



Salahaddin University Instructors' and Students' Reflections on Teaching Sociopragmatic Skills

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Abstract

This paper is entitled "Salahaddin University Instructors' and Students' Reflections on Teaching Sociopragmatic Skills". It aims at identifying instructors' and students' perceptions on teaching sociopragmatic skills. It was conducted on two EFL instructors who teach advanced conversation as well as eight of their third year students who were chosen randomly for the purpose of the study in two colleges, namely, College of Education and College of Basic Education at Salahaddin University-Erbil. A qualitative method has been employed for this study and the data has been collected through interviewing students as well as instructors. The findings of the research revealed that the instructors regarded sociopragmatic skills as an essential part of teaching in EFL classes, whereas the students seemed to be more interested in learning such linguistic aspects as grammar and vocabulary than the sociopragmatic ones. Moreover, the instructors have adopted the communicative language teaching approach for teaching sociopragmatic skills in their classes.

Keywords: instructors' reflections, teaching, sociopragmatic skills.

1. Introduction

Many second and foreign language teaching contexts and materials developed in recent years include pragmatic competence. In foreign language setting, learners have very few opportunities to interact with speakers of the target language outside the classroom. Therefore, the teachers should alternatively offer learners with a variety of simulated real-life experiences, such as role-plays and showing videos, in order to integrate sociopragmatic and pragmalinguistic knowledge and increase the effectiveness of the instruction (Rose and Kasper, 2001).

It is taken for granted that developing and teaching pragmatic competence in the classroom environment needs experience, cultural knowledge and language awareness. Moreover, ignorance of cross-cultural pragmatic rules causes misunderstanding and pragmatic failure, which occur when learners transfer first language pragmatic rules into second language domains, a problem that the study is trying to tackle.

The study aims at identifying the instructors' and students' reflections on teaching sociopragmatic skills. It is limited to Salahaddin University instructors and students in two colleges, namely College of Education and College of Basic Education at Salahaddin University-Erbil for the academic year 2018-2019.

For the purpose of data collection, two instructors and eight of their third year students were chosen randomly for interviewing. Additionally, the participants were informed that the stored data would be kept confidential and their identities anonymous.



2. Theoretical Background

Pragmatic knowledge enables the speakers to interpret discourse by relating utterances or sentences and texts to their meanings, to their intentions of language users and to the relevant characteristics of the language use setting. It can be stated that pragmatic knowledge involves two main areas, namely functional knowledge and sociolinguistic knowledge (Bachman and Palmer, 1996).

Furthermore, sociopragmatics is a subfield of pragmatics which shows culture-specific background of language learning involves social or sociolinguistic dimensions including the use of the rules of speaking. Sociopragmatic skills of foreign language learners show their linguistic and communicative competences (Gunduz cited in Smith, 2016). In order to communicate effectively, learners need to know the meaning and linguistic form. That is to say, they need cultural knowledge about the appropriate contexts for using the expressions. It can be stated that, sociopragmatics focuses on the following skills: analyzing the language and context to identify the goal and the intention of the speaker as well as analyzing the use of directness/politeness and formality in an interaction. Precisely, sociopragmatics tries to identify the various uses of speech acts in accordance with the cultural norms (Ishihara and Cohen, 2010).

Kizilcik and Daloglu (cited in Richards et al 2018) define reflective learning as “the intentional use of reflection on performance and experience as a means to learning.” Moreover, reflective teaching is an approach to teaching and teacher education, which is based on the assumption that teachers can improve their understanding of teaching and the quality of teaching, for instance teaching sociopragmatic skills, by reflecting critically on their teaching experience. A reflective teaching approach aims to develop the level of pragmatic skills through adopting such classroom practices as audio and video taping of teacher’s lesson by the teacher for the purpose of review and reflection. Secondly, group discussion with peers or a supervisor in order to explore issues that are relevant to pedagogy (Richards and Schmidt, 2002). Reflection upon teaching practices leads teachers to understand the pragmatics of classroom instruction and this can promote teachers’ self-reflexive awareness of their assumption about language instruction and willingness to explore how implicit theories match or do not match their teaching (Rodriguez cited in Wallace, 2008).

