Hacettepe Üniversitesi Eğitim Fakültesi Dergisi

Hacettepe University Journal of Education

e-ISSN: 2536-4758

Teaching Pragmatics and Idealized Pragmatic Norms in English: Exploring Turkish EFL Teachers' Perceptions*

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Article Information	ABSTRACT
	The present study attempted to explore Turkish EFL teachers' perceptions and views regarding teaching pragmatics and idealized pragmatic norms in English, and to explore a possible relationship between how they perceive teaching pragmatics and idealized pragmatic norms in English. Mixed-method research design was adopted with the help of questionnaires and semi-structured interviews. The concurrent-parallel design was adopted to collect and analyse the qualitative and quantitative data separately. 202 teachers participated in the questionnaires and interviews were held with 9 of them. The findings of the study indicated that Turkish EFL speaker teachers in the Turkish context perceive teaching pragmatics quite important, yet they point out some internal and external factors negatively affecting their teaching experiences such as keeping cultural identity, assessment system, following curriculum and syllabuses. In addition, the present study revealed that, in terms of pragmatic norms in English, teachers hold views closer to EIL (English as an International Language), as they question the norms and ownership of the English language. In the light of the findings, recommendations for teaching pragmatics and future studies were provided. **Keywords:** Pragmatics, pragmatic norms, teachers' perceptions, English as an international language (EIL)

1. INTRODUCTION

The advent of communicative approaches in language teaching marked a shift from emphasizing the teaching of isolated structures to a more holistic approach that includes pragmatic aspects. Despite this shift, the effective teaching of pragmatics has become a challenge in language classrooms. Within English as a Foreign Language (EFL) contexts, learners often exhibit proficiency in the grammar of the target language but struggle with pragmatic aspects (Atay, 2005). There is a prevailing expectation that pragmatic competence does not necessarily improve in tandem with grammatical competence (McKay, 2009). The literature discusses various factors influencing the teaching of pragmatics. Some studies attribute non-native speaker teachers' lack of confidence as an affective factor (Mede & Dikilitaş, 2015; Atay, 2005), while others argue that the constrained nature of traditional L2 classrooms, focusing solely on teacher and student roles, limits the enhancement of pragmatic competence (McKay, 2009). Additionally, Taguchi (2017) posits that learning pragmatics poses a challenge for language learners due to its inherent complexity, demanding active participation in diverse interactions. Pragmatics in SLA research has been handled from a variety of perspectives. The importance of integrating pragmatic elements to the English language classroom, effectiveness of instructed pragmatics, teachers' and students' awareness and beliefs, inefficiency of coursebooks regarding pragmatics have been discussed up to now. Among all of these, how to teach pragmatics with which methodology has been the most discussed area in the field. Especially, for the Turkish context, teaching pragmatics and to what extent language learners are competent in pragmatics are the most investigated areas through speech acts in SLA pragmatics (Ekin & Damar, 2013; Han & Tanrıover, 2015). In this respect, the positions of several stakeholders became under-researched in the field.

Several linguists continued to define and explore linguistic competence, each adding a new aspect to it. The common feature was that, starting from Chomsky, scholars such as Canale and Swain (1980), Bachman and Palmer (1996) took the social characteristics of language into consideration. Language proficiency has no longer been defined as using correct grammatical

forms, yet as how to use language in different contexts considering the situations, people, and social status. Therefore, it is of great importance for a language learner to be skilled not only in grammar, but also in social use of language.

A language learner can be seen as proficient or fluent if he or she can use the language in several contexts for several functions, nonetheless, despite of the extensive target language exposure, an L2 learner may still have problems conveying the intended meanings in the communicative context or conform pragmatic norms of the target culture (Atay, 2005; Mede & Dikilitaş, 2015). Besides, this problem may occur even if the language learner speaks perfectly in terms of grammar. The grammatical competence of a language learner might be higher, whereas the pragmatic competence may fall behind due to several factors. That problem related to second language learners in varied levels has been discussed by scholars, be it local or global (Diepenbroek & Derwing, 2013; Han & Tanrıöver, 2015; Mede & Dikilitaş, 2015).

Conceptualizing pragmatics would be incomplete without giving special attention to speech act theory. Developed by J. L. Austin, speech act theory has gathered an immense interest from different disciplines, including psychology, anthropology, and philosophy (Chapman, 2011). However, for pragmatics it is of vital interest as the theory is seen as foundational along with presupposition and conversational implicature (Levinson, 1983). Speech act theory is regarded as the most significant work that has an impact on pragmatics. Chapman (2011) referred to speech act theory as 'classical' in the sense that it is unique, and the literature constructed about pragmatics is more or less related to that theory.

As mentioned earlier, J.L. Austin was among the philosophers who pioneered the establishment of pragmatics as a discipline within the ordinary school of thought. What is peculiar to this school of thought is that they shifted the focus to the natural language use which was on the symbolic structures of language before. The starting point of speech act theory in that respect was a resistance to the existing philosophy of the time and logical positivism. Back then, with the effect of logical positivism language was handled in terms of logic and truth. What meant by that is utterances were believed to be meaningful if they were verifiable. Hence, one utterance can be either true or false, and the function of the utterances is to describe something. This is what Austin referred to as "descriptive fallacy". In his book How to Do Things with Words argued that there exist several utterances that have different functions than describing, along with this there exist utterances which are sensible yet impossible to verify. Austin (1962) claimed that language utterances serve several functions such as apologizing, giving commands, naming, betting, promising, or thanking.

The classification of an utterance that does not describe something or is not verifiable should then remain in a distinct category. Hence, Austin (1962) claimed that these utterances are not only to say something but at the same time "doing" something. As an example, we say "I do" in a wedding ceremony, we not only utter this expression, but also together with the expression, we accept someone as our wedded wife/husband; we get married with this expression. However, it would be ridiculous to question whether this expression is true or false. Also, this expression does not describe something. Based on similar examples of language use, Austin came up with this exclusive idea: "saying something is actually doing something." Speech act theory is established based on that statement.

Speech acts bring about a change in the world, when someone utters any of the speech acts, the utterance generates a novel psychological, social, or institutional reality (Crystal, 1997). Austin (1962) named these utterances as "performatives". Unlike constatives which state anything around us, performatives simply function to "do" based on something. As it is mentioned earlier, performatives cannot be denied or verified. If someone says "I apologize for what I did" or "I name this cat as Fluffy" or "I promise to come earlier" no one can say these are not true. So, what would make these utterances successful? Austin (1962) then came up with another term "felicity conditions". He asserted that there are some conditions to make these statements successful or maybe to say, meaningful. For instance, for the promising act, the person who performs it should be sincere. In addition, these acts are quite context-dependent and individual, in that sense the appropriateness of these acts are dependent on the context (Chapman, 2011). Furthermore, the person who performs the action should have the authority to do so and should perform it in a correct manner. If the felicity conditions are not fulfilled, many social norms tend to be broken (Crystal, 1997).

In performing speech acts, three sub-acts are at play. Introducing new terms to the speech act theory, Austin (1962) called these acts as locutionary act, illocutionary act and perlocutionary act. These are simply the acts that take place when we speak (Chapman, 2011). Locutionary act is simply performing the speech act; the basic meaning of what is said. Whereas an illocutionary act is the intentional meaning, what the speaker has in mind while saying something. Perlocutionary act is the impact of the utterance on the listener or the possible consequence of the utterance. To give an example, if a boy utters "You are beautiful" the locutionary act is simply stating that someone is beautiful. The illocutionary act might be to attract a woman or to make her speak with him. The perlocutionary act is however based on the listener, she can accept the compliment, or does not approve it and feel offended. Thus, an utterance, apart from its literal meaning is of thousands of different consequences and circumstances, which is basically the distinct property of the pragmatics study.

Searle (1976) after Austin tried to classify the illocutionary acts. His classification of the acts is the most remarkable one in the field. Searle (1976) put the illocutionary acts into five categories as follows:

1. Representatives: When the speaker puts forward a state of truth, in different levels e.g., affirm, believe, deny, represent, conclude.
2. Directives: When the speaker aims to make the listener do something, e.g., challenge, command, insist, request, ask.
3. Commissives: When the speaker is committing a future course of action, e.g., guarantee, pledge, promise, swear, vow.
4. Expressives: When the speaker expresses a state or affair about any matter, e.g., apologize, deplore, congratulate, thank, welcome.
5. Declaratives: When the speaker creates a new status or condition of an object or situation just by making the utterance, e.g. I resign, I baptize, you're fired, War is hereby declared.

