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L2 Pragmatics for EFL Teachers:

A Study of Vietnamese Teachers' Pre-service Education and In-service Professional Development

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STATEMENT OF ORIGINALITY

This work has not previously been submitted for a degree or diploma in any university. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made in the thesis itself.

This study was granted approval by Macquarie University Human Research Ethics Committee (Reference No: 5201837616653; 5201955919742) and conducted in accordance with the guidelines stipulated.

Signed

Ton Nu Tuy Anh

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ABSTRACT

L2 pragmatics teaching and pragmatic assessment research has largely contributed to our understanding of how L2 pragmatics could be taught and how pragmatic assessment could be included in EFL classrooms as well as in language tasks and tests. However, the significant issues of how EFL preservice teachers are trained regarding pragmatics and its teaching as well as in what ways EFL in-service teachers could be re-trained about pragmatics teaching in low-resource contexts like Vietnam are still under-explored. Additionally, regarding the EFL context of Vietnam, no research has been especially dedicated to how Vietnamese EFL preservice teachers' pragmatic knowledge and competence are assessed by teacher educators.

Therefore, this study examines the teaching of pragmatics and instructional pragmatics, together with the practices of pragmatic assessment at an EFL teacher education university in Vietnam with the participation of its English Department Head and 14 teacher educators whose knowledge, beliefs and practices of teaching pragmatics were investigated through an online questionnaire, individual interviews, class observations, and reflection notes. Also, the effectiveness of teacher professional development (PD) in pragmatics teaching was measured through the use of pre-training and post-training questionnaires completed by 43 participating teachers together with in-depth interviews with 7 teachers and a focus group discussion among 5 teachers to gain more insights into teachers' pragmatics teaching practices at Vietnamese high school. The ultimate goal of the PD study was to find out a potential model for future PD activities on this topic in EFL contexts like Vietnam.

The analysis of all collected data resulted in the following main findings. Firstly, pragmatics teaching was not explicitly manifested in the teacher training curriculum, and thus the teaching of pragmatics largely depended on teacher educators whose knowledge, beliefs,

and practices of pragmatics and its teaching greatly varied. Secondly, most of the investigated teacher educators had limited knowledge of pragmatic assessment; therefore, pragmatic assessment was still a neglected area at the investigated university. Thirdly, the training workshop exhibited positive effects in terms of teachers' awareness and enhanced knowledge of pragmatics and its teaching; however, this intervention was not yet able to provide evidence regarding teachers' transformative practices. Fourthly, this study unveiled the important issues that needed to be dealt with for pragmatics teaching to be included in both teacher education programs in Vietnam and in Vietnamese EFL classrooms, as well as gaps that needed to be bridged for pragmatic assessment to be conducted at Vietnamese EFL teacher education universities.

This study reinforced the important roles of the key dimensions of knowledge specifically required for the teaching of L2 pragmatics in Ishihara's (2010) framework and of knowledge for second language teaching in Freeman's (2016). Besides, it lent support to the relationships between teacher knowledge, beliefs and their teaching practices identified in previous studies, as well as shined more lights on this complex issue of teacher cognitions regarding the teaching of pragmatics. Furthermore, its PD investigation resulted in a potential model for effective PD in low-resource contexts like Vietnam.

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Ton Nu Tuy Anh

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LIST OF ABBREVIATIONS

MOET	Ministry of Education and Training
DOET	Department of Education and Training
ELT	English Language Teaching
EFL	English as a foreign language
ESL	English as a second language
EIL	English as an international language
ELF	English as a lingua franca
CLT	Communicative Language Teaching
PD	Professional Development
TEs	Teacher educators

CHAPTER 1. INTRODUCTION TO THE CONTEXT OF ENGLISH LANGUAGE TEACHING IN VIETNAM

Those who study or teach English as a foreign language in their non-English speaking countries might be familiar with the EFL textbook motif for teaching the target language. For example, in teaching a language function such as making a complaint or giving advice, the text starts with an instruction which asks students to work in pairs to carry out the instructed language function. The text then includes some linguistic resources for students to express the language function. This is followed by a sample dialogue that models a conversation in which the language function is used (see the textbook *English 11 – Volume 1* by Hoang et al. (2016) for examples of this presentation style of the taught knowledge in the national textbook series of English in the EFL context of Vietnam).

In terms of grammar and vocabulary exclusively, this way of presentation might be useful as it provides students with different linguistic forms to perform their speech acts in the target language. Nevertheless, regarding how to use provided structures appropriately in communication, this kind of language presentation in the textbook is problematic as it fails to provide students with explanation about the differences among these structures in terms of illocutionary force. For instance, in giving advice, such expressions as *I think you should* and *If I were you, I would*, are not interchangeable in different situations and to different people. Hence, providing 'useful expressions' in this way may cause misunderstanding among learners that these expressions are all the same regardless of to whom and in what situation these speech acts are performed (especially if students do not receive further explanation from the teacher about the important pragmatic functions of these structures). It is this pragmatic deficiency in ESL/EFL textbooks both worldwide and in Vietnam (see Jakupcevic & Portolan, 2021;

Nguyen, 2011; Ren & Han, 2016; Ton Nu, 2018; Ton Nu & Murray, 2020; Vellenga, 2004 for more discussion) that motivated me to conduct this study.

To foreground the context of this study and its significance, in this chapter, I address the following topics:

1) Status of the English language in the Vietnamese educational system;

2) Objectives of the English language teaching at tertiary level to Vietnamese EFL preservice teachers and at high school level to Vietnamese EFL students;

3) Challenges to the English language teaching quality in Vietnam;

4) Problems motivating this research;

5) Purposes of this study;

6) Significance of the study; and

7) Organization of this dissertation.

1.1. Status of the English Language in the Vietnamese Educational System

Vietnam's efforts at integration into the global market during the last twenty years marked especially by its membership in the Association of Southeast Asian Nations (ASEAN) in 1995 and the World Trade Organization (WTO) in 2007 have led to a boom in the teaching and learning of English in the country. Due to the role that English plays in regional and international communication and transaction, not only the Vietnamese government but also its people see the importance of becoming "proficient in the English language so that the citizens of the ASEAN region are able to communicate directly with one another and participate in the broader international communities" (ASEAN Secretariat, 2009, p. 3). Therefore, a lot of efforts have been made to popularize the teaching and learning of English nationwide.

In Vietnam, English was adopted as a compulsory subject for all secondary schools in 1972 (X. V. Nguyen, 2003) with the government's full recognition of English as an

international language for business, commerce, computer science and communication, and thus an indispensable asset for every Vietnamese in the modern world. However, English did not become prominent until the launch of the National Foreign Language Project 2020 (henceforth Project 2020) in 2008 by the government. The release of this project was the result of the government's consideration that the low quality of English teaching and learning in the country compared to international standards could be an obstacle to Vietnam's socioeconomic development if its workforce could not compete with citizens of high English proficiency countries in the ASEAN such as Singapore, Malaysia, and the Philippines (Le, 2019).

With the launch of Project 2020, the new English language policy was introduced from 2019 making it compulsory from year 3 in primary level to the final year in the upper secondary level. It became a medium of instruction for science subjects in selected secondary schools and for advanced courses at university (Vietnamese Government, 2008). The overarching goal of Project 2020 is to produce systemic changes in how foreign languages, especially English, are taught, learnt, and assessed in Vietnam across the education system (Vietnamese Government, 2008). With regard to the importance of English in today's Vietnamese society and its educational system, Le et al. (2019) remarked,

> English became the most preferred foreign language across the country. For policymakers, parents and students, English proficiency is less a "choice" than a necessity for success in education, employment, and economic mobility and prosperity. Most parents in economically developed urban areas consider investment in their children's learning English as "early investment" and, as a result, English language academies for young children run by foreigners have mushroomed in most urban areas. Street advertisements and signboards in English have become part of the urban linguistic landscape. (Le et al., 2019, p. 1)

Within the state educational system, the National English proficiency benchmarks based on the Common European Framework of Reference for Languages (CEFR) scale have been established under Project 2020, in which school and university graduates are expected to achieve Level B1. University lecturers and upper secondary (senior high school) teachers who teach English as the major or use English as a medium of instruction are required to reach level

C1. Meanwhile, both lower secondary (junior high school) and primary teachers are expected to reach the B2 level, with a provisional B1 level for primary teachers. These set benchmarks are made in order to achieve an ambitious goal which states that,

> by 2020 most Vietnamese young people graduating from secondary vocational schools, colleges and universities will be able to use a foreign language confidently in their daily communication, their study and work in an integrated, multi-cultural and multi-lingual environment, making foreign languages a competitive advantage of the Vietnamese people. (Hoang, 2016, p. 12)

To date, Project 2020 with a budget of about $5 billion, which is considered as the most expensive and ambitious foreign language reform (Pham, 2014; Bui & Nguyen, 2016; Ngo, 2018), has been implemented for more than a decade and has received well-documented criticisms for unrealistic benchmarks, inadequate instructional time, students' and teachers' low and varied starting points, lack of appropriate approaches to implementation, and a rigid syllabus and teaching methodology (*Vietnam News*, January 8, 2018). However, the government has still approved an extension to 2025 to continue the new English curriculum and proficiency standards and the English-for-everyone target (Le, 2019). Therefore, this study is aimed at bridging some current gaps between the desired goals of this project and its current foci which need to be re-oriented so that the project may achieve its ultimate goal of enabling Vietnamese young graduates to communicate properly in English as mentioned previously in this section.

Among many issues that need to be addressed for this project to be successful, English teacher education and professional development are considered as the keys to solve the long-lasting problems in English language teaching (henceforth ELT) in Vietnam (see section 1.3 below for detailed discussion of problems in ELT in Vietnam). This is because teacher education and teacher professional development (henceforth teacher PD) are strongly interrelated to each other (see Richards & Farrell, 2005 for more discussion). While teacher education equips preservice teachers with necessary knowledge and skills for their future

teaching profession, teacher PD enables them to maintain and improve their qualities and competences to tackle with the changing nature of teachers' knowledge base and the requirements for teachers to update skills in today's world (see section 2.3.1.1, Chapter 2 for more discussion). Against this background, there exists an enormous imbalance in the current implementation of Project 2020 regarding its allocated efforts and attention to the training of preservice teachers and re-training of in-service teachers despite the importance of teacher education (see section 1.2 below for more details). Therefore, this study was aimed at shedding light on this connected process of training and re-training teachers with a special focus on L2 pragmatics and its teaching so that thorough implications of L2 pragmatics teaching in teacher education and PD in Vietnam and its comparable contexts can be made.

In the following section, the objectives of the preservice English language teacher education (henceforth PELTE) curriculum and of ELT at high school level in Vietnam are presented to reveal the issues that motivated this study.

1.2. Objectives of the PELTE curriculum and of ELT at high school level in Vietnam

Under Project 2020, nearly 85% of its huge budget was allocated for building teacher capacity, in which retraining in-service English language teachers has been the main focus, whereas initiatives in the preservice sector have been limited (Vu & Dudzik, 2019). In this study, it is argued that PELTE is of paramount importance and should receive major focus. This is because on one hand, preservice teachers will form future generations of Vietnamese EFL teachers, who need to be able to meet learners' diverse needs in learning English for global communication in today's context of socioeconomic development in Vietnam (Nguyen & Dang, 2019). On the other, once the PELTE curriculum is successfully reformed, it can serve as a benchmark for the retraining of in-service teachers.

In order to "renovate thoroughly the tasks of teaching and learning foreign language within the national education system" by 2020 (Vietnamese Government, 2008, p. 1), the nation's first subject-specific teacher standards, the English Teacher Competencies Framework (ETCF) was issued. This framework was adapted by Dudzik (2008) from general teacher education research (Ball & Cohen, 1999; Bransford et al., 2005) and consists of five domains: subject matter knowledge, knowledge of teaching, knowledge of learners, professional attitudes and values, and practice and context. This ETCF was also represented into two versions in the User's Guide (MOET, 2013a & 2013b) to put forward different emphasis on what in-service and preservice teachers need to know and be able to do.

In this framework of knowledge and competencies that preservice Vietnamese EFL teachers need to achieve (see Appendix 1), knowledge of L2 pragmatics and how to teach it is absent, even though knowledge of the target language's culture and the need for creating authentic communication in the classroom do receive attention in the domains of subject matter knowledge and language teaching knowledge, respectively. Similarly, even though knowledge of L1 culture is required under the domain of knowledge of language learners, knowledge of L1 pragmatics is simply ignored. This complete disregard of pragmatics in this key framework of capacity building for EFL preservice teachers is problematic because pragmatic competence has been well recognized as an essential component of L2 ability in various models of communicative competence (e.g., Bachman, 1990; Bachman & Palmer, 1996 & 2010; Canale & Swain, 1980) and since the 1990s, researchers have shifted from the dominant morpho-syntax studies in instructed SLA to the area of pragmatics with special focus on sociocultural and sociolinguistic abilities (Taguchi & Roever, 2017). Apparently, although knowledge of target culture relates to, and can help explain L2 pragmatic features, it does not mean that cultural knowledge can automatically lead to knowledge of appropriate communicative behaviours in L2.

With regard to the objectives of English language teaching and learning at high school level in Vietnam, it is stated by the chief editor of the national textbook series released under Project 2020 in all teachers' books for upper-secondary school level that,

> the aim of this set of textbooks is to develop students' listening, speaking, reading and writing skills and improve their English language knowledge with a focus on communicative competence so that when they finish upper secondary school, their English will be at level three of the Foreign Language Proficiency Framework for Vietnam (equivalent to B1 in the Common European Framework of Reference for Languages). (Hoang et al., 2016, p. iii)

Given the focus on communicative competence as set out in this aim, it is essential, therefore, that students be provided with L2 pragmatic knowledge because pragmatic competence has been established as an indispensable component of L2 ability as mentioned above. My previous study on pragmatic input in this textbook series for upper-secondary school level revealed a low level of explicit information about pragmatics, which accounts for only 5.5 per cent of the students' book pages and does not appear at all in the teachers' books (Ton Nu, 2018; Ton Nu & Murray, 2020). This lack of pragmatic input in the textbooks places the teaching of pragmatics into the hands of teachers, requiring them to play an active role in integrating pragmatic knowledge into their lessons if they are to enable their students to achieve the goal of being communicatively competent in the target language. Under such circumstances, it seems that pragmatic competence is unlikely to be attained by Vietnamese learners.

