



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun  
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi

# TEACHING OF PRAGMATICS IN IRAQI ENGLISH LANGUAGE CLASSROOMS: A CASE STUDY

AHMED IBRAHIM ELTTAYEF



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun  
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi

UNIVERSITI PENDIDIKAN SULTAN IDRIS

2021



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun  
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun  
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi

# TEACHING OF PRAGMATICS IN IRAQI ENGLISH LANGUAGE CLASSROOMS: A CASE STUDY

AHMED IBRAHIM ELTTAYEF



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun  
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi

THESIS PRESENTED TO QUALIFY FOR DOCTOR OF PHILOSOPHY

FACULTY OF LANGUAGES AND COMMUNICATIONS  
UNIVERSITI PENDIDIKAN SULTAN IDRIS

2021



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun  
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi



Please tick (✓)

Project Paper

Masters by Research

Master by Mixed Mode

PhD

✓

## INSTITUTE OF GRADUATE STUDIES

### DECLARATION OF ORIGINAL WORK

This declaration is made on the .....<sup>6th</sup> day of ..... April ..... 20<sup>21</sup>.....

#### i. Student's Declaration:

I, AHMED IBRAHIM ELTTAYEF, MATRIC NO. P20162002485, FACULTY OF LANGUAGES AND COMMUNICATION (PLEASE INDICATE STUDENT'S NAME, MATRIC NO. AND FACULTY) hereby declare that the work entitled TEACHING OF PRAGMATICS IN IRAQI ENGLISH LANGUAGE CLASSROOMS: A CASE STUDY is my original work. I have not copied from any other students' work or from any other sources except where due reference or acknowledgement is made explicitly in the text, nor has any part been written for me by another person.

ahmed alabdali  
Signature of the student

#### ii. Supervisor's Declaration:

I \_\_\_\_\_ (SUPERVISOR'S NAME) hereby certifies that the work entitled \_\_\_\_\_ (TITLE) was prepared by the above named student, and was submitted to the Institute of Graduate Studies as a \* partial/full fulfillment for the conferment of \_\_\_\_\_ (PLEASE INDICATE THE DEGREE), and the aforementioned work, to the best of my knowledge, is the said student's work.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of the Supervisor



**INSTITUT PENGAJIAN SISWAZAH /  
INSTITUTE OF GRADUATE STUDIES**

**BORANG PENGESAHAN PENYERAHAN TESIS/DISERTASI/LAPORAN KERTAS PROJEK  
DECLARATION OF THESIS/DISSERTATION/PROJECT PAPER FORM**

Tajuk / Title: TEACHING OF PRAGMATICS IN IRAQI ENGLISH LANGUAGE CLASSROOMS: A CASE STUDY

No. Matrik / *Matric's No.*: P20162002485

Saya / I: AHMED IBRAHIM ELTTAYEF

(Nama pelajar / *Student's Name*)

mengaku membenarkan Tesis/Disertasi/Laporan Kertas Projek (Kedoktoran/Sarjana)\* ini disimpan di Universiti Pendidikan Sultan Idris (Perpustakaan Tuanku Bainun) dengan syarat-syarat kegunaan seperti berikut:-

*acknowledged that Universiti Pendidikan Sultan Idris (Tuanku Bainun Library) reserves the right as follows:-*

1. Tesis/Disertasi/Laporan Kertas Projek ini adalah hak milik UPSI.  
*The thesis is the property of Universiti Pendidikan Sultan Idris*
2. Perpustakaan Tuanku Bainun dibenarkan membuat salinan untuk tujuan rujukan dan penyelidikan.  
*Tuanku Bainun Library has the right to make copies for the purpose of reference and research.*
3. Perpustakaan dibenarkan membuat salinan Tesis/Disertasi ini sebagai bahan pertukaran antara Institusi Pengajian Tinggi.  
*The Library has the right to make copies of the thesis for academic exchange.*

4. Sila tandakan ( ✓ ) bagi pilihan kategori di bawah / *Please tick ( ✓ ) for category below:-*

☐

**SULIT/CONFIDENTIAL**

Mengandungi maklumat yang berdarjah keselamatan atau kepentingan Malaysia seperti yang termaktub dalam Akta Rahsia Rasmi 1972. / *Contains confidential information under the Official Secret Act 1972*

☐

**TERHAD/RESTRICTED**

Mengandungi maklumat terhad yang telah ditentukan oleh organisasi/badan di mana penyelidikan ini dijalankan. / *Contains restricted information as specified by the organization where research was done.*

☒

**TIDAK TERHAD / OPEN ACCESS**

ahmed alabdali

(Tandatangan Pelajar/ Signature)

(Tandatangan Penyelia / *Signature of Supervisor*)  
& (Nama & Cop Rasmi / *Name & Official Stamp*)

Tarikh: 7th April 2021

Catatan: Jika Tesis/Disertasi ini **SULIT @ TERHAD**, sila lampirkan surat daripada pihak berkuasa/organisasi berkenaan dengan menyatakan sekali sebab dan tempoh laporan ini perlu dikelaskan sebagai **SULIT** dan **TERHAD**.

*Notes: If the thesis is CONFIDENTIAL or RESTRICTED, please attach with the letter from the organization with period and reasons for confidentiality or restriction.*



## DEDICATION

My first teacher, my grandfather, the Messenger of Allah Prophet Muhammad, May Allah bless him.....

I would like to dedicate my efforts to my late father and mother who have been my source of inspiration and gave me strength when I thought of giving up. They continually provided their spiritual, emotional, and financial support. My parents your words of encouragement are still in my ears.....

thank you very much for staying up late nights, taking care of me, thank you very much for spending your life for my education.

My wife and my sons, Al-Sharif Abdullah, Al-Sharif Ali, and Al-Sharif Ibrahim for their love, understanding, prayers and continuing support to complete this research work.

I express my thanks to my old brother, Mohammed and my sisters for their support and valuable prayers.

Those who taught me reading and writing, my teachers and professors from the first grade of primary school until obtaining a PhD degree.....



Everyone who supported me and gave me a hand.....

I dedicate this humble work for you all..... with love.





