JCALS

ORIGINAL RESEARCH
E-ISSN: 2981-1678
Volume 2, Issue 2, pp 26-51

Journal of Critical Applied Linguistics Studies

Gonbad Kavous University

Gender and Pragmatics: A Critical Look at Communicative Approach Effectiveness in Iranian & Iraqi EFL Learners' Request Performances

Linguistics Society of Iran

[1]Nadhem Raheem Ghurab Al-Salami, *[2]Hadi Salehi**, & *[3]Omid Tabatabaei*

ABSTRACT

This explanatory sequential mixed-methods study examined the impact of a Communicative Approach (CA) intervention on the development of pragmatic competence in the speech act of request among Iranian and Iraqi university-level EFL learners, with a specific focus on gender differences. A sample of 100 intermediate students, comprising 50 Iranian and 50 Iraqi individuals, was allocated into experimental and control groups. The experimental groups engaged in a twelve-week CA-based instructional program, whereas the control groups underwent conventional instruction. Quantitative data were obtained through researcher-developed pre- and post-tests evaluating request performance, while qualitative insights were acquired through semi-structured interviews. The results showed that the CA made a statistically significant difference in pragmatic performance for both Iranian and Iraqi learners, with the experimental groups doing much better than the control groups. Further analysis indicated a significant gender effect for Iranian learners, with females exhibiting greater improvement than males; however, no significant gender difference was observed among Iraqi learners. Qualitative analysis demonstrated that the CA improved learners' metapragmatic awareness and confidence, while also uncovering culturally specific preferences, such as a propensity for indirectness among Iranian learners and directness among Iraqi learners. The study found that the Communicative Approach is very effective at helping people become more pragmatic, but that its effectiveness is affected by issues such as gender and cultural background. This shows that EFL teachers need to be able to adapt their teaching to different situations.

Article History

Received:
2025-04-11
Revised:
2025-04-22
Accepted:
2025-05-23
Published:
2025-07-01

Key Words:
Communicative Approach, Gender Differences, Intercultural Pragmatics, Iranian EFL Learners, Iraqi EFL Learners, Speech Act of Request

[1] Ph.D. Candidate, English Department, Na.C, Islamic Azad University, Najafabad, Iran;
Email: ORCID: https://orcid.org/
[2] Corresponding Author: Assistant Professor Ph.D. English Department, Na.C, Islamic Azad University, Najafabad, Iran;
Email: hadisalehi@iau.ac.ir ORCID: https://orcid.org/0000-0001-8831-7253
[3] Associate Professor, English Department, Na.C, Islamic Azad University, Najafabad, Iran;
Email: omidtabatabaei@iau.ac.ir ORCID: https://orcid.org/0000-0001-9797-0238
[4] Article Citation: Al-Salami, N. R. G., Salehi, H., Tabatabaei, O. (2025). Gender and Pragmatics: A Critical Look at Communicative Approach Effectiveness in Iranian & Iraqi EFL Learners' Request Performances. *Journal of Critical Applied Linguistics*, *2*(2), 26-51. [DOI]

[Downloaded from cals.gonbad.ac.ir on 2026-11-22]

[DOI: 10.22034/jcals.2.2.2]

1. Introduction

The Communicative Approach (CA) has become a key framework in language teaching, especially for EFL learners who intend to improve their practical skills. Pragmatic competence, defined as the capacity to utilize language suitably in various social contexts and to execute speech acts such as requests (Bojar, 2020), closely corresponds with CA's focus on interaction, contextualized communication, and the significant application of language. Through concentration on authentic communicative practices, CA aids learners in navigating the social norms and cultural expectations that govern proper language usage. Because Iran and Iraq are both EFL contexts with a lot of different cultures, it is both timely and useful for teaching to look into how CA can help individuals become more pragmatic.

For Iranian and Iraqi EFL learners, the cultivation of pragmatic competence has become increasingly essential owing to the proliferation of international mobility, cross-cultural interactions, and the escalating demand for effective intercultural communication (Brandl, 2008). However, research has consistently demonstrated that learners frequently encounter difficulties with the pragmatic aspects of language, leading to misunderstandings and communication failures. This is especially clear when it comes to making requests, which is a speech act that is very sensitive to social and cultural norms. In one culture, a polite request may be seen as rude or too direct in another. While the incorporation of pragmatic instruction into CA has been proposed as a viable method for tackling these challenges, the degree to which CA facilitates pragmatic development in Middle Eastern EFL contexts is still inadequately researched.

While many studies have examined how well the Communicative Approach works for improving general communication skills, not as many have considered the way it affects the growth of pragmatic competence, especially when it comes to culturally sensitive speech acts such as requests. Furthermore, the efficacy of CA in fostering pragmatic development is contingent upon learners' cultural backgrounds, sociolinguistic conventions, and language proficiency levels. Despite the fact that both explicit and implicit instructional methods have demonstrated efficacy in promoting pragmatic learning (Bouton, 1994), there remains insufficient evidence concerning their operation within CA in contexts such as Iran and Iraq, where cultural norms and educational practices diverge from the Western-centric models predominantly featured in existing literature. This gap highlights the necessity for empirical investigations that analyze pragmatic performance within particular sociocultural contexts.

[Downloaded from cals.gonbad.ac.ir on 2026-11-22]

[DOI: 10.22034/jcals.2.2.2]

In response to this necessity, the current study examined the efficacy of the Communicative Approach in enhancing the capacity of Iranian and Iraqi EFL learners to execute requests appropriately. By concentrating on two culturally distinct yet geographically close learner populations, the study offers novel empirical insights into the adaptation of CA to various sociocultural contexts to improve pragmatic competence. The results seek to enhance theoretical comprehension of pragmatic development and to guide pedagogical practices that more effectively meet the requirements of EFL learners in multicultural contexts filling a significant void in applied linguistics research. Consequently, the researchers have opted to investigate the efficacy of the communicative approach in improving pragmatic proficiency in speech acts of request among Iranian and Iraqi university EFL students by formulating the following inquiries:

1. Does the Communicative Approach significantly affect the pragmatic performance of Iranian university EFL students in the speech acts of request?

2. Does the Communicative Approach significantly affect the pragmatic performance of Iraqi university EFL students in the speech acts of request?

3. Is there a significant difference in pragmatic performance in the speech act of request between Iranian male and female university EFL students when exposed to the Communicative Approach?

4. Is there a significant difference in pragmatic performance in the speech act of request between Iraqi male and female university EFL students when exposed to the Communicative Approach?