An early study that was carried out on teaching sociopragmatic skills was entitled 'Pragmatic competence as an integral part of EFL teaching', (Koran, 2017). The study aimed at using effective techniques to teach pragmatic competence in EFL classes as well as providing theoretical background for this concept and such closely related notions as speech acts and politeness strategies. The study attempted to highlight and stress the EFL learners' problem; more specifically, when the learners solely study language forms like grammar and vocabulary without concentrating on communicative competence, more narrowly pragmatic competence. As a result, they were unable to respond appropriately to different social situations due to the lack of context and social interaction as well as knowledge in pragmatics. Moreover, teaching pragmatic competence in EFL classes can be developed through implicit and explicit instruction and the researcher suggested employing implicit and explicit methods in EFL classes.

One of the latest studies in 2018 was entitled "Exploring the challenges of teaching pragmatic competence in EFL classes." The study aimed at investigating the challenges and the possibilities of teaching pragmatics to EFL classes. It is worth emphasizing that this study addressed several challenges of teaching pragmatic competence in EFL classes, namely, unmanageable class size, large classes and limited contact hours which can hinder teaching sociopragmatic skills efficiently. Moreover, lack of pragmatic knowledge might cause misunderstanding and communication breakdowns.



Another study under the title "Pragmatic Awareness of EFL Teacher Trainees and their Reflections on Pragmatic Practices" (Ekin and Damar, 2013) aimed at investigating teachers awareness on teaching pragmatics during the practicum period. This scientific paper used a qualitative method to investigate the level of pragmatic awareness of fourth year EFL teacher trainees and whether they were able to transfer their pragmatic knowledge into their teaching practices and, if not, to reveal their challenges that they faced during their pragmatic instructions. The result clearly showed that the EFL teachers weren't able to perform well in the practical applications of their pragmatic knowledge; however, the teachers mostly had awareness of theoretical pragmatic knowledge.

This paper can be regarded as a more comprehensive study that aims at simultaneously exploring the reflections of the instructors as well as their students in order to identify the obstacles and the effective methods in teaching/learning sociopragmatic skills.

3. Methodology

The present study involves using one tool, namely interview, which has been implemented for the purpose of investigating the aims as well as answering the research questions. A qualitative method was adopted through conducting two types of interview. One for the instructors and is an adapted standardized instrument from Vu (2017), and another for the students. One instructor (Henceforth, T1) and four students (Henceforth, S1, S2, S3 and S4) were chosen from College of Basic Education and another instructor (Henceforth, T2) and four other students (henceforth, S5, S6, S7 and S8) from College of Education in the two departments of English language in Salahaddin University-Erbil.

3.1 Research Questions

The study aims at addressing the following questions:

1. What are the perceptions of the instructors and their students in relation to teaching sociopragmatic skills?
2. What difficulties do instructors face in teaching sociopragmatic skills in EFL classes?
3. What challenges do the students face in learning and using sociopragmatic skills?

3.2 Data Collection Tool

The tool that is used in this study for the purpose of data collection involves interviews of instructors and students. First, the two instructors were interviewed on 24th and 26th of January, 2019 at College of Basic Education and College of Education, respectively. Later, eight third year students were chosen randomly from the two colleges in Salahaddin University for the academic year 2018-2019.

3.3 Validity and Reliability

According to Heaton (1990) a test is considered to have face validity if it is approved by other testers, teachers, moderators and testees. Therefore, it is always advisable to show a test to experts and colleagues. Consequently, the items of the interviews were distributed to the respected jury members according to their specialty in order to face validate the questions, and then their valuable comments and feedbacks were taken into account.

As for reliability, the two aspects of the assessment tool, namely interview of instructors and interview of students were used in this study to verify the results; therefore, several items in the interviews were repeated. That is to say, they have the same purpose to achieve in order to enhance the reliability. Reliability is a measure of degree to which a test gives consistent results. That is to say, a test is said to be reliable if it gives the same results when it is used by different people (Richards and Schmidt, 2002). The researcher had already done a pilot test to verify the items of the interviews. Cohen et al (2005) state that a pilot test has several functions, mainly to increase validity and reliability.



4. Data Analysis and Discussion

The researcher collected the data through implementing the two aspects of assessment tool, namely, interviews of instructors as well as students. A content analysis technique was used to analyze the data (Abbas, cited in Marczyk et al, 2005 & Cohen et al, 2011).