In sum, speech act theory, with all its aspects, can be seen as one of the foundational theories of pragmatics. It sheds light on the social context situations, intended and implied meanings beyond literal meanings, and the appropriacy of communication. Studies on pragmatics are generally conducted giving special focus to speech acts. More details and aspects of the theory will be given in the next sections.

1.1. Statement of the Problem

In the Turkish context, where language teaching is practiced mostly by nonnative speakers, perceptions, experiences, practices, and beliefs of them are of critical importance as language teaching comprises both visible performances and mental activities. In this respect, exploring Turkish EFL speaker teachers' perceptions regarding teaching pragmatics and pragmatic norms might be quite useful to find out more about the spotted problem, from the eyes of the teachers. It is clear that there is a need for guidance to teach pragmatics in the Turkish context. Nevertheless, the literature in the Turkish context is quite limited in terms of investigating Turkish EFL speaker teachers' perceptions regarding pragmatics, as most of the pragmatics studies are about speech acts (Han, 2015). To gain more insight about the current situation of pragmatics teaching in Turkey, and the possible relationship between the perceived pragmatic norms, present study seeks answers from the eyes of English. As there is no study to explore this relationship in Turkish context, the results might be insightful for pragmatics teaching in Turkish context and may provide practical implications.

1.2. Research Questions

To explore Turkish EFL speaker teachers' perceptions regarding teaching pragmatics and idealized pragmatic norms in English, the present study aims to answer the following questions:

1- What are the Turkish EFL speaker EFL teachers' perceptions of pragmatics and teaching pragmatics in the Turkish context?
2- What are the Turkish EFL speaker EFL teachers' perceptions of idealized native speaker pragmatic norms in the Turkish context?
3- Is there any relationship between Turkish EFL speaker EFL teachers' perceptions of native speaker pragmatic norms and Turkish EFL speaker teachers' perceptions of pragmatics and pragmatic teaching in the Turkish context?
4- Is there any statistically significant difference in Turkish EFL speaker teachers' perceptions regarding teaching pragmatics and idealized pragmatic norms according to their age, gender, and teaching experience?
5- What are the Turkish EFL speaker teachers' views of pragmatics, teaching pragmatics, and idealized pragmatic norms in English?

2. METHODOLOGY

The purpose of the present study was to explore Turkish EFL teachers' perceptions about teaching pragmatics and idealized pragmatic norms in English. To fulfill this purpose, a mixed-methods research design was adopted with questionnaires and semi-structured interviews. As Creswell (2012) pointed out, concurrent-parallel design is conducted when two different types of data are collected and analyzed separately, and out of this analysis an ultimate interpretation is made. The final interpretation is attained comparing the qualitative and quantitative data as described in the figure below:
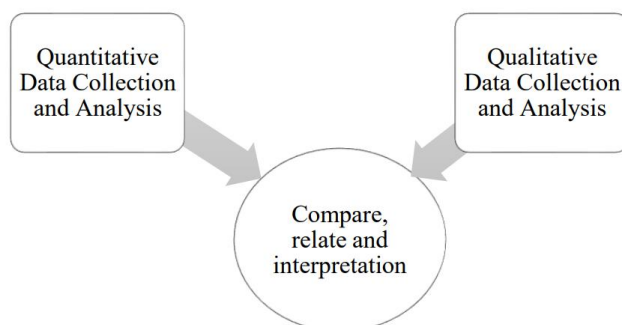

Figure 1. Concurrent parallel design (Creswell, 2012).

2.1. Participants

The starting point of this research was the researchers' two years of observation of English language teaching in the Turkish context. The researcher spotted the problem of low levels of pragmatic competence of students in the actual language classes where both learners and teachers are labelled as Turkish EFL. The problem might have been rooted from several factors, however, as the teachers are one of the most significant stakeholders, their perspective was preferred to be explored. Also, as studies regarding pragmatics and pragmatic competence are generally conducted locally because of the possible influence of the joint culture of the participants, the sample population chosen for the present study is Turkish EFL teachers working in the Turkish context. The sample size of this study consisted of 202 participants. When factors such as restricted time and environment are considered for the quantitative phase of the study, the most appropriate sampling method for the present study was nonprobability sampling, where the participants who were accessible, convenient, and volunteer were selected (Creswell, 2012). Under the category of nonprobability sampling, snowball sampling was done. The researcher sent the questionnaires to Turkish EFL English teachers via e-mail, or several social media platforms and requested from them to convey it to the ones who are also considered as Turkish EFL teachers. During the process, the researcher clearly defined the suitable participants for the study.

To summarize basic demographic information of the teachers that participated the study, the table below is presented:

Table 1.
Demographic Information of the Questionnaire Participants

		N	%
Gender	Female	152	75.25
	Male	50	24.75
Teaching Experience	0-4 years	69	18.8
	5-9 years	42	20.8
	10-15 years	45	22.3
	16-20 years	19	9.4
	20+	27	13.4
Highest Degree	Bachelors	108	53.5
	Master's Degree	74	36.6
	PhD	20	9.9
School Type	Public	102	49.5
	Private	100	50.5
Level of Teaching	Preschool	1	0.5
	Primary School	18	8.9
	K-12	9	4.5
	Secondary School	36	17.8
	High School	37	18.3
	University	101	50
Undergraduate Area	English Language Teaching	142	70.3
	English Language and Literature	39	19.3
	Other	21	10.4
Oversea Learning	Yes	75	37.1
	No	127	62.9

For the qualitative phase of the study, 9 Turkish EFL speaker teachers were purposefully sampled. Initially, the teachers who had participated in the quantitative phase of the study were asked whether they were volunteer to participate in semi-structured interviews. The respondents were then analyzed in terms of the probable information they could provide for the research. While determining the interviewees, there were some criteria that were considered. Firstly, the researcher checked the respondents' answers to open-ended questions in questionnaires, the answers which seem more elaborate and comprehensive were identified, as the main standard in the qualitative phase is to find participants who are "information rich" (Patton, 1990, p. 169). Therefore, the answers that were relatively irrelevant were identified and their respondents were excluded from the qualitative phase. The second criteria were to include participants who had various features in terms of age, institutions they work, highest degree they have and teaching experience. Among the chosen participants, 9 of them had responded that they were available and still volunteer to participate in interviews. The summary of the interviewees can be observed below:

Table 1.
Demographic Information of Interviewees

	Level of Teaching	Age	Years of Experience	Highest Degree
Participant A	High School	40-49	20+	B.A
Participant B	University	30-39	10+	M.A
Participant C	University	50-59	20+	M.A
Participant D	University	25-29	5+	M.A
Participant E	High School	Under 25	0	B.A
Participant F	Secondary School	40-49	20+	BA
Participant G	University	Under 25	0-5	M.A
Participant I	University	25-29	5+	M.A
Participant H	University	25-29	0-5	M.A

After selecting the sample population, the next step was to obtain their permission. For the quantitative stage of the study, an informed consent form was sent to participants before they took part in the study to acknowledge their rights. In the consent form, the participants were informed that their responses would be kept in a secure coded computer and would not be shared with third parties, their identity would never be disclosed. The participants then agreed that they were voluntarily participating in the study, and they could withdraw from the study at any time, without any penalty or consequences. For the qualitative stage, a consent letter was prepared and sent to the participants which explains details the nature interviewing process, the participants were expected to sign the consent letter that they agreed to take part in the study. All the participants clearly stated that they were participating in the study voluntarily.

2.2 Instruments

To address the first research question, which was aimed to explore Turkish EFL speaker teachers' perceptions about teaching pragmatics a questionnaire was taken from Vu's (2017) study called "Teaching pragmatics in English as a Foreign Language at a Vietnamese university: Teachers' perceptions, curricular content, and classroom practices". The questionnaire was developed by Ji (2007), but then developed and adopted by Vu (2017). The adopted version was more suitable for the present study, so it was chosen. However, both authors were informed, and their permission was taken.

In terms of the reliability and validity of the first questionnaire, a pilot study was made in the original study, and it was claimed that it would fulfill the reliability and validity. Also, the researcher claimed that the questionnaire had been used before and believed to be valid. However, as the questionnaire was used in Vietnamese and Chinese contexts before, -even a similar context to Turkish- a Cronbach Alpha Coefficient was calculated to make sure the questionnaire is reliable. The Cronbach Alpha value of the questionnaire was .72 and it was considered as reliable (Pallant, 2010).

