

EFL Iraqi Instructors' Awareness of Teaching Pragmatic Competence: An Exploratory Study

Zainab Ali Hussein Abed¹, Prof. Haider Kadhim Khudair Bairmani²

^{1,2}University of Kerbala, College of Education, Department of English language
mirzahyder9194@gmail.com
mirzahyder9194@gmail.com

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ABSTRACT

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The study measures the EFL Iraqi instructors' awareness of teaching pragmatic competence, the degree to which those strategies are incorporated into everyday classroom practice. Hence, the study employs a quantitative approach to accomplish its goals, where the researcher employs a Pragmatic Awareness Questionnaire that measures their awareness to utilise effective input, output, feedback, and intercultural tasks. Then, using SPSS, the quantitative data is examined. Its results show that Iraqi instructors are aware of the importance of incorporating those effective strategies into EFL contexts; however, implementation is still insufficient for various reasons, including the examination-driven systems, teachers' confusion about what pragmatic aspects to develop; lack of training in teaching pragmatics; lack knowledge of the target culture; difficulties with classroom management, especially with large classes, and; students' inadequate language proficiency, etc. The study, finally, sets a section on recommendations, providing pedagogical ones for Iraqi.

1. Introduction

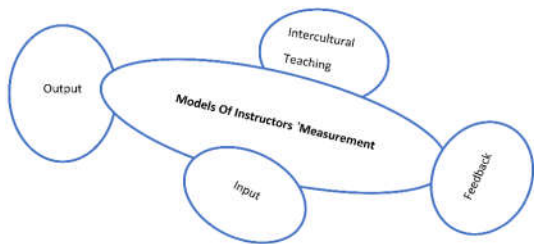
Iraqi curriculums in schools and universities, unfortunately, are mostly exam-oriented. And hence, grammar, memorisation of vocabulary, and pronunciation have traditionally been emphasized to motivate students to acquire the language without an emphasis on how to utilise socially appropriate language in specific scenarios. That is to say, teachers and students in Iraq frequently focus more on improving language accuracy in exams than on the communicative value of language study. Thus, most Iraqi EFL students lack cultural competence, which is seen in their inability to understand a pragmatically implied meaning. They frequently translate their first language's speaking norms into their second language. Therefore, as Kasper and Rose (2002) noted, it can be difficult for foreign language classrooms (such as those in Iraq) to provide authentic material. Besides, the limited practice time and the restricted cross-cultural interactions in the classroom may impair students' pragmatic ability. Thus, Iraqi EFL students and instructors must be provided several opportunities to build their PC as they are unaware of the concept (Aridah, 2001). However, it takes a long time to develop one's PC. With this regard, Olsthain and Blum-Kulka (1985) (as cited in Ishihara & Cohen (2010) claimed that "If there is no systematic training of pragmatics, learners may require a prolonged length of time—typically over ten years—to develop native-like pragmatic ability."

Hence, this study aims at: Investigating Iraqi EFL instructors' level of awareness of teaching pragmatic competence with regard to input, output, intercultural teaching, and feedback; Finding out if their awareness of input, output, feedback, and intercultural activities is affected by their gender, the field of specialisation, experience, and universities. And to achieve the study's aims, a hypothesis has been set as: There is no statistically significant difference between the mean score of EFL Iraqi level of awareness of teaching pragmatic competence, with regard to input, output, intercultural teaching, and feedback, among universities. Hence, the measurement of instructors' awareness is limited to the four condition of teaching pragmatic, namely: the input, the output, the feedback, and the intercultural aspects.

However, the study will be a significant endeavour to fill the research gap in teaching and learning English by providing valuable data regarding the Iraqi EFL learners' level of pragmatics competence. Also, it hopes to help curriculum developers, education, and EFL instructors better meet the needs of EFL students to use the target language appropriately in socio-cultural settings. The study will also help the Iraqi EFL educational system and teachers understand how pragmatics can be taught effectively in an EFL setting. Its goal is to bridge the gap between what pragmatics research has found and how language is usually taught today. In addition, the study will also set recommendations for students to consider for developing Iraqi EFL students' level of pragmatic competence. Thus, this study may be regarded as good background knowledge for learners to devise the essential methods and strategies to help them overcome the difficulties they may face in the area.

2. Conditions for Teaching Pragmatic

The acquisition of pragmatic competence in language education and learning is highly valued in the modern world. As Language shapes a person's worldview, a pedagogy that considers the interactional, psychological, social, and cultural factors are crucial for language learning. According to scholarly studies on teaching PC, pragmatics courses should primarily be covered by four aspects as shown in figure (3) below



2.1 The Input

In this regard, Ellis (1994) mentioned that the development of PC depends on providing learners with adequate and suitable input. It extends the standard definition of input, as Ana Bocanegra Valle (1998) defined pragmatic input, from linguistic data to data that linguistic or pragmatic learners are exposed to, hence describing input as a mixture of both types of information. In this line, Hill (1997) stated that instructor discussion and instructional materials are the primary sources of input in the EFL

classroom. When it comes to teaching, as Nunan (1991) argued, the primary source of comprehensible target language input is the teacher's talk. Martinez Flor (2004) said, Teachers themselves serve as role models for EFL students in this regard, showing them how to utilise formulaic phrases appropriately and where to employ the right words. It makes teachers an essential source of pragmatic input in EFL classrooms.

Because they expose students to various authentic information, according to Grant and Starks (2001), teaching materials are another crucial instrument for helping learners acquire a positive attitude toward the target culture. However, textbooks cannot be regarded as a trustworthy source of pragmatic information because, as Locastro (2003) noted, students are not trained to enhance their PC by being given sufficient and understandable explanations of how language is used according to context.