4.1 Interview of Instructors

Q1. Do you believe that teaching vocabulary and grammar is enough for students to be competent and use English appropriately in all social situations? Explain please.

The instructors have reported different perspectives concerning this interview question through providing the subsequent comments.

T1 stated:

I don't think so, because teaching vocabulary and grammar is a part of how you can speak and starting to speak. We could say, it is better to differentiate between the levels of the students. But, at the same time, if you think about sometimes vocabulary is implicitly, it would be a part of pragmatic competence, because you can find especially idioms and idiomatic expressions and you find lots of cultural society how they think when you are full beginner, grammar and vocabulary is the essential but if you think for university students definitely not, but context. We want to contextualize everything such as culture, society and linguistic competence such as grammar, phonology, pronunciation and appropriacy, formal and informal language. Precisely, linguistic competence for example vocabulary and grammar is definitely not enough in order to be a competent or proficient speaker.

On the other hand, T2 believed vocabulary and grammar are important for students to learn how to use English appropriately and she justified it with the following comment:

I believe that teaching vocabulary and grammar is important for students to learn how to use English appropriately, but teaching communicative functions is also vital. This is because students need to know the language functions of their first language are not likely acceptable in English language. Also, students need to know how to use variety of communicative functions appropriately in order to build a successful communication with English language speakers. In addition, teaching culture of English language is very important because students have to learn what English cashiers say when they service customers in a shop, for example.

It can be noticed that both instructors have similar perspectives regarding teaching vocabulary and grammar. T1 thought that teaching vocabulary and grammar is not enough to help students become competent speakers because he believed that there are some other culture-specific aspects, such as idiomatic expressions, which the students need to learn in order to use language appropriately. T2 also claimed that teaching vocabulary and grammar is very important for students to learn how to use English appropriately, but she remarked that teaching communicative functions is also vital for students to become competent speakers.

Q2. In your opinion, is it important to teach pragmatic knowledge? If yes, do you teach it? Can you give an example?

The participants shed light on a variety of ways for teaching pragmatic knowledge. Accordingly, the two interviewees focused on different types of teaching pragmatic knowledge.

T1 stated:

I do believe that, because pragmatic competence means contextualizing everything in language including culture, appropriacy and sometimes you use some words aren't not appropriate in this situations or in some context. When you talk about the pragmatic competence means talking about students in higher levels. Pragmatic competence can be adopted for lectures using textbooks because some of the reasons



specifically, because the textbooks are graded and simplified, therefore they aren't authentic. One of the task for me is very important to teach my students is authentic language, I show them some pictures, some cartoons pictures which is very funny, so I teach them phrasal verbs but in a very creative way. I want to teach them how to use these phrases in a real context.

Correspondingly, T2 said:

It is important to teach students pragmatic knowledge at university. I teach students how to express their agreement or disagreement in group discussion and oral presentation as well as in debate. For example in role-play my students learn how make a request and ask for direction, for instance. My students have had an activity last term. They were performing as a job interviewer and job interviewee. I already taught them about the tasks, roles, and some language phrases in context.

As we have noticed above, both instructors regarded teaching pragmatic knowledge a crucial element of language especially for the higher levels, and they generally teach pragmatic knowledge during their lessons. However, T1 emphasizes such aspects as appropriacy and use of authentic language by means of cartoon pictures and phrasal verbs. On the other hand, T2 prefers using role-play, group discussion, presentation and debate.

Q3. Do you think pragmatic knowledge should be taught alongside other linguistic skills or after students reach a certain level of language proficiency? At which level in University do you think it should be taught?

T1 stated:

I definitely believe that teaching pragmatic competence should be taught students in a certain level of language proficiency. If you teach students pragmatic knowledge at the beginning, they will not be responsive because of their levels and they can't respond these kind of languages. So they don't learn and they need very basic everyday words and vocabularies. And if we teach them in higher levels. They gonna leave the class.

T2 had a different point of view because she thinks that pragmatic knowledge should be taught with other linguistic skills when students reach a certain level of language proficiency.

