IRAQI EFL UNIVERSITY TEACHERS' PERCEPTIONS OF PRAGMATIC AWARENESS IN L2 CRITICAL READING: AN EXPLORATORY SURVEY

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تصورات مدرسي الجامعات العراقية للغة الإنجليزية كلغة
أجنبية للوعي التداولي في القراءة النقدية للغة الثانية: مسح
استكشافي

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Abstract:

Pragmatic awareness is of great impact on L2 teaching and learning; however, it is generally neglected in most EFL studies in L2 critical reading. Addressing this concern, the study has attempted to investigate Iraqi EFL teachers' perception of the role of pragmatic awareness in L2 reading. Adopting an exploratory method based on a questionnaire, 40 Iraqi teachers from three Iraqi universities were selected to be respondents of the study. The results of the survey are statistically analysed and correlated in the light of their frequencies and percentages. The results indicated that Iraqi EFL teachers highlighted the role of pragmatic aspects and notion, though differently, in the process of teaching L2 reading. They more frequently nominated speech act strategies, politeness and implicature. It was also recommended that some changes in methods of teaching, activities and language materials should be done to enhance pragmatic awareness in L2 reading.

KEYWORDS: Teachers' perceptions, Pragmatic Awareness,

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ملخّص:

للوعي التداولي تأثير كبير على تعليم وتعلم اللغة الثانية ؛ ومع ذلك ، يتم إهماله بشكل عام في معظم دراسات اللغة الإنجليزية كلغة أجنبية في القراءة النقدية للغة الثانية. لمعالجة هذا المضمار ، حاولت الدراسة التحقيق في تصور التدريسيين العراقيين للغة الإنجليزية كلغة أجنبية لدور الوعي التداولي في قراءة اللغة الثانية. باعتماد أسلوب استكشافي بناء على استبيان ، تم اختيار ٤٠ تدريسيا عراقيًا من ثلاث جامعات عراقية ليكونوا مشاركين في الدراسة. تم تحليل نتائج المسح إحصائياً وربطها في ضوء تكراراتها ونسبها. أشارت النتائج إلى أن مدرسي اللغة الإنجليزية كلغة أجنبية العراقيين سلطوا الضوء على دور الجوانب العملية والمفهوم ، وإن كان بشكل مختلف ، في عملية تدريس قراءة اللغة الثانية. في كثير من الأحيان رشحوا استراتيجيات فعل الكلام ، والتأدب والتضمين. كما أوصي بإجراء بعض التغييرات في طرق التدريس والأنشطة والمواد اللغوية لتعزيز الوعي التداولي في قراءة اللغة الثانية.

كلمات مفتاحية: ادراك المدرسين, الوعي التداولي, القراءة الناقدة, الكفاءة التداولية, الافعال الكلامية.

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Critical reading; Pragmatic competence, Speech acts.

I. INTRODUCTION

This paper aims to investigate the Iraqi EFL teachers' perceptions of pragmatic awareness in L2 critical reading in university contexts. This topic is highly demanding since, as the researchers know, the pragmatic domain or level is mostly neglected in the classes of L2 reading as far as the Iraqi academic circle is concerned. On a worldwide level, the role of pragmatics in reading is also, to some extent, left aside in most academic publications and classes (Nunn, 2009, p. 117). In order to address the problem of the current study, the following questions are supposed to be answered:

1. What are Iraqi university teachers' perceptions of pragmatic awareness in L2 critical reading?

2. What are Iraqi university teachers' perceptions of their practices in enhancing pragmatic awareness in L2 critical reading?

