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Examining Greek EFL teachers' pragmatic competence, beliefs and challenges in integrating L2 pragmatics instruction

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**Examining Greek EFL teachers' pragmatic competence, beliefs and challenges in
integrating L2 pragmatics instruction**



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Abstract

Pragmatic competence is a fundamental aspect of communicative ability and key to successful interaction between two or more interlocutors within a given socio-cultural context. It is widely accepted that its absence entails misunderstandings or communication breakdowns (Alsuhaibani, 2022; Tulgar, 2016). Therefore, teaching pragmatics in EFL classrooms is a crucial issue since it prepares second language learners to communicate effectively within an intercultural and multicultural context, which is, in fact, the ultimate goal of second language learning. Yet, in Greek EFL classes, pragmatics instruction is often absent. Admittedly, Greek EFL teachers are not native speakers of the language and have been taught English and its pragmatics as second-language learners themselves. Consequently, their limited exposure to the target L2 socio-cultural context may imply teachers' low level of pragmatic knowledge, which influences their teaching of pragmatics. Besides, there are other issues that EFL instructors should deal with that hinder the incorporation of pragmatics in their lesson plans. This thesis aimed to investigate Greek EFL teachers' pragmatic competence, their beliefs on L2 pragmatics instruction, and the challenges they face in integrating it into their EFL classroom. To achieve the thesis objectives, a mixed-methods research design was employed, using questionnaires (pragmatic comprehension scenarios, DCT, Likert-scale self-reports) and semi-structured interviews to collect data, which were then analyzed quantitatively and qualitatively. The present thesis showed that the 72 Greek EFL teachers who participated in the questionnaire have a relatively high level of pragmatic competence. This thesis also identified no correlation between teachers' pragmatic competence and their years of teaching experience or their residing/studying/working abroad using the target language. Moreover, it is found that although most teachers do not include structured pragmatic instruction in their lesson plans, they do value L2 pragmatics teaching. Finally, teacher and learner factors, as well as the Greek EFL context itself, pose significant challenges in incorporating L2 pragmatic instructions in Greek EFL classrooms.

Keywords: L2 pragmatics instruction, Greek EFL teachers, pragmatic competence, challenges



Contents

Acknowledgments.....	ii
Abstract.....	iii
List of Abbreviations	vii
List of Figures	viii
List of Tables	ix
Chapter 1.....	1
1.1 Introduction.....	1
1.2 Research Questions	2
Chapter 2 Literature Review	3
2.1 Introduction	3
2.2 Pragmatic Competence.....	3
2.3 Second Language Acquisition and Pragmatics	5
2.4 Interlanguage Pragmatics	7
2.5 Theories of Second Language Acquisition	7
2.5.1 <i>The Noticing Hypothesis</i>	7
2.5.2 <i>Skill Acquisition Theories</i>	8
2.5.3 <i>Sociocultural Theory (SCT)</i>	9
2.5.4 <i>Language Socialization Theory</i>	9
2.6 Teachers' Pragmatics	11
2.6.1 <i>The Importance of Pragmatic Instruction</i>	11
2.6.2 <i>Explicit vs Implicit Teaching</i>	11
2.6.3 <i>EFL Teacher's Role</i>	12
2.6.4 <i>What does it mean to be a Nonnative Teacher (NNT)?</i>	12
2.6.5 <i>EFL Teachers' Knowledge, Beliefs and Attitudes</i>	13
2.6.6 <i>Challenges of Teaching L2 Pragmatics</i>	16
2.7 Research on EFL Teachers' Pragmatics.....	17
2.8 The EFL Context in Greece	18
2.9 Cross-cultural Variation between Greek and English Culture	20
2.10 Research on L2 Pragmatics in Greece.....	21
Chapter 3 Methodology	24
3.1 Participants.....	24
3.1.1 <i>Questionnaire Participants</i>	24
3.1.2 <i>Interview Participants</i>	25



3.2 Research instruments.....	26
3.2.1 <i>Questionnaire</i>	26
3.2.1.2 Pragmatic Comprehension Scenarios	27
3.2.1.3 Discourse Completion Task (DCT)	27
3.2.1.4 Likert scale Self-reports (beliefs, attitudes)	28
3.2.2 <i>Semi-structured Interviews</i>	28
3.3 Research Instrument Calibration.....	29
3.4 Ethical Considerations.....	29
3.5 Summary	30
Chapter 4 Results and Discussion.....	31
4.1 Pragmatic Comprehension	31
4.2 DCT.....	34
4.2.1 <i>Situation A: Speech Act of Complaining</i>	35
4.2.2 <i>Situation B: Speech Act of Offer</i>	36
4.2.3 <i>Situation C: Speech Act of Refusal</i>	36
4.2.4 <i>Correlations with Background Information</i>	39
4.3 Self-reports (Likert scale).....	41
4.4 Interview Results.....	46
4.4.1 <i>Teachers' Familiarity with Pragmatics</i>	47
4.4.2 <i>Incorporation of L2 Pragmatics Teaching</i>	50
4.4.3 <i>Challenges in L2 Pragmatics Teaching</i>	53
4.4.4 <i>Ways to Integrate L2 Pragmatics</i>	57
Chapter 5 Conclusion.....	61
5.1 Addressing the Research Questions	61
5.2 Implications	63
5.3 Limitations	64
5.4 Future Directions.....	64
Bibliography	66
Appendix A: Facebook flyer.....	79
Appendix B: Thesis Questionnaire	80
Appendix C: Interview consent form.....	89
Appendix D: Semi-structured interview questions	90
Appendix E: Ethical Considerations	91
Appendix F: Questionnaire Descriptive Statistics	94
Appendix G: Rating instructions, scale, criteria and explanation.....	98



Appendix H: Interview Transcriptions 102



List of Abbreviations

ACT-R	Adaptive Control of Thought- Rational
DCT	Discourse Completion Task
EFL	English as a Foreign Language
ILP	Interlanguage Pragmatics
L1	First Language
L2	Second Language
NS	Native Speaker
NNS	Non-native Speaker
SCT	Sociocultural Theory
SLA	Second Language Acquisition
TL	Target Language
ZPD	Zone of Proximal Development



List of Figures

Figure 1. Models of Communicative Competence (source: Bagarić et al., 2007).....	4
Figure 2. General pragmatics, pragmalinguistics, and sociopragmatics (source: Leech, 1983)	6
Figure 3. Theoretical model relating teachers' content knowledge, attitudes, instructional beliefs, and instructional practice (source: Wilkins, 2008).....	14
Figure 4. Rating score overview	37
Figure 5. Criteria average score	39
Figure 6. Quantile-Quantile (Q-Q) plots.....	40
Figure 7. Scatterplot of pragmatic competence and years of teaching experience	40



List of Tables

Table 1. Components of teacher knowledge for teaching L2 pragmatics (adapted from Ishihara, 2010a).....	15
Table 2. Communicative competence framework proposed by CEFR (2001).....	19
Table 3. Participants' rating of the level of apology appropriateness.....	32
Table 4. Participants' responses on criticism implicature comprehension.....	33
Table 5. Raters' average score per requirement in situation A.....	35
Table 6. Raters' average score per requirement in situation B.....	36
Table 7. Raters' average score per requirement in situation C.....	37
Table 8. Participants' answers about what pragmatics refers to.....	42
Table 9. Descriptive statistics on teachers' beliefs, perceptions, and attitudes toward L2 pragmatics.....	42
Table 10. Descriptive statistics ST12.....	46
Table 11. Repeated patterns in teachers' view of pragmatics.....	47
Table 12. Repeated patterns of challenges in integrating L2 pragmatics teaching.....	53



Chapter 1

1.1 Introduction

According to Crystal (1997), pragmatic competence is “the study of language from the point of view of users, 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.” To avoid cross-cultural miscommunication, L2 speakers should not only acquire target language (TL) grammar and vocabulary but, most importantly, they should be aware of TL societal and cultural norms. However, Schmidt (1993) maintained that simple exposure to the TL is insufficient for developing pragmatic competence. Besides, Kasper (1997) underscored the importance of instruction in pragmatic competence development.

While the importance of teaching pragmatics has been extensively highlighted in the literature (Fordyce, 2014; Ishihara & Cohen, 2010; Taguchi, 2009; Takimoto, 2009), it is also widely accepted that it has been considerably neglected in second language teaching for a long time (Crandall & Basturkmen, 2004; Hymes, 1972). This gap is even more prominent in the Greek EFL context. While substantial research has been carried out recently on examining various aspects of Greek EFL learners’ pragmatic competence (Bella, 2012; Economidou-Koetsidis, 2018; Soteriadou & Taxitari, 2018; Ifantidou, 2011,2013), only very few studies have, to the best of my knowledge, focused explicitly on teachers’ pragmatic knowledge (Savvidou & Economidou-Koetsidis, 2019).

It is my firm belief that to understand better learners’ pragmatic competence and communicative ability in Greek EFL classrooms, the issue of teaching pragmatics should be investigated primarily from the teacher’s perspective. EFL teachers play a crucial role in teaching pragmatics since they facilitate students’ exposure to the target language and initiate learners into the acquisition of L2 pragmatic features. Hence, EFL teachers must develop teaching practices that promote exposure to the target language within a sociocultural context and raise learners’ intercultural awareness. Undeniably, to integrate L2 pragmatics instruction and help students develop pragmatic awareness, teachers should be pragmatically competent role models. The current study, therefore, aims to contribute to the existing literature by identifying whether Greek EFL teachers are pragmatically competent to transfer that knowledge to their students, their beliefs towards L2 pragmatics and the challenges they face in integrating it in their language classrooms. Based on my experience as an EFL instructor in Greece, I was able to ascertain the lack of pragmatics instruction in Greek EFL classrooms and,



therefore, the need to turn the focus to second language instructors to enhance learners' pragmatic competence.

By investigating Greek EFL instructors' pragmatic competence via a questionnaire including Likert scale questions and DCT scenarios, the current thesis aims to assess instructors' overall level of pragmatic competence and set the ground for further observational studies to explore the situation in more detail. Additionally, by gaining insights into Greek EFL instructors' beliefs and the challenges they face through self-reports and a semi-structured interview, I aim to lay the ground for exploring ways to mitigate the challenges in teaching pragmatics in the Greek EFL classroom and beyond.

1.2 Research Questions

Compared with the teaching of vocabulary and syntax, pragmatics instruction is generally neglected not just in Greek EFL classrooms but across the board. Identifying whether non-native EFL teachers are familiar with pragmatics and pragmatically competent to teach L2 pragmatics should not be neglected; still, we should find the difficulties they face in consolidating pragmatic instruction in their language classes. Therefore, this study, which aims to shed light on teachers' part of pragmatics, is motivated by the following research questions:

RQ1: To what extent are Greek EFL instructors pragmatically competent to teach second language pragmatics?

RQ1.1 Is there any correlation between instructors' pragmatic competence and their years of teaching experience?

RQ1.2 Is there any correlation between instructors' pragmatic competence and their experience of living/working/studying abroad using the target language?

RQ2: What are Greek EFL instructors' beliefs and attitudes towards second language pragmatics?

RQ3: What challenges are Greek EFL instructors facing in integrating pragmatic instruction in their EFL classrooms?



Chapter 2 Literature Review

2.1 Introduction

This chapter presents a comprehensive overview of the core principles explored in this thesis. More specifically, it includes the definition and evolution of important terms, the role of language teachers in L2 pragmatics teaching and learning, the social setting in which this study is conducted, and a review of relevant literature in a broader context but also within the context of the target community.

2.2 Pragmatic Competence

The definition of pragmatic competence has changed throughout time to align with the shifting perceptions and frameworks within the field of second language acquisition (SLA), moving away from an individualistic approach to one based on interaction and intercultural understanding (Taguchi, 2017).

Chomsky (1965) first coined the term “competence”. In his seminal book *Aspects of the Theory of Syntax*, he distinguished between competence (“the speaker-hearer's knowledge of his language”) and performance (“the actual use of language in concrete situations”) (1965: 4). This competence-performance model, which narrowly understood competence as syntactic, received considerable criticism from advocates of a more communicative approach (Savignon, 1972). Unlike Chomsky, Dell Hymes (1972) proposed a theoretical model for “competence” based on a more communicative view of language learning. More particularly, he defined communicative competence as more than just grammatical knowledge, stressing its application in different real-life communication scenarios and thereby incorporating the sociolinguistic aspect into Chomsky’s understanding of linguistic competence. Following Hymes, several models (Bachman, 1990; Bachman & Palmer, 1996; 2010; Canale, 1983; Canale & Swain, 1980) of communicative competence identified pragmatic competence as a core aspect. A common feature of these models was that they consider pragmatic competence as a “psycholinguistic ability that exists within individuals as a stable trait, independent from context” (Taguchi, 2019: 154). Figure 1 (Bagarić et al., 2007: 102) illustrates three main models of communicative competence.

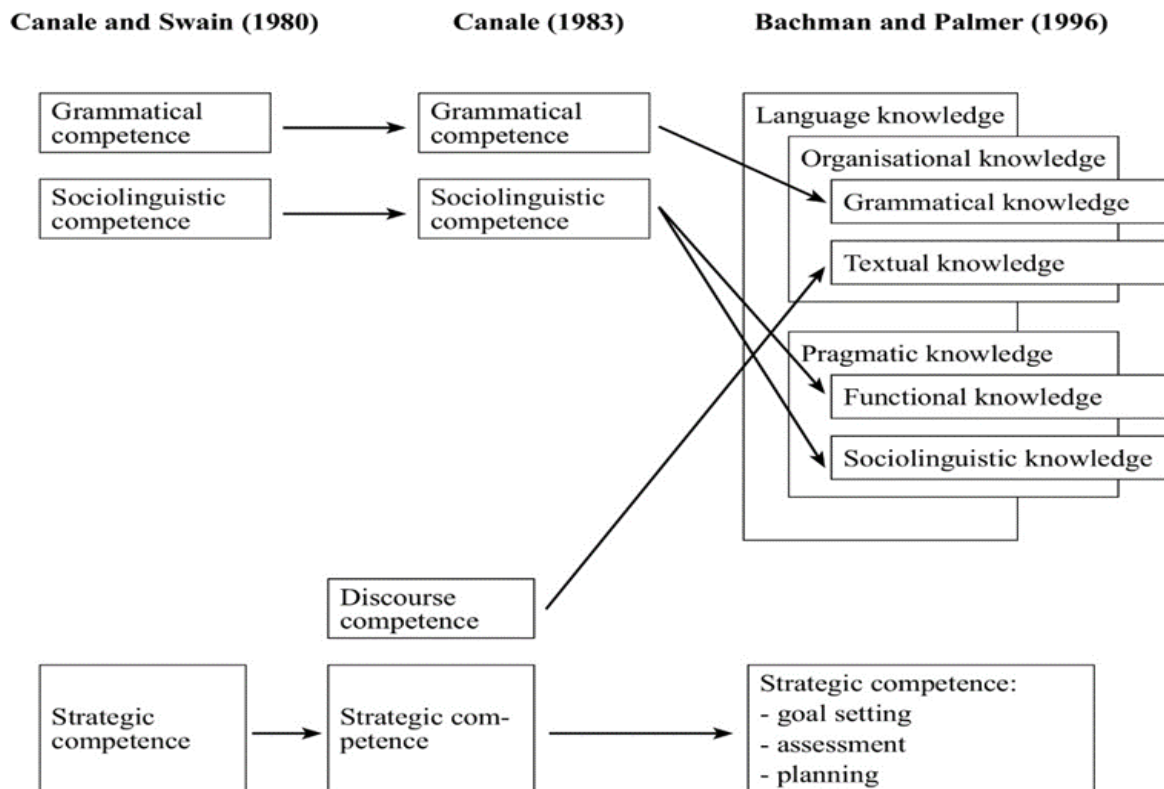


Figure 1. Models of Communicative Competence (source: Bagarić et al., 2007)

Later, with the rise of interactional competence (Young, 2011), pragmatic knowledge was viewed as interactional resources, namely speech acts, turn-taking, topic management, and register forms, which participants employ during interaction to perform a communicative act collaboratively. Hence, the connection between the L2 ability and the ever-changing social context is central to the interactional view of pragmatic competence (Taguchi, 2017).

More recently, intercultural communication has contributed to developing a broader understanding of pragmatic competence in interaction (Jackson, 2012). Intercultural pragmatics examines how people with different linguistic and cultural backgrounds communicate effectively using a common language (Kecskes, 2014). Besides, intercultural communication is considered a dynamic process, with collaboration and negotiation of meaning being the driving forces behind speakers' joint understanding, which is the ultimate objective. As Kecskes (2014: 63) stated, intercultural communication “moves beyond merely understanding or ‘respecting’ cultural differences toward creating a ‘third culture’ that



combines elements of each of the participants' original cultures." Several scholars have enunciated the interrelation between intercultural and pragmatic competence. Taguchi and Roever (2017) contended that L2 learners' intercultural competence can be enhanced through acquiring and developing pragmatic competence. They further argued that an L2 learner can be regarded as pragmatically competent if they can adjust and fine-tune their linguistic resources and pragmatic norms to meet the needs of their listeners and the communicative goals and "mediate across cultural and linguistic boundaries" (Taguchi & Roever, 201: 275).

Another concept that has informed our understanding of pragmatic competence is learner agency (LoCastro, 2003). Learners are considered active performers of their social roles, whose social identity may affect their pragmatic choices. In this sense, they may know the linguistic and sociocultural norms of the target community but deliberately choose to abstain from them.

In a nutshell, the concept of pragmatic competence has changed over time. Nowadays, it is imperative to view pragmatic competence as a complex, dynamic, and multi-faceted construct. Taguchi (2019: 4) answers the question of what it means to be pragmatically competent by referring to three points:

- “(1) linguistic and sociocultural knowledge of what forms to use in what context;
- (2) interactional abilities to use the knowledge in a flexible, adaptive manner corresponding to changing context;
- (3) agency to make an informed decision on whether or not to implement the knowledge in the community”.

2.3 Second Language Acquisition and Pragmatics

Nowadays, it is widely acknowledged that learning a second language does not entail solely acquiring the vocabulary and grammar of the TL. Instead, being a proficient speaker in the TL involves acquiring the knowledge and understanding of societal and cultural rules and norms of the TL, such as making language choices depending on specific situations, effectively expressing intentions in a suitable context, and collaborating with others to perform communicative objectives (Taguchi, 2019). Bardovi-Harlig and Mahan-Taylor (2003: 1) argued that pragmatics, from an SLA perspective, “encompasses speech acts, conversational structure, conversational implicature, conversational management, discourse organization, and sociolinguistic aspects of language use such as choice of address forms.”

Frequently, literature elaborates on the concept of L2 pragmatics, distinguishing between sociopragmatics and pragmalinguistics. The notions of pragmalinguistics and sociopragmatics were explored initially by Thomas (1983), who dealt with ‘pragmatic failure’ within the framework of cross-cultural pragmatics. In his view, pragmalinguistic failure primarily emerges from linguistic discrepancies in encoding “pragmatic force”¹ (1983: . In contrast, sociopragmatic failure arises from different cross-cultural interpretations of what serves appropriate linguistic behavior. Likewise, Leech (1983) used the term pragmalinguistics to designate the crossing of pragmatics and grammar (what is encoded in linguistic forms) and sociopragmatics to denote the crossing of pragmatics and culture (what is achieved in a given social context) (Figure 2, Leech, 1983: 11). Moreover, Taguchi (2019) underlined that these two disciplines are interrelated since pragmatics is an objective for L2 acquisition, while SLA offers frameworks and methodologies to understand the procedure and driving forces behind this acquisition.

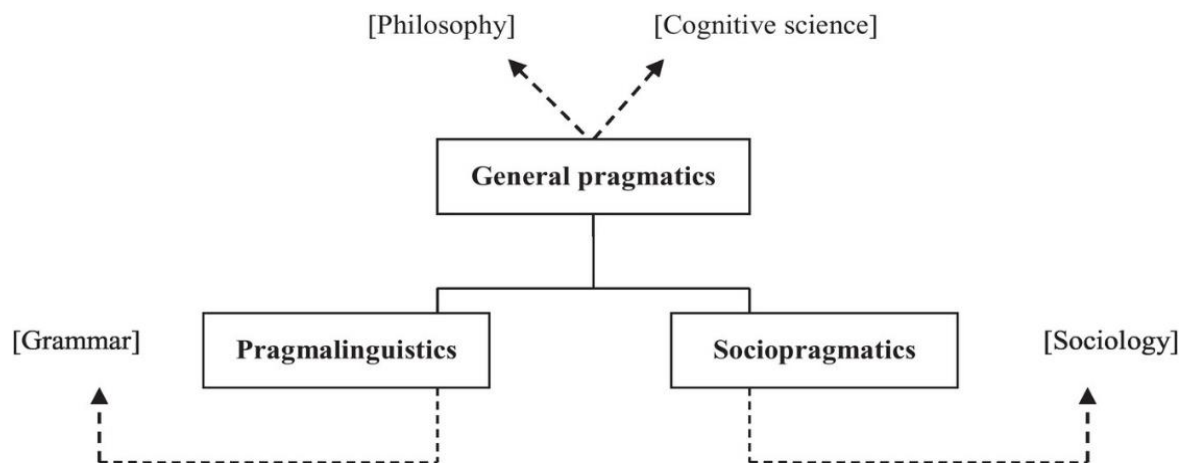


Figure 2. General pragmatics, pragmalinguistics, and sociopragmatics (source: Leech, 1983)

The importance of pragmatics as an integral part of L2 ability was also underlined by the communicative competence models (Bachman, 1990; Bachman & Palmer, 1996; 2010; Canale, 1983; Canale & Swain, 1980), which, as mentioned above, consider pragmatic competence as an integral part of L2 competence, underscoring that not knowing or understanding the social and cultural conventions of the TL can lead to communication failure.

¹ Thomas used the term pragmatic force to refer to pragmatic objectives. In particular, he stated that pragmalinguistic failure “is the failure to choose the appropriate linguistic means to express pragmatic objectives” (1983: 99). Besides, Leech (1983: 17) stressed that the combination of illocutionary and rhetorical force comprises the pragmatic force.



2.4 Interlanguage Pragmatics

Interlanguage pragmatics (ILP) is part of SLA and investigates how L2 learners acquire, utilize, and develop their L2 skills while performing sociocultural roles (Taguchi, 2017). It is crucial that L2 learners acquire linguistic forms and skills in order to communicate successfully in the target language. Nonetheless, the forms we use depend on context; therefore, learners should use the proper forms depending on the circumstances.

The term ‘interlanguage’ was initially developed by Selinker to refer to “the separate linguistic system [...] which results from a learner’s attempted production of a TL norm” (1972: 216). Later, Kasper and Rose (2002) stated that ILP explores how learners acquire the skills to understand and effectively communicate actions in the target language. A more recent study by Bardovi-Harling (2010: 219) stressed that both form and use are included in the acquisition of interlanguage pragmatics. She noted that “[pragmatics] bridges the gap between the system side of language and the use side and relates both of them at the same time. Interlanguage pragmatics brings the study of acquisition to this mix of structure and use”.

2.5 Theories of Second Language Acquisition

In order to come to a comprehensive understanding of the development of L2 pragmatic competence, it would be helpful to look into SLA theories, which have provided theoretical frameworks to explain the issue under discussion.

2.5.1 *The Noticing Hypothesis*

Following a cognitivist approach, the noticing hypothesis was proposed by Schmidt (1990), and since the 1990s, the theory has been the prevailing focus in the literature. The central point of this framework was the critical role of conscious awareness in developing L2 pragmatic competence. Schmidt (1993, 2001) argued that when learners notice the input, it can become intake, prompt the storage of the input in long-term memory, and finally lead to acquisition. In pragmatics, learners should not only focus on forms but also attend to linguistic forms, context features, and functional meanings at the same time (Schmidt, 1993).

The tenets of the noticing hypothesis have been supported by several longitudinal studies in L2 pragmatics (Bel & Kinginger, 2003; Hassall, 2006; Taguchi, 2012; Takahashi, 2005), serving mainly as post hoc justifications of how learners acquire new form-function-context mappings (Taguchi & Roever, 2017). In addition, the noticing-understanding model



has implications for teaching L2 pragmatics (Ishihara & Cohen, 2010). Studies have shown that explicit instruction modes are more beneficial than implicit ones. At the same time, being exposed to input may be insufficient for fully acquiring the pragmatic aspects of the TL (Schmidt, 1993). Therefore, teachers should draw students' attention to the language features of the TL, providing explicit instruction, explanations, and examples.

2.5.2 Skill Acquisition Theories

Skill acquisition theories (Anderson et al., 2004) are another cognitivist framework that can inform our understanding of second language learning and pragmatic development. According to Vanpatten and Benati (2010), the most prominent skill-based theory is the Adaptive Control of Thought- Rational (ACT-R) model proposed by Anderson et al. (2004). This acquisition model identifies two stages in the process of knowledge development, namely declarative and procedural. The former refers to “the knowledge of ‘what’ or facts, which is conscious and can be ‘declared’ or verbalized explicitly,” while the latter stage involves “the knowledge of ‘how,’ which is unconscious, with little access to introspection” (Taguchi & Roever, 2017: 44).

Pragmatic development has been significantly influenced by the principles of skill acquisition theories. Taguchi and Roever (2017) noted three main implications. First, the skill-based framework has offered a basis for understanding pragmatic competence as a skill. Second, the acquisition of pragmatic competence can be viewed as a gradual procedure, during which L2 learners progress from initial “slow and error-prone declarative knowledge to procedural knowledge characterized as fast and error-free” (Taguchi & Roever, 2017: 45). Third, skill acquisition theories have influenced the L2 pragmatics instructional design. In particular, the first aim of the instruction should be to develop learners' declarative knowledge while engaging them in communicative tasks. Consequently, instruction should be designed to encourage systematic practice of the target declarative knowledge until it is replaced by procedural knowledge.

Despite the several implications of skill acquisition theories to L2 pragmatics, the literature that has applied it is limited (S. Li, 2012, 2013; Li & Taguchi, 2004). Notably, these instructional studies have demonstrated how pragmatic competence can be achieved through systematic practice, which helps learners' pragmatic knowledge move from the declarative stage to the procedural. The latter needs more practice to become stable and automatized (Taguchi & Roever, 2017).



2.5.3 Sociocultural Theory (SCT)

Sociocultural theory, developed by Vygotsky, views interaction as an integral part of the learning process. A central point of the theory is that people's mental processes are influenced by their social and cultural surroundings. As a result, engaging in social interactions and participating in cultural activities play a key role in shaping psychological development (Kasper & Rose, 2002; Taguchi & Roever, 2017). The fact that learning is seen as a social construct that can be facilitated through interaction is reflected in the zone of proximal development (ZPD), a key concept of the theory. Closely related to ZPD is the concept of scaffolding. In scaffolding, more knowledgeable individuals support learners to acquire new knowledge or skills (Lantolf, 2000).

The influence of SCT is visible in several L2 pragmatic studies providing alternative explanations about pragmatic knowledge development. Ohta's longitudinal study (2001) examined adult Japanese learners of English, collecting naturalistic recordings of interactions within the classroom context to investigate the role of private speech in L2 learning and development. Notably, Van Campenolle (2004), drawing on SCT, demonstrated the influence of the theory on instructional pragmatics, proving its significant implications on L2 pragmatics instruction and curriculum development.

Most importantly, SCT posits interaction in the center of the classroom as the primary driver of learners' pragmatic development. In this sense, the curriculum should be based on communicative tasks promoting learners' engagement in authentic interaction. At the same time, teachers and peers act as mediators and scaffold learners through dialogic discourse, helping them to develop cognitively and acquire new pragmatic knowledge and skills (Ishihara & Cohen, 2010; Mitchell et al., 2019; Van Campenolle, 2014). On that account, interactional and group work activities, debates, and role plays should be highly promoted.

2.5.4 Language Socialization Theory

Language socialization theory has its roots in linguistic anthropology (Hymes, 1972; Schieffelin & Ochs, 1986). According to Ochs, language socialization is "the process whereby children and other novices are socialized through language, part of such socialization being to use language meaningfully, appropriately, and effectively" (1996: 408). As in SCT, language socialization emphasizes the importance of social interaction through which learning is facilitated (Kasper & Rose, 2002). To be more specific, novices become competent members



of this speech community by interacting with knowledgeable members and being exposed to the social practices and norms of the community (Vygotsky, 1978).