Thus, the aim of this study is to further examine: 1) the current treatment of pragmatics in current English language teacher training curricula in Vietnam; 2) Vietnamese EFL teacher educators' knowledge and beliefs regarding L2 pragmatics, instructional pragmatics, and pragmatic assessment, together with their practices of teaching L2 pragmatics and instructional pragmatics to preservice teachers, and of assessing preservice teachers' pragmatic competence; and 3) the potential for targeted, contextually appropriate professional development to play a role in ameliorating the current situation. This will involve examination of the effects of a

professional development (henceforth PD) workshop on in-service English language teacher PD. Data from the PD phase also include participants' reflections of the training they received on pragmatics, and their beliefs about similar PD activities in the future.

1.3. Challenges to the quality of ELT in Vietnam

According to Le (2019), even though teacher training was given top priority under Project 2020, the lack of well qualified teachers remains the greatest challenge to the national educational system to date. In fact, this problem has existed for a long time in Vietnam since the early 1990s when the government decided to shift the foreign language focus from Russian to English. As Le (2019) explained, to tackle the serious shortage of English language teachers,

> the government decided to retrain a great majority of Russian-language teachers to teach English and simultaneously gave a green light for universities to offer *tai chuc* (off-campus or extension) fee-paying courses of English language teacher training for secondary school graduates who were not academically qualified for university admission. As training courses of this type brought in huge profits to both training universities and hosting institutions, they mushroomed in every corner of the country, leading to problems of quality management. The graduates from these courses became "half-skilled" teachers (i.e., those with limited English and pedagogical competence) yet were placed in various schools. This constitutes an unresolved problem in terms of teacher quality facing educational administrators even today. (Le, 2019, p. 11-12)

Le's remark partly explained the reasons for unqualified English language teachers in Vietnam who were not adequately trained for their jobs. In a recent study by Nguyen and Trent (2020), it was found that Vietnamese community members criticised both the knowledge and pedagogical practices of Vietnamese school teachers in general, and specifically Vietnamese EFL teachers. In the words of the authors,

> [...], the school subject that most concerned community members was English. In this case, many concerns centred on alleged inadequacies in the linguistic proficiency of these teachers. […]
>
> Newspapers talk a lot about the low [proficiency] level of teachers of English like they cannot make a basic conversation in English. This comment is true because I know many teachers and their level [of English proficiency] is exactly what the newspapers reported. (Nguyen & Trent, 2020, p.7)

In fact, the concerns regarding Vietnamese English teachers' capacities regarding both their subject matter and pedagogical content knowledge of the target language remain ongoing problems today. Therefore, improving teacher competence has been considered as key to the success of Project 2020, and thus, many efforts have been made in organizing ongoing professional development workshops for in-service teachers through intensive summer courses to upgrade teachers' English proficiency to the required level (see section 1.1) and update their pedagogical practices in accordance with those suggested in the current literature. However, despite this intensive training, the percentage of teachers who met the proficiency requirement, which was measured by the Vietnamese Standardised Test of English Proficiency (a locally developed English proficiency assessment tool) by the end of 2015, was still far from the expected target (M. H. Nguyen, 2013). Even if these outcomes can be achieved one day, it is still not clear whether the teachers' improved English proficiency will lead to improved classroom practices (V. T. Nguyen & Mai, 2015) and whether they can maintain their acquired proficiency given that in Vietnam teachers have little exposure to English and limited access to expert assistance (Le, 2019). These contextual constraints, together with other socioeconomic difficulties such as heavy teaching workload, and the impact on motivation of low salaries (see C. D. Nguyen, 2017) add more challenges to the retraining of in-service teachers.

As for preservice teacher training, there are several major problems that have been identified in previous studies. Firstly, as Le (2019) reported, preservice teachers at Vietnamese teacher training universities are not sufficiently equipped with classroom practical skills when they are placed in schools. This is attributed to a dearth of contextual knowledge of the learners in the training curriculum which is focussed on English proficiency and subject matter knowledge (M. H. Nguyen, 2013; Nguyen & Dang, 2019), as well as the practicum which is not yet sufficient and useful for preservice teachers (Le, 2014; H. Nguyen, 2015). Another

factor that contributes to the low quality of preservice teacher training is the fact that teacher training universities have to lower their entry score to recruit enough students. This is because high achievers in the secondary school graduation examination, driven by the market economy, are no longer attracted to a teaching career, which pays much less than other occupations (*VN Express*, August 8, 2017). Despite these existing obstacles to building teaching capacity in the preservice sector, recent reforms have paid limited attention to the training of preservice teachers compared to the focus that in-service English language teachers received under Project 2020 as mentioned previously in section 1.2.

1.4. Problems Motivating this Research

It is these long-lasting challenges to English language teaching in Vietnam that have motivated me to conduct this study. As teacher quality is crucial to any educational innovation and the success of any educational innovation is a result of the development of teacher competence (Hamid & Erling, 2016; Hu, 2002; Malderez & Wedell, 2007; Wedell, 2008; Le, 2019), I have been motivated to explore the current English language teacher training curricula in Vietnam specifically with regard to the treatment of pragmatics, Vietnamese EFL teacher educators' cognition and practices of teaching L2 pragmatics and assessing pragmatic competence, and Vietnamese EFL teachers' opinions on their training and retraining of L2 pragmatics and its teaching as stated in section 1.2. The special focus on L2 pragmatics and its teaching was selected because of the absence of pragmatics in the framework of capacity building for ELF preservice teachers (see Appendix 1) despite the strong emphasis on pragmatic competence in the overall communicative competence in research during the last three decades as discussed in section 1.2. In addition, a dearth of pragmatic input identified in ESL/EFL textbooks worldwide (e.g., McConachy & Hata, 2013; Vellenga, 2004; Ren & Han, 2016) and the current Vietnamese EFL textbooks in particular (e.g., M. T. T. Nguyen, Marlina,

& Cao, 2020; Ton Nu, 2018; Ton Nu & Murray, 2020) called for the need to have teachers actively integrate pragmatics into their teaching practices. This, in its own right, launched an appeal to have teachers trained about pragmatics and its teaching. Nevertheless, there have not been any studies focusing on the training of L2 pragmatics and its teaching to preservice English language teachers, as well as the retraining of these areas to in-service teachers in ESL/EFL contexts in general and in the EFL context of Vietnam in particular. Similarly, what teacher educators in these contexts know and believe about the assessment of L2 pragmatic competence and how they practice this kind of assessment is still under-researched. Therefore, this study is conducted to bridge the gaps in the current literature and in the ongoing educational reform in Vietnam.

1.5. Rationale and purposes of the Study

This study aims at exploring how Vietnamese EFL teachers are educated regarding L2 pragmatics and its related concepts, and is motivated by:

1) the crucial roles that teachers hold in education. As Hu (2002) rightly points out: "without qualified teachers, no matter how good the curriculum, the syllabus, the textbooks and the tests are, the development of English language teaching will be handicapped and quality compromised" (Hu, 2002, p. 651);

2) the demonstrated importance of pragmatic competence in overall communicative ability, and its documented neglect.

This study is divided into two phases to explore both issues of teacher education and teacher PD in terms of L2 pragmatics and its teaching in the EFL context of Vietnam so that insights into these significant yet under-explored areas in L2 pragmatics, including: teacher cognition in L2 pragmatics, pragmatic instruction, and pragmatic assessment, together with issues in

teacher professional development in L2 pragmatics, could be generated. On the basis of these findings, important pedagogical implications can be made for future training of teachers who are considered as "the final brokers and central agents of policy implementation" (T. T. T. Nguyen, 2020, p. 1) in Vietnam and other comparable EFL contexts to be more successful and effective.

Specifically, the first phase of this study was conducted to examine the treatment of pragmatics in the teacher training curricula at Vietnamese universities at undergraduate level. This examination was aimed at bringing about insights into how pragmatics is treated in the teacher training content in Vietnam, and how this was seen by leading figures in teacher education. The insights drawn could help in the investigation of teacher educators' knowledge, beliefs and practices of teaching L2 pragmatics and assessing pragmatic competence to shed light on what Vietnamese EFL teacher educators know and believe about L2 pragmatics and its teaching and assessment, as well as how they teach L2 pragmatics and its teaching methodologies to preservice Vietnamese EFL teachers and what they do to assess their student teachers' pragmatic competence.

The second phase of this study was conducted to examine the effects of a one-day training workshop on in-service Vietnamese EFL teachers, and to explore changes in their awareness and knowledge of pragmatics and its teaching. Also, this phase was aimed at eliciting teachers' reflections on the training they had received at Vietnamese teacher education universities. These reflections could serve as a means to compare with data obtained from the first phase, so that insightful implications about future teacher training curriculum and content can be made. In addition, teachers' opinions on PD obtained from this phase could serve as a source of knowledge and information for future PD activities on this topic.

In a nutshell, the findings and implications from this study are expected to contribute to the realization of the ultimate goals of the Project 2020 of Vietnam in particular and the teaching of English in ESL/EFL contexts in general. The underlying logic of this contribution is visually illustrated in Figure 1 below.

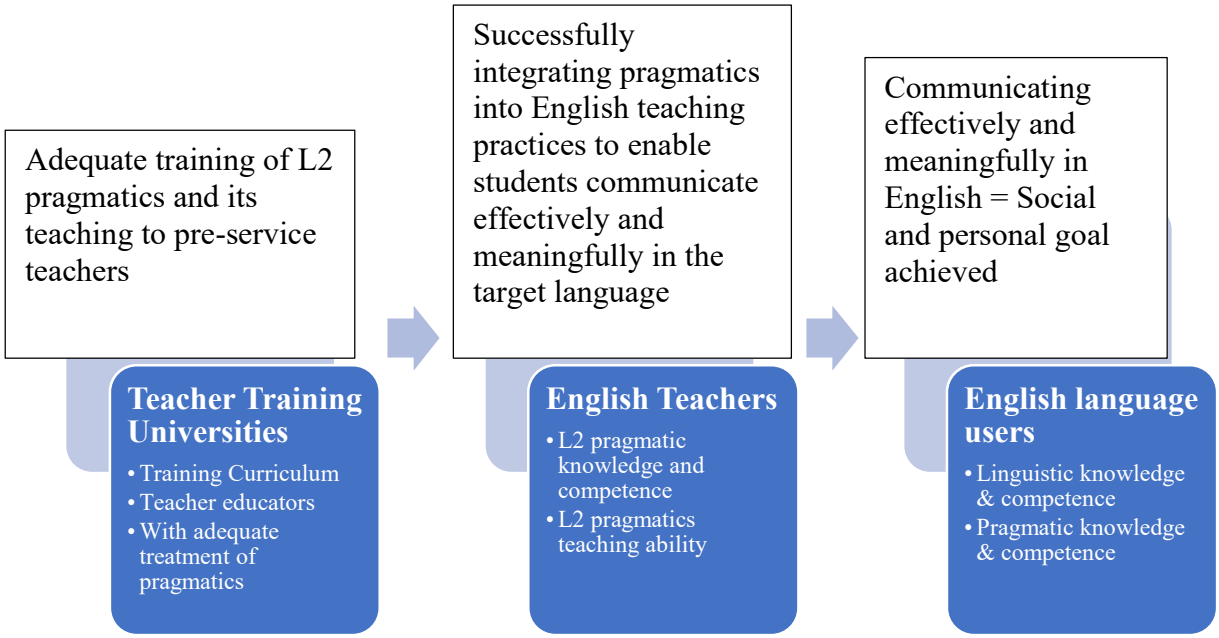

Figure 1. The possible progression of the benefits resulting from this study

As illustrated in this figure, one of the benefits of this study in practical terms is that it could contribute to and inform the current efforts of the Vietnamese government in improving our people's communicative abilities in English by investigating the training of preservice teachers and the re-training of in-service teachers regarding L2 pragmatics, its teaching and pragmatic assessment. More expected benefits of its are presented in the following section.

1.6. Significance of the Study

This study is significant overall because of the contribution it makes to knowledge which can lead to the improvement of English teaching and learning across the education sector, and thus is it significant in three specific respects: significance for knowledge, significance for practical and policy problems, and significance for action (Marshall & Rossman, 2011).

Significance for knowledge

To the best of my knowledge, no research has investigated the teaching and assessment of L2 pragmatics to preservice teachers at Vietnamese teacher training universities. Also, the topics of teacher PD on pragmatics and its teaching and of workshops as an effective form of PD are still under-researched. (These gaps will be demonstrated in Chapter 2). Therefore, this study was planned to fill these existing gaps in research and lay a foundation for future studies on these topics.

Significance for practical and policy problems

The findings of this study can help EFL teacher educators, EFL teachers, and educational policy makers in Vietnam understand more about the role that pragmatics plays in language education, as well as how language pragmatic features can be taught and how pragmatic competence can be assessed in the EFL context of Vietnam. As English plays an increasingly important role in Vietnam in today's globalised world, Vietnamese citizens need to be better prepared and equipped in how to communicate effectively and meaningfully in English. As Baker (2011) contends,

> For users of English to communicate effectively, they will need a mastery of more than the features of syntax, lexis, and phonology that are the traditional focus in ELT. Equally important is the ability to make use of linguistic and other communicative resources in the negotiation of meaning, roles, and relationships in the diverse sociocultural settings of intercultural communication through English. (Baker, 2011, p. 63)

What Baker emphasizes is English learners' and users' abilities to master pragmatic knowledge and competence in the target language. In order for Vietnamese users of English to have such abilities, Vietnam needs to have a generation of EFL teachers who are able to teach these subtle features of the target language to their learners. In the most recent interview conducted with Dr Ngo Tuyet Mai, a well-known scholar of English Language Teaching in Vietnam, she remarked,

> I think that the most important key to competing and avoiding lagging behind is to invest in education in general, teaching and learning English in particular. Vietnam should prioritize training a new generation of English teachers capable of keeping pace with language change, technology and globalization.
>
> If more teachers teach English more effectively and professionally, there will surely be more Vietnamese people communicating, working and researching in English more easily. By doing that, Vietnam will certainly go far in all aspects, especially in economic development. (*Vietnamnet*, April 7, 2021)

Given the growing need for more qualified EFL teachers in Vietnam, this study is timely in providing useful and valuable information for the training and re-training of Vietnamese EFL teachers.