3. What are the changes that should be done in order to improve pragmatic awareness in L2 critical reading?

In the light of these three questions and the aim of the study, it is hypothesized that:

1. Iraqi EFL teachers have varied perceptions toward involving pragmatics in L2 reading classes.

2. Iraqi EFL teachers lack sufficient strategies that enhance their pragmatic awareness in L2 reading.

3. Lack of pragmatics materials is the main challenge for the enhancement of pragmatic awareness in L2 reading.

II. PRAGMATIC AWARENESS

Language awareness (or consciousness) is considered as an approach that is mainly related to foreign language teaching (Schmidt, 1990, 1993, 1994; Tomlinson, 1994). In the light of Bachman's model (1990), linguistic competence is subdivided into two categories compromising 'organizational competence' and 'pragmatic competence'. Organizational competence refers to the native speaker's or learner's knowledge of "linguistic units and the rules of joining them together at the levels of sentence ('grammatical competence') and discourse ('textual competence')" (p. 87). On the other hand, pragmatic competence involves of illocutionary competence, viz, language user's knowledge of speech acts (forces) and speech functions, and sociolinguistic competence. 'Sociolinguistic competence' means the user's ability to manipulate linguistic signs appropriately according to context in which they are presented. "It thus includes the ability to select communicative acts and appropriate strategies to implement them depending on the contextual features of the situation" (p. 90). In this respect, the notion of pragmatic awareness, as a class of language awareness, is introduced into the study of applied linguistics and second or foreign language teaching under the umbrella concept of communicative competence. The learners' communicative knowledge of L2 is highly important in his/her efficiency and fluency in the general course of language learning. According to McCarthy (1998, p. 68), communicative competence is of basically two components: sociolinguistic competence and pragmatic competence. Kasper (1996) and Schmidt (1995) view pragmatic competence as the native speaker's knowledge of the appropriate use of his/her language in a given context of situation. In other words, it is the learner's knowledge of "language appropriateness in various social contexts" (Li et al., 2015, p. 101). Oksaar (1981) and Pacesova (1984) are among the first scholars who present the notion of pragmatic awareness in linguistics where they concentrate on its significance on the perception and production of language. Pragmatic awareness refers to the learners' consciousness of the significance of the sociopragmatic aspects in their use of L2 (Chavarria &

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Bonany, 2006, p. 141). Similarly, other researchers assert that knowing pragmatic aspects such as speech acts, pragmalinguistics, strategic moves, and politeness principles plays a crucial role in the process of L2 development (Yates, 2004; Adel et al., 2016). Cohen (2010) stresses the role of pragmatic awareness in language learning since it enhances the learners' attention to the interactive strategies of communication in a variety of academic and sociocultural contexts.

It is asserted that pragmatic instruction has an effective impact on the development of pragmatic competence in learners. It should be done with an intentional process that is based upon well-defined and practical models and techniques that can be applied to contexts of learning whether inside or ouside class activities (Soler & Pitarch, 2010, p. 66; Alcón & Martínez-Flor, 2005).

 In addition, Ekin & Damar, 2013, p. 177) state that

The pragmatic awareness is one of the inevitable aspects of communicative competence, which sets off hard tasks for learners in English as a Foreign Language (EFL) contexts due to the limited sources of target language in contexts. All the efforts spend for the pragmatic awareness is to develop the 'pragmatic ability' in the target language.

On international level, many studies have been conducted to investigate the role of pragmatic awareness in L2 learning and teaching. However, most of those studies have focused on the speaking skill, rather than writing or reading. This could be due to the implication that pragmatics fosters oral or spoken communication. For instance, many papers are introduced to tackle single or two related speech acts and how they can be enhanced in classrooms or in daily communications. In this regard, Olshtain & Cohen (1990) have focused on the speech act of apology. Rose & Ng Kwai-Fun (2001) have investigated compliments and their responses. Yuka (2012) stresses the study of requests in Japanese context. He concludes that "the meta-pragmatic awareness of the subjects in making requests is generally very limited" (p. 121). Additionally, most learners have many misunderstandings of the target culture. More