Using this framework, several studies have investigated how learners develop their pragmatic skills through interactions with local members and participating in social and cultural activities within the community. These studies found evidence for both implicit and explicit socialization. During dinnertime conversations, Cook (2008) examined Japanese speech styles and polite and plain forms. He found that host family members (the competent members of the community) socialized with the American learners of Japanese (the novices) both explicitly and implicitly. Likewise, Diao (2016) focused on the socialization process within a college dormitory setting, analyzing conversations of three American learners of Chinese with their Chinese roommates. Contrary to Cook (2008), she found that socialization influences the communicative practices of novice learners of L2 Chinese and competent speakers.

It is noteworthy that the two aforementioned studies observed language socialization as a driving force for L2 pragmatic competence acquisition. Second language pragmatic development can be achieved explicitly “through experts’ modeling, correction, and provision of metapragmatic information as well as implicitly through observation of the experts’ pragmatic performance” (Taguchi & Roever, 2017). In addition to real-life situations, the use of language socialization can have several important implications for L2 pragmatics instruction and assessment within the classroom setting. A key implication is incorporating authentic materials and cultural and discursive activities to raise learners’ awareness of the TL and its sociocultural norms. Through participation in cultural-oriented tasks, observation, and listening to videos and music that reflect real-life situations of the target community, learners can socialize themselves with the TL. In addition, encouraging them to interact with native or competent speakers can considerably benefit learners’ development of pragmatic competence.

In this section, we have reviewed five second language acquisition frameworks that have been widely used to explain L2 pragmatic development. Even though the aforementioned theoretical constructs differ in their main principles and approaches, they all have something in common: They all view the acquisition and development of L2 pragmatic competence as a fundamental aspect of L2 language learning.

2.6 Teachers' Pragmatics

2.6.1 The Importance of Pragmatic Instruction

Extensive research has been conducted on teaching L2 pragmatics, with Wildner-Bassett's (1984) study being the first significant instructional study in this respect. Taguchi (2015d) reported ninety-five studies that dealt with the concept of L2 pragmatic instruction between 1984 and 2014. Despite the different methodologies, approaches, and objectives of the studies (Alcon-Soler & Martinez-Flor, 2008; Cohen, 2008; Eslami-Rasekh, 2005; Fordyce, 2014; Kasper & Rose, 2001; Taguchi, 2009; Takimoto, 2009; van Campenolle, 2014), they all emphasized the need for L2 pragmatic instruction and called for the integration of pragmatics teaching in all L2 curriculums. Moreover, there is a wide range of books with practical teaching ideas and lesson plans for teaching L2 pragmatics (Bardovi-Harlig & Mahan-Taylor, 2003; Ishihara & Cohen, 2021; Tatsuki & Houck, 2010).

An early call highlighting the importance of instruction in pragmatics was made by Schmidt (1993), who maintained that simple exposure to the TL is insufficient for pragmatic development. In addition, Kasper (1997) contended that in the absence of any form of instruction, various aspects of pragmatic competence fail to reach adequate development. Moreover, he insisted on the importance of exploring which pragmatics elements can be effectively taught and identifying the most suitable teaching approaches (Kasper, 1997), and listed several studies on the effect of pragmatic instruction (Billmyer, 1990; Bouton, 1994; House & Kasper, 1982; Kubota, 1995; Morrow, 1996; Olshtain & Cohen, 1990; Tateyama et al., 1997, Wildner- Bassett 1984, 1986, 1994, as cited in Kasper 1997). These studies were based on a pre-test/post-test design and focused mainly on comparing implicit and explicit methods of teaching L2 pragmatics. A strong argument for the necessity of L2 pragmatic instruction was offered by Bardovi-Harlig (2001), who found a significant difference between L2 learners who did not receive pragmatic instruction and TL native speakers regarding their pragmatic competence.

2.6.2 Explicit vs Implicit Teaching

Research on L2 pragmatics has provided strong evidence that explicit instruction is more beneficial than implicit (Bardovi-Harlig & Griffing, 2005; Fordyce, 2014; Jeon & Kaya, 2006; Koike & Pearson, 2005; Nguyen et al., 2015; Taguchi, 2015; Takahashi, 2010). According to Roever (2009), explicit instruction, grounded on Schmidt's (1990) noticing hypothesis,



involves a metapragmatic explanation of TL features through rules which fosters awareness during learning. On the other hand, implicit instruction does not include the explicit provision of pragmatic explanation, and learners acquire the TL features sub-consciously. Explicit instruction is associated with an awareness-raising approach (Ishihara & Cohen, 2010) and is widely encouraged for L2 pragmatic teaching. Despite the affinity for explicit instruction, in practice, within second language classrooms, teachers can combine or switch between the two approaches -explicit and implicit- depending on various learners' factors, such as level of proficiency, motivation, and learning style, as well as specific features of the target language (Ishihara & Cohen, 2010; Taguchi & Roever, 2017).

2.6.3 EFL Teacher's Role

The positive impact of L2 pragmatic instruction on learners' pragmatic competence development has stressed FL instructors' countless roles and responsibilities. First and foremost, they are the primary source of L2 input within the foreign classroom and function as intermediaries connecting the L1 culture with the TL culture. Furthermore, EFL teachers serve as interpreters of the sociocultural and linguistic norms of the TL. Their role in teaching pragmatics is crucial and goes beyond sharing knowledge and teaching pragmatic forms; instead, they are facilitators and guides (Sciberras, 2016). They facilitate students' exposure to the target language and initiate learners into the acquisition of L2 pragmatic features. Thus, EFL teachers must develop teaching practices that promote exposure to the target language within a sociocultural context and raise learners' intercultural awareness. Undeniably, teachers should not only be pragmatically competent role models to cultivate students' pragmatic awareness within classrooms, but they should also engage themselves in cultural sensitivity (Ishihara & Cohen, 2010). As Kasper and Rose (2002) noted, teachers must thoroughly familiarize themselves with L2 pragmatic practices, enabling them to incorporate them effortlessly into their classrooms. As a result, their metapragmatic awareness equips them to adeptly aid students in effectively acquiring L2 pragmatic skills.

2.6.4 What does it mean to be a Nonnative Teacher (NNT)?

While the existing literature concerning the comparison between NNT and NT remains limited, it is assumed that this distinction does not inherently confer superior teaching prowess in the realm of L2 pragmatics instruction (Akikawa, 2010). According to Akikawa, what makes a language teacher competent in L2 pragmatic instruction is their linguistic and pragmatic skills on top of their professional development. She further stated that a successful and competent

language teacher should be critically aware of pragmatic norms and accept pragmatic variability.

It is noteworthy that a few studies (Cohen, 2018; Mahboob, 2010) have shown that NNT may be even more competent than NT at teaching certain areas of L2 pragmatics². This view has gained popularity with the WE and EFL movements, which promote World Englishes (WEs), stating that appropriate pragmatic norms are not only British or US but may be more locally based ones, such as Japanese English (Cohen, 2018). In particular, Cohen (2018) enumerated a number of advantages NNTs have. First, he mentioned that NNTs may be well-versed in how the TL grammar influences the pragmatics of that language, as they might have diligently engaged in formal grammar study. Additionally, NNTs with extensive L2 pragmatics teaching experience might excel in imparting TL pragmatics more effectively compared to NTs who partially depend on their intuitive understanding. Moreover, NNTs with a diverse, multicultural upbringing might discover that this unique background gives them distinct perspectives in teaching TL pragmatics. The advantages above of NNTs align with results reported in earlier research conducted by Kidd (2016) and Chun (2014), highlighting the genuine connection NNTs establish with their students due to the shared L1 and cultural background. Besides, Kidd argued that greater recognition should be afforded to NNTs for their role in teaching L2 pragmatics. Likewise, Rose (1997) underscored the importance of raising NNTs' awareness about teaching L2 pragmatics and suggested three main steps. First, NNTs should become acquainted with the theory and research related to pragmatics. Second, they should perform pragmatic analyses in their L1, and third, undertake pragmatic analyses in the TL in question.

2.6.5 EFL Teachers' Knowledge, Beliefs and Attitudes

As stated in the previous section, the literature about NTs and NNTs has been scant. Even less attention has been paid to teachers' knowledge, beliefs, and perceptions concerning L2 pragmatics (Cohen, 2018). However, since teachers' knowledge, background, experiences, and beliefs significantly influence their instructional practices (Basturkmen et al., 2004; Borg, 1999; Ishihara, 2010a; Woods, 1996), it is imperative that we delve more into this issue. Wilkins's (2008: 145) theoretical model illustrates the connections between teachers' background and their teaching practices (Figure 3).

² The present thesis is interested in EFL nonnative teachers; therefore, only NNTs' advantages in teaching L2 pragmatics are briefly mentioned.

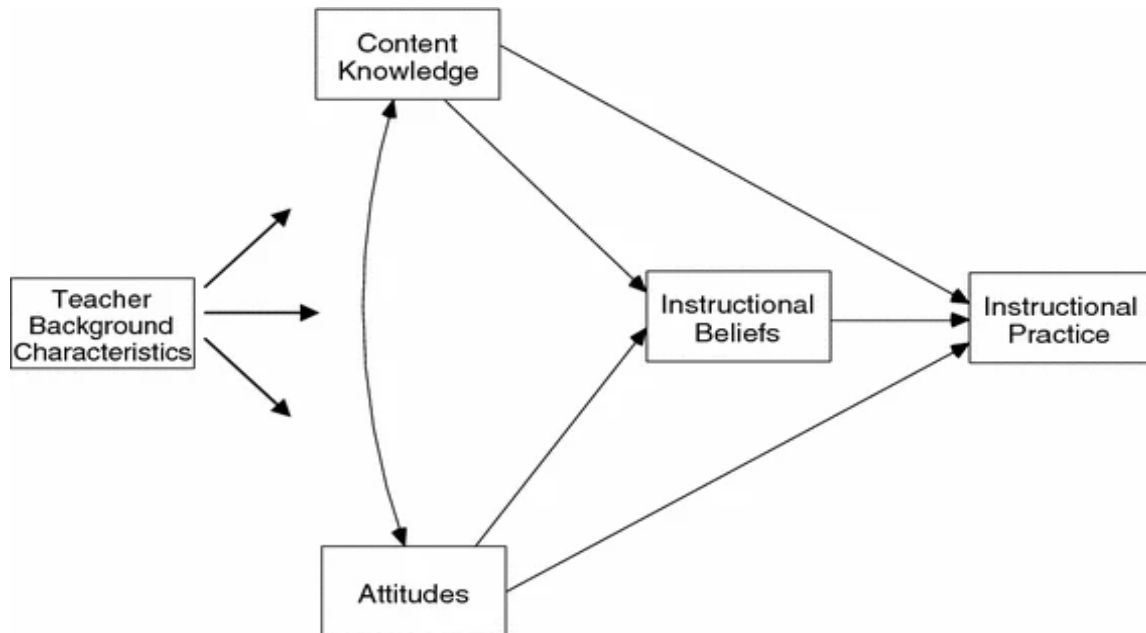


Figure 3. Theoretical model relating teachers' content knowledge, attitudes, instructional beliefs, and instructional practice (source: Wilkins, 2008)

Teacher knowledge arises through structured teacher education and experiences inside or outside the classroom, either as teachers or L2 learners themselves years ago. This knowledge is not stable; instead, it is a malleable construct that undergoes shaping, modification, or reinforcement (Ishihara, 2010a). Ishihara (2010a: 23-24) stated that teachers' knowledge of teaching L2 in general and L2 pragmatics should include various components, as illustrated in Table 1.

Table 1. Components of teacher knowledge for teaching L2 pragmatics (adapted from Ishihara, 2010a)

<i>Selected components of teacher knowledge for teaching L2 in general</i>	<i>Components of teacher knowledge specifically required for teaching of L2 pragmatics</i>
Subject-matter knowledge	Knowledge of pragmatic variation Knowledge of a range of pragmatic norms in the target language Knowledge of meta-pragmatic information (e.g., how to discuss pragmatics)
Pedagogical-content knowledge	Knowledge of how to teach L2 pragmatics Knowledge of how to assess L2 pragmatic ability
Knowledge of the learners and of local, curricular, and educational contexts	Knowledge of learners' identities, cultures, proficiency, and other characteristics Knowledge of the pragmatics-focused curriculum Knowledge of the role of L2 pragmatics in the educational contexts

Teachers' knowledge and beliefs are closely interwoven. Although there are different definitions for "teachers' beliefs," "the term is generally used to refer to evaluative propositions which teachers hold consciously or unconsciously and which they accept as true while recognizing that other teachers may hold alternative beliefs on the same issue" (Borg, 2001, as cited in Basturkmen, 2011: 282). For instance, if a teacher believes that a learner is a competent English speaker when they use the grammar and vocabulary of the TL proficiently, they will probably not include the teaching of pragmatics in their curriculum. Although, as already mentioned, teacher cognition and beliefs affect teaching practices, existing literature (Basturkmen et al., 2004; Borg, 2003; Breen et al., 2001) has indicated that there is not always a direct alignment between beliefs and practices. This suggests that practices teachers use in the classroom might not necessarily align with their beliefs, given that several intervening factors may come into effect. These factors can include teachers' individual traits (such as

being introverted or extroverted) and other factors that fall outside the sphere of teachers' influence, such as limitations imposed by the curriculum and policies (Ishihara, 2010a).

2.6.6 Challenges of Teaching L2 Pragmatics

With the growing significance of teaching L2 pragmatics, several recent studies have shifted their attention towards examining pragmatics in terms of teachers and their education and training (Cohen, 2016; Cohen & Ishihara, 2010; Ishihara, 2011; McConachy, 2019; Vellenga, 2011). Scholars have widely acknowledged the importance of integrating pragmatics in teacher development and training programs (Basturkmen & Nguyen, 2017; Ishihara, 2010a, 2011; McConachy, 2018; Kasper, 1997). Nonetheless, research has shown that language teacher education programs worldwide often lack emphasis on the pragmatic elements of language or overlook the inclusion of a teaching-oriented component aimed at equipping educators to effectively instruct the pragmatics of the TL (Eslami & Eslami-Rasekh, 2008; Basturkmen & Nguyen, 2017; Rose, 1997).

Vásquez and Sharpless (2009) aimed to assess how pragmatics was incorporated and addressed in 100 TESOL Master's-level TESOL programs. The findings indicated that only a few of these programs provided a specialized course in pragmatics. Even among those that did, the focus on pragmatics was predominantly theoretical rather than practical, focusing on concepts like speech acts or politeness rather than being approached from a more hands-on, instructional perspective. This leaves educators without adequate preparation for teaching pragmatic aspects (Ishihara, 2011); consequently, there remains a notable deficiency in teacher education concerning pragmatics (Cohen, 2016). As a result, some language instructors are not confident about their pragmatic competence and perceive themselves as inadequately equipped to teach L2 pragmatics, especially the NNT who have limited exposure to the pragmatic aspects of TL (Eslami-Rasekh, 2005; Pasternak & Bailey, 2004; Cohen, 2006). In his study with 83 NNTs and 30 NTs, Cohen (2016) confirmed the earlier findings, showcasing that NNTs exhibited lower levels of confidence and familiarity concerning the instruction of L2 pragmatics and their ability to act as a source of pragmatic information about the TL.

Apart from teacher education, the EFL context itself may impede the teaching and learning of L2 pragmatics. Classes with a sizeable number of students and limited hours of instruction are some deterrent factors (Eslami-Rasekh et al., 2004; Rose, 1999). Moreover, formal teaching often focuses on vocabulary and grammar, offering little chances for

intercultural communication (Taguchi & Roever, 2017). Besides, teachers' descriptions of their actions have indicated that the need to follow the national curriculum, prepare students for exams, and the shortage of teaching materials effectively place constraints on teaching L2 pragmatics (Omaggio-Hadley, 2001; Savvidou & Economidou-Koetsidis, 2019; Sercu, 2006; Vu, 2017). Eslami-Rasekh (2005) stated that:

“The responsibility for teaching the pragmatic aspects of language use falls on teachers. However, as language teachers, we face certain challenges. These include lack of adequate materials and training, resulting from a lack of emphasis on pragmatic issues in ESL teaching methodology courses.”

Even if teachers manage to incorporate the instruction of L2 pragmatics in the curriculum, effective teaching demands assessing learners' receptive and productive ability in L2 pragmatics (Ishihara, 2010). In particular, Ishihara (2010) proposed that assessing pragmatics within the classroom may involve focusing on linguistic, cultural, and/or analytic aspects. Nevertheless, language instructors, especially NNTs who believe they lack the ability to assess pragmatic behavior in the TL, typically refrain from evaluating students' comprehension of pragmatic skills within the classroom (Cohen, 2014). As a result, L2 pragmatics teaching remains incomplete.

2.7 Research on EFL Teachers' Pragmatics

Recently, many researchers have been interested in examining EFL teachers' pragmatic awareness and competence in different countries. However, literature on this issue is still scarce, with most studies being dissertations.

In her research on the pragmatic competence in requests of Thai English Teachers, Pinyo (2010) investigated Thai EFL teachers' pragmatic competence in requests and found that their competence has been moderately developed. She also identified three primary factors that acted as obstacles to the pragmatic competence of Thai English teachers, namely insufficient understanding of pragmatic concepts, negative L1 transfer, and linguistic deficiency.

Furthermore, in an investigation carried out by Mirzaei and Seyyed Rezaei (2012), they found that EFL instructors in Iran ignore L2 pragmatics and primarily concentrate on aspects like reading, grammar, vocabulary acquisition, and sentence structure. Due to this absence of



emphasis on L2 pragmatics education, learners might encounter difficulties in adequately enhancing their overall communicative proficiency.

Bektas-Cetinkaya's (2012) study on the pragmatic skills of pre-service EFL educators in a Turkish university indicated that EFL teachers did not display the pragmatic expertise of a native speaker within that EFL context. Additionally, Bektas-Cetinkaya underscored the restricted opportunities teachers have to engage with English beyond the classroom setting and emphasized the significance of improving their understanding of pragmatics by receiving explicit instruction.

In another study of EFL teachers at the tertiary level in Turkey, Korkmaz and Karatepe (2022) revealed that instructors exhibited moderate pragmatic awareness and pragmatic instruction. The majority of teachers emphasized their acknowledgment of the significance of teaching pragmatics and addressing cross-cultural concerns. Consequently, they strove to implement instructional techniques and methods that consider the requirements of students from varied linguistic and cultural backgrounds.

Vu (2017) examined teachers' perceptions at a Vietnamese university, their approaches to teaching pragmatic concepts, and the inclusion of pragmatics in both instructional materials and the curriculum. Among the main findings of the study were that: (a) teachers had varying levels of understanding about teaching pragmatics, but all recognized its crucial role in improving EFL students' communication skills; (b) teachers' approach to teaching pragmatic knowledge was shaped by their personal experiences as L2 learners and their own beliefs; (c) the analyzed textbook lacked sufficient content on pragmatic knowledge; (d) teachers primarily relied on textbooks to teach pragmatics, facing difficulties due to their limited expertise in pragmatics and a lack of suitable teaching methods.

2.8 The EFL Context in Greece

English holds a strong status within Greek educational institutions. Students embark on learning at the age of five following the recent decision taken by the Greek Ministry of Education and Religious Affairs, according to which the English language was introduced through creative activities and experiential learning into the compulsory curriculum of all kindergartens in the country from the school year 2021-2022. Besides, even from the first and second grades of primary school, English holds two teaching hours, increasing to three in the following grades. Apart from the state schools, which are usually considered to be an

insufficient source of English input, students go to private language schools (frontistirio) striving to obtain English proficiency certificates since there is the view that possessing a certificate at a high level is indispensable for securing future employment (Sifakis, 2009).

More recently, since the shift towards communicative approaches in language education, the objective of teaching foreign languages in Greece has been to enhance students' communicative ability (Michail, 2016). This principle applies across all European nations, as the Common European Framework of Reference for Languages (CEFR) illustrates. This framework underscores the significance of communicative competence, encompassing sociolinguistic, linguistic, and pragmatic dimensions, as a pivotal component of language learning and teaching (Council of Europe, 2001, Table 2).

Table 2. Communicative competence framework proposed by CEFR (2001)

Communicative language competence (CEFR, 2001: 13)	
Linguistic competences:	Lexical competence Grammatical competence Phonological competence Syntactical competence
Sociolinguistic competences	
Pragmatic competences:	Functional competence Discourse competence

However, despite the strong position English holds within the curriculum in Greek schools, students are confined to engage with the English language solely within the language classrooms, owing to the non-official status of English in Greece. Besides, the focus of formal assessment on the linguistic aspects of the TL and the lack of pragmatic input in the language textbooks do not permit the incorporation of L2 pragmatics as a primary learning goal of L2 language learning (Michail, 2016).

Hence, it becomes evident that within the EFL context in Greece, the role of EFL teachers is crucial since they are responsible for teaching the pragmatic aspects of the English language and raising their students' pragmatic and cultural awareness. Sifakis stated that Greek



EFL teachers have the responsibility “to teach the norms of native speakers of English and expose learners to contextualized examples of the target language that are linguistically flawless, if communicatively efficient” (2009: 235).

2.9 Cross-cultural Variation between Greek and English Culture

Extensive anthropological investigations have highlighted that diverse cultures possess unique forms of reasoning and internal coherence (Hirschon, 2001). Therefore, a comprehensive understanding of language use requires acknowledging TL society's prevailing relationships and cultural values. These factors appear to have a decisive influence on defining appropriate behavior and should not be disregarded (Sifianou, 1993).

Numerous studies comparing different cultures have shown significant variation in speech acts among distinct speech communities. Notably, variations in cross-cultural speech practices have been identified between Greek and English interactional patterns, especially in how politeness is perceived within the two cultures (Sifianou, 1992, 1993; Economidou-Kogetsidis, 2002). The different linguistic choices of the speech communities and their politeness strategies can be explained based on Brown and Levinson's (1987) culture-specific evaluations of social factors, namely distance, rate of imposition, and relative power. Greek society places significant importance on distinguishing between the ‘in-group’ and ‘out-group’ due to historical and geographical factors, as discussed by Triandis and Vassiliou (1972 as cited in Sifianou, 1993). This distinction heavily influences both verbal and non-verbal behavior.

In her cross-cultural study, Sifianou (1992) offered valuable insights through her contrastive analysis between Greek and English politeness. She stated that individuals within the same ‘in-group’ commonly employ informality and positive politeness strategies, reserving formality and negative politeness for ‘out-group’ members based on their status. As a result, the Greeks exhibit spontaneous and enthusiastic behavior towards their ‘in-group,’ openly expressing emotions to enhance the group's image. Likewise, within the ‘in-group,’ the members aim to preserve the group bond, leading to infrequent expressions of gratitude or apology unless the matter is considered very serious. She further insisted that Greek requests are more directly expressed than English ones, reflecting a preference for communication patterns such as imperatives and indicatives. Sifianou (1992) concluded that Greek speech communities are oriented towards ‘positive politeness strategies’ (expressions of friendliness and solidarity).



On the other hand, Sifianou (1992) argued that English speech communities tend to use negative politeness (mitigation of imposition, expressions of formality), and their cultural norms prioritize a reserved and distant behavior style. Generally, English speakers use requests more cautiously, preferring to express them more indirectly. Finally, expressing gratitude and apologies is considered essential in English culture, extending even to minor and pertinent situations, including interactions within the same social group.

2.10 Research on L2 Pragmatics in Greece

Below, I review the relatively recent literature on L2 pragmatics in the Greek context. Relevant studies are scarce mainly focusing on the learner's part. Only the study by Savvidou and Economidou-Kogetsidis (2019) focuses on teachers, hence it is directly relevant to my study.

Bella (2012), based on Bardovi-Harlig and Dornyei (1998), investigated the pragmatic awareness of L2 learners of Greek. The study found that both learner groups (with different lengths of residence in Greece) tend to notice grammatical errors more frequently and rate them more severe than pragmatic ones. The study also concluded that merely residing in Greece for an extended period is not enough to develop pragmatic awareness among these learners. The findings had significant implications for understanding the role of the L2 environment in pragmatic development and language instruction.

Another study from Bella (2012) also focused on the length of residence and L2 Greek learners. She explored the techniques employed by both native Greek speakers and advanced Greek learners for modifying their requests in various formal and informal scenarios. The study showed that learners with greater chances for interaction tended to come closer to the native standard regarding how they externally modify and, to some extent, internally modify their requests. However, the research demonstrated that certain facets of internal modification still lagged, regardless of how often learners interact with native speakers. Therefore, the findings underscored the necessity for educational intervention to enhance the learners' development in pragmatics. The necessity for educational intervention was also highlighted in Bella (2011), demonstrating that learners should be offered metapragmatic knowledge and meaningful interaction opportunities to enhance their pragmatic skills and development.

Tzanne et al. (2009) focused on the pragmatic understanding and metapragmatic awareness of L2 learners who were students of the Faculty of English Studies. The research validated the notion that teaching pragmatics is feasible within an L2 learning setting. In



particular, the study demonstrated the potential for enhancing students' pragmatic awareness by instructing them in conducting metapragmatic analyses of newspaper and magazine texts. Finally, they also concluded that there is a correlation between pragmatic awareness and language proficiency.

Michail (2016) conducted a case study to explore the pedagogical intervention in teaching pragmatics in the Greek EFL classroom. Through explicit, awareness-focused metapragmatic instruction, the study sought to increase students' understanding of Greek and English cultural norms and their awareness of pragmatics and intercultural communication. The results indicated that the intervention remarkably enhanced students' pragmatic and intercultural awareness, particularly their ability to comprehend and make appropriate apologies in English. Furthermore, he emphasized the importance of addressing cross-cultural pragmatics within the EFL context in Greece.

Economidou-Kogetsidis (2021) investigated whether L1 pragmatics influence the L2 email performance of advanced Greek L2 learners of English. She was also interested in finding whether there are similarities between the L1 and L2 email production. In fact, she concluded that there were elements of pragmatic behavior from the learners' L1 that were transferred to their L2 email performance. More recently, Economidou-Kogetsidis (2022) conducted a study aiming to provide a deeper understanding of EFL learners' pragmatic development of request strategies and internal modification across different levels of proficiency. The results suggested that even advanced learners' performance remained significantly below that of native speakers despite certain progress as proficiency levels rise. The influence of L1 in L2 pragmatic performance was also pinpointed in this study.

Lastly, Savvidou and Economidou-Kogetsidis (2019) is the only study, to the best of my knowledge, that examined how Greek EFL teachers deal with the teaching of L2 English pragmatics. More specifically, it shed light on teachers' expertise, beliefs, and actual teaching methods concerning pragmatics and culture of the TL within the Greek EFL classroom. This research collected data through semi-structured interviews with 10 female EFL teachers.

The study concluded with three important findings. Firstly, regarding teachers' comprehension of pragmatics, the data indicated a noticeable difference between teachers' grasp of the theoretical concept of "pragmatics" and their more intuitive understanding of pragmatic aspects. The pragmatic knowledge they gained from their education seemed limited



as the terminology comprehension was tenuous. However, they intuitively developed pragmatic knowledge based on their experiences. Secondly, concerning teachers' beliefs regarding the instruction of pragmatics and the culture of the TL, the results showed that NNTs acknowledged the importance of pragmatic instruction. Nevertheless, they were aware of the difficulties of incorporating pragmatic instruction in their EFL classrooms. Thirdly, these findings also demonstrated that NNTs' practices, as reported by themselves, were influenced by their knowledge and beliefs, and they were found to be limited by contextual factors such as adherence to the national curriculum, exam-oriented classrooms, and a shortage of teaching materials. These results hold significant pedagogical implications, stressing the importance of incorporating pragmatics into teacher training courses and integrating language and culture within foreign language curricula.



