Questionnaire Development and Validation of Interlanguage Pragmatic Instructional Approaches & Techniques in EFL Contexts

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Abstract

The present study is an attempt to describe the development and validation of an inter-language pragmatic questionnaire to examine the kind of instructional approaches and techniques that EFL teachers use to practice the pragmatic features in their classes. The research made use of two theories; cognitive processing and language socialization theories. The participants include 366 EFL Iranian instructors .The methodology part consists of two parts; instrument development and validation. Based on the exploratory factor analysis, 31 items including five separate factors emerged: pragmatic awareness-raising techniques, pragmatic communicative practice technique, pragmatic corrective feedback technique, culture teaching techniques and pragmatic instructional approaches. Therefore, a questionnaire including 31 items was developed which followed the 5-point Likert technique of scale construction where 1 shows "Never" and 5 denotes "Always". The reliability and factorial validity of the questionnaire are also illustrated. Finally, the potential theoretical and practical implications of the study are discussed.

Keywords: development, inter-language pragmatics, questionnaire, technique, validation

1. Introduction

1.1 Background of the Study

Emergence of globalization has made people's social interactions obligatory. Therefore, some motivations such as education, business, immigration and etc. have provided persons with more chances to fulfill their interaction liabilities (Tang,2019; Hyland,2017). Latterly, EFL contexts have compelled learners to manipulate English language in carrying out job, reading scientific articles, globally exploiting Information and Communication Technology (ICT) and etc. Their other goal of learning English is communicating with native speakers of this language of various cultures. As a consequence, the English language is of a vital importance in interacting with people from other countries, for which having a speech comprehension, and in other words, communicating with other people in a proper way is crucial. (Siegel et al. 2019; Garcia-Fuentes & McDonough, 2018).

Compared to speakers with the same cultural orientations, non-native speakers are more likely to run into difficulties in intercultural communications, as they may come up with diverse interpretations and understandings of each other's discourse under the influence of their own cultural expectancies, values and norms (Yuan & Zhang, 2018). Accordingly, misapprehensions and even the collapse of interaction may happen due to a wide range of cultural conventions and norms that exist in the interlocutor's cultural repertoire. Such lack of intercultural understandings is a potential source of difficulties faced by non-native speakers in their communications. (Herraiz Martinez & Hernandez, 2019; Taguchi & Roever, 2017). Another factor that can account for intercultural misinterpretation is pragmatic inability caused by speakers' inappropriate use of speech (MaConachy, 2019).

Consequently, the development of learners' competence in L2 pragmatic features is a vital concern since it is considered as one of the fundamental concepts of communicative competence. This issue can also help to eschew misinterpretations is intercultural interactions and the resulting breakdown in pragmatics. This can even bring about increasingly viable and fruitful interactions between different cultures (Baron & Ortega, 2018; Rafieyan et al., 2015). Pragmatic competence is characterized as "the performance and production of different communicative functions in socio-cultural proper settings "(Taguchi, 2008: 34). It is asserted that instruction is the most vital and significant

factor adding to advancements in pragmatics, particularly in EFL settings. In this manner, practitioners have concentrated on the need of teaching on L2 pragmatic features in EFL settings so as to help students in their L2 pragmatic development (Shark,2019; Ghavamnia et al., 2018; Gharibeh et al, 2016). In this regard, the most ideal approach to lessen pragmatic breakdowns is to orchestrate learning openings via instruction is which is beneficial for the improvement of pragmatic knowledge (Garcia-Fuentes & McDonough 2018). Furthermore, Bardovi-Harling (2015) trusts that the acquisition of a large portion of the L2 pragmatics is not possible without direct instruction, or they might be acquired more gradually. In such manner, the leading phase to develop learners' pragmatic skill is to boost their consciousness through instruction (Tang, 2019).

Therefore, in EFL educational contexts, the development of learners' L2 pragmatic knowledge and factors potentially affecting its development have been emphasized. The role of teaching on learners' consciousness and development of pragmatic competence is the most significant factor recognized in these contexts. This issue has led to growing interest and concern in the domain of inter-language pragmatics (Ren,2019; Kim & Taguchi, 2016; Alcon-Soler, 2015). In effect, the justification for the requisiteness of pragmatics teaching is supported by Schmidt's (2005) dispute that in order to develop learners' pragmatic competence, mere contact to the second language is insufficient. He (2005) contends that the focused attention should be given to L2 pragmatic implementation and practice in instructional classroom settings since most of the L2 pragmatic features and pertinent variables are frequently unnoticeable for learners and therefore they are probably do not notice them even when they are exposed to them after prolonged period.