importantly, students have no awareness of their lack of knowledge of the English social aspects since they think that English has very few strategies of politeness (see Domakani et al, 2013). Similarly, Takahashi (2001), Alcón & Martínez-Flor (2005, 2008) and Codina (2008) have dealt with refusals and their use by L2 learners. In the same direction, Takahashi (2005, 2010, 2012) focuses on the role of pragmalinguistics on L2 teaching and development. Moreover, he (2013) sheds the light on the role of pragmatic awareness on the form-function understanding and learning motivation in learners. Such studies have presented different results and suggestions. They highlight the importance of daily communication with native speakers, the contrastive approaches between L1 and L2 in terms of speech acts and politeness, the involvement of contextual factors in the analysis of pragmatic acts, varying pedagogical models for the enhancement of speech acts recognition and production and treatment of speech acts and their responses over sequential turns rather than single moves in interactional discourse. Cignetti & Di Giuseppe (2015) tackles the aspect of pragmatic awareness and its impact on the recognition of conversational implicature and the usefulness of explicit instruction. It is assured that "The availability of pragmatic input in instructional contexts also influences the development of pragmatic, which can be provided by means of teacher talk and/or materials". A recent study has tackled pragmatic awareness in translation by the use of reverse dubbing and subtitling. It is concluded that audiovisual translation will enhance pragmatic awareness in communication whether in written or spoken discourse interactions (Lertola & Mariotti, 2017, p. 114; Allami & Boustani, 2017, p. 112).

Generally, the problem in most language teaching textbooks, according to Crandall & Basturkmen (2004), is that they lack an adequate presentation of how, when and where to use some speech acts and in what situations, although such books present long lists of useful expressions that can be utilized by learners in different contexts. This has led many cases of 'pragmatic failure' where learners fail to select the right strategy or act in the right situation when they encounter native speakers of the target

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language (Schauer, 2009, p. 18). In this vein, Schauer (2009) concludes that the lack of instruction on pragmatic aspects in language teaching classrooms "may not be a deliberate decision by language teachers, but may simply be the result of curricula at teacher training institutions that do not include pragmatics at all" (p. 202). As such, one of the objectives of the current paper is to develop a model for pragmatic awareness for L2 reading that can be usefully utilized in teaching contexts.

III. PRAGMATICS AND CRITICAL READING

According to Cohen (2009, p. 5), the enhancement of L2 reading is one of the most working means that activate learner's motivation. In the same baseline, AlKilabi (2015) assumes that L2 reading is an important skill in the development of language teaching and learning processes. It is assumed that students who achieve "well on the reading sub-skills as well as the reading comprehension test (good readers) tend to attain higher levels of proficiency in the TL" (p. 19).

However, Field (1996) argues that very few (pragmatic) studies have been presented to deal with L2 reading since "written text contains far fewer contextualization cues for readers as an audience to draw inferences from" (p. 210). This implies that written texts, unlike spoken ones, lack conversational cues such as voice quality, intonational tunes, body movements and the like. However, pragmatics is not these aspects only; as such, the suggested model in this study will work on pragmatic aspects and level that can be applied to written texts that can be inferred through the process of reading comprehension.

Another reason for neglecting pragmatics in reading could be due to the belief among most researchers, applied linguists and teachers that the reading process is a matter of vocabulary and structure understanding of the text. Even schema-based or psychological approaches to L2 reading focus on such aspects as rhetorical structures, discourse features, photographs, graphics, and the consultation of dictionaries and handbooks (Redondo, 1997, p. 158). More recently, Bonabi et al. (2018)

highlight that a cross-register or genre-based approaches to reading will enhance ES/EFL readability relying on aspects such as grammatical metaphors or syntactic elements.

Johnson (1982) asserts that an integrated course is required to make critical reading a prerequisite for the development of academic writing. In this respect, Hunston (2002) stresses that critical reading is based on the learner's understanding or constitution of 'value-systems' of knowledge. This notion can be related to Sperber and Wilson's (1995) cognitive approach to human communication in which people evaluate texts and discourse genres in the light of the cognitive inputs and processes that are going on in their minds. Whitworth (2009) proposes the employment of Grice's model of communication (interactive maxims) as a suitable model for L2 reading. Then, Nunn (2009) develops a model to L2 critical reading as well. As such, critical reading is seen as a kind of critical evaluations that are grounded upon the analysis of the Grecian maxims in a given text. However, no previous studies in Iraqi EFL context are achieved to highlight or explore the role of pragmatic aspects in critical reading. Therefore, this study concerns itself with the task of to bridging this gap in previous literature with reference to teachers' views and perceptions of the value of pragmatics in teaching critical reading.