Significance for action

Insights into the investigated issues in this study could help policy makers and other in-charge stakeholders like course coordinators and department heads improve their training content and practices. At a higher level, findings from this study could provide Vietnamese government with useful information for their retraining of in-service teachers. Moreover, theoretical frameworks of pragmatics and its teaching and of effective PD developed in this study could offer insightful ideas to researchers, teacher educators, and curriculum designers in Vietnam and other comparable ASEAN contexts to be adopted in their research and educational institutes.

1.7. Organization of this Thesis

This thesis is divided into seven chapters. Chapter 1 provides an introduction that discusses the necessary background of this study. Chapter 2 presents the definitions of the key concepts used in this study, and the theoretical frameworks for this study, as well as reviews the relevant literature that is needed to position this study and to foreground its research questions. Chapter 3 presents the research methodology adopted in this study. Chapters 4 and 5 display the findings from the two phases of this study. It is then followed by Chapter 6 in which these findings are discussed. Finally, Chapter 7 concludes the study, and presents pedagogical implications as well as proposed directions for future research.

CHAPTER 2. LITERATURE REVIEW

As pragmatics and its teaching in the EFL context of Vietnam are the foci of this research project, the literature review chapter is divided into three major sections to cover the three areas of theories and research related to pragmatics, its teaching and assessment (section 2.1), teacher cognition in pragmatics teaching and the relationship between teachers' knowledge, beliefs, and practices (section 2.2), and teacher professional development in pragmatics teaching (2.3).

In order to establish the relevant theoretical background for this study about the first area, the first section covers the following topics. First, the definitions of pragmatics and its related concepts, together with the relationship of pragmatics with the overall communicative competence, interactional competence, and intercultural competence are discussed to express the stance on pragmatics taken in this study and to provide the framework of pragmatic competence under the inquiry of this study (section 2.1.1). This is followed by the review and discussion of pragmatics in the current status of English as an international language or English as a lingua franca (section 2.1.2). Next, pragmatic instruction and their role in EFL contexts are reviewed to bring about important issues that EFL teachers need to know regarding the teaching and learning of pragmatics in EFL contexts (section 2.1.3). After this, a review of the assessment of pragmatic competence is presented (section 2.1.4).

As this project involved the investigation of teachers' knowledge, beliefs, and practices, important issues about teacher cognition are examined in section 2.2 to provide relevant knowledge and frameworks for the analysis of Vietnamese EFL teacher educators' knowledge, beliefs, and practices of pragmatics teaching, and pragmatic assessment. Finally, research about teacher professional development, with a special focus on pragmatics is discussed in section

2.3 to lay the foundation for the investigation of the retraining of pragmatics to in-service teachers in this research project.

2.1. PRAGMATICS, L2 PRAGMATIC COMPETENCE, PRAGMATIC INSTRUCTION, ASSESSMENT OF PRAGMATIC COMPETENCE AND THEIR RELATED ISSUES

2.1.1. Pragmatics: Definitions of key concepts, and the relationship of pragmatic competence with the overall communicative competence, interactional competence, and intercultural competence

Since Morris (1938) first introduced the term 'pragmatics' to distinguish three studied areas in semiotics, including: syntax, semantics, and pragmatics which is referred to as "the study of the relations of signs to interpreters" (p. 6), the definitions of pragmatics have been further developed and changed by leading scholars to include wider elements besides speaker's meaning and hearer's interpretation as in Morris's definition of pragmatics. Specifically, Levinson (1983) brings the term 'context' to his definition of pragmatics as "the study of those relations between language and context that are grammaticalized or encoded in the structure of language" (p. 9). The social dimensions were then recognized as important by Ferrara (1985). According to this author, pragmatics is "the systematic study of the relations between the linguistic properties of utterances and their properties as social action." (p. 138). The social dimensions of pragmatics are also emphasized by subsequent authors such as Thomas (1995) and Mey (2001) who refer to pragmatics as properties emerging in interaction, and as the study of how speakers use language to achieve personal goals in a society, respectively.

It is Crystal (1997) who introduces the concept of 'agency', i.e., language users' subjectivity to his definition of pragmatics as:

> the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication. (Crystal, 1997, p. 301)

This definition places language use in the hands of language users who own the right to construct and negotiate meanings in communication and play an active role in adapting their

use of language to other interlocutors to achieve their goals in communication. As remarked by LoCastro (2012), this is an inclusive definition, which "provides a map of the territory of contemporary pragmatics from a sociolinguistic perspective" (p. 7). However, in regard to a definition of pragmatics with an emphasis on second or foreign language (hereafter ESL/EFL) users, the following comprehensive definition by Taguchi and Roever (2017) offers a full coverage of all aspects of pragmatics in relation to ESL/EFL learners:

> Pragmatics links linguistic forms and the ways in which they are used in a social context to perform a communicative act. At the same time, it observes how the linguistic act is realized and perceived in that social context. The field of pragmatics studies aspects of language system that are dependent on the speaker, the listener, and the context of an utterance. It takes into consideration that the form of language (grammar, lexis, and discourse structure) we use to accomplish a communicative goal is determined by language-internal rules, as well as by social and cultural considerations. (Taguchi & Roever, 2017, p. 1)

First and most importantly, this definition combines two frequently discussed sub-areas of pragmatics, that is, pragmalinguistic knowledge (linguistic tools for performing communicative acts in the target language) and sociopragmatic knowledge (knowledge of cultural rules and norms, role expectations, and appropriate conduct). These two aspects of pragmatic knowledge were first coined by Leech (1983) and Thomas (1983) and have shaped the nature and primary inquiry of pragmatics in relation to its acquisition by L2 learners despite the revolution of its definitions ever since (Culpeper, Mackey, & Taguchi, 2018). Additionally, this definition encompasses the concerns of how L2 users map these two types of knowledge onto each other to be able to produce appropriate linguistic forms in various social settings to achieve their communicative goals, and how they comprehend messages directed to them in the act of communication. Instead of being 'pragmatics-biased', that is, placing too much emphasis on the use aspect of language exclusively, this definition unites both linguistic and socio-cultural aspects of L2 users' efforts of making meanings in their interactions. Obviously, L2 learners' communicative abilities in the target language involve a complex interplay between their acquisition of its linguistic rules and its underlying socio-cultural perspectives. Hence, this definition of pragmatics which includes and balances the related features of

language, meaning, context, and action in the act of communication would form the foundation for the examination of English as a foreign language (EFL) teacher educators' cognition of pragmatics and its teaching and assessment in this thesis.

Now that the adopted definition of pragmatics in this study has been addressed, it is essential to have a brief overview of the sub-fields of pragmatics which focus on L2 learners' pragmatic acquisition and development, and how speakers with different L1 backgrounds communicate with each other using a common language such as English, as well as the relationship of pragmatic competence with other related competences. As these relevant issues are not the foci of this study, they are summarized in the following table to provide only the key ideas, on which this study draws.

Table 1. Definitions and Key Issues of the Sub-Fields of Pragmatics Related to this Study

Pragmatic issues	Key ideas extracted for this study
Second language pragmatics (or interlanguage pragmatics) (henceforth L2 pragmatics)	- **Definition**: "how learners come to know how-to-say-what-to-whom-when" (Bardovi-Harlig, 2013, p. 68) and "how learners come to understand or comprehend meaning, as well as how they negotiate and co-construct meaning" (Culpeper, Mackey, & Taguchi, 2018, p. 1)
	- **Research scope**: how learners comprehend and communicate meaning in their social interactions in the target language
	- **Key points**: 1) Learning of L2 pragmatics involves the acquisition of linguistic properties and contextual factors. 2) The relationship between linguistic properties and contextual factors is complicated as "there is no one-to-one, straightforward correspondence between the form and context that applies to all situational dynamics." (Taguchi & Roever, 2017, p. 7). 3) Situational factors are dynamic, and their changes influence users' linguistic choices. Even in formal conversations, there can be some moments when speakers switch to the plain form or use a mixture of polite and plain forms to express solidarity and closeness (Taguchi & Roever, 2017). This requires learners to have the abilities of understanding and assessment of context, as well as of adapting to the changing direction of talk and signalling transition between discourse boundaries in addition to their possession of linguistic and sociocultural knowledge.

	4) Culpeper, Mackey, and Taguchi (2018) suggest that the teaching of L2 pragmatics should go beyond traditional practices of teaching what linguistic forms learners use in what context. Learners need to be taught how to negotiate toward mutual understanding and how they can use a variety of materials and methods to uncover contextual adaptability in current contexts of increasing intercultural communication. 5) To be pragmatically competent, learners need to have the abilities of not only comprehension and production of meaning, but also interaction in making meaning which enables them to "negotiate and co-construct meaning" with their interlocutors as mentioned in the above definition of L2 pragmatics by Culpeper, Mackey, and Taguchi (2018). As pragmatic competence is "multi-dimensional and multi-layered", in which linguistic and sociocultural knowledge only form two primary layers of pragmatic knowledge (Taguchi & Roever, 2017, p. 8), the implementation of the knowledge also requires learners to have the abilities to "disentangle a complex configuration of context that involves a range of elements (for example, setting, relationship, affect, attitudes, and stance)" and to "detect a subtle change within the elements corresponding to the course of interaction, and to adapt to the change" (Taguchi & Roever, 2017, p. 8). When learners communicate with other interlocutors of different linguistic and cultural backgrounds, these abilities become even more requisite. In the following overview of intercultural pragmatics, learners' abilities of negotiating and co-constructing meaning are further emphasized.
Intercultural pragmatics	- **Definition**: "Intercultural Pragmatics is concerned with the way the language system is put to use in social encounters between human beings who have different first languages, communicate in a common language, and, usually, represent different cultures." (Kecskes, 2014, p. 16).
	- **Key points**: 1) Language use is governed by not only universal but also language- and culture-specific rules. Language users who speak two or more languages "may share the universal features with a monolingual speaker, but s/he will have to consider and use two or more different sets of culture-specific, language-community-specific rules and features that will result in production and comprehension in both languages." (Kecskes, 2014, p. 4). Therefore, "a bilingual is not two monolinguals in one body" (Kecskes, 2014, p. 4), but a synergy of the two languages and cultures. In other words, in intercultural communication, pragmatic interpretation and production of an L2 is influenced by the pragmatics of different languages (McConachy, 2019). Hoang's (2013) study provides a good example for this complicated interplay between L1 and L2 pragmatics. In his investigation of the patterns of pragmatic transference in spoken Vietnamese used by English-Vietnamese bilinguals in Australia, he reported that most

	Vietnamese second generation speakers in Australia used short and straightforward refusals as can be found in Felix-Bradefer's (2002) study of English native speakers' refusals such as: 1. Man, I feel bad. I'm really sorry. I can't. 2. I can't attend on Saturday evening. I apologise. 3. Unfortunately, I don't think I'm gonna be able to make it. (as cited in Hoang, 2013, p. 91) The second generation speakers of Vietnamese in Australia were also observed to make refusals in a very short and clear-cut way in a discourse-completion task instead of making indirect ones as Vietnamese native speakers do. However, it was also noticed that being aware of the importance of being indirect in the Vietnamese speech, they tended to provide some real excuses as explanations for their refusals as can be seen in the following examples. 1. Dạ, xin lỗi anh nghe, tại có hẹn trước rồi đó, dạ, không có đi được, sorry. (Sorry brother, I've already had an appointment, I can't go with you. Sorry.) 2. T không có rảnh, maybe next time. (I'm not free, maybe next time.) 3. Ồ xin lỗi không có được, vì có cái party phải đi ngay bây giờ nên không có ở lại được. (Oh, sorry, I can't. I have to go to a party now. I can't stay.) (Hoang, 2013, p. 90) Hoang's (2013) study illustrates, to some extent, the bidirectional pragmatic influence between L1 and L2. As a result of this influence, bilinguals or multilinguals access socio-cultural knowledge structures, which they can then apply in different social interactions. (Kecskes, 2014). 2) In case of communication in which a common language such as English is used as a means to communicate with other interlocutors of different linguistic and cultural backgrounds, participants can interpret their interlocutor's utterances through either their knowledge of their interlocutor's culture or by creating an entirely new standard of communication which is referred to as "an interculture, which belongs to none of them but emerges in the course of conversation" (Kecskes, 2014, p. 18). 3) To create such an interculture, participants' abilities of negotiating and co-constructing meaning (Culpeper, Mackey, & Taguchi, 2018), and of detecting the change in a range of contextual elements such as: setting, relationship, affect, attitude, and stance (Taguchi & Roever, 2017), are of the utmost importance.
Pragmatic competence & communicative	- **Key points**: 1) Pragmatic competence is considered as a component of communicative competence in various frameworks (e.g., Canale &

competence (henceforth CC)	Swain, 1980; Bachman, 1990; Bachman & Palmer, 1996 & 2010; Celce-Murcia et al., 1995; Celce-Murcia, 2007; Laughlin et al., 2015) 2) Whatever perspectives these models might take and whatever terms are preferred in these models to refer to pragmatic competence (e.g., sociolinguistic competence by Savignon (1983), pragmatic competence by Bachman (1990) and Bachman and Palmer (1996 & 2010), sociocultural competence by Celce-Murcia (2007)), the important role of pragmatic competence in the overall CC cannot be denied. As concluded by Culpeper, Mackey, and Taguchi (2018), > communicative competence as a theory, model, and paradigm has expanded our understanding of what it means to be pragmatically competent. The knowledge of the relationship among forms, functions, and contexts of use (i.e., pragmalinguistic and sociopragmatic knowledge) is a significant element in pragmatic knowledge. (Culpeper, Mackey, & Taguchi, 2018, p. 6)
Pragmatic competence and interactional competence (henceforth IC)	- **Key points**: 1) In the late 1990s, IC was also proposed to be an alternative theoretical framework to communicative competence by He and Young (1998) and Young (1999). These researchers believe that "individuals do not acquire a general, practice-independent competence; rather they acquire a practice-specific IC by participating with more experienced others in specific interactive practices" (He & Young, 1998, p. 7). According to these researchers, IC is the ability to use communicative resources to co-construct understanding and co-accomplish context-specific goals. It is the ability to jointly communicate in setting-specific ways. Under interactional competence theories, language ability is viewed as "locally situated and jointly constructed by all participants in discourse", and a communicative act is "co-constructed and negotiated among participants, and emerges from the sequential organization of talk". (Culpeper, Mackey, & Taguchi, 2018, p. 6). 2) In the light of interactional competence, the aspect of meaning negotiation and co-construction of pragmatic competence is especially highlighted. As Galaczi and Taylor (2018) remarked, interaction is dynamic, reciprocal and co-constructed, it evolves and emerges, and is shared between interlocutors who need to be pro-active and re-active at the same time in order to deconstruct messages as listeners and construct their own message as speakers. As a result, the expansion of interactional competence has added important aspects to pragmatic competence, which is described as a three-part definition of pragmatic competence including: "(1) knowledge of linguistic forms and their social functions; (2) sociocultural knowledge of appropriate language use in a situation; and (3) the ability to use these knowledge bases to co-construct a communicative act in a social interaction." (Culpeper, Mackey, & Taguchi, 2018, p. 6).

