



University of Zabol

Faculty of Humanities and Literature

Department of English

Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of Master of Arts in Teaching English as a
Foreign Language (TEFL)

Subject:

**Exploring EFL Teachers' Cognitions on and Practical Teaching of
Pragmatic Knowledge**

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Abstract

Recently, pragmatics has been a topic of interest in second/foreign language teaching and learning research. In spite of many studies on pragmatics and pragmatic instruction (e.g. Bardovi-Harlig, 2012; Bardivi-Harlig & Griffin, 2005; Eslami-Rasekh, 2005; Eslami & Eslami-Rasekh, 2008; Ifantidou, 2013; Ishihara & Cohen, 2010; Taguchi, 2015; Vu, 2017; Vasques & Sharples, 2009), EFL teachers' pragmatic cognitions on pragmatic knowledge/ability as well as their practical teaching of pragmatics is under-researched. The purpose of this study was to explore EFL teachers' cognitions on pragmatic knowledge/ability and their pragmatic teaching practices. To this end, fifty six junior or senior high school EFL teachers in Sistan, Iran participated in this mixed methods study. A questionnaire (adapted from Vu, 2017), semi-structured interviews, and classroom observations were used to collect the related data. The data of the questionnaire were analyzed through a SPSS software. Descriptive analysis was used to interpret the results. A content analysis was used for analyzing semi-structured interviews and observation. The results of the study showed that the teachers had very general cognitions on pragmatics and their cognitions on teaching pragmatics were not congruent with the principles of pragmatics, however; their cognitions were congruent with their practices in their classrooms.

Key words: Cognitions, EFL teachers, Practical teaching, Pragmatic knowledge, Qualitative, Quantitative.