IV. Methodology

Participants

A total of 40 English university teachers who accepted to take part in the study. They have been selected from three Iraqi Universities: University of Kufa, Al-Hilla University College, Al-Sadeq University in Baghdad and Najaf. Table (1) below provides the main profile of the respondents. The teachers' consent to participate in the study was sought and secured. They were guaranteed that all the data collected were for academic purposes only, and their confidentiality will be assured during the study.

Table 1. General profile of participants

Participants' General Information	No. of Iraqi Teachers
Gender	
Male	23
Female	17
Educational Background	Educational Background
MA holders	24
PhD holders	16
Age	
25-30	3
31-40	15
41-50	15
50 +	7
Teaching Experience	
1-5	4
5-10	13
10-20	14
20+	9

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Instruments

The current study has adopted a mixed-methods research design integrating both qualitative and quantitative procedures for data collection and analysis. To answer the questions and test the hypotheses of this study, a qualitative method represented by a questionnaire is utilized in order to realize Iraqi university teachers' views and perception of pragmatic awareness in their reading classes. The quantitative side is represented by percentages and frequencies to decide the most commonly preferred and used strategies and aspects focused by the teachers.

The questionnaire employed in the current research enclosed 11 questions which aimed to recognize the teachers' feelings, views and practice as far as pragmatic awareness and critical reading are concerned. There have been both abstract and concrete questions and inquiries in the questionnaire, which are utilized to identify 'socially desirable' responses (C.f. Shepherd & Shepherd, 1987).

The questionnaire is similar to Nishino's (2008) questionnaire. The current questionnaire has two parts: The first part deals with teachers' background information (age, gender, teaching experience and educational background) and the second part deals with teachers' perception of pragmatic awareness. The questions are:

1. What is your definition of pragmatics and pragmatic competence?

2. Which pragmatic levels that you think a L2 learner needs to enhance his/her L2 critical reading?

3. Which activities that can develop learners' pragmatic awareness in L2 reading?

4. Which technological equipment and applications do you prefer to develop your students' pragmatic awareness in L2 reading?

5. What are the main challenges that hinder the enhancement of pragmatic awareness in Le reading classes?

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6. What is the role of speech act strategies in pragmatic awareness in L2 reading?

7. What is the role of politeness and implicature in pragmatic awareness in L2 reading?

8. What is the role of deixis and anaphora in pragmatic awareness in L2 reading?

9. What is the role of presupposition and entailment in pragmatic awareness in L2 reading?

10. What is the role of socio-cultural aspects in pragmatic awareness in L2 reading?

V. DATA ANALYSIS AND RESULTS

Questions 1-5 are concerned with the general definitions of pragmatics, levels of pragmatic awareness, the methods and activities that enhance awareness and the challenges that lessen pragmatic awareness. In their response to Question 1, which concerns definitions of pragmatics and pragmatic competence, most participants indicated that the definition of pragmatics is mainly related to language use, context and other socio-cultural aspects. It is noted that only SEVEN teachers have reported the significance of communicative knowledge. There were also 3 teachers who conveyed the role of strategic abilities.

Table 2. Teachers' definition of pragmatics and pragmatic competence

Items of definition	Frequency of Mentions
Language use	25
Context	16

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Socio-cultural aspects	12
Pragmatic notions such as speech acts and politeness	11
Pragmatic knowledge	9
Communicative knowledge	7
Strategic abilities	6
Others	4

Concerning the second question which is concerned with the pragmatic level that enhances L2 reading, and as indicated in Table 3 below, it is found that the majority of the teachers thought it was most important for students L2 critical reading to have sufficient knowledge of the strategies of speech acts, implicature and presupposition. On the other hand, few teachers (9, 7 & 6) nominated anaphora, entailment and other socio-cultural aspects as important factors.

Table 3. Pragmatic levels and notions in L2 reading

Pragmatic Level	Frequency of Mentions
Speech acts	26
Implicature and maxims	22
Presupposition	20
Politeness	18
Deixis	11
Anaphora	9

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Entailment	7
Other socio-cultural aspects	6

Table 4 below sketches the methods and activities that are suggested by the teachers to enhance pragmatic awareness in L2 reading. It is reached that the high frequency of perceived use of role play and games demonstrates the respondent participants' tendency to employ them in their L2 reading classes to enhance pragmatic awareness. However, this tendency does not necessarily ensure that they use them for motivating pragmatic activities in all contexts. Besides, The higher priority given to these two activities might reflect their high frequency in the textbooks used by the teachers compared with the other ones mentioned in the list. All in all, they highlighted the intercollaboration between teachers and students to enhance the process of learning an detaching in general (Razavipour, Hoseini & Validi, 2020).