The second questionnaire used in the study aimed to explore Turkish EFL speaker teachers' perceptions regarding idealized pragmatic norms in English. It was taken from the study titled "Idealized native-speaker linguistic and pragmatic norms in English as an international language: exploring the perceptions of nonnative English teachers" by Tajeddin et al (2018). The 5-point Likert-Scale consisted of 10 items. The questionnaire was originally developed by the researchers for that study, and the main theoretical framework for the constructing the questionnaire was the concept of World Englishes and the item in the questionnaire seeks answers from teachers from 'outer circle' countries, in this sense, it was applicable for Turkish context as it is also considered as an outer circle country according to Kachru's (1985) model. In matters of the reliability of the questionnaire, a pilot study and internal consistency measurements via Cronbach Alpha was conducted. For the original study, the reliability value was .75. For the present study, when the contextual differences were considered, Cronbach Alpha Co-Efficient was calculated again and it resulted as .77. The researchers' permission was also taken via e-mail for this questionnaire. The second type of data collection tool used for the study was semi-structured interviews. Interviews were made use of in this study to support the quantitative data and explore more about the research problem. Interview is simply being defined by Polit and Beck (2006) as a data collection process where the interviewer seeks for answers from the interviewee by several mediums such as face-to-face or by telephone. In the educational research context interviews are known as the one of the most frequent data collection forms (DiCicco-Bloom and Crabtree 2006). By interviewing, the researcher intends to gather information from the respondents, typically perceptions, experiences, or beliefs (Harrell & Bradley, 2009).

Interviews can be classified as unstructured, semi-structured, and highly structured, each refers to a level of control that the interviewer has on the flow of the conversation. Semi-structured interviews were chosen for this study to get deeper on the topic (Harrell & Bradley, 2009). The interviews held with 9 volunteer teachers where they were asked questions related to pragmatics teaching and pragmatic norms. Teachers were asked to share their opinions and experiences regarding teaching pragmatics. The interview questions were made up of five questions, and they were parallel to the questions in the questionnaires, namely about general opinions about teaching pragmatic knowledge, comparison of grammatical and pragmatic errors, native-like language use, pragmatic norms, and self-reflection of Turkish EFL speaker teachers regarding pragmatic competence. The questions were partly taken from Vu's study (2017); however, they were adapted to make it more suitable for Turkish context. The adaptation process was completed with a field expert. The instruments utilized in the study has been

briefly described so far. The permissions for using the questionnaires and interview questions were taken from Vu (2017), Ji (2007) and Tajeddin et al., (2018) via e-mail.

2.3 Data Analysis

For the first part of the questionnaire which covered demographic information, such as age, gender, teaching experience, and highest degree hold, percentages were taken to see overall representation. The percentages were presented through graphs. Descriptive statistics with means and standard deviation was calculated for the second and third sections of the questionnaire. Each items' score was presented in a table. To be able to find out if there were any relationship between the first and second questionnaire an independent samples t-test was conducted, as t-test is adopted to measure any meaningful statistical difference between two variables (Larson-Hall, 2010). In addition, a one-way ANOVA was conducted to compare participants answers for the questionnaires according to their age, gender, teaching experience, and oversea learning experience. One-way ANOVA was preferred here as there were more than one variable to measure which were assumed to be normally distribute (Larson-Hall, 2010).

As for the qualitative data, firstly the recorded data was transcribed. Then, content analysis with themes and codes were applied. The transcriptions were read and coded by hand, then the common codes aroused from the participants were collected and categorized under broader themes. To make sure of the reliable results, inter-rater reliability was conducted with a field expert. The detailed information regarding the results obtained will be discussed in the findings and discussion sections.

The questionnaires used in this study were adopted from previous studies and the reliability calculations were made in the original studies, however, as the questionnaires was used in different contexts than Turkish, to investigate the reliability of the two questionaries, internal consistency coefficient of questionaries were calculated. Coefficient values and descriptives of total score of the questionnaires are represented in Table 3. As both questionnaires has higher scores than ,70 which is referred as reliable (Pallant, 2010), the questionnaires used in the study are considered reliable.

Table 3.
Reliability and Descriptive Statistics of Questionnaires

	k	N	Cronbach Alpha
Perceptions about English Pragmatic Teaching and Learning Questionnaire	11	202	.72
Perceptions about Pragmatic Norms Questionnaire	10	202	.77
Note: k = number of items			

As Creswell (2012) suggested, there are plenty of ways to gain validity. For this study, validity is acquired mainly via triangulation where the researcher verified the accuracy of the findings from different methods of data collection. In addition, expert opinions were gotten regarding the questionnaires used. For the qualitative data, reliability of the results was gained via inter-rater reliability. Merriam (2009) outlines key measures to uphold the validity and reliability of qualitative research, including considerations for credibility, confirmability, transferability, and consistency. This study has diligently addressed several of these specified conditions. Credibility was ensured by providing a detailed account of the teachers' demographic characteristics, the data collection process, and the social contexts involved. To establish confirmability, three participant teachers reviewed the analyzed data, confirming whether it accurately represented the essence of their experiences. The participants' validation was successfully obtained. For consistency, the collected data underwent scrutiny by another researcher to identify common themes and sub-themes. The consistency coefficient, determined using Miles and Huberman's (1994) formula "Level of reliability = Agreement / Agreement + Disagreement," indicated substantial consistency between the analyses of the primary researcher and the additional expert, with a coefficient of .86.

3. FINDINGS

The first research question was aimed to find out overall opinions of Turkish EFL speaker teachers towards pragmatics and pragmatics teaching. Item 2 "I think that linguistic knowledge (e.g., pronunciation. grammar. and vocabulary) is as important as the knowledge of how to use the language." has the highest mean (M = 4.07, SD = 0.89), followed by item 9 "I think it is important for learners of English to keep their identity and culture." (M = 3.86, SD = 0.79) and item 1 "I think learning English only means learning grammar, vocabulary and pronunciation has the lowest mean (M = 1.48, SD = 0.71) followed by item 7 ". I think teaching English communicatively is not as important as teaching grammatical points and vocabulary items." (M = 1.74 SD = 0.98).

Table 4.
Responses to Perceptions about English Pragmatic Teaching and Learning Questionnaire

		1 N (%)	2 N (%)	3 N (%)	4 N (%)	5 N (%)	M	sd
1.	I believe learning English means only learning grammar. vocabulary and pronunciation.	122 60.4	69 34.2	0	8 4.0	3 1.5	1.48	0.71
2.	I think that linguistic knowledge (e.g., pronunciation. grammar. and vocabulary) is as important as the knowledge of how to use the language.	5 2.5	7 3.5	22 10.9	102 50.5	66 32.7	4.07	0.89
3.	I often correct the mistakes my students make when they use inappropriate words although the sentences are grammatically correct.	11 5.4	64 31.7	50 24.8	66 32.7	11 5.4	3.01	1.04
4.	I don't think I know how to provide students with cultural knowledge and appropriate language use.	51 25.2	104 51.5	29 14.4	16 7.9	2 1.0	2.08	0.89
5.	I think raising students' awareness of getting information on culture and appropriate language use is more useful than teaching specific pragmatic knowledge.	2 1.0	19 9.4	55 27.2	105 52.0	21 10.4	3.61	0.83
6.	I want my students to speak English like native speakers.	30 14.9	85 42.1	40 19.8	36 17.8	11 5.4	2.57	1.11
7.	I think teaching English communicatively is not as important as teaching grammatical points and vocabulary items.	98 48.5	82 40.6	6 3.0	8 4.0	8 4.0	1.74	0.98
8.	I believe teachers should teach pragmatic knowledge when students reach a certain level of language proficiency.	5 2.5	34 16.8	39 19.3	89 44.1	35 17.3	3.57	1.04
9.	I think it is important for learners of English to keep their identity and culture.	0	9 4.5	52 25.7	100 49.5	41 20.3	3.86	0.79
10.	I think learners of English as a second language need to understand other Englishes apart from native English (e.g., American. British).	3 1.5	19 9.4	33 16.3	98 48.5	49 24.3	3.85	0.95
11.	I think native speakers of English need to understand the culture of speakers of English as a second language.	3 1.5	16 7.9	38 18.8	113 55.9	32 15.8	3.77	0.86

Note: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree.

