

Research Article

# Instructional Techniques for Teaching Interlanguage Pragmatics: A Comparative Study of Reflective and Non-Reflective EFL Instructors

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## Abstract

Interlanguage pragmatics instruction has been one of the measures taken to raise learners' awareness of pragmatic norms. However, the instructional techniques teachers adopt are often guided by their underlying educational beliefs. Despite this, little research has explored how reflective versus non-reflective instructors differ in their approaches to teaching interlanguage pragmatics. This study addresses this gap by examining the instructional techniques employed by Iranian English as a foreign language reflective and non-reflective instructors. This quantitative study involved 6 applied linguists in developing a questionnaire and 410 instructors (179 reflective, 231 non-reflective) in answering it. The participants were selected through convenience sampling from diverse educational contexts in Iran. The analysis of the exploratory and confirmatory factor analyses revealed four categories of instructional techniques: consciousness-raising, technology-based, communication-based, and corrective feedback. Results further indicated that reflective instructors tend to utilize a balanced mix of techniques, while non-reflective instructors predominantly rely on explicit methods. The findings of the study might offer valuable insights for language teachers and educators by equipping them with effective instructional techniques to explicitly develop learners' pragmatic competence.

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**Keywords:** Instructional Techniques; Interlanguage Pragmatics; Reflective Teaching

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## 1. Introduction

Cross-cultural misunderstanding is one of the problematic issues that foreign/second language learners, regardless of their grammatical proficiency, face when interacting with native and non-native speakers of a language (Beech, 2023; Haristiani & Christinawati, 2024; Putri et al., 2024). A key factor contributing to these communicative difficulties is learners' lack of pragmatic awareness, which refers to conscious knowledge of pragmatic rules leading to the appropriate use of language in different

interactions. Instruction in interlanguage pragmatics has been shown to play a vital role in addressing these gaps (Amalia et al., 2025; Quinto, 2024). One of the deep cognitive structures that can form instructors' tangible practices is the extent to which they follow the principles of reflective teaching (Zhang, 2024), which is defined as a type of active teaching in which teachers are not passive curriculum implementers and followers as reflection is a crucial factor in this teaching (Arvand & Gorjian, 2022; Namaziandost et al., 2023). The integration of reflective teaching with pragmatic instruction within EFL classroom engages instructors in an incessant cycle of self-

observation and self-evaluation which helps them recover their teaching and adopt appropriate strategies to foster learners' pragmatic competence. However, the effective teaching of interlanguage pragmatics in EFL contexts remains a significant challenge, despite its critical role in facilitating successful communication between L2 learners and native speakers. A bulk of research has been carried out on the issue of pragmatics and interlanguage pragmatics instruction (Bardovi-Harlig, 2020; Sánchez-Hernández & Barón, 2021) and some literature exists on the effectiveness of reflective teaching on language learners' development (Namaziandost et al., 2023; Phan & Nguyen, 2024; Tora, 2024; Zhang, 2024). However, the extent to which reflective teachers can live up to postmethod expectations for interlanguage pragmatics instruction in comparison with non-reflective teachers seem to be underexplored. Hence, this study aims to compare the techniques EFL reflective and non-reflective teachers employ in teaching L2 pragmatics to fill a part of this gap in the literature.

## 2. Literature Review

Concentrating on the concept of pragmatics is due to its necessity to have appropriate communication, particularly in foreign languages (Clarke et al., 2023; Quinto, 2024; Wei et al., 2023). Thus, most of the language learners seek guidance from their language teachers on how to communicate their thoughts on various topics effectively.

Interlanguage pragmatics pertains to L2 learners' development of pragmatic knowledge in a second language. This refers to the ability to comprehend and produce statements in a second language either through instruction or implicit learning in a lifelike context (Feruza, 2024). Literature indicates various approaches and techniques have been used to improve language learners' interlanguage pragmatics (Taguchi, 2024; Youn, 2020; Yousefi & Nassaji, 2021).

Several studies (Aydin, 2023; Quinto, 2024) demonstrated the effectiveness of explicit instruction over implicit ones in teaching interlanguage pragmatics. However, interlanguage pragmatics instruction extends beyond the binary of explicit and implicit approaches and it embraces a variety of techniques aimed at fostering learners' pragmatic awareness. For instance, Herraiz-Martinez (2018) emphasized the importance of incorporating technological game-based activities in teaching pragmatics to language learners.