## ACKNOWLEDEMENTS

I would like to thank all people who supported me to complete this work. I am extremely grateful to my main supervisor, Associate Professor Dr. Mahendran Maniam, without whom I can truly say that this success would never have happened. Dr. Mahendran's office door was always open whenever I ran into a trouble spot or had a question about my research or writing. He consistently steered me in the right direction whenever he thought I needed it. Honestly speaking, this journey would have been impossible without the support, help, encouragement and fruitful suggestions from my supervisor.

I would like to express my deep and sincere gratitude to my co-supervisor Associate Professor Dr. Nor Azmi Bin Mostafa. It was a great privilege and honor to work and study under his guidance. I am extremely grateful for what he has offered me. I would like to say thanks to my external co-supervisor Associate Professor Dr. Huthaifah Yousif Darweesh for providing me with insightful academic suggestions and invaluable guidance throughout this journey. He presented his suggestions as clearly as possible.

I wish sincerely to thank all the Board of the Faculty for help and logistic support. My thanks go to the discussion committee members: Associate Professor Dr. Maizatulliza binti Muhamad, Associate Professor Dr. Charanjit Kaur Swaran Singh, Dr. Noraini binti Zulkepli, and Dr. Revathi Gopal, who read, discussed, and attended to my research proposal defense and the findings. They provided me with invaluable constructive feedback. Their constant aid made me a much better writer than I thought I could be.

I would like to thank Madam Norhayati binti Abdaullah, the organizer of the discussion hall and every related matter. My thanks also to the International Office Staff, Associate Professor Dr. Intan Safinas Mohd Ariff AlBakri and Sir. Irshad for their support. I express my special thanks for my friend Mustafa Al-Assafi for his genuine support throughout this research work. My Special thanks goes to my friend Ali Dakhil for the keen interest shown to complete this thesis successfully.

To whom who taught me a lot during my studies for a master's degree in Jordan, who has high morals and abundant knowledge, Professor Dr. Ahmad Mosa Bataineh. Your words of encouragement are entrenched in my mind to this day. Your words and encourage gave me the hope to continue my study despite all problems and difficulties I face, thanks to your sincere words.





## ABSTRACT

The present study aimed to investigate the teaching of pragmatics by Iraqi EFL teachers in Iraqi English language classrooms in an academic setting at Ministry of Education, Anbar General Directorate for Education, secondary schools in Ramadi city, in the Republic of Iraq. Three research questions were asked. The first question aimed to investigate whether pragmatics is being taught in Iraqi classrooms, whereas the second question aimed to examine whether pragmatics is presented in the of Fourth Grade Secondary School textbook entitled *English for Iraq*, the third question aimed to investigate whether the teaching of pragmatics is part of the Iraqi English curriculum. The research was conducted as a qualitative and a quantitative case study. Non-participant classroom observation, document analysis, and semi-structured interview were used to collect data from four respondents. The sample of the study were four English secondary schools teachers who were selected randomly from General Directorate for Education in Anbar to participate in this study. The Grounded Theory (Strauss & Corbin, 1998) and the Speech Acts Theory (Austin, 1962; Searle, 1976) were used to analyze the data. Findings revealed most respondents were unaware of pragmatics and ignored teaching of pragmatics. Besides, they did not make use of pragmatics information, 280 pages; found in the textbook, thus, they did not offer satisfactory pragmatic input for learners. Findings of interviews confirmed results obtained from observation in that the respondents emphasized on the importance of pragmatics in Iraqi context, but they did not pay any attention of it when teaching in classrooms. In light of the result, such study involves pedagogical implications that point of the need of Iraqi English teachers to improve students' level of pragmatic competence in order to avoid communication breakdown, to enhance students' English language learning, and to improve textbooks in Iraq.





## **KAJIAN KES PENGAJARAN PRAGMATIK DI DALAM KELAS BAHASA INGGERIS DI IRAQ**

### **ABSTRAK**

Kajian ini dijalankan dengan tujuan untuk melihat pengajaran pragmatik di dalam kelas Bahasa Inggeris di Iraq. Tiga objektif telah dibina untuk menyiasat sama ada pragmatik diajar di dalam kelas Bahasa Inggeris sebagai Bahasa Asing di Iraq, untuk mengkaji sama ada pragmatik dimasukkan di dalam buku teks dan menyiasat sama ada pengajaran pragmatik adalah sebahagian daripada kurikulum Bahasa Inggeris di Iraq. Empat orang guru sekolah telah dipilih dalam kajian ini. Kajian ini menggunakan kaedah kualitatif dengan pengutipan data melalui tiga instrumen kajian: pemerhatian bilik darjah, analisa dokumen dan temu bual separa-struktur. Grounded Theory, the Speech Acts Theory, kompetensi pragmatik, pragmatik antara bahasa, pragmatik antara budaya dan sosiopragmatik telah digunakan. Data yang diperolehi daripada pelbagai instrumen kajian telah ditringulasi dalam proses analisis. Dapatan kajian mendapati bahawa kebanyakan guru tidak sedar tentang pragmatik, jadi mereka tidak mementingkan pengajaran pragmatik. Tambahan, mereka tidak memberikan maklumat mengenai pragmatik yang mencukupi kepada para pelajar berbanding dengan kuantiti dan kualiti pragmatik yang terdapat di dalam buku teks. Dapatan kajian berdasarkan analisa buku teks menunjukkan pragmatik dimasukkan di dalam buku teks dalam sembilan belas muka surat. Dapatan kajian daripada temu bual menunjukkan bahawa hanya Guru A menekankan tentang kepentingan pragmatik dalam konteks Iraq. Kesimpulannya, adalah sangat ketara bahawa kurang perhatian diberikan kepada pengajaran pragmatik di dalam kelas yang mempunyai konteks Bahasa Inggeris. Implikasi kajian adalah pembelajaran bahasa dan pembelajaran pragmatik adalah bahagian yang utama dalam konteks pembelajaran ESL dan EFL, kompetensi linguistik dan kompetensi pragmatik. Kajian ini memberikan beberapa bukti empirikal untuk kajian akan datang dalam bidang pengajaran pragmatik untuk membantu pelajar Bahasa Inggeris meningkatkan kompetensi pragmatik.







