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The Praxis of Interlanguage Pragmatics Instruction in an EFL Context

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ABSTRACT

This research investigated the implementation of inter-language pragmatics instruction which is less explored in the research literature of instructional pragmatics in EFL contexts. Specifically, it examined the extent to which instructors of private EFL institutes implement interlanguage pragmatic instruction in their classrooms in Iran. A mixed-method research design was employed in this study. Two hundred and thirty eight instructors participated in this study to collect the questionnaire data and 67 classes were involved in the observation. Questionnaire and observation checklists made up the quantitative instruments for data collection while observation field notes provided the qualitative data. The quantitative data was subjected to descriptive statistics through the Statistical Package for Social Science (SPSS) version 21 software and the qualitative data was analyzed based on Martinez-Flor and Uso-Juan's 6Rs instructional model. Findings from both the quantitative and qualitative data showed that Iranian EFL instructors rarely implemented and practiced the features of inter-language pragmatics in their classes in comparison with other language areas. The study suggests the inclusion of adequate pragmatic information not only in the instructors' guidebooks but also in learners' EFL textbooks and teacher training courses. The quality of EFL teaching can then be further enhanced at the higher learning institutions in EFL contexts.

Keywords: Praxis; Interlanguage pragmatic instruction; private EFL institutes; mixed-methods approach, EFL context

INTRODUCTION

The expansion of globalization has brought about the unprecedented urge for wider communication among people all over the world. Therefore, nowadays individuals are equipped with more communication tools which give them the opportunity to interact with others for various causes such as educational, business, immigration and other purposes (Nguyen, Pham & Pham 2017). Given this, globalization, as indicated by Mckay and Bokhorst-Heng (2016), has emphasized the significance of mass communication and highlighted its role in every human's life. It is therefore essential to develop the communication channels due to shrinking distance between individuals, societies and nations.

Language is the main means for the facilitation of communication among people. To communicate and survive in the global village, English has become the lingua Franca for communication. In addition, the English language has attained the dominant status among other languages in international interactions (Yang 2017). In this regard, Pennycook (2015)

contends that the growing groups contributing to the fundamental propagation of the English language are speakers of English as a Foreign Language (EFL learners). This issue illustrates the rising importance and the utilization of English in the EFL countries, such as China, Japan, Iran, Korea and Taiwan to name a few (Cunningham 2016).

Moreover, the status of the English language in EFL countries has been highlighted more due to the increasing use of the English language universally and its role in world communications mostly among non-native speakers (EFL speakers) as the dominant users of the English language (Al-Momani et al. 2017, Glaser 2016). However, in the act of communications among different cultures, more problems occur among non-native speakers than between speakers who share the identical cultural orientations. The reason is that each speaker has dissimilar understandings or interpretations of another person's speech and they may interpret the other's statement based on their own cultural expectations, values and conventions. Therefore, the number of high differences of cultural conventions of interlocutors can easily give rise to misunderstandings and even a total communication breakdown (Al-Zubeiry 2015).

As a result, the misunderstanding among different cultures is one of the difficulties that non-native speakers, especially EFL learners, encounter in intercultural communication and Iranian EFL learners often face such problems (Amiri & Javanshir 2016, Rashidi & Ramezani 2015). Accordingly, it is asserted that the most significant reason of this misunderstanding is related to pragmatic failure in the use of the appropriate speech since having enough pragmatic knowledge as the core concept of intercultural communicative competence is essential in intercultural communications and also in international interactions (Al-rusan, Mat Awal & Salehuddin 2016, Ghaedrahmat, Alavinia & Biria 2016).

As a result, with the purpose of avoiding intercultural misunderstandings and the resulting pragmatic failure, EFL learners' pragmatic knowledge as the core construct of communicative competence should be developed (Li & Suleiman 2017). This can bring about more effective and successful intercultural communication (Rafieyan, Sharafi-Nejad & Siew-Eng 2014). The most effective way of developing EFL learners' pragmatic knowledge is through instruction (Rose 2005, Soler 2005)

STATEMENT OF THE PROBLEM

The major problem Iranian EFL learners face in the act of intercultural communication is a pragmatic-oriented one dealing with appropriate use of language (Rafieyan 2016, Simin et al. 2015). For example, Sharifian (2015, p. 119) offers the following example from an Iranian student:

An Iranian student at Shiraz University receives from her American lecturer the recommendation letter that she has asked him to write for her and then turns to him and says, "I'm ashamed." Bewildered by the student's response, the lecturer asks, "What have you done?!!!"

The above example shows that the Iranian student could not identify the proper function of speech act and therefore she did not produce the appropriate strategy for the act of thanking in intercultural communication. Another example of Iranians' difficulty in pragmatic domain is illustrated below. This is an example of Iranian student who replied to his Chinese friend's compliments as follows:

> Student a: Your shoes are very nice.
> Student b: It is your eyes which can see them which are nice.

The second instance illustrates that the Iranian student was not able to recognize the appropriate speech act (reply to compliment) and he transferred from his first language for

production of the speech. Taking into consideration the significance of the pragmatic ability in intercultural communication, developing L2 pragmatic competence seems inevitable as it can reduce speakers' misunderstandings in interactions with others.

One may claim that the most significant reason which contributes to pragmatic development is instruction. This issue is even more important in EFL contexts since the classroom context is the main place for language learning. Consequently, scholars have concentrated on the need of L2 pragmatic instruction in classrooms. Language learners can also develop their pragmatic competence via instruction (Farrokhi & Atashian 2012, Rafieyan, Sharafi-Nejad & Siew-Eng 2014, Rashidi & Ramezani 2015). In effect, the rationale for the requisition of pragmatic instruction is supported by Schmidt's (1993) argument that in order to develop learners' pragmatic competence, mere exposure to the target language is insufficient. He (2011) contends that the focused attention should be given to L2 pragmatic implementation and practice in instructional classroom settings. The justification is that most of the L2 pragmatic features and pertinent contextual factors are often non-salient for learners and thus they are not likely to notice them even after lengthy exposure.

In this regard, pragmatic scholars have claimed that language instructors should meet three functions or conditions of L2 pragmatic instruction in the EFL classrooms, namely: (a) to expose learners to appropriate and sufficient pragmatic input and raise their pragmatic awareness about the aspect instructed; (b) to provide learners with authentic opportunities to practice pragmatic information; (c) to give feedback to learners during pragmatic production (Martinez-Flor 2016, Rueda 2013). In other words, three essential conditions of the provisions of sufficient and contextually appropriate input, of opportunities for practice (output) and of corrective feedback (metapragmatic reflection) have been considered essential for L2 pragmatic teaching and learning (Zuskin 2015).

LITERATURE REVIEW

Pragmatics is considered as a subfield of linguistics. The term was originally referred to the philosophy of language but the modern use of it is credited to philosopher Charles Morris (1938). He defined pragmatics as the study of the connection between the sign and its interpreters. This term has expanded from the field of philosophy of language to the sociolinguistics and other subfields. More recently, this term is being utilized in the domain of second and foreign language acquisition and teaching, especially as the major component or construct of communicative competence. Since the definition put forward by Moris, other definitions of pragmatics have been proposed by other scholars in the field. However, to date, there is no agreement regarding the definition of pragmatics among scholars.

The more recent definition has been proposed by Taguchi (2012, p. 16) who defines pragmatic knowledge "as knowledge deals with language use in relation to language users and language use settings." Therefore, a speaker possessing pragmatic competence knows how to make and interpret utterances by considering the language user's aims and the context of uttering a specific sentence. The present study adopts the definition offered by Crystal (1997, p. 301) which is the most well-known definition. He defines pragmatics as:

> The study of language from the point of users' view, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication.