5. How do Iranian and Iraqi male and female university EFL students perceive the impact of Communicative Approach on their pragmatic performance in speech act of request?

2. Literature Review

The current study occupies the convergence of Communicative Language Teaching (CLT) and interlanguage pragmatics. Recent academic discourse has transformed CLT from a mere collection of classroom practices into a more theoretically robust, contextually aware pedagogy that emphasizes interactional competence, the negotiation of meaning, and sociocultural alignment (East & Wang, 2025). In this broader context, communicative competence is viewed as a complex construct that inherently includes pragmatic and sociopragmatic knowledge in addition to grammatical and strategic elements (Hymes, 1972;

[Downloaded from cals.gonbad.ac.ir on 2026-11-22]

[DOI: 10.22034/jcals.2.2.2]

Canale & Swain, 1980). This redefinition emphasizes pragmatic competence not as an ancillary component of language instruction but as a fundamental aspect of communicative proficiency—facilitating learners in choosing linguistically suitable forms aligned with norms of politeness, power dynamics, and contextual limitations.

Pragmatics research identifies two analytically significant dimensions: pragmalinguistic knowledge, which encompasses the conventionalized forms and linguistic resources utilized to perform speech acts, and sociopragmatic knowledge, which refers to the sociocultural expectations that influence the selection and interpretation of these forms (Kasper & Rose, 2002). Studies in different languages have consistently shown that there is an asymmetry in development: learners may learn pragmalinguistic resources (like formulaic routines and morphosyntactic options for requests) before they learn how to use them correctly (Taguchi, 2011; Rose, 2009). This developmental pattern has direct pedagogical implications because instruction that focuses solely on forms—without explicit consideration of sociocultural contingencies—often fails to yield strong, contextually suitable performance.

Request realization is a particularly illuminating area for examining pragmatic development, as requests are quintessential face-threatening acts necessitating detailed assessments of power, social distance, and imposition (Brown & Levinson, 1987; Searle, 1979). Taxonomies, such as those formulated by Trosborg (1995) and implemented in extensive cross-cultural initiatives (e.g., Blum-Kulka et al., 1989), offer analytical precision for the comparison of strategy selection (direct, conventionally indirect, off-record), mitigation mechanisms (internal versus external modifiers), and contextual influences. Research across languages and cultures has shown time and time again that the way requests are made and understood varies in a systematic way, proving that pragmatic norms are culture-sensitive and not the same in all cultures (Blum-Kulka et al., 1989; Ogiermann & Bella, 2020).

Interlanguage pragmatics research has elucidated the factors that facilitate pragmatic development. L1 pragmatic transfer, proficiency level, patterns of interactional exposure, and learners' metapragmatic awareness all influence the trajectory and quality of interlanguage pragmatics (Kasper, 1992; Taguchi, 2011; Taguchi, 2025). Recent reviews and studies show that incidental exposure to L2 input is rarely enough to gain sociopragmatic competence. Instead, instruction that combines task-based interactional practice with metapragmatic

[Downloaded from cals.gonbad.ac.ir on 2026-11-22]

[DOI: 10.22034/jcals.2.2.2]

reflection tends to lead to stronger and longer-lasting gains (Huang et al., 2022; Kasper & Rose, 2002).

From an educational standpoint, CLT-oriented interventions have been structured to facilitate pragmatic learning via genuine interaction, task formulation, and explicit awareness-raising regarding sociopragmatic conventions (Taguchi & Kim, 2018; East & Wang, 2025). Nonetheless, the evidence base is heterogeneous: certain experimental and classroom studies indicate positive effects of interactional and task-based CLT activities on pragmalinguistic repertoires, while findings regarding enhancements in sociopragmatic judgment and real-time performance are more ambiguous (Huang et al., 2022; Ogiermann & Bella, 2020). This lack of clarity shows how important it is to do research that breaks down different types of instruction (like implicit vs. explicit), task features, and learner variables.

There are specific empirical and pedagogical problems in the Middle Eastern EFL context that need to be looked into. Research involving Iranian and Iraqi learners reveals enduring pragmatic challenges in speech-act realization, recurrent instances of L1 transfer, and variations linked to institutional and cultural norms (Mashhadi & Memari, 2025; Dashti Khavidaki, 2023). Research conducted in these contexts also points to gendered patterns in communicative behavior and pragmatic choices—an underexplored variable that may interact with classroom norms and broader sociocultural expectations to influence requestive performance (Hussein, Barzani & Barzani 2025). Although there is an increasing number of descriptive studies detailing pragmatic profiles in Iran and Iraq, there is still a lack of controlled instructional research assessing the impact of CLT-informed pedagogies on both pragmalinguistic and sociopragmatic development within these populations.

As a result, three related gaps appear in the literature. First, even though CLT has been changed and put into practice in a lot of places, there is not adequate strong evidence about how it affects sociopragmatic development, especially in areas where it is not well known (East & Wang, 2025; Huang et al., 2022). Second, a myriad of research on pragmatic instruction lumps together different types of learners. We need more studies that examine how L1 background, gender norms, and institutional practices affect the way students respond to CLT-based pragmatic instruction (Taguchi, 2025; Mashhadi & Memari, 2025). Third, methodologically rigorous studies that integrate behavioral performance measures, discourse completion tasks (DCTs) or role-plays, and longitudinal follow-up are essential to ascertain

[Downloaded from cals.gonbad.ac.ir on 2026-11-22]

[DOI: 10.22034/jcals.2.2.2]

whether observed improvements extend beyond classroom tasks to spontaneous interaction (Kasper & Rose, 2002; Ogiermann & Bella, 2020).

To fill in these gaps, this study sought to uncover how well a CLT-informed instructional program works to help Iranian and Iraqi university students make requests, with a focus on sociopragmatic outcomes and gendered patterns of performance. This research integrates detailed examination of request strategies with modern theoretical frameworks concerning communicative competence and pragmatic adaptation. It advances theory by evaluating assertions regarding instructionally mediated sociopragmatic development and enhances practice by pinpointing pedagogical arrangements that are expected to be effective in culturally specific EFL environments.