	This third part definition of pragmatic competence is especially essential in intercultural communication which warrants full knowledge of conventions, beliefs and norms among interlocutors.
Pragmatic competence and intercultural competence (henceforth IntC)	1) The above discussion of the relationships between pragmatic competence and CC, and IC has expanded our understanding of pragmatic competence from "pragmatics-within-individuals" to "pragmatics-in-interaction-in-context" (Culpeper, Mackey, & Taguchi, 2018, p. 6). 2) IC was proposed to supplement CC due to the co-constructive and negotiable characteristics of social interactions. Similarly, IntC was proposed to replace CC due to the shortcomings of CC in taking the native speaker as a model in language teaching and learning (see Byram, 1997; Cook, 1999 for reasons why taking the native speaker as a model may not be the right choice in foreign language teaching) and to be the objective of language learning (see also Byram, 1997; Byram et al., 2002; Byram & Peiser, 2015; Sharifian, 2018). 3) The idea of a replacement of the native speaker as a reference point for the foreign language learner by the intercultural speaker was already proposed by Byram and Zarate (1994). This intercultural speaker needs to have the ability to manage communication and interaction between people of different cultural identities and different languages, and s/he is also able to bring into the interaction different interpretations of reality (Aguilar, 2002). IntC is now considered as the default context of interaction in everyday life (Sharifian, 2018). 4) According to Byram (1997), there are three possible situations in IntC, namely 1) conversations among interlocutors of different L1 backgrounds and from different countries but with one native speaker of the language used; 2) those among people of different L1 backgrounds, and from different countries and using one common language as a lingua franca; and 3) those among people from the same country but with different languages in which there is a native speaker of the language used. Obviously, these kinds of communication cannot be dealt with in the same way as in intracultural interaction between native speakers who share the L1 and its core common ground associated with the use of the L1 in social communication. To compensate for the lack of this core common ground among speakers and hearers coming from different cultures, the abilities of negotiating and co-constructing meaning, as well as detecting the contextual changes are of the utmost importance in intercultural communication in order to create an *interculture* as previously mentioned. According to Byram (1997), in order to have successful intercultural interaction, which is judged not only in terms of an effective exchange of information, but also in the capacity of establishing and maintaining human relationships, attitudinal factors play a very important role. In the same vein, Kecskes (2014) stated that "willingness, motivation, and ability of individual learners to assume L2 socio-cultural beliefs and

	norms seem to play a decisive role in multilingual development and language use" or that "in L2 it is not exposure and social interaction but individual willingness, motivation and acceptance that play the primary role in pragmatic development (Kecskes, 2014, p. 4). 5) Viewing IntC as a normal "success-and-failure" process in which cultural differences, misunderstandings, the role of prior and actual situational context and common ground building in achieving success should be equally emphasized. In addition, taking a multilingual, intercultural, socio-cognitive, and discourse-segment (rather than just utterance) perspective to pragmatics is pivotal. Kecskes (2014) situated pragmatic competence within intercultural communication which is considered to be increasingly important in today's world of multilingualism and argued for the non-distinction between pragmatic competence and intercultural competence. In his view, pragmatic competence development in the L1 as well as in L2, and Lx is considered as the result of language socialization in which linguistic and socio-cultural knowledge are constructed through each other. While language and social development in the L1 go hand in hand, and are inseparable, the sociopragmatic norms concerning appropriateness in L2 are developed through one's L1 socio-cultural mindset and via a different process depending on not only language learners' age and attitude but also their access to the target culture and environment.

The above brief review of the definitions and key points of L2 pragmatics, intercultural pragmatics, and pragmatic competence in relation to other competences reveals two important issues that require further discussion to fully develop the theoretical backgrounds for this study, namely the notion of context, and the relationship of pragmatic competence and intercultural competence in today's world of globalisation. First, the discussion of L2 pragmatics and intercultural pragmatics in Table 1 highlights the crucial role of the notion of context, which is one of the central elements of pragmatics as can be seen in the above adopted definition of pragmatics. As remarked by Taguchi and Roever (2017), context, which includes such elements as: setting, relationship, affect, attitude, and stance, is a dynamic factor and keeps changing even within a course of communication between the same interactants as mentioned in Table 1. As context determines the appropriateness of language use, it is essential that

ESL/EFL teachers be aware and have knowledge of the notion of context and how it affects speakers' linguistic choices and communication strategies in order to provide sufficient explanation about this aspect to their students, especially those in EFL contexts. This will be discussed further in section 2.1.2 when pragmatics in the contexts of English as an International Language or English as Lingua Franca and of English as a Foreign Language is reviewed.

Secondly, the above discussion of pragmatic competence in relation to other competences reveals a more important role of pragmatic competence in intercultural communication. This importance of pragmatic competence in cross-cultural communication exceeds to the extent that Kecskes (2014) argued for the non-distinction between pragmatic competence and intercultural competence. This is because in intercultural communication, participants' abilities to negotiate and co-construct meaning in order to create an *interculture* as mentioned in Table 1 during interaction with people from different linguistic and cultural backgrounds is of utmost importance. As such, L2 pragmatic competence in intercultural communication has more aspects added to its multi-dimensions and multi-layers. In the following figure, various facets of L2 pragmatic competence as it relates to CC, IC, and IntC is presented to establish a framework of L2 pragmatic competence in this study.

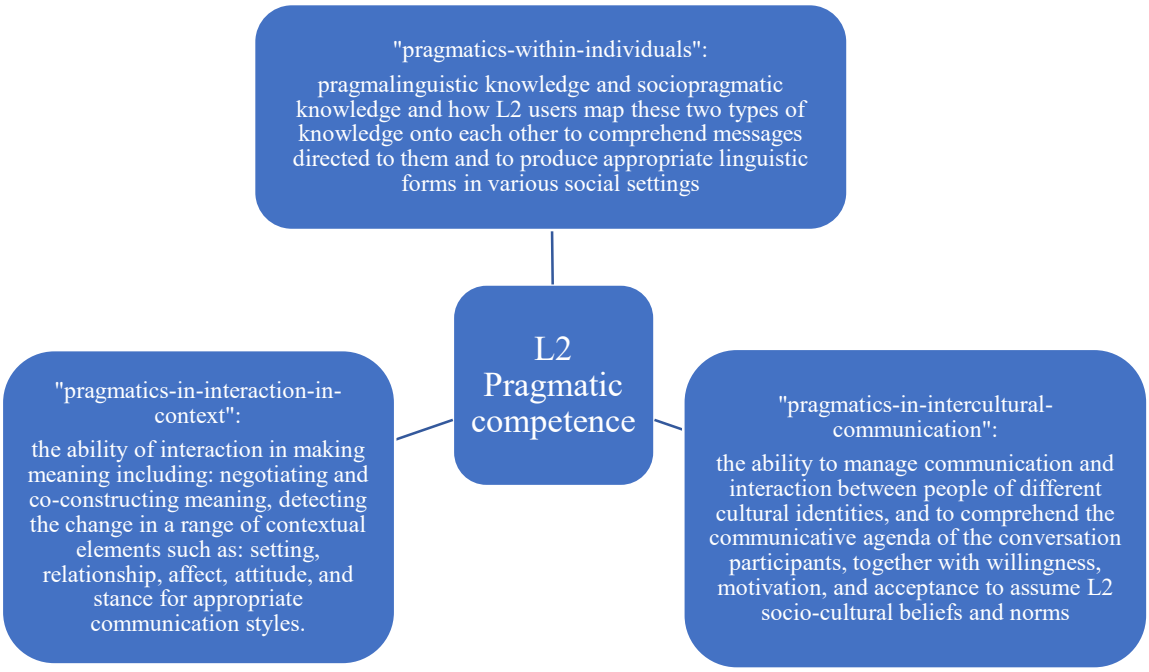

Figure 2. L2 pragmatic competence framework

As can be seen in this figure, the current knowledge of CC, IC, and IntC has resulted in different aspects of L2 pragmatic competence including "pragmatics-within-individuals", "pragmatics-in-interaction-in-context" (Culpeper, Mackey, & Taguchi, 2018, p. 6), as well as pragmatics in intercultural communication which is becoming increasingly important in today's globalizing world of multilingualism and multi-cultures. These theories about L2 pragmatic competence form the foundation for the analysis of teacher knowledge of pragmatics and its teaching in this study. This will be discussed further in the following section, in which the role of pragmatics in the specific case of the English language which is used as an international language or as a lingua franca in international communication, and as a foreign language, is discussed in order to shed light on English pragmatics teaching and learning.

2.1.2. Pragmatics in English as an International Language (EIL) or English as a Lingua Franca (ELF) versus Pragmatics in English as a Foreign Language (EFL)

2.1.2.1. Pragmatics in EIL or ELF

The increasing important position of English as a means of communication worldwide has resulted in many different terms to describe its global use since the middle of the 20th century such as World Standard (Spoken) English, Nuclear English, General English, New Englishes, Global English, World English and International English (Erling, 2004). Among these terms, the two concepts of English as an International language (EIL) and English as a Lingua Franca (ELF) are the most frequently and widely used in the English teaching and learning in EFL contexts due to their challenge to the English native speakers-oriented models and norms.

Both EIL and ELF are terms that have provoked a lively discussion among scholars in terms of their scopes and usage (Ho, 2013); however, with regard to their common purpose as alternatives to native speaker models, they are often treated as equivalents theoretically and practically (e.g., Jenkins, 2006; Ho, 2013; Ho and Nguyen, 2020; Kirkpatrick, 2007). In this thesis, the term ELF is preferred because its conceptualization offered by Modiano (2001) suits the purpose of discussion of the role of pragmatics in English as a contact language among people from different linguistic and cultural backgrounds.

In Modiano's (2001) words, ELF is referred to as "a mode of communication which allows people to interact with others without aligning themselves to ideological positioning indicative of specific mother-tongue speech community" (p. 170). This definition of ELF is aligned with Kecskes's (2014) explanation about how ELF users compensate for the lack of commonalities and conventions between speakers and hearers by co-constructing an interculture as mentioned in Table 1 or in House's (2003) word, an "intersociety" (p. 148), which is a kind of temporary space for participants to "negotiate a new pragmatics for current purposes and mutually agree to relinquish any firm allegiance to their L1 pragmatic norms" (Murray, 2012, p. 321). Within this interculture or intersociety, which does not belong to any participants' cultures but emerges during the course of their interaction, participants can

proceed in their conversation to convey their meanings. The following conversation between a Brazilian girl and a Polish woman as cited in Kecskes (2014) can serve as a good example of how ELF is used in intercultural communication.

> BRAZILIAN: And what do you do?
> POLE: I work at the university as a cleaner.
> B: As a janitor?
> P: No, not yet. Janitor is after the cleaner.
> B: You want to be a janitor?
> P: Of course.
> (Kecskes, 2014, p. 18)

As Kecskes (2014) noted, within the co-constructed interculture, there are no misunderstandings in the interaction between these two speakers using ELF due to the careful use of semantically transparent language of each participant, and to the immediate correction to the wrong interpretation, which is often observed in conversations between people of different L1 using a common language to communicate with one another in their efforts to make meanings as clear as possible. In this case, when the Brazilian initiates repair to the word "cleaner", the Polish woman set up a "hierarchy" that "does not quite exist in the target language culture ("cleaner versus janitor") but is an emergent element of the interculture the interlocutors have been constructing" (Kecskes, 2014, p. 18). Therefore, it can be said that the two dimensions of L2 pragmatic competence, namely "pragmatics-in-interaction-in-context" and "pragmatics-in-intercultural-communication" as shown in Figure 2 above are of utmost importance in communication in ELF. This is evident in the thriving body of research into ELF pragmatics since the late 1990s.