Kasper and Rose (1999, p. 81) consider the role of pragmatics in SLA as two-faced: "It acts as a constraint on linguistic forms and their acquisition, and it represents a type of knowledge and object of L2 learning in its own right". However, the other one is in the field of interlanguage pragmatics, which is situated alongside other fields of SLA (e.g.,

morphosyntax, lexis, phonology). Therefore, Interlanguage pragmatics as a branch of SLA research and a subfield of pragmatics is defined as "the study of L2 or FL learners' use and acquisition of L2 pragmatic knowledge and ability (Kasper 1996, p. 145, Rose & Kasper 2001, p. 3). According to Rose and Kasper (2001), pragmatic ability is recognized as the speaker's ability to utilize language in appropriate ways based on the communicative situation. This ability includes the learner's knowledge of the existing linguistic resources (pragmalinguistic characteristics) and the socio-pragmatic norms governing the appropriate use of the available resources or tools in communicative contexts.

Studies focusing on the effect of pragmatic instruction on the development of learners' pragmatic knowledge in foreign language contexts usually employ different approaches in the domain of second language acquisition. Some researches (Barekat & Mehri 2013, Hamouda, 2014, Martínez-Flor & Fukuya 2015, Salemi, Rabiee & Ketabi 2016, Wen & Jun 2017) have examined the impact of L2 pragmatic instruction on EFL learners' performance.

Barekat and Mehri (2013) investigated the relative effects of the consciousness-raising instruction on learners' pragmatic awareness of English requestive downgraders. The results of participants' performance on pre-test and post-test showed that the treatment group performed better than the control group. In another EFL context, Hamouda (2014) examined the effects of explicit teaching of English refusals on Saudi EFL learners' performance in refusals. The results showed that the experimental group's pragmatic competence improved more than the control group. The findings of the self-reported data showed that learners had positive attitudes towards the given instruction. Martínez-Flor and Fukuya (2015) attempted to examine to what extent two instructional pragmatic approaches of explicit and implicit affect Spanish learners' acquisition of suggestion head acts and downgraders in English. The results illustrated that the instruction had positive effects on both explicit and implicit groups' improvements to produce appropriate and accurate suggestions.

Salemi et al. (2016) examined the effect of instruction on Iranian advanced EFL learners' pragmatic development in the speech act of suggestion in English. The results of the study illustrated that the instruction had some effects on Iranian EFL learners' performance. Wen and Jun (2017) investigated the effects of explicit metapragmatic instruction on Chinese foreign language learners' performance of compliment responses (CRs). The results revealed that learners who received explicit instruction dramatically decreased their use of the Accept strategy while increasing their use of the Combination (CB) strategy at the macro level, more specifically, a decrease in Appreciation and an increase in Accept + Accept at the micro level. The learners of the control group made little progress in their performance.

The focus of these studies has been on the effectiveness of specific instructional methods on certain speech acts with an interventional nature. There has been a dearth of studies investigating whether the teaching of L2 pragmatics is practical and, in reality, implemented in EFL classroom practices, especially in the context of Iran. In fact, what has not so far been addressed in the research literature of L2 pragmatics is that to what extent interlanguage pragmatic instruction is implemented and practiced in EFL settings.

RESEARCH OBJECTIVE AND QUESTION

In an effort to fill the above-mentioned gap, the present study has attempted to tackle the issue of the implementation and practicality of L2 pragmatic instruction in the Iranian EFL context and to see whether or not there is a match between the theory which calls for L2 pragmatic instruction in EFL contexts and its real practice in language classrooms. Based on the past studies and the problem statement mentioned before, this study aims at examining the extent to which instructors of private EFL institutes implement inter-language pragmatic instructions in their classrooms. Therefore, the following question is posed to guide the study.

To what extent is interlanguage pragmatic instruction implemented in the classrooms at private EFL institutes in Iran?

THEORETICAL FRAMEWORK

This study employed two theoretical models: Cognitive processing theory (Schmidt's noticing hypothesis 2001) and Language socialisation (Duff 2009, Zuengler & Cole 2005). Thus, these two theories provide a theoretical framework for the analysis of the pragmatic instruction in the Iranian EFL context in this study.

COGNITIVE PROCESSING THEORY

Cognitive psychology is a new approach which is also applied in inter-language pragmatics research and its status is mostly recognized in SLA research. The Schmidt's noticing hypothesis theory (Schmidt 1993, 1995, 2001) is predominantly pertinent to inter-language pragmatic research. According to Schmidt's noticing hypothesis, input needs to be registered under awareness to be turned into intake and be available for further processing. Schmidt (2001, p. 30) also discusses that "to acquire inter-language pragmatics, learners must be assisted to attend to both the linguistic forms of utterances and the pertinent social and contextual features with which they are connected". Schmidt further stresses that L2 learner's notice must be concentrated on special forms, not the global one. He emphasizes the role of enough input as the main concept of noticing hypothesis and also as one of the most important conditions of inter-language pragmatics teaching and learning in ESL and EFL contexts.

LANGUAGE SOCIALISATION THEORY

Language socialisation has been described as "the process through which children and other individuals are socialized by the means of language, and part of such socialisation is to make use of language meaningfully, appropriately, and efficiently" (Ochs 1996, p. 408). It is also pertinent to activities which novices take part with the experts, for example, children with peers, older sisters or brothers or adults, or in the case of adults, novices with peers or teachers. Through language use in interaction, they can gain socio-cultural knowledge of special activities and context (Kasper & Rose 2002). LS theory is particularly useful to the study of Inter-language pragmatics because it focuses on language use in social interaction or the pragmatic aspects of linguistic behavior (Davis & Henze 1998, Kasper & Rose 2002).

In fact, the core concept of this theory is output and, as a result, interactive or communicative practice. Therefore, it is claimed that language socialisation is an interactionist theory. Therefore, it views social interaction as crucial to the awareness and development of L2 pragmatic competence (Ochs & Schieffelin, 1986). According to Duff (2009), some of the key characteristics of language socialisation are output represented in social interaction between teacher and students or peers, communicative practice specified in specific routine activities such as pair work or group work activities which are vital facets of fostering communicative competence in one's target language, meta-pragmatic reflections as corrective feedback, and also culture and inter-cultural dimension of language competence which are closely inter-related with inter-language pragmatic competence.

In addition, according to LS theory, the relationship between language and socialisation is two-fold: socialisation to use language and socialisation through the use of language (Schieffelin & Ochs, 1986). Socialisation to use language refers to those instances when learners are taught what to say in a given context. In the foreign language classroom, teachers often condition their students to use the language by informing them how a particular speech act could be realized appropriately in a given context. On the other hand,

socialisation through the use of language refers to the process by which learners acquire knowledge of the cultural values of different speech communities as well as their status and role and their associated rights and obligations as they learn the language.

In the present study, pragmatic instruction is conceptualized as four concepts of input (taken from Schmidt's noticing hypothesis) output, feedback and culture (taken from Language Socialisation theory), this means to what extent these four concepts are implemented and practiced in the classroom practices by instructors.