Adyagari et al. (2019) centered on the importance of using awareness-raising activities in teaching L2 pragmatics. Youn (2020) stated that language instructors can design different role-play activities to create authentic-like situations for language learners, and concluded that role-play techniques can influence

learners' interactional fluency and improve their pragmatic awareness.

Thus, being aware of interlanguage pragmatics is not something instinctive and language learners need to be taught to have proper interaction with target language speakers.

The teaching of interlanguage pragmatics is increasingly recognized as essential and warrants thorough exploration within the post-method era. In this context, reflective educators are pivotal in fostering an innovative pedagogical approach that effectively serves the interests of all stakeholders involved.

Some studies (Mekki, 2020; Moslehi & Salehi, 2021) revealed that reflective teaching approaches brought about better teaching, which led to more effective learning. Munira et al. (2024) also explored the effect of reflective teaching experiences on EFL outcomes in Bangladesh, and indicated that reflective teaching resulted in enhancing pedagogical effectiveness and fostering student learning outcomes in the EFL context.

A review of existing literature reveals a substantial body of research on reflective teaching, interlanguage pragmatics and its instructional techniques (Alsmari, 2024; Arvand & Gorjian, 2022; Bardovi-Harlig, 2020; Ningsih et al., 2022). Numerous studies have also examined the effectiveness of reflective teaching on the development of various language skills (Htun et al., 2023; Mekki, 2020; Munira et al., 2024).

However, despite this growing interest, there remains a notable gap in the literature regarding the comparative analysis of instructional techniques employed by reflective versus non-reflective teachers in the teaching of interlanguage pragmatics. This underexplored area warrants further investigation to better understand how teaching orientation may influence pragmatic instruction in second language context.

This study aims to compare the instructional techniques used by EFL reflective and non-reflective teachers in teaching interlanguage pragmatics. Its significance lies in addressing an underexplored area within the interlanguage pragmatics literature by shifting the focus from learners' outcomes to teachers' practices.

Unlike previous studies which mainly focused on the quantitative effects of reflective teaching on learners' L2 development, the present study aims to compare the types of techniques reflective teachers adopt in interlanguage pragmatics instruction with those used by their non-reflective counterparts, thereby, contributing to a deeper understanding of how reflective teaching translates into classroom practice. To be more precise, this study was guided by a research question:

Is there any significant difference between Iranian EFL reflective and non-reflective teachers in their use of techniques for teaching interlanguage pragmatics?

### 3. Method

#### 3.1. Design of the study

A quantitative research design was employed to answer the research question. This quantitative study included the development, validation, and administration of an interlanguage pragmatics instructional techniques scale as well as the administration of a reflective teaching questionnaire developed by Akbari et al. (2010).

#### 3.2. Participants

Participants of the study consisted of 410 Iranian EFL teachers, encompassing both reflective and non-reflective practitioners. This sample represented a diverse array of educational contexts, including language institutes, primary and secondary schools, as well as universities across Iran. These teachers were native speakers of Farsi, with ages ranging from 23 to 65. They were of 10 to 25 years of English language teaching experience. Moreover, 6 EFL Ph.D. holder applied linguists with more than 15 years of experience in English language teaching, provided feedback in the process of validating the developed questionnaire items based on thematic analysis. The sampling procedure was of a convenience type since it was not practical to do research randomization.

#### 3.3. Instrument

The current study involved two questionnaires. One of the instruments, which was developed through the present study, examined L2 teachers' use of different techniques to teach interlanguage pragmatics. This 20-items questionnaire was constructed in Likert-scale type, and the participants selected their responses on a scale of one to five (from strongly disagree to strongly agree). After confirming the content validity through thematic analysis, exploratory and confirmatory factor analyses were run in the process of scale development. Moreover, Cronbach's alpha was employed to examine the reliability of the questionnaire, and the value of .81 was obtained. Another instrument was a reflective teacher questionnaire (Akbari et al., 2010). This questionnaire included 29 Likert-scale items (1= never 2= rarely 3= sometimes 4= often 5= always), involving practical, cognitive, learner, meta-cognitive, critical, and moral factors. The reflective teaching questionnaire was revalidated in the context of the present study through expert check. Results of the pilot study indicated a reliability index of 0.89 which was satisfactory.