## TABLE OF CONTENTS

	<b>Page</b>
<b>DECLARATION OF ORIGINAL WORK</b>	ii
<b>DECLARATION OF THESIS</b>	iii
<b>DEDICATION</b>	iv
<b>ACKNOWLEDGEMENTS</b>	v
<b>ABSTRACT</b>	vi
<b>ABSTRAK</b>	vii
<b>TABLE OF CONTENTS</b>	viii
<b>LIST OF TABLES</b>	xv
<b>LIST OF FIGURES</b>	xvi
<b>LIST OF ABBREVIATIONS</b>	xvii
<b>APPENDIX LIST</b>	xix
<b>CHAPTER 1 INTRODUCTION</b>	
1.1 Introduction	1
1.2. Background of the Study	1
1.3 The Statues of English in Iraq: An Overview	4
1.4 Problem Statement	8
1.5 Purpose of the Study	13
1.6 Research Objectives	14
1.7 Research Questions	14
1.8 Significance of Research	15





1.9	Limitations of the Study	16
1.10	Operational Definitions	17
1.10.1	Speech Acts Theory	17
1.10.2	Pragmatics	17
1.10.3	EFL English as a Foreign Language	18
1.11	Contextual Background	18
1.11.1	Educational System in Iraq	18
1.11.2	Secondary School Education	19
1.11.3	Curriculum Design	20
1.11.4	English Language Curriculum and Syllabus	20
1.11.5	English Language Curriculum for Secondary Schools	21



1.12	Summary	22
------	---------	----

## CHAPTER 2 LITERATURE REVIEW

2.1	Introduction	23
2.2	Pragmatics	24
2.2.1	Pragmatic Competence	25
2.2.2	Definitions of Pragmatics	26
2.3	Teaching Pragmatics	28
2.3.1	Communicative Competence and Pragmatic Competence	35
2.4	Models of Communicative Competence	40
2.4.1	Canale and Swain's Model	40
2.4.2	Bachman's Model	41
2.5	Empirical Studies of cross-cultural/intercultural pragmatics	43





2.5.1	Studies Related to Teaching Pragmatics in Classrooms	44
2.5.2	Studies Related to Pragmatic Content in Textbooks	51
2.6	Theoretical Framework of Research	61
2.6.1	Grounded Theory	61
2.6.2	Speech Acts Theory	62
2.7	Theories of language teaching and learning	64
2.7.1	Second Language Acquisition (SLA)	64
2.7.1.1	Cognitive Perspectives of Second Language Acquisition	65
2.7.1.2	Sociocultural Perspectives of Second Language Acquisition	66
2.7.2	Communicative Language Teaching	67
2.7.3	Task-Based Language Teaching	69
2.7.4	Intercultural Language Teaching (ILT)	70
2.8	Cross-Cultural Pragmatics/Intercultural Pragmatics	71
2.8.1	Language and Culture	71
2.9	Intercultural Pragmatics	72
2.10	Summary	72

### CHAPTER 3 METHODOLOGY

3.1	Introduction	74
3.2	Research Design	75
3.3	Research Participants	76
3.4	Research Instruments	77
3.4.1	Classroom Observation	78





3.4.2	Document Analysis	80
3.4.3	Semi-Structured Interview	81
3.5	Data Collection Procedures	85
3.5.1	Classroom Observation	86
3.5.2	Document Analysis	87
3.5.3	Semi-structured Interview	88
3.6	Methods and Techniques of Analyzing Data	90
3.7	The Pilot Study	93
3.8	Data Triangulation	94
3.9	Validity and Reliability	95
3.10	Ethical Considerations	97



3.11	Summary	97
------	---------	----

## CHAPTER 4 FINDINGS

4.1	Introduction	99
4.2	Classroom Observation Data	101
4.2.1	Importance of Developing Students' Pragmatic Competence	102
4.2.2	Grammatical and Pragmatic Errors	107
4.2.3	Quantity of the Pragmatic Information Contained in the Textbook	110
4.2.4	Developing Pragmatic Competence through Textbook	117
4.2.5	Incorporating Pragmatic Materials and Tasks in Classroom Instruction	119





4.2.6	Types of Pragmatic Knowledge Taught in Classroom Teaching	127
4.2.7	Difficulties in Teaching Pragmatic Knowledge	128
4.2.8	Ways of Teaching Pragmatics in School English Classroom	130
4.3	Document Analysis Data	132
4.3.1	Metapragmatic Information	139
4.3.2	Metalanguage	141
4.3.3	Cultural Information	142
4.3.4	Tasks	143
4.3.5	Speech Acts	144
4.4	Semi-Structured Interview	147
4.4.1	Teachers' Demographic Data	148
4.4.2	Importance of Developing Students' Pragmatic Competence	148
4.4.3	Grammatical and Pragmatic Errors	150
4.4.4	Quantity of the Pragmatic Information Contained in the Textbook	152
4.4.5	Incorporating Pragmatic Materials and Tasks in Textbook	154
4.4.6	Developing Pragmatic Competence through Textbook	155
4.4.7	Incorporating Pragmatic Materials and Tasks in Classroom Instruction	157
4.4.8	Types of Pragmatic Information Taught in Classroom Teaching	159