1.2 Statement of the Problem

Recently, attention in L2 pragmatics research is increasingly being directed at instructional pragmatics regarding the impacts of L2 pragmatic teaching on EFL learners' knowledge. Despite the increasing interest in instructional inter-language pragmatics studies, there is a lack of research on the assessment domain. There are just some studies that describes the development of some tests to tap learners' pragmatic competence among which Roever (2012; Birjandi and Soleimani (2013); Matsugu (2014); Nemati et al.(2016); Xu and Wannaruk(2018) are typical examples. Indeed, the literature has shown that there is a lack of studies with regard to teachers' domain since they are considered as one of the pragmatic inputs. Based on the above-mentioned statements and the related literature review, it is necessary to have an instrument which specifically examines how EFL learners practice the interlanguage pragmatics in their EFL classes. To fill this gap, the present study makes a description on the process of developing and validating an inter-language pragmatic questionnaire designed to investigate the extent of the practice of inter-language pragmatics instructional approaches and techniques in EFL contexts mostly in higher education settings.

1.3 Research Objective

As a step to address the gap in pragmatic assessment, the main aim of the study is to describe the process of developing and validating an inter-language pragmatic questionnaire designed to investigate the extent of the practicality of inter-language pragmatics instructional approaches and techniques in EFL contexts. The next section explains the methodology of the research, including developing and validating the new instrument for investigating the practice of inter-language pragmatic instructional approaches and techniaques in EFL contexts.

1.4 Significance of the Study

Having reviewed the related literature, the researchers could not find an appropriate instrument that can tackle the problem under investigation. In other words, there does not exist an interlanguage pragmatic instruction questionnaire to examine instructors' techniques in teaching pragmatic features in higher education classrooms. In fact, this can be considered as a contribution to research in the pragmatics domain since, there does not exist such questionnaire in higher education contexts.

2. Literature Review

2.1 Theoretical Framework

2.1.1 Cognitive Processing Theory

Cognitive psychology is a new approach which is also applied in inter-language pragmatics research and its status is mostly recognized in SLA research. The most important theory pertinent to interlanguage pragmatic research is Schmidt's noticing hypothesis (Schmidt ,1995, 2001, 2007). In this study, Schmidt's noticing hypothesis is considered as one of the theoretical constructs of inter-language pragmatic instruction. According to this theory, input should be accompanied with consciousness in order to be changed into intake and thus to be processed more. Schmidt (2001:30) also discusses that "to acquire inter-language pragmatics, learners should must consider the lingual forms and the germane socio-cultural variables of utterances. Schmidt further stresses that L2 learner's notice

must be concentrated on special forms, not the global one. He emphasizes the role of enough input and most importantly, the methods and techniques of input teaching as the main concept of noticing hypothesis.

Two other concepts in Schmidt's noticing hypothesis are noticing and understanding. In this regard, Noticing and understanding had been differentiated by Schmidt (2007: 29), in connection with the point previously mentioned. The connotations of noticing and understanding contain purposefully recording the incidents and identifying some of the comprehensive bases, regulations or guides, respectively. Noticing has relevance to superficial circumstances and item acquisition; however understanding concerns more profound concepts of linguistic or conversational definitions.

2.1.2 Language Socialization Theory

Even though the domain of Socialization in Second Language is somehow new-fangled in the domain of second language acquisition(e.g., Duff 2009; Zuengler & Cole, 2005), it truly dated to the early nineteen decade (Duff 2012). This relatively new approach to pragmatics was suggested by its founders as two anthropological and linguistics views about the psychology of human development (Schiefflin & Ochs, 2006). This inter-disciplinary perspective to the common processes of language acquisition and enculturation can be applied to linguistics, psychology, sociology, phenomenology, socio-culturalism and so on (Kasper & Rose, 2012).

This theory is described as "the procedure through which teenagers and adults are mingled into other societies by the means of language, and therefore they should utilize the language in meaningful, appropriate and efficient ways" (Ochs, 1986: 408). It is also pertinent to activities which novices take part in with the experts, for example, elder sisters or brothers or adults, or in the case of adult novices with peers or teachers. Through language use in interaction, they can gain socio-cultural knowledge of special activities and context (Kasper & Rose 2012). Since this theory concentrates on usage of language in communal communications or the linguistic performance from the pragmatic viewpoint, therefore it is mainly valuable for the study of Inter-language pragmatics studies (Davis & Henze 2008; Kasper & Rose, 2002).

