

## Interlanguage Pragmatics Instruction: Evidence from EFL Teachers

**Authors :** Asma Ben Abdallah

**Abstract :** Interlanguage Pragmatics (ILP) Instruction has brought a lot of enlightenment for Foreign Language Teaching and has secured itself a deserved position in SLA research. In the Tunisian context, ILP instruction remains less explored for academics and educational practitioners. In our experience as teachers, both at secondary school and at university levels, the instruction and assessment of pragmatics seem to be contentious. This paper firstly introduces the theoretical models of Interlanguage pragmatics Instruction and focuses on their implications for foreign language teaching. This study builds on the work of Ben Abdallah (2015) that investigated the effects of pragmatic Instruction on Tunisian EFL Learners where pragmatic Instruction has been approached from the perspective of students and their learning strategies. The data for the present study, however, come from Tunisian EFL teachers by investigating their pragmatics practices and their perceptions of pragmatic instruction. The findings indicated that EFL teachers have pragmatic awareness; yet, their reflections revealed that their awareness was mostly on theoretical pragmatic knowledge, and not explicitly brought into practical pragmatic applications. The paper concludes by promoting pragmatics instruction with the suggestion that EFL teachers should teach pragmatics in class.

**Keywords :** interlanguage pragmatics theory, pragmatics, pragmatic instruction, SLA

**Conference Title :** ICTMATT 2018 : International Conference on Teaching Methodologies, Approaches and Teacher Training

**Conference Location :** Paris, France

**Conference Dates :** July 19-20, 2018