Yes I believe it should be taught alongside other linguistic skills because they are related to each other. In other words, students need to have some knowledge about grammar, vocabulary, then they can learn about pragmatics. I think it should be taught at pre-intermediate and intermediate level.

Consequently, it was found that one instructor affirmed that pragmatic knowledge should be taught after students reach a high level of language proficiency; therefore, he has justified his opinion by stating that students would not be responsive if they were taught pragmatic knowledge at the beginner level. Whereas, T2 argued that pragmatic knowledge should be taught alongside linguistic skills when students have some linguistic knowledge.

Q4. Do you have any difficulties or challenges when teaching students pragmatic knowledge? If yes, what are they? How do you deal with them?

The instructors reported various challenges while teaching pragmatic knowledge, especially in EFL classes. They called attention to a number of them below.

T1 made the following remark:

The challenges are, they don't follow what you say. For example, it is a very basic thing what I tell the students oh, please try to listen every day for three hours. Listen to English three hours every day. Or might be next week I say how many hours did you listen to English language? Zero, it doesn't work. Another challenge is large classes. But I could overcome these kinds of challenges and I know sometimes when they read



on a piece of paper because reading is very different to when you speak. Every month, they have to record their voices two students about 20 minutes on a specific topic. The topic might be a discussion or a debate, I think much better for that so when they find some time, they will be busy for these assignments this is one of the way of overcoming the challenges. I can advise them and give them more opportunity to speak outside the class even we have weekly assignments they have to seven to eight minutes to speak and they have to read a lot of links at the same time I want to them reading comprehension.

T2 addressed the challenges of teaching pragmatic knowledge in the EFL classes as follows:

Class environment, power shortage, large classes, lack of internet connection, new regulations/decisions are being issued by the university in the middle of academic year. In other words, I have not been informed what students have been taught last year (second stage) especially in two important subjects: language and culture and communication skills (speaking). I believe they should have been acquainted with good knowledge of English culture and speaking skills. I have got some students that their English speaking is not good. Clever students are in one class which is totally wrong because I believe that teaching and/or learning of English language at university would be more effective and useful if the class involved mixed levels of students' language ability and communications skills which leads us face challenging of teaching pragmatic knowledge. However, I have done my best to overcome all these challenges and difficulties to teach the subject in a good way.

It can be noticed that both instructors had faced challenges during teaching pragmatic knowledge in EFL classes. These include large classes, lack of teaching aids, carelessness of the students, and cultural differences. However, the instructors tried to overcome these challenges by giving extracurricular activities to their students.

Q5. Which errors do you think are more serious? Grammatical or pragmatic errors? If your students make a pragmatic error, how would you correct it? Could you justify your answer?

T1 explained:

I think both, my focus of course is on pragmatic competence because what I believe even for grammar, pronunciation are comprehensibility is very important not being very accurate because if you highly focus on the grammar sometimes demotivate students that's why when they speak sometimes in the class, I would not correct everything in terms of grammar. When they have pragmatic errors, when you speak with the native speaker, they might laugh. For the first time, I might smile, it is quite difficult how to correct them. I correct them implicitly. It depends, sometimes I correct them directly and indirectly.

Similarly, T2 stated:

I think pragmatic errors are more serious because if students do not use it appropriately, there will be misunderstanding or miscommunication between speakers and listeners or respondents. Sometimes, students have an activity, I will give them a corrective feedback to all after they finish their task especially when they do not use proper communicative language. For example, I teach them how to consider audience language and culture in order to use the appropriate formal or informal language, body language, gesture. I give them information about using intonation in their speaking and how English people raise or lower their intonation when they provide service to a customer in a coffee shop or in a mall, for example.

Both instructors believed that pragmatic errors are more serious than grammatical errors because pragmatic errors may lead to misunderstanding and miscommunication. It is worth



mentioning that whenever the students commit pragmatic errors, the instructors are trying to use some techniques in order to give them an immediate feedback and call their attention to the appropriate uses of language in different social situations.

Q6. According to your experience, what are the characteristics of the textbook which would help improve the students' pragmatic competence?

The instructors commented differently regarding using the textbooks for their classes.