In fact, the two core concepts of this theory are interactive or communicative practice and corrective feedback. Therefore, it is claimed that language socialization (hereafter, LS) is an interactionist theory. Therefore, it considers collective communications as vital to the awareness and development of L2 pragmatic competence (Ochs & Schieffelin, 2012). According to Duff (2007), some of the key characteristics of language socialization are output represented in communications socially between the tutor and their students, and it is also represented in the communicative practice specified in specific routine exercises that are a vital facet of fostering communicative competence in one's target language, one's meta-pragmatic reflections as corrective feedback and also in one's culture and inter-cultural dimension of language competence which are all closely inter-related with inter-language pragmatic competence.

Besides, LS hypothesis demonstrates duplicity of association between language and socialization, i.e., socialization for deploying language and socialization via the language deployment (Schieffelin & Ochs, 2006). Learning what to utter in a designated context denotes socialization for deploying language. On the other word, foreign language students are socialized for deploying language through properly discerning a particular speech act in a designated context. On the contrary, the learning procedure of the cultural values, social position and accompanying rights and commitments belonging to various speech communities implies socialization via the language deployment (Ohta, 2001).

In foreign language contexts, learners become bilingual. They may have the interest to merge into a particular culture whose members speak the particular language they are studying about. On the other hand, they do not like to miss their identity linguistically and culturally. Consequently, they wish to become multi-cultural persons who can move forwards and make use of source and target languages and cultures. However, in the case of English particularly, as the globalized international language, foreign learners do not essentially like to integrate into British, North American, Australian or other inner circle groups. Their goal may be to gain bilingual or multi-lingual and multi-cultural competence, which could enable them to participate in international discourse and to interact with people from a range of cultures for the purpose of business, education or diplomacy. In this case, inner circle native speaker norms would not necessarily be the most appropriate ones. In other words, they are interested to learn the English as an interactional language not as an identification one (DuFon, 2005; Ohta 2001, 2008; House 2013). The succeeding part reviews the past studies regarding the pragmatic assessment in EFL contexts.

2.2 Review of Past Studies

Among the studies done on the area of pragmatics assessment, Roever (2012) developed and validated an ESL pragmalinguistic internet-based test which inluded 36 items. His aim was to examine learners' competence in terms of implicatures, routines and speech acts. The data were accumulated through multiple-choice and discourse

completion tests. 267 learners from different proficiency levels participated in the study. They received the test online. In order to calculate the construct validity, correlation and comparisons between groups were performed. The results showed that the impact of browser orientation was insignificant. Moreover, more proficient learners had more knowledge of speech acts and implicature. However, L2 exposure had more effects on learners' competence in terms of routines. The results of factor analysis also illustrated that three pragmatic features are relevant but they have some discrepancies.

In line with previous study, Birjandi and Soleimani (2013) developed and validated four tests with regard to pragmatics which examined learners' competence of speech acts. Two tests were developed; Written Discourse Completion Tests (WDCTs) and the Multiple-Choice Discourse Completion Tests (MCDTs). The researchers followed three procedures for the development and validation of the mentioned tests; prototype, development and validation steps. The results illustrated that the developed instruments had high reliability and validity to tap learners' pragmatic competence.

In another study, Matsugu (2014) validated a test in order to evaluate Arabic ESL learners' knowledge of L2 pragmatics. At the first step, he followed two procedures; formation of some examples and situation likelihood questionnaire. These two steps were used for the construction of the questionnaire. Then, to specify the social factors, metapragmatic evaluation was performed. Finally, for accumulating answers for keys and distractors, fourteen Arabic and eleven native participants answered the piloted questionnaire. The developed questionnaire included six items.

Following Matsugu(2014), Nemati et al.(2016) showed the procedures for the development and validation of a pragmatic test. To support the construct validity, some empirical calculations were performed. The results of the developed test showed that the test has good reliability and validity to measure pragmatic knowledge.

Xu and Wannaruk(2018) developed a test with regard to speech act of request. The participants of the study included one hundred students majoring in the English language and thirty-three English natives. These participants took part in the development of the test. In addition, sixty English students took the test. The findings illustrated that the test was reliable and valid to tap learners' pragmatic knowledge in the setting of China.