Chapter 3 Methodology

A detailed description of the research design, participants, and research instruments is presented in the following chapter. Methodology concludes with a discussion of ethical considerations and a summary. The present thesis employs a combination of research methodologies (questionnaire and interviews) to gather the necessary data, incorporating both qualitative and quantitative approaches in order to fulfill the research goals and address the research questions (see p. 10). After developing the research questions, the group of interest was determined, and the data collection instruments and methods were determined. The data were collected in the following chronological order: participants first completed the online questionnaire consisting of several parts and then some of them took part in follow-up interviews.

3.1 Participants

3.1.1 *Questionnaire Participants*

The data for this thesis were collected from 72 Greek, non-native EFL instructors through an online questionnaire. A purposeful sampling technique was adopted. This is described by Creswell and Poth (2018: 149) as a sample that “can best inform the researcher about the research questions under examination. Thus, the researcher needs to determine which type of purposeful sampling will be the best to use”. The two rather broad criteria applied in this case were that participants had to be native Greek speakers and English language instructors.

The participants were invited to take part in the research voluntarily through Facebook by uploading a flyer (see Appendix A) about the research to two private groups called "Ξενόγλωσσοι καθηγητές στην Ελλάδα" (Foreign language teachers in Greece) and Καθηγητ@ Αγγλικών (English teachers). Facebook was selected because it is a free platform that provides an easy way to access a vast pool of potential respondents. Furthermore, this social media platform offers the opportunity to include participants with different demographic characteristics.

Participants (6 male; 64 female; 1 other; 1 prefer not to say) were, on average, 40 years old (age range: 22 to 68; SD = 11). Most of them live in the two biggest Greek cities, Athens and Thessaloniki. However, some participants are from smaller cities and islands, such as Ioannina, Kavala, and Lesvos, while four participants are currently living abroad (France, Spain, and The Netherlands). In addition, the majority (61, 84.72%) have a degree in English Language and Literature/Linguistics. Finally, it is a pretty experienced group with an average of 17 years of teaching (SD=10.60, min= 0.5, max=45) (for a detailed participant profile description, see Appendix F).

3.1.2 Interview Participants

For the qualitative part of the study, Greek EFL instructors were asked to participate in semi-structured interviews. Out of the total of 72 participants who participated in the questionnaire, 45 had expressed their willingness to participate in the follow-up interviews, too. From those, I ultimately selected the first 12 participants (10 female, 2 male) who responded to the email. It is suggested that 12 participants be a sufficient target number, considering that the breadth of sampling counts in interviews and not representativeness (YaleUniversity, 2015).

The interview participants were, on average, 42 years old (age range: 25 to 68; SD = 14), and the vast majority held a degree in English literature/ language/ linguistics. It is quite an experienced group of teachers with an average of 21 years of teaching experience (years range: 4 to 45). Seven worked or studied abroad for some time³ (we have data for 10 out of 12 respondents). The interviews were conducted through Zoom and lasted 00:12:13 minutes on average, ranging from 00:05:39 to 00:31:04. Two main reasons can explain the discrepancy: some interviewees were very interested in the current thesis project, so they asked further questions on the subject under investigation, while others were more talkative and wanted to share their experiences, which sometimes went off-topic.

³ Number 7 resulted from participants who have lived/worked/studied abroad more than a month and used English as the language of communication.



3.2 Research instruments

3.2.1 Questionnaire

I used an online questionnaire (Appendix B) to answer the current study's first and second research questions and explore whether Greek EFL teachers are pragmatically competent, as well as their beliefs and attitudes towards L2 pragmatics teaching. The questionnaire is commonly used in quantitative data collection because of the low cost of its implementation and the collection of a considerable amount of data with little researcher involvement (Dörnyei & Taguchi, 2010). In addition to saving time, effort, and cost, questionnaires offer the benefits of generating standardized responses since all participants answer the same items (Dörnyei, 2003). Moreover, it is less intrusive, and participants can keep their anonymity, which is particularly important to most of them.

More specifically, the questionnaire included an introduction with information about the thesis study, the researcher, the stages of the questionnaire, the expected completion time, and a statement about the participants' rights and anonymity. Only when the participants gave their consent were they transferred to the actual questionnaire. The questionnaire could be completed within 20 minutes and consisted of three parts: (1) demographics, (2) pragmatic comprehension scenarios and DCT (pragmatic production scenarios), and (3) self-reports (Likert scale). As discussed in the literature review, to be pragmatically competent, a language learner should be able to comprehend the pragmalinguistic action as a listener and produce it as a speaker in adhering to TL sociocultural norms and conventions. Therefore, it is equally important to examine both participants' comprehension and production skills (Yamashita, 2008). Given time and space restrictions, I did not intend to examine my participants' pragmatic competence in detail but to gain some first insights into this broad topic. It is worth noting that all data collection methodologies were necessary since they measured different aspects of teachers' pragmatics. For example, the pragmatic comprehension scenarios, as they are called, measured teachers' L2 pragmatics comprehension, the DCT measures their pragmatics production, while the Likert scale self-reports investigate their beliefs and perceptions of L2 pragmatics. In particular, the first two parts are combined to answer the first research question: *to what extent are Greek EFL teachers pragmatically competent to teach L2 pragmatics*, whereas the self-reports aimed to answer the question about *teachers' beliefs and attitudes towards L2 pragmatics*.

3.2.1.2 Pragmatic Comprehension Scenarios

The participants were presented with two scenarios consecutively. For the first scenario, participants were asked to rate the level of appropriateness of an apology and then provide their rationale. In this way, I tested whether the participants were aware of the appropriate way the speech act of apology is expressed within the TL community. The second scenario aimed to examine whether the participants comprehended the presence of a criticism implicature in the given dialogue. The two scenarios were adapted from Cohen (2010: 269) and Ishihara and Cohen (2010: 72).

3.2.1.3 Discourse Completion Task (DCT)

The written DCT scenarios are intended to investigate teachers' ability to produce pragmatically competent responses concerning the speech acts of complaint, offer, and refusal (see Appendix B).

The setting, social distance, and status of the interlocutors were considered. The specific speech acts were preferred because they represent what the participants are most likely to experience in their daily lives, as well as likely to occur in situations where they need to communicate with foreign speakers abroad or in their home country. In turn, the respondents were asked to respond spontaneously, without much thought.

Despite the continuous criticism DCTs receive in literature (Beebe & Cummings, 1995; Felix-Brasdefer, 2010; Yamagashira, 2001), it remains one of the most widely used methods for measuring learners' L2 pragmatic competence. The main advantage of a DCT is its practicality. It can be easily modified and administered to many participants, and the data obtained is quite controllable (Barron, 2003; Cohen, 2020; Kasper & Ross, 1998). Moreover, the scoring of DCTs can be easily achieved if the raters have been given an explicit rating scale and criteria to follow (Cohen, 2020). Therefore, given the purpose of the present thesis and the ease of collecting a large amount of data within a relatively short period, a DCT was selected as the most appropriate data collection instrument.

It is noteworthy that participants' responses to the DCT questions were given to three raters, who evaluated them on a 7-point Likert scale based on 5 common criteria (more details about the raters in the Results).

3.2.1.4 Likert scale Self-reports (beliefs, attitudes)

This part allowed me to answer the second research question: *What are Greek EFL instructors' beliefs and attitudes toward second language pragmatics?*

First, respondents were asked to choose the sentence that best refers to what pragmatics is in a multiple choice question. Subsequently, they responded to a 7-point Likert scale questionnaire, with 12 statements focusing on teachers' beliefs and attitudes in instructing English pragmatics. The Likert-scale was chosen because it offers the benefits of efficiency, as it is time-saving both for the participants and the researcher while maximizing the accuracy of the results (Yuan, 2012). Participants were asked to state their level of agreement on a 7-point scale ranging from “strongly disagree” to “strongly agree.” As Finstad (2010: 109) noted, “[s]even-point Likert items have been shown to be more accurate, easier to use, and a better reflection of a respondent’s true evaluation.”

After reviewing the literature and understanding the multidimensionality of L2 pragmatics, I chose to include specific statements to discover teachers’ beliefs and perceptions on core features such as L1 influence, L2 pragmatics assessment, teacher training, and so on. Moreover, some questions, for instance, about university studies and pragmatic features in textbooks, were included to help me answer the research question about the challenges teachers face in incorporating L2 pragmatics in their lessons. In particular, I pinpointed the challenges in literature and then included them in the statements, which then would be compared to interview results.

3.2.2 Semi-structured Interviews

A semi-structured interview was proposed to collect the qualitative data attempting to address the third research question and gain insights into Greek EFL teachers’ beliefs, and experiences regarding the challenges they face in integrating L2 pragmatics instruction in their EFL classrooms. Conducting interviews is a frequently employed and potent method for gathering data, allowing researchers to obtain participants’ perspectives on social phenomena (Dornyei, 2007). I chose to employ semi-structured interviews because they would enable me to interact with participants, ask follow-up questions, and better understand their views.

The interviews were conducted online via Zoom in one session. All participants were English language teachers and could express their ideas clearly and efficiently, so all interviews were conducted in English. Before conducting the interviews, participants were informed about



the interview process and objectives. They were asked to provide their consent both orally and by sending them an online form before the interview (see Appendix C). The interviews were audio-recorded.

The semi-structured interview consisted of four questions covering issues related to respondents' familiarity with the L2 pragmatics instruction and the challenges the Greek EFL instructors face in integrating the teaching of pragmatics in their language classrooms (see Appendix D). At the end of the interview, the participants were invited to raise any other relevant issues they felt were important. At no point during the interviews did the interviewer try to influence interviewees' opinions.

3.3 Research Instrument Calibration

According to McKay (2006: 41), "the value of a survey is increased by piloting the instrument [...]. The purpose of piloting a survey is to discover what problems exist in the clarity of the directions and which items might be confusing or difficult". Hence, in order to ensure the questionnaire's clarity, eliminate issues of wording and ambiguity, and ensure participants' thorough understanding of the questions and statements, the questionnaire was piloted on two Greek EFL teachers. The semi-structured interview questions were also piloted on the same two Greek EFL teachers to identify any practical issues. In both cases, the feedback was positive, and I only made a few adjustments to certain questions to enhance their clarity.

3.4 Ethical Considerations

Since the research involves humans, ethical issues were taken into consideration. While formulating my research design, I consulted the flowchart provided by the Ethics Committee of the Faculty of Humanities and Archaeology of Leiden University (see Appendix E) in order to avoid ethical dilemmas. Participants were given consent forms and specific information about their roles and rights in the research before data collection. Besides, I informed participants that they could withdraw from the study at any time. Additionally, the collected data was stored on a personal laptop protected by a password, ensuring that only I was the only person with access. Respondents' real names were never revealed; instead, pseudonyms were used throughout the process, from the data collection until the final report. Considering the power relation between the interviewer and the interviewee, creating rapport and trust was my priority, and I ensured the fair treatment of the participants. Finally, the raters recruited to



evaluate participants' pragmatic production were equally compensated for their contribution to the study.

3.5 Summary

Employing a variety of research instruments and methodologies, the current MA thesis tried to retrieve insights regarding NNT's pragmatic competence, focusing on Greek EFL teachers in particular. First, data were collected from 72 Greek, non-native EFL instructors through an online questionnaire. This questionnaire consisted of three parts. The first part contained respondents' demographic characteristics and background details. The second part of the questionnaire aimed to gauge participants' comprehension of pragmatic features as well as their ability to produce pragmatically competent responses. First, participants were given a scenario and asked to evaluate the appropriateness of an apology and provide their rationale. Then, they were provided with a dialogue focusing on measuring their comprehension of the conversational implicature of indirect criticism. Subsequently, three DCT scenarios intended to investigate the production of the speech acts of complaint, offer, and refusal. The final section of the questionnaire included a single multiple-choice question and 12 Likert scale items that explored teachers' beliefs and attitudes towards the instruction of English pragmatics.

To triangulate questionnaire data and gain more insights into teachers' beliefs and experiences of Greek EFL teachers concerning the difficulties they encounter when incorporating pragmatic instruction in their English language classrooms, online semi-structured interviews were conducted with 12 out of the 72 participants.

Chapter 4 Results and Discussion

Applying the previously mentioned research design, I aimed to establish a clear alignment with the research questions (see Research Questions p. 10) and the study's rationale. In this section, first, I will present and analyze the results from the two scenarios measuring pragmatic comprehension. Following that, I will delve into the DCT and explore the results from the three scenarios measuring pragmatic production. Subsequently, participants' self-reports (Likert scale) will be presented and analyzed. Finally, I will discuss the findings from the interviews. When examining the results, I will compare the findings obtained from various research instruments.

4.1 Pragmatic Comprehension

First, to measure participants' pragmatic comprehension, they were given a situation and asked to rate the appropriateness of a woman's apology, choosing among four choices: high, moderate, low, and non-existent.

You are in London for the Christmas holidays and are doing your shopping in Harrods. The department store closes in 30 minutes, and people are in a hurry to check out. You are walking carrying multiple bags while having a heated conversation with your partner on your mobile phone. A young woman accidentally knocks over some of your bags and causes you to drop your phone as well.

Young woman: Very sorry, but you were in my way!

The given situation was adapted from Cohen (2010: 269), and therefore, the results are discussed based on this literature. In a similar situation, Cohen described that it was not very likely for the listener to consider the speaker's response an apology. The main concerns were that "very" is more a marker of etiquette" and that "the speech act-specific strategy "acknowledgment of responsibility" was not realized in that situation. The indicated rationale was that the speaker did not really take responsibility.

Following Cohen's example, we considered that the level of appropriateness of the apology was *low*. Table 3 illustrates participants' ratings.

Table 3. Participants' rating of the level of apology appropriateness

Appropriateness	Count	%
High	3	4.17%
Moderate	12	16.67%
Low	45	62.50%
Non-existent	12	16.67%
Total	72	100%

As seen from the table above, most respondents rated the level of apology as *low*. The least selected option was *high*, while *moderate* and *non-existent* were chosen by an equal number of participants. This shows that most participants (62.50%) considered the context, the cultural cues, and the speaker's intention and could understand and interpret pragmatic information successfully.

To gain more insights into the reason they rated the level of apology appropriateness *low*, participants were asked to provide the rationale for their choice. Most participants explained that the speaker does not take responsibility for the accident and instead shifts the blame to the interlocutor. Furthermore, many participants stressed that the word *but* cancels the apology, while others stated that the speaker is *not genuinely polite* and *doesn't really seem to be genuinely sorry* either. Finally, a few responses confirmed that they considered the factors -context, location, and culture- when rating. For instance, a participant explained that an *English person would apologize and help without making excuses or putting the blame on the others*, while another participant said *I don't think they'd ever say such a thing! English are known for being polite*.

In the second situation, participants were asked to identify a conversational implicature and, more specifically, an indirect criticism.

You are working at an international summer school. During the break, you discuss a student's paper with a colleague.

You: Have you finished reading John's paper?

Colleague: Yes, I read it yesterday.

You: What did you think of it?

Colleague: Well, I thought it was well-typed.

What does your colleague mean by her answer?

The given situation was adapted from Cohen and Ishihara (2010) and discussed based on this literature. In particular, the suggested implicature was that the colleague implied that

they did not like the students' paper expressing an indirect criticism. Table 4 shows participants' responses classification into three main themes or categories. However, a few answers were ambiguous and could not be assigned to any of the three categories.

Table 4. Participants' responses on criticism implicature comprehension

Criticism implicature	Count	%
Comprehension/Identification	27	37.5%
No comprehension/ identification	34	47.22%
Uncertain	5	6.94%
Unclear	6	8.33%
Total	72	100%

First, most respondents (47.22%) did not identify their colleague's implied criticism that she did not like the paper. Some of their responses that showed this are: *It was a satisfactory piece of writing; It was well-structured and well organized; No grammar or spelling mistakes; The student wrote the essay following the rules.*

On the other hand, a considerable number of participants (37.5%) identified the implicature. This is illustrated in responses like the following: *She doesn't seem to think much of the paper; She isn't really satisfied.* Two participants referred to sarcasm and irony in particular: *She doesn't have much to say about John's paper; she's either trying to find something positive to say or being sarcastic. One can infer that they are being ironic, and the only good thing about the paper was the typing.*

Finally, five participants were unsure what the colleague meant by her answer. For instance, a participant said *I am a bit confused, I would have asked for clarification,* while someone stated *I am not really sure. Maybe it's a positive comment, or maybe it implies something negative about it.* Six responses were unclear and could not be included in the other categories.

All in all, combining the two situations, the findings demonstrated that Greek EFL teachers have a good level of pragmatic comprehension, performing better in the first situation. This can be explained by the fact that, although everyday interactions often involve conversational implicatures, identifying them hinges on cultural knowledge, and therefore, interpreting them can pose challenges for L2 learners (Kasper & Rose, 2002). Moreover, the finding that participants found difficulty in identifying the criticism expressed indirectly



through a conversational implicature supports Pratama et al.'s (2017) study, which showed that indirect criticism implicatures were the most challenging implicatures across all groups of L2 participants. The results also indicated that proficiency and language exposure are related to L2 implicature comprehension. Considering my participants' high level of proficiency, we can assume that exposure may play a role in their implicature comprehension. Although they do have exposure through teaching, they are not fully immersed in the English culture and speech community. On the other hand, despite the differences in expressing the speech act of apology between Greek and English –an apology is considered essential in English culture and is expressed more indirectly (Sifianou, 1972)- L2 speakers may be more familiar with this speech act.

4.2 DCT

To determine to what extent Greek EFL teachers are pragmatically competent, participants were asked to respond to three situations as a DCT. The responses collected from the DCT (third, fourth, and fifth pragmatic production scenarios) were given to three raters to evaluate them on a 7-point rating scale based on the same five criteria, namely, task requirement, pragmatic expression, directness, politeness/formality and amount of information. The rating scale was adapted from Taguchi and Kim (2018), while the criteria were from Sciberras (2016) (see Appendix G). In particular, task requirement referred to whether the speaker's utterance successfully conveyed the intended speech act; pragmatic expression had to do with the (appropriate) use of pragmatic expressions; amount of information referred to whether speaker's utterance was as informative as required for the listener to know what the speaker meant; directness concerned the appropriateness of level of directness or indirectness; politeness/formality referred to the appropriateness of the response given the social distance and power between them and the listener and the seriousness of the act.

The three raters were females, between 24 and 28 years old, with different language and professional backgrounds. Rater1 was a native English speaker, residing in the UK and working as a pharmacist. Rater2 was the author of this thesis, a non-native English speaker, working as an English teacher and doing her Master's in Linguistics. Rater3 was a bilingual English-Italian speaker, living in the UK and pursuing her Ph.D. in Physics. Before the rating, there was an online meeting where I explained the rating scale and the process in detail. It is worth mentioning that their rating scores were not unanimous; however, they remained consistent across the situations, with rater3 assigning consistently the lowest scores and rater2

the highest. Only in situation C, rater1 assigned the highest scores from the three. Consequently, this variation highlights the complexity and challenges involved in assessing L2 learners' pragmatic ability in classrooms by the language instructors. In addition, according to Ishihara (2010), raters' language background, individual characteristics, and other external factors may have influenced their evaluation. Hence, the raters' language background (rater1 an English native speaker, rater2 a non-native English speaker, and rater3 an English-Italian bilingual) may have influenced the rating, among other factors.

Descriptive statistics were used to determine teachers' pragmatic production ability. Then, using R, Spearman correlation was conducted between their score and the years of teaching experience. To find the relationship between their pragmatic competence and their living/studying/working abroad, Wilcoxon test in R as well as Excel calculations were conducted.

4.2.1 Situation A: Speech Act of Complaining

You are in London for a five-day winter holiday. Your flight was delayed for five hours, and you arrived at the hotel after midnight really tired. The only thing on your mind is a hot shower! Eventually, you enter the room only to realise that the hot water isn't working. You call the reception to complain. What do you say?

As illustrated in Table 5, the *task requirement* was rated higher than other requirements on average (4.65). Politeness/formality and directness were assigned almost the same score of 4.43 and 4.42, respectively. In using pragmatic expressions appropriately, respondents were evaluated with 4.20, while the amount of information received the lowest average score (3.89). Overall, the average rating for all requirements was 21.60 out of 35 (Figure 4).

Table 5. Raters' average score per requirement in situation A

Situation A	Task requirement	Pragmatic expressions	Directness	Politeness & Formality	Amount of information
Rater1	4.86	4.25	4.69	4.19	3.29
Rater2	5.08	4.15	4.57	4.50	4.22
Rater3	4	4.21	4.01	4.60	4.15
Total	4.65	4.20	4.42	4.43	3.89

4.2.2 Situation B: Speech Act of Offer

You are at the airport, and you see an elderly man struggling with a huge suitcase.

You are travelling with only your backpack, so you offer to help. What do you say?

Table 6 shows that all raters consistently rated the *task requirement* higher than other criteria, with 6.15. *Directness* scored 5.27 with *pragmatic expressions* following with 5 and *politeness/formality* with 4.94. In this situation, as well, participants performed worse in the amount of information (4.60). The average score for all criteria was considerably higher compared to the previous situation, reaching 25.96 out of 35 (Figure 4).

Table 6. Raters' average score per requirement in situation B

Situation B	Task requirement	Pragmatic expressions	Directness	Politeness & Formality	Amount of information
Rater1	6.21	5.58	6.01	5.42	4.36
Rater2	6.90	5.21	5.22	4.97	5.57
Rater3	5.35	4.18	4.58	4.44	3.86
Total	6.15	5.00	5.27	4.94	4.60

4.2.3 Situation C: Speech Act of Refusal

You and your friends are in Crete on a summer vacation and have rented a car in order to explore the island. Whilst driving to Matala, you see three hitchhikers and stop to ask where they are going. Unfortunately, they are headed to the opposite direction from the one you intend on going. So, you have to refuse your offer and not take them with you. What do you say?

In table 7 we can observe the same pattern as the two previous situations since the *task requirement* was rated higher on average (5.44). In contrast to previous situations, in situation C, participants received a lower average score based on the *pragmatic expressions* criterion, performing better in the other three aspects, receiving 5.16 in the *amount of information*, 4.93 in *directness*, and 4.85 in *politeness/formality*. Overall, participants' pragmatic performance in situation C was rated 24.27 out of 35 (Figure 4).

Table 7. Raters' average score per requirement in situation C

Situation C	Task requirement	Pragmatic expressions	Directness	Politeness & Formality	Amount of information
Rater1	6.05	5.60	5.51	5.04	5.37
Rater2	6.53	4.96	5.42	5.37	5.82
Rater3	3.74	3.72	3.87	4.14	4.28
Total	5.44	4.76	4.93	4.85	5.16

Overall, participants performed better in situation B (25.96), where they offered help to an elderly man who had difficulty carrying his suitcase in the airport. The next best performance was observed in situation C, which was related to the speech act of refusal (24.27). In this situation, participants refused to pick up some hitchhikers they came across because they went in a different direction. As indicated in the figure below (Figure 4), participants found situation A the most challenging of the three, receiving an average rating of 21.60.

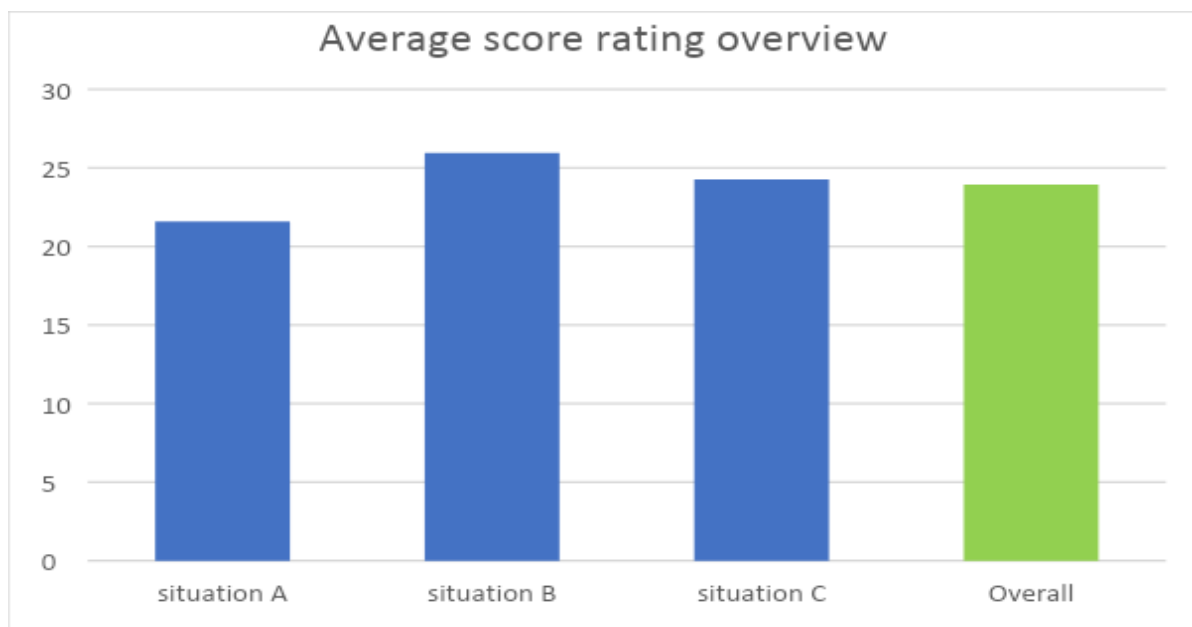


Figure 4. Rating score overview

After analyzing each situation, the most significant finding that helps us determine the pragmatic competence of Greek EFL teachers is the overall rating score. The score of 23.94 out of 35 is derived by calculating the average scores across all situations and raters.



The results of the situations measuring participants' pragmatic comprehension and production indicate that Greek EFL teachers possess a relatively good level of pragmatic competence which is sufficient to allow them to incorporate pragmatics successfully into their teaching. In fact, the overall evaluation of the 214 responses to 3 DCT situations demonstrates that participants' level of pragmatic competence scored 68.41% (23.94/35). In addition, the qualitative results of the two pragmatic comprehension situations which showed that Greek EFL teachers acquire a good level of pragmatic comprehension support these results allowing for concluding insights concerning participants' overall pragmatic ability both in terms of comprehension and production. This finding is contrary to previous studies (Bektas-Cetinkaya, 2012; Mirzaei & Seyyed Rezaei, 2012; Karatepe, 2022; Pinyo et al., 2010) which have suggested that non-native teachers have an inadequate or moderate degree of pragmatic awareness and competence. However, the above results are in line with Sciberras (2016), who found that 74% of his participants' responses to the DCT were evaluated as completely or somewhat appropriate.

Another finding that stands out from the results is that the participants performed better in some situations, for example, in performing the speech act of offer, identifying the appropriateness of apology, and giving their rationale. On the other hand, performing the speech act of refusal and identifying the conversational implicature was more challenging for them. It is suggested that the results should be read with caution, considering the criterion of subjectivity regarding raters' evaluation. Another factor we should consider when reading the results is the lack of non-verbal communication in all responses. I tend to believe that in real-life communication, non-verbal aspects would have enhanced participants' responses, and their level of pragmatic competence would be higher. This can be explained by the fact that non-verbal communication, like gestures and body language, provides additional cues and support to the pragmatic meaning of an utterance. Nonetheless, a written DCT was the most appropriate data collection method, considering it can provide comparable responses to linguistic aspects of the same situation by a number of respondents.

Finally, an interesting finding is that on average participants performed better in *task requirement* criterion while receiving the lowest score in *amount of information* (Figure 5). This is important because it suggests that Greek EFL teachers' responses conveyed successfully the intended speech act. Consequently, this may have considerable implications in their teaching of speech acts. On the contrary, their low score in *amount of information*

shows that their utterances were not as informative as required for the listener to know what they mean which may lead to confusion or mislead. This can be attributed to variations in cross-cultural speech practices that have been identified between Greek and English interactional patterns (Sifianou, 1992, 1993; Economidou-Kogetsidis, 2002).

