

# TABLE OF CONTENTS

<b>Contents</b>	<b>Page</b>
ADVISORS' APPROVAL SHEET .....	ii
BOARD OF THESIS EXAMINERS' APPROVAL SHEET .....	iii
COPYRIGHT .....	iv
DECLARATION .....	v
ACKNOWLEDGEMENTS .....	vi
DEDICATION .....	vii
Abstract .....	viii
Definition of the Key Terms .....	x
TABLE OF CONTENTS .....	xii
CHAPTER I: INTRODUCTION .....	1
1.0 Overview of the Introduction .....	1
1.1 Background of the Study .....	1
1.2 Statement of the Problem .....	2
1.3 Objectives of the Study .....	4
1.4 Research Questions .....	4
1.5 Significance of the Study .....	5
1.6 Scope and Limitations .....	5
1.7 Study Area .....	6
CHAPTER II: LITERATURE REVIEW.....	7
2.0 Overview of the Literature Review .....	7
2.1 Definition of Pragmatic Devices .....	8
2.1.1 Pragmatic devices in verbal communication .....	10
2.1.2 Pragmatic devices in non-verbal communication .....	10
2.2 Pragmatic Devices in Classroom Communication .....	13
2.2.1 Student-student communication .....	13
2.2.2 The Role of Pragmatic Devices in Promoting Interaction and Engagement .....	16
2.3 Theoretical Frameworks and Models .....	18
2.3.1 Speech Act Theory .....	18
2.3.2 Grice's Cooperative Principle .....	19

2.3.3 Politeness Theory .....	19
2.3.4 Relevance Theory .....	20
2.3.5 Interactional Sociolinguistics .....	21
2.4 Factors Influencing Pragmatic Device Usage in the Classroom .....	22
2.4.1 Cultural factors .....	22
2.4.2 Linguistic factors .....	22
2.4.3 Teacher Beliefs and Attitudes .....	24
2.4.4 Classroom Context and Instructional Practices .....	26
2.5 Empirical Studies on Pragmatic Devices in Education .....	28
2.5.1 Studies Conducted in Zambia .....	31
2.5.2 Studies Conducted in other Countries .....	32
2.6 Research Gaps in the Literature .....	33
2.6.1 Limited Research within the Zambian Context .....	35
2.6.2 Lack of Studies Focusing on Secondary Schools in Petauke District Zamia .....	36
2.6.3 Need for an in-depth Investigation of Pragmatic Device Usage and Effectiveness .....	36
<b>CHAPTER III: RESEARCH METHODOLOGY .....</b>	<b>38</b>
3.0 Overview of Research Methodology .....	38
3.1 Research Design .....	38
3.1.1 Qualitative Approach.....	38
3.1.2 Rationale for Phenomenological Study Design .....	39
3.1.3 Selection of Secondary Schools in Petauke District .....	39
3.1.4 Phenomenological Study Selection .....	40
3.2. Inclusion Criteria for Schools .....	40
3.2.1 Sample Size Determination .....	40
3.3 Data Collection Methods .....	41
3.3.1 Classroom Observations .....	41
3.3.2 Data Collection Tools and Protocols .....	42
3.3.3 Interviews .....	42
3.3.4 Interview Protocols .....	42
3.3.5 Document Analysis .....	43
3.3.6 Data Extraction and Analysis Procedures.....	43
3.4 Data Analysis Techniques.....	43
3.4.1 Data Verification.....	43

<b>3.5 Ethical Considerations.....</b>	<b>44</b>
<b>3.5.1 Informed Consent .....</b>	<b>44</b>
<b>3.5.2 Confidentiality .....</b>	<b>44</b>
<b>3.5.3 Data Protection and Storage .....</b>	<b>45</b>
<b>CHAPTER IV: PRESETATION OF FINDINGS .....</b>	<b>46</b>
<b>4.0 Overview of Presentation of Findings .....</b>	<b>46</b>
<b>4.1 Pragmatic Devices Commonly Used in Classroom Communication .....</b>	<b>46</b>
<b>4.2 Perceptions of Teachers and Students Regarding the Use Pragmatic Devices .....</b>	<b>51</b>
<b>4.3 Challenges and Opportunities Associated with Pragmatic Devices .....</b>	<b>52</b>
<b>4.4 Strategies in Enhancing the Use of Pragmatic Devices in the Classroom .....</b>	<b>55</b>
<b>CHAPTER V: DISCUSSION OF FINDINGS .....</b>	<b>60</b>
<b>5.0 Overview of Discussion of Findings.....</b>	<b>60</b>
<b>5.1 Alignment with Theoretical Framework .....</b>	<b>60</b>
<b>5.2 Interpretation of the Findings .....</b>	<b>60</b>
<b>5.2. 0 English Syllabi and Textbooks.....</b>	<b>61</b>
<b>5.3.1 Interviews with Teachers and Students .....</b>	<b>61</b>
<b>5.2.2 Classroom Observations .....</b>	<b>61</b>
<b>5. 2 3 Literature Review .....</b>	<b>62</b>
<b>5.2.4 Research Methods .....</b>	<b>62</b>
<b>5. 2.5 Research Tools .....</b>	<b>62</b>
<b>5.4 Implications for Teaching and Learning .....</b>	<b>63</b>
<b>5.5 Recommendations for Educational Practice .....</b>	<b>63</b>
<b>5.6 Comparison with Previous Research.....</b>	<b>66</b>
<b>CHAPTER VI: CONCLUSION.....</b>	<b>67</b>
<b>6.0 The Key Findings .....</b>	<b>67</b>
<b>6.1 Contribution to the Field .....</b>	<b>68</b>
<b>6.2 Limitation of the Study .....</b>	<b>69</b>
<b>6.3 Suggestions for Future Research .....</b>	<b>70</b>
<b>REFERECES.....</b>	<b>72</b>
<b>APPENDICIES.....</b>	<b>79</b>
<b>APPEDIX I: QUESTIONNAIRES .....</b>	<b>79</b>
<b>A) Teachers’ Questionnaire.....</b>	<b>79</b>
<b>B) Questionnaire for Learners .....</b>	<b>80</b>

**APPENDIX III: EXAMPLES OF BEST PRAGMATICS DEVICES AND HOW THEY CAN BE USED**

..... 84