In the review of developments in research into ELF at pragmatics level, Jenkins, Cogo, and Dewey (2011) found that both the beginning of research into ELF pragmatics and later corpus research in this area pointed out the importance of mutual cooperation to build a

common ground to achieve understanding, as well as of interactional competence and meaning negotiation abilities of ELF interlocutors. Therefore, in ELF, the interactional and intercultural communicative aspects of pragmatics are especially highlighted rather than the aspect of pragmatics-within-individuals as mentioned in Figure 2. This is because in ELF interactions, speakers often engage in mutual accommodation to facilitate intelligibility (see for example Firth, 2009; Kaur, 2011), and thus any potential non-understanding/misunderstanding due to the lack of pragmalinguistic or sociopragmatic resources in the target language of ELF users can be collaboratively fixed. Also, as in ELF interactions, interactants can negotiate their own variety of lingua franca use in terms of proficiency level, use of code-mixing, degree of pidginization, and so on (Ho and Nguyen, 2020); they do not have to abide by the conventions of any English variety. Hence, the aspect of pragmatics-within-individuals of L2 pragmatic competence, which includes pragmalinguistic knowledge and sociopragmatic knowledge, together with the mapping of these two types of knowledge onto each other for meaning comprehension and production can be less important in ELF communication. This is quite different from the case of EFL, which will be discussed in section 2.1.2.2.

However, Taguchi and Ishihara (2018) argued that the pragmalinguistic and sociopragmatic resources of participants in ELF interactions are equally important to the other two aspects of L2 pragmatics as discussed above. This is because, according to them, in order to have a successful pragmatic act, ELF participants need to be able to calibrate and adjust their pragmalinguistic and sociolinguistic knowledge, as well as other linguistic and semiotic resources, to their interlocutors and context to achieve their communicative goals. As such, the aspect of pragmatics-within-individuals in ELF communication transforms from merely pragmalinguistic and sociolinguistic knowledge of the target language and its sociocultural norms to the "enactment of the knowledge as speakers seek mutual understanding and common ground in interaction" (Taguchi & Ishihara, 2018, p. 14). Hence, in Taguchi and Ishihara's

(2018) view of pragmatic competence in ELF, all of the three aspects of L2 pragmatic competence presented in Figure 2 are equally essential for ELF users to achieve their communicative goals.

Regarding the notion of context, in ELF, context becomes even more dynamic compared to its nature as defined in all definitions of pragmatics. Context in ELF is an emergent and hybrid factor, which is partly created by speakers' efforts in building a common ground to compensate for their lack of shared understanding and assumptions (see Taguchi & Yamaguchi, 2021 for more discussion). Likewise, the notion of appropriateness in ELF is also very dynamic and is dependent on speakers' creative and adaptive language use in the course of an interaction. As remarked by Taguchi and Yamaguchi (2021), in intercultural communication like ELF, "speakers do not know what to expect as norms; as a result, they have to actively work toward co-constructing shared understanding." (Taguchi & Yamaguchi, 2021, p. 81). As such, it could be said that when coming to intercultural communication or ELF, the two aspects of "pragmatics-in-interaction-in-context" and "pragmatics-in-intercultural-communication" of L2 pragmatic competence are essential while its aspect of "pragmatics-within-individuals" could serve as background knowledge for the process of negotiating and co-constructing meaning in the course of communication with people of various linguistic and cultural backgrounds. As such, in intercultural communication or ELF, all contextual elements, namely setting, relationship, affect, attitude, and stance as summarised in Figure 2, become dynamic and flexible and totally dependent on speakers' abilities to negotiate and co-construct meanings. In what follows, the role of L2 pragmatics in English as a foreign language is discussed.

2.1.2.2 Pragmatics in EFL

Unlike ELF, the definition of EFL is quite straightforward. It is generally understood as a language taught widely in schools but does not play an essential role in national or social life, and thus there is no regional variety of English which embodies the nation's cultural identity (Broughton et al., 2003). As such, the key feature of this definition of EFL contexts is that English is not the official language of commercial, administrative and educational institutions nor of the mass media such as: newspaper, radio, and television as in the case of English as a second language as can be seen in Singapore or Ghana, for example. Hence, in EFL contexts, the average citizen does not need English to live her/his daily life or even for social or professional advancement (Broughton et al., 2003). English, as a world language, is merely a subject studied at school, and thus students have limited opportunities to learn and practice the target language in their daily life.

As there is no set regional variety of English in EFL contexts, EFL users are open to a number of English varieties to adopt for their uses. Some research studies have recommended the adoption of ELF in the teaching and learning of English in EFL contexts given the mismatch between the English norm taught in school (which follows native speaker models of English) and the English varieties in actual use (e.g., Ho & Nguyen, 2020; C. D. Nguyen, 2013). Before discussing this issue further, it is essential to see the differences between EFL and ELF.

For most researchers, ELF and EFL are "two entirely different phenomena" (Jenkins, Cogo, & Dewey, 2011, p. 283). The key difference between them lies in the orientation towards native speakers of the language. Specifically, in ELF, speakers with all English varieties are accepted rather than evaluated in compared to native speakers' norms. Meanwhile, in EFL, non-native speakers of English are often oriented towards reaching the benchmark of English native speakers (see Jenkins, Cogo, & Dewey, 2011 for more discussion).

Therefore, the teaching and learning of English in EFL is normally oriented towards native speaker (henceforth NS) models (Mugford, 2021). However, the extent of this orientation varies in different contexts, depending on various factors such as: the language policies set by the government of a specific nation, the natural linguistic environment of that nation, teachers' perspectives, and learners' preferences (see Xiaoqiong & Xianxing, 2011 for the teaching of EFL in China; and Buckingham, 2015 for the teaching of EFL in Oman for example). This is because NS models are often perceived as desirable by both EFL learners and teachers, which can be due to the prevalence of some English varieties of the countries representing the traditional bases of English such the UK or the US. This is evident in research conducted in EFL contexts in general and in Vietnam in particular. For example, in a survey and interviews with college-level students and teachers in Central Vietnam by Tôn and Phạm (2010), it was also reported that the NS variety is preferred in teaching and learning in order to meet curricular and testing demands. As a matter of fact, the wholesale use of international proficiency tests such as Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS), which are based on American or British English, respectively, have directed EFL learners to master these English varieties in order to further their studies abroad or to have better career prospects. Although these tests have been seen as inappropriate for the domestic testing requirements due to their failure to reflect English usage by global speakers (see Zafar Khan, 2009 for example), they are still very popular and widely used in such countries as Vietnam in the assessment of students' English proficiency level.

2.1.2.3. Recommendations on L2 pragmatics teaching in EFL settings in today's context of intercultural communication

From the above discussion of pragmatics in ELF and EFL, it can be seen that with regard to the teaching and learning of English pragmatics in EFL contexts, the aspect of pragmatics-within-individuals with a focus on native-like pragmalinguistic and sociolinguistic

knowledge is of special importance alongside the other two aspects of pragmatics-in-interaction-in-context and pragmatics-in-intercultural-communication in the framework of L2 pragmatic competence (see Figure 2). This is because the mastery of pragmalinguistic and sociopragmatic resources in the target language can ensure both correctness and appropriateness in communication in the target language with respect to NS models. Given the current status of English as the most important international language today and the assertion that English is no longer the property of the native speakers (Xiaoqiong & Xianxing, 2011), it does not necessarily mean English learners and users do not need to learn or know about native English speakers' communication norms. Instead, the global use of English requires EFL teachers to have a cosmopolitan view to notions of correctness and appropriateness with respect to all linguistic aspects of the target language in general, and to its pragmatic aspects, in particular. The cosmopolitan view in English pragmatics mean that teachers need to be aware of different pragmatics norms of both native and non-native English speakers, so that they can teach their students knowledge of intercultural communication in English. As Xiaoqiong and Xianxing (2011) argue, confusion or resistance may result from an incomplete presentation of the English language. In other words, a lack of exposure to different varieties of English may make EFL students shocked by varieties that deviate from what they learn in the classroom. Therefore, the EFL teaching curricula and EFL teachers need to expose their students, who acquire the target language primarily through instruction in classroom, to the diversity of English pragmatic norms across varieties to prepare them for their use of English in communication with both native and non-native speakers of English. For example, in a recent study by Taguchi and Yamaguchi (2021), it was interesting to see that when EFL students were involved in intercultural communication, they made use of various communication strategies (e.g., the 'smile voice', repair, use of L1 resources) as well as common ground seeking strategies (e.g., accommodation and linguistic convergence, collaborative knowledge

construction) to achieve a set of shared assumptions and understandings for communicative success. Their study affirmed the essential roles of the aspects of pragmatics-in-interaction-in-context and pragmatics-in-intercultural-communication of L2 pragmatic competence when a Chinese student was involved in an interaction with a Japanese student in the setting of an international university in Japan. The fact that these two students mainly studied English as a foreign language in their home countries and then had to use it as a means of communication in another country where English is not a native language brings about important pedagogical implications for the teaching of L2 pragmatics in EFL contexts. As suggested by these authors,

> Teachers should stay away from teaching pragmatics as isolated pragmalinguistic and sociopragmatic features (e.g., speech acts, routines, discourse markers) and instead focus on teaching these features as they are realised in interaction. This means that the pedagogical focus should incorporate skillful use of communication strategies, conversation management, and rapport building as ELF speakers exploit their pragmalinguistics/sociopragmatics resources during interaction. (Taguchi & Yamaguchi, 2021, pp. 89-90)

In other words, EFL teachers need to pay attention to facilitating their students' development of all of the three aspects of L2 pragmatic competence (see Figure 2) to prepare them for communication with speakers from different linguistic and cultural backgrounds. Among these three constituents of L2 pragmatic competence, the fact that pragmatics-in-interaction-in-context and pragmatics-in-intercultural-communication receive more emphasis than pragmatics-within-individuals in recent research suggests that nativespeakerism orientation is outdated and no longer realistic and necessary in today world of globalisation. As recommended by Mugford (2021),

> Foreign language users have a choice in that they can follow, and adhere to, conventional Inner Circle pragmalinguistic and sociopragmatic models and patterns of behaviour or they can co-construct, appropriate or even create their own pragmalinguistic and sociolinguistic practices. (Mugford, 2021, p. 122)

Therefore, besides paying due attention to developing each constituent of L2 pragmatic competence for their students, EFL teachers could base on their students' learning purposes to make adequate pedagogical choices. For example, if their students are learning English to go

to English-speaking countries to work or study, native speakers' norms could receive more focus. In contrast, if their students opt for learning English for cross-cultural communication, the other aspects of L2 pragmatic competence need more emphasis. In the next section, a thorough review of previous research on pragmatic instruction and their role in EFL contexts is presented.

2.1.3. Pragmatic instruction and its role in EFL contexts

2.1.3.1. The role of pragmatic instruction in EFL contexts

There exists a well-known fact about EFL teaching and learning that linguistic aspects of the target language system including pronunciation, grammar, and vocabulary always receive the focus in class (see Vellenga, 2004; Nguyen, 2011; Aksoyalp & Toprak, 2015; Ren & Han, 2016). This is absolutely understandable and reasonable in terms of both linguistics and pedagogy because in learning a new language, one has to develop knowledge and understanding of how that new language works. However, the predominant emphasis on mainly these linguistic aspects in EFL teaching has led to EFL learners' failure in communicating appropriately and effectively in the target language. This has been identified in research dedicated to English teaching and learning in EFL contexts since as early as the 1960s when the CLT approach emerged with special focus on the learner and their abilities to use the target language in the classroom and in real-life communication (see Howatt & Smith, 2014 for a summary of the history of teaching English as a foreign language). Accordingly, there have been dozens of research studies into instructions in L2 pragmatics conducted by both scholars from EFL contexts and those from English-speaking countries who called for an integration of pragmatic aspects of the target language into the EFL teaching curricula. This is due to the general consensus that the acquisition of linguistic knowledge and the acquisition of socio-cultural knowledge are interdependent (for more discussion, see Kecskes, 2014), and that linguistic and pragmatic knowledge need to be skilfully combined if the goal of EFL teaching

is to enable EFL learners to communicate properly in the target language (House, 1996; Bardovi-Harlig & Dornyei, 1998; Bardovi-Harlig, 2001b; Ishihara & Cohen, 2010).

In Taguchi's (2015) state-of-the-art article on instructions in L2 pragmatics, she identified 95 studies in 30 years from the first study on this topic by Wildner-Bassett (1984) to her literature search in April 2014, in which 38 studies are in EFL contexts. Among these 38 studies, there are 18 studies that address the effectiveness of instructions in learning pragmatics in EFL contexts adopting a pre-/post-test design with or without a control group (see Appendix 2 for a summary of these studies).

As Taguchi reported, all studies showed significant gains in EFL learners' knowledge and use of taught pragmatic forms although four revealed mixed findings due to either the pragmatic target(s) taught or the measure(s) used to assess the learners' performances in the pre-/post-test. Overall, this noteworthy effective outcome despite the diverse L1 user groups, pragmatic targets, and outcome measures shows the strong effect of pragmatic instruction in EFL contexts. Obviously, EFL learners, who on one hand, already possess pragmatic competence in their own native languages, and on the other, have limited chances to acquire L2 pragmatic knowledge from natural settings, definitely need instructions on the pragmatics of the target language (Vellenga, 2004; Jo, 2016). This has become the general consensus among researchers and practitioners, and efforts have been made to include pragmatics in classrooms with the release of many teachers' guides, websites, and resource books completed with ready-made lesson plans (see Taguchi, 2015 for examples of these resources for pragmatics teaching in classrooms).

Regarding the EFL context in Vietnam, there has not been much empirical research on the role of pragmatic instruction in its specific setting except for a few studies by M. T. T. Nguyen (2013) as can be seen in Appendix 2; Duong (2016) on the effect of pragmatics

teaching with a focus on the speech act of refusal to EFL students at a Vietnamese university; Vu (2017) on Vietnamese EFL university teachers' perceptions of pragmatics and its teaching; Bui (2017) also on Vietnamese EFL university teachers' perceptions of pragmatics but with a focus on their uses of English hedges in classroom for developing Vietnamese EFL learners' pragmatic competence; M. T. T. Nguyen (2011) on how speech acts are presented in textbooks to facilitate Vietnamese upper-secondary school students' development of pragmatic competence; and Ton Nu (2018) on pragmatic input in a recently-published textbook series for Vietnamese high school students under Project 2020. Overall, all studies displayed the need of pragmatics teaching in the EFL contexts of Vietnam with M. T. T. Nguyen's (2013) confirmation of instructional effect on the teaching of English criticism modifiers to Vietnamese EFL university students of high-intermediate level, and Duong's (2016) affirmation of instructional effect on the teaching of English refusals to Vietnamese EFL university students no matter whether the explicit or implicit method is applied. Regarding Vietnamese EFL teachers' perceptions of pragmatics teaching, both Vu (2017) and Bui (2017) found that most teachers saw the importance of pragmatics teaching in EFL contexts; however, their understanding of pragmatics and its teaching and their practices of teaching pragmatics varied, depending on their knowledge and experience. Especially, both studies revealed objective difficulties in teaching pragmatics to students in the EFL context of Vietnam including learners' low English proficiency, and especially the teaching curricula and materials that are not well-designed to teach pragmatics. This finding is in line with those from M. T. T. Nguyen's (2011) and Ton Nu and Murray's (2020) evaluations of EFL textbooks used in Vietnam. Given the lack of pragmatic input in current textbooks, Vietnamese EFL teachers need to play an even more active role in integrating pragmatics into their classrooms.