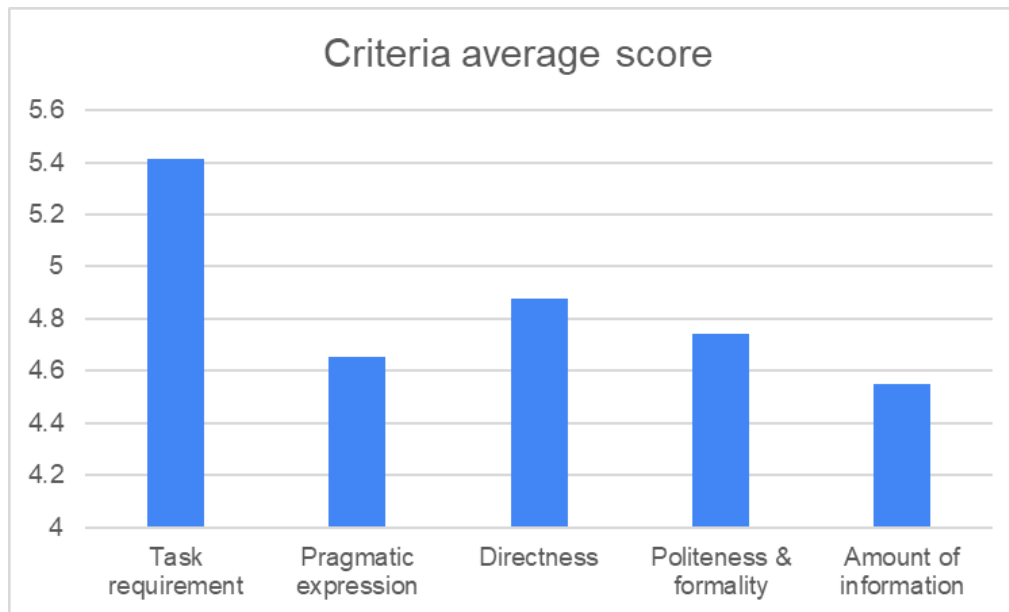


Figure 5. Criteria average score

In summary, taking into consideration participants overall performance in pragmatic comprehension and production scenarios, we can conclude that they possess a relatively high level of pragmatic competence.

4.2.4 Correlations with Background Information

To answer the sub-questions: *Is there any relationship between teachers' level of pragmatic competence and their teaching experience?* and *Is there any relationship between the teachers' level of pragmatic competence and living/studying/working abroad using the TL?* I conducted correlations to explore further the factors affecting the development of non-native teachers' pragmatic abilities.

To determine the relationship between pragmatic competence (dependent variable) and years of teaching experience (independent variable), first, the normality assumption of the data was assessed in two ways: the Q-Q plot and the Shapiro-Wilk test in R. The values of the measures did not lie on the diagonal line of the Q-Q plots (Figure 6), so we assumed that the data were not normally distributed. The Shapiro-Wilk test verified our assumption because,

for all measures, the p-value was lower than 0.05, so we were safe enough to assume that the data were not normally distributed. Therefore, a Spearman correlation was conducted to determine the relationship between the two variables.

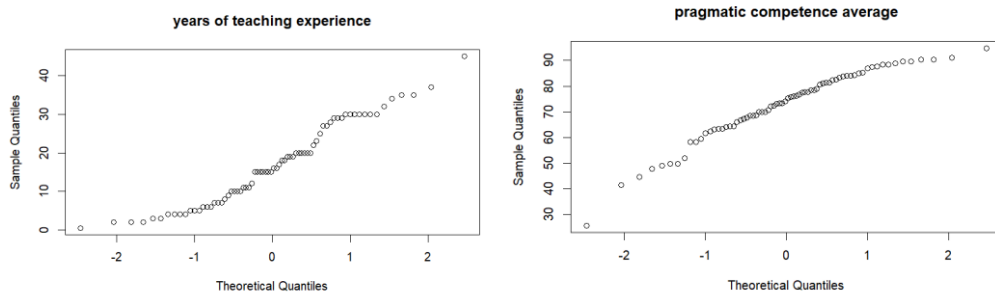


Figure 6. Quantile-Quantile (Q-Q) plots

The Spearman correlation showed no relation between participants' pragmatic competence and their years of teaching experience ($r = 0.02$, $p = 0.86$). The p-value was greater than 0.05 ($> .05$), which means that there was substantial evidence for the null hypothesis (that there is no relation between the variables), and we could not reject it. Therefore, we retained the null hypothesis and rejected our hypothesis (H_1) that participants' pragmatic competence correlated with their years of teaching experience. Figure 7 further confirms the above results.

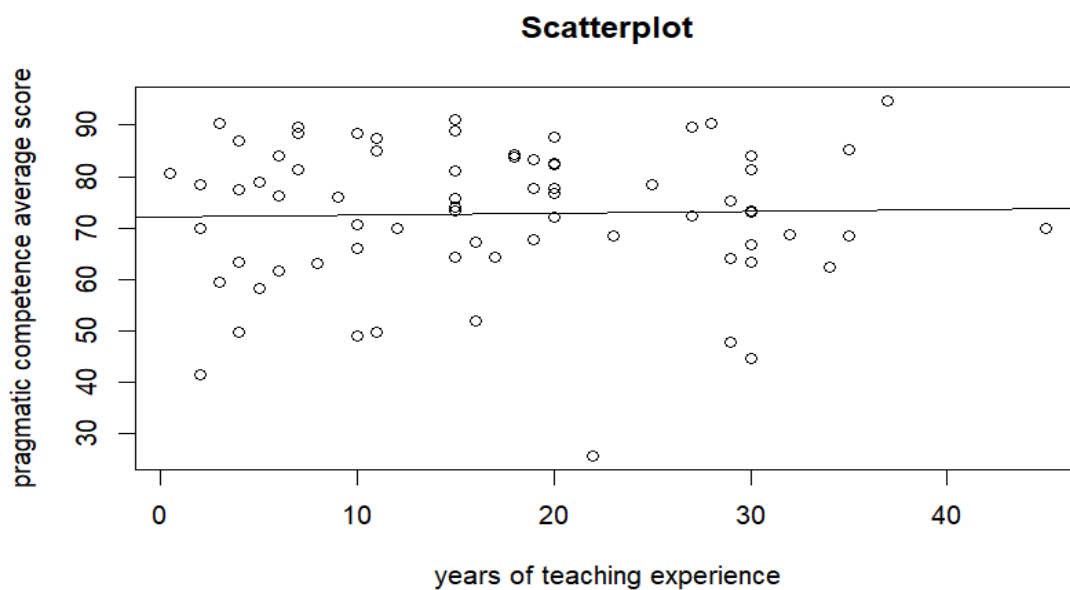


Figure 7. Scatterplot of pragmatic competence and years of teaching experience



To the best of my knowledge, no previous studies explicitly target identifying factors influencing teachers' pragmatic competence while also exploring correlations between participants' pragmatic competence and their teaching experience. This finding is interesting because it suggests that we need to investigate further the factors influencing teachers' pragmatic competence. Additionally, it provides evidence that L2 pragmatics instruction holds the utmost significance.

Moreover, I was interested in finding out whether there is a relationship between participants' level of pragmatic competence and their living/studying/working abroad using the TL as a primary means of communication. A Mann-Whitney (Wilcoxon rank-sum) test showed that there was no significant difference in pragmatic competence between participants who have lived/studied/worked abroad ($Mdn= 77$) and those who have not ($Mdn= 73.33$), $W= 422.5$, $p= 0.87$.

Moreover, I calculated the means of the two groups, and surprisingly, those who reported that they had not lived/studied/worked abroad had a slightly higher average score of pragmatic competence (73.23/105) than the other group (71.78/105). This finding is unexpected if we consider that participants who have been abroad were exposed to the TL and had opportunities for real-life intercultural communication either with native English speakers or NNS using English. Nevertheless, these results are consistent with Schmidt (1993), who maintained that simple exposure to the TL is insufficient for pragmatic development. Furthermore, the findings corroborate Bella's (2012) study, which concluded that merely residing in an L2 environment for an extended period is not enough to develop pragmatic awareness.

In summary, the findings mentioned earlier indicate that both teaching experience and an extended period of residence abroad do not impact participants' pragmatic competence.

4.3 Self-reports (Likert scale)

In this part of the questionnaire, the participants were asked to indicate their level of agreement with 12 statements. Descriptive and inferential statistics were used to help reach specific conclusions and answer the research question regarding Greek EFL teachers' beliefs and attitudes toward L2 pragmatics teaching. The mean, standard deviation, and range were calculated to find trends.

First, participants were introduced to the term *pragmatics* and asked to answer a multiple-choice question to indicate what pragmatics refers to. Table 8 illustrates that out of 72 participants, 68 (94 %) argued that pragmatics refers to knowing what language forms to use in what situation. At the same time, only 4 chose the point that relates pragmatics to speaking fluently with a native accent. The results show that most Greek EFL teachers recognize that pragmatics is related neither to having a rich L2 vocabulary nor to speaking fluently with a native accent. Indeed, pragmatics concerns the use of language, especially the speakers' choices within a specific context (Crystal, 1997).

Table 8. Participants' answers about what pragmatics refers to

Pragmatics refers to	Knowing what language forms to use in what situation	Speaking fluently with a native accent	Having rich vocabulary in the target language
	68 94.44%	4 5.56%	0

Next, participants were asked to indicate their level of agreement on specific statements using a 7-point Likert scale. A preliminary computation was conducted to infer the mean, standard deviation, minimum, and maximum values. Table 9 summarizes the statements and the descriptive statistics that resulted from the data analysis.

Table 9. Descriptive statistics on teachers' beliefs, perceptions, and attitudes toward L2 pragmatics

	Part 3- beliefs, perceptions, attitudes	min	max	mean	sd
ST1	Effective communication in the target language requires more than just knowledge of grammar and vocabulary	3	7	6.49	0.8
ST2	I evaluate my pragmatic abilities as near-native	3	7	5.51	1.12
ST3	At university, I was adequately taught how to teach second language pragmatics	1	7	3.86	1.67
ST4	My lesson plans focus on socio-cultural aspects of the English language	1	7	4.96	1.33
ST5	There are enough pragmatic elements in the EFL textbooks that I use in my teaching	1	7	4.33	1.58
ST6	Second language pragmatics instruction is more effective than simple exposure in assisting learner' acquisition of L2 pragmatic features	1	7	4.71	1.52
ST7	It is necessary that EFL teachers receive training on how to teach second language pragmatics, in addition to teaching other aspects of the language (grammar, vocabulary)	4	7	6.25	0.92
ST8	The teachers' L1 affects greatly their acquisition of L2 pragmatics	1	7	4.82	1.47
ST9	The students' L1 affects greatly their acquisition of L2 pragmatics	1	7	5.42	1.39
ST10	It is important for the language teacher to have lived in the target culture	1	7	4	1.71
ST11	I think it is important to assess students' pragmatic abilities in the classroom	1	7	5.11	1.37

Table 9 reveals that Greek EFL teachers' highest mean level of agreement is with the ST1. This shows that they strongly believe that effective communication in the target language requires more than just knowledge of grammar and vocabulary (M=6.49). Therefore, the vast majority of Greek EFL teachers agree with Taguchi (2009, 2012) that pragmatics is a factor that enhances the effectiveness of communication in L2. This view is also supported by Oda-Sheehan (2017), who revealed that experienced EFL teachers regarded pragmatics as an essential element in communication. As noted in the literature review, communicative models (Bachman, 1990; Bachman & Palmer, 1996, 2010; Canale, 1983; Canale & Swain, 1980) further emphasize that the lack of knowledge or understanding of the social and cultural conventions of the TL can lead to communication failure.

Moreover, teachers agree (M=6.25) that it is necessary that they receive training on how to teach second language pragmatics, in addition to teaching other aspects of the language (grammar, vocabulary). The agreement with this statement indicates the importance of integrating pragmatics in teacher education and training programs, as has been widely

underlined by numerous scholars (Basturknen & Nguyen, 2017; Ishihara, 2010a, 2011; Mc Conachy, 2018; Kasper, 1997).

Many participants also declared that students' L1 significantly affects their acquisition of L2 pragmatics ($M=5.42$). It can be argued, therefore, that teachers identify L1 influence as a potential cause of learners' divergence from L2 pragmatic norms. Kasper (1992) identifies two types of pragmatic transfer: positive and negative transfer. The negative transfer of pragmatic norms is also mentioned by Ishihara and Cohen (2010: 78), stating that "the transfer of behavior consistent with L1 norms may cause awkwardness, misunderstanding, or even a temporary communication breakdown". This finding is consistent with Economidou-Koetsidis (2021), who pointed out the influence of L1 on L2 pragmatic performance in email production.

Regarding the influence of L1 on teachers' L2 pragmatic acquisition, the mean score was lower ($M=4.82$). This indicates that L1 influences Greek EFL teachers' pragmatic acquisition because they have been taught English as second language learners. Therefore, the negative transfer of L1 norms can affect their pragmatic ability. Consequently, in order to be able to teach L2 pragmatics, they have to acquire various components that, according to Ishihara (2010), constitute a well-rounded teacher knowledge (see Table 1 Literature review).

Interestingly, teachers evaluate their pragmatic abilities as near-native ($M=5.51$), which contrasts with findings reported by Eslami-Rasekh et al. (2005b), Pasternak and Bailey (2004) and Cohen (2006), who revealed that language instructors often feel insecure about their pragmatic competence and perceive themselves as inadequately equipped to teach L2 pragmatics. The reason for being confident in self-evaluating their pragmatic abilities as similar to native speakers of the TL may lie in the fact that the respondents consist of an experienced group of teachers with around 17 years of teaching experience.

Their confidence is also evident in their self-report regarding incorporating pragmatics into their curriculum. They report that their lesson plans focus on socio-cultural aspects of the English language ($M=4.96$). This is also reinforced by their reported view that second language pragmatics instruction is more effective than simple exposure in assisting learners' acquisition of L2 pragmatic features ($M=4.71$). This view is in line with Schmidt (1993) and Kasper (1997), among others, who maintained that simple exposure to the TL is insufficient for pragmatic development. Also, this view reflects Michail's (2016) findings, which indicated



that the intervention remarkably enhanced students' pragmatic and intercultural awareness (see Literature review p. 33)

Regarding the importance of the language teacher having lived in the target culture, respondents consider it neutral. Some scholars (Tanaka, 1988) have found that exposure to the target language (e.g., studying, living, or working) would enhance NNSs' pragmatic competence. However, Bella (2012) concluded that merely residing in the target culture for some time is inadequate for developing pragmatic awareness. This finding was attributed to the learners' profile (economic emigrants) and the limited interaction opportunities with the locals. The participants, therefore, may be neutral because they recognize that teacher education and training play a crucial role in making a language teacher competent in L2 pragmatic instruction.

Moreover, respondents were asked to give their opinion about the EFL textbooks they use in their teaching and whether they include enough L2 pragmatic elements. Even though the mean score is neutral ($M=4.33$), interestingly enough, almost half of the teachers scored 5, 6, or 7 on the Likert scale. This result contradicts Michail (2016), who contended that the lack of pragmatic input in the language textbooks does not permit the integration of L2 pragmatics as a primary learning goal of L2 language learning. The results also differ from what Savvidou and Economidou-Kogetsidis (2019) found, who identified the shortage of teaching materials on L2 pragmatics as an additional challenge teachers face.

Finally, the lowest mean score ($M= 3.86$) is observed in teachers' perceptions of whether they were adequately taught how to teach second language pragmatics at university. This belief is in line with research that has shown that language teacher education programs worldwide often lack emphasis on preparing prospective teachers how to teach L2 pragmatics (Eslami & Eslami-Rasekh, 2008; Basturkmen & Nguyen, 2017; Rose, 1997). Likewise, this view agrees with Savvidou and Economidou-Kogetsidis (2019), who indicated that the pragmatic knowledge EFL teachers gained from their education seemed limited.

In the last question, participants were asked to indicate their opinion on what it is more important to assess: students' productive (writing, speaking) or receptive (reading, listening) skills. One participant did not provide their answer, meaning the total number of responses is 71.

Table 10. Descriptive statistics ST12

	min	max	mean	sd
I think it is more important to assess students' productive skills (1) / students' receptive skills (7)	1.00	7.00	4.34	1.45

Table 10 demonstrates that the mean score of the responses is 4.34. In fact, 30 out of 71 responses indicated that assessing both receptive and productive is equally important. Another 24 participants favored assessing mainly students' receptive skills, choosing five or more on the Likert scale, while the remaining 17 were inclined to believe that assessing productive skills is more important. This finding agrees with Ishihara (2010) that effective teaching demands assessing learners' receptive and productive ability in L2 pragmatics.

4.4 Interview Results

In addition to responses to the questionnaire, semi-structured interviews aimed to provide more insights regarding teachers' beliefs and perceptions on L2 pragmatics in order to achieve data triangulation by comparing the interview results with those of the self-reports. Furthermore, the following section presents and discusses the main themes from the interviews related to the research questions: the challenges Greek EFL teachers face in integrating pragmatics instruction in their English language classrooms (Appendix D).

The interviews were conducted in English, and a full orthographic, verbatim transcription was produced (see Appendix H). The analysis was conducted based on Braun and Clarke's (2006) steps for thematic analysis. First, I read the interview input closely many times to familiarize myself with the data. Then, I generated initial codes assigning numbers to sentences or phrases that could form a theme. Next, after finishing coding, the relevant data extracts were sorted into themes. Consequently, I reviewed the themes extensively to improve consistency. Finally, I conducted a detailed data analysis, including specific examples for each theme. In interpreting the findings, extracts from the participants' answers were provided using pseudonyms to preserve their anonymity.

4.4.1 Teachers' Familiarity with Pragmatics

The first question *What, in your view, is pragmatics?* aimed to identify teachers' knowledge and familiarity with the theoretical terms of pragmatics.

The table below illustrates the themes that emerged regarding teachers' knowledge and familiarity with pragmatics.

Table 11. Repeated patterns in teachers' view of pragmatics

Themes	Quote examples
Language in context	"Deeper understanding of language context" "Context of communication" "The way we perceive language in context"
Real life application	"The way you apply language in your everyday life" "Things happening in real life" "Language that is spoken, not 'teaching book' English" "If we use the language effectively and if it has real life applications"
Conveying meaning	"What you convey through words" "What we mean rather what we say"
Uncertainty	"I'm not sure" "I'm not aware of the term" "I don't know"

Findings showed that teachers have a more general and intuitive understanding of the notion of pragmatics, identifying four main themes, namely, language in context, real-life applications, conveying meaning, and uncertainty.

A few teachers referred to the importance of context, either directly connecting pragmatics to *how we perceive language in context* or indirectly through examples. For instance, Niki gave the following example:

when you're visiting England, and you have friends that live there, what do you say when they have birthdays, when they're celebrating something because that's very different from what we say here in Greece.

Findings also revealed that some teachers were unfamiliar with the term or uncertain about their answers. For instance, Suzana commented:



I'm not very aware of the term. I've heard the term many times, but I'm not sure that it's clear to me.

Then, she continued stating that:

I think it refers when we use, for instance, a word it refers to the actual meaning of the word. I think like if you say pencil, for instance, corresponds to pencil like the actual object. But [...] I have to admit I don't remember all the details at the moment.

Another participant, Amanda, also was not confident about her answer:

I'm not absolutely sure about it, to be honest with you, but I have the feeling it's the tone of your voice and, generally speaking, the mood that you convey through using words.

In cases where teachers were unfamiliar with the term, it was later explained during the interview.

The themes and quotations mentioned above, indicate that most Greek EFL teachers have a fairly good intuitive understanding of pragmatics. In some cases, their understanding is somewhat vague, for example, referring to pragmatics as the reality of language, the spoken language, etc. Moreover, they lack a more specific linguistic terminology. Some teachers mentioned the importance of context (e.g., *In my view, pragmatics is a branch of linguistics that deals with the meaning in context*), and one participant also referred to other persons' intentions. However, overall, no one mentioned explicitly aspects of pragmatics, such as speech acts, politeness, and implicature.

Even though, in my view, professional knowledge of the notion of pragmatics is not a prerequisite for teaching L2 pragmatics effectively, their more general intuitive understanding and their uncertainty could indicate two things: either pragmatics was not a central component in their studies or training courses, or they do not include pragmatics in their continuous professional development. This is in line with Savvidou and Economidou-Kogetsidis (2019), who found a noticeable difference between teachers' grasp of the theoretical concept of "pragmatics" and their more intuitive understanding of pragmatic aspects. Furthermore, the results of both studies showcased that teachers' pragmatic education seemed limited, and therefore, they intuitively developed pragmatic knowledge based on their experiences. Two participants, though, mentioned their studies.

Orestis connected pragmatics to his studies, commenting:

You're taking me back to university years [...].

Similarly, Suzana said:

I've been on many seminars about it, but I really don't remember, I cannot explain.

These quotes show that, even though the participants connected pragmatics to their studies and seminars, pragmatics does not seem to be a major component of their professional knowledge. This is evident because they either do not remember what pragmatics is or recall it as a memory from their university years.

Interesting conclusions can be drawn comparing participants' answers to the interview question on what they think pragmatics is with some of their reported beliefs. First, as mentioned, in the second part of the questionnaire, participants were asked to answer a multiple-choice question to indicate what pragmatics refers to. When comparing interviewees' answers to those of the questionnaire, it can be pointed out that there is a discrepancy. All 12 participants recognized that pragmatics refers to knowing what language forms to use in what situation. However, not all interview participants were aware of the term. This reveals that respondents know pragmatics is not speaking fluently with a native accent or having a rich vocabulary in the target language. However, knowing what it is not pragmatics does not necessarily mean that they know what it is.

On the contrary, there is a relation between their reported belief about their university preparation and the conclusions drawn from their answer to the first interview question. More specifically, participants rated their level of agreement with the statement *at university, I was adequately taught how to teach second language pragmatics*, with 3.86 on average on a Likert scale from 1 to 7. Their rating shows that they are not very satisfied with their university preparation on how to teach L2 pragmatics. Similarly, the findings of the first interview question *What is, in your view, pragmatics* revealed that pragmatics was not a main component in their studies. Consequently, their belief that they were not adequately taught how to teach pragmatics and their reported uncertainty in their answers to the interview can justify their view that *it is necessary that EFL teachers receive training on how to teach second language pragmatics, in addition to teaching other aspects of the language (grammar, vocabulary, mean= 6.25)*. Hence, we can infer that they acknowledge the limitations of inadequate preparation in teaching L2 pragmatics and believe that efficient, professional training will make them more confident and competent in teaching TL pragmatics.



Taking everything into account, the results highlighted that although teachers may not reportedly claim extensive theoretical understanding of pragmatics, they have indeed developed an intuitive comprehension of pragmatics through their personal experiences as English teachers.

4.4.2 Incorporation of L2 Pragmatics Teaching

The second interview question aimed to investigate teachers' beliefs on whether they *include enough pragmatics in their teaching*. Analyzing the interviewee's responses, we pinpoint three different opinions. First, some teachers reported that they include enough pragmatics in their teaching.

Niki thinks she includes pragmatics in her teaching a lot (*I think I do that a lot*). She does this because students should be prepared for real-life English and to express themselves in different situations. She also says she teaches pragmatics because it is part of the examination.

Students learn English for a very specific reason, which is to achieve a certificate of competency in the other language, which is something they need to get a better job. So, in order to sit those exams, they must sometimes write a formal letter.

Niki's final comment on this question is worth noting. She commented:

I don't know how much they're going to use it after they leave my class, but I will teach it.

This final remark contradicts her view that pragmatics is *the reality of language and how you apply the language in everyday life*. If pragmatics is connected to real-life language application, why does she doubt how much pragmatics her students will use after they leave the class? I tend to believe that she is not questioning the importance and usefulness of pragmatics. She may imply that her students do not have many opportunities for real-life communication with foreign language speakers in order to use the L2 they have been taught in class.

Gina was one of the teachers claiming that pragmatics is an essential component of their teaching. She replied:



It's never enough [but] yes, [I include enough pragmatics] because it's something that should be included in teaching, because you should give examples of real life [...] that students will meet in their further studies or life.

Litsa said categorically:

Yes, I actually do because a) I'm aware of the field and b) because English is like my first language and because I have some objections to a lot of things that are written in books, I sort of tailor it to my learners' needs.

Lydia also reported that she includes enough pragmatics:

I think I do because it's the nature of the language, phrases, idioms [...]. Even if you don't realize it, you do teach pragmatics.

On the other hand, a few teachers stated that they include pragmatics in their teaching but not as much as they wanted to. Mary, for instance, stated:

I could do it a bit more, I suppose, to be honest.

Finally, some Greek EFL teachers admit they do not include enough pragmatics in their teaching or that they are not aware of it.

For example, Matina commented:

I don't think that I include enough pragmatics in my teaching, although some things are dealt without actually understanding it.

In addition, Suzana reported:

I'm not, I guess, as I'm not aware of it 100%, probably not; I don't do that.

At that point, the term pragmatics was explained to Suzana because she seemed completely unaware of it. She also admitted that she googled the term because she did not remember it. After having understood what the term pragmatics refers to, she commented:

It depends on the level of the class [...]. I think like my last goal is pragmatic expression, it's not my main purpose, but yeah, I'm actually using it not being aware.

The quotes above demonstrated three important things. First, the majority of Greek EFL teachers, regardless of the extent to which they incorporated L2 pragmatics teaching in their classes, acknowledge the importance of teaching pragmatic aspects of the TL because they



reported that either they include enough pragmatics in their teaching or they do not, but they would like to. This is consistent with previous studies mentioned in the literature review (Alcon-Soler & Martinez-Flor, 2008; Cohen, 2008; Eslami-Rasekh, 2005; Fordyce, 2014; Kasper & Rose, 2001; Taguchi, 2009; Takimoto, 2009; van Campenolle, 2014), which emphasize the need for L2 pragmatic instruction and call for the integration of pragmatics teaching in all L2 curriculums. Moreover, similar results were obtained by Savvidou and Economidou-Kogetsidis (2019), who found that teachers acknowledged the importance of L2 pragmatic instruction.

Second, we get more insights into their beliefs and teaching practices by comparing their interview responses with the questionnaire self-reports. This is important because, as previously described in the literature review, little attention has been paid to teachers' knowledge and beliefs concerning teaching L2 pragmatics (Cohen, 2018). Literature has shown that teachers' beliefs significantly affect their instructional practices. In the questionnaire, most participants (mean 6.49) agreed that effective communication in the target language requires more than just knowledge of grammar and vocabulary. Consequently, this reported belief can explain the observation that they value the L2 pragmatic instruction. Considering their view that acquiring only grammar and vocabulary cannot ensure effective communication, it is justified why pragmatics is seen as an essential aspect in performing communicative objectives successfully.

Third, an important finding is that most participants do not include the teaching of pragmatic features in their lesson plans. Sometimes, even the teachers themselves do not understand that they actually use pragmatics in their teaching (e.g., *I'm actually using it, not being aware*). This means that, for instance, while teaching a grammatical feature, they might teach pragmatics incidentally without it being their ultimate goal. This finding is contrary to previous studies, which have highlighted the need for L2 pragmatic instruction and its integration in all L2 curriculums (Bardovi-Harlig, 2001; Cohen, 2008; Eslami-Rasekh, 2005; Taguchi, 2009).

However, this finding reflects the widely accepted view that pragmatics not only has been considerably neglected in second language teaching, but the majority of courses lack emphasis on structured pragmatic instruction (Crandall & Basturkmen, 2004; Hymes, 1972; Taguchi & Roever, 2017). A possible explanation for the absence of structured pragmatic instruction from participants' classrooms might be their more intuitive understanding of

pragmatics, which was discussed earlier in this section, and the fact that most teachers believe that they were not adequately taught how to teach pragmatics during their studies. It is likely that if they had received explicit pragmatic instruction and been sufficiently prepared at university, they would have used explicit L2 pragmatic instruction more often. Furthermore, they would feel more confident switching between explicit and implicit pragmatic instruction depending on their learners' level of proficiency, motivation, and learning style.

4.4.3 Challenges in L2 Pragmatics Teaching

The third interview question *If not, what stops you from including more pragmatics in your teaching?* was combined with the previous one *Do you think you include enough pragmatics in your teaching.* The purpose of this question was to answer the third research question and elicit respondents' opinions about the challenges, if any, they face in integrating L2 pragmatics instruction in their classes. The following challenges were identified after the participants' responses analysis (Table 12).