4.4.9	Difficulties in Teaching Pragmatic Knowledge	160
-------	--	-----

4.4.10	Ways of Teaching Pragmatics in School English Classroom	162
--------	---	-----

4.5	Summary	165
-----	---------	-----

## CHAPTER 5 DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1	Introduction	167
-----	--------------	-----

5.2	Discussion	168
-----	------------	-----

5.2.1	Research Question 1	168
-------	---------------------	-----

5.2.1.1	Developing Students' Pragmatic Competence 35	168
---------	--	-----

5.2.1.2	Grammatical and Pragmatic Errors	169
---------	----------------------------------	-----

5.2.1.3	Quantity and Variety of Pragmatic Information in the Textbook	170
---------	---	-----

5.2.1.4	Developing Pragmatic Competence through Textbook	171
---------	--	-----

5.2.1.5	Incorporating Pragmatic Materials and Tasks in Classroom Instruction	171
---------	--	-----

5.2.1.6	Types of Pragmatic Information Taught in Classroom Teaching	172
---------	---	-----

5.2.1.7	Difficulties in Teaching Pragmatic Knowledge	173
---------	--	-----

5.2.2	Research Question 2	174
-------	---------------------	-----

5.2.2.1	General Pragmatic Information	175
---------	-------------------------------	-----

5.2.2.2	Metalanguage	175
---------	--------------	-----

5.2.2.3	Speech Acts	176
---------	-------------	-----

5.2.2.4	Cultural Knowledge	177
---------	--------------------	-----





5.2.3	Research Question 3	179
5.2.3.1	Importance of pragmatics in teaching and Learning English	179
5.2.3.2	Pragmatic Knowledge Taught in School English Classrooms	184
5.2.3.3	Grammatical and Pragmatic Errors	187
5.2.3.4	Incorporating Pragmatic Materials and Tasks in Classroom Instruction	189
5.2.3.5	Types of Pragmatic Knowledge Taught in Classroom Teaching	192
5.2.3.6	Difficulties in Teaching Pragmatic Knowledge	196
5.3	Implications	198
5.3.1	Implications for Teaching and Learning Pragmatics	198
5.3.2	Implications for Pedagogy	200
5.3.3	Implications for Teachers' Training and Development	205
5.3.4	Implications for Materials Development	204
5.4	Recommendations	210
	<b>REFERENCES</b>	213
	<b>APENDICES</b>	233





## LIST OF TABLES

Table No.		Page
3.1	Research Design	76
3.2	Participants' Demographic Details	77
3.3	The Frequency of the Classroom Observation	79
3.4	Research Questions, Objectives, Instruments, Theory, and Analysis	84
3.5	Semi-structured Interview Details	90
4.1	Time Allocated for Classroom Teaching	105
4.2	Comparison of Pragmatic Knowledge in the Textbook and What Were Used during Lessons	110
4.3	Pages of the textbook, pages included pragmatic knowledge and pages were actually used during the classroom observation	111
4.4	Use of Pragmatics Pages in Classrooms according to Each Teacher	112
4.5	Students' Oral Presentations Conducted in Classrooms	125
4.6	Pages and Units in the Textbooks	133
4.7	Pragmatic Knowledge in the Textbooks	133
4.8	Descriptive Statistics of Pragmatic Knowledge	135
4.9	Descriptive Statistics of Pragmatic Knowledge in Textbooks	136
4.10	Descriptive Statistics for Types of Pragmatic Knowledge in Textbooks	138
4.11	Cultures Mentioned in the Textbooks	143
4.12	Explicit Mention of Speech Acts in Textbooks	145







## LIST OF FIGURES

No. Figures		Page
3.1	Summary of Research Objectives, Research Instruments, Data Collection and Data Analysis	83
3.2	How to Learn (Process of Learning) Pragmatic Knowledge. Adapted from Kachru (1992b); Vellenga (2004); Ji (2007); and Vu (2017)	92
4.1	Time Allocation for Classroom Teaching	106
4.2	Comparison between Pragmatic Knowledge in the textbook with Materials Used during Lessons	115
4.3	Percentages of Each Pragmatic Knowledge in the Textbook	116
4.4	Total Number of Pages in the Textbook and Pages with Pragmatic Knowledge	134
4.5	Descriptive Statistics on Types of Pragmatic Knowledge in Textbook	137
5.1	Teaching Pragmatics Model (adapted from Bachman & Palmer, 1996; Ellis, 1999; Krashen, 1981, 1985; Larsen-Freeman, 2001; Crozet & Liddicoat, 1999; Skehan, 2002; Krathwohl, 2002; Vellenga, 2004; Hatoss, 2004; Byram, 1997; Anderson & Krathwohl, 2001)	199



## LIST OF ABBREVIATIONS

BBC	British Broadcasting Corporation
C	Cultural information
CC	Communicative Competence
CD	Compact Disk
CLT	Communicative Language Teaching
CNN	Cable News Network
DCT	Discourse completing task
EFL	English as foreign language
ELT	English Language Teaching
ESL	English as a second language
ESP	English for specific purposes
FL	Foreign language
GP	General pragmatic information
ICT	Information Communication Technology
ILI	Iran Language Institute
ILP	Interlanguage pragmatics
ILT	Intercultural language teaching
L1	First language
L2	Second two
ML	Metalanguage
MP	Metapragmatic information



NNSs	Non-native Speakers
SA	Speech acts
SLA	Second language acquisition
SPSS	Statistical package for the social sciences
T	Pragmatically oriented tasks
TBT	Task-based teaching
TL	Target language
TL	target language
TPSOL	teaching Persian to the speakers of other languages
WDCT	Discourse completion task





## APPENDIX LIST

- A Semi-Structured Interview Questions
- B Observation Checklist
- C Textbook Analysis Framework
- D Textbook Images
- E Lesson Plan
- F The Consent Form
- G Cover Letter to Jury Members
- H Raters' Reply





## CHAPTER 1

### INTRODUCTION



#### 1.1 Introduction

This chapter discusses the background of the study, the problem of the study, the purpose and objective of the study, the questions of research, the significance of research, the study limitation, operational definitions, finally, the summary was also explained.

#### 1.2 Background of the Study

The main goal of learning a second language is to help learners communicating effectively, however, most learners face difficulties when starting a conversation with the second





language speakers despite the perfect knowledge of grammatical rules of the target language they have (TL) (Taghizadeh, 2017). Appropriate use of language does not reflect the correct use of morphology, phonology, syntax, and semantics only. However, it includes communicative competence, pragmatic and cultural knowledge in avoiding misunderstandings or communication breakdowns. It is referred to an issue to reveal the level of pedagogy language, involving grammatical or structural accuracy (Vu, 2017).

With the rapid economic development and further implementation of the reform and opening policy, the role of English in social interactions (Barron, 2003; Hymes, 1972; Widdowson, 1992), has become more and more important in people's daily lives around the world in general and specifically in Iraq. Since a language is a process of producing utterances, it is, therefore, should be studied under the umbrella of communicative competence as a branch of linguistics called pragmatics.