In addition to Likert-scale type questions, to investigate the teaching experiences of the participants 4 semi-closed ended questions were included in the scale. 77.22% of participants (156 participants) indicated "General pragmatic information (information related to politeness, appropriacy, formality and register)"; 68.81% of participants (139 participants) indicated "Cultural Knowledge"; 56.44% of participants (114 participants) answered "Metalanguage: the use of different sentence types (declarative, imperative, interrogative) when introducing topical units, particular linguistic forms, usage information, or student instructions"; 50% of participants (101 participants) answered "Speech acts" to the first question ("What type(s) of pragmatic knowledge do you teach students in your class?") (Figure 2).
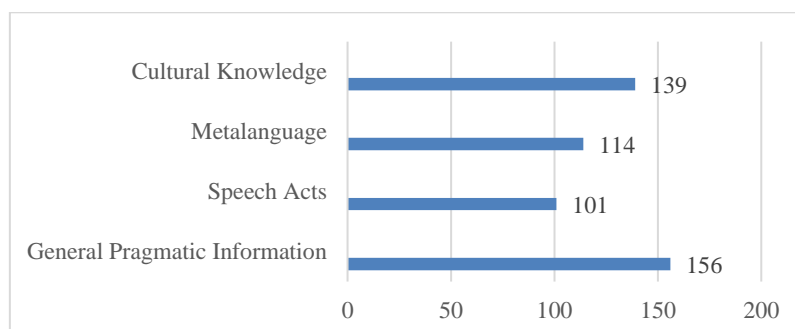

Figure 2. Types of pragmatic knowledge teachers teach students

87.13% of participants (176 participants) indicated "Linguistic knowledge (e. g., vocabulary, grammar, pronunciation)"; 64.85% of participants (131 participants) indicated "Appropriateness of language use"; 79.21% of participants (160 participants) answered "Communicative skills"; 51.98% of participants (105 participants) answered "Semantic usage and communication" to the second question ("What type(s) of knowledge and skills do you teach students in your class?") (Figure 3).
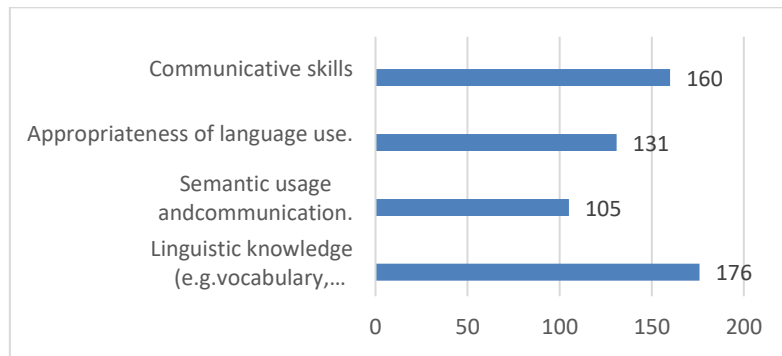

Figure 3. Types of knowledge and skills teachers teach students

61.39% of participants (124 participants) indicated "Using knowledge in textbooks"; 60.40% of participants (122 participants) indicated "Using supplementary materials (e.g. newspapers, magazines)"; 63.37% of participants (128 participants) answered "Implementing tasks and activities"; 60.89% of participants (123 participants) answered "Giving explicit instructions on cultural knowledge and appropriate language use" to the third question ("How do you teach cultural knowledge and appropriate language use?") (Figure 4)
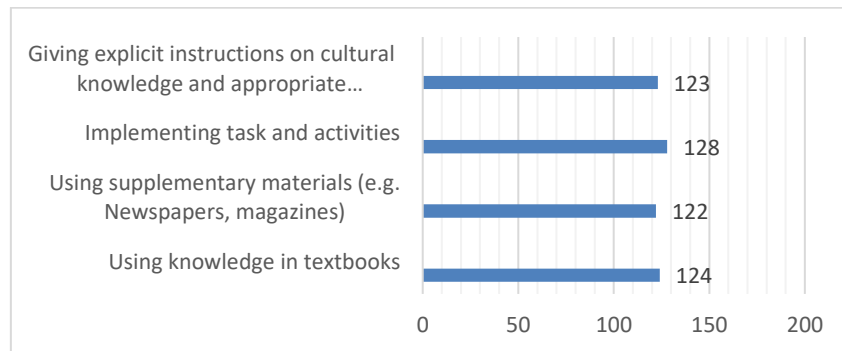

Figure 4. The ways that teachers teach cultural knowledge and appropriate language use

70.79% of participants (143 participants) indicated "Giving explanation"; 44.06% of participants (89 participants) indicated "Using information sheets"; 59.90% of participants (121 participants) answered "Conducting role-play activities"; 79.70% of participants (161 participants) answered "Using dialogues, radio and TV programs, and videos"; 51.98% of participants (105 participants) answered "Organizing discussion" to the fourth question ("Which of the following way(s) do you use to give students information on English use?") (Figure 5).
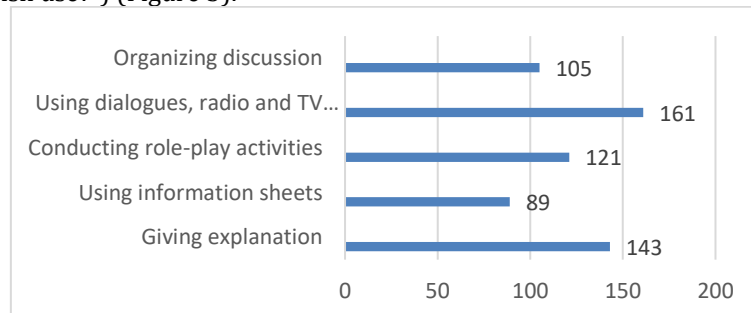
Figure 5. The ways teachers use to give information on English use

What are the Turkish EFL speaker teachers' perceptions of idealized native speaker pragmatic norms in the Turkish context?

To examine the participants' perceptions about pragmatic norms, responses to each item of the Perceptions about Pragmatic Norms Questionnaire were analyzed. The descriptive statistics are presented in Table 5. Item 10 has the highest mean (M = 4.13, SD = 0.79), followed by item 9 (M = 4.05, SD = 0.96) and item 3 has the lowest mean (M = 2.85, SD = 1.04), followed by item 6 (M = 3.18, SD = 0.95) (Table 4).

Table 5.
Responses to Perceptions about Pragmatic Norms Questionnaire

		1 N (%)	2 N (%)	3 N (%)	4 N (%)	5 N (%)	M	SD
1.	In using English, the two nonnative speakers of English should arrive at common international norms for appropriate communication.	1 0.5	36 17.8	43 21.3	98 48.5	24 11.9	3.53	0.94
2.	In communication between two nonnative speakers of English, the pragmatic norms (appropriate use of English in different contexts) of native speakers of English should be observed.	4 2	38 18.8	47 23.3	97 48.0	16 7.9	3.41	0.95
3.	In communication between native and nonnative speakers of English, it is the nonnative speaker of English who should observe native speakers' pragmatic norms.	17 8.4	67 33.2	55 27.2	55 27.2	8 4	2.85	1.04
4.	In communication between two nonnative speakers of English, both should modify their pragmatic norms to establish mutual pragmatic understanding.	1 0.5	11 5.4	32 15.8	120 59.4	38 18.8	3.90	0.78
5.	In communication between native and nonnative speakers, both should modify the pragmatic norms of English to establish mutual pragmatic understanding.	0	18 8.9	35 17.3	115 56.9	34 16.8	3.82	0.82
6.	Unlike Indian English, there is no Turkish English, which suggests that nonnative speakers need to follow native speakers' pragmatic norms in the Turkish context.	10 5	38 18.8	67 33.2	80 39.6	7 3.5	3.18	0.95
7.	In using English, it is appropriate for nonnative speakers of English to transfer their pragmatic norms for communication.	2 1	33 16.3	52 25.7	108 53.5	7 3.5	3.42	0.84
8.	As there are more nonnative speakers than native speakers of English, EIL should be reshaped to move beyond the native-speaker norms to incorporate the commonly accepted international pragmatic norms.	4 2	25 12.4	44 21.8	94 46.5	35 17.3	3.65	0.97
9.	Intelligible (i.e., comprehensible) pronunciation rather than native-like pronunciation should be used in the English as an international context.	1 .5	19 9.4	24 11.9	83 41.1	75 37.1	4.05	0.96
10.	In using EIL, what counts is communication fluency rather than native like accuracy.	0	9 4.5	25 12.4	99 49	69 34.2	4.13	0.79

Note: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree.

The third question was aimed to see if there is a relationship between how Turkish EFL speaker teachers perceive teaching pragmatics and how they perceive idealized pragmatic norms in English. A Pearson correlation was run to determine the relationship between participants' "Perceptions about English Pragmatic Teaching and Learning" and "Perceptions about Pragmatic Norms". There was a moderate, positive correlation between "Perceptions about English Pragmatic Teaching and Learning" and "Perceptions about Pragmatic Norms", which was statistically significant ($r = .39$, $p < .001$) (Table 5).

Table 6.
Correlation Analyses Results

		1	2
1	Perceptions about English Pragmatic Teaching and Learning	–	
2	Perceptions about Pragmatic Norms	.39*	–

* $p < .001$

This research question was designed to see if there is a statistically significant difference in Turkish EFL speaker teachers' perceptions according to variables such as age, gender, and teaching experience. An independent sample t-test was conducted to compare participants "Perceptions about English Pragmatic Teaching and Learning" and "Perceptions about Pragmatic Norms" according to gender (male; female). There was no statistically significant difference between groups according to "Perceptions about English Pragmatic Teaching and Learning" ($t = 0.535$, $p = .593$) and "Perceptions about Pragmatic Norms" ($t = 0.172$, $p = .864$) as determined by t-test results. See Table 6 for descriptive results.