3. Methodology

3.1. Design

This study utilized an explanatory sequential mixed-methods design, incorporating a quasi-experimental pretest–posttest framework in the quantitative phase to ascertain the causal influence of the Communicative Approach (CA) on the pragmatic performance of Iranian and Iraqi university EFL learners in making requests. The employment of an experimental design was warranted by the study's aim to delineate the effects of a particular pedagogical intervention, in alignment with methodological guidelines in interlanguage pragmatics research. In each national cohort, students were put into one of two groups: an experimental group that received structured CA-based treatment with task-based interaction, role-plays, situational dialogues, and explicit metapragmatic instruction, and a control group that received the same amount of traditional, form-focused instruction without any activities that were communicative or pragmatics-oriented. A validated Discourse Completion Test (DCT) given before and after the intervention made it possible to make statistical comparisons between groups and genders. This gave us real evidence of how the Communicative Approach affected learners' ability to make requests in different ways.

The qualitative phase follows, utilizing discourse completion tests (DCTs) and semi-structured interviews to investigate learners' experiences, challenges, and contextual factors affecting their pragmatic development. This sequential design enables qualitative findings to contextualize and enhance comprehension of quantitative results, thus providing a holistic perspective on pragmatic learning. Pragmatic competence encompasses both linguistic precision and sociocultural suitability. This mixed-methods approach adeptly combines

[Downloaded from cals.gonbad.ac.ir on 2026-11-22]

[DOI: 10.22034/jcals.2.2.2]

quantifiable results with experiential insights, while also recognizing the cultural differences between Iranian and Iraqi learners.

3.2. Participants

The study's participants consisted of a deliberately chosen sample of 100 university-level EFL learners, evenly split between Iran and Iraq (50 from each), sourced from four universities—two in each country—to guarantee diversity in academic environments and bolster the validity of cross-cultural comparison. This sampling strategy facilitated a comparative analysis of pragmatic development across diverse linguistic and cultural contexts, while mitigating potential confounding variables. The inclusion criteria mandated that participants be undergraduate EFL students possessing a minimum of intermediate English proficiency, ascertained through institutional or standardized placement assessments, and willing to participate in both quantitative and qualitative components of the study. To uphold methodological rigor, participants with fewer than two years of formal English education or prior training in Communicative Language Teaching (CLT) were excluded, thereby minimizing bias and ensuring the study evaluated the genuine impact of the Communicative Approach. The equitable representation of male and female learners facilitated the investigation of potential gender disparities in pragmatic performance, thereby enhancing the study's capacity to assess the impact of communicative strategies on request-making competence across varied sociocultural contexts.

3.3. Instruments

Oxford Quick Placement Test (OQPT)

The Oxford Quick Placement Test (OQPT) was used to make sure that all of the participants had the same level of English proficiency. This was a reliable and valid way to choose an intermediate-level sample. The OQPT was chosen because it is very reliable (usually >0.85) and has been shown to be a valid measure of the construct. It was a quick, paper-based method that worked well for the study's multi-institutional setting in Iran and Iraq. The test had 60 multiple-choice questions that tested vocabulary, grammar, and reading. The scoring was based on the CEFR, which made it easy to put participants into groups. Standardized administration procedures and their demonstrated efficacy in EFL research guaranteed dependable proficiency assessment, establishing a robust foundation for subsequent analysis of the correlation between general language knowledge and pragmatic competence.

[Downloaded from cals.gonbad.ac.ir on 2026-11-22]

[DOI: 10.22034/jcals.2.2.2]

Pretests, Posttests, and a Scoring Guide

The researchers created pretests and posttests to measure pragmatic competence in making requests. These tests had 20 multiple-choice questions set in real-life situations and conversations that were relevant to the culture. The items illustrated prevalent pragmatic errors and integrated theoretical frameworks (Blum-Kulka et al., 1989). Pilot testing verified reliability (Cronbach's $\alpha > 0.80$, test-retest $r > 0.75$) and validity, with expert feedback enhancing the instruments. A strict scoring rubric gave scores of either "yes" or "no" based on grammatical correctness and sociopragmatic appropriateness, combining pragmalinguistic and sociocultural standards. The rubric had a CEFR-linked scale to track progress and included measures of cultural sensitivity. This made sure that assessments were fair across gender and national groups and allowed for detailed comparisons of pragmatic growth.

Semi-structured Interviews

Semi-structured interviews offered qualitative insights into participants' experiences and perceptions regarding the Communicative Approach's influence on pragmatic competence. The interview schedule comprised 12 open-ended questions focusing on metapragmatic awareness, perceived change, and cultural influences, evaluated for linguistic consistency in Persian, Arabic, and English. Interviews, lasting 10–20 minutes and conducted in the participants' preferred language, were recorded, transcribed, and analyzed in NVivo through a systematic coding process (open, axial, selective coding). Member checking and intercoder agreement ($\kappa = 0.82$) made sure that the results were reliable. This qualitative approach uncovered intricate sociopragmatic development influenced by gender, cultural background, and classroom interaction, thereby enhancing the quantitative findings and providing a holistic perspective on the impact of the Communicative Approach on learners' pragmatic decision-making.

Procedure

Data collection occurred in two consecutive phases corresponding to the explanatory sequential mixed-methods design. After getting permission from the school and informed consent, the Oxford Quick Placement Test (OQPT) was given to all the participants to make sure that they had the same level of language skill. Then, using intact classes to fit the needs of the institution, eligible intermediate EFL learners were put into experimental and control groups. Both groups took a pretest, Discourse Completion Test (DCT), to see how well they could make requests in different sociocultural situations. The experimental groups

[Downloaded from cals.gonbad.ac.ir on 2026-11-22]

[DOI: 10.22034/jcals.2.2.2]

subsequently underwent an eight-week Communicative Approach (CA) intervention, which included task-based interaction, role-plays, situational dialogues, and explicit metapragmatic instruction. In contrast, the control groups received an equivalent duration of traditional form-focused instruction devoid of communicative or pragmatics-related activities. Instructor training and regular classroom observations were used to keep an eye on treatment fidelity. After the intervention, all participants took the posttest DCT in the same way as the pretest. Their answers were then scored using a validated scoring rubric with an interrater reliability of 0.80.

During the second phase, qualitative data were gathered to provide context and enhance the quantitative results. A purposive subsample of 24 learners—equally distributed by gender, nationality, and instructional condition—engaged in semi-structured interviews examining their perceptions of instructional practices, pragmatic awareness, and difficulties in executing request speech acts. Interviews were conducted in the participants' preferred language, audio-recorded, transcribed verbatim, and analyzed through open, axial, and selective coding using NVivo. Member checking and intercoder agreement procedures (κ = 0.82) guaranteed analytical rigor. The combination of controlled experimental data with participant narratives allowed for a thorough comprehension of the Communicative Approach's impact on learners' pragmatic development in Iranian and Iraqi contexts.