Table 4. Range of methods and activities used by university teachers

Activity	Frequency of Mentions
Role play	35
Games	22
Discussion	21
Problem solving	18
Information gap	12
Listing/ranking	3

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The fourth question is related to the technological applications and programmes that are employed by the teachers to motivate and develop pragmatic awareness in their L2 reading classes. As indicated in Table 5 below, Youtube, Telegram and Moodle scored the highest frequency (35, 22 & 21, respectively). This could be due to their ease and effectivity to deploy more communicative pragmatic activities and to do more collaborative groupings that motivate students to share their interactions, evaluations and ideas.

Table 5. Teachers' preferred technologies in pragmatic awareness

Technological application	Frequency of Mentions
Youtube	35
Telegram	22
Moodle	21
WhatsApp	16
Google classroom	14
Other social media	4

The fifth question was concerned with the difficulties and challenges that Iraqi teachers thought they faced when they employed pragmatic awareness in their L2 reading classes. Table 6 below shows that the majority of respondents (more than 50%) considered the number of hours and big classes as the major causes for the ineffectiveness of pragmatic awareness in L2 reading classes. Between 30% to 40% perceived lack of suitable materials and activities for pragmatic levels and evaluation system as the major reasons. Less than 15% of the respondent teachers regarded lack of teachers' pragmatic awareness, curriculum and textbooks as other reasons for the lack of effectiveness in L2 reading.

Table 6. Challenges of applying pragmatic awareness in L2 reading

Problems	Frequency of Mentions (with percentages)
Number of class hours	52 (76%)
Class size	51 (68%)
Lack of materials for communicative activities	30 (40%)
Evaluation system	21 (28%)
Lack of teachers' English proficiency	15 (20%)
Curriculums	12 (16%)
Textbooks	10 (13%)

According to the questionnaire, Questions (6-10) concern the exact levels of pragmatic awareness that are related to L2 reading in separation. In the responses to the sixth questions, participants cognize the role of speech act strategies in the development of L2 reading in different ways. We can see the following answer by one of the teachers:

Teacher (a): *In some cases, speakers utter a sentence which is a question at first glance, such as: Can you reach the salt? But as a request to pass the salt, which is the intended meaning. Such indirect speech acts and other aspects that involve indirect meaning such as metaphors, ironies, hints and insinuations should be taken into consideration. These strategies are sometimes culture-specific and require focus by both teachers and students. As such, students should be aware of such pragmatic aspects of speech acts use not only in speaking, but in writing and reading as well, through speech acts, students can generalize*

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microspeech acts into more global or macrospeech acts that summarize a given text.

As is seen in the above answer, the teacher highlighted the role of indirect speech acts in the interpretation of text they read (Searle, 1979, p. 30). In addition, the respondent emphasized the significant aspect of macrospeech acts where microspeech acts such as justifications, pre-sequences, preparatory acts and supportive speech acts are generalized to one main global speech act that represents the text or discourse under the process of reading (Van Dijk, 1977). Similarly, culture-specific aspects should also be emphasized by teachers and students. Many speech acts are culture-specific since they depend on the legal, social or religious conventions and norms, especially in certain institutional environments. For instance, greetings are culture-specific speech acts. Different modes and strategies are deployed to express greeting by different people from distinct cultural backgrounds. A famous form of greeting is inquiry about other interlocutor's health. However, an Indian would greet others by asking something like: "Have you had your meal?". An Iraqi speaker greets others by asking: "Shlounak?", literally meaning, What's your colour? Which metaphorically stands for "How are you?".