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Table 7.
Descriptive Statistics According to Gender

	Gender	N	M	SD
Perceptions about English Pragmatic Teaching and Learning	Female	152	43.7	4.90
	Male	50	43.3	4.39
Perceptions about Pragmatic Norms	Female	152	36.0	4.12
	Male	50	35.9	3.86

A one-way ANOVA was conducted to compare participants "Perceptions about English Pragmatic Teaching and Learning" and "Perceptions about Pragmatic Norms" according to age (25-29; 30-39; 40-49; 50 and above). There was no statistically significant difference between groups according to "Perceptions about English Pragmatic Teaching and Learning" ($F_{4,197}$ = 0.993, p = .413) and "Perceptions about Pragmatic Norms" ($F_{4,197}$ = 1.133, p = .342) as determined by one-way ANOVA. See Table 6 for descriptive results.

Table 8.
Descriptive Statistics According to Age

	Age Group	N	M	SD
Perceptions about English Pragmatic Teaching and Learning	Under 25	38	44.9	4.84
	25-29	40	43.4	4.06
	30-39	77	43.4	5.24
	40-49	30	43.3	4.00
	50-59	17	42.6	5.17
Perceptions about Pragmatic Norms	Under 25	38	37.2	3.48
	25-29	40	35.8	3.63
	30-39	77	35.6	4.46
	40-49	30	35.7	3.97
	50-59	17	35.5	4.23

A one-way ANOVA was conducted to compare "Perceptions about English Pragmatic Teaching and Learning" and "Perceptions about Pragmatic Norms" according to years of English teaching experience (0-4; 5-9;10-15; 16-20; above 20). There was no statistically significant difference between groups according to "Perceptions about English Pragmatic Teaching and Learning" ($F_{4,197}$ = 0.969, p = .426) and "Perceptions about Pragmatic Norms" ($F_{4,197}$ = 1.338, p = .257) as determined by one-way ANOVA. See Table 7for descriptive results.

Table 9.
Descriptive Statistics According to Years of English Teaching Experience

	Years of Exp.	N	M	SD
Perceptions about English Pragmatic Teaching and Learning	0-4	69	43.9	4.74
	5-9	42	44.6	4.13
	10-15	45	43.0	5.49
	16-20	19	43.1	3.49
	+20	27	42.8	5.27
Perceptions about Pragmatic Norms	0-4	69	36.5	3.72
	5-9	42	36.4	3.96
	10-15	45	34.9	4.24
	16-20	19	35.4	3.89
	+20	27	36.1	4.62

A one-way ANOVA was conducted to compare participants' "Perceptions about English Pragmatic Teaching and Learning" and "Perceptions about Pragmatic Norms" according to their highest degree (BA; MA; Ph.D.). There was no statistically significant difference between groups according to "Perceptions about English Pragmatic Teaching and Learning" ($F_{2,199}$ = 1.174, p = .311) and "Perceptions about Pragmatic Norms" ($F_{2,199}$ = 0.299, p = .742) as determined by one-way ANOVA. See Table 7 for descriptive results.

Table 10.
Descriptive Statistics According to Highest Degree

	Highest Deg.	N	M	SD
Perceptions about English Pragmatic Teaching and Learning	BA	108	43.4	4.77
	MA	74	44.2	4.95
	PhD	20	42.7	4.01
Perceptions about Pragmatic Norms	BA	108	36.1	3.95
	MA	74	35.7	4.11
	PhD	20	35.6	4.45

A one-way ANOVA was conducted to compare participants' "Perceptions about English Pragmatic Teaching and Learning" and "Perceptions about Pragmatic Norms" according to their undergraduate degree program (English Language and Literature; English Language Teaching; Others). There was no statistically significant difference between groups according to "Perceptions about English Pragmatic Teaching and Learning" ($F_{2,199}$ = 1.07, p = .345) and "Perceptions about Pragmatic Norms" ($F_{2,199}$ = 0.2.67, p = .072) as determined by one-way ANOVA. See Table 8 for descriptive results.

Table 11.
Descriptive Statistics According to Undergraduate Degree

	Undergraduate Deg.	N	M	SD
Perceptions about English Pragmatic Teaching and Learning	English Lang. and Lit.	142	43.7	4.64
	English Lang. Teaching	39	42.8	3.68
	Others	21	44.7	7.01
Perceptions about Pragmatic Norms	English Lang. and Lit.	142	36.3	3.97
	English Lang. Teaching	39	34.6	3.54
	Others	21	36.1	5.05

A one-way ANOVA was conducted to compare participants' "Perceptions about English Pragmatic Teaching and Learning" and "Perceptions about Pragmatic Norms" according to their teaching level (Primary School; Secondary School; High School; K-12; University). One participant's data whose teaching level is preschool was excluded from the analyses. There was no statistically significant difference between groups according to "Perceptions about English Pragmatic Teaching and Learning" ($F_{4,196}$ = 0.519, p = .722) and "Perceptions about Pragmatic Norms" ($F_{4,196}$ = 0.151, p = .962) as determined by one-way ANOVA. See Table 9 for descriptive results.

Table 12.
Descriptive Statistics According to Teaching Level

	Teaching Level	N	M	SD
Perceptions about English Pragmatic Teaching and Learning	Primary School	18	43.9	4.62
	Secondary School	36	44.0	4.42
	High School	37	44.3	5.54
	K-12	9	43.3	4.18
	University	101	43.1	4.72
Perceptions about Pragmatic Norms	Primary School	18	35.9	4.30
	Secondary School	36	36.3	4.09
	High School	37	35.6	3.55
	K-12	9	36.4	3.61
	University	101	35.9	4.24

An independent samples t-test was conducted to compare participants' "Perceptions about English Pragmatic Teaching and Learning" and "Perceptions about Pragmatic Norms" according to the type of institution they are working in (Private; Public). There was no statistically significant difference between groups according to "Perceptions about English Pragmatic Teaching and Learning" (t = -0.659, p = .511) and "Perceptions about Pragmatic Norms" (t = -1.028, p = .305) as determined by t-test results. See Table 10 for descriptive results.

Table 13.
Descriptive Statistics According to Institution Type

	Institution Type	N	M	SD
Perceptions about English Pragmatic Teaching and Learning	Private	100	43.4	5.10
	Public	102	43.8	4.44
Perceptions about Pragmatic Norms	Private	100	35.6	4.19
	Public	102	36.2	3.90

An independent samples t-test was conducted to compare participants' "Perceptions about English Pragmatic Teaching and Learning" and "Perceptions about Pragmatic Norms" according to having an overseas experience (No; Yes). There was no statistically significant difference between groups according to "Perceptions about English Pragmatic Teaching and Learning" (t = -0.425, p = .671) and "Perceptions about Pragmatic Norms" (t = -0.254, p = .799) as determined by t-test results. See Table 15 for descriptive results.

Table 14.
Descriptive Statistics According to Overseas Experience

	Overseas Experience	N	M	SD
Perceptions about English Pragmatic Teaching and Learning	No	127	43.5	4.87
	Yes	75	43.8	4.63
Perceptions about Pragmatic Norms	No	127	35.9	4.29
	Yes	75	36.0	3.61

An independent samples t-test was conducted to compare participants' "Perceptions about English Pragmatic Teaching and Learning" and "Perceptions about Pragmatic Norms" according to received pragmatic knowledge (No; Yes). There was no statistically significant difference between groups according to "Perceptions about English Pragmatic Teaching and Learning" (t = -1.46, p = .145) but there was a statistically significant difference between groups according to "Perceptions about Pragmatic Norms" (t = -3.76, p < .001) as determined by t-test results. Participants who received pragmatic knowledge when studying their degree (M = 36.5, SD = 3.88) have a higher "Perceptions about Pragmatic Norms" score compared to participants who did not receive pragmatic knowledge (M = 34.1, SD = 4.03) when studying their degree. See Table 11 for descriptive results.