Interactions between students in groups or pairs in the classroom are also vital for developing students' pragmatic knowledge, according to Locastro (2003). In an EFL class at a Spanish university. In this vein, Soler's (2002) study showed the impact of teacher-student interaction on the development of students' pragmatic abilities. As he maintained, Both of these contacts produced useful information, although peer contact favoured specific output functions like noticing and testing theories. Input is a potent source for pragmatics learning in the FL classroom, as all of these writers' research has shown. However, Kasper and Roever (2005) asserted that exposure to input alone is insufficient to foster the development of PC in a second language. As a result, Nguyen (2006) argued that giving learners opportunities for output is an essential precondition for acquiring PC.

2.2 The Output

Following this viewpoint and using this framework for instruction, Nation (2007) argued that meaning-focused input, meaning-focused output, deliberate language study, and fluency development are all essential components of instruction in an EFL setting. Kasper and Roever (2005) point out that the complexity of developing PC means that exposure to input alone is insufficient to promote pragmatic development in a new language. She claims that each has a useful application in the classroom. As a result, Nguyen (2006) asserted that to develop students' pragmatic ability in FL classrooms, language instructors should create contextualised, task-based activities that expose students to diverse types of pragmatic input and motivate them to produce appropriate output.

The Output Hypothesis, as outlined by Swain (2005), contends that, in some situations, learning a second language is comprised of the act of generating language (speaking or writing). As a result, as the Output Hypothesis suggested, students can improve their language competency by using the language they have been exposed to more accurately in their writing and speaking. As a result, when required to generate something, students are pushed to pay attention to the modes of expression. To put it another way, Swain (2000) contended that students capable of comprehending and improving their target language (TL) are more likely to be aware of the intended meaning of what they are saying. In this regard, it is significant to note that additional research by many scholars has backed up Swain's (1985) Output Hypothesis. For instance, Peck (1987) demonstrated the correlation between increased productivity, accuracy, and proficiency in the target language. However, with this respect Swain (1995) suggested that the noticing/trigger function, the hypothesis testing function, and the MLA function are the three functions for output.

Finally, as Locastro (2003) illustrated, students, to develop PC, they need many practice chances because these three functions are crucial to learners' growth. Role-playing is a good strategy to boost students' verbal output, according to Trosborg (1995). She said that giving students a chance to role-play in pairs or small groups allows them to explore, correct their utterances, and engage in communication practice, which is very helpful for the growth of procedural knowledge. Finally, as Swain (2005) noted, students who receive feedback from their lecturers can improve the accuracy of their production. In other words, Swain's Output Hypothesis emphasises both the importance of feedback and the idea that foreign language teachers should be able to inspire their students to generate TL.

2.3 Feedback

As it may both inform students about their performance and provide a good classroom environment, giving students feedback on their performance, input, and output is a prerequisite for building PC in an EFL context. According to Cook (2000), teachers' evaluations of student responses are related to their response to the ideas expressed by students or the way they express themselves. This response can take the form of praise, a topical comment or action, or even silence. Implicit and explicit feedback mechanisms are both used by Ellis (2003). Giving learners feedback on how they're using a target feature in a way that emphasises significance is an implicit strategy.

On the other hand, explicit strategies entail giving students direct access to information about the desired feature while working on the job. There are two basic components of feedback, according to researchers such as Ur (2000). Assessing refers to collecting and interpreting data concerning what students can and cannot perform. Grades, points, and teacher comments, such as "No," are all part of this record. Conversely, correction refers to giving students specific information on aspects of their performance through explanation or providing additional or better choices. Correction (Ur, 2000). According to Doughty (2004), "feedback is crucial in interpretation tasks because the feedback allows learners to modify whenever they fail to process specific target aspects effectively." Learning to acquire PC in a second language requires students to be aware of the distinctions between their native language (L1) and the target language (LT2) and to recognise when their L1 or L2 is being used correctly or improperly.

2.4 Intercultural teaching

Understanding other cultures, whether their first or second language, is becoming increasingly crucial for students to participate in their language learning actively. In this approach, the teacher's job is to watch and control what the students do. The students are more important than the teacher. These activities involve a variety of equipment and educational resources, including materials tailored to each participant (web materials, films, television shows, newspapers, LSP and other non-literary texts, literary texts, musical texts, etc.). This method can teach students' cognitive abilities in common international situations. Therefore, English as a second language (ESL) students must get global instruction. Students must be able to compare and contrast their own culture with that of other cultures, analyse and interpret the results, and then apply this knowledge in verbal and nonverbal communication to achieve transactional and interpersonal goals in an EFL education. Teaching "culture in language learning" requires the incorporation of the cultures themselves, not just particular cultural features (Kramsch 1993, 1).

2. Methodology

2.1 Research Design

In order to answer the study's research question, a pragmatic awareness questionnaire was used in a quantitative design. Adopting Creswell's (2012) interpretation of quantitative design, this study concentrates on "PA" as a trend that has to be explained, identifying a pattern in the participants' responses and examining how that trend varies among them. Following him (Creswell), this study is set up as a descriptive analysis to give a wider range of information on such outcomes where the variables were compared. Thus, the reason for adopting such a design is that this study is after measuring and analysing variables to reach specific outcomes. It involves utilising and analysing numeral data by using particular statistical procedures to reach certain answers to the given questions.