The domain of pragmatic assessment has always posed daunting challenges to researchers and practitioners. As the above studies show, most researches have focused on the development and validation of tests to tap learners' pragmatic competence. Very few efforts have been made in the past to develop instruments with regard to language teachers. Therefore, the absence of such instruments in the literature of English language teaching accents the need for researchers to develop new instruments. They should be specifically designed to address this crucial but less explored aspect of ELT in both EFL and ESL contexts. As such, this study aims to deveop and validate an inter-language pragmatic questionnaire designed to investigate the extent of the practicality of inter-language pragmatics instructional approaches and techniques in EFL contexts.

3. Method

3.1 Research Procedure

The method section comprises two parts; instrument development and validation. In the following, the development and validation approach for the questionnaire is presented. First of all, the recent works on pragmatic instruction are thoroughly investigated and EFL contexts are evaluated. Subsequently, the present assessment tools for the pragmatic teaching and learning are inspected. Thereafter, the inventory of the pragmatic items, accumulated for content approval goals and for any plain redundancies in the list, is evaluated using expert opinion. At this stage, the item inventory is proffered to an exploratory factor analysis in order to verify the rising factors for demonstrating the maintained items. Ultimately, the central uniformity of the questionnaire is confirmed.

3.1.1 Instrument Deveopment

According to Brown (2009), in order to develop a valid and reliable questionnaire, some special processes should be followed. Therefore, the pertinent literature and studies on inter-language pragmatics instruction and also inter-language pragmatics instructional models and theories were reviewed by the researchers. Therefore, this body of literature including the theories and pragmatic instructional models cater for to validate the construction of items theoretically. These items are aimed to examine instructors' practice of pragmatic instructional approaches and techniques in classrooms and assisted in identifying the key factors or themes based on which questionnaire items were developed. (see Appendix).

The researchers reviewed the pertinent literature but a proper questionnaire was not found by them. It means that there is no L2 pragmatic instruction questionnaire to examine instructors' practice of pragmatic features in classrooms. Such being the case, by reading the related literature, articles, and extracting some statements from Martinez-Flor and Uso-Juan's (2006) 6Rs instructional model and adapting some items from two questionnaires

(Atay et al. 2009; Tehoutezo 2010), the researchers decided to develop a questionnaire that specifically investigates the degree of practice of pragmatic instructional approaches and techniques in EFL classes. In fact, this can be considered as a contribution to research in L2 pragmatics domain since there does not exist such a questionnaire in EFL contexts. In this regard, four major and essential theoretical functions or factors which should be fulfilled in L2 pragmatic instruction by instructors in EFL classrooms were identified, namely: (1) adequate input, (2) pragmatic output (techniques for practice of input), (3) feedback and (4) culture practices.

Based on the insights gained on a body of literature and relevant pedagogical and theoretical models of inter-language pragmatics instruction in general and speech acts in particular, a comprehensive list of 40 statements or items for the inter-language pragmatic instructional techniques was generated.

Due to redundancy, content validity, transparency and comprehensibility, the specialist opinion should be applied on the primary item list. (Dornyei, 2007). The suitability and relevancy of the questionnaire content for the survey objectives were determined through content validity. In fact, content validity which is commonly undertaken by seven or more specialists reveals whether the content exhibits all of the under-studied aspects or not. (Pilot & Hunger 1999; DeVon et al. 2007). At the time of ignoring several forms of every item, other kept items are in the face of diligent exploration for content validity instead. On account of this step of item estimation, some of the insignificant items are excluded, some items are included for enveloping apparent deletions, some of the corresponding items are merged and the binary items (i.e., items accommodating a twofold question) are removed. The field-testing (investigative aspect scrutiny) of an item is repeated as its admissibility to the questionnaire objective could not be concurred.

Therefore, for the purposes of content validity, redundancies and clarification, the developed instrument was examined based on experts' opinions. Ten skilful professors evaluated the questionnaire. The experts were three Iranian professors of applied linguistics who have had enough experience in teaching discourse and pragmatic courses at M.A. and Ph.D. levels, five experts from three Malaysian universities, one expert from M & A university in Texas and one expert from Monash university, Australia. All the experts had the expertise in both domains of designing questionnaires and teaching pragmatics. According to Brown (2009:35), experts are "individuals who are knowledgeable regarding different areas of study including linguistics, education and etc".