One of the important and urgent issues in schools is the teaching pragmatics; referring to teaching students how to use appropriate language. Teaching pragmatics should not be ignored in classrooms; instead, it should be highlighted in classroom instructions focusing on knowledge and skills (Naji, 2019). Teaching pragmatics is stressed by Bardovi-Harlig, et al. (1991) who argued that “Teaching pragmatics empowers students to experience and experiment with the language at a deeper level, and thereby to participate in the purpose of language – communication, rather than just words” (p. 13). The knowledge acquired by learners is not always used. According to Kasper and Rose (2001), it is very essential for instructions to be conducted in a situation where the acquisition of





second language (L2) pragmatic is taking place. The intervention is not merely a matter of telling new knowledge for learners, but also to highlight the knowledge they acquired and to make them practice their universal knowledge of pragmatic or to make them transfer the knowledge into L2 contexts. There are other scholars who also emphasized on the important to teaching pragmatics among learners of a language context (Vasquez & Sharpless, 2009; O’Keeffe, Clancy, & Adolphs, 2011; Belz, 2007; Cohen, 2008; Rose, 2005). In this situation, what teachers need to do is to make the learners aware of pragmatics, thus, this can only be successful with the cooperation of both teachers and students.



Therefore, it is important to examine how Iraqi English language teachers teach pragmatic knowledge to L2 learners, and what activities and tasks they practice in classrooms to develop second language learners’ pragmatic competence. In particular, Iraqi English language learners need to develop their pragmatic competence, which is the ability of a second language (L2) learner or a foreign language learner to use the target language effectively in social contexts (Nuredden, 2008; Savignon, 1991; Taguchi, 2009). Accordingly, this study investigated that the development of both communicative competence and pragmatic competence are essential for English language learning in Iraq.





### 1.3 The Statues of English in Iraq: An Overview

English is taught from the fifth to the twelfth grades in Iraqi public schools. However, after the Arab Gulf War of 2003, then it became more required than before. This is because Iraq is now an open country. This paves the way to many people to travel, exchange trade, pursues their studies, or find jobs (Al-Chalabi, 1979). Teaching English became obligatory from the first year of schooling. Within the Iraqi context, English language courses receive greater attention after the invasion of Iraq in 2003 and are required more than before by the Iraqis. In addition, the new policy of the Iraqi Ministry of Higher Education, which opens the door to thousands of Iraqi students by offering them a large number of scholarships and fellowships in different countries, has made English more essential. Just before the 2003 war, English was taught in Iraq as a foreign language (Al-Akraa, 2007). Students started learning English in grade five, that was at the age of eleven, and continued learning it up to grade twelve, that was up to the age of eighteen. They then studied different programs of English according to courses they are studying. Students of medicine, for instance, study most of their subjects in English while other colleges teach English for only one year. However, the use of English is only confined to classrooms (Naji, 2019). As such, students have no chance to practice the language outside classrooms. This resulted in limited abilities of speaking the language in real life interactions. Robson (1995) stated that most educated Iraqis have least limited abilities to speak English, although it might turn out that they read much more than they could speak or understand. Those who have studied English in Iraq would gain conversational English relatively quickly if they were given opportunities to use English that they have learned. However, learners of English in Iraq







learn it in their own cultural context with few immediate opportunities to use it. Iraqi students are not exposed to English in the way that they should by interacting with native speakers (Naji, 2019). They lack linguistic means to convey their pragmatic knowledge, and they are unaware of the cross-cultural differences as to what constitutes appropriate cultural behavior. Therefore, it can be predicted that they would find it extremely difficult to produce or sometimes understand a speech act especially 'requests'. In some cases, communication breakdowns can occur. In addition, speech acts in general and requests in particular, "require a high level of pragmatic competence in communication", Brown (2005, p. 35). It is widely believed that native speakers consider pragmatic errors more serious than phonological or syntactic errors (Thomas, 1983; Wolfson, 1989).



The choice for English is made because more and more Iraqi students are going to English-speaking countries to further their studies. Thus, it is important to encourage them to become competent speakers of English, the world's lingua franca. Communicative, or pragmatic, competence is the ability to use language forms in a wide range of environments, taking into consideration of the relationships between speakers involved and social and cultural contexts of the situation (Lightbown & Spada, 1999; Gass & Selinker, 2001). Therefore, it is important to carry out the present study to enhance the pragmatic knowledge of Iraqi teachers and make them aware of those instances where communication breakdown can occur.

All public and private schools offer English classes in Iraq, it was first taught in some schools in Iraq in 1873, and during the first year of the British occupation after the





World War I, it covered all cities (Kareem, 2009). In that period, according to Al-Chalabi, (1979) “English was taught as a second language (SL), especially, in the first grade, but after that, in the fifth grade, more specifically, it was taught as a foreign language (FL)” (p.45). Regarding teaching English materials, in the first, second, third, and fourth grades, students were taught English by asking them to memorize lexical items, alphabets, and simple questions/ answers. Later on, and according to Al-Akraa (2007), Iraqi students have their first contact with English in grade five. Students in Iraqi schools study English for about 30-45 minutes daily. Thus, students study English about 2 hours and 30 minutes weekly, however, in some schools English is taught nearly 3 hours and 45 minutes weekly (Al-Akraa, 2007). Abbood (2016) stated that after the first Gulf War in 1990, education in Iraq deteriorated due to the lack of government support for the education sector. The impact of war on the level of education in general and at the level of English language in particular, being a secondary language at that time and were not required in daily lives of Iraqis. In addition, the number of students in schools has dropped because they leave school, as they were busy at work. Abbood (2016) added, “After the second war on Iraq in 2003 and after the entry of thousands of foreign troops, Iraqis began to realize the importance of English in their daily lives because they were in direct contact with the troops in Iraq. The level of English proficiency in English remains poor compared to English as a foreign language in neighboring Arab countries” (p. 37).

Currently, teachers teach English in schools starting with the first grade of primary school; it is a reference that reveals much attention is given to it. Ahmed (1989) argued that although various efforts were made and much attention has been given to teaching





English, teaching methods used either they are inapplicable by teachers or they are too often outdated. According to Al Hamdany (2012), students ‘study’ English, but do not ‘learn’ or ‘master’ it. The achievement level of Iraqi learners is unsatisfactory to those who work in education (Fayadh, 2017).