2.2. 1 Population of the Study:

The population of the study comprises 60 EFL Iraqi instructors from the universities of Kerbala, Babylon, and Al-Qadysiah. Men and women participated in this group equally. Additionally, because the ratio of male to female instructors in universities varies by topic, more men than women may study in some fields. This disparity, generally speaking, can also be attributed to the country's demographics or the fact that most male students' economic circumstances force them to enter the workforce after high school (Al-Aghbari, 2006). In terms of teaching experience, participants' experiences ranged in three scales: less than seven years, from 7- 15 years, and more than 15 years. Regarding the field of specialisation, it was scaled into three: linguistics, literature, and teaching methods. Moreover, the majority of them specialised in linguistics. Furthermore, the participants' university and gender were also taken into consideration, as the table below shows

Population of The PA Questionnaire

		Value Label	N
universities	1	babylon	20
	2	kerbala	20
	3	AL-Qadysiah	20
specialisation	1	linguistics	44
	2	literature	13

	3	methods of teaching	3
experience	1	less than 7	6
	2	7-15	22
	3	more than 15	32
gender	1	male	39
	2	female	21

2.3 Research Instruments

As previously mentioned, According to Dörnyei (2007), One of the most popular research tools in the social sciences is the questionnaire. It is defined as "any written instrument that gives respondents a sequence of questions or claims, to which they are to write out their responses or choose from among pre-established responses" (Brown, 2001,p.6). The present study's questionnaire consisted of 24 items on a five-point Likert scale. The participants were asked to assign each task to one of the five-point Likert scales of task usage ranging from never to always. These scales are then assigned to numerical numbers (never=1, always=5).In the top margin of the questionnaire, four variables of university, gender, specialisation, and teaching experiences are filled out by the participants. The questionnaire items were designed with regard to four aspects of teaching pragmatics, namely the input, output, feedback, and intercultural teaching. Each aspect is introduced via five practical tasks from different sources (books, papers, articles, and websites) that meet the study's nature and aims (see appendix 3).

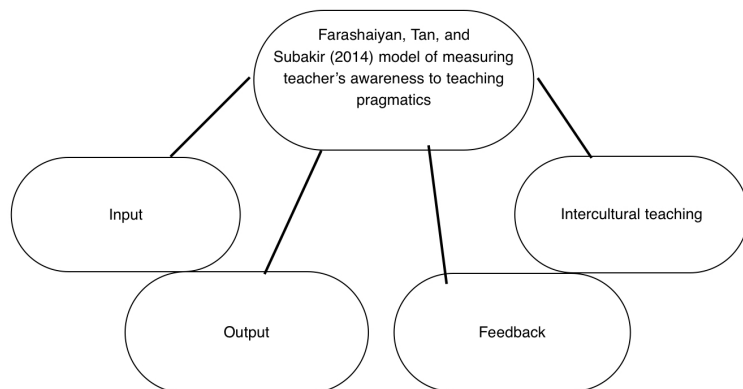
However, the reason for designing such a questionnaire is that, as Denscombe (2010)put it, it can provide consistent answers where all participants are asked the same questions. Another reason is, as Dörnyei (2007)described, that it is "highly versatile and uniquely capable" of "collecting vast amounts of information in a form that is readily processible" (p. 499).

2.4 Validity and Reliability

The two most crucial and fundamental aspects, in the assessment of any measurement devices or tools for good research, are validity and reliability, as indicated by Mohajan (2017). Accordingly, validity is "the amount to which the test assesses what is designed to measure and nothing else," according to Heaton (1988: 159). In Tavakoli's words (2012, p. 699), validity is "the degree to which a study and its results correctly lead to or support what is claimed". While reliability, as Mehrens and Leman (1991) agreed, refers to test that produces the same results on different occasions if the conditions remain the same. In the present study, however, the questionnaire (of PA) had an internal validation, and reliability as it was expert-peer-reviewed.

2.5.1 Models Of Instructors' Measurement

This model is designed following the fourth condition of teaching PC, suggested by Farashaiyan, Tan, and Subakir, (2014), in an EFL context: the input, the output, feedback, and the intercultural teaching. Through the implementation of sets of pedagogical tasks of these aspects, the researcher can highlight Voss, Kunter, and Baumert's (2011) concept of pedagogic competence, where teachers are: adaptable in dealing with various learner groups in the classroom; knowledge of classroom



management; knowledge of teaching methods; knowledge of classroom assessment.

2.1 An analysis of instructors' performance at pragmatic Awareness questionnaire

This section aims at analysing instructor' awareness to teaching pragmatic competence, that is manifested in their performance of the following tasks

3. Results and Discussion

3.1.1 Instructor's Performance at the Input Tasks

How often do you use the following in your teaching process?	Never	Rarely	Moderately	Often	Always

		FR	PR	FR	PR	FR	PR	FR	PR	PR	PR
1	Videos of authentic discourse material.	11	16.4	25	37.3	23	34.3	3	4.5	0	0
2	Using reference materials in order to identify the meaning of unfamiliar text elements	2	3.0	9	13.4	30	44.8	16	3.9	6	9.0
3	Ask students for the identification of the meaning of text elements in an unfamiliar oral or written message	4	0.6	9	13.8	26	38.8	11	16.6	12	17.9
16	Using mime and nonverbal expressions to convey meaning.	5	7.5	17	25.4	32	47.5	8	11.9	1	1.5
17	Digital resources	1	1.5	5	7.5	40	59.7	13	19.4	4	0.6

-The data presented above shows that, with regard to task 1, most instructors (37.3) rarely use Videos of authentic discourse material with their teaching process; (34.3) of them moderately use the task; (16.4) of them do not use it, and; no one or of them always use the task.

-With respect to the second task, the data presented above reveal that most instructors (44.8) use this task moderately in their lectures; (23.9) often use the task; (13.4) of them rarely use the task; (9.0) always use the task, and; (3.0) never use it.

-Regarding the third task, the data presented above asserts that most instructors (38.8) use this task moderately in the teaching process.; (16.6) often use the task; (17.9) of them always use the task; (13.8) rarely use the task, and; (6.0) never use it.

-Concerning task 19, the data presented above show that most instructors (47.5) use This task moderately in their lectures; (25.4) of them rarely use the task; (11.9) often use the task; (11.9) never use the task, and; (1.5) always use it.