METHOD

RESEARCH DESIGN

A mixed-methods design was employed in this study. It is defined as a mixture of qualitative and quantitative methods and a procedure of accumulating both types of data within a single research (Creswell 2009, Dörnyei 2007). In doing research, it is sometimes the case that one single method, either quantitative or qualitative, cannot meet the objectives of the study. In other words, one method is not sufficient and therefore needs to be complemented with another method in order to gain a better understanding of the phenomenon under scrutiny. Likewise, the researcher can present a more complete picture of the issue under investigation by merging one method with the other one than by using just one method alone (Creswell 2009). This study made use of the concurrent triangulation design as shown in the following visual model:

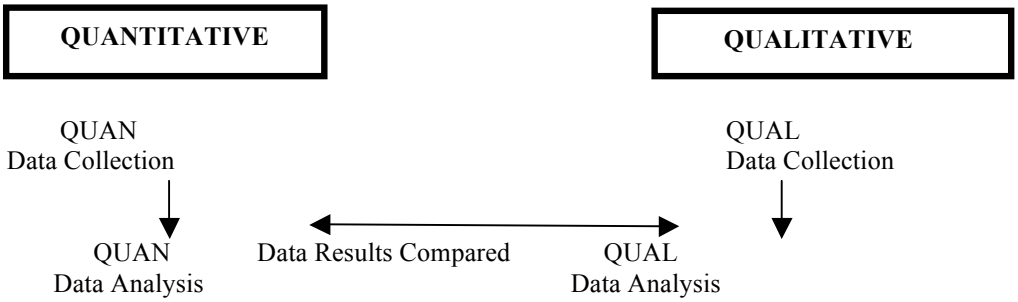

FIGURE 1. Concurrent triangulation design (Creswell 2009, p. 210)

As can be seen in Figure 1 above, the mixed methods researchers cumulated the two data sets separately but at the same time, analyzed them separately. Then, the researchers merged and brought together the two data sets in the interpretation and discussion and then made a comparison of the two data sets to examine the various possible convergences, differences, or combinations (Creswell 2009). The aim of this design is to arrive at complementary data on a specific issue, and therefore gain a better understanding of the research problem.

In the case of the present study, the quantitative data (pragmatic instruction questionnaire and observation checklists) was given more emphasis. With the priority being given to quantitative data, the qualitative data (observation field notes) was conducted to explain and add more information to the quantitative data, hence deepening our understanding and interpretation of the results. In addition, they can supplement and clarify the results of the quantitative data.

PARTICIPANTS

The population of the present study includes Iranian instructors of private EFL institutes. With regard to the quantitative section, the number of the sample size was 238 instructors. They were all female. Their age ranges were from 25 to 45 years. The majority of respondents (62.3%) had studied in TEFL, while 20.1 %, 4.2% and 11.3% of them had studied in literature, linguistics and translation fields, respectively. The remaining respondents (1.7%) had studied in other fields of study. 55.2% held the bachelor degree and 44.4 % had the master degree. They have all taught English from a range of 2 years to as much as 15 years. The rationale for the selection of private EFL institutes is that Iran as a foreign language context does not provide EFL learners sufficient contact with the English language and culture outside the classroom setting and learners have to depend on classroom learning (Allami & Naemi 2011). As such, the majority of Iranian students (primary, secondary, high school, and university students) and even other individuals with different education levels and majors and varying ages prefer to go to private language institutes to study and learn English to practice it more there. In this sense, private language institutes have taken the responsibility to satisfy people's needs to learn English (Farhadi et al. 2015).

For survey study, it is claimed that the number of subjects should be more than 100 (Dörnyei, 2007). It is worth mentioning that based on a statistics expert of the Ministry of Education, the estimated population size of all instructors of private language institutes in all four districts of Shiraz city was about 600 instructors. The expert calculated all private language institutes of Shiraz city to be about 60 institutes as a whole while the number of instructors teaching at the institutes would be about 600. Each institute has approximately about 7 to 10 instructors. In particular, the estimation was based on Krejice and Morgan's (1970) table of determining sample size from a given population. According to this table, if a population size is 600, the sample size should be 234 with 95% confidence and 5% margin of error as the standard criteria for the determination of sample size.

By adopting appropriate sampling procedures to select a smaller number of people to be investigated, we can save a considerable amount of time, cost, and effort and can still come up with accurate results. To select the required sample for the quantitative part of the study, the researcher first followed cluster random sampling, which is a form of probability sampling. Fraenkel and Wallen (2009) define this type of sampling as the selection of clusters or groups rather than individuals. In the city where the required data was collected, there are four educational districts. From each district, eight institutes were selected randomly out of the 32 institutes selected as a whole. Therefore, the initial sampling procedure for the participants was based on probability cluster sampling. Then, from each institute, eight instructors were selected randomly. So, the second sampling procedure is simple random sampling.

For the qualitative part of the study, out of 60 private EFL institutes including 32 institutes for female and 28 for male learners, five female institutes including 17 intermediate classes were selected to be observed by the researcher. The institutes were selected based on permission of the head of the institutes as a convenient sampling. Male institutes were excluded for the observation due to the limitations the researcher was faced with in attending the classes and performing observations.

INSTRUMENTS

Considering the objective of the study and having reviewed the related literature, it was decided to employ the questionnaire, observation checklists, and observation field notes to meet the objective of the study. In fact, they were seen to be valuable complementary data collection methods in implementation and practicality of inter-language pragmatics teaching

at private EFL institutes in Iran. Therefore, a questionnaire, observation field notes and observation checklists comprised the data collection instruments

INTER-LANGUAGE PRAGMATICS INSTRUCTION QUESTIONNAIRE

The pragmatic instruction questionnaire including the major features and principles of inter-language pragmatics and cultural issues was used as the main instrument for examining the extent of implementation of the inter-language pragmatics instruction by language instructors at private EFL institutes in Iran. Having reviewed the related literature, the researchers could not find an appropriate instrument that could tackle the problem under investigation. In other words, there does not exist an inter-language pragmatic instruction questionnaire to examine instructors' implementation of pragmatic features in classrooms.

Such being the case, by reading the related literature, articles and adapting some items from two questionnaires (Atay et al. 2009, Tehoutezo 2010), the researchers decided to develop a questionnaire that specifically investigates the degree of implementation of pragmatic features in EFL classes. In fact, this can be considered as a contribution to research in the pragmatics domain since there does not exist such a questionnaire in EFL contexts. The questionnaire was categorized based on the exploratory factor analysis conducted in which 4 factors of pragmatic input, pragmatic output, pragmatic feedback and culture practice were emerged. As a whole, 28 items were developed which followed the Likert technique of scale construction.

Out of the 28 items of the questionnaire, 10 items were related to the pragmatic input, 6 items were related to the pragmatic output, 6 items were related to the pragmatic feedback and 6 items were related to the culture. In this questionnaire, instructors had to rate their degree of implementation of inter-language pragmatic features on a 5-point Likert scale from "always" to "never" (1= never; 2= rarely; 3= moderately; 4= often; 5= always). The introductory part of the questionnaire asks respondents to specify their gender, age, major, degree and teaching experience.

CLASSROOM OBSERVATION CHECKLISTS

Classroom observation can be conducted in two ways, structured or un-structured. Structured observation is often done by means of checklists or rating scales. According to Taylor et al. (2011, p. 105),"checklists represent a popular structured observation method. A simple checklist enables the observer to systematically record the presence or absence of a specific behavior or condition in a pre-determined format. In checklists, the behavior is defined explicitly and operationally in order to facilitate a quick and accurate recording of behavior. As such, on the basis of the items of the questionnaire and previously developed observation checklists, a classroom observation checklist was designed to see to what extent instructors implement the key pragmatic features.

The observation checklist of the present study comprised 18 items with regard to the four identified factors of pragmatic input (6 items), pragmatic output (4 items), pragmatic feedback (3 items) and culture (5 items). The researcher was required to rate the degree of implementation and practice of each item on a 5-point Likert scale from "very much" to "very little" (1= very little; 2= little; 3= medium; 4= much; 5= very much).