Table 15.
Descriptive Statistics According to Received Pragmatic Knowledge

	Pragmatic K.	N	M	SD
Perceptions about English Pragmatic Teaching and Learning	No	50	42.8	4.88
	Yes	152	43.9	4.72
Perceptions about Pragmatic Norms	No	50	34.1	4.03
	Yes	152	36.5	3.88

Qualitative Findings

For the qualitative data, semi-structured interviews were held with 9 teachers to explore teachers' perceptions deeply. The interviews were recorded and transcribed. Then, content analysis with themes and codes was applied to analyze semi-structured interviews. Six themes emerged out of the interviews as follows: The need for Authentic Practice to Expand Pragmatic Knowledge, Correcting Errors that Hinders Communication, Native-Like Language Use as a Misconception, Providing Functional and Contextual use of Language to teach pragmatics, External and Internal Factors affecting teaching pragmatics, Cultural Norms in teaching pragmatics, Self-Reflection of Turkish EFL Speaker Teachers. The themes and related codes are represented in the table below.

Table 16.
Interview Findings

Themes	Codes	Participants	Frequency
Need for Authentic Practice to Expand Pragmatic Knowledge	interaction with foreigners, oversea experience, use of idioms	A, C, D, F, G	10
Correcting Errors that Hinder Communication	grammar correction in writing, delayed/immediate error correction, fluency over accuracy	A, B, C, D, E, F, G, H, I	21
Native-Like Language Use as a Misconception	misconceptions, native-like pronunciation, native-like proficiency as a main goal	A, B, C, D, E, F, G, H, I	22
Providing Functional and Contextual use of Language to teach pragmatics	speech acts, idioms, words beyond literal meanings	B, C, D, E, F, G	9
External and Internal Factors affecting teaching pragmatics	institutions, assessment, curriculum & syllabus	C, D, H, G, F, I	9
Cultural Norms in teaching pragmatics	differences in cultural norms, universal norms, norm-developers	B, C, D, E, F, H, I	8
Self-Reflection of Turkish EFL Speaker Teachers	Turkish EFL speakers as outsiders, challenge as Turkish EFL speakers, Turkish EFL environment	B, C, D, F, H, I	10

4. DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Discussion of the findings of RQ1: What are the Turkish EFL speaker EFL teachers' perceptions of pragmatics and pragmatic teaching in the Turkish context?

The first research question of the study sought to determine what kind of perceptions non-native speaker teachers hold about pragmatics and teaching pragmatics. In that respect, it could be said that this question is relatively a general question that aims to provide a basic understanding of Turkish EFL speaker teachers' perceptions. As Ishihara (2010) clearly pointed out, the way teachers teach is affected by their beliefs, what kind of knowledge they have, and the type of experiences they have. In addition,

teachers' role in teaching pragmatics was claimed crucial in several articles (Atay, 2005; Bektas-Cetinkaya, 2012; Ivanova, 2018). Therefore, with the question, the challenge regarding teaching pragmatics that has been spotted in the beginning was aimed to explore from Turkish EFL speaker teachers' perspectives. Initially, with respect to the first research question, the findings obtained from the questionnaire indicated that most of the teachers perceive pragmatics as an important part of language knowledge. Teachers are aware of the importance of grammar, vocabulary and pronunciation as teaching units, but they do not overlook the knowledge of how to use the language. This finding is consistent with similar studies such as Zughaibi (2022), Vu (2018), and Masrour et al., (2019) where nonnative speaker teachers' perceptions regarding pragmatics in EFL contexts were explored. In all of them, the results suggested that teachers perceive linguistic and pragmatic knowledge as equally important. In addition, a similar finding was echoed in a study conducted by Vasquez and Sharpless (2009), where Turkish EFL speaker teachers reported that they recognize that linguistic knowledge is one strand of language, but it is not the only one. Likewise, in her study, Ivanova (2018) revealed that Turkish EFL speakers are mainly aware of what language consists of; both linguistic and pragmatic features.

Another significant finding of the present study showed that Turkish EFL speaker teachers support the idea that their students should keep their identity and culture while learning English. This finding thus can imply even though Turkish EFL speaker teachers are aware of the importance of teaching pragmatics, they do not support their students to transform their Turkish identity while learning another language, as language is intertwined with culture and specific norms belong to the target culture. It can be assumed that this finding is rather thought-provoking because pragmatics is quite related to culture, and to be competent in terms of pragmatics, one should be aware of the cultural norms that the target culture has, as Leech (1983) labeled this strand of pragmatics as "socio-pragmatics''. Therefore, one assumption can be drawn upon based on this finding, teachers are aware of the importance of pragmatics as well as target culture in teaching, nonetheless, they do not see adopting the target culture as a must to be competent. This finding is in accordance with the Vu's (2017) and Ji's (2008) findings, where the context is an EFL context as well. A similar concern was also highlighted in Savvidou and Economidou-Kogetsidis's (2019) study. It was expressed that for Turkish EFL speaker teachers who appreciate teaching pragmatics, it becomes a dilemma since culture is an integral part of pragmatics and providing L2 norms is a way to teach pragmatics, but at the same time, they feel they need to ensure that kind of teaching is not threatening their identities. It was also reported in the study by Tosuncuoğlu and Kırmızı (2019) that Turkish teachers consider cultural aspects as an important strand for foreign languages, however they are concerned that it may cause assimilation. In this respect, the finding put forward a remarkable challenge for teaching pragmatics.

Earlier studies confirmed that explicit instruction of pragmatics yields better outcomes (Ghobadi & Fahim, 2009; Halenka & Jones, 2011; Nguyen, Pham, & Pham, 2012; Rose, 2005; Taguchi, 2015). In contrast with this, in this study, teachers asserted that rather than teaching pragmatic knowledge directly, implicit methods such as raising awareness of getting information on the target culture and appropriate language use are more effective. Unlike what has been confirmed in previous studies, teachers believe implicit methods work better based on their experiences. This result can be explained in two major respects. Initially, in the previous studies, implicit teaching of pragmatics was not claimed as useless but maybe inferior yet presented as effective in some situations (Jeon & Kaya, 2006; Taguchi, 2011). In addition, the strong positive relationship between students' attitude towards cultural instruction and pragmatic competence was reported in the previous studies (Rafieyan, 2016). Moreover, the integration of cultural elements of the target language community which may interest students was recommended to make pragmatic instruction more effective. Then, the possible explanation for this finding is that teachers have also experienced this outcome that was explored in a similar EFL context before.

To sum up, what has been discussed so far regarding the first research question, it can be clearly stated that Turkish EFL speaker teachers in the Turkish context are aware of the importance of teaching pragmatics, and they know language is not only about grammar; there are complementary aspects of language as well. Linguistic knowledge and pragmatic knowledge are both perceived as vital to learning a foreign language, according to the Turkish EFL speaker teachers in the Turkish context. Together with this perception, teachers do not support the idea of adapting the target culture while performing their norms appropriately. Appropriate language use in this sense is perceived as a skill to learn, not a transformation to the target identity. This finding has several implications for future studies which will be discussed later. Lastly, Turkish EFL speaker teachers believe that getting information on the target culture is an effective way for pragmatic instruction, rather than teaching pragmatic knowledge distinctly. So, it seems that the teachers adopt a very sensitive approach to teaching pragmatics, which is having enough input from the target culture, yet not to internalize them.

Discussion of the findings for RQ2: What are the Turkish EFL speaker teachers' perceptions of idealized native speaker pragmatic norms in the Turkish context?

Leech (1983) defined pragmatics by dividing it into two segments: namely pragma-linguistics and socio-pragmatics. Socio-pragmatics is related to the social side of pragmatics, such as the established norms in each culture, and being able to negotiate in these norms. In this sense, there exist norms in the English language as well which are believed to be possessed by native speakers of English. These norms are not always following the learners' norms and values coming from their L1. In addition, they are tending to be idealized and presented as an accurate source in the EFL context. Therefore, what Turkish EFL speaker teachers perceive about the social side of pragmatics has also been explored through this research question. The findings indicated that Turkish EFL speaker teachers have rather balanced perceptions towards idealized pragmatic norms. They tend

not to idealize these norms and support creating mutual norms, especially in EIL contexts. To start with, the high-scored items show that teachers think, in using English what is of vital importance is fluency rather than native-like accuracy. In this sense, they do not regard having native-like usage as the main purpose of the communication. In addition, comprehensible pronunciation rather than native-like pronunciation is preferred by teachers. These results are compatible with the Tajeddin et al.'s (2018) study where Iranian teachers supported similar arguments. However, Sarandi (2020) clearly stated in his study that Turkish EFL speaker teachers reported they idealize native speaker norms in terms of pronunciation and grammatical accuracy. This contradicts the findings presented here. It was even reported that teachers perceive native-speaker norms as a main goal for language learning. This might be explained by the differentiation of the concepts EIL and EFL. While Turkish EFL teachers perceive comprehensible utterance is sufficient in EIL, they do not consider it as a main goal of language teaching. In this sense, they aim to teach language learners based on native speaker norms, however, if it is not applied in the flow of communication in an international context, they believe it wouldn't cause a problem. This explanation can also be supported by the findings of the study by Tosuncuoğlu and Kırmızı (2019) in which Turkish teachers agreed that in international communication intelligible accent is acceptable, whereas in language teaching they preferred to adopt a native speaker model.