Nevertheless, how Vietnamese EFL teachers teach L2 pragmatics, whether they have been trained or not to teach this particular area, and what Vietnamese teacher educators know

and believe about the teaching and training of L2 pragmatics teaching as well as how they inform prospective EFL teachers of L2 pragmatics teaching are still under-researched.

In the next section, previous research on pragmatics teaching approaches in EFL contexts is examined.

2.1.3.2. Pragmatics teaching approaches in EFL contexts

Since the teachability of pragmatics and the effectiveness of pragmatic instruction have been widely discussed in research, leading to a general agreement that L2 pragmatics can be taught and instruction is necessary to pragmatic development, various research studies were conducted to examine the efficacy of various pragmatics teaching approaches: the explicit and implicit teaching approaches, guided by Schmidt's (1993) noticing hypothesis; the input processing approach in L2 pragmatic instruction by Takimoto (2006, 2009, 2012a, 2012b); the input processing theory with the addition of the skill acquisition theory by S. Li (2012, 2013); and the task-based approaches to teaching L2 pragmatics, a recently investigated approach to L2 pragmatics teaching. In what follows, the two established pragmatics teaching approaches, namely the explicit and implicit teaching methods and the task-based approaches are examined.

2.1.3.2.1. The explicit and implicit method debate, guided by Schmidt's (1993) noticing hypothesis

According to Taguchi and Roever (2017), the most widely explored L2 pragmatics teaching approaches is the explicit and implicit ones in which Schmidt's (1993) noticing hypothesis was adopted to operationalize this teaching method with the assumption that L2 learners can acquire a pragmatic target through their awareness of the linguistic form, its functions, and relevant contextual features. The explicit approach makes use of direct meta-pragmatic explanation, i.e., direct presentation of sociopragmatic rules and pragmalinguistic

tools to clarify the target features to learners before asking them to conduct focused practice. Meanwhile, the implicit approach aims at developing learners' understanding of the target features implicitly without the provision of meta-pragmatic explanation by using different techniques such as input flood, input enhancement, consciousness-raising tasks, and implicit feedback (Taguchi, 2015). Generally, it is confirmed in previous research that the explicit method is more effective than the implicit one. Research findings from as early as 1994 to 2013 in ESL and EFL contexts by Cohen and Tarone (1994), Wishnoff (2000), da Silva (2003), Eslami-Rasekh et al. (2004), Eslami and Eslami-Rasekh (2008), Halenko and Jones (2011), Tan and Farashaiyan (2012), Nguyen et al. (2012), Usó-Juan (2013), and Alcón-Soler and Guzman-Pitarch (2013) revealed common results that show learners who received explicit treatments outperformed those under implicit measures in terms of both fluency and quality of target features such as request forms, criticisms, hedging, and the like. According to Taguchi and Roever (2017), this is because explicit teaching allows learners to rely on declarative knowledge to supplement any implicit, intuitive knowledge they have developed. With explicit teaching, target phenomena can also be effectively disambiguated so that learners can see patterns and regularities more easily. Hence, explicit teaching is particularly suitable for adult learners whose cognitive system is fully developed, and learners at intermediate and advanced levels of L2 proficiency, who have little trouble comprehending and producing the L2 but may lack pragmatic form-function mapping (Taguchi & Roever, 2017). Meanwhile, for young learners or those at beginner level, explicit instruction with metapragmatic explanation may distract them from attending to the target features (Q. Li, 2012). In this case, there is room for implicit teaching which is designed for learning without awareness of what is being learned, i.e., learners do not need to be able to label the target feature or be aware of it at a level where they could discuss it as an object; however, the target feature need to be attended to by learners at least momentarily and the feature needs to enter their working memory so that it can be

processed by implicit learning mechanisms. Techniques for implicit teaching involve a continuum of activities ranging from those that focus learners' attention on the target feature like input enhancement (e.g., the target feature being highlighted by underscoring or bold print), to those that just leave noticing entirely up to the learners (e.g., recasts in which an interlocutor repeats a faulty learner utterance with corrections but without explaining how the learners' production was incorrect), or those that simply include the provision of input (although the input can be modified to increase the frequency of the target feature, and given massively as an input flood).

In the EFL context of Vietnam, there have been some research studies conducted to explore the effect of the explicit and implicit teaching methods by Nguyen, Pham, and Pham (2012); M. T. T. Nguyen (2013); Nguyen, Do, Nguyen, and Pham (2015); and Duong (2016). While the two studies conducted by M. T. T. Nguyen (2013) and Nguyen et al. (2015) both confirmed the effect of the explicit instruction, the other two studies by Nguyen et al. (2012) and Duong (2016) also found the efficacy of the implicit approach.

Specifically, Nguyen et al. (2012) conducted a ten-week study with the participation of 69 Vietnamese preservice EFL teachers in their Year 3 English major at a teacher training institution in Vietnam to compare explicit and implicit teaching of constructive criticism. They started the instructional phase with a reflective session on constructive criticism in L1 and L2 for both of the explicit and implicit groups. The explicit group then received metapragmatic instruction on strategies and modifiers for expressing criticism during the first five weeks of instruction. They were also given explanatory handouts and were specifically instructed on recognizing directness in criticism and softening it. Meanwhile, the implicit group received exemplars of constructive criticism in dialogues of native-speakers peer-feedback conversations with the target structures highlighted. They also answered comprehension questions and compared native-speaker criticism with their own. In the subsequent sessions,

both groups practiced criticism with discourse-completions tasks and spoken activities. While the implicit group received recasts in the form of confirmation checks from instructors, which clearly identified the problematic part of their production of a target feature and provided a correction but with no explanation, the explicit group received explicit feedback on their performance. Both groups also reflected on their output. With these kinds of treatment, Nguyen et al. (2012) found that both teaching approaches led to improvements, with learners outperforming a control group; however, the gains under the explicit condition were much larger than under the implicit condition.

With a similar motivation of exploring the relative efficacy of the explicit and implicit approaches, Duong (2016) conducted his PhD study adopting a pre-test/post-test/delayed post-test design with the participation of 124 Vietnamese EFL freshmen students at a university in Vietnam, who were divided into five groups: one control group, and four intervention groups (2 groups receiving explicit instruction and 2 groups receiving implicit instruction). He also recruited teachers from the same university to provide guided instructions to the four intervention groups. The instructional phase was preceded with a pre-test based on a modified version of the written discourse completion task developed by Beebe et al. (1990) on refusals in L2 for the treatment groups. Learners' performance on both the pre-test and post-test was evaluated by two native English speakers using the five-point Likert-type scale to rank each criterion for the four aspects of appropriateness including correctness of expression, quality of information, strategy choices, and level of formality. The purpose of the pre-test was to ensure the equivalence in terms of prior ability among the participating learners. This study also revealed that both treatment groups showed improvement after intervention compared with the control group who received traditional teaching used in their institution's program. Also, it was found that there was no statistically significant difference between explicit and implicit intervention regarding their effects on the acquisition of pragmatic refusals. Even in some

aspects of appropriateness, students in the implicit groups were found to perform better than those in the explicit groups. Duong (2016) argued that the efficacy of the implicit treatment found in this study can be partly due to learning preferences, habits, and gender styles as "female learners in certain Asian culture prefer to work alone and explore language features for themselves in regard to improving their performance" (p. 138). His argument is well supported, as with the implicit approach, teachers leave the target feature to learners to discover and work it out for themselves (Rose, 2005; Taguchi, 2015), which suits this learning style.

To this point, we could see that the debate over explicit or implicit instruction seems to be quite complex due to various results of different studies to date. This is because research is context-bound and is also dependent on learners' background and investigated target language features; therefore, what is found to be effective in this setting, and for a specific type of learners on a certain aspect of pragmatics may not have the same effect in a different scenario. One more interesting point which emerged from this line of research is that all of these studies tended to focus on pragmalinguistic rather than sociopragmatic knowledge, and to assume that learners are in the process of moving towards a nativelike baseline. This contrasts with the emphasis on co-construction and agency in L2 pragmatic competence in the literature of pragmatics in ELF as discussed above.

Reconciling this controversy of explicit versus implicit, Taguchi (2015) suggested that reaching a conclusion of which one is definitely more effective in the teaching and learning of pragmatics may not be meaningful. Taguchi and Roever (2015) also added that,

> It is important to note that the studies we have reviewed were done as research studies to isolate effects of teaching methods. In practice, nothing stops a teacher from mixing explicit and implicit teaching, for example, by taking an inductive approach where learners try to recognize patterns of the target feature in sample dialogues, then discuss their findings in meta-pragmatic discussion, and eventually are given meta-pragmatic information, followed by practice. (Taguchi & Roever, 2015, p. 221)

Taguchi (2015) also recommended moving away from the umbrella terms of 'explicit' and 'implicit' to investigate other theoretical paradigms. In what follows, a recently new approach in L2 pragmatic instruction – the task-based approach is discussed.

2.1.3.2.2. Task-based approaches to teaching L2 pragmatics

Unlike the explicit and implicit teaching approaches which have "occupied much of the debate" (Taguchi, 2015, p. 11) in the domain of instructed pragmatics, task-based approaches to L2 pragmatics teaching represent quite a recent investigation although the field of task-based language teaching (henceforth TBLT) has already received significant attention in language education and applied linguistics since the 1980s with exclusive focus on linguistic development (see for example Ellis, 2009; Long, 2015; Bygate, 2015). As Taguchi and Kim (2018) remarked, "TBLT offers a framework which not only is useful for the teaching and assessing of pragmatics, but also requires it" (p. 2) since pragmatics and TBLT share common basic tenets such as socially situated language use, real-world communication needs, and communication goals.

In both TBLT and task-based approaches to L2 pragmatics teaching, the definition of tasks is still discussed in the literature. However, in their edited book entitled "Task-based approaches to teaching and assessing pragmatics" – the first book on this topic, Taguchi and Kim (2018) adopted Van den Branden's (2006) definition of tasks: "A task is an activity in which a person engages in order to attain an objective, and which necessitates the use of language" (as cited in Taguchi and Kim, 2018, p. 3). They also remarked that in the domain of instructed pragmatics, a task typically refers to any pedagogical activity used to explicitly or implicitly teach pragmatics. Importantly, they summarized the characteristics of "an instructional activity to qualify as a 'task'" (p. 3) basing on Ellis's (2009) first four criteria of tasks as follows:

1. The primary focus should be on meaning.
2. There should be some kind of gap (i.e., a need to convey information to express an opinion or to infer meaning).
3. Learners should largely rely on their own linguistic and non-linguistic resources to complete the activity, with some help from the task input.
4. There is a clearly defined outcome other than the use of language.
   (Taguchi & Kim, 2018, p. 3)

As such, it can be seen that a task used in L2 pragmatics teaching under this approach has to be designed in a way that it can activate learners' use of their pragmalinguistic and sociopragmatic knowledge to satisfy the first criterion, which can help them develop the first aspect of L2 pragmatic competence, i.e., "pragmatics within individuals" (see Figure 2). Also, meeting the requirements of criteria 2 to 4 can help improve learners' interactional skills, which is the second aspect of L2 pragmatic competence – "pragmatics-in-interaction-in-context" as described in Figure 2.

To date, there has been a number of research studies investigating how L2 pragmatics can be taught in EFL contexts using a task-based approach (see Taguchi & Kim, 2018 for recent studies on pedagogic tasks to teach pragmatics, the use of tasks that promote pragmatic performance and pragmatics learning, including the effects of task modality, individual differences in task-based pragmatics learning, and the role of task sequencing). Overall, task-based approaches were proved to be effective in all of these studies which adopted a pre-test/post-test tasks design in promoting students' learning of L2 pragmatic features: request mitigations (Alcon-Soler, 2018; persuasive rhetoric (Gomez-Laich & Taguchi, 2018); and email writing with the speech acts of apology, justification and thanking (Levkina, 2018). However, such features as task modality (i.e., oral tasks or written tasks) and proficiency in email writing, task sequencing (i.e., moving from simple to more complex tasks) did not see the benefits from task-based approaches. These findings have important pedagogical implications.

Regarding the EFL context of Vietnam, there has been a large body of research on TBLT mainly on teachers' perceptions and practice of this teaching approach in general (see for example Barnard & Nguyen, 2010; G. V. Nguyen, 2014; Nguyen, Le, & Barnard, 2015). However, there has not been any research on TBLT in L2 pragmatics, which can be due to the fact that pragmatics has not received due attention in ELT in Vietnam (Nguyen, 2011; Vu, 2017; Ton Nu & Murray, 2020). Hence, the inquiry of what Vietnamese EFL teacher educators think about pragmatics and its teaching, as well as what they believe to be the right approach to teach pragmatics in the Vietnamese EFL context, and how they often practice teaching pragmatic knowledge to their student teachers under the current study is essential as it will shed light on the actual status of TBLT in L2 pragmatics in the particular context of Vietnam, and thus will imply useful topics for future research in this area.

In the next section, the issue of assessment of pragmatic competence is discussed to provide the foundation for the second topic under inquiry in this study alongside the teaching of L2 pragmatics at EFL teacher education universities.