CLASSROOM OBSERVATION FIELD NOTES

To determine the extent to which instructors implement pragmatic features and politeness issues, the researcher took informal field notes emphasizing the key issues pertinent to pragmatics in the teaching process. This means that as instructors were teaching in their classes, the researcher took some notes during two hour classroom instructions in addition to

checking the observation checklist at the end of each classroom session. Therefore, the researcher's field notes were descriptive rather than reflective as some comments were made on what actually occurred in the context of the classroom at the time of data collection. The researcher's observation scheme was an unstructured design, as the researcher took narrative field notes as the blanket solution for the lack of audio and video-recording to focus on pragmatic instruction. What follows is a sample of observation field note concerning the teacher's activities and talks in four skills in general and pragmatic issues in particular.

> The instructor usually started the new lesson with a review of previously taught functions, skills and concepts. In doing so, she asked the learners to summarize the reading, do the pair work for the conversation part or read their examples for the grammar part Then in introducing a new topic she commenced asking questions so as to activate the learners' background knowledge on the topic and tried to engage them by asking them to state their personal views. For example, the instructor asked the learners to imagine that they want to ask for or request something in the store.
>
> Then, she directed the learners' attention to the picture, persons in the picture and asked some questions about the picture. Then, she played a tape and asked the learners to listen to it. After that, the instructor asked some questions from the text (conversation model) and read it. The instructor mentioned this point that "would I" is the most polite form for making request, but "could I" and "Can I" can also be used for making request. Then, she asked the learners to repeat each sentence after her. Then, she asked each learner individually to repeat after her. She practiced the conversation with one of the learners and at last she assigned some learners to practice the conversation

VALIDITY AND RELIABILITY OF THE INSTRUMENTS

VALIDITY AND RELIABILTY OF THE QUESTIONNAIRE

To determine the face validity of the questionnaire, the approval of the three experts and experienced professors of the School of language studies and linguistics at University Kebangsaan Malaysia was sought. To determine the construct validity of the questionnaire, that is, to determine and specify the underlying factors under the questionnaire' responses, an exploratory factor analysis was run based on the collected data which is explained below.

TABLE 1. KMO and Bartlett's Test

	Questionnaire
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	.832
Approx. Chi-Square	3396.676
Bartlett's Test of Sphericity	528
Sig.	.000

Exploratory Factor Analysis (EFA) was applied to determine the factor structure of the questionnaires with 28 items. Keiser-Meyer-Olkin (KMO) and Bartlett's tests were used to check whether the data were suitable for the EFA analysis (Shrestha & Kazama 2007). Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy is an index which ranges from 0 to 1 and a minimum of 0.60 is required for a good factor analysis. Bartlett's test of sphericity should be significant ($p<0.05$) so that factor analysis can be considered appropriate. As can be seen in the above table, KMO and Bartlett's test showed that the value of Kaiser-Meyer-Olkin (KMO) to measure the sample adequacy was .83% and .000 for the significance. Therefore, it shows a good factor analysis and the Bartlett's test of sphericity is significant at 0.000 for the questionnaire which indicates the appropriate factor analysis. These results showed that the data was appropriate to run factor analysis. Table 2 shows the extracted factors.

TABLE 2. Extracted factors for Pragmatics Instruction Questionnaire

Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.032	21.309	21.309	4.817	14.597	14.597
2	3.312	10.036	31.345	4.336	13.14	27.737
3	3.089	9.36	40.704	3.284	9.953	37.69
4	2.481	7.518	48.222	3.211	9.731	47.421

As a result of Exploratory Factor Analysis (EFA), a four factor structure that revealed 47.42% for pragmatic instruction total variance was obtained. In order to assess the reliability of the questionnaire, Cronbach alpha coefficient was used. The overall internal consistency of the questionnaire was determined to be 0.92% which is satisfactory. With regard to the questionnaire, it should be mentioned that the loadings above 0.4 are taken into consideration. As such, the first component consists of 10 items which were related to pragmatic input subscale. The load point of items in this factor varies between 0.521 and 0.778. This factor that revealed 14.59% of total variance in the pragmatics instruction scale was expressed as "pragmatic input". In the second factor found in the scale, there are 6 items and the load point of the items in this factor varies between 0.934 and 0.561. The pragmatic output factor that explained 13.14% of total variance in the scale is called "pragmatic output". Third factor which explained 9.95% of total variance included 6 items which were related to pragmatic feedback subscale. The last factor, which comprises 9.73% of total variance, included 6 items pertinent to culture subscale

VALIDITY AND RELIABILTY OF THE OBSERVATION CHECKLIST

The face validity of the observation checklist scheme was approved by three expert professors of School of Language Studies and Linguistics at Universiti Kebangsaan Malaysia. The three experts read the observation checklist carefully and confirmed its validity. In order to achieve the reliability of the observation checklist, both intra-rater and inter-rater reliability was calculated. With regard to intra-rater reliability, the researcher observed and recorded analogous classes with an interval of two weeks and then, the computation was conducted on correlation between the findings.

Regarding inter-rater reliability, two independent raters companioned the researcher. Both of them were adequately skilled and acquainted with the task. These raters had an expertise in the area of pragmatics. The three observers observed the classes independently at the same time and the correlation of marking the activities conducted in those classes was computed. The intra and inter-coder reliability were found to be 0.95% and 0.92% respectively.

There are a number of statistics to determine inter-rater reliability. The one that is commonly used for ordinal data is Intra-class Correlation Coefficient (ICC). This kind of correlation ranges between 0.0 and 1. The higher the ICC, the lower the degree of variation between the raters. Such being the case, the two sets of rates achieved from the two raters were subjected to ICC to measure the degree of agreement between the two raters. The ICC results showed perfect agreement between the two raters (ICC= 0.92).

VALIDITY AND RELIABILTY OF THE OBSERVATION FIELD NOTES

The validity of observation field notes was also confirmed by two professors in the field of pragmatics from Shiraz University. They were asked to read some samples of field notes and gave their comments regarding the content and the way the descriptions of activities, interactions, instructors, learners and so on were written. Both of them approved the validity

of observation field notes. With regard to the reliability, two raters including the researcher and an independent rater who had experience in doing observation field notes were involved to read the field notes to code and review the findings of the researcher. The inter-rater reliability for the coding of the observation field notes data gained 87% agreement.

DATA COLLECTION PROCEDURE

The procedures for data collection in the present study comprise the pilot and actual study. Before starting to accumulate the actual data for this study, a pilot study was conducted. As such, for the quantitative part of the study, the questionnaire was administered to a group of individuals who had similar characteristics to those of the sample of the study. They provided some information which assisted the researcher in making the required modifications in the questionnaire and make them more suitable for the purpose of the study. Moreover, the reliability and content validity of the questionnaire were measured through the pilot study.

The actual data collection procedure for the study commenced after conducting the pilot study and ensuring the suitability of the research design, methodology and the instruments. As the design of this study is concurrent, the researcher collected the quantitative and qualitative data concurrently during one 2016 semester of a private institute academic semester in Shiraz, a city located in the south west of Iran. As the first step, the permissions of the heads of five language institutes and instructors were gained. Having gained consent from both the heads of the language institutes and the instructors of the classroom as well as having informed them of the purpose of the study, the researcher attended the classes for observation.

67 sessions of intermediate classes were observed by the researcher and classroom observation checklists and observation field notes were conducted. It should be mentioned that the researcher sat at the back of the classrooms and observed the classes during the semester while writing field notes from the start till the end of each session and observation checklists were done at the end of each class session.