Table 12. Repeated patterns of challenges in integrating L2 pragmatics teaching

Themes- Challenges	
No challenges	
External factors	Time constraints Exam-oriented classes Mixed ability classes Teaching material/syllabus
Teacher factors	Teacher knowledge Other priorities
Learner factors	Students' level of English

The vast majority of the participants contended that there are many challenges in incorporating L2 pragmatics teaching in their classes. A broad view amongst interviewees was that time constraints impede teachers from including pragmatic elements in their lessons. For example, Mary stated:

I try to make time for that [pragmatics], but I can't always manage because I have to prioritize.

Another widely recurring theme was the exam-oriented classes. Litsa highlighted:



[..] what determines the Greek EFL classroom is the reality of students passing a B2 certification exam, given that this is the end all of the classroom situation. It is an exam-driven market [...].

It is noteworthy that although Litsa refers to the challenges and she is aware of them, she does not personally face them because, for the past years, she has not worked as a private or public teacher, but she is invited to teach applying her own approach. As she mentioned:

No, this is not of my reality because when I am invited to teach, I am invited to teach what I like to teach.

Interestingly, Chris had the same opinion about students' ultimate goal to obtain a certificate, but he also mentions that he feels parents' pressure:

Parents also [...] tend to pressure us a lot on getting more quickly closer to a certificate so they don't actually care about the language, they care about having a certificate.

Moreover, many participants identified the lack of L2 pragmatic input in teaching material and the hectic syllabus as challenging factors influencing their L2 pragmatics teaching. More specifically, Amanda mentioned:

It's, you know, the strict and hectic syllabus that they have to cover. So, you know, it doesn't leave any room for such practice [...] I mean, syllabus is relentless.

Likewise, Liza referred to language textbooks and the strict syllabus that does not leave room for including L2 pragmatics.

Descriptive books. I think students benefit more if they are exposed to real-life situations. But especially in a foreign country like Greece, it's very hard to get these situations into the classroom, given that we have specific set of things to cover during the year.

On the other hand, although Orestis argued some years ago that textbooks did not focus on communicative aspects of language and pragmatics, he believes that more recent textbooks are more communicatively based. Also, he maintains that nowadays, there is a wide range of textbooks you can choose from, supporting what was mentioned earlier about teachers' beliefs and perceptions influencing their teaching.



If you take a look at all the textbooks, I mean coming from at least five years ago, I think that the emphasis was clearly not on pragmatics [...], but the more time passes, you can see that authentic language use is included in certain textbooks.

Another factor that challenges the incorporation of L2 pragmatics teaching is the mixed-ability classes combined many times with other factors, such as time constraints. For instance, Mary explained:

So, imagine you're in a classroom with people with mixed abilities. People who might ask questions, people who become distracted sometimes. So you have to repeat the same things again and again [...].

Liza also described the situation in the Greek public and language schools.

A lot of mixed abilities, a lot of undiagnosed learning difficulties. Some are diagnosed, and most commonly, it's dyslexia.

Suzana added that in a Greek public school, usually there are around 25 students, which makes it even more difficult to diverge from the assigned curriculum.

Apart from external and practical challenges, participants also referred to themselves as teachers as well as their learners.

Amanda believes that her own knowledge of pragmatics is a challenge when it comes to incorporating pragmatic aspects in her teaching.

Probably, you know it's my part that I don't have enough knowledge to do so.

Moreover, Matina mentioned that teachers are usually inadequately prepared to teach the pragmatics of TL. She referred to the insufficient exposure to the TL, too.

[...] if you're not taught how to use pragmatics and if you are not taught of what actually is pragmatics, I think you cannot teach it actually. And also, for example, if I don't live in a country that uses English, I think that we don't have the actual experience of doing it.

Additionally, teachers' beliefs and perceptions can explain the limited or no inclusion of L2 pragmatics teaching. For example, if a teacher believes that grammar and vocabulary are more important, it is possible that they do not include pragmatics as a major component in their lessons. For instance, Orestis maintained that:



Sometimes, you think that you have to give emphasis to other skills such as grammar and syntax and speaking. And you tend to forget pragmatics [...].

Teachers' focus on teaching other language skills can be combined with another challenge participants identified on the part of the learners. In particular, Chris mentions:

Some of the challenges, I think that, have to do with the level of English that the students actually have.

Similarly, Amanda maintains:

Young learners, you know, face great difficulties in reading skills, let alone writing skills [...].

Finally, a few teachers said that integrating L2 pragmatics teaching in their lessons is not challenging. For instance, Niki described:

English language is an international language, which means that not only the teachers, but also the students hear the language everywhere on films, on songs, etc., so I don't think that there's a challenge.

Similarly, Tania claimed she does not face any challenges in teaching L2 pragmatics, although her explanation seemed quite vague, focusing more on her experience and personality. She said:

Not really. Number one, I do such good diagnostic and needs analysis with my students, and I make sure that the material I use is up to date, fresh. I myself am a very dynamic teacher, and I'm quick thinking [...].

Additional valuable conclusions can be drawn by comparing participants' interview responses with the questionnaire. Participants were asked to rate their level of agreement with the following statements: (a) The teachers' L1 greatly affects their acquisition of L2 pragmatics, (b) The students' L1 greatly affects their acquisition of L2 pragmatics, (c) I think it is important to assess students' pragmatic abilities in the classroom.

Most participants agreed that teachers' (M=4.82) and students' L1 (M=5.42) affect their acquisition of pragmatics. Surprisingly, however, participants did not refer to L1 in general in the interview. Nonetheless, they mentioned the insufficient teacher knowledge and students' limited language level as factors influencing L2 pragmatics teaching. Furthermore, no one mentioned the assessment of students' pragmatic abilities, which is, according to previous

studies, a prerequisite for effective L2 pragmatics teaching (Ishihara, 2010). According to Cohen (2014), language instructors, especially NNTs who believe they lack the ability to assess pragmatic behavior in the TL, typically refrain from evaluating students' comprehension of pragmatic skills within the classroom. As a result, the fact that interviewees did not point out the assessment of pragmatics as a potential challenge, despite their belief that it is important to assess students' pragmatic abilities in the classroom ($M=5.11$), may show that there does not have any formal plan about their learners' pragmatic assessment. Were they to assess the pragmatic aspects of the TL, they would stress the challenge of doing so.

Overall, the findings support evidence from previous research into the challenges of teaching L2 pragmatics. Firstly, they confirm the observation that language instructors consider integrating L2 pragmatics in the EFL classroom quite challenging. In particular, as previously discussed, research has shown that language teacher education programs worldwide often lack emphasis on the pragmatic elements of language or overlook the inclusion of a teaching-oriented component aimed at equipping educators to effectively instruct the pragmatics of the TL (Eslami & Eslami-Rasekh, 2008; Basturkmen & Nguyen, 2017; Rose, 1997). This is reflected in the current findings since some teachers referred to their limited pragmatic knowledge and lack of explicit instruction on how to teach L2 pragmatics. Nevertheless, it is noteworthy that three interviewees, despite being aware of the challenges, reported that they do not face any challenges in integrating L2 pragmatics in their lessons. The main reasons they provided, although a bit vague, were their experience, familiarity with TL culture, and their teaching objectives.

Secondly, the findings showed that apart from teacher education, external factors and the EFL context itself make the teaching and learning of L2 pragmatics quite challenging. This is consistent with earlier studies (Eslami-Rasekh et al., 2004; Michail, 2016; Omaggio-Hadley, 2001; Roever & Taguchi, 2017; Rose, 1999; Savvidou & Economidou-Kogetsidis, 2019; Sercu, 2006; Vu, 2017). Mixed-ability classes with a sizeable number of students, time constraints, certificate-oriented teaching style, focus on vocabulary and grammar, shortage of pragmatic input in textbooks, and strict and relentless obedience to a syllabus are significant challenges that Greek EFL teachers face in integrating L2 pragmatics in their classrooms.

4.4.4 Ways to Integrate L2 Pragmatics

As discussed in the previous section, most teachers highlighted that several factors confine their L2 pragmatics teaching. Therefore, the follow-up and last question addressed to



participants was *If you could include more pragmatics in your teaching, how would you do this?*. By asking this question, I aimed to gain more insights into teachers' practices and awareness of the various mediums and methods they can use to help them incorporate pragmatics in their teaching.

The majority of interviewees showed a strong preference for role-play as a method of teaching L2 pragmatics. Mary favors allowing her students to participate in an *immersive experience, letting them know that it's not just a game we play to spend our time; it is a way to communicate*. She explained:

Mostly, [...] involving the very students to do this. I'll give them something like a role play and say [...] you're going to be a shop assistant and I will be the grumbling customer.

Concerning experiential learning and performing living scenarios, Chris went one step further, adding:

I can take them outside and try to [perform different scenarios] or even communicate with other language schools or other students from different countries.

Another widely suggested method of including L2 pragmatics in language classrooms was the use of authentic material in English, such as films, videos, newspapers, (online) articles, short stories, and books. In particular, Orestis maintained:

I usually try to find real life conversations or videos coming from certain contexts to give students a real sense of how language is used in reality or giving them context from newspapers, articles, online articles [...].

Importantly, Liza mentioned the use of videos, series, and clips, but she also said that her choice would be based on students' preferences:

Depending on their preference, British or American English, I would like to show them something from that country, be it a series, some clip [...].

A few teachers also mentioned presentations. For example, Litsa

I might encourage my learners to present their favorite YouTubers or their favorite influencers. And this gives me the opportunity to talk about the different cultures [...], to explain the reality of the language, the differences in use.



Interestingly, Matina argued:

I think maybe inviting the native speaker to talk with the students would be beneficial first of all because they would learn first hands how everything works.

This is also supported by previous studies (Savvidou & Economidou-Kogetsidis, 2019) and implied participants' belief that an NT can teach L2 pragmatics more effectively than an NNT. This feeling of being inadequately equipped to teach L2 pragmatics and the low levels of NNT's confidence has been confirmed in earlier research (Eslami-Rasekh, 2005b; Pasternak & Bailey, 2004; Cohen, 2016). Nevertheless, literature has shown that the distinction between NNT and NT does not declare the superiority of NT in L2 pragmatics teaching. In fact, some studies (Cohen, 2018; Mahboob, 2010) have shown that NNT may be even more competent at teaching certain areas of L2 pragmatics.

Finally, Liza expressed her wish to incorporate L2 pragmatics in an exciting way.

I would also like to get them into gaming if that were possible. I'm a gamer myself, and I have noticed it as well, but every gamer has one or two levels above in vocabulary than an ordinary student.

From participants' responses, we can conclude that although EFL teachers feel restricted by several factors (e.g., syllabus, their knowledge, time, exam-oriented class, and many more), they all suggested methods and strategies to include L2 pragmatics in their lessons. Most of them devised their own pragmatic instruction strategies, mainly based on authentic material. This finding is in line with Savvidou & Economidou-Kogetsidis (2019), who also confirmed previous research (Ishihara, 2011; Hagiwara, 2010, as cited in Savvidou & Economidou-Kogetsidis, 2019) suggesting that teachers without adequate pedagogical training in pragmatic instruction often create their own teaching approaches.

Another important finding is that their suggested instructional practices are not based on traditional teaching methods, but they are rather communicatively based. Bardovi-Harlig and Mahan-Taylor (2003) contended that there is no one-size-fits-all method for L2 pragmatics teaching. The range of approaches allows for integrating pragmatics into any classroom setting, be it traditional or communicative. Respondents' most proposed strategy was role plays, performing real-life scenarios, in other words. Role plays are a widely suggested method for teaching and measuring students' pragmatic performance, along with other strategies such as DCT, multiple-choice completion items, and others (Cohen, 2010). Furthermore, they were in



favor of using authentic materials such as newspapers, articles, books, and as well as audiovisual media. This way, they can expose students to TL pragmatic input, raise their cultural/pragmatic awareness, and enhance their receptive skills, in addition to productive ones. This is consistent with previous research, which showed that teachers must enhance learners' receptive and productive ability in L2 pragmatics (Ishihara, 2010).

Overall, the findings reported here suggest that Greek EFL teachers are on the right track, having some accurate and creative ideas on how to teach L2 pragmatics. This could raise further concerns about the challenges teachers face, which seem to play -along with other things, such as teachers' beliefs and perceptions- a pivotal role in the extent to which pragmatics is incorporated in Greek EFL classrooms. As a result, addressing these challenges is crucial. A second point we can stress, taking into consideration the above findings, is the importance of teacher training in pragmatic instruction. Greek EFL teachers have reported some accurate instructional methods; however, receiving explicit pragmatic instruction and training on how to teach pragmatics would make them aware of the different instructional strategies and how to use them in order to teach L2 pragmatics more effectively.

Chapter 5 Conclusion

5.1 Addressing the Research Questions

RQ1: To what extent are Greek EFL instructors pragmatically competent to teach their second language learners pragmatics?

With a score of 23.94 out of 35 (around 70%), calculated by averaging scores across the three DCT situations and raters, it becomes evident that Greek EFL teachers demonstrate a relatively high level of pragmatic competence. The results of two comprehension situations, which demonstrated that participants have a good level of pragmatic comprehension, complement the DCT score and allow us to obtain an overall understanding of Greek EFL teachers' pragmatic competence.

The above results lead us to the conclusion that participants' level of pragmatic competence allows them to incorporate pragmatics effectively into their teaching. Furthermore, considering that NNTs serve as primary sources of pragmatic input, the findings suggest that they are quite pragmatically competent role models for their learners.

Notably, looking at their self-reports, we can assume that they have probably overreported their pragmatic abilities, stating that *I evaluate my pragmatic abilities as near-native* (M=5.51) since the 23.94/35 does not confirm the near-nativeness.

RQ1.1: Is there any correlation between pragmatic competence and instructors' teaching experience?

Spearman correlation showed no relation between participants' pragmatic competence and their years of teaching experience.

RQ1.2: Is there any correlation between pragmatic competence and period of residence abroad using the TL?

Wilcoxon rank-sum test indicated that pragmatic competence does not differ significantly between the participants who have lived/studied/worked abroad and those who have not. The most surprising finding, though, was that those who reported that they had not lived/studied/worked abroad had a higher average score of pragmatic competence than the other group.



The results of the two subquestions are interesting because they suggest that teaching experience and prolonged living abroad are unrelated to participants' pragmatic competence. This prompts further discussions about the factors impacting teachers' pragmatic competence. Subsequently, further research is needed to pinpoint these factors and investigate methods to assist teachers in teaching pragmatics and consistently improving their competence.

RQ2: What are Greek EFL instructors' beliefs and attitudes towards second language pragmatics?

An important finding is that while teachers may not explicitly assert a thorough theoretical understanding of the term *pragmatics*, they have, in fact, cultivated an intuitive comprehension of it through their individual characteristics and experiences as L2 learners and English teachers. This could indicate that either pragmatics was not a central component in their studies and training courses, or they did not include pragmatics in their professional development to the extent that they have been engaged to. However, as demonstrated in their self-report, they believe that *it is necessary that EFL teachers receive training on how to teach second language pragmatics, in addition to teaching other aspects of the language (grammar, vocabulary).*

Another finding that stands out is that most Greek EFL teachers, irrespective of the degree to which they integrated L2 pragmatics into their classes, recognize the significance of teaching the pragmatic aspects of the TL. This can also be explained by participants' self-reported strong belief that *effective communication in the TL requires more than just knowledge of grammar and vocabulary.*

Additionally, it is noteworthy that results indicated that most Greek EFL teachers do not include a structured pragmatic instruction in their lesson plans, or they teach pragmatics implicitly; sometimes, even the teachers themselves do not understand that they actually use it in their teaching. One possible reason for this phenomenon could be their intuitive grasp of pragmatics combined with the belief that they had received inadequate training in teaching pragmatics during their studies. Nevertheless, Schmidt (1993) maintained that simple exposure to the TL is insufficient for L2 pragmatic acquisition and development. Hence, it is imperative that teachers teach pragmatic aspects purposefully rather than accidentally. Most importantly, however, this lack of targeted L2 pragmatic instruction can be explained by significant challenges teachers face.



RQ3: What challenges are Greek EFL instructors facing in integrating pragmatic instruction in Greek EFL classrooms?

To answer this RQ, participants' answers to the questionnaire Likert scale, as well as their interview responses, were considered.

Overall, the findings indicated that most language instructors consider integrating L2 pragmatics in the EFL classroom quite challenging. In particular, some teachers referred to their limited pragmatic knowledge and lack of explicit instruction on how to teach L2 pragmatics. This is also reflected in their self-report by disagreeing with the statement that *at university, I was adequately taught how to teach second language pragmatics*.

Moreover, the findings showed that apart from teacher education, external factors and the EFL context itself make the teaching and learning of L2 pragmatics quite challenging. Mixed-ability classes with a sizeable number of students, time constraints, certificate-oriented teaching style, focus on vocabulary and grammar, shortage of pragmatic input in textbooks, and strict and relentless syllabus are significant challenges that Greek EFL teachers face in integrating L2 pragmatics in their classrooms.

5.2 Implications

Although this is a small-scale study, the results carry evident pedagogical implications. The study highlights the necessity of incorporating pragmatics in teacher training courses and university studies as well as in the L2 curriculum instruction. Greek EFL teachers have a relatively high level of pragmatic competence. However, believing in the importance of pragmatics and being pragmatically competent role models for their students has not ensured the integration of L2 pragmatic instruction in their classrooms. Teachers' perceived lack of knowledge and preparation to teach pragmatics and other factors related mainly to the EFL context render the incorporation of pragmatics instruction quite challenging. Therefore, two critical questions arise: How can we improve teacher education and prepare teachers to teach L2 pragmatics effectively? How can we tackle the challenges teachers face in integrating pragmatics in their classrooms?

Finally, teacher education programs should encourage teachers to reflect on their identities as L2 learners and instructors, as well as their beliefs about pragmatics, since these factors can affect their instructional choices, as underscored in this study. Their metapragmatic



awareness and pragmatic competence will help them achieve their ultimate goal: to adeptly assist their students in effectively acquiring L2 pragmatic skills.

5.3 Limitations

Although this MA thesis unveiled diverse findings, some limitations also need to be acknowledged.

First, while answering the questionnaire (DCT and Likert scale), the participants can be susceptible to ‘acquiescence bias’ (they tend to give positive responses when they are uncertain about how to respond), the ‘halo effect’ (they have a tendency to overgeneralize responses based on their overall impressions) and ‘self-deception’ (they tend to answer what they would like to be true about themselves, even though it is not the case) (Iwaniec, 2019), potentially impacting the authenticity of their responses. This is considered a limitation in the current thesis, but it is beyond prevention or prediction, as it relies on the participants.

In addition, using the DCT method to assess EFL instructors’ pragmatic competence may raise objections. This method has been criticized for providing unauthentic situations and not generating natural data. Despite this limitation, employing DCT allowed me to collect a large amount of data in a relatively short time and provide me with comparable responses. Its careful design was considered particularly important to improve the quality and validity of the DCT.

Finally, my experience as an English language teacher and my preconceptions on the topic could further constrain the present thesis by potentially introducing bias interpretation of the findings. As a teacher, I did not include a structured L2 pragmatics instruction, and my knowledge of pragmatics was limited before attending this course during my Master's studies. Moreover, as a NNT I was unconfident about my pragmatic abilities and therefore about teaching L2 pragmatics. These assumptions and preconceptions could lead me to generalize my feelings and be biased when rating participants’ responses or analyzing their results. However, acknowledging and being candid about my positionality enabled me to challenge these assumptions, take some distance from them and interpret the results objectively.

5.4 Future Directions

In order to deepen our understanding of NNT’s L2 pragmatic competence and how it is linked to learners’ pragmatic acquisition and performance, future research should extend its scope to



cover a wide range of variables that may be responsible for the development of teachers' pragmatic abilities.

Furthermore, to obtain a more comprehensive understanding of Greek EFL instructors' pragmatic competence, further observational studies should be conducted based on the evidence drawn from the current study. Observing teachers' actual teaching is crucial to gathering insights into their attitudes towards L2 pragmatics teaching, the extent to which they incorporate pragmatics, their instructional methods, and many more. In addition, it would be instrumental to analyze the textbooks and teaching material teachers use in terms of pragmatic content.

Examining how and to what extent technology can be applied to teaching and learning pragmatics might also prove a vital area for future research. Technology-assisted teaching and learning of L2 pragmatics offers teachers a wide range of opportunities to expand their teaching and consequently engage their students in L2 pragmatics learning.

Finally, since the present MA thesis aimed to gain a first general grasp of NNTs and, more specifically, Greek EFL teachers' pragmatic competence and beliefs using a variety of data collection methods, future studies could focus on a specific speech act or pragmatic aspect, such as politeness, and provide a deeper understanding of teachers' awareness and competence.



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Appendix A: Facebook flyer

The flyer features the Universiteit Leiden logo in the top left corner. Below it is a graphic of several colorful hands raised in a gesture of participation. The main title is 'VOLUNTEERS NEEDED FOR A MASTER'S RESEARCH STUDY'. The flyer is divided into three sections by a vertical line: 'ABOUT THE STUDY', 'PARTICIPATION INVOLVES', and 'YOU MAY QUALIFY IF YOU'. A QR code is located at the bottom center, with a URL below it. The footer contains contact information for questions.

 Universiteit
Leiden



VOLUNTEERS NEEDED FOR A MASTER'S RESEARCH STUDY

ABOUT THE STUDY
This study aims to
examine Greek EFL
Teachers' Pragmatic
Competence and the
Challenges they face
in Teaching
Pragmatics

**YOU MAY QUALIFY IF
YOU**

- Are Greek native
speaker
- Are an English
language teacher

**PARTICIPATION
INVOLVES**
A 15-minute
questionnaire



https://leidenuniv.eu.qualtrics.com/jfe/form/SV_a8J1Jyn76zDyjVs

SCAN THE QR CODE OR CLICK ON THE LINK TO BEGIN!

Questions? Contact me
d.tosounidou@umail.leidenuniv.nl



Appendix B: Thesis Questionnaire

Q1

Informed Consent

for the MA Thesis project Examining Greek EFL teachers' pragmatic competence and the challenges, they face in teaching pragmatics.

Supervisor of the MA thesis: Dr. Marina Terkourafi

Researcher: Despoina Tosounidou

Title of the research: Examining Greek EFL teachers' pragmatic competence and the challenges they face in teaching pragmatics.

Participant information

This research is designed to investigate Greek EFL teachers' pragmatic competence and the challenges they meet in teaching pragmatics.

To this end, you are asked to answer a questionnaire that consists of three parts, and it takes approximately 15 minutes to complete.

By signing this form you agree that

- The researcher may use the information collected for research purposes.

All data will always be handled anonymously. I will never distribute the recordings and further information outside the research community, nor will anything gathered ever be used for commercial purposes. All the collected data will be saved on a personal laptop which will be secured with a passcode and will be only accessible to the researcher.

If you need more information, please contact Despoina Tosounidou at d.tosounidou@umail.leidenuniv.nl. You can withdraw from participation at any time during or after the study, by contacting the researcher at the above-mentioned email address. Your name will be permanently deleted from the collected data. Any other information that can be traced back to you will also be permanently deleted.

- I consent, begin the study
- I do not consent, I do not wish to participate



Q2 Dear participant,

Please answer the items of this questionnaire carefully and accurately.

Be assured that the information obtained will be kept confidential and used only for academic purposes.

Remember this is not a test.

Start of Block: Part one:

Q3 Name (optional)

Q4 Gender

- Female
- Male
- Other
- Prefer not to say

Q5 Where were you born?

Q6 Where do you currently live?



Q7 How old are you?

Q8 Is one of your parents a native English speaker?

yes

no

Q9 If no: Age of first acquisition (indicate your age when you started learning English.

Q10 Have you ever lived, worked, or studied in another country? If yes, please state the country, the period of time you stayed (years, months, weeks, etc.), and the language you used.

Q11 Do you hold a degree in English literature/language/linguistics?

yes

no

Q12 If no, what did you study during your undergraduate studies?



Q13 In which country or countries did you obtain the degree(s) below?

Bachelor's degree _____

Master's degree _____

Ph.D. _____

Other _____

Q14 How many years of English teaching experience do you have?

Q15 Do you currently work as an English language teacher?

yes

no



Q16 If so, where do you work as an English language teacher?

- Public sector
 - Private sector
 - Self-employed
 - Unemployed
 - Other/Prefer not to say
-

Q17 What levels of English do you usually teach?

Q18 How often do you hear, read, or use English outside of your job responsibilities? (e.g. friends, online groups, through travelling, or other interactions)

- Never
- Less than once a month
- 2-4 times a month
- A couple of days a week
- Every day

Q19 Part two:

In this section, I will provide you with some situations to measure the comprehension and production of L2 pragmatics.



Q20 You are in London for the Christmas holidays and are doing your shopping in Harrods. The department store closes in 30 minutes and people are in a hurry to check out. You are walking carrying multiple bags while having a heated conversation with your partner on your mobile phone. A young woman accidentally knocks over some of your bags and causes you to drop your phone as well.

Young woman: Very sorry, but you were in my way!

How would you rate the level of appropriateness of the young woman's apology?

- High
 - Moderate
 - Low
 - Non-existent
-

Q21 What is your rationale for your choice?

Q22 You are working at an international summer school. During the break, you discuss a student's paper with a colleague.

You: Have you finished reading John's paper?

Colleague: Yes, I read it yesterday.

You: What did you think of it?

Colleague: Well, I thought it was well-typed.

What does your colleague mean by her answer?



Q23 You are in London for a five-day winter holiday. Your flight was delayed for five hours, and you arrive at the hotel after midnight really tired. The only thing on your mind is a hot shower! Eventually, you enter the room only to realise that the hot water isn't working. You call the reception to complain. What do you say?

Q24 You are at the airport, and you see an elderly man struggling with a huge suitcase. You are travelling with only your backpack, so you offer to help. What do you say?

Q25 You and your friends are in Crete on a summer vacation and have rented a car in order to explore the island. Whilst driving to Matala, you see three hitchhikers and stop to ask where they are going. Unfortunately, they are headed to the opposite direction from the one you intend on going. So, you have to refuse your offer and not take them with you. What do you say?

Q26 Part three: In this section, I will ask you some questions about your views on teaching pragmatics in the EFL classroom.

Q27 Please pick one of the following.

Pragmatics refers to:

- Knowing what language forms to use in what situation
 - Speaking fluently with a native accent
 - Having a rich vocabulary in the native accent.
-



Q28 Rate your level of agreement with each statement.

	Strongly Disagree			Strongly Agree			
	1	2	3	4	5	6	7
Effective communication in the target language requires more than just knowledge of grammar and vocabulary							
I evaluate my pragmatic abilities as near-native							
At university I was adequately taught how to teach second language pragmatics							
My lesson plans focus on socio-cultural aspects of the English language							
There are enough pragmatic elements in the EFL textbooks that I use in my teaching							
Second language pragmatics instruction is more effective than simple exposure in assisting learners' acquisition of L2 pragmatic features							
It is necessary that EFL teachers receive training on how to teach second language pragmatics, in addition to teaching other aspects of the language (grammar, vocabulary)							
The teachers' L1 affects greatly their acquisition of L2 pragmatics							
The students' L1 affects greatly their acquisition of L2 pragmatics							
It is important for the language teacher to have lived in the target culture							
I think it is important to assess students' pragmatic abilities in the classroom							



Q29 Click to write the question text

students' productive
skills (writing,
speaking)

students' receptive
skills (reading,
listening)

1 2 3 4 5 6 7

I think it is more important to assess



Q30 Please indicate the textbook that you use (please include the name of the textbook series; if you use the same series for all your classes, do not list every level separately).

Q31 Please provide your email address if you wish to be contacted with the results of this research when it is completed. (optional)

Q32 Can we use it to contact you for a follow-up interview?

Yes

No



Appendix C: Interview consent form

Consent Form

Leiden University Centre for Linguistics

Supervisor: Dr. Marina Terkourafi

Researcher: Despoina Tosounidou

Title of the research: Examining Greek EFL teachers pragmatic competence

Informed Consent

By signing this form you declare to have read the participant information below and have understood this information. You further declare to agree with the procedures described below.

