Pragmatic Failure in the Realization of the Speech act of Respondin Compliments among Yemeni EFL Undergraduates

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### ABSTRACT

*The purpose of the present study is to investigate into the possibility of pragmatic failure in the L2 pr Yemeni EFL university learners. It, in particular, tackles the L1 negative pragmatic transfer in the sp responding to compliments. The participants of the study are thirty Yemeni learners of English repre target group and two baseline groups: thirty Yemeni Arabic native speakers and thirty American En speakers. The researchers used a Discourse Completion Task as to collect the relevant data be complimenting scenarios. Data were codified into compliment response formulas and analysed stat. SPSS in terms of the overall frequency counts of the semantic formulas. The results revealed tha failure is highly evident in the learners' L2 production. L1 negative pragmatic transfer occurred in ti strategies of 'Comment Acceptance', 'Comment History', 'Praise Upgrade', 'Return', 'No Acknow 'Offer', 'Promise' and 'Wish'. They nearly represent 50% of the leaners' response utterances. The le showed a tendency of positively assimilating their L2 norms in the realization of compliment respons their response utterances.*

*Keywords: Pragmatic Failure; Pragmatic Transfer; Speech Acts; Compliment Responses, Ye Learners*

### INTRODUCTION

Every language has its own unique system which is governed by a set of linguistic a cultural norms. Being inspired by those norms, speakers of a language unconsciously a sense of communicative competence which enables them interpret and comprehensible and appropriate utterances in their communication process. speaking a foreign language appropriately requires students to be aware of the cultu underlying the linguistic patterns of that language. It is not only a matter of masteri grammatical and structural rules but also of acquiring the knowledge of how lai



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purpose of communication which forces the interlocutors to pick suitable linguistic forms to the context (Al-Khateeb, 2009). In this respect, Yoosefvand and Rasekh (2014) highlight that “successful communication in a target language requires not only the knowledge of grammar and vocabulary but also pragmatic competence and knowledge about the use of the target language” (p. 44). Therefore, L2 language teaching requires not only improving learners' mastery of grammar but also increasing their understandability and awareness



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