#### 3.4. Data collection procedures

The data required to answer the research question were collected in six phases over a 10-month period. First,

using the data collected from the reflective teaching questionnaire, the researchers categorized the participants into two reflective and non-reflective teachers' groups. In the second phase, a tentative questionnaire was developed based on the literature on interlanguage pragmatics. In the third phase, the first draft of the questionnaire was sent to 6 applied linguists (3 assistant professors, 2 associate professors, and 1 full professor) to receive the expert panel's feedback on its content validity. Based on thematic analysis, revisions were made for the questionnaire to reflect the key concepts of interlanguage pragmatics.

In the fourth phase, the questionnaire underwent exploratory and confirmatory factor analyses to ensure its validity. In the fifth phase, the researchers sent the questionnaire to 410 EFL teachers. They were informed about the purpose of the study using a short note and were also ensured that the data would be kept confidential. In the sixth phase, EFL reflective and non-reflective teachers' responses to the interlanguage pragmatics instructional techniques questionnaire were compared to determine whether significant differences exist in the instructional techniques they employ for teaching interlanguage pragmatics.

### 4. Results

In the first phase of the study, 179 teachers were identified as reflective and 231 as non-reflective teachers. In the second phase, in the process of developing an interlanguage pragmatics instructional techniques questionnaire, the researchers wrote 43 items based on the relevant literature. To create a comprehensive list, the researchers included all frequent and rarely-used techniques in the questionnaire. Based on the results of the third phase, 16 items were removed. 11 items were identified as irrelevant to interlanguage pragmatics, and five items were excluded for being the repetition of other existing items.

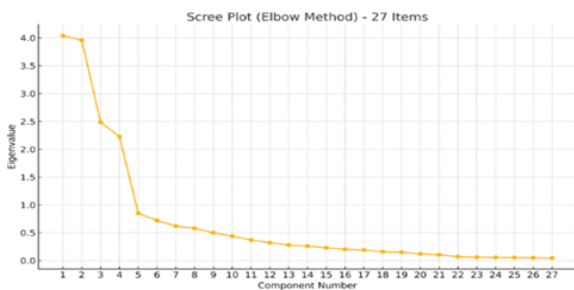
In the fourth phase, after administering the tentative 27-items questionnaire, the researchers put the data collected from 410 instructors to KMO and Bartlett's test of sphericity to determine the suitability of the data. As provided in Table 1, the results of the adequacy of sampling indicated the sufficiency of the studied sample ( $KMO=0.823>0.60$ ).

**Table 1.** KMO and Bartlett's Test of the Interlanguage Pragmatics Instructional Techniques Questionnaire

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.823
	Approx.	6298.8
	Chi-Square	
Bartlett's Test of Sphericity	df	210
	Sig.	0.000

**Table 2.** Total Variance Explained for Interlanguage Pragmatics Instructional Techniques Questionnaire

Component	Initial Eigenvalue	% of Variance	cumulative	Rotation Loadings
1.0	4.038	20.18	20.18	3.5
2.0	3.958	19.78	39.96	3.4
3.0	2.487	12.44	52.4	2.8
4.0	2.229	11.14	63.54	3.01
5.0	0.85	4.26	67.8	-
6.0	0.72	3.61	71.41	-
7.0	0.62	3.1	74.51	-
8.0	0.58	2.89	77.4	-
9.0	0.5	2.5	79.9	-
10.0	0.44	2.22	82.12	-
11.0	0.37	1.86	83.98	-
12.0	0.32	1.58	85.56	-
13.0	0.28	1.4	86.96	-
14.0	0.26	1.3	88.26	-
15.0	0.23	1.14	89.4	-
16.0	0.2	1.0	90.4	-
17.0	0.19	0.94	91.34	-
18.0	0.16	0.8	92.14	-
19.0	0.15	0.75	92.89	-
20.0	0.12	0.61	93.5	-
21.0	0.105	0.48	93.98	-
22.0	0.07	0.35	93.85	-
23.0	0.06	0.3	94.15	-
24.0	0.056	0.28	94.43	-
25.0	0.054	0.27	94.7	-
26.0	0.05	0.25	94.95	-
27.0	0.046	0.23	95.18	-



**Figure 1.** Scree Plot for Interlanguage Pragmatics Instructional Techniques Questionnaire

**Table 3.** Independent-Samples t-Test for Consciousness-Raising Techniques

	Mean	Std. Deviation	t	df	Sig.
Q1	Reflective 1.96	0.77821	-26.444	408	.000
	Non-reflective 4.03	0.78792			
Q2	Reflective 4.07	0.73784	27.50	408	.000
	Non-reflective 1.99	0.78014			
Q3	Reflective 3.52	1.0722	9.852	408	.000
	Non-reflective 2.46	1.0824			
Q4	Reflective 3.97	0.71858	15.33	408	.000
	Non-reflective 2.53	1.0863			
Q5	Reflective 4.01	0.80020	25.00	408	.000
	Non-reflective 2.00	0.81025			