After some classroom observations, the questionnaires were distributed to instructors during their regular class session and they were given enough time to complete the questionnaire. As mentioned before, the questionnaires were administered to thirty language institutes (19 females and 11 males language institutes) randomly. The random procedure of the questionnaire distribution is that 30 language institutes were chosen on a random basis for the collection of questionnaires among all language institutes. Finally, the researchers collected each questionnaire given to each instructor separately.

DATA ANALYSIS

Having collected the required data, the quantitative and qualitative analyses were carried out for answering the research question of the study. In this survey study, there were 238 questionnaires collected from instructors in total, 67 classroom observations (67 observation field notes and 67 observation checklists) each about 90 minutes in duration.

The data collected through the pragmatic instruction questionnaire as the main instrument to answer the research question was subjected to descriptive statistics namely the SPSS software. The mean and standard deviation of each item of the factors was calculated. The classroom observation checklist was also used to further realize the extent to which inter-language pragmatics instruction is implemented in EFL classrooms. In order to realize the answers gained from the checklists, the data was analyzed by means of descriptive statistics. The mean and standard deviation of each item (very much, much, average, a little, very little) were calculated. The data was also displayed using the bar graph.

Data obtained from the observation field notes of 67 sessions of EFL class observations were analysed to gain an accurate and deep understanding of inter-language pragmatics instruction in terms of the opportunities created by the instructors' instructions. As such, Martinez-Flor and Uso-Juan's (2012) 6Rs instructional model for analszing observation field notes was used in this study. The justification for the use of this pedagogical model is that this model is considered as the most comprehensive pedagogical framework or model. It aims at providing EFL instructors with an instructional tool to help them to integrate inter-language pragmatics instruction in their teaching syllabi in EFL classroom settings (Cohen 2013, Jiang 2009, Martinez-Flor, 2016, Martinez-Flor & Uso-Juan 2012)

According to Martinez-Flor and Uso-Juan (2012), this model, called the 6Rs approach, consists of six steps of Researching, Reflecting, Receiving, Reasoning, Rehearsing and Revising. Drawing on this model, the researcher tried to elicit the extent to which the instructors implement these 6 categories in their classroom practices via the content analysis of the field notes. In the pre-coding phase, all the observation field notes were read repetitively to obtain a general understanding and search for the instances and incidents of pragmatic steps mentioned in the teaching process. Then, the researchers labelled or coded teaching features which were then sorted into the six categories above. What follows is an example of the analysis:

1. The instructor asked learners how to suggest to a friend or other person to buy something in their L1 and she also asked them to collect some instances of suggestion in their first language as naturally occurs in the conversations. [Researching]
2. She asked the learners some questions about different forms of the speech act and their use in different situations in their L1. [Reflecting]
3. She taught the pragma-linguistic forms of disagreement in the English language and she asked learners to compare them with the ones they use in their first language. [Receiving]
4. She read some situations for the learners and asked them how to request in these situations and why they choose these forms and what factors affect their choice. [Reasoning]
5. She asked learners to role play the situations. [Rehearsing]
6. She explained that the expression "I am against with" is wrong. Learners should use this expression "I'm against this". [Revising]

After labeling the categories, the number of incidents for each category was determined as well. It is worth mentioning that four categories of researching, reflecting, receiving and reasoning were sub-categorized under input, rehearsing under output and revising under feedback as three necessary conditions for inter-language pragmatics instruction.

TABLE 3. Categories of pragmatics instruction with the number of incidents

	Input				**Output**	**Feedback**
Category	Researching	Reflecting	Receiving	Reasoning	Rehearsing	Revising
Number of incidents	2	3	4	5	20	8

RESULTS

As mentioned before, the data was accumulated through 238 questionnaires, 67 observation checklists and classroom observation field notes. The first part elaborates on the quantitative findings including questionnaire and observation checklists. Then, the findings of the qualitative data, observation field notes, were presented.

RESULTS OF THE QUESTIONNAIRE

The Inter-language Pragmatics Instruction questionnaire was employed as the main data collection method to investigate the degree or extent of inter-language pragmatics instruction in EFL classroom practices. The data was analyzed by means of descriptive statistics to answer the research question. The table 3 illustrates the results.

TABLE 4. Descriptive Statistics of Interlanguage Pragmatics Instruction Questionnaire

	N	Minimum	Maximum	Mean	Std. Deviation
Questionnaire	238	1.60	3.85	2.44	0.40

Table 4 shows that the respondents' mean score on the inter-language pragmatics instruction questionnaire is 2.44, which is indicative of the fact that the instructors do not highly implement pragmatics instruction in their classroom practices compared to other areas of language competence such as speaking, reading, writing and listening or sub-skills of vocabulary, grammar and etc. In other words, they rarely integrate the inter-language pragmatic dimension of language competence in their classroom instruction. The questionnaire measured the instructors' pragmatics instruction on a scale of 1 to 5 from never to always. Item analysis of the questionnaire based on factor analysis provides a better picture of the issue under scrutiny. The following tables demonstrate the results of factor analysis in descending order.

TABLE 5. Instructors' degree of implementation of pragmatic input

Items	1	2	3	4	5	Mean	SD
1. Giving information of the situation & participants	0	7.1	14.3	64.3	14.3	3.85	.74
2. Presenting examples of dialogues	1.4	14.3	22.9	54.3	7.1	3.51	.88
3. Discussing and comparing pragmatic norms	8.6	47.1	27.1	14.3	2.9	2.55	.94
4. Emphasizing the appropriateness	35.1	45.6	16.2	2.6	0.4	1.88	0.80
5. Presenting a variety of linguistic forms	37	44.5	14.5	2.2	1.8	1.87	0.87
6. Developing awareness of L1 pragmatic norms	44.5	38.4	13.5	3.5	0	1.76	0.82
7. Presenting the politeness strategies	46.5	37.4	11.7	3.9	0.4	1.74	0.85
8. Providing awareness of contextual features	42.1	43.9	13.6	0.4	0	1.72	0.71
9. Explaining the meta-pragmatic information	43.2	44.1	10.1	2.6	0	1.72	0.75
10. Supplementing the textbook with films or movies	53	34.8	8.7	3.5	0	1.63	0.79

1: Never; 2: Rarely; 3: Moderately; 4: Often; 5: Always

Based on the results of factor analysis, ten items in the questionnaire, that is items 1,2,3,4,5,6,7,8,9,and 10 are pertinent to the pragmatic input. Table 5 starts with the items that show the instructors' most used items and moves towards those that display the least used ones. Starting from the top of the table, one can see that the mean of item 1 (giving

information about the situation and participants) is the highest (3.85), which means instructors mostly give pragmatic input by giving some information with regard to the situation and participants interacting in the scene in the conversation model or reading comprehension, as compared to other items. On the contrary, the item which received the least mean is item 10 (showing films and movies) whose mean is 1.63. This means that instructors almost never supplement the textbook materials by showing films to learners in order to expose them to authentic, natural and contextualized pragmatic input as opposed to artificial and de-contextualized textbook materials.

Next to item 1, item 2 (presenting examples of dialogues) and then item 3 (discussing and comparing pragmatic norms) received the highest mean values of 3.51 and 2.55, respectively. More importantly, the most significant features of inter-language pragmatics including item 4 (emphasizing the appropriateness of utterances), item 5 (presenting a variety of linguistic forms and practical strategies), item 6 (developing awareness of L1 pragmatic norms), item 7 (presenting the politeness strategies), item 8 (providing awareness of contextual features), and item 9 (explaining the meta-pragmatic information) with mean values of 1.88, 1.87, 1.76, 1.74, 1.72, 1.72 respectively prove that these features of inter-language pragmatics instruction is neglected by instructors. Or in other words, they seldom consider these important features of inter-language pragmatics in their instruction.