T1 revealed:

I haven't found any kind of textbook for teaching pragmatic competence, I am one of the people that I refuse using textbook, what I mean for university students. So teacher should create or make a new or modern course book for students you can neutralize some items when the course book sometimes but at the same time not totally follow the specific course book at the same time it is quite difficult to find a material I spend hours and hours for specific tasks and topics. Searching is really challenging for me but I will do that because for the students they are very effective.

Also, T2 briefly commented on that:

I haven't used textbooks for teaching conversation yet.

As we can notice above, the instructors did not recommend any kind of textbooks for the level of university students to improve their pragmatic competence. They alternatively preferred to use other materials which they thought might be more appropriate for the students.

Q7. What pragmatic materials and tasks do you use to improve students' pragmatic competence?

The instructors have slightly different attitudes in terms of developing students' pragmatic competence in EFL classes.

For instance T1 confirmed:

I use online materials, I use 120 phrasal verbs, I taught them about 50 and still I have time to teach them. But it is very important in one year to teach very frequent phrasal verbs in English, for me is very important to make them to move to higher levels.

One the other hand, T2 mentioned the following techniques:

Role-plays, describing pictures in pair work activities, describing graphs or discussing some points about a video or program, dialogues, debate.

It can be noted that the instructors have employed a variety of techniques and tasks in EFL classes, namely online materials, teaching phrasal verbs, describing and discussing about different real topics, in order to improve the students' communicative capacity as well as cultural awareness.

Q8. To the best of your knowledge, which approach, method and strategies are the most effective for developing pragmatic competence? Could you elaborate on that?

In answering to this question, T1 stated:

Communicative approach, so not using L1 except sometimes keep them happy. Just a word might be a bit funny in Kurdish just to wake some students up. Sometimes I use just a word or a part of the sentence in Kurdish and they laugh to wake them up in the classroom because some of them fall asleep.

Similarly, T2 agreed with T1 by saying:



I believe communicative language teaching approach is the most effective for developing students' pragmatic competence.

Overall, it seems that each instructor has their own point of view for developing pragmatic competence in the classes. However, both of them have agreed that the communicative approach is the most appropriate for developing sociopragmatic skills.

4.2 Interview of Students

Q1. Do you believe that learning vocabulary and grammar is enough for students to be competent and use English appropriately in all social situations? Explain please.

Concerning this item, three out of eight students stated that learning vocabulary and grammar is supportive in order to be competent and use language in all social situations.

S1 supported the idea by saying the following comment:

I think vocabulary and grammar is a big part of being able to speak and memorizing lots of words make it easier to speak.

Similarly, S7 commented:

Actually, learning vocabulary and grammar is enough because it is a part of learning English and could convey message properly via them.

S6 stated:

Actually, it is the most important thing because without vocabulary we can't even collect a sentence but we should learn vocabulary and it is right to speak.

However, S2, S3, S4, S5 and S8 generally believed that vocabulary and grammar are not enough for a person to become a proficient speaker. They added that the learners have to listen, practice and speak more and learn new phrases that the native speakers use in their daily lives.

It can be stated that a majority of five students acknowledged that learning vocabulary and grammar is not enough because they believe that a person needs more practice and listening to be acquainted with the target culture with respect to learning phrases as well as new words so as to use them in their daily lives and be competent in using them in different social situations.

Q2. Does your instructor provide information on cultural and social norms to help students use language correctly? If yes, can you give an example?

This question includes various aspects which were mentioned by different students as asserted below:

S1, S3 and S4 stated that the instructors repeatedly gave them idioms and English slang terms in American culture.

Similarly S7 and S8 thought that their instructors explained differences between cultures by playing videos.

Furthermore, S2 stated:

Yes, of course. Our teacher uses a lot of comparisons between our culture and for example British culture and US culture, especially when we use something here directly compare to Kurdish culture. He says we use this sentence in Kurdish but for this situation in British is different they use this sentence in another situation.

Similarly, S5 said:

We talk about many things like losing weight here in England and the differences between houses here and there.



S6, however, gave no response.

It can be noticed that nearly all of the students seem to agree that the instructors regularly provide information and do activities on cultural and social norms to help students use language correctly.

Q3. What tasks and activities does the instructor use in order to improve students' ability to communicate well outside the classroom?

The students have responded differently concerning this question.