- With regard to item 20, the data presented above asserts that most instructors (59.7) use this task moderately in the teaching process.; (19.4) often use the task;(7.5) of them rarely use the task; (6.0) always use the task, and; (1.5) never use it.

As the data shows, Iraqi EFL instructors are aware of utilising these tasks in the teaching/learning process; however, their employment is insufficient. Consequently, it asserts that the EFL instructors in question do not have adequate awareness to teach pragmatics. This, however, may be due to: the current system, which does not allow time and space for sufficient input, is exam-oriented, and does not take into account acquiring spoken expression (in terms of fluency or accuracy); students with inadequate English ability who solely speak their native tongue (or very little English); and overloaded curriculum, where instructors are likely to choose some resources and dismiss others to manage the time allotted when teaching. Hence, to overcome such barriers, instructors should be aware of certain things in order to maintain effective communication in the classroom. These include explaining concepts in a way that students can understand, ensuring that presentations and meanings are consistent by using appropriate channels for the subject, like using audio and visual materials to transition between subjects and helping students focus by emphasising the subject's key points. Furthermore, EFL instructors need to help their students develop balanced reading, listening, speaking, and writing skills in the language. Hence, to emphasise the value of using these abilities in learning the target language, instructors, however, need to be aware of the necessity of integrating practical input tasks in the teaching/ learning process.

3.1.2 Instructor Performance at the Output Tasks

How often do you use the following in your teaching process?		Never		Rarely		Moderately		Often		Always	
		FR	PR	FR	PR	FR	PR	FR	PR	FR	PR
7	Writing and conducting an interview	2	17.9	6	38.3	0	29.9	5	7.5	0	0

9	Adaptation of the text to context, the type of text, the topic and the intended reader	2	3.0	5	22.4	7	40.3	6	3.9	3	4.5
10	Transfer of information in and from non-linguistic codes (graphs, diagrams, images)	1	1.5	13	19.4	2	47.8	7	5.4	0	0
12	Give learners opportunities to initiate oral communication	0	0	7	10.4	31	46.3	3	34.3	2	3.0
14	Encourage the development of speaking strategies	2	3.0	5	7.5	6	38.8	24	5.8	6	9.0

-With respect to the first task, the data presented above indicate that most instructors (38.3) rarely use this task in their lectures; (29.9) moderately use the task;(17.9) of them never use the task; (7.5) often use the task, and; no one of them always uses it.

-With respect to the second task, the data presented above indicate that most instructors (40.3) use this task moderately in their lectures; (23.9) often use the task;(22.4) of them rarely use the task; (4.5) always use the task, and; (3.0) never use it.

- regarding the third item, the data presented above asserts that most instructors (47.8) use this task moderately in the teaching process.; (25.4) often use the task;(19.4) of them rarely use the task; (18.18) always use the task, and; (9.09) never use it.

- concerning the fourth item, the data presented above show that most instructors (46.3) use This task moderately in their lectures; (34.3) often use the task; (10.4) rarely use the task;(3.0) always use the task, and; no one of them never uses the task.

-with regard to the fifth item, the data presented above asserts that most instructors (38.8) use this task moderately in the teaching process.; (35.8) often use the task; (9.0) always use the task;(7.5)of them rarely use the task; and; (3.0) never use it.

As the explained data shows, Iraqi EFL instructors are aware of the effectiveness of integrating these tasks into the teaching/learning process; however, their employment is insufficient. Consequently, it indicates that the EFL instructors do not have adequate awareness to teach pragmatics. This is, however, may due to the overloaded classes. The effectiveness of an instructor's instruction cannot be maximised in a large class. They have difficulties deciding on the best approach to fit the learning content. An instructor's attitude toward teaching English as a second language, as well as their conduct and actions in class, are negatively impacted by their inability to choose and use the best teaching methodology, learning activities, and

assessment system. Furthermore, Shorter on-task learning time is also expected. instructors disregard students' academic progress since they are also under government pressure to meet the curriculum completion deadline. The curriculum content is perceived by teachers as being complex and overcrowded. There isn't enough time for teachers to gather and discuss how to best execute the curriculum. Additionally, they lack time to create products that are tailored to their students' needs. That is to say, in overloaded classes, facilities and resources are inadequate to support the teaching and learning process, as planning and preparation time is essential for improving English language instruction. And because of this, however, students are more likely to lose motivation to learn English. Hence, the solution is those language instructors should pay special speaking instruction attention by giving students access to a rich environment where meaningful conversation occurs. To achieve this, EFL instructors should concentrate on the needs of the students; the instructor should apply for an environmental analysis before conducting teaching speaking English, and; the instructors should select the appropriate method based on the issues that were discovered during their teaching of the skill of speaking. With this objective in mind, numerous speaking activities can greatly aid students in acquiring the fundamental social skills required for life.

3.1.3 Instructors Performance at Feedback Tasks

How often do you use the following in your teaching process?		Never		Rarely		Moderately		Often		Always	
		FR	PR	FR	PR	FR	PR	FR	PR	FR	PR
17	Restating an error-filled response in a correct format.	3	4.5	18	26.9	3	49.3	8	11.9	0	0
18	Pointing out why and how the answer was wrong, followed by an explanation on the correct way to use the language.	1	1.5	4	35.8	9	43.3	8	11.9	0	0

21	Requesting clarification of an answer.	0	0	12	17.9	31	46.3	17	25.4	2	3.0
22	Giving students clues about the correct format of the language	2	3.0	4	6.0	28	43.3	25	7.3	3	4.5
25	Encouraging students to explain their choices and giving them an opportunity to learn from their mistakes	0	0	4	6.0	19	28.4	24	35.8	6	23.9

-Regarding the first task, the data presented above indicate that most instructors (49.3) moderately use this task in their lectures; (26.9) rarely use the task;(11.9)of them often use the task; (4.5) never use the task,and; no one of them always uses it.