TABLE 6. Instructors' degree of implementation of pragmatic output

Items	1	2	3	4	5	Mean	SD
11. Emphasizing interaction in the class including pair-work and group-work	3	45	18.1	30.4	1.3	3.2	1.06
12. Engaging learners in role-play activities	5	46	17.2	29.4	3.4	2.91	1.02
13. Practicing with other community members	5	45	17.2	29.4	3.4	2.81	1.02
14. Providing opportunities for rehearsal of real-life situations	21.4	37	7.6	21.8	12.2	2.66	0.73
15. Using listening task for intercultural misunderstanding	27.3	38.7	4.6	23.5	5.9	2.42	1.27
16. Producing speech acts through situations	56.1	32.2	7.8	3	0.9	1.60	0.83

Six items in the questionnaire address the issue of pragmatic output, that is items 11, 12, 13, 14,15, 16. As the table shows, the mean of item 11 (Emphasizing interaction in the class including pair-work and group-work) and item 12 (Engaging learners in role-play activities) are higher than the mean of other items. This indicates that instructors ask learners to produce pragmatic output in pair or small group activities and role-plays. This is indicative of the fact that as instructors follow the textbooks as a main source of teaching materials in language classrooms and also the educational system of Iran is based on textbook-oriented pedagogy, the practice of pragmatics is mostly represented as pair or group work and role-play activities in the textbooks.

On the contrary, item 16 (producing the speech acts through situations) and item 15 (using listening task for intercultural misunderstanding) have received the least means of 1.60 and 2.42 respectively. It shows that almost none of the instructors made use of written scenarios to practice the language functions. In addition, they did not employ the listening task to show inter-cultural misunderstanding among speakers from different socio-cultural backgrounds as a way to involve learners to express their ideas about the inappropriate use of language functions in the interactions between individuals.

TABLE 7. Instructors' degree of implementation of pragmatic feedback

Items	1	2	3	4	5	Mean	SD
17. Correcting accuracy-based errors	14.5	30.2	26	23.8	5.5	2.75	1.13
18. Preventing of transferring the inappropriate forms from L1	33	38.8	20.7	7	0.4	2.03	0.93
19. Providing the feedback & discussion	40.2	37.1	18.8	2.6	1.3	1.88	0.89
20. Asking other peers for error correction	35.1	45.6	16.2	2.6	0.4	1.86	0.80
21. Correcting appropriacy-based errors	44.5	38.4	13.5	3.5	0	1.76	0.82
22. Elaborating on the appropriate forms of errors	46.5	37.4	11.7	3.9	0.4	1.74	0.85

Six items in the questionnaire, items 17, 18, 19, 20, 21, and 22, deal with the degree of the pragmatic feedback which instructors give to learners to correct their errors. Item 17 (correcting accuracy-based errors) has the highest mean of 2.75 among all other items. In comparison, items 22(elaborating on the appropriate forms of errors) and 21 (correcting appropriacy-based errors) have the lowest mean, 1.74 and 1.76 respectively. It means that instructors mostly give feedback and correct inaccurate forms or structure, but they do not pay enough attention to the inappropriate forms or expressions and they rarely give feedback to inappropriate forms. Other items 18 (preventing of transferring the inappropriate forms from L1), 19 (providing the feedback & discussion) and 20 (asking other peers for error correction) received approximately identical means.

As a whole, instructors do not give enough feedback with regard to the pragmatics dimension of language. It can be inferred that as the other two conditions, pragmatic input and output, instructors do not implement pragmatic feedback with regard to learners' pragmatic mistakes. We can say that there is a relationship between these three factors.

TABLE 8. Instructors' degree of implementation of culture and intercultural teaching

	1	2	3	4	5	Mean	SD
23. Teaching foreign cultures	13.5	15.5	35.6	26.9	8.5	3.5	0.99
24. Making learners aware of several cultural values	17.9	22.1	34.6	16.9	8.5	3.11	0.96
25. Understanding home culture	18.4	23.1	15.4	34.6	8.5	2.91	1.28
26. Making learners aware of differences between languages & cultures	17.9	22.1	20	34.5	5.5	2.87	1.22
27. Developing intercultural communication skills	21.1	27	11.4	32.1	8.4	2.79	1.31
28. Making learners aware of World Englishes	29.8	28.2	8	25.2	8.8	2.55	1.37

Six items in the questionnaire, that is, items 23, 24, 25, 26, 27, and 28 address the teaching of culture and intercultural competence in the classroom practices. Item 23 concerns the foreign cultures instruction and asks respondents to express the extent to which they integrate culture teaching in their practices. This item received the highest mean value of 3.5, which indicates that instructors integrate culture in their instruction more than half the time.

In contrast, item 28 (making learners aware of variations of English around the world) received the least mean, 2.55. It shows that instructors do not explain about different varieties of English such as American English, Australian English, British English and also more recent localized varieties of English. Other items were also expressed by instructors to be implemented in their classroom instruction such as item 24 (making learners aware of several cultural values and norms), item 25 (making learners aware of their own culture and

identities), item 26 (making learners aware of differences between languages and cultures) and item 27 (helping learners to develop inter-cultural communication skills).

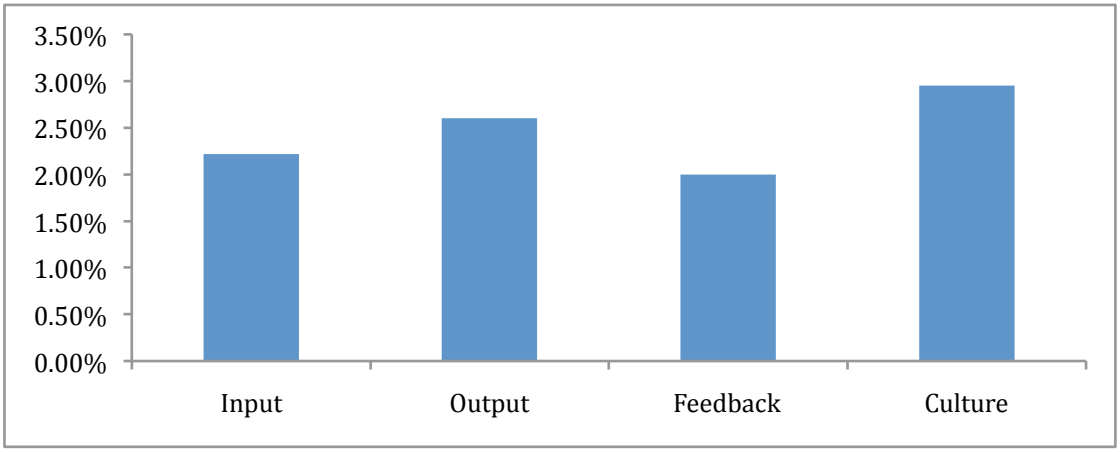

FIGURE 2. Comparison of the mean of four factors based on the results of the questionnaire

Figure 2 represents the mean value of four factors of pragmatic input (2.22), output (2.60), feedback (2) and culture (2.95). As the figure shows, the mean value of output is higher than input and feedback. It indicates that instructors pay more attention to output than the other two factors (input and feedback).