2.1.4. Assessment of pragmatic competence

This investigation into teacher educators' knowledge, beliefs, and practices of L2 pragmatics teaching would not be complete if it did not look into their cognitions and practices of pragmatic assessment. This is because assessment is an integral part of teaching since it is not only a means to evaluate instructional effectiveness but also to determine areas of need and to help teachers to adjust their everyday practices (Kasper & Ross, 2013; Linn & Miller, 2005; Nitko, 2004). Additionally, it is suggested that "good pragmatics teachers should have knowledge about pragmatics assessment and apply this knowledge in their classroom practice" (Tajeddin & Alemi, 2020, p. 197) together with knowledge of instructional pragmatics. Also, as Roever (2018) contended, although pragmatics is part of all models of communicative

competence (Bachman & Palmer, 1990 & 2010; Canale, 1983; Canale & Swain, 1980), it is barely systematically taught or tested. Actually, since the first test battery informed by L2 pragmatics research was conducted by Hudson, Detmer, and Brown (1995), no large-scale test, such as the Test of English as a Foreign Language (TOEFL), the International English language Testing System (IELTS), and the like has a pragmatics section or gives separate scores for pragmatics (Taguchi & Roever, 2017). This absence of measures of pragmatics in current tests is problematic because it means that "test scores do not provide information about test takers' communicative competence as a whole" (Taguchi & Roever, 2017, p. 228).

2.1.4.1. Findings and suggestions about L2 pragmatics assessment from research worldwide

Unlike the case of Vietnam where there is a huge gap in its EFL literature about pragmatic assessment (which will be discussed in the following section), many efforts have recently been made on assessment of learners' pragmatic knowledge and competence to provide valuable insights into how pragmatics assessment can be included in classroom instruction as well as in language tasks in large-scale assessment. Regarding classroom assessment of pragmatics, Cohen (2019) called for teachers' attention to the assessment of basic pragmatic performance and target language pragmatic behaviour of high value or high impact in students' specific learning context. These include learners' use of major speech acts (e.g., how to greet, make requests, give and respond to compliments), their understanding and dealing with implicature, and the like. This is because on one hand, complex assessment instruments intended for research may not be appropriate for classroom use, and on the other, it is difficult for classroom teachers to choose from "among the numerous factors to pay attention to in preparing a given set of assessment tasks" (Cohen, 2019, p. 15). Another area for teachers to assess learners' pragmatic competence is their ability to engage in conversational management in the target language, such as how they break into a classroom

discussion appropriately, how they hold the floor, and how they use adjacency pairs in an interaction (Cohen, 2019). Also, Tajeddin and Alemi (2020) suggested some pragmatic assessment tasks to be used in classroom contexts such as written/spoken discourse completion tasks, role play, and self-assessment. According to these two authors, among the three tasks, role play can be the most influential and applicable in EFL contexts where learners have limited opportunities to receive pragmatically rich input or to engage in real-life communication to test their pragmatic ability and to be evaluated for their pragmatic appropriateness. Overall, the primary principle of pragmatics classroom assessment is the issue of expediency, that is, classroom teachers need to be concerned about their students' time in order to place equal focus on different learning areas of the target language.

With regard to large-scale assessment of pragmatics, there has been substantial evolution in pragmatic tests during the past decades alongside the development of the definition and scope of pragmatics. Early conceptualization of pragmatics with a primary focus on Searle's (1976) speech act theory laid the foundation for the pioneering work on L2 pragmatic assessment conducted by Hudson, Detmer, and Brown (1992, 1995) as mentioned above. Hudson et al. focused on assessing L2 English learners' pragmatic knowledge of the three speech acts of request, refusal, and apology using multiple-choice discourse completion tests (DCTs), open-ended written DCTs, oral DCTs, role play, self-assessment for the DCTs, and self-assessment for the role plays. Subsequently, Roever (2005, 2006) expanded the scope of this work by including routine formulas and implicature with the use of web-based assessment instruments.

The expansion of pragmatics to include not only individual learners' abilities to accomplish pragmatic actions but also pragmatics-in-interaction-in-context as discussed above has resulted in the reconceptualization of pragmatic tests to cover other crucial aspects of interaction such as how learners accomplish pragmatic meaning and actions in the sequences

of interaction, how they utilize interactional features like turn-taking, alignment in achieving pragmatic actions. Distinctive work of L2 pragmatic assessment under this discursive approach to L2 pragmatics includes those of Walter (2007, 2009) which focus on designing and validating pragmatic tests with DCTs as an instrument to evaluate learners' performance on compliments and pre-sequence, Grabowski (2009) and Youn (2015) on assessing pragmatic performances in extended discourse, Al-Gahtani and Roever (2012) on how learners at different proficiency levels accomplish requests turn-by-turn in role-play performances, and Roever et al. (2014) on measuring test-takers' abilities to take a turn with the use of fixed-response test items. Besides the emphasis on speech acts and interactional features, Cohen (2019) called for attention to the issue of prosody in the assessment of L2 pragmatics, that is, how speakers express tentativeness, politeness, or degree of directness or indirectness through pitch direction, pitch range, pauses, loudness, tempo, and voice quality. This is because prosody can provide clues for speakers' perception of pragmatic meaning. Even though the perception and production of tone is really challenging for non-native speakers, there has been some work especially dedicated to this issue, such as Beebe and Warring (2002) focusing on tones classification, Koh, Lee, and Lee (2018) on the perception of sarcasm among intermediate and advanced EFL learners, Yates (2017) on the production of prosody in the pragmatics performance of a non-native English-speaking surgeon. These studies can be potential frameworks for future pragmatic tests with the inclusion of prosody in their content and criteria.

With regard to pragmatic test types, various instruments have been developed and examined in existing research, such as oral or written discourse completion tests (DCTs), multiple-choice items, performance-based assessment tasks (i.e., role plays or role enactments), and web-based test items. Among these test types, DCTs, which are "production tests that present a hypothetical communicative situation, called a prompt, and invite test-takers to respond to it" (Youn & Bogorevich, 2019, p. 313) are the most popular and widely-used in

pragmatics assessment due to their practicality (Cohen, 2019). However, DCTs have been continuously criticised in the literature for the weak evidence they provide in evaluating test-takers' ability to use their pragmatic knowledge in actual discourse. As Youn and Bogorevich (2019) remarked, in order to ensure reliability, DCT-elicited responses need to be scored by trained raters using well-defined rating criteria.

Another method of testing pragmatic competence which can be categorized as a sub-type of DCTs is multiple-choice questions (MCQ) since it also includes a communicative situation as in DCTs; however, it offers standardised options including a key (correct answer) and distractors (wrong answers) instead of asking for test-takers' own responses. MCQs are commonly used to assess learners' ability to recognize routine formulas and interpret implicatures (Youn & Bogorevich, 2019), and they are considered to be one of the most practical test instruments due to objective scoring (Brown, 2001). Nonetheless, developing MCQ items in pragmatic tests is not easy since "distractors for pragmatics are not obviously incorrect for everyone because they are determined based on the degree of appropriateness" (Youn & Bogorevich, 2019, p. 315). Also, even if MCQs items are carefully developed to increase their reliability, they are limited in measuring learners' receptive pragmatic skills, and thus cannot provide sufficient validity evidence to make sound inferences about test-takers' abilities to produce pragmatically appropriate discourse (Roever et al., 2014).

Unlike DCTs and MCQs, performance-based pragmatic assessment tasks can be utilized to assess authentic pragmatic performances. There are two types of performance-based pragmatic assessment tasks: role plays and role enactments. In role plays, interlocutors can be assigned to social roles while in role enactments, interlocutors need to act according to their real-life roles (McDonough, 1981, as cited in Archer, Aijmer, & Wichmann, 2012). Role plays are also classified into two types: closed role plays (in which a respondent produces only one turn) and open role plays (in which participants can engage in extended interaction without

predetermined interactional outcomes over multiple turns) (Kasper & Dahl, 1991). As such, while closed role plays are merely similar to one-turn oral DCTs, open role plays allow test-takers to utilize various sequential organizations, negotiate meaning, express politeness, and choose various strategies (Kasper & Dahl, 1991; Taguchi & Roever, 2017). However, Youn and Bogorevich (2019) emphasized some constraints that require attention when using this type of pragmatics assessment: 1) the need to develop valid rating criteria, 2) rater variability effects on test-takers' scores, 3) the possibility of the interlocutor effect, and 4) high cost and lack of practicality. Nonetheless, Youn (2018) suggested that as long as it is carefully designed, role play can yield valid data on task-based pragmatic performance. Also, Youn and Bogorevich (2019) remarked that by adopting the task-based approach, which is a growing area of practice, as in the task-based approaches to teaching L2 pragmatics discussed in section 2.1.3.2.2, researchers can develop assessment tasks with specific communicative goals based on an investigation of what pragmatic situations are meaningful in a specific context. For example, Youn (2018) conducted a comprehensive needs analysis to identify meaningful language-use situations in an English-for-academic-purposes context that require learners' pragmatic competence in order to develop scenarios for L2 English learners to act in role plays.

With the development of technology, web-based pragmatic tests have been developed to increase practicality. Examples of this type of pragmatic tests include Roever's (2005, 2006) development of a three-section web-based test focused on the pragmalinguistic aspects with the incorporation of 12 multiple-choice implicature items, 12 multiple-choice routine formulas items, and 12 written DCT items with rejoinders testing speech acts. Also, Roever et al.'s (2014) developed of a web-based test battery with 33 items in four sections focused on sociopragmatic aspects: 1) pragmatic appropriateness judging tasks on a five-point Likert scale, 2) dichotomous appropriateness judgments with corrections, 3) extended written DCTs with rejoinders on a 0-3 scale, 4) dichotomous dialogue choice tasks with a written justification.

Although the web-based test fails to measure the performance dimension of pragmatic competence, it is proven to be reliable and can measure the diverse types of sociopragmatic knowledge together with its advantage of practicality (Roever et al., 2014).

All of these aforementioned findings are the development of the area of pragmatic assessment in research, which has progressed much beyond the implementation of pragmatic assessment in the teaching of the English language, in general, and in the EFL contexts like Vietnam, in particular. This is because, as remarked by Cohen (2018), the inclusion of pragmatics in teacher education still remains a desideratum, thereby pragmatics has been largely ignored in both language teaching and assessment. Therefore, there have been continuous calls for breaking the circle of conducting language education that largely ignores pragmatics in both teaching and assessment (Glaser, 2018; Flöck & Pfingsthorn, 2014). In her recent study, Glaser (2020) emphasized this appeal by raising the issue of assessing non-native EFL teacher candidates' L2 pragmatic awareness. She noted that "the assessment of pragmatic skills in a foreign or second language (L2) is usually investigated with regard to language learners, but rarely with regard to non-native language instructors, who are simultaneously teachers and (advanced) learners." (p. 33). In this study of hers which involved the participation of 84 German EFL teacher candidates who were asked to complete a metalinguistic judgement task by deciding whether the included 15 scenarios in the task contained a pragmatic or a grammatical problem or were unproblematic. They were then also asked to supply repairs of the utterances they had judged as problematic. Her findings showed that although the participants were very strong in recognizing unproblematic utterances, identifying pragmatic violations, and recognizing grammatical errors, they were not able to repair pragmatic problems as they could with grammatical items. The mismatch between the teacher candidates' perception and production of pragmatic phenomena suggested that not only pragmatic teaching but also pragmatic assessment need to be included in English language teacher training

program. According to Glaser (2020), any future non-native language teachers, especially future teachers of English (as non-NESTs constitute the majority of English teachers world-wide), need to be competent in providing pragmatic corrections to their students "if they want their students achieve a high degree of communicative and pragmatic competence" (p. 58). In order for future language teachers to have such ability, both the teaching and assessment of pragmatics have to be intertwined with each other in the teacher training programs because assessment outcomes could suggest information about what types of interventions should be done in order to close learning gaps as Prof. Purpura affirmed in the interview conducted by Gebril (2020). In this recent interview, Prof. Purpura also emphasized the need to investigate what teachers are doing in classrooms regarding pragmatic assessment. According to him, the connection between assessment, teaching and learning regarding any issue in language education, and especially pragmatics is crucial and thus needs to be much more robust in order to be able to provide teachers with timely and necessary information to help them develop best practices. Therefore, in the present study, Vietnamese EFL teacher educators' knowledge and beliefs together with their current practices of pragmatic assessment was investigated to reveal how pragmatic assessment was conducted in classrooms under the EFL teacher training program in Vietnam alongside its examination of their cognitions and practices of pragmatics and its teaching to preservice teachers.

2.1.4.2. Assessment of pragmatic competence in Vietnam

Regarding the EFL context of Vietnam, no research has been especially dedicated to the assessment of Vietnamese EFL learners' pragmatic competence despite the fact that one of the key objectives of EFL teaching and learning in Vietnam (stated in all recent educational documents of the government) is to develop learners' English abilities for communicative and professional purposes (Vietnamese Government, 2005 & 2008) and that assessment of all four

skills in English (i.e., listening, reading, speaking, and writing) is emphasized in a recent document of the government regarding the national foreign language project 2020 (Project 2020 Management Board, 2016).

There have been several research studies recently conducted in this specific context in terms of the practices of EFL assessment in general (e.g., Tran's (2015) study on contexts and current practices of assessment at two universities in Vietnam; Le's (2015) on contexts of assessments in two Vietnamese high schools), or the assessment of productive skills (e.g., Ngo's (2018) study on how the writing skill is assessed at a Vietnamese university). However, these studies did not go into the detailed content of EFL assessment at universities or high schools to unveil how Vietnamese EFL students' communicative abilities are assessed. Instead, they revealed the nature of current general assessment practices in the Vietnamese context which features the mark-driven purpose assessment at high schools, and the limited value of assessment on students' learning at universities. Therefore, the investigation into teacher educators' knowledge, beliefs and practices of pragmatic assessment in this study was conducted to fill in the current gaps in the literature regarding both the setting of Vietnam and wider contexts. In the next section, related issues about language teacher cognition and frameworks of teachers' knowledge in pragmatics are discussed.