-With respect to the second task, the data presented above asserts that most instructors (43.3) use this task moderately in their lectures; (35.8) rarely use the task;(11.9)of them often use the task; (1.5) never use the task,and; no one of them always uses the task.

- Concerning the third item, the data presented above asserts that most instructors (46.3) use this task moderately in the teaching process.; (25.4) often use the task;(17.9) of them rarely use the task; (3.0) always use the task, and; no one of them never uses it.

- With regard to the fourth item, the data presented above show that most instructors (43.3) use this task moderately in their lectures; (27.3) often use the task; (6.0) rarely use the task;(4.5) always use the task, and; (3.0) of them never use the task.

-With respect to the fifth item, the data presented above asserts that most instructors (35.8) often use this task in the teaching process.; (28.4) moderately use the task; (23.9) always use the task;(6.0) of them rarely use the task; and; never use it.

As the explained data shows, Iraqi EFL instructors are aware of the effectiveness of integrating these tasks into the teaching/learning process; however, their employment is insufficient. Consequently, it maintains that the EFL instructors do not have adequate awareness to teach pragmatics. This is, however, may because the current system is exam-oriented, which has an impact on their practice. In the exam orientation system, time is a major limitation in instructors' feedback practices. The focus is mostly on accuracy because, in their opinion, that is what the exam authority is after. It is also because of instructors ' dependency on traditional tests rather than on performance measurements that reveal the instructors 'lack of understanding of the evaluation model they use to assess their students 'learning achievement. The teachers do not keep periodical records of their student's learning progress for every learning focus. Perhaps, the teachers try to avoid the complicated classroom assessment they

must do to keep these records. Students' periodical records of their learning progress are crucial in deciding the level of learning progress they may have achieved. If instructors base their assessments merely on examination results that they consider more valid, instructors' assessments will lack validity and will produce biases. There are many intervening variables that may occur during the examination. However, teachers' belief that students' homework lacks validity, as many of them are helped by others, is not wrong. Consequently, instructors should also analyse the possible causes underlying this problem. If homework is given without any meaningful feedback and follow-up in the form of class assignments, for instance, such issues will never end. The monotonous teaching activities that the teachers have been using so far (general discussion, question-answer, filling gaps and homework) reflect an ill-prepared teaching process, which affects their assessment system. Besides, since the teachers' evaluation model is not comprehensive and exhibits favouritism, it is also obvious that students are not motivated to improve their English learning, even if the assessment objectives are to increase students' learning and motivation. In addition, the teachers' meaningless punishment appears to have caused the student's motivation to learn to decrease. For this reason, EFL instructors must emphasise the importance of utilising these skills in understanding the target language by responding to learner's unique learning demands; identifying students' strengths and weaknesses, giving advice to specific students and their parents, including on any developmental requirements; understanding how both summative and formative procedures are used in assessments; being knowledgeable about standard assessment exams, and; being able to diagnose problems based on test results, and capable of modifying lesson plans and instruction in response to student progress.

3.1.3 Instructors Performance at the Intercultural Tasks

How often do you use the following in your teaching process?		Never		Rarely		Moderately		Often		Always	
		FR	PR	FR	PR	FR	PR	FR	PR	FR	PR
4	Dialogues, discussions, planned or free conversations, simulation, interview, role play, debate	8	11.9	11	16.4	33	49.3	8	11.9	2	3.0
5	Fill in forms in everyday life situations or professional specialization specific	22	32.8	33	39.4	7	10.4	1	1.5	0	0

6	Group work: formulation / ordering of ideas / sentences	11	16.4	22	32.8	24	5,8	6	9.0	0	0
8	Reformulation clarification and adaptation to context of oral discourse	6	9.0	24	35.8	23	34.3	7	10.4	3	4.5
11	Reformulation and transposition in different functional registers	7	10.4	18	26.9	27	40.3	9	13.4	2	3.0

-With regard to the first task, the data presented above show that most instructors (49.3) moderately use this task in their lectures; (16.4) rarely use the task; (11.9) of them never use the task; (11.9) often use the task, and; (3.0) always use it.

-Concerning the second task, the data presented above indicate that most instructors (39.4) rarely use this task in their lectures; (32.8) never use the task; (10.4) of them moderately use the task; (1.5) often use the task, and; no one of them always uses the task.

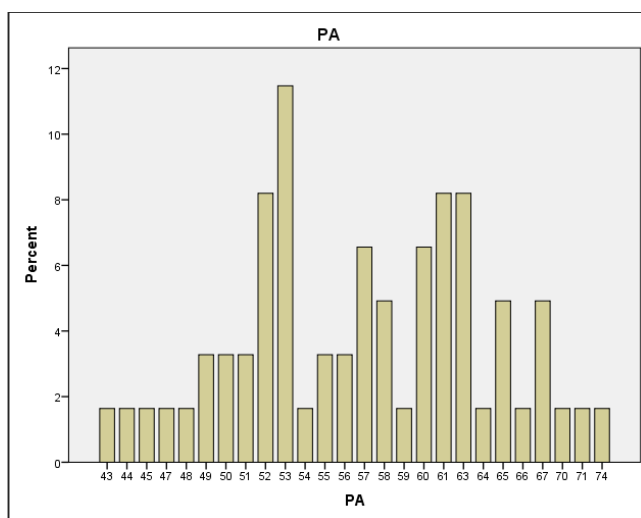
- With respect to the third task, the data presented above asserts that most instructors (35.8) use this task moderately in the teaching process.; (32.8) rarely use the task; (16.4) of them never use the task; (9.0) often use the task, and; no one of them always uses the task.

- Regarding the fourth task, the data presented above maintains that most instructors (35.8) rarely use this task in their lectures; (34.3) moderately use the task; (10.4) often use the task; (9.0) never use the task, and; (4.5) always use it.