The ten experts read and examined the questionnaire' items critically and carefully based on the experts' form emailed to them by the researchers. They were requested to examine the draft of questionnaire to confirm its consistency with the theoretical basis. The form included their demographic information, the established items (40 items) and their opinions based on a Likert scale including four points. It ranged from not relevant (1), somewhat relevant (2), quite relevant (3), and very relevant (4). Consequently, the relevancy of each item was rated by each of the professor individualistically. Collecting all the experts' forms, the analysis of items was conducted based on the mean of the experts' responses. As such, some irrelevant items were eliminated, some lengthy items were revised and the overlapping statements were removed by the researchers. For the purpose of lucidity, the experts reviewed all of the remained items censoriously and revised the knotty ones. Thus, thirty one items were remained from forty ones. Lastly, the pilot testing was performed with some teachers for extra comments in terms of the lucidity of the items which can yield more precious amendments.

A criterion was selected without an unbiased point for preventing the respondents' elusion. According to Dornyei (2007), orders reasonably sorted by content were used for item classification. Yet, some items were haphazardly bound together so that respondents' attention would be strengthened. Moreover, in order that just one side of the ranking scale would not be marked by respondents, some of the items were negatively expressed.

Utilizing the principles sketched out by Brown (2005), Dornyie (2007), and Gilhaam (2010), the questionnaire format was designed. A 5 point Likert scale, ranging from 1 (never) to 5 (always) , was employed to set up the items in order to indicate that how much practice the participants have for every item. Exemplifying the appropriate scale usage was performed by providing directions which possess a typical feedback item. The backgrounds of the items were chosen white and gray, so that questionnaire completion would be further simplified and its consistency would be compensated.

3.1.2 Instruent Validation

The first form of the questionnaire was carried out in the environment (field testing) with sizable sample of participants ($N = 366$) in an EFL setting. Out of all participants, 35.7% were male and 64.3% were female. The whole respondents were from Iran including EFL instructors teaching at advanced levels of proficiency. All of them were M.A. or Ph.D. holders. Their first language was Persian. All respondents completed the questionnaire in English. Out of 366 respondents, half of them (54.2%) were between 25 to 32 ages, 39.9 % between 33 to 40 and only 5.9 % between 41 to 48. The majority of respondents (62.3%) had studied in TEFL, while 20.1 %, 4.2% and

11.3% of them had studied in literature, linguistics and translation fields respectively. The remaining respondents (1.7%) had studied in other fields of study. Regarding the years of experience, it was divided into three parts: Less than five years including one to five years, between six to ten and between eleven to fifteen years. Out of 336 instructors, half of the instructors (54%) have taught English less than five years, between one to five years, 33.9% of them have taught English between six to ten years and 11.7% have taught English between eleven to fifteen years.

Regarding the administration procedure, the teachers were requested to complete the questionnaire after the class time that they have enough time to read the items and answer the items carefully. Prior to the questionnaire completion, the participants evaluated and elucidated the principles. It was accentuated that responses were not considered as being correct or incorrect; rather a precise estimation for every item was only intended. Trainers were motivated to provide comments regarding any vague item as well. Subsequent to examining an investigative factor, an updated version of the questionnaire was provided depending on the five factors. An exploratory factor analysis was performed according to the gathered information, so that the credibility of the questionnaire, in the other word, its basic factors were diagnosed and designated considering the questionnaire's answers.

4. Results

For the determination of experimental support for distinct factors and identification of any items which may be eliminated, the factor structure was investigated via SPSS (SPSS, Inc., 2005). To identify the fundamental factors under the questionnaires' answers (construct validity), an exploratory factor analysis was conducted according to the accumulated data. The procedure is described as following.

Table 1. KMO and Bartlett's Test

	Questionnaire
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	.812
Approx. Chi-Square	4071.332
Bartlett's Test of Sphericity	666
Sig.	.000

The factor composition of the questionnaire possessing 31 items was ascertained by Exploratory Factor Analysis. The convenience of the information related to the EFA analysis was inspected using Keiser-Meyer-Olkin and Bartlett's tests. (Shrestha & Kazama 2007). A satisfactory and proper factor analysis needs a minimum of 0.60 of Kaiser-Meyer-Olkin test which is used for sample adequacy measurement and ranges from 0 to 1, and a remarkable amount of Bartlett's test of sphericity. As what is shown in the above table, the value of KMO for measuring the sample adequacy was .81% and significance was equal to 0.000. According to these numbers, it is approved that the factor analysis is satisfactory and proper, so, the gathered data are convenient for performing factor analysis.