**Table 4.** Independent-Samples t-Test for Technology-Based Pragmatic Techniques

	Mean	Std. Deviation	t	df	Sig.
Q6	Reflective 4.43	0.49725	33.72	408	0.000
	Non-reflective 2.02	0.85183			
Q7	Reflective 3.99	0.76802	26.87	408	0.000
	Non-reflective 1.95	0.75633			
Q8	Reflective 3.55	0.97221	0.210	408	0.834
	Non-reflective 3.53	0.99456			
Q9	Reflective 2.99	0.83125	12.95	408	0.000
	Non-reflective 1.94	0.79503			

**Table 5.** Independent-Samples t-Test for Communication-Based Techniques

	Mean	Std. Deviation	t	df	Sig.
Q10	Reflective 3.97	0.8069	11.30	408	0.000
	Non-reflective 3.04	0.8404			
Q11	Reflective 4.01	0.7494	25.70	408	0.000
	Non-reflective 2.06	0.7658			
Q12	Reflective 4.53	0.5004	0.833	408	0.405
	Non-reflective 4.48	0.5009			
Q13	Reflective 3.96	0.7854	11.94	408	0.000
	Non-reflective 2.98	0.8520			

**Table 6.** Independent-Samples t-Test for Corrective Feedback Techniques

	Mean	Std. Deviation	t	df	Sig.
Q14	Reflective 3.50	1.02	-0.201	408	0.84
	Non-reflective 3.52	1.06			
Q15	Reflective 3.56	1.08	0.334	408	0.73
	Non-reflective 3.53	1.15			
Q16	Reflective 3.50	1.09	-0.100	408	0.31
	Non-reflective 3.61	1.05			
Q17	Reflective 3.50	1.07	0.259	408	0.79
	Non-reflective 3.48	1.08			
Q18	Reflective 4.02	0.774	0.465	408	0.64
	Non-reflective 3.99	0.802			
Q19	Reflective 3.48	1.04	-1.19	408	0.23
	Non-reflective 3.61	1.05			
Q20	Reflective 4.05	0.795	13.24	408	0.000
	Non-reflective 2.97	0.825			

In addition, the result of Bartlett's Test of sphericity showed that none of the item pairs were identical ( $X^2(210) = 6298.8, p < 0.001$ ). To identify the number of components, an exploratory factor analysis was run. Table 2 reported the initial eigenvalues of the components. The factor analysis in this study identified four components that had eigenvalues greater than the benchmark value. These four components explained 63.56% of the variance (20.18 %, 19.78 %, 12.44 %, and 11.14 %, respectively).

According to the exploratory factor analysis, seven items were omitted in this phase. Six items did not have sufficient loadings to be assigned to any factor, and one item was situated under an irrelevant factor. In the end, four factors (i.e. consciousness-raising, technology-based, communication-based and corrective feedback techniques) were extracted. The scree plot was also used to support the identification of four factors in Fig. 1.

Fig. 1 also shows a clear "elbow" at the 4th component, where the eigenvalues drop below 1. This supports the decision to retain four factors as they represent the most meaningful variance, while additional components explain minimal variance. Using a confirmatory factor analysis, the researcher forced a four-factor solution.

The results confirmed that there were four main factors in this questionnaire. Furthermore, the results indicated the relevant items for each of the four categories. In the final phase, the researchers aimed to examine whether reflective and non-reflective teachers employed different techniques to teach interlanguage pragmatics. The results are provided under the previously-mentioned categories. The first category included consciousness-raising techniques.

Table 3 presents descriptive statistics and independent samples t-test results of the items in this section. As provided in Table 3, the first five items (Q1 = using examples of pragmatics only in L2, Q2= using examples of pragmatics both in learners' L1 and L2, Q 3= helping learners recognize pragmatic strategies, Q4= using boldfaced pragmatic statements, and Q5= asking the students to recognize inappropriate pragmatics in provided L2 jokes and stories) were used significantly more by reflective teachers than their non-reflective counterparts ( $t_{Q1} = -.26.44$ ,  $t_{Q2}=27.50$ ,  $t_{Q3}=9.85$ ,  $t_{Q4}=15.33$ , and  $t_{Q5}= 25.00$ ,  $p < 0.05$ ).