-with respect to the fifth task, the data presented above asserts that most instructors (40.3) use this task moderately in the teaching process.; (26.9) rarely use the task; (13.4) often use the task; (10.4) of them never use the task; and; (3.0) always use it.

As the explained data shows, Iraqi EFL instructors are aware of the effectiveness of integrating these tasks into the teaching/learning process; however, their employment is insufficient. Consequently, it indicates that the EFL instructors do not have adequate awareness to teach pragmatics. This is, however, may due to the design and implementation of the English curriculum and the psychosocial background of the students. Besides, instructors do not have a conducive learning environment for teaching English. Hence, one essential way is to redesign the English curriculum and develop a curriculum sensitive to cultural differences. This will help to promote social integration and the preservation of regional cultures, as well as the improvement of critical cultural consciousness among teachers and learners. Another important way is using awareness-raising activities by teachers to impart practical knowledge to students. Instead of directly teaching them pragmatic information, this method

encourages them to learn valuable and intercultural knowledge on their own by paying particular attention to context and analysing how various contextual aspects impact communication. Hence, it is crucial to note here that English language instructors should exercise extra caution while imparting sociopragmatic knowledge to their students. They need to promote social cohesion and integration by employing proper classroom management strategies, allowing them to reflect on their own linguistic choices in the classroom and contrasting those choices with pragmatic features of the target language. Iraqi universities' educational systems also need to offer courses on civics education, community engagement, and social and moral responsibility, either taught separately or included in the overall school curriculum.



As a result, the awareness of Iraqi EFL instructors to teaching PC is not. Despite the significant role that PC plays in social interaction and communication, most approaches to language training do not adequately or systematically incorporate practical learning in Iraqi universities. Most L2 curricula either completely disregard the teaching of pragmatics or reduce it to a few tokens of facile, frequently stereotypical, cultural and linguistic knowledge (for example, the distinction between can you and could you in English). For this reason, Iraqi instructors need to be involved in the changing process, managing the four aspects (input, output, feedback, intercultural teaching) of language teaching. Every aspect of these conditions is quite significant. Therefore, it should be maintained that the instructors' perceptions of these aspects influence how they use them for instruction, assessment, and curriculum development. Hence, It is important to note here that instructors should be aware of how their views affect how they teach language in general and L2 pragmatics in particular, which goes beyond simply knowing. In other words,

teachers need to be knowledgeable about L2 pragmatics and aware of how their ideas affect how L2 pragmatics is taught, assessed, and even incorporated into curricula. That is to say, teaching L2 pragmatics as a whole is just as crucial as having knowledge of L2 pragmatics and being conscious of the influence one's ideas have on teaching and evaluating L2 pragmatics. The EFL teacher can use a variety of frameworks to teach L2 pragmatics, such as the utilised model of this study. In their model, Kim et al. list input, output, feedback, and intercultural instruction as keys that should be considered when teaching L2 pragmatics.

Besides these aspects, Iraqi EFL instructors should actively encourage students to participate in their education by giving them engaging learning environments, enabling them to keep track of and manage their learning while assisting them in developing their problem-solving abilities. They need to observe their students, identify their strengths and weaknesses, and advise individual students and their parents, including any developmental requirements. Moreover, they should be knowledgeable about standard assessment exams, can diagnose problems based on test results, and be able to modify curricula and instruction based on student performance. Furthermore, they must promote social integration and cohesion among their students by employing effective classroom management strategies and drawing on their cultural knowledge of the target language norms. In addition, they should expand their knowledge of suitable teaching and management methods and special education by working with support staff. That is to say, the collaboration and teamwork of teachers with other teachers and staff members are necessary. To cooperate, define shared goals, and prepare for and track the accomplishment of jointly stated objectives, they need social and managerial skills. To achieve this, however, instructors need to use ICT (information and communication technologies) in their professional activity and to stay current on ICT advancements and uses.

Iraqi instructors, further, need to employ cognitive-activation-based instruction. One greatest way to teach students this kind of practical knowledge is to raise awareness; instead of directly teaching students, this method encourages them to learn valuable and intercultural knowledge on their own by paying particular attention to context and analysing how various contextual aspects impact communication. With cognitive activation and teacher-directed tactics, there is a stronger correlation between the learning environment and instructional tactics; student-oriented strategies have a smaller correlation. Student-centred instruction is an exception because it has a weak and frequently unfavourable relationship with classroom behaviour. This is probably because activities like small-group discussions or others that encourage students to participate actively in their education can create or necessitate a more active - and, to some, louder - learning environment.

Thus, to process, evaluate, and update the body of knowledge in their field that is relevant to their primary professional activity, educators must have pedagogical knowledge. They also need to develop the capacity to apply theoretical knowledge from research in the real world (findings from applied research can best be used in the field in this manner). Additionally, instructors must have a broad range of personal competencies that influence the calibre and efficacy of instruction, such as in-depth subject knowledge, effective communication, the ability to connect with particular students, self-management, organisation, classroom management, problem-solving, a variety of teaching strategies, teamwork, and research skills. More specifically, Iraqi EFL instructors should: track student learning and provide feedback; identify the key representations of their

subject based on how they arrange and apply their content knowledge; direct education through classroom interactions by creating ideal classroom environments; promote effective outcomes through the way they treat students and their passion for teaching and learning; and influence students. They must also be able to combine students' past knowledge with new, subject-specific knowledge.

Therefore, instructors have a crucial role in teaching English; they are facilitators, informers, and guides. Hence, EFL instructors should be innovative and committed to their work to be effective motivators for students' success in learning English as a foreign language. English language instructors should possess the skills required to instruct their students in the language and have knowledge of the language themselves. Further, according to the circumstances in their respective classroom settings, they should be able to use various English language teaching techniques. They should also be knowledgeable about the individual and collective features of their classes. Their teaching materials also affect students' outcomes. If teaching goals, student proficiency, and students' practical demands for the language in the target society are considered, the learning process for English as a foreign language will be more successful. For this reason, it is essential to restructure the English curriculum and develop a curriculum that is sensitive to cultural diversity to foster social inclusion, the improvement of critical cultural consciousness among instructors and learners, as well as to support the preservation of regional cultures.