Al-Akraa, (2013) stated that in the early 1930s, Grammar Translation and Audio-lingual Methods, which focused on grammar and vocabulary, were used in Iraqi textbooks as main approaches in English language learning and teaching. He added that, later, the Ministry of Education (MOEDU) issued a new series, which adopted communicative approach. Communicative approach is described as learner-centered approach in an attempt to develop English language teaching and learning. In the process of teaching English as a foreign language (EFL henceforth) classrooms, most English teachers focus on teaching the grammar and vocabulary without paying any attention in teaching pragmatics: speech acts to help students how to use language appropriately according to given situations (Al-Akraa, 2013).

In the teaching process in EFL classrooms, most English teachers focus on teaching grammar and vocabulary without paying any attention to teach pragmatics i.e., speech acts to help students how to use language appropriately according to given situations (Al-Akraa, 2013). Based on this, EFL learners are still unable to produce appropriate utterances according to the norms of TL despite their correct grammatical utterances. Learners’ lack of opportunities to practice English with English native-speakers outside classrooms may





be due to the lack of pragmatic competence which leads to failure and misunderstanding in communication (Tabatabaei & Farnia, 2015).

#### 1.4 Problem Statement

Around sixteen years of study, Iraqi students study English as a foreign language. The system of education in Iraq emphasizes on grammar and the four skills. Thus, students in Iraqi schools face difficulties using English to communicate with others. As a result, to avoid communication breakdowns among users, teaching pragmatics for students is needed and necessary (Ghanim, 2019). One of the reasons behind teaching English is that to produce highly qualified graduates who will be capable of using the English language in social life appropriately, it can be seen that most of those graduates' communicative abilities do not reflex the reason behind learning English. Seemingly, EFL graduated students do not often learn to use English effectively. They are not able to use language successfully and thus, they fail to meet their needs in an English society as they face difficulties in using language in their daily life (Abbood, 2016). In this respect, it can be said that this problem is not only the problem of graduate students, but also of those who are currently studying English at schools and universities as they may lack the communicative competence in general and pragmatic competence in particular. This is because teaching pragmatic competence is one of the neglected aspects in English language teaching in Iraq (Mohammed, 2012). As a result, graduate students who are English teachers nowadays are often criticized for the unsuccessful teaching of





communicative English (Soulinavong, 2006; Pasanchay, 2008; Nounpaseurth, 2009). This might be because those students are not given pragmatics competence as a base in their learning of L2 (Rababah, 2001). Accordingly, the purposed of this study is to reveal whether teaching of pragmatics is taking part in classrooms as it regarded as a vital issue in developing English language.

Searle (1979) and Al-Sha'baan, (1999 cited in Abbood, 2016) stressed that the communicative skills are described as pragmatic skills in language study and use. These communicative skills enable speakers as well as listeners to produce, understand and comprehend utterances in different social contexts. According to Anderson (1990); Olshtain and Cohen (1983); Wolfson (1981 cited in Abbood, 2016) foreign language learners need to master the linguistic rules of the language and its communicative rules since the production of utterances is determined by not only the linguistic and grammatical factors but also by the contextual factors, that vary across cultures and countries. Consequently, pragmatic competence is an essential part of language learning as it studies how language is used (Levinson, 1983). Similarly, one of the difficulties that language learners encounter is communication failure, which results from lack of communicative competence in general and pragmatic competence in particular (Rababah, 2001).

So far, despite a long period of sixteen years of learning English during the primary school and university, Iraqi students, unfortunately, graduate and are still unable to use language successfully. In addition, despite many attempts which have been made to help Iraqi students to develop their English proficiency to enable them communicating





successfully with other speakers of English, they are still pragmatically, incompetent in the language. This might be due to the fact that teaching pragmatics is almost ignored in Iraqi EFL classrooms. Fahad (2012 cited in Abbood, 2016) pointed out that many Iraqi EFL learners failed to learn to ‘really use the language’ even though they have had a lot of oral practices in the classrooms. Thus, as Fahad observed, Iraqi EFL learners possess reasonable linguistic competence but lack the pragmatic competence which tends to hinder possessing good communicative skills. This, in turn, negatively influences the communicative interactions between Iraqi Arab learners and native speakers of English. In the same vein, Siegel (2016) stated that despite its importance in EFL communication, the teaching of pragmatics is often overlooked in classrooms and underrepresented in teaching materials and teachers’ education courses. He added that one of the many reasons is ignoring teaching pragmatics in EFL classrooms including “insufficient class time, lack of interest, or inadequate recognition of its importance in interpersonal communication” (p.12). In many cases in Iraqi EFL contexts, when Iraqi teachers recognize the importance of teaching pragmatics and they want to teach it in lessons, they are uncertain how to select and incorporate pragmatics activities in EFL classes.

One of the main problems is that the Iraqi English language teachers, they always focus on teaching only English grammar and reading. In this respect, Iraqi students often face difficulties in handling language and fail to communicate in English effectively with foreigners or native speakers of English. Generally, English teachers focus their teaching more on grammar during lessons because they have less awareness in the area of pragmatics in their teaching and learning practices. They might also find it difficult to





include their pragmatic knowledge which they have possessed in their teaching and learning practices (Ekin & Damar, 2013).

The other problem is that most Iraqi teachers still hesitate to teach pragmatics in EFL classrooms (Jianda, 2006) for several reasons: insufficient knowledge of pragmatics competence, what are relevant approaches for teaching pragmatics, ways of teaching pragmatics. Additionally, EFL learners' feelings that they are not native speakers, finally, lack meta-pragmatic awareness of the L2 pragmatic norms (LoCastro, 2012). Besides, most EFL teachers have an overloaded curriculum to cover (Usó-Juan & Martinez-Flor, 2008) and are often pressed for time as they have to prepare students for tests (Cai & Wang, 2013). This is attributed to the fact that success is more dependent on the credit obtained in the exam in EFL classrooms than on those obtained by communication with native speakers of English (Bardovi- Harlig & Dörnyei, 1998).