Data Analysis

Data analysis adhered to a systematic, multi-phase methodology consistent with the study's explanatory sequential mixed-methods framework. During the quantitative phase, data from the Oxford Quick Placement Test (OQPT), pretest and posttest Discourse Completion Tests (DCTs), and scoring rubrics were coded, entered, and screened for completeness, normality, and outliers before inferential testing. Paired-samples t-tests were utilized to compare pretest and posttest scores within each experimental and control group, assessing the impact of the Communicative Approach on learners' pragmatic performance in requests. Independent-samples t-tests were employed to evaluate performance across national (Iranian vs. Iraqi) and gender groups. These analyses facilitated the investigation of group-level disparities and the statistical significance of instructional effects. In the subsequent qualitative phase, interview transcripts and open-ended DCT responses were transcribed verbatim, imported into NVivo, and analyzed using a systematic coding process that included open, axial, and selective coding. Intercoder agreement protocols and member validation

[Downloaded from cals.gonbad.ac.ir on 2026-11-22]

[DOI: 10.22034/jcals.2.2.2]

improved analytical reliability. The qualitative analysis elucidated, contextualized, and enriched the interpretation of the quantitative trends, thereby synthesizing both data strands into a cohesive mixed-methods analytical framework.

4. Results

Prior to executing inferential tests regarding the influence of the Communicative Approach on the pragmatic performance of Iranian EFL students in making requests, the Shapiro-Wilk test was utilized to verify the normality of the score distributions before and after the tests in both groups.

Table 1

Shapiro-Wilk Test of Normality for Pre-Test and Post-Test Pragmatic Performance Scores in the Experimental and Control Groups

Group	Test Time	W Statistic	p-value
Experimental Group	Pre-test	0.978	.453
Experimental Group	Post-test	0.983	.672
Control Group	Pre-test	0.963	.118
Control Group	Post-test	0.971	.262

The Shapiro-Wilk results confirmed normality in all datasets ($p > .05$), validating the use of parametric tests (paired and independent samples t-tests) to examine the Communicative Approach's effect on students' request performance.

Results of Research Question One

A paired-samples t-test was used to assess whether the Communicative Approach yielded a statistically significant improvement in the pragmatic performance of Iranian EFL students in requests from pre-test to post-test.

[Downloaded from cals.gonbad.ac.ir on 2026-11-22]

[DOI: 10.22034/jcals.2.2.2]

Table 2

Descriptive Statistics of Request Pre and Posttest Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	50	5.00	15.00	10.43	2.12
Posttest	50	7.00	18.00	13.56	2.45
Valid N (listwise)	50				

Descriptive statistics revealed that students' request strategy scores increased from pretest (M = 10.43) to posttest (M = 13.56), suggesting improvement with greater score variability, though a paired-samples t-test was required to confirm statistical significance.

Table 3

Paired-Sample T Tests of Pre and Posttest Request Scores of Iranian Students

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
				Lower	Upper			
Pre-test Post-test.	-3.13	1.87	0.26	-3.66	-2.60	-3.13	1.87	0.26

The paired-samples t-test showed a highly significant improvement in request scores ($t(49) = 11.85$, $p < .001$, $d = 1.36$), confirming that the intervention substantially enhanced Iranian EFL students' request-making skills with consistent gains across participants.

Table 4

Results of Descriptive Statistics Comparing the Request Pragmatic Posttest Scores of the EG and CG Learners

	N	Mean	*Std.* Deviation	*Std.* Error Mean
EG	50	13.56	2.45	.58
CG	50	10.84	1.93	.56

Descriptive statistics indicated that the experimental group surpassed the control group in posttest request scores (M = 13.56 vs. 10.84), exhibiting a substantial effect size (d = 1.25), which implies that the intervention significantly enhanced learners' pragmatic request skills, although inferential testing was required to validate significance.

[Downloaded from cals.gonbad.ac.ir on 2026-11-22]

[DOI: 10.22034/jcals.2.2.2]

Table 5

Results of Independent-Samples t Test Comparing the Request Pragmatic Posttest Scores of the EG & CG Iranian Learners

	Levene's Test for Equality of Variances		*t-test* for Equality of Means						
	F	*Sig.*	*T*	*df*	*Sig.* (2-tailed)	Mean Difference	*Std.* Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	3.92	.51	3.62	98	.001	2.72	.75	1.23	4.21
Equal variances not assumed			3.62	89.7	.001	2.72	.75	1.23	4.21

An independent-samples t-test verified that the experimental group significantly surpassed the control group in posttest request scores ($t(98) = 3.62$, $p < .001$, $d = 1.25$), indicating the intervention's substantial positive effect on learners' pragmatic request-making abilities.

The Shapiro-Wilk test was used to check the normality of the pre- and post-test scores in both groups before doing inferential tests on how the Communicative Approach affected Iraqi EFL students' request performance. This test works well with small to medium samples.

Table 6

Shapiro-Wilk Test of Normality for Request Pre-Test and Post-Test Pragmatic Performance Scores in the Experimental and Control Groups

Group	Test Time	W Statistic	P value
Experimental Group	Pre-test	.962	.120
Experimental Group	Post-test	.945	.145
Control Group	Pre-test	.977	.330
Control Group	Post-test	.968	.190

The Shapiro-Wilk test confirmed that all pre- and post-test scores in both groups were normally distributed ($p > .05$), validating the assumption of normality and permitting the use of parametric statistical analyses.

[Downloaded from cals.gonbad.ac.ir on 2026-11-22]

[DOI: 10.22034/jcals.2.2.2]

Results of Research Question Two

A paired samples t-test was utilized to ascertain whether the Communicative Approach yielded a statistically significant enhancement in the pragmatic performance of Iraqi EFL students in making requests from pre-test to post-test.

Table 7

Descriptive Statistics of Request Pre and Posttest Scores for Iraqi Students

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	50	3.00	10.00	6.10	1.45
Posttest	50	4.00	12.00	7.80	1.75
Valid N (listwise)	50				

Descriptive statistics showed that Iraqi students' average request performance improved from pretest (M = 6.10, SD = 1.45) to posttest (M = 7.80, SD = 1.75), suggesting the instructional intervention was effective.