Another significant finding for this research question was that Turkish EFL speaker teachers highlighted the importance of creating common norms in communication. They denied the idea that Turkish EFL speakers should follow native-speaker norms in communication. This finding is rather interesting as appropriateness is generally attributed to native speaker usage (McKay, 2009). Therefore, it could be said that Turkish EFL speakers challenged the native-speaker model in terms of pragmatics. The literature is limited in terms of Turkish EFL speaker teachers' perceptions regarding pragmatic normsi though, this finding is in line with Tajeddin et al. 's (2018). Moreover, Turkish EFL speaker teachers' stands in terms of following native-speaker pragmatic norms can be reinforced by the arguments presented by some previous work. (McKay, 2009; Seidlhofer, Breiteneder, & Pitzl, 2006). It was claimed that, unlike the common belief that appropriateness depends on how native speakers use the language, there is always room for negotiation in language use, what is appropriate is not based on the native speaker, but on the factors of communication. One point should be emphasized here, what Turkish EFL speakers stand for is not teaching and presenting incorrect forms of language but being able to realize deviation from the native speakers' norms is also evident in EIL contexts (Sarandi, 2020). In this sense, total reliance on native speaker norms in terms of pragmatics is being questioned (McKay, 2009). In short, the findings based on the second research question showed that non-native speaker teachers in the Turkish context have flexible perceptions regarding idealized pragmatic norms in English. It can be concluded that their stands are closer to the EIL and ELF pedagogy rather than standardized English.

Discussion of the findings for RQ3: Is there any relationship between non-native speaker EFL teachers' perceptions of native speaker pragmatic norms and Turkish EFL speaker teachers' perceptions of pragmatics and pragmatic teaching in the Turkish context?

The third question was aimed to see if there is a relationship between how non-native speaker teachers perceive teaching pragmatics and how they perceive idealized pragmatic norms in English. There was a moderate, positive correlation between "Perceptions about English Pragmatic Teaching and Learning" and "Perceptions about Pragmatic Norms", which was statistically significant ($r = .39$, $p < .001$). The interpretation of the first and second research questions which aimed to investigate the two variables investigated with this research question was made above. Simply, this finding suggests that the way teachers perceive teaching pragmatics is positively associated with the way they perceive idealized pragmatic norms. For the present study, it was revealed that Turkish EFL-speaker teachers are aware of the importance of teaching pragmatics, and they consider it as an integral part of language teaching. On the other hand, they do not idealize pragmatic norms in communication, they adopt EIL perspective rather than standardized English. So, instead of a positive relationship, the opposite might have been expected. It can be inferred from this finding that, to be able to be aware of the importance of pragmatics in language teaching, a language teacher does not have to conform to pragmatic norms in English. In other words, pragmatics teaching can be enhanced within the EIL perspective as well. At least, in the Turkish context, Turkish EFL-speaker teachers consider pragmatics as a vital component of language teaching, while they are not idealizing pragmatic norms in English.

There is no study to explore such a relationship up to our knowledge. However, this finding may be associated with some claims presented in earlier studies. In the study exploring Turkish EFL speaker teachers' perceptions regarding teaching pragmatics, Turkish EFL speaker teachers agreed on the statements which underpin the EIL and EFL pedagogy, but at the same time, they agreed on the importance of teaching pragmatics (Ji, 2007; Vu; 2017). Therefore, it could be assumed for Turkish EFL speaker teachers in general, supporting EIL pedagogy would not lead to underestimating teaching pragmatics, rather there might even be a positive association. Moreover, it could be said that challenging pragmatic norms would not mean neglecting them in teaching contexts.

Discussion of the findings for RQ4: Is there any statistically significant difference in Turkish EFL speaker teachers' perceptions regarding teaching pragmatics and idealized pragmatic norms according to their age, gender, and teaching experience?

This research question was designed to see if there was a statistically significant difference in Turkish EFL speaker teachers' perceptions regarding teaching pragmatics and idealized pragmatic norms according to their age, gender and teaching experience, and all other variables that were measured in demographic information part. Age, gender, teaching experience,

institution type, level of teaching, overseas experience were all variables that were not related to the Turkish EFL speaker teachers' perceptions. Only participants who received pragmatic knowledge had higher scores in perceptions regarding "Perceptions about Pragmatic Norms". When the literature is examined, it is tough to find a study that specifically explores such a relationship. Yet, in their study, Tosuncuğlu and Kırmızı (2019) checked if the students and teachers' perceptions vary based on some factors. Generally, none of the variables showed any statistical differences. Only, it was claimed that female participants preferred to sound like a native speaker, and they believed there should be a Turkish variety as well, compared to male participants. Another variable that was investigated in the previous studies a lot is overseas experience. However, the relationship between overseas experience and the level of pragmatic competence of Turkish EFL speakers is generally explored (Felix-Brasdefer, 2007; Taguchi, 2008, 2009). Overseas experience was considered as a positive factor affecting pragmatic competence. In terms of perceptions, again there is no study up to the researchers' knowledge.

The positive relationship between the perceptions of norms and receiving pragmatic knowledge before, there has been no study to explore such a relationship, yet the relationship can be explained by the argument; the way Turkish EFL speaker teachers see pragmatics is generally affected by how they learnt it (Vu, 2017). So, the impact of receiving pragmatic knowledge on the perceptions of pragmatic norms can be reasonable.

Discussion of the findings for RQ5: What are the Turkish EFL speaker teachers' views of pragmatics, teaching pragmatics and idealized pragmatic norms in English?

An initial objective of the research was to identify Turkish EFL speaker teachers' perceptions regarding pragmatics, teaching pragmatics, and idealized pragmatic norms in English. General perceptions were gained through the questionnaires. To get deeper insights into participants' responses, views of the participants were obtained using interviews. In that way, the findings obtained employing the first and second research question has been interpreted more detail. It can be argued that the findings obtained from the last research question are the most fruitful part of the study in terms of finding. Six themes emerged out of the interviews as follows: Need for Authentic Practice to Expand Pragmatic Knowledge, Correcting Errors that Hinders Communication, Native-Like Language Use as a Misconception, Providing Functional and Contextual use of Language to teach pragmatics, External and Internal Factors affecting teaching pragmatics, Cultural Norms in teaching pragmatics, Self-Reflection of Turkish EFL Speaker Teachers. Many of the themes and sub-themes were mentioned in the previous work.

Initially, the Turkish EFL speaker teachers in the Turkish context drew upon the issue of having a lack of possibility of practicing language in a natural environment, which they consider as a negative factor for learners to gain pragmatic competence. It was claimed by most of the teachers that only by means of authentic practice outside of the classroom, which includes an overseas experience and interaction with foreigners, language learners can enhance their pragmatic abilities. Observing the current situation in the Turkish context, they stated it is difficult for learners to advance in pragmatic skills. This finding is in line with the earlier studies. In their study Vasquez and Sharpless (2009) pointed out the same reality, claiming that a typical L2 classroom is not a sufficient environment where language learners have a chance to encounter the natural use of language. Similarly, language exposure only through textbooks which is not considered authentic, were presented as a main hindrance for language learners to develop pragmatic abilities in the Turkish context (Mede & Dikilitaş, 2015; Turgal et al., 2017). Rafieyan (2016) also described students who have more contact with native speakers and get exposed to the language in the natural environment as having higher levels of pragmatic competence when compared to students who only get exposed to language in a classroom environment. Supporting the idea of authentic practice, interaction with foreigners and the impact of an overseas experience has also been highlighted in the previous work. In a study conducted by Savvidou and Economidou-Kogetsidis (2019), teachers reflected that if you have a constant interaction with native speakers or had an overseas experience that would make a Turkish EFL speaker more confident in terms of pragmatics. The positive impact of oversea experience has been spotted in previous studies, as it provides students with a natural language interaction outside of the classroom context (Bardovi-Harlig & Bastos, 2011; Felix - Brasdefer & Hasler Barker; 2015). In this sense, Turkish EFL speaker teachers' assumption regarding the possible impact of overseas experience on pragmatic ability seems practical.