For carrying out factor analysis, a variety of extraction approaches are deployed. Principal Component Analysis (PCA) and Principal Axis Factoring (PAF) are the two most popular forms of these approaches. The difference between these two is that PCA relates to evaluate all the divergences of a variable (overall divergence), whereas PAF is solely relevant to ordinary divergence analysis (Bryman & Cramer 2005). Overall divergence involves both particular and ordinary divergences. Indeed, the divergence shared by the results of subjects with the other variables implies ordinary divergence, and the particular form of a variable denotes particular divergence. Consequently, it is supposed that PCA is quite valid and error-free, and performed on all of the 40 items.

The assessment of the greatest numbers of interesting factors was commenced with a principal component analysis (PCA) which was performed on the 40 items related to the original version of the questionnaire. The eigenvalue beyond one criterion (i.e., Kaiser's criterion) was frequently implemented to afford an elementary evaluation of the factor numbers, which manifested backing for a 13-factor solution. Nevertheless, the screen test of the plotted eigenvalues was investigated, since a 13-factor solution was superfluous with regard of parsimony and meaningfulness. Just four or five factors should be kept, according to this investigation.

Supplementary factor analyses were undertaken to identify the optimal numbers of factors. The single and error variability was eliminated from every observed variable through utilizing an ordinary factor extraction model by every run leading to the ultimate solution (Tabachnick & Fidell, 2001 : 633). Amongst extraction approaches, the Principal-axis factor analysis (PFA) was selected with promax rotation and Kaiser Normalization, which makes inter-correlation among factors possible. Subsequently, two PFA runs were carried out on the 31 items in order to designate four and five factors. The trial PFA run possessing six factors indicated six eigenvalues greater than 1 amongst the rotation-free factors. Nonetheless, after rotation, the sixth factor was less than 1, for which all of the loadings were smaller than .30 (the interpretation criterion selected for this work). On the contrary, the

interpretability purposes were fulfilled by the subsequent run possessing a five-factor solution which was recommended with regard to conceivability.

Table 2. Extracted factors for Instructors' Methodology Questionnaire

Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.346	19.853	19.853	4.421	11.95	11.95
2	4.786	12.934	32.787	4.383	11.845	23.795
3	2.934	7.93	40.718	3.885	10.501	34.296
4	2.293	6.196	46.914	3.216	8.691	42.986
5	1.834	4.956	51.87	2.574	6.956	49.942

The findings of Exploratory Factor Analysis showed a five factor structure indicating 49.94% of total variance of the developed questionnaire.

Table 3. Rotated Component Matrix for Teacher's Methodology

	Component				
	1	2	3	4	5
Q.18	0.759				
Q.29	0.648				
Q.10	0.636				
Q.8	0.615				
Q.7	0.598				
Q.11	0.58				
Q.24	0.579				
Q.6	0.574				
Q.9	0.510				
Q.5	0.503				
Q.16		0.867			
Q.15		0.812			
Q.26		0.693			
Q.30		0.670			
Q.23		0.652			
Q.19		0.615			
Q.27		0.484			
Q.36			0.857		
Q.22			0.854		
Q.37			0.791		
Q.25			0.706		
Q.20			0.544		
Q.35				0.751	
Q.33				0.737	
Q.32				0.720	
Q.34				0.644	
Q.31				0.576	
Q.4					0.806
Q.1					0.802
Q.2					0.639
Q.3					0.555

As the above shows, the first component consisting of 10 items were pertinent to pragmatic awareness-raising techniques subscale. The load point of items in this factor varies between 0.503 and 0.759. This factor that revealed

11.95% of total variance was expressed as "pragmatic awareness-raising techniques". In the second factor found in the scale, there are 7 items and the load point of the items in this factor varies between 0.867 and 0.484. This factor that explained 11.84% of total variance in the scale is called "pragmatic communicative practice technique". Third factor which explained 10.50 % of total variance included 5 items which were related to pragmatic corrective feedback technique subscale. The fourth factor, which comprises 8.69% of total variance, included 5 items pertinent to culture teaching techniques subscale. The last factor explained 6.95% of total variance in the scale is named "pragmatic instructional approaches". The load point of the items in this factor varies between 0.806 and 0.555.