Participant information

The current study aims to examine Greek EFL teachers' pragmatic competence, their beliefs and the challenges they face in integrating L2 pragmatics teaching in their classroom.

To this end, your speech will be recorded during a semi-structured interview.

With signing this form you agree that:

- The researcher may use the recordings and other information gathered for research purposes.
- All data will always be treated anonymously. The researcher will never spread the recordings and further information outside the research community, nor will anything gathered ever be used for commercial purposes.

If you need more information, please contact d.tosounidou@umail.leidenuniv.nl or despoinatos@gmail.com

You can withdraw from participation at any time during or after the experiment, by contacting the researcher at the above-mentioned email address.

I have read and understood the information and consent to participating in this research.

* Υποδεικνύει απαιτούμενη ερώτηση

1. Name: *

2. *

Να επισημαίνεται μόνο μία έλλειψη.

I consent

I do not consent



Appendix D: Semi-structured interview questions

Introduction

1. Introductions
2. Explain the purpose of the interview
3. Address terms of confidentiality (review consent form)
4. Indicate how long the interview usually takes
5. Ask for permission to record the interview
6. Ask the interviewee if they have any questions before you begin

Questions

1. What in your view is pragmatics? Can you give some examples?
2. In your view do you include enough L2 pragmatics in your classroom?
3. If you want to incorporate pragmatics in your teaching what stops you from doing so?
4. (And if you would like more) how would you do incorporate the teaching of L2 pragmatics in your classroom?



Appendix E: Ethical Considerations

Leiden University
Faculty of Humanities & Faculty of Archaeology
Ethical considerations for research involving human subjects

- 1. RESPONSIBLE PROJECT INVESTIGATOR (RPI)** Include all persons who will be directly responsible for 1) the project's design or implementation, 2) recruitment of participants, 3) obtaining informed consent, 4) data collection, data analysis, or follow-up.

Last Name: Tosounidou	First Name: Despoina	Academic Degree(s): Master
Dept. or Unit: Linguistics	Office Address:	Mail Code:
Phone:	E-mail: despoinatos@gmail.com	

2. PROJECT TITLE

Exploring Greek EFL teachers' pragmatic competence

- 3. Research Summary:** Please summarize, in no more than 150-200 words and lay language, the objectives and significance of the research.

Teaching pragmatics in EFL classrooms is a crucial issue since it prepares second language learners to communicate effectively with native speakers, which is, in fact, the ultimate goal of second language learning. Yet, in Greek EFL classes, pragmatics instruction is often absent. Admittedly, Greek EFL teachers are not native speakers of the language and have been taught English and its pragmatics as second-language learners themselves. Consequently, their limited exposure to the target L2 socio-cultural context may imply teachers' low level of pragmatic knowledge, which influences their teaching of pragmatics. Besides, there are other issues, as well, that EFL instructors should deal with that hinder the incorporation of pragmatics in their lesson plans. The proposed study for my Master's Thesis attempts to investigate Greek EFL teachers' pragmatic awareness and knowledge, their beliefs on teaching L2 pragmatics, and identify their challenges in integrating pragmatics instruction in their EFL classes.

4. Participants:

- 4A.** What is the estimated total number of participants?

70

- 4B.** Briefly describe the population(s) from which participants will be recruited.

For the present thesis study I will recruit Greek EFL teachers. In particular, Greek native speakers and work as English language instructors.

- 4C-1.** Describe how participants will be recruited.



For the questionnaire I will upload a poster on Facebook, and more specifically to two private groups I am part in. For the interviews I will contact those who expressed their willingness to participate in the follow-up interviews and they have given their email in the questionnaire.

4C-2. Attach final copies of all recruiting materials that you will use for this study. This includes text that will be used for online recruitment (via social media), the final copy of printed advertisements, and/or the final version of any audio/taped advertisements.

4D-1. Are you reimbursing participants financially? If not, are there other ways in which you recognize/remunerate participation in your project?

The participants will take part in the survey voluntarily.
The two raters were reimbursed, receiving a remuneration of 30 euros each.

5. Research Procedure:

5A. What will participants do and where will research activities take place?

First, participants will answer an online questionnaire (Qualtrics) and then some of them will participate in a follow-up interview (via Zoom).

5B. What is the estimated length of time participants will spend on research activities and in how many visits/meetings?

Questionnaire: ~15mins, Interview: ~15mins

5C. When are the approximate study dates?

May 2023- January 2024

5D. If participants will complete questionnaires, surveys, interviews, etc., list all such measures here and attach complete copies as an Appendix to your thesis (include translations, if applicable).

Measure 1:	Questionnaire (demographics, DCT, Likert scale about beliefs & attitudes)
Measure 2:	Semi- structured interview
Measure 3:	

List additional measures on an attachment and check here:

6. Data Collection Please explain how confidentiality will be maintained during and after data collection. If applicable, address the confidentiality of data collected via e-mail, web interfaces, computer servers, and other networked information.

The collected data will be stored on a personal laptop protected by a password, ensuring that only the researcher had access to it. Respondents' real names will be never revealed; instead, pseudonyms will be used throughout the process, from the data collection until the final report.

7. Consent Process:

7A. Describe when and where voluntary consent will be obtained, how often, by whom, and from whom.

Participants will be asked to complete a consent form before completing the questionnaire. Also, before the interviews, they will receive a consent form in their



email. Finally, they will also be asked to give their consent orally before the start of the interview.

7B. Please indicate all that apply for the consent process and provide all consent documents (including translations, if applicable).

Written informed consent

Online consent

Oral consent (please include read aloud script)

Unsigned Information Sheet Provided

Waiver of Informed Consent (if informed consent will not be sought, please explain briefly why this is not necessary in the box below)

8A. What is (are) the proposed form(s) of dissemination (e.g., journal article, thesis, academic paper, conference presentation, sharing with the industry or profession, etc.)?

The present paper is part of the Master's Thesis of Linguistics department at Leiden University.

8B. Could your presentations and/or publications be potentially harmful to the participants in your study? If so, what safeguards will you take during the presentation and publication of your data to minimize this risk?

The present paper is part of a Master's Thesis. There is no conflict of interests. In case of a future publication or presentation anonymity of participants will always be ensured.

8C. If you work with publicly available (e.g., internet) data: how will you ensure that your dissemination of the results demonstrates respect for the interests and concerns of the participants in your study?

Not applicable.

9. Individually identifiable information: Will any individually identifiable information, including images of participants, be published, shared, or otherwise disseminated?

No

Yes

If yes, participants must provide explicit consent or assent for such dissemination. Provide appropriate options on the relevant consent/assent documents.

10. Expected Completion Date: January 2024

Despoina Tosounidou
Responsible Project Investigator

May 10, 2023
Date



Appendix F: Questionnaire Descriptive Statistics

Part 1

Age	Mean	Sd	Min	Max
	39.66	11.11	22	68

Gender	Female	Male	Other	Prefer not to say
	64 88.89%	6 8.33%	1 1.39%	1 1.39%

Place of birth

USA	1	1.39%
Athens	20	27.78%
Belgium	1	1.39%
Corfu	1	1.39%
Create	1	1.39%
Drama	1	1.39%
Germany	1	1.39%
Greece	24	33.33%
Ioannina	1	1.39%
Kavala	2	2.78%
Kozani	1	1.39%
Larisa	2	2.78%
Nea Mesimvria	1	1.39%
Piraeus	3	4.17%
Thessaloniki	10	13.89%
Trikala	1	1.39%
Volos	1	1.39%

Current residence

Spain	1	1.39%
Athens	23	31.94%
Chania	1	1.39%
France	1	1.39%
Greece	18	25.00%
Ioannina	1	1.39%
Karditsa	1	1.39%
Kavala	2	2.78%
Larisa	1	1.39%
Leiden	1	1.39%



Lesvos	1	1.39%
Nea Mesimvria	1	1.39%
Peloponnese	1	1.39%
Piraeus	2	2.78%
The Netherlands	2	2.78%
Thessaloniki	12	16.67%
Trikala	1	1.39%
Volos	1	1.39%
Xanthi	1	1.39%

Parent native speaker	Yes	No
	0	72 100%

Age of acquisition	mean	sd	min	max
	7.87	2.09	0	12

Lived, worked, and studied abroad	Yes	No
	34 58.6%	24 41.4%

Σύνολο απαντήσεων 58

Degree in English Language and Literature/Linguistics	Yes	No
	61 84.72%	11 15.28%

Other degrees of undergraduate studies
Applied foreign languages in management and commerce (specialization Translation)
Nursing
Psychology
Italian language and literature
French literature
European studies with French
Physics
Tefl
Maritime economics
Methodology
Comparative literature (French, English)
French language and literature



Degrees	Bachelor	Master	PhD	Other
	42 58.33%	22 30.56%	2 2.78%	6 8.33%

Place of obtaining the degree	Bachelor	Master	PhD	Other
	39/42	22/22	2/2	4/6
	36 Greece	1 the Netherlands	1 Greece	1 Institute of Italian Language and Literature ??
	1 Greece and Germany	7 Greece	1 the UK	2 Greece
	2 the UK	2 France		1 Celta, Delta Cambridge University ??
		2 Scotland		
		6 the UK		
		1 Athens, France		
		1 Belgium		
		1 the UK, USA		

Years of teaching experience	mean	sd	min	max
	16.92	10.59	0.5	45

Currently working as an English language teacher	Yes	No
	68 94.44%	4 5.56%

Where do you work	Public sector	Private sector	Self-employed	unemployed	Other/prefer not to say
	14 19.44%	35 48.61%	18 25%	4 5.56%	1 1.39%

How often do you hear, read, or use English outside of	Never	Less than once a month	2-4 times a month	A couple of days a week	Every day



your job requirements					
	0	5 6.94%	4 5.56%	11 15.28%	52 72.22%

Part 3

Pragmatics refers to	Knowing what language forms to use in what situation	Speaking fluently with a native accent	Having a rich vocabulary in the target language
	68 94.44%	4 5.56%	0

Part 3- perceptions	min	max	mean	sd
Effective communication in the target language requires more than just knowledge of grammar and vocabulary	3	7	6.49	0.8
I evaluate my pragmatic abilities as near-native	3	7	5.51	1.12
At university, I was adequately taught how to teach second language pragmatics	1	7	3.86	1.67
My lesson plans focus on socio-cultural aspects of the English language	1	7	4.96	1.33
There are enough pragmatic elements in the EFL textbooks that I use in my teaching	1	7	4.33	1.58
Second language pragmatics instruction is more effective than simple exposure in assisting learners' acquisition of L2 pragmatic features	1	7	4.71	1.52
It is necessary that EFL teachers receive training on how to teach second language pragmatics, in addition to teaching other aspects of the language (grammar, vocabulary)	4	7	6.25	0.92
The teachers' L1 affects greatly their acquisition of L2 pragmatics	1	7	4.82	1.47
The students' L1 affects greatly their acquisition of L2 pragmatics	1	7	5.42	1.39
It is important for the language teacher to have lived in the target culture	1	7	4	1.71
I think it is important to assess students' pragmatic abilities in the classroom	1	7	5.11	1.37

	min	max	mean	sd
I think it is more important to assess students' productive skills (1) / students' receptive skills (7)	1.00	7.00	4.34	1.45



Appendix G: Rating instructions, scale, criteria and explanation

Dear Rater,

Thank you for agreeing to take part in this thesis study as a native speaker rater. As mentioned earlier, I would like to ask you to rate a total of 216 [72X3] written responses to DCT situations. You are being asked to evaluate each response on a 7-point Likert scale from 1-7.

Before starting the rating please go through the **rating scale& criteria** below. Here you will find the rating criteria explained in further detail.

If you have any questions please do not hesitate to contact me on d.tosounidou@umail.leidenuniv.nl

Thank you for your time and co-operation.



Rating scale and criteria for the evaluation of DCT

1	2	3	4	5	6	7
Completely inappropriate						Completely appropriate
Task requirements (e.g. speech act: offer, refusal) are not fulfilled.						Task requirement (e.g. refusal, offer) are fully fulfilled.
Pragmatic expressions are not used.						Pragmatic expressions are fully pragmatically and linguistically appropriate.
The level of directness is inappropriate						The level of directness is fully appropriate.
The level of politeness and formality is inappropriate						The level of politeness and formality is fully appropriate.
The amount of speech and information given is too limited for the listener to know how to respond						The response is as informative as required, neither too short nor too long.



Explanation:

- **Task requirements:**

Does the speaker's utterance successfully convey the intended speech act? (e.g., refusal, offer, complaint).

- **Amount of information:**

Is the speaker's utterance as informative as is required for the listener to know what the speaker means? If the speaker says too much or too little, the listener may be confused or misled about what they mean.

- **Pragmatic expressions:** Does the speaker use words or expressions the same way a native-speaker would use?

- **Directness: Do the speaker's words express the point of their utterance directly or only indirectly, leaving their full meaning to be understood without openly expressing it.**

For example:

Question: Can you help me lift this heavy box?

Direct refusal: I can't.

Indirect refusal: I wish I could.

- **Politeness and formality:**

Is the speaker's utterance appropriate given the *social distance* and *power* between them and the listener and the *seriousness of the act* they are currently performing (e.g., a request that is beyond their rights or a small favor the listener performs on a daily basis)?

Example: a) Dinner!

b) Could you possibly make dinner, please, if you have time.



Example of the rating tables provided to raters

Q23 - You are in London for a five-day winter holiday. Your flight was delayed for five hours and you arrive at the hotel after midnight really tired. The only thing on your mind is a hot shower! Eventually, you enter the room only to realise that the hot water isn't working. You call the reception to complain. What do you say?

1. I need to speak to a manager, please. There's no hot water, and I can't afford to sit around until someone comes by to fix it at this hour. I had a long day, and my patience is running thin.

	1	2	3	4	5	6	7
Task requirements							
Pragmatic expressions							
Directness							
Politeness and formality							
Amount of information							

2. 'I've noticed that there is a lack of hot water, could you please let me know how soon the problem can be fixed?'

	1	2	3	4	5	6	7
Task requirements							
Pragmatic expressions							
Directness							
Politeness and formality							
Amount of information							

3. I wouldn't call to complain. I would call to explain the problem and ask that something be done about it.

	1	2	3	4	5	6	7
Task requirements							
Pragmatic expressions							
Directness							
Politeness and formality							
Amount of information							



Appendix H: Interview Transcriptions

Audio 1

Data achieved: 18-09-2023

[00:11:34]

Participant 1

Interviewer: What is, in your view, pragmatics? And can you give some examples?

Interviewee 1: Yeah, I'm not absolutely sure about it. Ok, to be honest with you, but ok I have the feeling it's, you know, the tone of your voice and generally speaking, ok the the mood ok that you convey through using you know words. I'm not sure if this is the one [laughter], you [...]or not?

Interviewer: Yeah. We are here to discover these things so...[laughter]. Uhm do you think that you include enough pragmatics in your teaching?

Interviewee 1: Uh I try to incorporate it especially, you know, with my young learners ok through intonation, stress, uh ok uh, choice of vocabulary when it comes ok uh to older uh uh learners of mine and have a good feeling ok because the Greek language it sounds a little bit ok let's say not aggressive, but because ok it has got a different, you know, tone ok compared, you know, to the English one, so that's why you know, I try ok, through intonation ok to sound ok polite of course, [...] by choosing your intonation and stress and tone ok you give ok a mood ok you convey you know feelings. Uh so, you know especially, you know, with young kids, especially when ok they say "yes", they like sports "yes" ok [laughter] I said it's just like, leave me alone [laughter]. So, you know, I try to help them ok, maybe use with their voice you know, in order to sound more, uh uh how do you say it, more polite. When it comes ok to older learners ok, first of all you need it for speaking and writing, but actually you know I focus a lot with uh exam-oriented classes ok, I am an examiner myself, both with Michigan and Cambridge. So, you know, this is a part of the speaking test ok that uh uh it's it's an integral part of the test. So you know the uh so you know choosing the correct word that means ok that uh you show the extensive knowledge also you know of the language, but also ok you create a feeling once again ok, and for instance ok if you want to write the letter of complaint ok, which is, you know, a part of the uh of the exam questions ok you have ok to do it ok in in the right way. So, I think that yes, I might be using ok the thing.



Interviewer: Uh I wanted to ask: from what you said, I feel that you mainly focus on the oral part of pragmatics about the writing part, you said about, for example, the letter of complaint, so also in the in the writing.

Interviewee 1: Yeah, yeah.

Interviewer: If you would like to like incorporate pragmatics more, what stops you from doing it? Are there any challenges or limitations?

Interviewee 1: Yeah, there are great challenges. Ok let's start with me. First of all, I am not ok I don't know as much as you are so probably you know it's my part ok that I don't have enough knowledge to do so. But the main ok challenge even if ok I study or prepare stuff, it's you know it's you know the strict and hectic syllabus that I have to cover ok, so you know ok it doesn't live any room ok for such practice ok. Unfortunately, ok with older and as I told you, when we're doing, you know uh C2 ok classes I mean ok it's relentless syllabus is relentless [laughter]. And not only this, but also, you know, because ok the young learners, they do, you know, face great difficulties in reading skills let alone writing skills ok I mean [laughter], because most of the time, they never come up ok with a formal writing even you know in our native language, because they're really young. So you know, it's chaos, ideas, nonexistent, so you know, it's a time constraint mainly and of course my limitations as well [laughter].

Interviewer: So, time constraints, also the exam oriented classes and students you have and also probably some uh you prioritize skills that are limited for students. And if you could include more pragmatics in your teaching, how would you do this?

Interviewee 1: Ok we can do it I have the feeling ok through uh presentations you know through examples ok, I mean ok setting up a situation ok, for instance, ok you're a shop assistant ok a dissatisfied ok customer ok, how can you do it ok, let's say in a formal way in a [distant] way. I saw something yesterday I was attending a workshop on artificial intelligence uh uh, and I was really, you know, excited when I found that there is a website that you play with formal with formality, level of formality. So you know, can you just enter a sentence something like "I am bored" I'm gonna pretend that I am sick so as you know to skip school and then ok you could put you could push a button and switch it in a more formal way ok, so in a non, how can you say, threatening or you know, ok, way so, you know this is another way that I just come up you know very very quickly. I loved that part. But so it's just ok if you want using films ok uh ok real authentic material ok, so you can play little parts, so you know that you can show ok, how you express ok mood ok even you know, without speaking at all, using ok facial



expressions ok, posture ok, whatever you know, contributes to it. Very quickly [laughter] ok, it's 9:00 in the morning, that's the first things I can come up with [laughter].

Interviewer: [Laughter] So actually as the last question. I just wanted to invite you to comment or say anything you think is probably relevant to the topic or I don't know anything you want to add.

Interviewee 1: No, no, just a question. Do you uh do you, do you know stuff do you know do you know how to add this thing in language teaching? And I mean if yes, because you are the expert now can you see it, you know, in a course books. Do they take care of it or not? What is, you know, your feeling.

Interviewer: I feel that like these years, there are more exercises in the books, but they're still limited. For example, there are some role plays that you can play like the dialogue like the “in supermarket” or something, but I feel that it's still not a priority, I would say, mainly because of the reasons you said. And I feel that we need to, like, promote more the teaching of pragmatics, especially if we focus on like teaching our students to communicate uhm not only with English native speakers, but English as a lingua franca, but unfortunately, time restrictions, syllabus they're real challenges.

Interviewee 1: Yes, [laughter] ok.

Interviewer: And also I feel that's why I'm doing the this study that in general university doesn't prepare uhm teachers efficiently. I mean, we have pragmatics, but it's not a compulsory course and even in the teaching courses, uh, there is no pragmatics part. So I feel that in general also the preparation and teacher knowledge...

Interviewee 1: Have you studied here in Greece? I mean in case, so this is not my case so that's why and I really don't know.

Interviewer: No, no, no, I my bachelor is in English language and literature in Aristotle University, and I also worked three years in an English language school...

Interviewee 1: Yeah, ok yeah.

Interviewer: ...so I've noticed some things.

Interviewee 1: Yeah, yeah, yeah, yeah. Good. Yes, actually, you know, we don't have the same background, because I've never, you know, studied at a Greek university. I have studied, you know, I am the [...] holder of Celta and Delta, you know so that's why, you know, we come,



ok from different, you know, backgrounds that they really, you know, ignore what, you know the university, how you know the university deals ok with all that stuff that's like I was asking.

Interviewer: Yeah, but still Celta and Delta could include more pragmatics in their teacher preparation program.

Interviewee 1: Yeah, yeah, yeah. Yeah, yeah, yeah. You're right. Ok, so good luck, my dear. Nice meeting you. All my best.

Interviewer: Thank you. Thank you so much.

Interviewee 1: Feel free in case you need any kind, you know ok to ask just contact ok me don't hesitate ok.

Interviewer: Thank you. Have a great week. Have a great day. Bye bye.

Interviewee 1: You're welcome [background noise]. Thank you. Thank you so much. Bye.



Audio 2

Data achieved: 16-09-2023

[00:09:02]

Participant 2

Interviewer: What is, in your view, pragmatics? Can you give some examples?

Interviewee 2: Ok uh I believe it's, uh, the reality of the language, the reality of the use of language. I mean, how do you apply the language that you learn in the in your everyday life. Which means uh in your work, if you're in working environment, if you work and you have to uh be in contact with people that are native English of English language probably and you have to exchange emails or phone calls etc. and you need to know what are some uh standard expressions that they use during that context of communication or, for example pragmatics, may be like uh when you're visiting England and you have friends that live there, what do you say when they have birthdays, when they have their, when they're celebrating something because that's very different from what we say here in Greece and etc. That's it to my opinion that I think that's the reality of the language. What do you do in context like in situation.

Interviewer: Thank you. Do you think that you include enough pragmatics of the target language, English in this situation, in your teaching?

Interviewee 2: Yes, actually I think I do that a lot uh, that's because that's because I'm a junior teacher, but because we use books the teaching material is always uh is always preparing uh students for uh real English for real life, and there are situations where you have to place your students in a position where they have to meet a friend or they have to write a letter, or in a letter they have to describe the situation, or you must for example, you need to write a letter to your friend and ask him something ask him for something or make an offer, etc. And all these things children should students should learn how we express ourselves, what are the expressions we use, what are the expressions the other language uses, etc. So and in Greece [sigh], as you may know, uh students learn English for uh a very specific most of them for a very specific reason, which is to achieve uhm a certificate of com competency in the other language which is like uhm something they need to get a better job. So in order to take part in those examinations uh to sit those exams, they must sometimes write a a formal letter, which means that they must know all the the ritual how do you I write a formal letter, what are the expressions, how do I begin, how do I ask for something, or I demand for something or I'm



writing a letter of complaint, etc., so they have to know all these things. The thing is that I don't know how much they gonna use it after they leave my class, but I will teach it.

Interviewer: Thank you. So, have you ever faced any challenges in integrating the teaching of L2 pragmatics? [baby crying sound]

Interviewee 2: I wouldn't say that because you know uh English language is an international language, which means which means that not only the teachers, but also the students, they hear the language everywhere their the languages, on films, on songs, etc. So I'm not, I don't think that there's a challenge real challenge, because uh they, I would say that they know they they can imagine what is it, what I have to do here or I must speak in a certain way, or I must use certain expressions. So it's not a real challenge I would say for me because it's something that they expect to learn. I don't know if that was exactly the question though.

Interviewer: Yeah. Do you teach in a public school or are you a private tutor? Do you think that there is enough room for for pragmatics?

Interviewee 2: I I use. Yeah, OK. OK, no. There's no problem with that either you teach in a in a class, or in private lesson as I do mostly, I don't have any any problems with that. The time is enough. You know the program is ok and uh I believe I didn't have any problems. I mean, there's no one I didn't have any students saying that no, I don't wanna to learn that or I don't think that it's going to be useful because they know that If they uh if they be they will be in a job or in a working environment where they have to speak English, they know that they have to use a certain expression, so they need to learn them, so uh they need to be told so they're not going to say anything.

Interviewer: Thank you. And one last question. What is the main focus of your teaching in terms of pragmatics? Do you mainly teach oral pragmatics, teaching pragmatics, for instance, speech acts, politeness strategies...?

Interviewee 2: Ah my main focus is usually the written language, the written expressions, and you know, as I previously say said formal letters or emails or you have to write something to a friend or you have to you're in that situation you have to write something or you gotta make a letter of complaint etc. We also have speaking uh, speaking uh uh time where we could uh play roles, you know, with students I'm not sure if it's play role because here comes my friend [something in French], so but we do have, uh also time uhm, during the lesson where we have to to uh to take parts, take parts and speak about something or the younger people, younger



pupil, they will do like uh uh a play or something like that where they they play a part and they have to be like in a situation you say for example, even the very, very first lessons include pragmatics. When you have to say with student, “let's, let's take turns and greet each other”. “Hello, how are you? Good morning, Mrs. Helen”, etc. [throat clearing] this is kind of pragmatics also, so there's no uh, there is no uhm, no lesson, no lesson actually [...] you don't have to use it. I mean, it's in all lessons.

Interviewer: Right. Thank you. That was it.

Interviewee 2: You're very welcome. Ok. Have a good day.

Interviewer: Thank you again for your time! Bye bye.



Audio 3

Data achieved: 24-09-2023

[00:08:09]

Participant 3

Interviewer: What is, in your view, pragmatics and can you give some examples?

Interviewee 3: Hmm uhm I think I I don't know I view pragmatics as something as a deeper understanding of the language context ok not something that it has to do specifically with grammar or syntax, but uhm a view on uh the other persons uh purposes, intentions, uhm the way of speaking uh and has to do both with nonverbal language and verbal language as well.

Interviewer: Do you think that you include enough pragmatics in your teaching?

Interviewee 3: Mmm ok, well, to tell you the truth, I haven't been teaching for that long so, and more specifically this, I mean this year and maybe last year were the first years that I started teaching in older because I think that pragmatics has to do with older students, ok or in my view at least uh so mm I could say that I use a little bit of pragmatics. For example, when it comes to uh talk about different topics that has to do with uh that include social context for example, uh so we can give them different, I have given them different scenarios uh in order uh to give me the best response, for example to in in how they understand uh a grammatical rule. So we actually uh have actually immerse these students into the language uh a larger language context in which one rule one grammatical rule can be applied in different situations. And they and I asked them to give them examples, stuff like that, but mostly with older students, not so much with younger ones, because I I think that in younger ones we use I mean, in my case, I mostly use the my first, my native language, not much the [target] language.

Interviewer: So what you said about the intentions, purposes and the context of language is correct. I would say that pragmatics is also like speech acts, requests complaints, even the register or formal vs informal e-mail writing, politeness strategies. Because, for example, we use different politeness strategies as Greek native speakers compared to the English native speakers or we request things differently.

Interviewee: Yes, yes.

Interviewer: So you said that you teach pragmatics, but mainly, to older students. So, in general, what stops you from including more pragmatics? Are there any challenges?



Interviewee 3: Yeah some of the challenges, I think that have to do with the the level of English that the students actually have. So sometimes, especially in teaching ok, because we have to, we have to get some material done and everything so, they it takes them more time to actually complete the complete the mission or complete what I've asked them to do so uhm I haven't actually thought about that as you said, but yes, most probably unconscious I mean, in different contexts, when I asked them to do different things pragmatics are actually I use them more often than not. However, in teaching context, I think that most of it has to do with the level of language and the amount of time that I have. Ok, because I don't know about other countries, but here in Greece we have one 45 minutes to get things done when it comes to essays, when it comes to vocabulary, when it comes to so many things and even more. I think that also, parents also has to do something with it because they tend to pressure us a lot on getting quick more quickly, closer to a certificate so they don't actually care about the language they care about having a certificate.

Interviewer: Hmm, yeah. So the level of language, students' language level, time constraints, the exam oriented teaching method, let's say, and what you said earlier that you have to cover specific things so, especially if you work at a private language frontistirio school, you need to cover specific curriculum so you don't you cannot let's say teach whatever you want even though you probably want to teach some more communicative aspects of language or something.

Interviewee 3: And I think that it would be much more helpful for the students as well because they don't, actually, they don't consciously learn language that way, but unconsciously. However, too many constraints.