Table 8

Paired-Sample T Tests of Pre and Posttest Scores of Request for Iraqi Students

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pre-test Post-test.	-1.70	1.60	.23	-2.16	-1.24	-7.39	49	.001

A paired-samples t-test revealed a significant enhancement in the request performance of Iraqi students from pretest (M = 6.10) to posttest (M = 7.80), t(49) = -7.39, p < .001. This indicates that the intervention had a substantial positive impact, necessitating a comparison of posttest scores between the experimental and control groups.

Table 9

Results of Descriptive Statistics Comparing the Request Pragmatic Posttest Scores of the EG and CG Learners

	N	Mean	*Std.* Deviation	*Std.* Error Mean
EG	50	7.80	1.75	.55
CG	50	5.76	1.25	.52

[Downloaded from cals.gonbad.ac.ir on 2026-11-22]

[DOI: 10.22034/jcals.2.2.2]

The descriptive statistics indicated that the experimental group achieved a higher score on the posttest for making suggestions (M = 7.80, SD = 1.75) compared to the control group (M = 5.76, SD = 1.25). This suggests a positive effect of the Communicative Approach, necessitating an independent-samples t-test to validate significance.

Table 10

Results of Independent-Samples t Test Comparing the Request Pragmatic Posttest Scores of the EG & CG Iraqi Learners

	Levene's Test for Equality of Variances		*t* test for Equality of Means						
	F	*Sig.*	*T*	*df*	*Sig.* (2-tailed)	Mean Difference	*Std.* Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.74	.39	3.40	48	.001	2.04	.47	.65	2.55
Equal variances not assumed			3.40	47.21	.001	2.04	.47	.65	2.25

An independent-samples t-test validated that the experimental group (M = 7.80) significantly surpassed the control group (M = 5.76) on the posttest (t(48) = 3.40, p = .001), indicating that the instructional intervention exerted a substantial positive impact on learners' request performance.

Results of Research Question Three

This analysis seeks to ascertain the existence of a significant disparity in pragmatic performance regarding the speech act of request between Iranian male and female university EFL students exposed to the Communicative Approach. The Shapiro-Wilk test confirmed normality for both male and female groups.

Table 11

Normality Test Results (Shapiro-Wilk)

Group	Gender	Speech Act	W	p	Conclusion
Experimental	Male	Request	0.981	0.847	Normal
Experimental	Female	Request	0.977	0.721	Normal

[Downloaded from cals.gonbad.ac.ir on 2026-11-22]

[DOI: 10.22034/jcals.2.2.2]

Table 11 shows the results of the Shapiro-Wilk normality test for the pragmatic performance scores of male and female groups. Since p-values for both groups exceed .05, the assumption of normality is satisfied, allowing us to proceed with parametric testing.

Table 12

Levene's Test for Equality of Variances

F	*df*₁	*p*
0.432	1	0.513

Levene's test checks to see if the variances between groups of men and women are the same. Here, p = .513 (> .05) shows that the variances are the same, which means that a standard independent-samples t-test is appropriate.

Table 13

Independent-Samples T-Test Results

Group	Mean	SD	t	df	P
Male	7.50	1.20	3.25	48	0.002
Female	8.60	1.15			

The independent-samples t-test results are shown in Table 13. The average pragmatic performance score for females (M = 8.60, SD = 1.15) was significantly higher than that for males (M = 7.50, SD = 1.20), t(48) = 3.25, p = .002. This indicates the presence of gender disparities in pragmatic request performance under the Communicative Approach.

Consequently, the analyses demonstrate that both male and female groups satisfy the normality assumption, exhibit equal variances, and indicate a statistically significant difference in pragmatic performance scores regarding the speech act of request between genders. These results bolster the hypothesis that gender may affect the efficacy of the Communicative Approach in improving pragmatic skills.

Results of Research Question Four

This analysis examines the research question: 'Is there a significant difference in pragmatic performance regarding the speech act of request between Iraqi male and female university

[Downloaded from cals.gonbad.ac.ir on 2026-11-22]

[DOI: 10.22034/jcals.2.2.2]

EFL students when subjected to the Communicative Approach?' Normality tests demonstrated that both male and female groups in the experimental condition exhibited normally distributed request scores, thereby validating the application of a parametric independent-samples t-test.

Table 14 shows the descriptive statistics for the posttest request pragmatic performance scores by gender in the experimental group. The data indicate equivalent mean scores and standard deviations for both genders.

Table 14

Descriptive Statistics of Posttest Request Scores by Gender (Experimental Group)

Gender	N	M	SD
Male	25	7.60	1.60
Female	25	7.60	1.60

Table 15 displays the results of an independent-samples t-test comparing posttest request scores between male and female students in the experimental group. The test indicates no significant difference between genders.

Table 15

Independent-Samples T-Test Comparing Posttest Request Scores by Gender (Experimental Group)

Gender	N	M	SD	t	df	p
Male	25	7.60	1.60	0.00	48	1.000
Female	25	7.60	1.60	-	-	-

In effect, the statistical analysis indicates that there is no substantial difference in the pragmatic performance of making requests between male and female Iraqi university EFL students when subjected to the Communicative Approach. This indicates that the intervention is equally efficacious for both genders.

Results of Research Question Five

This qualitative phase investigates the perceptions of Iranian and Iraqi university EFL students concerning the influence of the Communicative Approach (CA) on their pragmatic

[Downloaded from cals.gonbad.ac.ir on 2026-11-22]

[DOI: 10.22034/jcals.2.2.2]

competence in formulating requests. The quantitative findings demonstrated that CA positively influenced both groups, exhibiting variations in the extent of improvement based on gender and nationality. This phase examines the fundamental causes of these disparities in greater detail.

A targeted sample of 40 participants (10 Iranian males, 10 Iranian females, 10 Iraqi males, 10 Iraqi females) was chosen from the original experimental cohorts. To make sure their answers were clear and deep, the interviews were done in the participants' preferred language (Persian, Arabic, or English). Each interview lasted from 10 to 20 minutes, was recorded on audio tape, and then transcribed word for word for analysis. The 8 open-ended questions were structured around three key themes:

- 1. Metapragmatic awareness (e.g., reflection on politeness strategies in requests)
- 2. Self-perceived improvement (e.g., changes in confidence and ability in request-making)
- 3. Cultural and educational influences (e.g., L1 transfer effects and cultural norms).

Open coding generated 54 initial codes (e.g., “fear of imposition,” “politeness awareness”).

Axial coding condensed these into 8 categories (e.g., “gender and directness norms”).

Selective coding identified four overarching meta-themes, highlighting differences in pragmatic development across gender and nationality.