For instance, S1 said, *He may have such discussion between students. He gives us a topic and we do a research on it and we discuss it in the classroom.*

S2, S3 and S4 gave a similar response and mentioned that the instructor encouraged them to find a topic and then record their voices for twenty minutes so as to discuss this topic in the class.

S6 stated,

Group work and presentation are really effective because it helps to communicate between us and we solve our problems in English.

Moreover, S7 and S8 responded by stating that presentation, group working, debate and sharing ideas are used in order to develop sociopragmatic skills.

Q4. What difficulties do you face in learning how to use English in different social situations?

When the students were asked about their viewpoints regarding using English in different social situations, they mentioned different obstacles that they faced outside the class.

S1 believed,

The only difficulty that I face is lack of much vocabularies

S2 said:

We have some idioms and phrasal verbs in Kurdish that are difficult to translate into English.

S3 and S4 said that the challenges that they face in using English in different social situations involve lack of confidence.

Similarly, S5 and S6 respectively stated:

When we have non-native speaker is really easy for me but when someone is in higher level in English, I will absolutely feel frustrated.

The only problem that I mostly face is confidence especially when I face a native speaker or even a non-native speaker but in a higher level than me. I feel lose confidence. Also lack vocabulary and forgetting what I want to say.

Furthermore, S7 revealed:

The problem that I face mostly is my grammatical mistakes whenever I want to express something, I am worry about grammatical mistakes.

It can be noticed that the responses from the participants indicated that all of the students faced difficulties in using English outside the class especially in certain social situations. To be precise, shyness, stress, lacking vocabulary and grammatical mistakes are all obstacles facing students while using language outside the classroom.

Q5. Do you think speaking correctly and appropriately means understanding and using language in different social contexts? How? Could you give an example?



In answering this question, S1 stated,

If you can use the language in different social situations, it proves that you know the language.

S2 thought:

Not all the social situations, may be you are talking him in one situation but doesn't mean that he or she knows about everything in all situations.

S3 commented:

No, I don't think so, someone good at speaking, he mayn't be good at other fields namely, science and other aspects or any information about other aspects.

S4 said:

No, it doesn't mean that you have to meet with different people and cultures.

S5, commented,

No, I don't think so. Because even a native speaker makes mistakes while in their speaking but they are fluent.

By contrast, S6 commented:

It depends on the person's knowledge and the amount of knowledge that the person has.

Likewise, S7 stated:

I think he can do it but not perfectly. The language is different according to different vocabulary and phrases in different social situations.

S8 believed:

It depends on the person. For example, I am not like fluent but I can express every word in order to use language in all different places when I want to go hospital. I may attempt to arrange something to speak with the doctor but not about their specialization.

Consequently, it was found out that the majority of the students thought that speaking correctly and appropriately doesn't mean being able to use language in all different social contexts. On the other hand, a minority of two students believed that speaking appropriately means understanding and using language in different social contexts.

Q6. Have you had a misunderstanding or miscommunication when talking with a native speaker? If yes, how did you resolve that?

S1, S2, S3 and S7 mentioned that when misunderstanding and miscommunication occurred with native speakers, they asked for more explanations.

While, S4 stated:

I didn't speak with a native speaker in practice.

S5 and S6 stated that as soon as they experienced misunderstanding or miscommunication with a native speaker, they tried to use synonyms or asking for more clarification.

As we noticed above, nearly most of the students testified that at some time they faced difficulties in using language with native speakers and they used different techniques to get more clarification and understand the message.

Q7. Do you think the instructors' use of polite language with students can increase students' interest in learning the language?

S1, S3 and S4 thought that the instructors' use of polite language with students will motivate them and can improve their English.

S6 mentioned:

If the language of teachers is good [i.e. polite] the students are interested in learning the language.

S7 believed:



I was interested in learning English. There were two teachers at college and their languages were good [i.e. polite] this is why I was interested in learning language.

S8 Commented:

If the teacher is not polite with the learners, so the learners don't like the subject or lecture.

However, S2 and S5 stated respectively,

I don't think it has a real or direct relation to our desire. We like to speak in a different way. In precise, I might give a desire for some students but not all of them.

The instructor's use of polite language with students depends on the students' desire because some students don't like using a polite language.