Interviewer: So my last question. If you could include more pragmatics in your teaching how would you do this? So, think of, I don't know, some activities or some tools that you could use.

Interviewee 3: Yes, a thing that came to my mind right when you asked that is through living scenarios, I mean experiential learning. So for example, we uh I can have the students perform different scenarios like we are in a bank or like we are in a specific place or maybe take them outside and try to or even communicate with other language schools or other students from different countries. So more or less perform activities together ok so but I would have to say that experiential learning and scenario role-playing would be I mean the most appropriate in what I can just think about now.

Interviewer: Ok. Thank you for your time.



Interviewee 3: You're welcome.



Audio 4

Data achieved: 22-09-2023

[00:07:14]

Participant 4

Interviewer: So, what is, in your opinion, pragmatics? And can you give some examples?

Interviewee 4: Well, I think that pragmatics has to do with things happening in real life. For example, if someone has to deal with the with a with a certain, you know a subject or object, then they have to uh to to to accept or uh to deal with it in real uh conditions. This is what I suppose it is.

Interviewer: Do you think you could include pragmatics in your teaching? Do you teach pragmatics, or do you have aspects of pragmatics in your teaching?

Interviewee 4: Yes, I think it's something that it should be included in teaching, because you should give examples of real life or examples that uh uh students will meet uh in their fu further studies or life so and uh in using the language. They should uh use the language in uh in real situations.

Interviewer: So, do you think you include enough pragmatics? Are you, satisfied with the amount of pragmatics teaching you have in your classes?

Interviewee 4: Well, I think it is never enough. Uh it is never enough. You should always inc uh contain more and more things that will help our job, our teaching or will help students use the language in real life.

Interviewer: So, do you think that you face specific challenges in incorporating pragmatics in your teaching?

Interviewee 4: Yes, sure there should be there are a lot of challenges which uh we meet either uh in real in the way we use the language we should teach the language. For example, if we have to do it to deal with a spec uh specific a certain phenomenon, grammar, for example. Then we should use specific examples that t students will meet in their real life, and they should have to use in their language in, in English, and if sometimes there are not enough examples or there are not enough texts in the in coursebooks that do not contain uhm real situations. So, I think that we should use it. There are challenges which make us ask for more.



Interviewer: So, you focus more the challenges you think focus more on the way the coursebooks are written and that they do not provide uhm real life authentic materials for uh real life situations.

Interviewee 4: Yes, I think so because the coursebooks uh usually try to include everything. A lot of things in a small volume, so in ce in certain pages. So we have to add more to to to give more so as students uh will will understand it better and may be able to use it in the better way, in the best way. Uh in this case, revision is something that helps. Because if we revise things again and again, or from time to time, or if we take it from the beginning every year for a short period of time, then uh all these, I suppose, cover the gap which uh there is in coursebooks.

Interviewer: Final question so you said that uhm we always need more pragmatics, so if you could include more pragmatics in your teaching, how would you do this?

Interviewee 4: Hm well, if I could I could try to make uh students be involved in a in a play, in a play so as to be able to use the language which they have been taught. In this way, they will have the chance to use it to be familiarized with all with every phenomenon or with every part of language so they will be, I suppose they will they will make it their own and their ownership, let's say [throat clearing].

Interviewer: Ok, so you would use more role plays...

Interviewee 4: Yes role plays

Interviewer: Ok and so let's say pragmatics, you said that it's like the real life when we deal with things in real life so uhm what is its connection to grammar? I mean you said that for example, in order to teach grammar we need like real life examples and situations. So pragmatics is not only grammar, but it's also like how we request things, how we complain in English, or how we should be polite. Uhm do you think that you prioritize more these aspects of language, or do you prioritize more the grammatical part of of language.

Interviewee 4: Well, I believe that grammar is the basic skeleton is the skeleton of the language. So we build on this and if we use correct grammar then we can familiarize with every part of language in every in every situation. By adding more and more things for example, vocabulary uh, phrases uhm, things that uh the English language uh is uh uh things that are useful in everyday life. So I believe that grammar is the framework [background noise]and we build on it by adding more and more.



Interviewer: Well, thank you very much for your time.

Interviewee 4: You're welcome. Have a nice day.



Audio 5

Data achieved: 18-09-2023

[00:11:59]

Participant 5

Interviewer: In your opinion, what is pragmatics and can you give some examples?

Interviewee 5: Uh so you're taking me back to the university years [laughter] and well in my opinion I think that pragmatics is the way that we perceive language in context. Uh everything that we say, everything that we discuss in our everyday lives with uh with other people uh it's actually pragmatics and use. What I mean is that uh in every discussion that takes place, you have a certain context to help you understand how language is used and how to convey meaning [asking how long the answer should be, in Greek].

Interviewer: It depends on the participants. It doesn't need to be short or long.

Interviewee 5: Ok

Interviewer: Do you include do you think that you include enough pragmatics in your teaching?

Interviewee 5: Uhm to tell you the truth, I would like to include more pragmatics in my actual teaching and I don't know the reason why, but uh I think that the the way that English is taught is more like following certain guidelines from books and structures to finish. So, mm pragmatics may come as uh uhm not as one of the first uh priorities to include in the actual teaching of the of the language. But certainly it does help with giving uh students uh the sense of uh of the language itself and uhm how to better understand it. If they use it in context it's much more likely that they will learn the language uh better and uh get a clear sense of it.

Interviewer: You have actually more or less answered the next question as well because my question would be if you don't include pragmatics as much as you want to, what stops you from doing so? So, you said like it's not priority because there are some other skills that you probably prioritize. And in general the way English is taught, so you mean the textbooks? You mean the time you have in class? What do you particularly think is the challenge for you?

Interviewee 5: Well, I think that one challenge is definitely the time that you are given to to carry out certain lessons and uh things the books that you are supposed to complete throughout the year with the students and another time uh another challenge is, as you said, sometimes you think that you have to give emphasis to other skills such as grammar and uh syntax and uh



speaking uhm and you tend to forget pragmatics, which uh coming to think about it again now in the interview, I think that it definitely it can definitely help you out with all of the skills [...].

Interviewer: And the last question, if you could include more pragmatics in your teaching, how would you do this?

Interviewee 5: Well, when I'm thinking about pragmatics and how to include them in my actual teaching, I usually try to find uhm real life conversations or videos coming from certain uhm contexts uhm to us to give students a real sense of how language is used in reality apart from the actual textbooks and the guided exercises that they include so uh finding videos online or giving them context from newspapers, articles, on online articles and YouTube videos uhm or in more generally finding language in real contexts really help us stimulate interest to the students and uhm and giving them the chance to experience uhm uh language learning in a in an alternative way.

Interviewer: So uhm if I can understand correctly you try to use authentic material and not textbooks. So do you think that textbooks include enough activities or exercises on pragmatics?

Interviewee 5: Uhm well, if you take a look at all the textbooks, I mean coming from at least five years ago, uh I think that the the emphasis was clearly not on pragmatics and offending language use, but the more time passes, you can see that uh authentic language use is included in certain textbooks and when there is a vast majority of textbooks with different targets and emphasis on many different uh objectives priorities uh the case is that what you want to include uh in your language style language teaching style and what you want to find, certainly you can find textbooks that are much more communicative or uhm I don't know uh focusing on certain priorities.

Interviewer: May I ask what levels do you usually teach?

Interviewee 5: I usually teach adults and uh secondary school uh young children coming from uh yeah from at least thirteen years old and uh and more.

Interviewer: So you're more like exam oriented...

Interviewee 5: With the secondary school children, yes, unfortunately and [involve] the parents of them are totally exam oriented but with the adults, it's a it's a completely different situation because none of them is interested in sitting for exams or taking certifications for [...] time.



They just want to improve uh their their skills. So yes, with them we really give much more emphasis on uh pragmatics and how language is used in everyday life.

Interviewer: Yeah, that would be my next question. If you see a difference in terms of how much pragmatics you incorporate in your teaching. So yeah.

Interviewee 5: Yes, it's totally different, yes.

Interviewer: All right. Ok, that was it. So as for my the last question, I just want to invite you to ask anything that comes to your mind on this topic or in general.

Interviewee 5: Now I don't have any comments or questions. How did you decide to investigate this area of language? [...]

Interviewer: Yeah, I don't know. Because I really love pragmatics. And also when I was in Greece I used to be an English teacher, so I wanted to combine my favorite course, pragmatics, and some personal observations from my job.

Interviewee 5: Ok. And so now you are gathering data from interviews and what's the next step?

Interviewer: Yeah. The next step is to analyze the data.

Interviewee 5: So good luck with that.

Interviewer: Ok. So thank you so much for your help for your valuable help.

Interviewee 5: And looking forward to the results

Interviewer: As soon as I have the results I'll let you know.

Interviewee 5: In my e-mail so that I can take a look.

Interviewer: Yeah. Great. Thank you so much. Have a great weekend. Rest of your day.

Interviewee 5: Thank you. Bye. You too



Audio 6

Data achieved: 22-09-2023

[00:13:57]

Participant 6

Interviewer: So, what in your view is pragmatics and can you give some examples?

Interviewee 6: So, I'm not very aware of the term like I've heard the term many times uh but I'm not sure that it's clear to me. Like I've seen it I've been on many seminars about it uh but I really don't remember about it, I cannot explain [...].

Interviewer: Probably you have, I don't know an intuition or something. There is no correct or wrong answer.

Interviewee 6: Uh, I think I think it is linguistic in linguistics term, I think it refers when we use for instance the word it refers to the actual meaning of the word. I think like if you say pencil like it corresponds to the pencil [laughter] [I don't have much knowledge]. [It is] a pen it corresponds to pen like the actual object. I think, of course, it compares to many other things. But I don't remember, I have to admit I don't remember all the details at the moment I haven't yeah, I haven't read so much yeah.

Interviewer: Do you think that you include enough pragmatics in your teaching?

Interviewee 6: Uhm so, I'm not, I guess as I'm not aware of it 100%, probably not I don't do that.

Interviewer: Let me give you a hint. So pragmatics as you said, yes, it's like the yeah.

Interviewee 6: I'm just Googling also because I don't remember like.

Interviewer: For example, it's like the politeness strategy is, uh, how we request there's a difference between L1 and L2, so we need to teach student how to request in English.

Interviewee 6: OK, OK. OK, I got it, I got it. I'm. Yeah, it wasn't what I was saying it was like, completely yeah I was completely off the topic. Ok yeah, I think I'm trying. I also saw that it has to do with metaphors uhm also... It depends on the level of the class that I've got. Uh, sometimes I'm trying to income income in we've incorporate pragmatics since a very young age, but after a while after I've built confidence and I've organized my class and we've we've been connected a little bit as a team and after a while that uhm they become a little bit more



aware of L2 basically of English as a foreign language I'm trying in different ways to incorporate a little bit and make them aware uhm of the differences between cultures of the differences in metaphors that sometimes people are using even from a very young age even with five year olds. I'm trying to make them aware of these differences and most of the times of course I'm using L1 especially with very young ages, but uh when I got more advanced classes, of course I will definitely do it in English, of course, and I would I might use short story to refer to this. I may also use expressions, uhm different expressions and like show the differences in the expressions with [...] in Greek language in contrast to English. With young learners like with very young learners like five up to seven years old, eight years old, approximately I'm gonna do it as a game sometimes like role play game in order to make them more aware of the differences. Uhm or [through] rhymes, rhymes and [through] songs, and sometimes through stories. There are some stories that show differences in cultures and in similes and metaphors that we're using uhm yeah.

Interviewer: Yeah, that's so we can say that you see a difference between the levels. For example, when you teach young learners, probably you use more the L1 and it's more like playful way while...

Interviewee 6: Yes, it's it's. Yeah, it's like probably 90% playful way and probably 10% like you know, like, let's say, standard teaching kind of. It's really project based, normally it's project based. Project based is normally in all levels it can be project based and I'm also using a lot of CLIL in my teaching practices so, and of course I'm playing CLIL to all the different levels, I think it's always relevant and very helpful when it comes to pragmatics. Although you know, I'm probably not aware like, it's not like my first goal. "Ohh. today I'm gonna teach pragmatic, yeah, I'm gonna do that." No, I'm not doing it for this. I'm doing mostly for intercultural awareness or I may do it to familiarize them with uh yeah not only with the costumes, but probably with different rationals that exist in the world or integrate some some students they have dual citizenship more in in my class and stuff. It's it's not like my I think like my last goal is pragmatic expression. It's not like my main purpose but yeah, I'm actually using it without being I guess aware.

Interviewer: So actually you said that it's not like a priority for you. So what stop what stops you from including more pragmatics in your classroom?

Interviewee 6: Yeah, it's not. No, definitely not. And I actually I wasn't uh yeah, probably I wasn't very aware like of the situation I will definitely I'm going to do more pragmatics with



B, like from B1 on students, especially because they need to be really aware of how they use everything and especially for their writings and for the for the speaking context as well, but probably, yeah it's not my priority and it's not something I've actually thought of with young ones. Younger ones, yeah.

Interviewer: Uh, do you teach in a public language school or private lessons?

Interviewee 6: I mainly teach in school, in public schools at the moment, like the last four years uh I'm teaching in public schools, but I I've taught in the past in private schools I've taught in uhm of course in language schools you know smaller language schools, and I've also taught uh in camps with im refugees in refugee camps as well. In summer schools as well. So of course it depends not only on the class, but it depends also on the context where would I work.

Interviewer: Yeah, that would be my next question. I mean now you're teaching in a public school. So probably the context doesn't help you. I don't know. Maybe this is also a challenge, for example that the number of the students in class or the time constraints or the materials you use to teach English.

Interviewee 6: Yeah. The number of the students sometimes it is very challenging because like there are normally 25 students so you need to start from basics and because I'm also I'm not a permanent teacher, so I need some time in order to see how how's the level of the class, you know, all these things. Yes, some things that I have to you know solve in a way first in order to move on uh but yeah, and I think some, you know, the the goal is a little different, I would say like because when uh you're teaching a language school, you have less. I don't think it's only the number. It's definitely one of the main reasons is the number of students. The second reason is because the language school is more like oriented in exams for like it has a different goal as uh institution so my goal is a little different when I'm in public school, like I start from more basic stuff. That's why it's not going to be my main focus like I will move to pragmatics but after some time and for a short period I would say like it's going to be probably my not my last goal, but I should solve other things first in order to go there.

Interviewer: Yeah, yeah. Understandable. So my last question actually you have already answered my last question, but I will just repeat it.

Interviewee 6: I think I talk you know, sometimes I I'm not very focused. Yeah. I jump from topic to topic probably and that's why.



Interviewer: No worries. So actually the last question is if you could include more pragmatics in your teaching, how would you do this? So, you have already mentioned I think role plays and the project-based things.

Interviewee 6: [agreeing sound] And rhyming, I think students love rhyming and all these things, especially with young, but actually I'm using rhyming and chunks to all to all the different ages uh but with with older ages like from 10 years old and above, I will try to do it more through a short story analysis or like a book that a reader that we might do or like they had to read a short story for Easter [...] or Christmas and I will do it I will try to do it more in a more organized way, whereas with the younger students I will I will do it in a way that they won't actually realize, and of course I'm not gonna to explain. And so yeah, through play and through the puppets and all these things that we're using and through a lot of movements sometimes. Uh because I sometimes uh include in incorporate movement like I basically combine movement with uh in order to remember in an easier way. With all the students uh apart from stories uh and of course like hand handouts that, like uh I may do a lesson about it, because we might have seen something on a reading that we've done or uh we might watch a video [...] video about it and it's gonna be probably in the beginning of the lesson in order to introduce a new grammar topic as well or I will combine in many different ways with older students and it depends also on the interests of the class we how we sometimes do a project as well and I will explain to them. If they're especially with middle school students and stuff, I will explain more and I will make them more aware that this is this and this will call it that, and I will I will refer to that like I [may] use and of course I will definitely use metaphors, simile not only that, but of course I will make them aware of what we're talking about.

Interviewer: Yeah. Yeah. Great.

Interviewee 6: So sorry for the last question because somewhere in the middle I forgot the question. I mean like I probably jumped a little bit, yeah.

Interviewer: It it it was fine. You you've answered my questions

Interviewee 6: OK. It it wasn't clear ask me again. I will reply I'll definitely reply [laughter].

Interviewer: Thank you for your time and help. Have a nice day.

Interviewee 6: Thank you, you too. Bye.



Audio 7

Data achieved: 22-09-2023

[00:07:27]

Participant 7

Interviewer: So what in your view is pragmatics and can you give some examples?

Interviewee 7: In my view, pragmatics is a branch of linguistics that deal with the meaning in context.

Interviewer: Can you give me some examples of how linguistics can be applied to second language teaching?

Interviewee 7: Yes, by studying how our brains map language and acquire it, we can help younger students facilitate the process.

Interviewer: Do you think that politeness is part of pragmatics?

Interviewee 7: Yes, definitely.

Interviewer: Irony, metaphors?

Interviewee 7: Yes, depending on the context, every use we have of language is definitely part of pragmatics in my view.

Interviewer: And also like speech acts like request complaint, refusal. All these things can be considered part of pragmatics.

Interviewee 7: Yes, adding nuance to language definitely helps us when teaching especially.

Interviewer: So do you think that you include enough pragmatics in your teaching?

Interviewee 7: Not as much as I'd like to, but yes, sure.

Interviewer: Ok. And now the third question. So if not, what stops you from doing so?

Interviewee 7: Descriptive books [laughter]. No joking aside, I think students benefit more if they are exposed to real life situations. But especially in a foreign country like Greece, it's very hard to get these situations into the classroom, given that we have uh specific set of things to cover during the year. We don't have much room for uh actual scenarios, especially if there is a certificate involved.



Interviewer: Do you teach in a private language school in public school? Private lessons?

Interviewee 7: I teach in a private school, which is middle school and high school and in private.

Interviewer: Ok, so we probably have mixed ability students within a class.

Interviewee 7: Definitely a lot of mixed abilities, a lot of undiagnosed learning difficulties. Some diagnosed and most commonly it's dyslexia what I have encountered and ADHD. But yes, it's well for middle school we separate them based on their level. That's cool, but it's still a mixed classroom despite that separation.

Interviewer: Also, so also this mixed-up building classrooms and probably like time constraints, I guess you have like 45 minutes.

Interviewee 7: Yes, yes. Although we do have 5 hours a week.

Interviewer: Oh, OK.

Interviewee 7: All of middle school for high school has three hours or two hours a week, depending on their age, which allows us to do more but we always move to the direction of the kids getting some sort of B2 C2 certification.

Interviewer: OK. So the last question, if you could include more pragmatics in your teaching, how would you do this?

Interviewee 7: How would I do this? Well first of all, I'd like for students to watch something because I know that watching stuff is the main thing all students always do and depending on their preference, British or American English, I would like to show them something from that country, be it a series, some clip perhaps, or something else. Uh, I think they respond rather well to that every time I've tried it. And they understand much more than I expected. I would also like to get them into gaming if that were possible, and if they had time for the reason that well, first of all, I'm a gamer myself and I have noticed it as well that every gamer has one or two levels above in vocabulary than an ordinary student. And they get to see it in context and in a fun way, which is win win but you know, there's some constraint to that as well. You can't just barge into their homes and say it's time for you to game. These are the two principles principle ways because I I've had enough of, you know, dictation and you can you have to read this chapter and they're not as effective, in my experience yeah, but mmm so-so.

Interviewer: Ok, so you mainly focus on this two, exposure through videos depending on their preferences British or American English and also gaming.



Interviewee 7: Yes, exactly.

Interviewer: Because you have seen also through your experience as a gamer so this is really nice. Yeah, I mean, this is very interesting because I don't think anybody else like mentioned such thing. But if we can turn this into like advantage instead of just saying, don't play games you have to study you have to like learn vocabulary by heart you have to learn all phrasal verbs by heart [laughter].

Interviewee 7: Exactly and and I mean they devote their time anyway, so it could be turned to our advantage. And we are lucky because most games are in English. If not all.

Interviewer: Umm. All right. Ok. Thank you so much for this discussion.

Interviewee 7: Thank you, bye.



Audio 8

Data achieved: 17-09-2023

[00:11:22]

Participant 8

Interviewer: So, what in your view is pragmatics and can you give some examples?

Interviewee 8: Well, the way I perceive pragmatics is realizing the world around you and not living in your own dream world. Uh it's actually being realistic about what happens both to you, to people around you in the environment, and have full realization of this. This is it. Would you like me to elaborate more?

Interviewer: Yes, please. Can you give some examples?

Interviewee 8: Well, I cannot really think of any particular example now, I'll try however. Uhm ok, let's say that we're talking about uh work environment ok sometimes there might be abusive people, toxic people, or just people who are overly concerned about personal matters and less about job and they they cause some kind of friction inside that environment. Uh of course, 15-year-olds, for example uh, are not able to understand it because it's something in theory. So sometimes I even play, I act it out to show them what it's like. For example, uhm I asked one boy the other day to raise and come to my position uh and I asked him to be the chairman of the meeting and I said you're going to address that issue. You're going to ask this question. So he did. They saw it as a game, but suddenly I interrupted and I said something really irrelevant, but quite aggressively and he looked at me and said "go on" he continued. I did it again, so I really broke his nerves I said "this is what I'm talking about" [laughter]. There are people like that everywhere, so you have to learn to deal with these people. Did you get it? What it's like do you? Feel yes, I said. Yeah. I wanted to break your face. Yeah. [laughter]. Ok I don't know if I can convey the message.

Interviewer: Yeah, yeah.

Interviewee 8: I hope I did.

Interviewer: It was very clear thank you.

Interviewee 8: I just believe that involving somebody to the extent you can uh is the perfect way for them to understand exactly what you're talking about instead of just talking.



Interviewer: OK. Do you think that you include enough pragmatics in your teaching.

Interviewee 8: I could do it a bit more I suppose. Uh to be honest.

Interviewer: So if not, what stops you from doing so? Are there any particular challenges or things that stop you from incorporating or integrating the teaching of L2 pragmatics.

Interviewee 8: Yeah, I I have to let you know that I mostly teach uh learners of English for ways to achieve [distracting sound] certificates on the language. That covers a broad area of speaking, essays and everything. So, imagine you're in a classroom with people from, you know with mixed ability uh people who might ask questions, people who become obstructed sometimes so you have to repeat the same things again, again and you have to focus quite uhm a lot on the theoretical party eh part and that's why I cannot really elaborate so much on that area. I try to make time for that but I can't always manage because I have to prioritize. You understand it? it's something like a product that we have to to produce at the end of uh the school year let's say. So time restrictions and uh practical problems actually prevent me from that. Nothing else.

Interviewer: Yeah. So, time restrictions and probably the focus on exams. So, the last question, if you could include more pragmatics in your teaching, how would you do this?

Interviewee 8: Mostly the way I did, I mean involving the very students to do this. I'll give them something like a role play and say "you're going to do that now" and for example, you're going to be uh a shop assistant and I will be the grumbling customer whatever "I want to see how you're going to deal with this". But before that, I just let them know it's not just a game we play to spend our time. Uhm it is a way to communicate because you never know what life will ask you to do. This person might find himself working as a shop assistant one day, so they have to to deal with the variety of personalities and it's gaining anyway, and it is an immersive experience because it really immerses you in reality and in reality things are not ideal, but we have to to learn how to handle every situation. Uh have I covered your question?

Interviewer: Yes, yes. So, you try to incorporate more role plays for different situations.

Interviewee 8: Yes, because I think yes because first of all, it is quite fascinating for students because they don't want just to be schooled around blah, blah, blah, blah, blah, blah and I'm not the kind of person who wants to do that anyway. You know, I want to make it really interested interesting and I want to make them feel uh they're actually contributing to that and they're learning something which cannot be taught through books, reality



Interviewer: All right, that's it. You covered, you covered everything. Now actually you covered everything.

Interviewee 8: Thank you. I hope so.

Interviewer: And also as a last question, I just want to ask if you have to add if you want to add anything in general about the topic.

Interviewee 8: Well, the way I do my job is a little bit fixed, but I do believe that in schools where usually the schedule is not so let's say pressurizing, I would like to see more pragmatics in any class because imagine a student, a teenager for example, or a younger child having to sit on a it at a desk for seven hours or so. Ok, I think it does help the teachers to involve the students and and uh let it how can I say that take it easy for a while you know what I mean? So that it feels it's not just plain theory and everything. And after all, like I said, life is not only about those who study. It's not only those about who are able to memorize. It's about people realizing what is happening around them. Handling different behaviors and uh generally acquiring uhm that pragmatic sense of life that should also be taught, and I wish they see that more seriously.

Interviewer: Thank you for your last comments.

Interviewee 8: All right. Ok. Ok. All right. Ok. Ok, so you found this interview quite illuminating. It wasn't a waste of time, I hope, right?

Interviewer: No, no, no.

Interviewer: Alright, thank you very much for your time for your cooperation.

Interviewee 8: I wish you the very best and I hope you really achieve your masters with a high grade.

Interviewer: Thank you. Thank you. Thank you very much and have a good day and the rest of the week.

Interviewee 8: Alright. Thank. You love. I wish you the very best. Bye.

Interviewer: Thank you. Bye.



Audio 9

Data achieved: 22-09-2023

[00:17:26]

Participant 9

Interviewer: Ok, so, what in your view is pragmatics, and can you give some examples?

Interviewee 9: Can you remind me of your thesis?

Interviewer: My thesis is on second language pragmatics and Greek EFL teachers, knowledges, beliefs and challenges. So, with this interview I want to gain some more insights.

Interviewee 9: You want a definition that you would write in a paper, or would you like a definition like [...]?

Interviewer: What do you believe? It's not that I want the terminology or definition like an official definition. It's what you believe pragmatics is?

Interviewee 9: That's a very difficult question at 7:30 in the afternoon, just give me a second to gather my thoughts. It's teaching I I guess I would say that it is in [...] term, as I would call it teaching the language as a language. Sorry, I'm also reading my e-mail which I should be doing. It's teaching the language as the language teaching language, realistically teaching language that is is really spoken and not teaching book English if you will. If that covers uh your question.

Interviewer: Do you think you that you include enough pragmatics in your teaching?

Interviewee 9: Uh yes, I actually do because a) I'm aware of the field and b) uhm because English is like my first language and because I have some objections to a lot of things that are written in books I sort of I sort of tailor it to my learner's needs. So yes, I do. I do.

Interviewer: Do you think there are challenges that Greek EFL teachers face in integrating pragmatics in their classrooms?

Interviewee 9: Do you want do you want the real answer or do you want the politically correct answer?

Interviewer: The real answer

Interviewee 9: The reality of the Greek classroom situation is far different from the reality of any classroom situation anywhere in the world. We have a variety of uh teachers in the EFL



community in Greece, from teachers who have absolutely who have very little training because don't forget that we have a we have a great number of teachers who are basically proficiency certificate holders and who have not had any training and still teach using grammar translation methods. But we do have teachers who are well aware of uh of methodology and who implement the methodology in the classroom so you have a varied field. For the most part though, what determines the Greek EFL classroom is the reality of students passing a B2 certification exam. Given that this is the in all end all of the classroom situation uhm the reality is that kids end up doing maybe a year, a year and a half of exam prep, which just basically entails doing practice tests for a year and a half. Now I don't know what kind of teaching you actually do when you have kids, you know, work 10 minutes to do an exercise and then work 5 minutes to give them the right answer. And then the teacher shows that the teacher knows the theory behind the correct answer. Which is all very nice and interesting and wonderful for the teacher, but not so much for the students so... Because it is an exam driven market and it is a market at the end of the day. Uh to my mind, I think that it would be safe to say that 70% of the teachers cater for the needs of the exams, not for the needs of the learners. And the the rest do implement wonderful wonderful things in their classrooms, but it's a very unfortunate situation. The interesting thing about the Greek market though, if you will allow, which has nothing to do with your question, but it is an interesting aspect of the Greek market although it is an exam driven market and although the primary focus is teaching children how to successfully pass an exam, we do have a highly language users in the country, which makes it very interesting compared to other markets or other countries like Italy or Spain or I'm not aware of uh, well, the situation in the Netherlands is different because they are taught English in school.