RESULTS OF OBSERVATION CHECKLIST

The classroom observation checklist designed by the researchers was also used to further realize the extent to which inter-language pragmatics instruction is implemented in the classroom. In fact, the items of the observation checklist were matched with the inter-language pragmatics instruction questionnaire. The table below shows the principles followed by the instructors in the classroom and the related means and standard deviations.

TABLE 9. The results of observation checklists

Items	1	2	3	4	5	Mean	SD
Pragmatic Input							
6. Provision of examples of dialogues	0	16.7	58.3	19.4	5.6	3.13	.76
4. Discussion of pragmatics norms of L1 & other cultures	8.3	41.7	38.9	11.1	0	2.52	.81
2. Provision of different linguistic forms rather than one form	36.1	50	13.9	0	0	1.77	.68
3. Emphasis on functional meaning and politeness strategies	36.1	52.8	11.1	0	0	1.75	.64
1. Provision an effective understanding of contextual features	38.9	50	11.1	0	0	1.72	.65
5.Use of films or videos	80.6	19.4	0	0	0	1.19	.40
Pragmatic Output							
8. Emphasis on the interaction in the class	0	11.1	52.8	30.6	5.6	3.30	.74
9. Use of the role-play activities	8.3	25	58.3	5.6	2.8	2.69	.82
10. Use of the dialogue completion	19.4	52.8	27.8	0	0	2.08	.69
7. Provision of opportunities for rehearsal of real-life situations	30.6	58.3	11.1	0	0	1.80	.62

Pragmatic Feedback							
12. Provision of feedback of inaccurate form	13.9	61.1	22.2	2.8	0	2.13	.68
13. Prevention of transfer from L1	30.6	50	16.7	2.8	0	1.91	.76
11. Provision of feedback and discussion of inappropriate form	55.6	30.6	11.1	2.8	0	1.61	
Culture							
15. Helping learners learn about foreign cultures	2.8	22.2	47.2	16.7	11.1	3.11	.97
14. Provision of several cultural values and realities	8.3	19.4	44.4	19.4	8.3	3	1.04
16. Helping learners understand their own culture better	5.6	22.2	52.8	13.9	5.6	2.91	.96
17. Helping learners be aware of the cultural differences	5.6	25	52.8	11.1	5.6	2.86	.89
18. helping learners to develop intercultural communication skills	11.1	36.1	38.9	11.1	2.8	2.58	.84

As table 9 shows, the pragmatic instruction comprises the four conditions of providing input, output, feedback and also culture teaching. Six items of the checklist deal with the pragmatic input, four items are related to the pragmatic output, three items are pertinent to the pragmatic feedback and five items are concerned with culture teaching. The table starts with the items that have the highest mean and moves towards those that have the least mean in each category.

In terms of the pragmatic input, six items in the checklist (1, 2, 3, 4, 5, 6) address this issue. As the data show, the mean of item 6 (provision of examples of dialogues) has the highest mean among the six items. It means that instructors mostly expose learners to models of dialogue to give input to them. The item that has the lowest mean is item 5 (use of films or videos) with a mean of 1.19. It is indicative of the fact that instructors do not show any clips of films or videos to expose learners to authentic and contextualized pragmatic input. The important point to mention is that items 2 (provision of different linguistic forms rather than one form), item 3 (emphasis on functional meaning and politeness strategies) and item 1 (provision an effective understanding of contextual features) showing two components of pragmatic competence, i.e.: pragma-linguistics (item 2 and 3) and socio-pragmatics (item 1), were rarely mentioned by instructors. In fact, the instructors did not make learners sufficiently aware of these two components of inter-language pragmatics.

Four items in the checklist (items 7, 8, 9, 10) deal with the pragmatic output. As the table shows, the means of item 8 (pair-work or group work) and then item 9 (role-play activities) are higher than that of item 10 (dialog completion) and 7 (provision of opportunities for rehearsal of real-life situations). This indicates that the instructors asked learners to produce the output by involving them in pair work and role-play activities.

Concerning the pragmatic feedback, three items in the checklist (11, 12, and 13) are concerned with this issue. As the data show, item 12 (provision of feedback of inaccurate forms) received the highest mean of 2.13 compared to items 13 and 11. It shows that the instructors mostly corrected learners' errors with regard to inaccurate forms rather than preventing learners not to transfer from L1 or giving feedback and discussing learners' inappropriate forms.

Finally, five items in the observation checklist, that is items 14, 15, 16, 17, and 18, discuss the cultural issues. Item 15 concerns helping learners learn about foreign or other cultures which receive the highest mean value of 3.11 among other items, which indicates that the instructors talk about other cultures and get learners familiar with the culture. Besides helping learners learn about foreign or other cultures, the instructors provided learners with

several cultural values and realities to some extent which help the learners understand their own culture better. In addition, instructors make learners aware of differences across languages and culture. As a whole, the results of the observation checklists confirm the findings of the questionnaire. Figure 3shows the differences between the mean of four categories mentioned above.

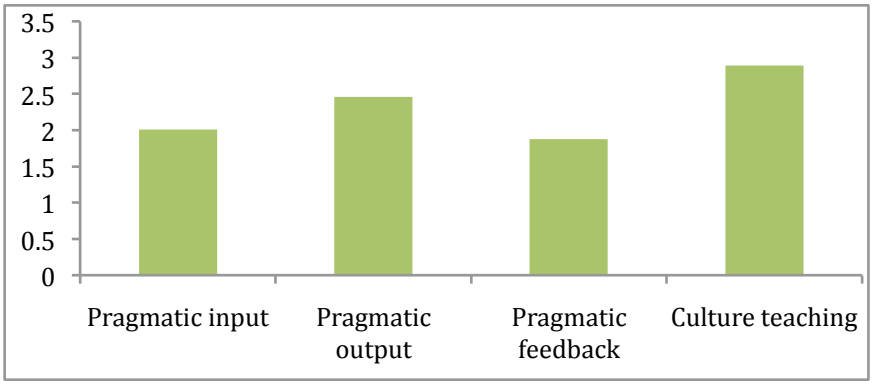

FIGURE 3. Differences between mean of four factors based on the results of observation checklists

As the bar graph shows, the mean value of output (2.46) is higher than input (2.01) and feedback (1.88). It indicates that instructors pay more attention to output than the other two factors (input and feedback).

RESULTS OF OBSERVATION FIELD NOTES

In order to complement the findings of the questionnaire and observation checklists, the researchers also employed the unstructured observation field notes during the classroom observations. Therefore, it comprises the qualitative part of the data. The researcher observed 67 intermediate classes and wrote down all the events during two hours classroom instructions. At last, the researcher came up with 67 sessions of observation field notes.

To analyse the observation field notes, the researcher adapted the Martinez-Flor and Uso-Juan (2012) instructional model. The classroom observation field notes were analysed to elicit information regarding capturing the extent of the pragmatics instruction by EFL instructors in their classes. In doing so, all the observation field notes were read numerous times to find out the incidences of each step aforementioned. So, the following table shows the number of occurrences of each step.

TABLE 10. Categories of model with number & percentage of instances

Category	Num	Percentage
	Input	
a. Researching	2	3%
b. Reflecting	3	6%
c. Receiving	4	3%
d. Reasoning	5	11%
	Output	
Rehearsing	20	58%
	Feedback	
Revising	8	19%

As can be seen in Table 10, each step is sub-categorized into three conditions of inter-language pragmatics instruction, i.e. input, output and feedback. We can observe that the

most implemented category is rehearsing categorized under the output which comprises 58% of total practices. The second frequently implemented category belongs to input with 23% and the last one feedback with 19%. Therefore, the above data shows that the instructors rarely gave input and feedback to the learners but they mostly provided learners with output by involving them in different output production activities. Therefore, the results of the observation field notes confirm the results of the questionnaire and observation checklists.