Based on the students' comments, it was found out that a majority of six students were interested in the instructors' use of polite language, a thing which increased students' motivation and helped to improve their English. However, a minority of two students claimed that the instructors' use of polite language does not affect the students' desire for learning.

Q8. Do you think watching video clips and interacting with native speakers can make students familiar with the target culture and help them to use language appropriately in a certain social situation? Could you give an example?

S1 mentioned:

Interacting with native speakers is more helpful because it is real situation and if you interact with native speakers you understand how you behave and how the language is used.

S2 said:

I played English videos and I reacting with native speaker it is unforgettable when you have a real situation is different from reading.

S3 stated:

Of course watching videos and meeting with native speakers make the process of learning a language easier.

Similarly, S4 stated:

Of course, watching video about different people as well as cultures make the students improve their language and acquaint them with the culture.

Furthermore, S5, S6, S7 and S8 revealed that getting familiar with target culture and helping students to use language correctly could be developed through watching videos and using language in different situations.

The above comments indicated that nearly all of the students had positive perceptions in relation to watching videos as well as interacting with native speakers so as to help them get acquainted with foreign culture and use language correctly in different social situations.

Q9. In discussing the culture in both first and foreign language, what do you think the instructor should do in order to help the students understand the foreign culture? Please give an example to support your answer.

When the participants were asked about their points of view in relation to both cultures, they reported various ways to discuss the cultural norms in the EFL classes.

S1 proposed:

Showing them things about the foreign culture and he can introduce different kind of festivals like occasions to the culture to the belief, traditions as well as social norms.

S2 and S3 thought that the instructor should make comparisons between English and Kurdish cultures.

S4 said:



Every culture has different norms for that case, the instructor would be better to show the comparison between the two cultures, example the idiom is culture specific, so you can't translate word by word. It is better to show the difference and similarities.

S5 commented:

Suggested that showing comparison is the best way, example he has to compare the British culture with our culture.

Furthermore, S6 proposed:

She [i.e. the instructor] should explain it and convey the right idea to be clear for us like there are some traditions and some habits are really strange to us because they are away from different community. She should give us some examples like video show.

S7 indicated:

She should compare the customs and traditions that are close to each other in these two cultures.

S8 had no response.

Accordingly, it is evident that most of the students thought that the instructors should make comparisons between the two cultures in their classes. They thought that it would be better if the instructors showed the differences and similarities between the two cultures, give them some idioms and showing video clips to make them familiar with the target culture and improve their appropriate use of language.

Q10. How does the instructor react when the students commit pragmatic errors? What strategies does the instructor use to correct them?

The students reported various ways of correcting pragmatic errors by the instructors concerning this interview question.

S1, S2, S3 and S4 respectively stated:

The instructor correct the students' pragmatic errors directly by providing the right answer.

He directly and politely corrects the mistake and write the right answer on the board.

Depends on the situation, you can directly correct the mistake.

He brings another example to show more and clear more.

Similarly, S5, S6, S7 and S8 respectively thought:

She tells us the right one by saying you can't say this in the target culture.

The instructor should correct and say it the right answer.

The instructor tells us directly that shouldn't be used.

She is going to correct the mistakes directly.

The students mentioned that the instructors used different techniques to correct students' pragmatic errors. However, the instructors generally seem to correct such mistakes directly and immediately.

5. Conclusion

Based on the analyzed data, the following conclusions are drawn:

1. The instructors and the students seem to have different perspectives about to teaching sociopragmatic skills. The instructors consider these skills an essential part of teaching in the EFL classes whereas the students seem to be interested in learning such linguistic aspects as grammar and vocabulary more than the sociopragmatic ones.
2. The instructors believe that pragmatic errors are more serious than grammatical errors because they can lead to misunderstanding and miscommunication.
3. The challenges that the instructors faced while teaching advanced conversation include large classes, carelessness of students and insufficient time of tuition.



4. Communicative language teaching is generally adopted as an effective approach for teaching sociopragmatic skills in the EFL classes so as to teach the learners how to communicate effectively.
5. The challenges that the students faced when using English as a foreign language in different social situations include limited opportunities for meeting native speakers, insufficient knowledge regarding sociopragmatic skills, shyness, lack of confidence and not being acquainted with such culture-specific peculiarities as idioms and proverbs.