Another problem is that most EFL teachers seldom have access to pragmatics research findings (Webb, 2013). Hence, teachers have to rely on their intuition in teaching pragmatics (Webb, 2013). More importantly, teachers may serve as a major source of input for L2 learners. However, they have their own identities (LoCastro, 2012), and their teaching activities or the input they provide to L2 learners but all these may not be impartial (Ekin & Damar, 2013). Accordingly, teaching English to foreign students should involve not only familiarizing them with the sounds, vocabulary, and grammar of English, but also helping them to use the language effectively through making them acquainted with the pragmatic rules that govern the appropriate combination of utterances and





communicative functions. As many linguists and educational specialists observed there is a demonstrated need for teaching pragmatics (Hassan, 2018).

However, English language textbooks are often academic and aimed at developing EFL students' overall linguistic competence, especially when the language is necessary for further education, thus placing extra emphasis on reading, writing and grammar. Othman (2010) found that educators focused much more on reading, writing and grammar than anything else in the English language classroom. Listening, speaking and communication were not of much interest as shown in the corpus of research investigated in her study. The focus on the reading and writing skills may be misguided because the common complaint has always been that ESL students show inability in carrying out effective communication; this would indicate their lack of pragmatic competence in the English language, pointing the finger directly to the lack of pragmatics teaching in the English language classroom. This should be addressed by the English language teachers when teaching as well as textbook developers when designing our course materials.

To help students develop their English communicative skills, EFL textbooks need to incorporate the teaching of skills along the lines of pragmatics and communication as much as possible, especially in textbooks that focus on Listening and Speaking. There is little knowledge on how well or how effective pragmatic aspects of language are incorporated in EFL textbooks in general.

As far as literature is concerned, many studies emphasized that teaching pragmatics is very important in a foreign context. Therefore, the importance of conducting







this study is to reveal the significance of teaching pragmatics in Iraqi context to enable Iraqi EFL learners speaking appropriately. Teaching pragmatic knowledge is important to students because students need to use English language successfully in future careers and also to be able those students to use English if they pursue academic studies abroad.

### 1.5 Purpose of the Study

Pragmatics knowledge and competence among learners is important to have success communication with others. Bachman and Palmer (1996; 2010) and Bachman (1989; 1990) proposed a framework, which was divided into three areas: “language competence, which consists of pragmatic competence and organizational and competence, strategic competence, and psychophysiological skills”. A clear division was clearly mapped in the framework by including many language-teaching aspects that are important to develop the competencies in linguistic and pragmatic. However, many English learners of English, including those who are learning English as their major in Iraqi schools, have less knowledge and less competent in pragmatic. This happens because learners tend to ignore this essential component and equal attention is not given in teaching and learning of pragmatics in school curriculum in Iraq. There is another issue is that are teachers have adequate pragmatics knowledge? Are they aware of pragmatics? Are they familiar with pragmatics to teach pragmatics? To answer these questions, the current study examined teaching of pragmatics in schools in Iraq; an important area which is given less attention in curricular design and classroom instruction. This study is also designed with another



aims to examine whether textbooks include sufficient pragmatics. In addition, is the pragmatic developed properly in the English curricula prepared by Ministry of Education in Iraq?

## 1.6 Research Objectives

The study aimed at answering these three objectives:

1. to investigate whether pragmatics is being taught in Iraqi EFL classrooms,
2. to examine whether pragmatics is presented in the of Fourth Grade Secondary School textbooks, and
3. to investigate whether the teaching of pragmatics is part of the Iraqi English curriculum.

## 1.7 Research Questions

Considering the objectives mentioned previously, this study attempted answer the following questions:

1. To what extent is the teaching of pragmatics implemented in Iraqi EFL classrooms?
2. To what extent is pragmatics presented in the of Fourth Grade Secondary School textbooks?
3. How do Iraqi teachers interpret the curriculum to teach pragmatics?

## 1.8 Significance of Research

The significance of this study can be seen in the sense that it seeks to reveal whether Iraqi EFL teachers of secondary school levels have ideas about pragmatics, methods of teaching pragmatics, and tasks or/and activities used in classrooms to teach pragmatics while teaching English as a foreign language. Following this, most Iraqi EFL teachers seem to be unaware of the pragmatics, clearly, because they do not have sufficient pragmatic knowledge. Accordingly, the study involves observing four teachers in Ramdai city collect data and will analyze what exactly happening inside classroom regarding the use and teach of pragmatics by English language teachers. The researcher hopes that the findings of this study will further enhance teaching of English in Iraq through raising teachers' pragmatic awareness to help them minimizing the errors that could lead to miscommunication. Furthermore, the findings that would also assist as an indication for English teachers in teaching pragmatic information in EFL context. In general, to some extent, it may help in developing using English language appropriately similar to that used by Native Speakers of English. The findings would also be of great help to any research work was undertaken in future; it is better suited to context like Iraq. Therefore, teaching pragmatics could be regarded as a major medium of communication in academic settings, the contribution of this study to raise Iraqi pragmatic awareness would be an advantage to develop the learning and teaching of pragmatics in EFL contexts.

## 1.9 Limitations of the Study

This study possesses certain limitations, which have been delimited by taking specific steps. First, gender differences have not been considered because the number of male teachers is more than the female. Thus, Anbar General Directorate for Education selected male teachers only accordingly. Therefore, it did not seem quite reasonable to focus on gender as one of the variables. Second, the study may seem to be limited in terms of the number of participants, English male teachers at Anbar General Directorate for Education- Anbar Province. It should be noted, however, the researcher focus was on English male teachers, from one specific group, Ramadi city. Moreover, the study involved teachers not only from one school, but also from different schools. This is, in fact, may serve as delimitations. Finally, this study focused on an investigating teaching of pragmatics, i.e., pragmatic information which includes; General pragmatic information (GP), metapragmatic information (MP), metalanguage (ML), speech acts (SA), cultural information (C) and pragmatically oriented tasks (T) without going deep into detailed description categories and sub-categories. It would also be interesting to focus on other constructs as well. However, focusing on other aspects as well might have negative impact on the depth of analysis.