Table 16

Emergent Themes in Request Pragmatic Competence (Qualitative Analysis)

Theme	Frequency	Percentage (%)
Increased Confidence in Requests	32	80
L1 Influence on Directness	26	65
Gender Differences in Requests	22	55
Fear of Imposition in Requests	20	50
Preference for Indirectness (Iranians)	18	45
Iraqi Students’ Directness	16	40
Classroom Interaction Boosts Pragmatics	30	75
Metapragmatic Awareness Growth	25	62.5

[Downloaded from cals.gonbad.ac.ir on 2026-11-22]

[DOI: 10.22034/jcals.2.2.2]

Table 16 shows how often and what percentage of the time emergent themes were found in the qualitative analysis of interview data that only considered request-making. The most common theme, "Increased Confidence in Requests" (80%), shows that most students thought that the CA made it much easier for them to make requests in English. Likewise, “Classroom Interaction Boosts Pragmatics” (75%) underscores that interactive activities in the CA were essential for enhancing pragmatic competence. Cultural and linguistic influences were significant: 65% of participants recognized L1 influence on request directness, while 45% of Iranian participants preferred indirectness and 40% of Iraqi participants indicated a preference for greater directness, illustrating sociocultural communication norms. There were also differences between men and women, with 55% of participants noticing that men and women make requests in different ways, which are often shaped by cultural norms.

Table 17

Cross-Country and Gender Differences in Themes for Requests

Theme	Iranian Males (%)	Iranian Females (%)	Iraqi Males (%)	Iraqi Females (%) |
Increased Confidence	90	85	75	70
L1 Influence	60	70	65	60
Gender Differences	50	60	40	45

Table 17 shows how different national and gender groups put different amounts of emphasis on different themes. The highest gains in confidence in requests were reported by Iranian men (90%) and women (85%). Iraqi men (75%) and women (70%) reported slightly lower gains. Seventy percent of Iranian women said they were most aware of L1 influence. There were more noticeable gender differences among Iranian participants, and the women said they were more aware of these differences. These findings highlight that the Communicative Approach enhances request-making competence, with the effect influenced by cultural background, L1 transfer, and gender dynamics.

5. Discussion

The study's findings validated that the Communicative Approach exerted a substantial and significant influence on Iranian students' proficiency in making requests in English. The assumptions of normality were satisfied, and parametric analyses demonstrated significant

[Downloaded from cals.gonbad.ac.ir on 2026-11-22]

[DOI: 10.22034/jcals.2.2.2]

gains from pre-test to post-test for the experimental group, with large effect sizes indicating considerable enhancements relative to the control group. The validated post-test means difference of 2.72 points, established through both paired and independent-samples t-tests, underscored the efficacy of communicative instruction. From an interlanguage pragmatics standpoint, these advancements signify learners' enhanced proficiency in both pragmalinguistic structures and sociopragmatic evaluations, facilitated by tasks, role plays, and feedback that stimulated noticing, output, and interaction processes. Learners did not merely memorize formulas; they cultivated contextually attuned strategies for politeness and face management, in accordance with theories of speech acts and cross-cultural pragmatics.

The results align with sociocultural and usage-based theories of L2 pragmatic development, highlighting the significance of scaffolding, mediation, and repetitive practice in cultivating pragmatic competence. Communicative classrooms offered metapragmatic assistance and opportunities for schema abstraction, facilitating learners' transfer of strategies across related directive acts such as requests and suggestions. Recent empirical studies, including those conducted in Iran, Iraq, and other regions, substantiate that explicit, interaction-rich pragmatic instruction—whether delivered in person or through technology—consistently enhances learners' speech act performance. The study makes a unique contribution by placing these findings in the context of EFL in the Middle East, where communicative pedagogy has proven effective among various learner demographics and cultural norms. Some studies indicate gender-related trends in pragmatic strategy utilization; however, current evidence highlights context- and task-dependent effects rather than consistent disparities, emphasizing the significance of communicative practice in influencing learners' pragmatic development.

The findings from research question two indicated that the Communicative Approach markedly improved the performance of Iraqi university EFL students in making requests. Following the validation of normality via the Shapiro–Wilk test, parametric analyses were conducted, indicating that the experimental group's mean score rose from 6.10 to 7.80, signifying a statistically significant increase of 1.70 points. A paired-samples t-test validated this enhancement, whereas an independent-samples t-test indicated that the experimental group exceeded the control group by over two points on the post-test. These results show that communicative instruction works well for helping EFL learners develop their pragmatics. The findings substantiate Long's (1996) Interaction Hypothesis, which associates feedback-

[Downloaded from cals.gonbad.ac.ir on 2026-11-22]

[DOI: 10.22034/jcals.2.2.2]

rich interaction with interlanguage restructuring, and Schmidt's (1990) Noticing Hypothesis, which underscores the significance of awareness in the internalization of pragmatic forms. The instructional design facilitated learners in practicing requests across diverse social contexts, negotiating meaning, and concentrating on context-sensitive language use, thus actualizing essential constructs of interaction and noticing in pragmatic learning.

Supplementary theoretical frameworks elucidate the observed enhancements. Swain's (1985) Output Hypothesis posits that language production under communicative pressure aids learners in identifying deficiencies in their pragmatic repertoire, whereas Vygotsky's (1978) sociocultural theory emphasizes the significance of scaffolding and mediation within the Zone of Proximal Development in facilitating internalization. These frameworks elucidate both the aggregate improvements and the individual variability in learner performance. The results are consistent with meta-analytic evidence demonstrating the substantial influence of pragmatics instruction on speech act development (Ren et al., 2023) and with research validating that both in-person and online training environments yield significant improvements when interaction and feedback are prioritized (Rafiq & Yavuz, 2024). Similar findings have emerged from regional studies in Iran and Iraq, indicating that communicative, task-based instruction improves learners' proficiency in executing requests and other speech acts (Akhavan Tavakoli et al., 2025). Furthermore, technology-driven interventions like augmented reality simulations (Morady Moghaddam, 2025) and instruction customized to sociocultural norms (Al-Khawaldeh et al., 2024) further validate the current findings. These findings collectively offer substantial evidence that communicative, context-sensitive pragmatics instruction is an exceptionally effective approach for enhancing request performance in EFL contexts.