The seventh question is related to the role of politeness as well as implicature in pragmatic awareness, especially in L2 reading. One of the teachers answered in the following way:

Teacher (b): *Politeness teaching is viewed as highly significant in the process of enhancing learners' communicative and pragmatic competence. For example, the use of different politeness strategies (positive and negative) is context-related and culture-bound. Politeness lessons help students be polite in doing requests, offers and invitations. Moreover, they motivate them to be aware of face-threatening acts such as criticisms, commands and attacks. Such acts have to be taken into consideration and be mitigated by different strategies and styles. Learners are supposed to be encouraged how to use illocutionary acts that save the other's positive and grease the wheels of communication such as*

congratulations, compliments, agreements and thanks this applies to all skills one of which is reading. In addition, conversational maximxs and their violation are effective in the interpretation of reading process; they judge texts in the light of of their quantity, quality and manner.

Here, the teacher refers to some important aspects and strategies of politeness. In communication and in reading, learners are supposed to be aware of the writers' use of politeness strategies in descriptive and narrative texts. Politeness strategies are generally used in texts to soften the message, mitigate impositions and grease the wheels of communication. Brown and Levinson (1987: p. 1) deals with politeness "as a complex system for softening face threats". They base their own definition of politeness on 'face theory' which is originally seeded by Goffman (1967). In a similar respect, Ide (1989, p. 22) views that politeness is a "language associated with smooth communication". Therefore, smooth interaction demands a softening of the threats that are directed to the hearer (Usami, 2002, p. 10).

Kasper (1990) develops her definition of politeness as a part of human efforts to make their communication more successful and corteous. For her, "communication is seen as fundamentally dangerous and antiganostic endeavour" (p. 194). One can conclude that politeness is tackled here as referring to the strategies available to conversational interlocutors to eliminate the danger and minimalize the antagonism. Thus, politeness supports all kinds of communication including written texts.

Another aspect is implicature. Students should take care of Grice's maxims in a variety of situations and contexts, not only speaking. In reading and writing skills and their related activities, those conversational maxims and their violations are not generally observed. Some texts violate quantity, quality or manner maxims (Grice, 1975). Such maxims can support EFL learners on how they could evaluate texts, essays and any other written forms of language. They can, through these maxims, identify inappropriate topics, imprecise information, good and bad précis,

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unordered sequences of events and facts and false or true presentations of information in different kinds of texts.

As for Question 8, it is concerned with the aspects of deixis and anaphora in L2 reading. Teachers varied in their responses on the significance of these notions in pragmatic awareness. For instance, a teacher presented the following answer:

Teacher (c): *Although deictic expressions are structural or grammatical elements of utterances, but their meaning is dependable upon the context and co-text in which they are employed. Most learners know the demonstrative pronoun 'there', but they are not aware of the fact that it does not refer to any particular entity on all occasions of language use; rather it is a place holder for a particular entity that is given by the context. Thus, it could refer to a room, village, city, country or even a whole universe or galaxy. Besides, anaphora is very important in understanding written texts and essays in the process of reading. They help students relate the text cohesively and coherently in a suitable and effective way.*

As is clear in the response, A point to be mentioned is that deictic expressions are mostly employed with vagueness in face-to-face interactions and even written discourse where context plays a significant role in their interpretations. Some expressions are psychologically used, for instance, "I don't like that book" does not always refer to a remote book. "That" here could mean psychological distance rather than physical one. Such distance stands for the person's dislike of the book although it is in his/her hand (Yule, 1985). The context and co-text are both important in decoding the real reference of deictic expressions and anaphoras.

Such contexts indicate that some sentences in English are virtually impossible to grasp, if we don't know who is speaking, about whom, where and when. They represent another example of more being conveyed than actually being said in the act of linguistic communication, which is also of value in L2 reading.

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The ninth question relates to the significance of presupposition and entailment in pragmatic awareness of L2 reading. The following response is given by one of the respondents:

Teacher (d): *I think that most Iraqi EFL university learners are unable to differentiate between the two notions entailment and presupposition. They are two important aspects of pragmatic awareness and they seem to be effective in interpreting different kinds of texts. They motivate background knowledge and strategies if inference in students.*

It is apparent that the teacher highlights the crucial role of presupposition in pragmatic understanding of texts in a variety of social and academic contexts. He seems to recall Hudson's (2000) definition of presupposition that it involves something assumed (presupposed) to be true in a sentence which asserts other information. The notions of presupposition and entailment are rarely referred to in Iraqi EFL studies of pragmatics. The researchers see that they are of considerable value in grasping the meaning of a given context and the general interpretation of the message and intention of even longer texts.