And, finally, the teaching of pragmatics needs also to be prioritised in Iraqi universities, and this can be done by adding courses that can be taught separately or as a part of the university curriculum and cover subjects like morality, social responsibility, and community involvement. They are also increasingly expected in many systems to use the knowledge discovered through testing, self-evaluation, and outside evaluations to direct their growth processes. In order to collect data, analyse it, and communicate with parents, they must therefore create new techniques. Along with university development, project management and oversight expertise are needed. Nowadays, universities are required to work together on joint initiatives and establish partnerships with foreign universities. Iraqi universities must also forge partnerships with local institutions of higher learning, such as libraries, museums, and businesses, in order to raise more money and provide a wider range of educational opportunities.

3.2 Discussion of the results

3.2.1 Results related to the Research Hypothesis

Research Hypothesis: There is no statistically significant difference between the mean score of level of awareness to input, output, intercultural teaching, and feedback among Kerbala, Babylon, and Al-Qadysiah universities, with regard to specialisation, gender, and experience.

In this regard, a multivariate analysis of the test is utilised using SPSS, the results of which is presented in table(5) below, to find out whether there is a statistically significant difference between the mean score of Iraqi EFL instructors' level of awareness to input, output, intercultural teaching, and feedback, with regard to specialisation, experience, and gender, among Kerbala, Babylon, and Al-Qadysiah universities. However, given that Wilks' Lambda p-values for experience and gender as 237

and 081, respectively, demonstrating, at this level, that the null hypothesis is accepted, as the p-values of the test are more than the significant level of 0.05. The table further reveals, with respect to specialisation, that there is a statistically significant difference between them, where Wilks' Lambda- value is less than the level of significance (0.05)

Multivariate Testsa

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.981	573.329b	4.000	45.000	.000
	Wilks' Lambda	.019	573.329b	4.000	45.000	.000
	Hotelling's Trace	50.963	573.329b	4.000	45.000	.000
	Roy's Largest Root	50.963	573.329b	4.000	45.000	.000
specialisation	Pillai's Trace	.290	1.953	8.000	92.000	.061
	Wilks' Lambda	.713	2.074b	8.000	90.000	.047
	Hotelling's Trace	.398	2.190	8.000	88.000	.36
	Roy's Largest Root	.386	4.442c	4.000	46.000	.04
experience	Pillai's Trace	.208	1.337	8.000	92.000	.235
	Wilks' Lambda	.799	1.333b	8.000	90.000	.237

Gender	Hotelling's Trace	.242	1.328	8.000	88.000	.240
	Roy's Largest Root	.192	2.205c	4.000	46.000	.083
	Pillai's Trace	.165	2.228b	4.000	45.000	.081
	Wilks' Lambda	.835	2.228b	4.000	45.000	.081
	Hotelling's Trace	.198	2.228b	4.000	45.000	.081
	Roy's Largest Root	.198	2.228b	4.000	45.000	.081
specialisation* experience	Pillai's Trace	.214	1.379	8.000	92.000	.216
	Wilks' Lambda	.792	1.388b	8.000	90.000	.212
	Hotelling's Trace	.254	1.397	8.000	88.000	.209
	Roy's Largest Root	.216	2.487c	4.000	46.000	.056
	Pillai's Trace	.079	.965b	4.000	45.000	.436
	Wilks' Lambda	.921	.965b	4.000	45.000	.436
specialisation* gender	Hotelling's Trace	.086	.965b	4.000	45.000	.436
	Roy's Largest Root	.086	.965b	4.000	45.000	.436
	Pillai's Trace	.092	1.145b	4.000	45.000	.348
experience * gender						

specialisation* experience * gender	Wilks' Lambda	.908	1.145b	4.000	45.000	.348
	Hotelling's Trace	.102	1.145b	4.000	45.000	.348
	Roy's Largest Root	.102	1.145b	4.000	45.000	.348
	Pillai's Trace	.062	.742b	4.000	45.000	.568
	Wilks' Lambda	.938	.742b	4.000	45.000	.568
	Hotelling's Trace	.066	.742b	4.000	45.000	.568
	Roy's Largest Root	.066	.742b	4.000	45.000	.568

a. Design: Intercept + specialisation + experience + gender + specialisation * experience + specialisation * gender + experience * gender + specialisation * experience * gender

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

4. Conclusion

Pragmatic competency is one of the challenging language skills for EFL students. Learners of a second language must develop their pragmatism in order to use the language responsibly in accordance with the sociocultural values of the L2 users. This may be accomplished through the unique treatment they receive from their language instructors. However, It is evident that there is no single set of teacher traits and behaviours that are universally successful for all types of students and learning situations, particularly when schooling differs widely between countries. However, as far as EFL Iraqi instructors are concerned, the results indicate that Iraqi instructors are aware of the importance of incorporating pragmatic competency into EFL situations, but their level of awareness is not sufficient. The examination-driven systems; difficulties with classroom administration, especially with large classes, and; teachers' perplexity regarding which pragmatic characteristics to promote all contribute to teachers' neglect of pragmatic aspect

Besides, there are, nevertheless, a variety of reasons, such as teachers who are unfamiliar with pragmatics, and teachers who are ignorant of the target culture, can prevent teachers from giving enough attention to pragmatics in the classroom. In addition, students with inadequate English ability who speak solely their native tongue (or very little English) in class, people beliefs of a teacher's main responsibility about instruct their students, rather than to support their personal development and develop their ability for autonomy, traditional public examinations' "washback" effect, which favours memorization over discussion, students dislike the new strategy because they believe it will affect how well they do on important exams, time constraints a lack of variety in learning activities, awkward evaluation procedures, linguistic hurdles brought on by the original language's interference, a lack of facilities and resources for learning, curriculum overload, a discouraging learning environment a lack of instructional expertise among teachers, students' lack of motivation and disruptive action.