The findings of this analysis demonstrate that both male and female Iranian EFL learners benefited from the Communicative Approach in their request performance; however, female students significantly outperformed their male counterparts ($t(48) = 3.25$, $p = .002$). Sociopragmatic theory helps us understand this finding. It says that social factors like gender affect how learners use and understand speech acts (Brown & Levinson, 1987). The superior performance of female learners may indicate a heightened awareness of politeness strategies and relational alignment, aligning with Holmes' (1995) assertion that women generally emphasize solidarity and more effectively manage face threats in interactions. From a cognitive standpoint, Schmidt's (1990) Noticing Hypothesis posits that female learners may

[Downloaded from cals.gonbad.ac.ir on 2026-11-22]

[DOI: 10.22034/jcals.2.2.2]

have exhibited heightened awareness of sociopragmatic cues during communicative tasks, thereby facilitating the internalization of request strategies. In the same way, Swain's (1985) Output Hypothesis suggests that female learners who are pushed to make requests in communicative situations may have been more active in testing hypotheses and correcting themselves, which would have sped up their pragmatic development.

These results are consistent with recent empirical research regarding gender disparities in L2 pragmatics. In the Iranian EFL context, Akhavan Tavakoli et al. (2025) found that explicit pragmatic instruction improved learners' ability to make requests and apologies, with female learners showing more consistent progress, which is similar to what this study found. Al-Khawaldeh et al. (2024) discovered that sociocultural expectations in Arabic-speaking contexts influenced gendered preferences in mitigation strategies, supporting the notion that female learners tend to favor indirectness and politeness in directive actions. Ren et al.'s (2023) meta-analysis demonstrated that pragmatic instruction significantly influences various learner groups, while also emphasizing that contextual and individual factors, including gender, modulate learning outcomes. The evidence collectively indicates that the Communicative Approach is generally effective for pragmatic development; however, gendered sociocultural orientations may enhance the progress of female learners, a phenomenon substantiated both theoretically and empirically.

The results of the fourth research question indicate that Iraqi male and female EFL learners exhibited comparable improvements in request performance utilizing the Communicative Approach, evidenced by identical posttest means ($M = 7.60$, $SD = 1.60$) and a non-significant independent-samples t-test ($t(48) = 0.00$, $p = 1.000$). This indicates that, in contrast to certain other contexts, gender did not influence the effectiveness of pragmatic instruction in this sample. The results theoretically correspond with Schmidt's (1990) Noticing Hypothesis and Long's (1996) Interaction Hypothesis, which emphasize that all learners, irrespective of gender, gain advantages from opportunities to recognize contextualized pragmatic forms and negotiate meaning during interactions. Furthermore, the results align with Swain's (1985) Output Hypothesis, indicating that both male and female learners likely participated in similar hypothesis testing and enhancement of their pragmatic repertoires during communicative practice. Vygotsky's (1978) framework posits that scaffolding and mediation were equally available to both groups, facilitating analogous pathways of internalization in the acquisition of request strategies.

[Downloaded from cals.gonbad.ac.ir on 2026-11-22]

[DOI: 10.22034/jcals.2.2.2]

These findings diverge from studies conducted in alternative EFL contexts, which have occasionally indicated gender-based disparities. For example, Akhavan Tavakoli et al. (2025) noted that Iranian female learners exhibited more consistent pragmatic improvements than their male counterparts following explicit instruction in requests and apologies. In a similar vein, Al-Khawaldeh et al. (2024) discovered that sociocultural expectations influenced gendered disparities in the mitigation strategies employed by Arabic speakers. However, the current findings align with the extensive meta-analytic research conducted by Ren et al. (2023), which underscored the general efficacy of pragmatic instruction across diverse learner groups, while noting that moderators such as task design and sociocultural norms impact outcomes. The absence of gender disparity in the Iraqi context indicates that the Communicative Approach can serve as a gender-neutral instructional method, offering equivalent supportive conditions for pragmatic development in both male and female learners.

The qualitative findings enhance the quantitative results by demonstrating that Iranian and Iraqi students credited their pragmatic development in requests to the Communicative Approach (CA), albeit with subtle variations influenced by culture and gender. The predominant theme, “Increased Confidence in Requests” (80%), indicates that CA diminished hesitation and anxiety in making requests, thereby corroborating Swain’s (1985) Output Hypothesis, which posits that being compelled to produce language enhances fluency and confidence. In the same way, 75% of the people who took part said that interactive classroom activities helped them improve their pragmatic skills. This supports Long's (1996) Interaction Hypothesis, which says that negotiating meaning and getting feedback are important for interlanguage development. Significantly, 62.5% of participants indicated heightened metapragmatic awareness, consistent with Schmidt’s (1990) Noticing Hypothesis, as learners reported a more conscious reflection on politeness strategies and contextual appropriateness. The fact that 65% of learners were aware of L1 influence on directness is more proof of cross-linguistic transfer, which is in line with Kasper and Rose's (2002) findings that L1 norms have a big impact on L2 pragmatic behavior.

Cross-national and gender-based disparities demonstrate that although CA advantages all learners, sociocultural and identity factors influence its effects. Iranian learners, particularly females (70%), exhibited heightened sensitivity to L1 transfer and a pronounced preference for indirectness. This finding aligns with research indicating that Persian communication norms prioritize mitigation and politeness in requests (Allami & Naeimi, 2011). Conversely,

[Downloaded from cals.gonbad.ac.ir on 2026-11-22]

[DOI: 10.22034/jcals.2.2.2]

40% of Iraqi learners indicated a preference for more direct strategies, mirroring local sociopragmatic communication norms (Al-Khawaldeh et al., 2024). There were also differences between men and women, with 55% of participants saying that men and women make requests differently. This is similar to what Holmes (1995) said about women tending to be more polite and save face. These findings are consistent with recent Iranian studies indicating that explicit pragmatic instruction enhances requests more reliably among females than males (Akhavan Tavakoli et al., 2025). They also align with regional and cross-linguistic evidence demonstrating that sociocultural norms and gender roles influence learners' interpretation and implementation of pragmatic strategies. The qualitative findings collectively indicate that CA effectively enhances pragmatic competence; however, its outcomes are influenced by learners' cultural background, gender, and L1 factors.