The last question focuses on the socio-cultural aspects and their role in pragmatic awareness. The following answer is presented by one of the respondent teachers:

Teacher (e): *I think that socio-cultural difference between L1 and L2 could cause to pragmatic failure or misunderstanding or misinterpretation of some texts. Most local curricula emphasize the structural and grammatical levels of language and texts in most EFL classes. This has led to many problems to be faced by learners when it comes to the domain of culture. Pragmatic aspects should be involved in L2 reading since they make it clearer for the students how to effectively understand the given text.*

In this response, the teacher concentrates on the problem of the socio-cultural understanding of texts in L2. As mentioned by Idris (2020), pragmatic competence can be a part of the general intercultural competence. Differences between source and target cultures are also

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mentioned. Learners, though are competent in linguistic proficiency conversational fluency, are mostly less qualified in literary skills. They do not pay attention to the socio-cultural aspects and differences that characterize academic reports and examination papers. As indicated by LoCastro (2012), academic writing and reading are not only a structural activities or steps that are easy to enact; rather, they are culturally based activities. For example, politeness is important and worth noting in such academic contexts. Business letters, for instance, are full of classifications, such as request, complaint or inquiry that are pragmatic notion. Generally, rhetorical styles of information presentation in written texts should be highlighted. These aspects support EFL learners to be more native-like in their styles. Therefore, the employment of culturally relevant English curricula, learner-centered instruction, appointment of skilled English teachers and establishment of boarding schools were suggested by Ahmad (2015) and Guilani, Mohd Yasin, Hua, & Aghaei (2012) to address some of the aforementioned challenges in general EFL since social and cultural factors and aspects are crucial parts of pragmatic competence. Moreover, textbooks and class activities should involve social and cultural arenas to enhance the learners' pragmatic awareness in L2 reading.

VI. CONCLUSIONS AND RECOMMENDATIONS

The present study contributed to the current pragmatic awareness literature through penetrating the Iraqi university teachers' perceptions and views of pragmatic awareness in L2 reading classes. Respondent teachers defined pragmatics and pragmatic competence depending on famous sources including context, language use and communicative knowledge. In addition, the results indicated that Iraqi EFL teachers highlighted the role of pragmatic aspects and notion, though differently, in the process of teaching L2 reading. They more frequently nominated speech act strategies, politeness and implicature. The role of deixis, anaphora and socio-cultural implementation in critical reading contexts have also been stressed. As far as the technology is concerned, the respondents preferred

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the implementation of Youtube and Telegram since they enhance collaborative learning and authentic real data. Such tools of teaching are in line with what was suggested by Mirshojaee, Sahragard, Razmjoo & Ahmadi (2019) that many activities " make language teachers aware of these motivators and pave the way for them to enjoy teaching English and be passionate in their lifelong journey of learning" (p. 62).

More research is needed to enhance our understanding of the teachers' perception of pragmatic awareness. The teachers in this study stated that some changes and developments in methods, activities and teaching material are necessary to have more fruitful results in L2 classes. The implication is that the most effective challenges and problems that were reported in the current study have been classroom hours, class size (mainly big classes), lack of suitable and effective materials and lack of authentic role plays. It was also clear that although the teachers recognize the significance of vital pragmatic awareness, their students fail in real tests and interpretations in L2 reading. This finding means that there is no correspondence between theory and practice as far as pragmatic awareness is concerned. The focus on traditional structural and grammar-based methods of teaching hinders the effectiveness of pragmatic levels in EFL classes. Hence, it is supposed that a shift to performance-based exams and pragmatic activities could make a notable change in the right direction. However, teachers should be trained in an effective way by different training course to enhance their pragmatic awareness.

The findings agree with Borg's (2003) claim that we must listen to the teachers' demands and voices on how to change and develop learning contexts and styles to reinforce the learners' skills in languages use, especially in the four skills including L2 reading, the domain of this study.

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