Then, what possibilities are there for practical education? The use of pragmatic input in foreign language instruction is uncommon. However, most students learn pragmatic skills through their teachers, mentors, and classmates. That is to say, students learn most of what they know from their professors. Language instructors, however, occasionally lack such specialised knowledge. Hence, to meet students' communication needs, instructors should be careful about the resources they choose and how they organise them. Furthermore, instructors have to: master a wide range of new skills, such as those relating to classroom management, pedagogy, and technology use; improve their language proficiency; change the conception of their role from that of a knowledge dispenser to that of a multirole educator; transform their understanding of the nature of language learning from that of acquiring information to that of developing proficiency; focus on discourse (rather than individual words); emphasis communicative proficiency (rather than merely linguistic proficiency); utilise a learner-centred approach (rather than a teacher-led classroom); switch their role from lecturer to the facilitator, where the communicatively focused environment is preferred.

4.2 Recommendation for Language Instructors (Teachers)

This section provides several recommendations for language instructors, to be taken in consideration, as follows:

4.2.1 Recommendation for Effective Procedures to Input

1. Successful instructors need to change roles and be caring and professional. Instructors have to play different roles in the classroom to meet the needs of their students. Since their roles can be changed, they can help students at all stages of learning.
2. As needed, instructors should help students with their language skills and be a resource for them.
3. Instructors must speak English with their students and encourage an environment where only English is spoken (Instructors should talk as much as they can in English and as little as they can in their students' native language).
4. Teachers must be adaptable enough to deal with unforeseen situations (a lesson plan is not fixed, and they may need to adjust to changing conditions.)
5. Instructors should employ various educational tools to help students develop their information understanding and communication capacity. Moreover, students' general English proficiency will develop based on a solid language and intellectual foundation.

4.2. 2 Recommendation for Effective Procedures to Feedback

1. Instructors must track how much their students participate and learn during an activity. Effective instructors use their own experiences to change and improve their lessons.

2. It is crucial that instructors closely monitor the attitude and passion of the students during presentations and debates and that pertinent feedback is given.

3. Instructors should provide correct answers only when they think their students are incapable of self-correction.

4. Instructors have to employ error-free corrected tasks, where they should ask students to correct sentences that contain errors (without having to revise content) After returning the feedback to students.

5. Different kinds of mistakes should get different kinds of feedback, and it should be clear which mistakes can be fixed and which ones cannot. These are called "treatable" and "untreatable" mistakes, respectively (i.e., errors that can be challenging to self-correct because the structures have no specific rules).

4.2.3 Recommendation for Effective Procedures to Output

1. A language course's aims and objectives should be created to accommodate the demands of language learners and advance their communicative proficiency. First, the language teacher and the student should focus on creating communicative activities that would help to improve CC since the fundamental purpose of learning a second language is to give fluency and accuracy in written and spoken modes of communication

2. Instructors should maximise STT (Students' Talking Time) more than TTT (Teacher Talking Time). Students have less time to practice independently when a teacher talks a lot.

3. Instructors need to employ Task-based learning (TBL) activities, in which students focus on getting a task done (By learning about bus schedules or giving speeches, students act out real-life situations). When they finish the assignment, they can review their language and make any necessary changes, like fixing grammar or style. The task comes first and acts as a springboard for (possible) language learning.

4. Regarding class preparation, the instructor's Lessons must be designed so that the students use at least two of the four English skills. For instance, students might be asked to read a text and then discuss it or listen to a newscast and write about their observations.

5. Instructors should talk to students about using English correctly and put them in a classroom where they only respond to the English language. For students who do not speak up in class because of bossy or scary classmates, instructors can help them overcome their fear of public speaking by giving them chances to practice in a safe environment. They, further, should make use of a variety of exercises to help students build their pragmatic ability. Additionally, they ought to make the learners more conscious of the value of such proficiency in the process of learning the target language

4.2.4 Recommendation for Effective Procedures to Intercultural teaching

1. Language instructors must emphasise to students that language is made up of more than simply grammatical and lexical components; language also reflects the social context, taking situational and interpersonal factors into account while communicating. For instance, attempting to identify the precise functions that language performs for us and how speakers, readers, writers, and listeners within a language community attain and respond to these functions

:Commented [1]

2. Instructors should develop students' language skills by using real-world situations (It is not advisable to teach the target language's grammar separately from its usage). They, further, should employ, in their lessons, role-playing, simulation, natural language samples, and other techniques as examples or role models.

3. Concerning their Lesson style, instructors should place the classroom in a way where students listen carefully to each other and feel able to express and debate different ideas in a spirit of free and mutual learning. Lessons should include regular pair and group work. Students should be given a chance to debate and discuss matters. Lessons should spend more time teaching students how to think critically and articulate their opinions.

4. Teachers have to use activities that raise students' awareness of pragmatic aspects of language, such as how to apologise in their first language (L1) and second language (L2)/foreign language. Instructors have to introduce their students to the pragmatic features of language (L1 and L2)/FL and provide them with the analytical tools they need to make their conclusions about using language appropriate for the given context.

5- 12. It is also useful to present and share examples from cross-cultural communications, examples of potentially problematic interactions that evidence some sort of pragmatic peculiarity, and then present these examples to students for discussion (Rose 1999). Instructors should be keen observers, take field notes to collect data from similar examples, and train students to be good observers. Instructors can use potentially challenging incidents in introducing pragmatics to students.

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