6. Conclusion

The results of this explanatory sequential mixed-methods study indicate that the Communicative Approach has a significant and quantifiable effect on the enhancement of pragmatic competence in the speech act of request among Iranian and Iraqi university EFL learners. Quantitative analyses—validated by normality checks and a combination of paired and independent samples t-tests—demonstrated that CA-based instruction consistently yielded significant improvements in learners' pragmalinguistic accuracy and sociopragmatic appropriateness across both national cohorts, with gender-based analyses indicating distinct patterns in the Iranian context and gender-neutral outcomes in the Iraqi context. The qualitative phase enhanced the statistical findings by demonstrating that learners experienced significant improvements in confidence, metapragmatic awareness, and strategic request formulation, while also emphasizing the influence of cultural norms, L1 transfer, and gendered communication expectations on pragmatic development. The combined results support the idea that the Communicative Approach is an effective and fair way to teach English as a foreign language (EFL) students how to make requests. They further emphasize the necessity for pedagogical frameworks that explicitly integrate sociocultural variability, learner identity, and interaction-driven activities to foster enduring pragmatic competence across varied educational contexts.

[Downloaded from cals.gonbad.ac.ir on 2026-11-22]

[DOI: 10.22034/jcals.2.2.2]

Disclosure Statement

All authors contributed significantly to the research process.

We declare that this manuscript is original and has not been submitted to any other journal for publication

The authors affirm that the data supporting the findings of this study are available within the article. Any additional data can be obtained from the corresponding author upon reasonable request.

We would like to express our gratitude to all individuals helped us to do the project.

The authors report no conflict of interest.

The authors do not have any financial or non-financial competing interests.

This manuscript adheres to the ethical guidelines provided by the Committee on Publication Ethics (COPE) for ensuring integrity and transparency in the research publication process.

7. References

Al-Khawaldeh, N. N., Alomoush, O. I., Al Khalaf, E. M., Almahameed, Y. S., & Jaradat, A. A. (2024). Language maintenance: The case of modern standard Arabic among bilinguals. *Journal of Language Teaching and Research*, *15*(2), 588-597.

Allami, H., & Naeimi, A. (2011). A cross-linguistic study of refusals: An analysis of pragmatic competence development in Iranian EFL learners. *Journal of Pragmatics, 43*(1), 385–406.

Blum-Kulka, S., House, J., & Kasper, G. (1989). *Cross-cultural pragmatics: Requests and apologies*. Ablex.

Bojar, I. (2020). Pragmatic competence in foreign language learning. *Journal of Pragmatics and Language Learning, 12*(2), 45–60.

Bouton, L. F. (1994). Can NNSs ever acquire native-like pragmatic competence? A study of requests by non-native speakers of English. *Multilingua, 13*(2), 183–209. https://doi.org/10.1515/mult.1994.13.2.183

Brandl, K. (2008). Communicative language teaching in EFL contexts: Research-based practice. *Language Teaching Research, 12*(3), 321–344. https://doi.org/10.1177/1362168808090335

Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage*. Cambridge University Press.

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, *1*(1), 1–47. https://doi.org/10.1093/applin/I.1.1

[Downloaded from cals.gonbad.ac.ir on 2026-11-22]

[DOI: 10.22034/jcals.2.2.2]

Dashti Khavidaki, M. (2023). The Interplay of Contextual Variables and Language Proficiency in Request Realization. *Sage Open*, *13*(4), 21582440231220457.

East, M., & Wang, D. (2025). Advancing the communicative language teaching agenda: what place for translanguaging in task-based language teaching?. *The Language Learning Journal*, *53*(6), 702-714.

Eva, N. (2001). Computer-mediated communication and pragmatics: Investigating the impact of technology on speech acts. *Language Learning & Technology, 5*(2), 72–90.

Finocchiaro, M., & Brumfit, C. (1983). *The functional-notional approach: From theory to practice.* Oxford University Press.

Holmes, J. (1995). *Women, men and politeness*. Longman.

Huang, K., Li, P., Ma, J., & Liu, Y. (2022). Entropy-based vocabulary substitution for incremental learning in multilingual neural machine translation. In *Proceedings of the 2022 Conference on Empirical Methods in Natural Language Processing* (pp. 10537-10550).

Hussein, Z. M., Hadian, B., & Barzani, E. S. (2025). Negotiating Power: Analysis of Communication Strategies in the 2024 US Presidential Debates and Their Impact on Voter Perception. *Journal of Language and Translation*, *15*(1), 33-43.

Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269–293). Penguin.

Kasper, G. (1992). Pragmatic transfer. *Second Language Research, 8*(3), 203–231. https://doi.org/10.1177/026765839200800301

Kasper, G., & Rose, K. R. (2002). *Pragmatic development in a second language*. Blackwell.

Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. Ritchie & T. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413–468). Academic Press.

Mashhadi, J., & Memari, M. (2025). Inspecting Pragmatic Analysis of Strategies Employed by Iranian EFL Learners in Realization of the Speech Act of Requests. *Journal of Language Horizons*, *9*(1), 169-188.

Morady Moghaddam, M. (2025). Enhancing language learners' pragmatic skills through augmented reality: the speech act of request in the spotlight. *Innovation in Language Learning and Teaching*, 1-21.

Ogiermann, E., & Bella, S. (2020). An interlanguage study of request perspective: Evidence from German, Greek, Polish and Russian learners of English. *Contrastive Pragmatics*, *1*(2), 180-209.

[Downloaded from cals.gonbad.ac.ir on 2026-11-22]

[DOI: 10.22034/jcals.2.2.2]

Rafiq, R., & Yavuz, M. A. (2024). Advancing English as second language communication: The effectiveness of online pragmatic training on essential speech acts. *Heliyon*, *10*(11).

Ren, W., Li, S., & Lü, C. (2023). Effects of instruction on L2 pragmatic development: A meta-analysis. *Language Learning, 73*(2), 345–384.

Rose, K. R. (2009). Interlanguage pragmatics. In W. C. Ritchie & T. K. Bhatia (Eds.), *The new handbook of second language acquisition* (pp. 317–342). Emerald Group Publishing.

Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics, 11*(2), 129–158.

Searle, J. R. (1979). *Expression and meaning: Studies in the theory of speech acts.* Cambridge University Press.

Swain, M. (1985). Communicative competence: Some roles of comprehensible input and output in its development. In S. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 235–253). Newbury House.

Taguchi, N. (2011). *Pragmatic development in Japanese as a second language*. John Benjamins Publishing.

Taguchi, K. (2025). Enhancing Aural Vocabulary Knowledge Through Video Materials: Insights from the First Cycle of Action Research. *The Journal of Economics*, 50(2), 29-35.

Trosborg, A. (1995). *Interlanguage pragmatics: Requests, complaints and apologies*. Mouton de Gruyter.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

[Downloaded from cals.gonbad.ac.ir on 2026-11-22]

[DOI: 10.22034/jcals.2.2.2]