The respondents' answers were used for the calculation of the internal consistency. Therefore, the reliability of the instrument was estimated through Cronbach's alpha using Statistical Package for Social Science (SPSS) software (Ary et al. 2010). The subsequent table shows the reliability index of the developed instrument. The table illustrates the number which is high .

Table4. Reliability of the Questionnaires

Instrument	Number of Items	Cronbach alpha
Pragmatic Instruction Questionnaire	31	0.93

5. Discussion and Conclusion

The current research made a comprehensive description of developing and validating an inter-language pragmatic instruction questionnaire. This instrument was designed to investigate the extent of the practice of inter-language pragmatic instructional approaches and techniques in EFL settings by EFL instructors. In this regard, to exhibit the power of a five-factor questionnaire, an exploratory factor analysis was done with many EFL teachers. The five factors include pragmatic instructional approaches, pragmatic consciousness-raising techniques, pragmatic communicative practice techniques, pragmatic corrective feedback techniques and culture teaching techniques. Lastly, a substantial connection between five factors and the inter-language pragmatic instruction was shown.

The first factor (pragmatic instructional approaches) shows some pragmatic variables or items that language instructors expose learners to pragmatic issues implicitly, explicitly, inductively or deductively. The first four items demonstrate this factor.

The subsequent factor (pragmatic consciousness-raising techniques) shows some pragmatic variables or items which expose learners to pragmatic input and raise their awareness in this regard. The ten items related to this factor comprise issues such as giving explicit information of different uses of forms in various situations (metapragmatic explanation), using bolding technique to increase learners' attention to some forms (typographical enhancement technique), using different forms to teach language functions, making use of videos or films, using culture puzzle, language games & classroom guest from other cultures, using topics of conversations & situations to teach language functions, becoming a model of socially & culturally correct responses, making use of field experience, reading scenario & identifying correct responses & behaviors from learners, using translation and let learners use their first language. These items represent the pragmatic consciousness-raising or awareness-raising processes in developing inter-language pragmatic competence (Alcon-Soler 2015; Takimito 2012).

The third factor (pragmatic communicative practice techniques) shows the techniques which language instructors utilize to engage learners to produce the pragmatic input and practice the communicative tasks. The seven items comprises practices such as making use of conversation model to practice the language functions, making use of computer programs, using role-plays to practice the language functions, creating situations for pair-work or group-work, making use of dialog completion from the book, discussing socially & culturally appropriate language & behaviors and engage learners in free discussions and asking learners to do email exchanges. These items represent the purposeful nature of the pragmatic output, language production process and the on-line appraisal of whether the input process was/is being realized (Taguchi & Roever, 2017)

The fourth factor (pragmatic corrective feedback techniques) represents items that instructors must use in order to give pragmatic feedback to learners when they are practicing the communicative tasks. The five items under this factor include reformulating learners' mistakes, repeating learners' mistake, eliciting a correct form from learners, providing learners with the feedback & correct form and providing comments and information on learners' performance. These strategies represent both implicit and explicit strategies for giving feedback and correcting language learners' pragmatic mistakes while being involved in communicative practice tasks. Instructors should make use of these techniques to correct learners' pragmatic mistakes in EFL settings (Nguyen et al. 2018).

The fifth factor (culture teaching techniques) represents instructors' practices concerning the teaching of culture and intercultural competence in the classroom. This factor includes five items such as sharing cultural information with learners, asking learners' cultural information, asking learners to do cultural research, showing movies of other cultures and putting pictures of other cultures. Pragmatics and culture are two inter-related and inter-vowen concepts in the second language acquisition theories and models. (McConachy, 2019; Hyland 2017). With regard to these factors, it is worth mentioning that the items of the five factors or pragmatic conditions (i.e., pragmatic input, output, feedback and culture) did not emerge as distinct from one another since each factor is dependent to another one (Shirinbakhsh et al., 2018)

In addition, this research can be discussed in light of two second language acquisition and inter-language pragmatics theories; Schmidt's noticing hypothesis and second language socialization theories. Schmidt (2001) discusses that to acquire L2 pragmatics, learners must be assisted by teachers to pay attention to the forms of statements and the pertinent socio- contextual variables. Consequently, the second factor (pragmatic consciousness-raising techniques) is accounted for this theory since instructors should raise learners' awareness of a variety of linguistic forms, explain and discuss the meta-pragmatic and contextual information to learners and direct learners' attention to the socio-pragmatic features (Hyland, 2017; Derakkhshan & Eslami, 2015).