DISCUSSION

The objective of the study was to investigate the extent to which Iranian EFL instructors implement inter-language pragmatics instruction in their language classroom. The following section discusses the findings of the study with regard to those of the past studies conducted in the domain and also discusses the factors influencing the lack of pragmatics instruction.

The findings of the questionnaire illustrated that Iranian instructors rarely implement pragmatics instruction in their classroom practices. The findings of the observation checklist and field notes also confirmed this finding. Based on exploratory factor analysis of the questionnaire, four factors of pragmatic input, output, feedback and culture teaching were identified. The descriptive statistics of the mean of each factor showed that pragmatic output had the highest mean among four factors. The results of the observation checklists and observation field- notes also proved this finding.

This issue can be discussed from different angles. The first angle is the overemphasis on the four skills of listening, speaking, reading and writing and sub-skills. In this regard, Salemi, Rabiee and Ketabi (2016) found that Iranian EFL teachers generally stress the mechanical and isolated aspects of the language, developing reading skills, and teaching new vocabularies including grammar are the main focus of their classroom practices. The reason is that school curriculum, course books and the related tests have emphasized more on these areas.

Specifically, the instructors hardly gave enough input and feedback to learners and their output or practice just confided to some interactive activities such as conversation models and roleplays which mostly did not depict real-life situations. In this regard, Cook (2012) claims that restricted input and output are the characterization of EFL instructional contexts. This restriction is due to two facts: first, instead of means of socialisation and a communication tool, target language is considered as an object of study and second, the teacher-fronted situation of classroom organization. The findings of this research with regard to the lack of pragmatic instruction in EFL classrooms in Iran is in line with Garcia-Fuentes & McDonough (2016) who found that teachers seldom use pragmatic instruction in the classrooms in ESL context and students mostly have to spend time by themselves to develop pragmatic competence without explicit instruction.

Liu (2014) pointed out some reasons for the lack of pragmatics instruction by instructors as : i) insufficient description models suggested by theoretical pragmatists; ii) the difficulty of pragmatics instruction due to the high degree of face threat; iii) the low availability of instructional materials for pragmatics teaching and iv) lack of valid methods for assessing pragmatics.

In addition, the results can be discussed in light of two Second Language Acquisition (SLA) and inter-language pragmatics theories; Schmidt's noticing hypothesis and second language socialisation theories. Schmidt (2001) discusses that to acquire L2 pragmatics, learners must be assisted by teachers to attend to both the linguistic forms of utterances and the relevant social and contextual factors with which they are associated. The results of both quantitative and qualitative data show that the instructors did not raise learners' awareness of a

variety of linguistic forms. They just pointed to the materials or the forms included in the textbook. Moreover, they did not explain and discuss the meta-pragmatic and contextual information to learners and direct learners' attention to the socio-pragmatic features. Therefore, the findings of this study are contrary to Schmidt's noticing hypothesis.

On the other hand, the findings of this study are partly consistent with the main concept of language socialisation theory, social interaction, since social interaction is a necessary condition for the acquisition and development of pragmatic competence (Taguchi & Kim 2016). The results of this research, both quantitative and qualitative, show that learners had mostly interaction with their peers as a condition for output practice. However, their interactions were confined to practicing the conversation model dialogues or doing roleplays which were mostly imitating or reciting the conversation model. This imitation did not reflect the real-life and authentic situations (Alikhani 2016).

There are two other important concepts of language socialisation theory: socialisation to use language and socialisation via the use of language because the relationship between language and socialisation is twofold. Socialisation to use language is one of those cases where teachers instruct learners what to say in a specific context. In the EFL classroom, teachers should help their students form the appropriate realisation of a particular speech act and language function in a given context. In this way, they often socialise their students to use language. On the other hand, socialisation through the use of language refers to the process by which learners are taught the culture and cultural values of diverse speech communities as they learn the language (Nguyen et al. 2017, Farashaiyan & Tan 2012). The findings of the quantitative data are partially consistent with the concept of socialisation through the use of language as language instructors tried to familiarise learners with different cultural values of the speech communities as far as the content, time and institutions' policy let them do so. The results of the qualitative data also support the quantitative ones.

In contrast, the findings of both quantitative and qualitative data are in opposition to the concept of socializing to use language since instructors did not pay enough attention to the appropriate realization of speech acts and more specifically to the concept of appropriateness of utterances as the main feature of inter-language pragmatics.

With regard to instructional pragmatics, a review of L2 pragmatics literature reveals that in most of the empirical studies conducted, the focus of the research has been confined to the role of input in the development of pragmatic competence. Little attention has been given to the importance of output and feedback as another two theoretical conditions for the development of EFL learners' pragmatic competence.

Accordingly, a literature search yielded a dearth of studies investigating three theoretical conditions necessary with regard to L2 pragmatic teaching and learning in EFL contexts and more importantly, to see whether there is a match between these theoretical conditions and the real implementation of them in EFL settings (Martinez-Flor 2016, Nguyen et al. 2017). The implementation and practicality of these three theoretical conditions regarding the L2 pragmatics in classrooms have not been specifically investigated by Iranian researchers. Therefore, this mixed- method study intended to provide a more in depth insight into inter-language pragmatics teaching by using socio-cognitive approach as a more comprehensive approach in this regard.

CONCLUSION

Based on the results of this study, it can be concluded that inter-language pragmatic instruction has been rarely noticed and taught by the instructors in Iranian EFL institutes. In

other words, instructors do not highly implement pragmatic instruction in their classroom practices compared to other language competences (grammar, vocabulary, reading and so on).

The outcomes of the study point to the inadequacy of inter-language pragmatics instruction in Iranian EFL context. This may be attributed to instructors' lack of pragmatic knowledge, learners' lack of culture literacy, lack of time and facilities such as movies, lack of emphasis in teacher's guidebook, or lack of materials or input. Therefore, the inter-language pragmatics instruction should be implemented and practiced more in EFL institutions. In addition, this aspect should be included in teachers' training courses (TTC) and also teachers' guidebooks. The findings of this study suggest a more explicit approach towards the instruction of inter-language pragmatics in EFL contexts in general and in the Iranian context in particular. The reason is that instructors can make learners more aware of the importance of pragma-linguistic and socio-pragmatic features in the inter-cultural communication through explicit instruction in terms of appropriate and sufficient input, opportunities for output and the corrective feedback.

This research has some limitations. The first limitation is the selection of Iranian EFL instructors. The subjects were all from one province in Iran. So, they may not represent all Iranian EFL instructors. The second one is the fact that even though all participants were considered Iranian EFL instructors, they were not homogeneous in age and educational background, which may have influenced the results of the current study. Finally, the instructors' instructions were not audio and videotaped owing to the institutional constraints and policies. To compensate, the researcher instead tried to observe all the teaching sessions and took field notes during the sessions.

This study attempted to investigate the extent to which instructors, as a source of input, implement inter-language pragmatics instruction in their classroom. However, future research can investigate EFL textbooks and the manner in which pragmatic materials are presented as one source of pragmatic input for EFL learners in the classroom. Additional studies need to investigate the implementation of pragmatics instruction at other language proficiency levels that can further support the concept that pragmatics instruction needs to be incorporated throughout foreign language curriculum. In addition, this research investigated the implementation and practicality of inter-language pragmatic instruction at private EFL institutes. Future research can investigate the practicality of inter-language pragmatics instruction at other settings such as university or so on.

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