Error correction is also an essential part of language teaching. Therefore, when teaching pragmatics, how to deal with pragmatic errors is also considered by non-native speaker teachers. Based on the questionnaire result, most of the participants agreed they prefer to correct students' mistakes even if they are grammatically correct. This response is also echoed during the interviews. The findings suggested that non-native speakers considered pragmatic errors highly important, and claimed they should be corrected immediately as they may hinder the intended meaning during communication. In accordance with the present results, previous work has displayed that pragmatic errors can lead to misunderstandings. Moreover, unlike linguistic errors whose source can be identified and corrected quickly, pragmatic errors are difficult to identify by Turkish EFL speakers and the consequence of such errors can be tougher as the error might be attributed to the speakers' personality (Koran & Koran, 2017; Savvidou & Economidou - Kogetsidis, 2019; Vasquez & Sharpless, 2009). In contrast with the earlier studies, the significance of pragmatic errors has been highlighted in the present study. Glasgow (2008) put forward teachers are overwhelmingly focusing on grammatical errors as it is the most noticeable unit of language. Teachers' focus may have changed since then, as the communicative aspects of language get more attention.

The error correction issue has been handled extensively by Turkish EFL speaker teachers in the present study. The study revealed that teachers' approaches to error correction differ based on some factors. For instance, whether to make an on-the-

spot or delayed error correction is based on the aim of the lesson or activity. If it is a fluency-oriented activity, the teachers tend to make delayed error corrections. However, if it is an accuracy-oriented activity, they tend to correct mistakes immediately. These findings are in line with the notions presented in Sarandi's (2020) study. Also, as described earlier, whether to correct students' errors was based on the criteria of whether they hindered the communication or not. This criterion can be explained by the "let it pass" principle which was put forward by Firth (1996). It was argued that the let it pass principle is commonly applied in the ELF context where erroneous utterances are accepted till the misunderstanding is not fatal (McKay, 2009). In this sense, it can be asserted that Turkish EFL speaker teachers in the Turkish context, consciously or unconsciously follow this principle.

In terms of native-like language use, which is another highly discussed topic by Turkish EFL speakers, this study revealed that Turkish EFL speaker teachers in the Turkish context do not share common perceptions. Both the quantitative data and qualitative data point out that the perceptions towards native-like language use are varied. In the quantitative part the responses given to the items regarding native-like language use revealed that while some of the teachers support their students to become like native speakers, some of them do not. Still, the native-like language use is controversial for language teachers in some respects. In the qualitative section, some of the teachers, especially pronunciation-wise, claimed native-like language use is the main aim of language teaching, while others challenge this assumption. Also, some of the teachers reported they are encouraging and supporting native-like language use, yet they are not imposing it strictly on their students. In terms of pronunciation, it could be said that the result is in line with many other studies conducted in Turkish EFL speaker countries, as native-like pronunciation either American or British is still considered prestigious, and even tough Turkish EFL speaker teachers may support other features of EIL, when it comes to pragmatics they divert from the principles of EIL (Coşkun, 2011; İnceçay & Akyel, 2014; Young & Walsh, 2014). In this sense, the findings, supporting the previous ones, suggested that Turkish EFL speaker teachers in the Turkish context, like other EFL contexts, still do not prefer to deviate from native speaker norms in terms of accurate language use. When it comes to the reported practices of Turkish EFL speaker teachers, as seen in many other studies, there is no planned teaching of pragmatics based on the contextual importance, they teach it randomly (Ishihara, 2011; Savvidou & Economidou - Kogetsidis, 2019). Teachers generally stated that they do not plan a specific lesson for teaching pragmatics, rather, there are some features they tend to highlight throughout their lessons such as speech acts. This finding was also echoed in the quantitative part where language teachers mostly agreed not to teach specific pragmatic knowledge. They prefer to emphasize the functional use of language, where to say what, and in what circumstances. This result is quite understandable as the focus of pragmatics is on speech acts in the Turkish context (Ekin & Damar, 2013; Han, 2015). Although speech acts are the essential components of pragmatics, pragmatic appropriacy cannot be achieved only by means of speech acts, as there exist other important components such as speakers' awareness of conversational implicatures and other contextual factors (Ivanova, 2018). In this sense, a missing awareness can be mentioned here.

Integrating cultural elements were also highlighted within the issue of teaching pragmatics and pragmatic norms. As teachers reported they do not plan their lessons specifically for teaching pragmatics, they shared some of the ways to enhance pragmatics. One of them was integrating cultural elements of the target community into the lessons. This finding matches with the data obtained by Savvidou and Economidou-Kogetsidis (2019), where Turkish EFL speaker teachers reported similar practices in teaching pragmatics. Turkish EFL speaker teachers, in a spontaneous way, sometimes highlight some politeness issues demonstrating how native speakers act and say in some conditions. Cultural instruction has a positive impact on pragmatic comprehension ability according to Rafieyan (2016). It can therefore be assumed that what Turkish EFL speakers adopt in their teaching is useful.

The effect of external factors on the teachers' perception of teaching pragmatics was also a remarkable finding of the study. Most of the Turkish EFL speaker teachers argued teaching pragmatics in the Turkish context is challenging because of some external factors such as curriculum and syllabus, institutions, and assessment system. In non-native environments similar concerns were expressed before (Atay, 2005; Choraih et al., 2016; Turgal et al., 2017a; Turgal et al., 2017b.). This finding implies that even though Turkish EFL speaker teachers are competent or willing enough to integrate pragmatics in their lessons, issues such as pacing, institutional factors, and exams only based on grammar and vocabulary become a hindrance for them. Comprehensive implications of the findings will be provided in the following sub-chapter.

5.2 Conclusion

The purpose of the current study was to determine Turkish EFL speaker teachers' perceptions regarding pragmatics and pragmatic norms in English. As explained earlier, teaching pragmatics is considered a neglected area in the Turkish context, like other EFL contexts. Although there might be several factors behind this issue, it was aimed to explore the teachers' perspectives as they have a vital role in teaching languages. It can clearly be said that the study provided a comprehensive analysis of pragmatics teaching in the Turkish context. The paper explores Turkish EFL teachers' perceptions of teaching pragmatics and idealized pragmatic norms in English. It discusses the distinct nature of pragmatics as a distinct area of study compared to other language studies, considering the addressee, addresser, context, and intention of the communication. The paper highlights the under researched positions of several stakeholders in the field of pragmatics. It emphasizes the importance of integrating pragmatic elements into the English language classroom and the effectiveness of instructed pragmatics. The paper addresses the lack of awareness among speakers regarding conversational implicatures and other contextual factors in achieving pragmatic appropriacy. It explores the relationship between receiving pragmatic knowledge and the perceptions of pragmatic

norms among Turkish EFL speaker teachers. The paper provides insights into speech act theory as one of the foundational theories of pragmatics, shedding light on social context situations, intended and implied meanings, and the appropriacy of communication.

This research adopts a national scope, focusing on participants of Turkish origin, thereby confining the study's milieu to the geographical confines of Turkey. The principal objective of the investigation is to delve into the nuances of pragmatics teaching within the Turkish educational context. Consequently, caution must be exercised in extrapolating the findings to broader populations or diverse geographical settings. Despite the adequacy of participant numbers for the specific study, augmenting the sample size could enhance the generalizability of outcomes. A secondary constraint of the current study pertains to the exclusive consideration of certain stakeholders. The examination of pragmatics instruction predominantly emanates from the vantage point of educators, as the researcher accords them significant influence within the pedagogical framework. Nevertheless, other stakeholders, such as school administrators and students, possess perspectives that may contribute valuable insights. Inclusion of these additional perspectives could enrich the depth and comprehensiveness of the study. Furthermore, to obtain a more comprehensive portrayal of pragmatics teaching in the Turkish context, the incorporation of diverse data collection methods, such as classroom observations and textbook analyses, is recommended.

The study on pragmatics teaching in the Turkish context conducted a comprehensive analysis, utilizing both qualitative and quantitative data collection tools. It revealed challenges, implications, and recommendations for a paradigm shift, emphasizing non-native speaker teachers' hesitancy in incorporating cultural elements into lessons. The research suggested exploring the relationship between acculturation, second language identity, intercultural awareness, and teaching pragmatics. External factors such as institutions, curriculum, and materials were identified for investigation. The study highlighted a gap in pragmatics education in the Turkish context, particularly in the assessment system, recommending a reassessment to avoid a cycle where the lack of assessment diminishes the perceived need for teaching pragmatics. Furthermore, it stressed the importance of clarifying the concept of pragmatics for teachers and proposed incorporating pragmatics lessons into both pre-service and in-service teacher programs, addressing the lack of dedicated courses for teachers in previous studies.

Research and Publication Ethics Statement

The research was carried out by Bahçeşehir University RPEC. It was found ethically appropriate with its decision dated 27.10.2021 and numbered E-20021704-604.01.02-19744.

Contribution Rates of Authors to the Article

The authors made contributions to the study in the order they are listed as authors.

Statement of Interest

The authors declare no conflict of interest.

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