Conversely, the main concepts of language socialization theory are social interaction and corrective feedback since they are other necessary conditions for the acquisition and development of pragmatic competence. Factors three and four (pragmatic communicative practice and corrective feedback techniques) can be justified by these two concepts since instructors should provide the conditions for pragmatic communicative practices and corrective feedbacks by engaging learners in different communicative tasks such as role-plays and pairworks and therefore, give feedback to them (Bardovi-Harlig, 2015). According to Duff (2007), some of the key characteristics of language socialization are social interactions between teacher and students or peers, communicative practice specified in specific routine exercises like pair- working or group -working and meta-pragmatic reflections as corrective feedback techniques which are closely inter-related with inter-language pragmatic competence.

Furthermore, language socialization theory demonstrates duplicity of association between language and socialization, i.e., socialization for deploying language and socialization via the language deployment. The first concept means those cases when teachers instruct learners what to say in a specific context. In the EFL classroom, teachers should help their students form the appropriate understanding of a particular communicative act and language function in specific setting. In this way, they often socialize their students to use language. On the other hand, the latter concept denotes the procedures through that students are taught the culture and cultural values of diverse speech communities as they learn the language (Savic, 2016). Therefore, the fifth factor is justified by this issue since instructors should expose learners to several cultural values and realities, talk about other cultures and get learners familiar with the culture, help learners learn about foreign or other cultures, help learners understand their own culture better, and make learners aware of differences across languages and culture.

In practical term, instructors can use the developed questionnaire as a self-assessment tool to assess their consciousness of the pragmatic approaches and techniques, become familiar with them and evaluate the extent that they make use of these techniques at a particular time (for example, with regard to the whole unit) or over a period of time (for instance, during one or some semesters). When instructors discover, for example, that they are underusing or even not using some or most of the techniques, they can consider them more than before and apply them in their classroom practices.

Secondly, it is usually assumed that EFL instructors may not pay enough consideration to the pragmatic dimension of English language teaching, and, accordingly, it is mostly neglected by them. In an efficient EFL program, it is not sufficient to merely pay attention to the four skills. Pragmatic instruction must also be integrated. Therefore, the curriculum developers and material writers should propose the pragmatic approaches and techniques in both TTC program and teachers' guidebooks.

Thirdly, the findings which can be achieved from the questionnaire answers can be beneficial for both research and instructional purposes. Researchers can utilize the developed questionnaire as a research instrument. They can show to what extent instructors practice inter-language pragmatic instructional approaches and techniques in their classroom practices in EFL contexts. Teachers can utilize the tool as a pre-test/post-test to illustrate the effect of the pragmatic instructional techniques in the teaching process. In addition, they can make use of the results attained from the instrument to observer learners' improvements in the pragmatic domain.

The current study has made a description of developing and validating of a questionnaire designed to investigate the extent of the practice of inter-language pragmatic Instructional approaches and techniques in EFL settings. As it was

mentioned before, the questionnaire has been shown to possess strong psychometric features as a tool of the degree of pragmatic instructional techniques. Therefore, teachers can use the instrument as a provenance of data regarding their present level of pragmatic instruction. In addition, EFL instructors can be empowered through the use of the questionnaire to arrange their classes better by giving feedback to their practices. By increasing their awareness of the pragmatic instructional techniques, instructors can better incorporate them in their classroom practices and therefore, they can put more emphasis on them besides other skills and sub-skills to increase learners' pragmatic competence.

The present research has some limitations. Even though the whole respondents were EFL teachers in performing the validation procedure, they had different age and educational background. Another limitation is the number of participants. Since the researchers had limited access to employ all instructors, therefore they firstly used the cluster random sampling and then simple random sampling to accumulate the essential sample.

In addition, some suggestions are posed for future studies. The present study made an attempt to develop a questionnaire for the extent to which instructors practice interlanguage pragmatic instructional approaches and techniques in their EFL classrooms. However, future research can make use of this questionnaire in order to examine the extent of the practicality of interlanguage pragmatic instructional approaches and techniques in EFL and ESL contexts. In addition, other studies can develop another questionnaire in other areas of pragmatics or discourse. In addition to instructors as a source of input, textbooks are considered as another important pragmatic input. Therefore, future studies can develop a questionnaire in order to assess EFL textbooks and the manner in which pragmatic materials are presented for EFL learners in the classrooms.

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