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أنطباعات اساتذة وطلاب جامعة صلاح الدين عن تدريس المهارات التداولية الاجتماعية

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ملخص

هذه الدراسة هي تحت عنوان "أنطباعات اساتذة وطلاب جامعة صلاح الدين عن تدريس المهارات التداولية الاجتماعية". وهي تهدف إلى تحديد تصورات الاساتذة والطلاب حول تدريس المهارات التداولية الاجتماعية. وقد أجريت على اثنين من اساتذة اللغة الإنجليزية كلغة أجنبية والذين يقومون بتدريس المحادثة المتقدمة بالإضافة إلى ثمانية من طلاب السنة الثالثة الذين تم اختيارهم بشكل عشوائي لغرض الدراسة في كليتين، وهما كلية التربية وكلية التربية الأساس في جامعة صلاح الدين. تم استخدام طريقة نوعية لهذه الدراسة، وتم جمع البيانات من خلال إجراء مقابلات مع الطلاب والاساتذة. كشفت نتائج البحث أن المدرسين اعتبروا المهارات التداولية الاجتماعية جزءاً أساسياً من تدريس اللغة الإنجليزية كلغة أجنبية، في حين بدا أن الطلاب مهتمون بتعلم الجوانب اللغوية مثل القواعد والمفردات أكثر من الجوانب التداولية الاجتماعية. علاوة على ذلك، تبنى الاساتذة المنهج التواصل في تدريس اللغة لتدريس المهارات التداولية الاجتماعية في صفوفهم.

الكلمات المفتاحية: أنطباعات اساتذة، أنطباعات طلاب، التدريس، المهارات التداولية الاجتماعية

پاوبوچوونی مامۆستایان و قوتاییانی زانکۆی سهلاحه دین ده ربارهی لیتهاتوییه ئالوگۆره کۆمه لایه تیه کان

سامان بابکر وتمان سلام نيعمه هرمز حکيم

پوخته

ئهم توێژینه وهیه له ژێر ناوێشانانی (پاوبوچوونی مامۆستایان و قوتاییانی زانکۆی سهلاحه دین ده ربارهی لیتهاتوییه ئالوگۆره کۆمه لایه تیه کان) ئامانجی ئهم توێژینه وهیه دیاری کردنی تیروانیی مامۆستایان و قوتاییانه ده ربارهی خوێندنی توانسته ئالوگۆرکاریه کۆمه لایه تیه کان، وههروهها په یوه ست کراوه به دوو مامۆستای زانکۆ که وانهی گفتوگۆی ئینگلیزی ده ئێنه وه له قونای سییه می زانکۆ و هه لێژاردنی هه شت قوتایی له م قونایه له کۆلیژی پهروه رده و کۆلیژی پهروه رده ی بیه پته له زانکۆی سهلاحه دین به مه به ستی کۆکردنه وهی داتا و زانیاری له سه ر ئهم لیکنۆینه وهیه پێگهی جۆری به کاره یێنراوه بۆ ئهم توێژینه وهیه و ، داتاكان کۆکراونه ته وه له چوارچێوه ی چاوپێکه وتن له گه ل قوتاییان و مامۆستایان ئهم توێژینه وهیه ئه وهی ده رخستوه که مامۆستایان پێیان وایه که وا لیتهاتوییه ئالوگۆرییه کۆمه لایه تیه کان به شێکی سه ره کین له وانه وته وهی زمانی ئینگلیزی وه کو زمانیکی بیانی له کاتی کدا قوتاییان گرنگی ده ده ن به فێری وونی زمانه وانی وه کو پێژمان و وشه و ماناکان زیاتر له لایه نی ئالوگۆرکاری کۆمه لایه تی سه ره پای ئه وه ش مامۆستایان پێیازی گه یاندن و ئاخوتن به کارده هێتن له وانه وته وهی زماندا، له پێگهی به کاره یێنانی ئالوگۆرکارییه کۆمه لایه تیه کان له پۆله کانیاندا.

دهسته وازه گرنگه کان: پاوبوچوونی مامۆستایان، پاوبوچوونی قوتاییان، فێرکردن، لیتهاتوییه ئالوگۆره کۆمه لایه تیه کان.