The second category dealt with technology-based pragmatic techniques illustrated in Table 4. As provided in Table 5, the difference between reflective and non-reflective teachers' employment of role-playing was not significant ( $t = 0.833$ ,  $p=0.405$ ); however, reflective teachers used other communication-based techniques (i.e., asking language learners to discuss the foreign cultures appropriate language and behavior, asking learners to discuss the different answers to a dialogic-based worksheet in L1 and L2, providing learners with discourse completion task) significantly more than non-reflective teachers ( $t_{Q10}=11.30$ ,  $t_{Q11}= 25.70$ ,  $t_{Q13}= 11.94$ ,  $p < 0.05$ ).

The last set of items in Table 6 was related to teachers' use of corrective feedback while teaching L2 pragmatics.

However, other techniques (Q6= using video clips from foreign movies to teach interlanguage pragmatics, Q7= asking learners to do email exchanges, and Q9= using or designing websites to provide language learners

with interlanguage pragmatic exercises) were used significantly more by reflective teachers than non-reflective ones ( $t_{Q6}=26.13$ ,  $t_{Q7}=33.72$ ,  $t_{Q9}=12.95$ ,  $p < 0.05$ ). The participants' use of communication-based techniques to teach L2 pragmatics was also examined in this study. The results are provided in Table 5.

Table 6 indicates that in most cases, the differences between reflective and non-reflective teachers' use of corrective feedback types (Q14= using recasts to correct learners' errors, Q15= providing learners with metalinguistic feedback, Q16= providing learners with correct form, Q17= using clarification requests to correct learners' pragmatic errors, Q18= eliciting the correct pragmatic form from learners, and Q19= repeating learners' pragmatic errors) were not significant ( $t_{Q14}=-0.201$ ,  $p = 0.841$ ;  $t_{Q15} = 3.01$ ,  $p = 0.739$ ;  $t_{Q16}= 1.112$ ,  $p=0.314$ ;  $t_{Q17}=0.259$ ,  $p=0.796$ ;  $t_{Q18}=0.465$ ,  $p=0.642$ ;  $t_{Q19} = -1.19$ ,  $p=0.235$ ). However, reflective teachers encouraged learners to have peer corrective feedback significantly more than non-reflective ones ( $t_{Q20}=13.24$ ,  $p < 0.05$ ).

## 5. Discussion

The research question aimed to identify the differences between reflective and non-reflective teachers in employing interlanguage pragmatics instructional techniques. The analysis revealed that reflective teachers employed a wider range of interlanguage pragmatics instructional techniques compared to their non-reflective counterparts.

One of the findings indicated reflective teachers' significantly higher use of consciousness-raising techniques in teaching pragmatics. Consciousness pragmatic raising is considered an inductive approach to elevate learners' awareness about using the appropriate language forms in different contexts. These techniques expose language learners to pragmatic instances to help them understand pragmatic strategies, enabling language learners to navigate diverse social contexts more effectively (Adyagarini et al., 2019).

Based on the research, reflective teachers provided both L1 and L2 pragmatic examples during their teaching pragmatics while non-reflective teachers mainly used L2 pragmatic instances in teaching. As prior studies (Mohamadi et al., 2023; Tekin & Garton, 2020) have shown, the prudent use of L1 in L2 classes is one of the features of reflective teachers to maximize the efficiency of their instruction in specific contexts. The findings related to the first two items indicated that reflective teachers, more than non-reflective ones, resorted to learners' L1. This can indicate their reflection, leading to their awareness of the reasons for using L1 in certain circumstances.

Besides, as Item 3 indicates, reflective teachers reported helping learners become familiar with pragmatic strategies significantly more than their non-reflective counterparts. Providing learners with an explicit explanation of pragmatic strategies has become a routine procedure in language teaching. This finding aligns with previous studies (Adyagarini et al., 2019; Aydin, 2023; Stratton, 2023), which found that explicit instruction of pragmatics is favored in second/foreign language classes.

Nevertheless, applying only explicit instructions reinforces learners' passive role, which is not in line with the principles of the post-method era. In light of the studies conducted by (Moslehi & Salehi, 2021; Stratton, 2023), one of the main features of reflective teaching is using implicit activities to activate learners' intuitive heuristics. In line with these remarks, the findings of this study revealed that reflective teachers employed significantly more implicit (consciousness-raising) techniques than their non-reflective counterparts. One of the reasons that might have resulted in this finding is the creativity and autonomy of reflective teachers who are considered the heart of postmethod pedagogy.