## 1.10 Operational Definitions

The following sub-sections explain all the related operational definitions used in this study.

### 1.10.1 Speech Acts Theory

According to Searle (1969, p. 16), speech acts is “the basic units of linguistic communication. The speech act is thus a minimal and simplest functional unit in human communication through which we perform acts by means of language”. Austin’s book entitled “*How to do things with words*”, Austin defines speech act as an utterance and the “total situation in which the utterance is issued” (Austin, 1962, p. 52).

### 1.10.2 Pragmatics

It means the the study of the practical aspects of human action and thought. It is the study of the use of linguistic signs, words and sentences, in actual situations. According to Crystal (2003) pragmatics is “the study of language from the point of view of the 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 the other participants in an act of communication” (p. 364). Similarly, Levinson (1983) viewed pragmatics “the study of the





ability of language users to pair sentences with the contexts in which they would be appropriate” (p.24).

### **1.10.3 EFL English as a Foreign Language**

EFL means teaching and learning English where it is not used as a spoken language, (Horwitz, 2008, cited in Al-Akraa, 2013).

## **1.11 Contextual Background**



### **1.11.1 Educational System in Iraq**

When Iraq was under British mandate during the period from 1917-1932, Iraqi Ministry of Education was not formed until gaining independence from Britain in 1932 that resulted in education management, running, administrating, and supervision was strictly and completely centralized. The language of instruction used then was only Arabic (Avci & Doghonadze, 2017). As Arab countries were occupied for a long time, Arab countries started teaching English in schools. The colonizer policy has imposed its original language and culture over the Arab nations. As a result, to what is mentioned previously, teaching English in Iraq started in 1921 and became a priority and importance because of the British Mandate (Saeed, 2015).



Ahmed (2018) argued that in Iraq, the educational system in Iraq adopts unified system in which a national curriculum is used primary and secondary. An assessment is made for two attempts at the end of every academic year. Furthermore, education in free in Iraq, the schools are established by the government. In the Iraqi schools, students study six years in primary schools levels, three years in intermediate level, and three years in the secondary level.

### 1.11.2 Secondary School Education

Naji (2019) argued that the duration of the secondary level lasts for three years.

Throughout these three years, the curricula designers attempt to offer students a variety of knowledge, such as computer science, mathematics, and English. He added that “other aims include producing students who are proficient in English, have positive attitudes, practice good moral values, are critical and creative and possess employability skills and most importantly, are prepared for higher learning” (p.43).

Al-Harbi (2020) gave an overview about the types of schools in Iraq. She categorized the schools types in Iraq. Thus, she divided the schools into several types; Religious, Nursing Technical and Vocational, and National. Studying at certain type of these types depends on their academic achievements or results of the final national exam.



Al-Harbi concluded, the Iraqi curriculum is completely controlled and designed through a team of specialist in the Ministry of Education.

### **1.11.3 Curriculum Design**

To design a curriculum, there should be approaches, which are used to shape the theoretical principle to design the curriculum appropriately. As English is one of the subjects of Iraqi curriculum, it is, thus, has its own textbook and curriculum that should be designed carefully in all Iraqi schools as score subject taught in schools. Since all schools in Iraq use the national curriculum, English also has its own curriculum and syllabus, which apply at the respective levels of education (Ahmed, 2018).



### **1.11.4 English Language Curriculum and Syllabus**

Being one of the essential subjects in Iraqi schools, therefore, English should be taught formally from kindergarten up to university levels to improve students' knowledge to use language in daily life. In other words, to prepare students to be proficient users. As English is a vital subject "should raise curricula designers' awareness to incorporate English in the curriculum and is a compulsory subject at all levels" (Naji, 2019, p.17).







### 1.11.5 English Language Curriculum for Secondary Schools

Al-Harbi (2020) argued that secondary schools curriculum focuses on obtaining knowledge from different fields such as geography, English, and science, etc. The curriculum attempt to stick the beginner learners at the local environment surroundings, i.e., schools, towns and country, after that it can be expanded to broader environment, such as outside the country. By doing this, it is hoped that learners' interpersonal skills will be enhanced and prepared to face a new world outside their lives. The most difficult materials of English is taught at secondary level. In this level, a wide knowledge of grammar is connived to improve their learning and to enable students use English grammar purposefully.



Ahmed (2018) stated that secondary schools syllabus is designed to meet students' need and to expand students' proficiency to use language for different needs. In the same vein, Naji (2019), emphasized that the syllabus should include the following; "the Learning Outcomes, Language Content and Educational Emphases" (p. 7). .

Naji (2019) explained the three syllabus divisions, the learning outcomes means the skills that should be taught for students. These skills are divided into "Interpersonal", "Informational" and "Aesthetic" in which students should perform tasks and achieve outcomes in oral and written forms. Regarding the "Language Content", it consists of "grammar" and the "sound system" which taught to students. Whereas, the "Educational Emphases" deals with incorporating "thinking and skills, ICT skills, values and citizenship, knowledge acquisition and multiple intelligences" (p.5).





To conclude, researchers Ahmed (2018); Naji (2019); and Al-Harbi (2020), agreed that the syllabus was well designed and it was assisted with a communicative model to develop English language skills. Despite, lessons sometimes are designed to focus on single skill only. The curriculum is a designed carefully to assist teachers teach with confidence to qualify students face obstacles they may face the real world.

### 1.12 Summary

The study background, which showed the importance of communicative competence in general and pragmatic competence in particular in second language learning, was followed.



Additionally, it presented the communicative competence models including pragmatic competence. An overview about the statues of English in Iraq from 1873 up to 2020 was also presented. It revealed the methods and approaches, which have been used in Iraqi schools to teach English. Based of gaps in the previous studies, the researcher proposed the research questions of the study. The gap leads to forming three research objectives which will be achieved at the end of this study: to investigate whether pragmatics is being taught in Iraqi EFL classrooms, to examine whether pragmatics is presented in the of Fourth Grade Secondary School textbooks Iraqi textbooks, and to investigate whether the teaching of pragmatics is part of the Iraqi English curriculum. Finally, a contextual background was presented to explain the educational system in Iraq.