Interviewer: Yes, I think they have the highest level of English in Europe after native English speakers.

Interviewee 9: And another interesting thing about the Greek educational system as far as English is concerned is that although children have anywhere from 5 to 3 hours of English classes in school, not much is accomplished, again not in all classes, but a great number of classes. So, I would say that yes, there is a there is an awareness of the field of pragmatics from colleagues in the in from colleagues but I don't know if the context allows the integration and and the reason why I can do this is because I'm old so because I teach to teach and because it is not my primary source of income, I can afford to be idealistic. So I can argue with someone and say no, we're not going to cover all of the syllabus. We're going to do other things with the



learners. But this is not my main source of income. If it were, I don't know if I would be so idealistic.

Interviewer: So you're aware of the challenges, but right now, because of the situation you just mentioned, you don't feel like you face this, you don't feel like facing these challenges yourself?

Interviewee 9: No, this is not part of my reality because when I am invited to teach, I am invited to teach what I like to teach. So I'm not the teacher that has to go through the curriculum or the syllabus. I'm not the teacher that has to complete from point A to point B in a course book, which is usually the primary role of the teacher, which again in itself is very constricting because you can have all the knowledge and all the ideology uh in the world and all the motivation to implement what you know, that if you are restricted to covering a course book that is 12 units long, it is an issue.

Interviewer: And the last question, so if you could include more pragmatics in your teaching. How would you do this? Could you give me some examples?

Interviewee 9: I'm all for uh increasing learner autonomy and through increasing learner autonomy, I encourage my learners to bring what interests them to the classroom and because what interests them rarely has something to do with what is contained in books there is, I think plenty of opportunity to implement such things. So, for example, I might encourage my learners to uhm present their favorite Youtubers or their favorite influencers, why they take the time out of their daily lives to, you know, follow these people to, you know, see what these people are up to, see what they're having for breakfast, lunch or dinner, which I find quite amusing. And this in itself gives me the opportunity to talk about the different cultures that of a country, to explain uhm the reality of the language, the differences in use, the differences in lexical choice of lexical items, because even the choice of lexical item gives you an idea of uh I don't know educational background, social background, country of origin. If you know the kids are quite are good, they can even see where the L1 interference is coming in. So this gives you the opportunity to do quite a lot I mean. A very recent lesson was about [...] which was no it was actually quite interesting because we were able to talk about the different foods because these are primarily people from if I remember correctly, if memory serves, it's China and the kids were, you know, interested in the food. We did a little bit of cultural awareness as far as the food is concerned., we talked about language knowledge as far as China is concerned and the interesting thing that the kids found out is that people in China are very very stressed about their level of English, and it's a little bit what shall we say insulting if you correct someone and



that's why uh again, something that they found utterly interesting is why some tests are graded on a curve like [Hammy Gisell] has exams that are graded on a curve so that there is no pass or fail kind of thing. The [Shields] in the young learners exams similar grading situations so that people in China are not insulted when they don't do as well as will be socially acceptable. I don't know if I'm answering your questions or if I'm ranting.

Interviewer: Yes , no worries. Thank you. Thank you so much. It was really helpful.

Interviewee 9: If want more people let me know. There is a quite big community in Greece who supports people in your situation.

Interviewer: Thank you very much. So far I have enough participants, but in case I need more I'll let you know.

Interviewee 9: Thank you. Good luck and goodnight.

Interviewer: Thank you. Bye. Have a good night.



Audio 10

Data achieved: 22-09-2023

[00:31:04]

Participant 10

Interviewer: Ok, first question, what in your view is pragmatics? And can you give some examples?

Interviewee 10: Ohh my goodness. I'm gonna answer, listen, listen, listen. That's a very good question. It's a nice breaker that I use also when I train, you know what I mean? If you ask a Greek teacher, what is pragmatics? Of course, if they've been to uni they will know like the meta language revolving around it, you know, pragmatic semantics and so on and so forth. But your average [...], the teachers in Greece and this is one of the issues that I had as a trainer and director of studies and in general academic director was that I didn't have the luxury to work with, you know, unique candidates, the overwhelming majority of people who teach in Greece actually have the eparkeia. You know what I mean? The license so they don't know all this meta language. So trying to train somebody who lacks formative background and is not aware of this meta language was very challenging. So in order not to scare them, I actually had to also uhm use ice breakers and get some input first of all, in terms of what they know and how they know it. So, I would actually ask this question as well you know. And what happened would be first of all, because they were Greeks, I think you could predict what would happen I did I did say the same thing as you "ohh. don't worry, there's no right or wrong answers you can tell me whatever comes first" ok and of course, they all bounced from Greek. Yes, because you know the famous [...], this is what you would get. They would be like pragmatics, for example, has to do with all the things tools that we use in language. And I would get answers like this or uh the building blocks of language. All our tools in our disposal. Our language uh our language let's say box of goodies that we can use to communicate, which is not bad, ok, it's not bad, but it's a very broad answer obviously, but then you can refine it further. OK, so. You can you can start using examples and you would say for example. So it would this be considered pragmatic? Would this be considered pragmatic? and it all boils down ultimately you know to use of English, to how to make sense of the language that you use, how to appropriate it in context that is real, uhm and I think this is why you know modern textbooks now have a a lot of communicative sections and real-life sections, you know. That's that's where pragmatics it takes a a whole new 4 minutes thanks to research like yours actually you know that we've come to appreciate you know, how to how to use language in a way that it's



effective because you you can use the language to communicate but that doesn't mean you communicate effectively, doesn't mean you communicate in terms that other people can relate, so relating to an idea and expressing that idea realistically are relevant in a way you know. So yeah, pragmatics has to do with how we use the language basically, and if we use it effectively and uh if it has real life applications, I don't know what else to say. In general, yeah, if it has practical basically applications, not just you know what you read in a book.

Interviewer: Do you think that you include enough pragmatics in your teaching?

Interviewee 10: Ohh yeah. My teaching, yes, yes. In my teaching specifically, yes. I do.

Interviewer: Can you give me some specific examples?

Interviewee 10: I do everything that I do, everything that I do, sure, everything that I do, no matter what macro skill I'm targeting, first of all, I do prescribe to the communicative approach like everybody else from the 90s, so I I I never teach any particular skill in isolation. So, everything is incorporated in my teaching. This is why I select material that does that you know the merges or the skills, but just because you use all the skills doesn't mean you can't still focus on one for the record, ok or vice versa. Uh so number one, yeah, I I make sure no matter what I'm teaching, whatever the skill that they they use the real-life use and implications of what I teach stand out like that's my primary objective. Ok. So, like, you know, if you look at a regular lesson plan at the very top, it should have like, an objective and a name. And usually it's very common for people to write stuff like ok by the end of this lesson, I want students to have learned how to do this and this and this and this. I would go way further like I would I would I would focus a lot more on the context that I'm designing this aim objective around. So, for example, imagine that I have a lesson plan uh uhm imagine that I have a lesson plan uh on the theme of health and medicine, and imagine that I'm on a unit where uhm there's a speaking task uh that says, for example "here's three prompt cards of individuals that uh like a mini bio like bio stats, their age, their job and general lifestyle and underneath, imagine that the cards are all prompts ok, no form, and imagine that they say stuff like ok health, diet uh, social life uhm, future goals ok, so we have some mini ballots we have, like, these prompts in a card for imagine 3 individuals, ok and the task asked to identify what are the health problems that these people have right now and what could be potentially health problems that they face in the future. Ok, so imagine like of course I can take this exercise and I can break it down into a million sub tasks for the record but imagine that I complete this task right and I dig even deeper. Imagine that I do the first prompt card as an example in class and then I send them to breakout rooms,



and I have to work the other two cards. Imagine that oh and I rolled, I have them role-playing the 2nd and change roles for the third card and then imagine uhm I give them uh useful language for scaffolding on how to put together a health regime for these people, but I provide the language, language that is based on corpus ok and I tell them now I want you to put together uh entire ideas about how, what kind of health regime this and this and this person should follow to improve the situation, and here's the language that I want you to use. Now imagine that in the previous class I had taught vocabulary pertaining ok and so on. So they have the language and I had taught the grammar that I'm expecting them to use. ok, so imagine that this is intermediate level so they already knew they know their present tenses, they know the future tenses and they know modality for possibility probability and they also have with the language that I gave them they also have modality again and even conditionals ok "it would be a good idea", "I think you should" you know what I mean? Again, modality for advice, strong advice, even prohibition. Ok. So I have all this language in place and then they start practicing now again orally. And we can do this as a group discussion but then I can take it further and I can tell them, Ok, now for homework, you are going to design prompt cards about do individuals. One of your friends and a family member. In exactly the same way that we've studied in class. So you're going to put together these prompt cards and next time you're going to present the cards to us, you're going to present these individuals and what their situation is like now ok and then in class we are going to come up with health regimes for each other's friends and family members. And this I can and this makes it at this point, at this stage, this makes it personal, so they relate. This is real life issues you know, the stuff that they are of concern are of concern to them, stuff that they potentially discuss in their own language, in their own environments, with their own peers and family. If it's at higher level, I can take it. There's no end to what I can do with a task like this ok so for example. If I have older students because I work with adults and no kids, right? so this scenario would not fly with me because it would be I don't teach kids, but with my adult students, I could push the envelope even further and I could be like so have you lost a loved one? What was wrong with them? Looking back, looking back, is there anything that you think they could have done different? Or they could have prevented. And then we can do future in the past. We can do mixed conditionals if it's that retrograde, we can do in same vocabulary obviously, because it's personalized for the experiences that they had so if somebody lost somebody to cancer, oh my God, the shit load of vocabulary for that. If that's not real English I don't know what it is. Ok, I can have them depending on the feedback that they give me, I can assign for homework that they also do research. "What do you know what the latest findings are in the fight for cancer? Let's do some research. Here's a link. Go



and check out if there's been any progress on colon cancer or prostate cancer and next time come back to class". And you know, of course, take notes and come with the glass and tell us what are the latest developments in the field of cancer. There's no end. I can then take them. I can then assign a documentary from Netflix and say "you need to watch now that documentary and fill out this this questionnaire".

Interviewer: Alright. Yeah. Thank you for your detailed examples, yeah.

Interviewee 10: I can go on and on and on and on for hours of how you can take something from a textbook that might look pedantic or too narrow in scope. A teacher there's no such thing as a perfect book but there is such a thing as a perfect teacher and that's what we should all aspire to be, in the sense that we don't make up excuses like I know people who can teach incredible English without a book and that my friend takes balls, you know? That's when you where you where you get to show what you're made of as a language teacher because many people are very heavily reliant on books. You know? So you can take a a ridiculous task and you can spin it and spin it and spin it and morph it into so many dimensions you know? that have a huge an an impact way more than intended originally. Sure? And that can be personal that students can relate to can also appreciate. Another thing that I do as regards pragmatic from the very beginning of my course and at the beginning of every lesson I actually tell the students what we're going to do, what we're going to learn and in what order. So this for adults, adults also like to be in control in the sense of what am I doing here? Like, I can't constantly be lost and trying to figure things out, especially the first two months of my courses. It's they're very tough, like my students are like headless chickens, you know? in the zoom, they don't know where they're going, they don't know what they're doing first, second and third you know. So me explaining step by step from the beginning like "this is what we're going to do". I spent my first class 2 1/2 hour class in orientation to tell them what we're doing for the whole program and in what order and why. And then in every and at the beginning of every unit I break down the unit at the beginning of every class, I break down the class. And immediately after that I recap what we did in the last class, just to put things in perspective and remind them what we're doing, what for, what for? And what they should have learned by now. If you teach kids, of course you can also keep a portfolio. And in the portfolio, they can really put down realistically, you know what they've learned and how they learned it. With adults, you can cross reference all these things on the Fly in class, you know.



Interviewer: So another question is for example, of course you know that there is like difference between L1 like Greek and L2 English in terms of many aspects of pragmatics. For example, the politeness strategies that two different speech communities use or like some metaphors, irony how we express criticism or different speech acts like requests, complaints and so on and so forth. So.

Interviewee 10: We're talking about functional English now.

Interviewer: No

Interviewee 10: Because you mixed it up a bit.

Interviewer: No, no. Pragmatics is what you've already mentioned but it has also to do for example with speech acts like requests, complaints, refusals.

Interviewee 10: Ok, repeat repeat please. Sorry.

Interviewer: Or how you use metaphor or irony within a specific context. All these are part of pragmatics.

Interviewee 10: Are you talking about register? Are you talking about the cultural elements of it?

Interviewer: Let's take politeness. The Greek community tends to be like positive politeness oriented, whereas the English community uses negative politeness strategies.

Interviewee 10: Ok.

Interviewer: What is your focus when you teach pragmatics?

Interviewee 10: Ok. I think I'm getting I get what you are getting at. Ok so. It depends on the macro skill target. So I I teach exclusively C1 C2 exam courses for General English, ok? Uh I prescribed to course books like you mentioned. Of course they come with a shit load of boxes with useful language as you can imagine. Uh I do take that as a guide and a stepping stone, and then I build on it. Uh I focus a lot on register, actually ok? Like I I I focus, I I dedicate a lot of time to register uh because it's imperative that they know the differences between uh formal, semi formal and informal and which register is appropriate when, why and how? So when I do use the language in incorporated in my textbooks, I do make a point of marking and color coding F+F and I for example uh but I use that as a guide because there is a shit load other language that they can potentially use. This is why I have extensive supplementary files of my



own and I do distinguish further between American English and British English. I do that as well. Uhm I actually also have an entire lesson dedicated to uh swears and obscene language.

Interviewer: That's really interesting!

Interviewee 10: A very big part, in fact in my classes, because I teach adults. First of all, I have a [...] I'm I've I told you I'm Greek American. I'm from Boston in the East Coast, we swear a lot. Like you know how the Greek say "Malaka" every 3 words we say "fuck" every 3 words and I swear in my classes you know, like "Oh, my God what the fuck did you just say? Say it again, say it again, that's hilarious". Like, I swear a lot in my classes and that's the third thing that I was going to tell you. My input, my own personal communication style. The language that I use because as you can imagine, there's language that I use consistently. That that I've come to realize after 30 years has a much, much bigger impact than all the boxes in the book than all my files put together. And I teach figurative language a lot by using my myself as a model, for example. My voice is a very powerful tool for that. So my students uh I teach irony I teach uh all of these things with myself and how I articulate things and with my tone and with my stress capacities. So I I am the biggest tool for that. I can use a ton of boxes and I have thousands of pages of supplementary files for that and I can also take them to corpus and we can do a lot of things about a lot of things. But ultimately it's me that has the biggest influence on that, you know? Uh uh And for my particular role in pragmatics, what matters a lot is how well I know the L1 of the students. So when I taught in Greece I knew that I know Greek so well that I could manipulate many many aspects of it of of this issue uhm to suit my individual lesson needs obviously you know? And this also allowed for my prediction skills to be very, very high which which can have an adverse effect. If you get too good at it, you don't let the students you know make the mistake or come up with the options or ideas. You might jump the gun. If if you don't check yourself constantly, you know?

Interviewer: Yeah, yeah.

Interviewee 10: So yeah, like uh it it in vocabulary, knowing the L1 helps tremendously also in the vocabulary aspect, so I can tell like why they're making uh this mistake because they're translating from Greek and in Greek that means that thing, you know? And sure, in Greek you might say this in that context, and it's ok, it makes sense but if you translate that into English, it either doesn't make sense, or worse, you can you can end up insulting somebody. Ok? So, yeah, it's it's this is...

Interviewer: Yeah, yeah.



Interviewee 10: Is a very big topic, you know we could be talking for hours about it. I don't know if I answered your question [...]

Interviewer: You you answered my question and what you said is really interesting

Interviewee 10: Yes, and the vocabulary in general, the vocabulary in general, because there's vocabulary that is appropriate for that context. If you look at, you know, fixed language now, collocations and stuff like that, or vocabulary in context, as we say in general. So whereas Greek is a very, very rich language vocabulary wise. Ok? But you cannot necessarily use a Greek word in multiple contexts without also changing its meaning changing the context. But in English we can use many words in the same context and at the same time we also have individual items for context. And imagine what happens now when you have an item that has multiple meanings, to begin with, and then you also have to take into consideration syntax. So if we're talking about phrasal verbs, for example those phrasal verbs that have 22 meanings in English, ok? And what I keep telling students is that you shouldn't be afraid of phrasal verbs. There's no difference between studying phrasal verbs and studying regular vocabulary. It is what it is, you know? What's difficult about phrasal verbs that Greeks do not understand is that with some meanings a phrasal verb can uh can be transitive, can be transitive, with others intransitive. Uh with there's phrasal verbs depending on if they consist of two parts or three parts, two or three words. There's phrasal verbs that are breakable phrasal verbs that are not breakable. There's phrasal verbs that you have to break that you can break between the 1st and the 2nd item or between the 2nd and the 3rd. And or both and you again need to know the difference because that might also change the meaning of the phrasal verb. Now all of this is completely alien to Greek students, because that doesn't apply in Greek. You know? To them they don't understand why why this thing has to have multiple meanings and different, completely disassociated meanings. Forget about register eh? Forget forget about register. These these are things that Greeks struggle with and not from the clinical aspect of it, but so much is because they constantly compare to Greek. This is the problem that Greek students have. They and but I think this to a very large extent has to do with their teachers ok? A teacher who allows for students to think in I keep telling I kept telling my Greek students you're Greek. You're always going to think in Greek. There's nothing wrong with that but before you open your mouth you need to switch, you need to turn that switch. And the catch to fluency is to improve how fast you turn that switch, how fast you make the transition from Greek to English. That's what fluency is. In the real world, not just speed, mind you, but also appropriacy like at the end of the day, what comes out of your mouth has to be correct. You know, accuracy



matters also. Uh Greeks have a particular set of idiosyncrasies and issues. I I mean, Spain, in the past ten years, Spaniards have very similar issues with Greeks. Plus, problems with phonetics that Greeks don't have. So with my Spanish students, I actually spend more time doing phonetics and the pronunciation than I did with my Greek students. With the Greeks, I focused more on the grammar and vocabulary because they constantly compared with fucking Greek the perfect language, you know, the superior language [laugh]. And whatever like “no Miss I know a lot of words in Greek that don't exist in English”, and I'm like, “really? Try me”. You just never met somebody who has an insane English vocabulary like I do. I'm a mobile dictionary, you know? [laugh] So no, try me again, you know. No, we have we have words for everything and 50% of them are borrowed. And we do have concepts for everything. Well, if not everything 99.99% of stuff that pragmatically one would need or use ok?

Interviewer: So one last question. Do you think that you face any particular challenges in terms of incorporating pragmatics in your teaching?

Interviewee 10: Not really. Number one, because I do bounce I I do such good diagnostic and needs analysis with my students uhm and I make sure that the material I use is up to date, fresh. I myself am a very dynamic teacher and I'm quick thinking I'm quick on my feet. I I can take something and spin it on the fly. Uhm even if something goes wrong and there's an obstacle or hurdle somewhere, it's a matter of seconds for me to react to it. It's it's not about issues you have, it's about how you respond, how you react, when you do have issues. And I have a lot of experience when it comes to that. So there's no such thing as a problem for me. I don't like to use the word problem in this case. I would say challenge, but I'm always up for the challenge and I can think on my toes really fast and I can overcome those challenges and in fact turn them to my advantage. Because I I actually foster that, I actually foster that. I foster uhm mistakes, uh I destigmatize errors and mistakes. Uh I invite students to I rely a lot on their own input in class to adapt certain things, retrofit things or meet things, stay longer, add an item and expand it further. I I don't I don't have any such issues. That would stump me.

Interviewer: As you said also earlier you have also your own material. It's not that you focus only on the coursebook because you could say for example that our coursebooks do not provide authentic material and I cannot teach pragmatics through coursebooks. But you rely a lot on your own material, right?

Interviewee 10: Yes, I don't take for granted that my textbook is perfect ok? And I have very high standards for for the delivery of my courses and the the quality of my courses because I



rely a lot on results, certification. So and I'm very thorough with my feedback. I'm very thorough with my grading. I'm very thorough with progress, checks. Uhm so yeah, no. Uh I have more than 50 giga of personal files and I have excels with thousands of columns uh with links and videos matching any any item you can think of or idea or vocabulary uhm that goes hand in hand with my material, uh and I know all of it by heart. I don't even have to open the Excel to know that, oh, in that exercise, I'm going to go to the Ted video and we're going to look at any [...], fake it until you make it because we studied first impressions or job interviews, you know? I I know my shit by heart, obviously a teacher who starts now, and who don't doesn't have a mentor, somebody you know to take them under their wing and tell them what they're doing right and wrong and what they could potentially do better and how or in what order does struggle. But this has to do with how the sector is in Greece. This doesn't have to do with language teaching in and of itself you know? Like in Greece, you have people who have no business teaching, owning schools and vice versa. You have people who are great teachers who start a business without having any knowledge of what that takes you know? That they can't. You have people doing dual roles when they have no business doing those roles, you know what I mean? like each should stick to their own.

Interviewer: Sorry for interrupting you, but we have less than one minute.

Interviewee 10: It's no, it's OK.

[recording stopped automatically]



Audio 11

Data achieved: 25-09-2023

[00:05:39]

Participant 11

Interviewer: What in your view is pragmatics? Please explain briefly giving a few examples. There is no correct or wrong, answer according to your view what you think pragmatics is.

Interviewee 11: I'm not sure but I think uh pragmatics of a language has to do with the way uh native speakers perceive the non-verbal forms of language or some cultural I don't know cur cultural points something that a no a non-native speaker will not perceive it 100% but I'm not sure.

Interviewer: Uhm okay so it is non-verbal like attitudes and cultural elements but it's also verbal. Now I'm giving you a hint. For example, pragmatics uhm has to do also with for example politeness strategies, irony, sarcasm, criticism and also for example what we teach but we don't always know that it's pragmatics is also speech acts for example request, complaints, refusals, the difference between informal and formal email writing. All these things are included in like pragmatics field of the language. So do you think that you include enough pragmatics in your teaching?

Interviewee 11: Eh I don't think that I include enough pragmatics in my teaching although some things are taught without actually understanding it I think that no uh generally eh teachers do not teach enough pragmatics and this is I think this is the basic problem because it has to do also with the di with the cultural differences and for example this is a problem when you whrn somebody wants to travel and actually they don't know how to behave because it's the language but you know how you should know how to use the language correctly.

Interviewer: So if you think you don't include enough pragmatics what stops you from doing so. Are there any particular challenges?

Interviewee 11: I think that generally we're not used to teaching pragmatics for example at university I don't remember if we ever had uh a single class about that maybe one or two so if you're not taught how to use pragmatics and if you are not taught what actually is pragmatics are how to use how to teach it I think you cannot teach it actually. And also for example if I don't live in a country that uh uses English for example I don't know how to what is actually pragmatics. So I think that we don't have the actual experience of doing it.



Interviewer: If you could include more pragmatics in your teaching, how would you do this?

Interviewee 11: I think maybe inviting the native speaker to talk with the students would be beneficial. First of all because they would learn first hands how everything works. Uh I don't know or maybe I should I will study more like how people communicate how they behave in order to be able to teach it because right now I don't think that I'm able to actually teach pragmatics so I think the best solution for me would be to invite someone to teach and explain children how for example politeness in English works uh or maybe videos uh gener generally I think that I should make a research on that before teaching it.

Interviewer: Do you have anything else to add or you want to make a final comment.

Interviewee 11: Uh no. Okay thank you

Interviewer: Thank you very much for your time. Have a nice day.

Interviewee 11: You too. Bye.



Audio 12

Data achieved: 21-09-2023

[00:11:44]

Participant 12

Interviewer: So, what in your view is pragmatics and can you give some examples?

Interviewee: Mmm well, pragmatics is really what we mean rather than what we say. So, some examples, I don't know, it's raining cats and dogs. It doesn't really rain animals from the sky [laughter]. That's just a simple idiom, and we use them every day in everyday phrases that we don't even imagine that they're metaphorical.

Interviewer: Hmm. Uh, so do you think you include enough pragmatics in your teaching?

Interviewee 12: I think I do because it's the nature of the language, uh phrases, idioms that don't exactly mean what they say are all over the readings, the listenings, so even if you don't realize you do teach pragmatics.

Interviewer: But do you teach it explicitly or as you said probably through your language use, probably through the metaphors you use, or through the texts in the course books.

Interviewee 12: I don't think I teach them explicitly. I don't think any of my students know what pragmatics is, but they can definitely understand the difference between uh literally meaning and metaphorical. Uhm it's very oftenly used in uh, especially in advanced levels. The questions [of] the listening, for example, they have to do with pragmatics. Still, they check the understanding of the user of the real purpose, the real intention of the speaker. Not necessarily terminology [...].

Interviewer: Do you want like to include more and do you think that there are some specific challenges to do so?

Interviewee 12: Include more. Why not? It's an interesting subject. What else is pragmatics?

Interviewer: I'll give you a hint. For example, pragmatics is also how we request things differently in English compared to the Greek language. Do we teach our students how to express a request having in mind our L1 or do we teach them having in mind the English-speaking community and the target language norms? It has also to do with politeness strategies etc.



Interviewee 12: Hmm, no, of course. Together with teaching the language, you must teach the culture. And I never suggest that they just, for example, translate from Greek to English of course it's the register and politeness as you said and how to request things. Yes. Now I remember your questionnaire. Yes, you have you see examples so that in English, for example, when I teach, even at young levels, when I teach uh uhm, how do you give instructions uh we should say “please”, because it's really rude for an English language speaker for native speaker to take uh instructions as such.

Interviewer: So, in your view, are there any challenges you face regarding the integration of pragmatics in your teaching?

Interviewee 12: Because I have studied abroad as well, I studied in the UK I think this was integrated into my [...], but I'm not sure about teachers of English uh who are Greek I I don't know if they have all this understanding of the culture [...].

Interviewer: Ok, alright. Yeah, so if you could include more pragmatics in your teaching, how would you do this. How would you incorporate the teaching of pragmatics?

Interviewee 12: All different skills, for example, uh speaking, we would have role plays with suggested phrases and therefore the student, I think, learns without understanding that it's pragmatics, right as I said before, but he just learns how to request as your example or how to use the language properly what and sound like a native speaker.

Interviewer: Mmm. Alright, great. Yeah. So role plays would be very helpful.

Interviewee 12: Role play yes, speaking is concerned. Also, through receptive skills. Listening by uh having speakers listening the audio, use some things and then ask them questions to check their understanding. For example, if somebody says “wait, do we need groceries for tomorrow” and the other person replies uh “well, we're coming back really late from our trip” so it doesn't really make sense if you read it on a semantic [level], but I would probably ask students, you know, “will they go grocery shopping”? The correct answer would be no because they're living on a trip. So, there's no need to go.

Interviewer: Alright, great. One question.

Interviewee 12: Similarly through reading. Maybe in writing as well by using some phrases and idioms, uhm in their letter, in a more informal piece of writing, I think it pragmatics uh could be incorporating every skill.



Interviewer: Yeah, I think even in emails, for example, the difference between an informal and formal e-mail is still pragmatics, because we use different like register different phrases. How you start your e-mail, how you end your e-mail. So even these things are kind of pragmatics.

Interviewee 12: Yes we teach them and even for teachers who are not aware of it, I think the material, the books we use are so well-written. Uhm they do teach them, even unconsciously, [without realizing] it.

Interviewer: So, uh, I think you said that you mostly teach [...]

Interviewee 12: All levels, all levels. I'm teacher give a private lesson. I used to do classrooms for like 10 years but now I teach 1 to 1. So, it's different now.

Interviewer: May I can ask you how many years you were abroad?

Interviewee 12: I was for in England for four years. And I have been teaching since 2002. So that's 21 years.

Interviewer: A lot yeah. Ok, thank you very much.

Interviewee 12: I'm glad that I have helped.

Interviewer: Yes, you have helped me a lot.

Interviewee 12: All the best.

Interviewer: Thank you. Thank you so much. Have a great week and a great day.

Interviewee 12: Great. You can do the same too. Lovely meeting.

Interviewer: Thank you so much.

Interviewee 12: Goodbye. Have a nice day.