The significant difference between reflective and non-reflective teachers for technology-based techniques (Q=6,7and9) revealed reflective teachers' willingness to adapt their teaching practices based on new educational trends and information. This finding is in line with Khodjaeva and Akhmadaliyeva's (2024) study which stated that modern pedagogical technologies have revolutionized language teaching world and offered innovative resources for language learners to enhance their learning.

Communication-based techniques such as role-play have also been extensively used in L2 classes and L2 pragmatic research. The findings of prior studies have shown the significant positive effects of these tasks on learners' L2 pragmatics (Youn, 2020). However, while some teachers employ role-play techniques to improve their learners' L2 knowledge, a few have also been reported to benefit from more complicated tasks such as discourse completion tasks (Q13), email exchanges (Q7), and website use or designing (Q9) which require time, knowledge, and commitment to develop for each specific context. The integration of these teacher-generated tasks, which are not usually provided in textbooks, requires a profound cognizance of pragmatic instruction knowledge, which seems to be beyond non-reflective teachers' ability who abide by institutional rules and their textbook activities (Bardovi-Harlig, 2020; Savvidou & Economidou-Kogetsidis, 2019).

Besides, the literature primarily supports the use of explicit and implicit corrective feedbacks in foreign or second teaching settings (Jafari et al., 2025; Rassaei, 2021; Shadiev & Feng, 2024). However, there was only a significant difference between reflective and non-

reflective teachers' use of peer corrective feedback, which is grounded in sociocultural theory (Vygotsky, 1978). It seems that employing peer corrective feedback to improve learners' L2 pragmatics is the distinguishing feedback-related feature. This finding is in line with (Mann & Walsh, 2017) who also mentioned that reflective teachers are more likely to use peer corrective feedback to promote their learners' L2 knowledge, which emphasizes the adjustment of teaching materials based on learners' responsiveness. In the context of this study, the analysis revealed a significant difference between reflective and non-reflective teachers' use of interlanguage pragmatics instructional techniques, and the null hypothesis was rejected.

## 6. Conclusion

The findings of the present study revealed that reflective or non-reflective teachers' teaching mindset could largely determine their selection of activities. Based on the results of this study, reflective teachers employ a wider range of activities to teach pragmatics while non-reflective teachers usually use the pre-established tasks provided in textbooks or by institutional authorities. The findings of this study showed that in consciousness-raising, technology-based, and communication-based techniques, the only non-significant activities (asking learners to join a group through social media to summarize interlanguage pragmatics instruction, and role-playing) were the ones that are usually dictated by external sources such as employed methods, the educational heads of institutions, and international textbooks. Reflective teachers, distinguished by their active engagement in critical self-evaluation and pedagogical dialogue, appear to possess greater flexibility and creativity in their approach to pragmatic instruction.

On the other hand, the results showed that both reflective and non-reflective teachers utilize different feedback types to correct their learners' pragmatic mistakes and errors. However, reflective teachers encouraged learners to engage in peer corrective feedback significantly more than non-reflective teachers. By encouraging learners to benefit from peer corrective feedback, their role as passive listeners is changed toward active speakers, too.

Moreover, the results of this study might provide valuable insights for language teachers, educators, and EFL publishers, helping them to become familiar with various interlanguage pragmatics instructional techniques and understand the differences between reflective and non-reflective instructors' use of instructional techniques for teaching interlanguage pragmatics.

The researchers viewed this study as a stepping stone to future studies that can investigate teaching each interlanguage pragmatics technique to EFL learners at

different levels (e.g. beginning, intermediate, and advanced levels). Further studies can be done to explore language learners' perspectives on the effectiveness of the techniques used by both reflective and non-reflective teachers in teaching interlanguage pragmatics. Finally, to witness whether the results of the study are generalizable for all EFL learners or not, researchers in other parts of the world can replicate the study with different populations on the same point.

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#### Authors Contribution

All the authors have participated sufficiently in the intellectual content, conception, and design of this work or the analysis and interpretation of the data (when applicable), as well as the writing of the manuscript.

#### Availability of data and materials

The data that support the findings of this study are available from the corresponding author upon reasonable request.

#### Conflict of interest

The author states that there is no conflict of interest.

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