2.2. TEACHER COGNITION IN PRAGMATICS AND THE RELATIONSHIP BETWEEN TEACHERS' KNOWLEDGE, BELIEFS AND PRACTICES

During the past few decades, the study of teacher cognition in language teaching, especially in the field of ESL/EFL teaching, has become a well-established domain of enquiry. According to Borg (2003), the term teacher cognition refers to "what teachers think, know, and believe and the relationships of these mental constructs to what teachers do in the language teaching classroom" (p. 81). In the Vietnamese EFL context, a line of research on teacher cognition on different contents can be found. These include teacher cognition regarding speaking pedagogy (H. Q. Nguyen, 2018), teachers' beliefs and actual classroom practices of effective EFL instruction (Phan, 2018), teachers' perceptions and experiences of blended learning (N. T. Hoang, 2015), and teacher cognition in teacher research engagement (Truong, 2018), to name some key studies. Overall, these recent studies into teacher cognition regarding different aspects of ELT have generated a comprehensive account of Vietnamese EFL teachers' cognition of these investigated issues, and thus contributed to current understanding of these issues in the specific context of Vietnam in particular, and in similar EFL contexts, in general. However, there has been no study investigating Vietnamese EFL teacher educators' cognition of L2 pragmatics teaching except for one study by Vu (2017) as mentioned in Chapter 1. Although Vu's study (which will be further reviewed in section 2.2.2) tapped into university teachers' perceptions and classroom practices of teaching pragmatics, its focus was on non-English-major students. A paucity in this line of research in the EFL context of Vietnam is clearly a constraint on both the literature and praxis of L2 pragmatics teaching and pragmatic assessment in this context. This is because the understanding of teacher knowledge and beliefs about these issues would bring insights into what and how L2 pragmatics is integrated into teachers' teaching practices and assessment of students' pragmatic knowledge and competence

in this context. As L2 pragmatic competence has included more aspects and knowledge (see Figure 2, section 2.1.2) when it comes to intercultural communication and ELF (see Mugford, 2021; Taguchi & Yamaguchi, 2021), teachers need to have sufficient knowledge of L2 pragmatics to facilitate students' development of communicative abilities in the target language. Hence, this under-researched area with a focus on English language teacher education is explored in the current study to bring about an in-depth and systematic understanding of Vietnamese teacher educators' existing cognitions and practice in teaching English pragmatics to their student teachers who are future Vietnamese EFL teachers.

With regard to a wider context, research on teacher cognition in pragmatics did not start until the mid-2000s (Tajeddin and Alemi, 2020). As this is an emergent research area compared to the long-standing and large domain of teacher cognition in general, there have only been a few studies that address some aspects of the interface between teacher cognition and pragmatics. Specifically, the following dimensions of this issue have been tapped into in a limited number of studies to the researcher's knowledge. First, there have been very few studies on teachers' pragmatic knowledge base required for L2 pragmatics teaching which suggested necessary dimensions of knowledge that teachers need to have to teach L2 pragmatics (e.g., Cohen, 2018; Ishihara, 2010) which will be reviewed in section 2.2.1 below. Similarly, with respect to teachers' pragmatic awareness, there was also little published research investigating the pragmatic awareness of teachers (e.g., Ishihara, 2011; Yildiz Ekin & Damar, 2013). While Ishihara (2011) looked at teachers' development of pragmatic awareness through teacher professional development (which will be reviewed in section 2.3.4), Yildiz Ekin and Damar's (2013) study focused on the inquiry of preservice teachers' awareness of pragmatics and their readiness for using pragmatics during the practicum period. Their study involved the participation of 30 EFL preservice teachers whose awareness of pragmatics was investigated through their completion of a Discourse Completion Task and written reflection papers

followed by individual interviews and lesson plans and practices with the participation of 10 preservice teachers. Their findings showed that the participating preservice teachers were aware of the pragmatic features of the target language in general in theoretical terms only, therefore, they were unable to apply their pragmatic knowledge into their teaching practices. Specifically, it was found that the preservice teachers "felt safer when teaching grammar subjects, reading or vocabulary" (p. 181), and for those who did include pragmatics in their practices, they felt unsuccessful. The participants' inability in planning a lesson for teaching pragmatic features was also noted. These drawbacks were due to the identified gap between theoretical and practical pragmatics in their teacher training program as stated by most interviewed preservice teachers in their study. On the basis of their findings, these authors emphasized the importance and necessity of the inclusion of instructional pragmatics in EFL teacher education programs, in which preservice teachers must be informed of how to deliver pragmatic information to learners and ensure their comprehension of it.

These findings of Yildiz Ekin and Damar's (2013) study were informative and important as they clearly displayed the problems that the preservice teachers encountered in their practices regarding pragmatics teaching because they were not prepared to teach pragmatics. Overall, their study enriched the line of research into instructional pragmatics in language teacher education, which is still under-represented. However, as their focus was on preservice teachers' pragmatics awareness and practices of pragmatics teaching exclusively, the gap in the current literature on teacher cognition in pragmatics has not been filled. Therefore, avenues for further research into what teacher educators know, believe and practise regarding pragmatics teaching to their student teachers, as well as what preservice teachers know and believe and the relationship between their cognition and practices of pragmatics teaching are still widely open. In the present study, the former gap with a focus on teacher educators' cognitions and practices of pragmatics teaching was addressed.

In the following section, distinctive research on teacher knowledge of pragmatics teaching is discussed to establish a theoretical framework of teacher knowledge of L2 pragmatics teaching for this study. This is followed by a discussion of the relationship of teacher knowledge, beliefs and practices identified from previous research to build the foundation for the investigation of teacher educators' cognition in pragmatics in this study and the discussion of its findings on this issue.

2.2.1. Theoretical frameworks of teacher knowledge of pragmatics teaching

In his book entitled "Educating second language teachers: The same things done differently", Freeman (2016) demonstrates an insightful example to show how teachers of other disciplines and language teachers are different in their language use in instruction:

> In a mathematics class for example, the language used in instruction is one of the dimensions to which the teacher attends as she is teaching the mathematical content. When explaining a concept or correcting a misconception for example, the teacher may choose different words or moderate her language so that the students understand her explanation. A language teacher may well operate in a similar fashion, but faces a choice in doing so. The teacher can make the language content more accessible by either moderating how she is using the target language or she may use a shared first language if one exists in the setting. (Freeman, 2016, p. 179)

This example illustrates one among many other choices that the language teacher has to make in their teaching practices, including from big issues like teaching approaches, or textbook use to daily solutions to problems or tasks done in classrooms. Such decision-making process of the language teacher is affected by both external factors (i.e., situational factors which teachers take into account in making decisions) and internal factors (i.e., those internal to the decision-making process itself) (Woods, 1996). Research in teacher cognition shows that among the internal factors, different dimensions of teacher knowledge such as his/her command of the target language, pedagogical knowledge, knowledge of learners and their characteristics, among others, play a very important role in teachers' decision making (see

Borg, 2003). It is these kinds of knowledge that enable the language teacher to make the best choice to teach most effectively in their circumstances.

This seemingly simple logic of teachers' knowledge enabling them to do their jobs of teaching has led to many studies that have argued exactly what language teachers need to know in order to teach effectively. These efforts to describe and delineate the knowledge base of language teaching has resulted in a number of models of language teacher knowledge with different definitions of various components. These models vary from a simple framework with only two components (see Leinhardt & Smith, 1985) to more complex ones with four to seven components (see Elbaz, 1983; Shulman, 1986 & 1987; Wilson, Shulman, & Richert, 1987; Grossman, 1990; Ishihara, 2010). In the table below, the models of language teacher knowledge synthesized by Grossman (1990) and Ishihara (2010) are presented as the former represents the general areas of teacher knowledge from previous work on professional knowledge for teaching and the latter's synthesis offers the basis to generate components of teacher knowledge specifically required for teaching of L2 pragmatics – which is the focus of this study.

Table 2. Models of Language Teacher Knowledge according to Grossman (1990) and Ishihara (2010)

Components of Teacher Knowledge	
Grossman's (1990) model	Ishihara's (2010) model
1. Subject matter knowledge (Syntactic Structures; Content; Substantive Structures) 2. General pedagogical knowledge (Learners and learning; Classroom management; Curriculum and instruction; Other) 3. Pedagogical content knowledge (Conceptions of purposes for teaching subject matter: knowledge of students' understanding; curricular knowledge; knowledge of instructional strategies) 4. Knowledge of context (Students: community; district; school) (Grossman, 1990, p. 9)	1. Subject-matter knowledge (e.g., how English grammar works) 2. Pedagogical knowledge (e.g., how to teach and assess) 3. Pedagogical-content knowledge (e.g., how to teach writing) 4. Knowledge of learners and their characteristics (e.g., how they tend to respond to group and individual tasks) 5. Knowledge of educational contexts (e.g., whether the L2 is a second of foreign language at the elementary, secondary, or post-secondary level) 6. Knowledge of the curriculum and educational ends (e.g., whether/how

	the content is integrated into language learning (Ishihara, 2010, p. 23)

It is clear from this table that both models share the first three components of teacher knowledge, and the fourth component in Grossman's (1990) model is divided into three more components in Ishihara's (2010) model. This division and terms used in these components are different, but their meanings are quite the same in the fact that the 'context' in Grossman's (1990) model also refers to the learners and issues related to them.

As pointed out in these two models of teacher knowledge, in order to become and be a teacher, first and foremost, a person needs to have knowledge about the subject that s/he is to teach. As Grossman (1990) defined, subject matter knowledge includes knowledge of the content of a subject area, which refers to knowledge of the major facts and concepts within a field and the relationships among them. Also, this body of language encompasses substantive and syntactic structures of the discipline, which refer to the various paradigms within a field, and how knowledge claims are evaluated by members of the discipline, respectively. As such, in the case of the language teacher, this body of subject matter knowledge can be referred to as his/her knowledge of the target language, which comprises the command of the language, i.e., the knowledge of different aspects of the language such as: phonology, lexis, morphology, syntax, and pragmatics as well as the ability to use it. Regarding the ability of using the target language, this can be an inherent expertise – in this case, the person with the inherent expertise of the target language is often referred to as a native speaker of that language. Alternatively, the mastery of the target language can be achieved through learning – in this case, the person who learn to communicate in the target language can be referred to as a non-native speaker of that language. Besides, the subject matter knowledge of a language teacher also consists of the knowledge of the structure of the target language and the understanding of the relationship

between related disciplines within the study of that language. Emphasizing the importance of subject matter knowledge, Kerr (1981) stated:

> no matter how skilful one might be in getting students to learn things, the quality of one's teaching depends in important part upon one's understanding the subject well enough both to choose appropriate learning and to design plans that do not violate the nature of the subject matter. (Kerr, 1981, p. 81)

Therefore, it can be said that the most important dimension of knowledge that a language teacher has to have is the command of the target language and the knowledge of its structure and its disciplines.

The second dimension of knowledge that a person needs to have in order to teach is (general) pedagogical knowledge, which "includes a body of general knowledge, beliefs, and skills related to teaching" (Grossman, 1990, p. 6), for example: knowledge about learning and learners, principles of instructions, classroom management, among others. In addition to the (general) pedagogical knowledge, it has been indicated in research that teachers also need to have knowledge that is specific to teaching particular subject matters. This body of knowledge is termed as pedagogical content knowledge by Shulman (1986), who defined it as "ways of representing and formulating the subject that make it comprehensible to others" (p. 10). As Grossman (1990) pointed out, "it is this pedagogical understanding of subject matter that distinguishes between the subject matter expert and the experienced teacher (p. 9). Apparently, teachers with knowledge of the content to be taught and how to teach that content effectively can make the learning of specific topics easy for learners.

Finally, in order to apply these bodies of knowledge into specific contexts and individual students, teachers need to have what Grossman (1990) called knowledge of context, which, according to her, includes:

> knowledge of the districts in which teachers work, including the opportunities, expectations, and constraints posed by the districts; knowledge of the school setting, including the school "culture", departmental guidelines, and other contextual factors at the school level that affect

> instruction; and knowledge of specific students and communities, and the students' backgrounds, families, particular strengths, weaknesses, and interests. (Grossman, 1990, p. 9)

This kind of knowledge of context according to Grossman (1990), or knowledge of learners and their characteristics, of educational contexts, and of the curriculum and educational ends according to Ishihara (2010) facilitates teachers in adapting their disciplinary knowledge and knowledge of pedagogy to their specific students and school settings. Each constituent of the knowledge of context also has close relationships with one another and exerts influence on teachers' cognitions and practices (Borg, 2006). Specifically, an empirical study by M. H. Nguyen (2013) showed how contextual factors shaped the structures and components of curricula. In her study, M. H. Nguyen (2013) compared the teacher training curriculum of an Australian and a Vietnamese university to shed light on how contextual factors shaped these two distinctive curricula. It was identified in her study that the EFL context in Vietnam and the non-English speaking background of all preservice teachers in the Vietnamese program resulted in a strong focus on the domains of English proficiency and communication skills as well as of subject matter knowledge. These areas accounted for a significant proportion of the program, namely 33.5% and 40% respectively. Also, due to Vietnam's sociopolitical context, a substantial percentage of 29.9% was reserved for common knowledge subjects like Philosophy, History of the Vietnamese Party, Physical Education in its teacher training curriculum. These findings are useful as it shows how the language teacher training curriculum was structured in each specific context. However, since M. H. Nguyen's study focus was not on analysing the components of knowledge delivered to preservice teachers to improve their general proficiency and knowledge of the English language, it remained unknown whether the area of pragmatics was well intertwined with the linguistic domain in her investigated curriculum. Besides, how the teacher training curriculum affects teacher educators' cognitions and practices has not been further explored.

To sum up, the body of knowledge of the language teacher is made up of four main components which contain disciplinary knowledge (knowledge of what), knowledge of pedagogy (knowledge of how), and knowledge of learners and the related contexts (knowledge of who and where).

However, the study of a language is complicated as it contains different aspects which relate to each other but possess distinct features. As Stevick (1976) put it, "learning a second language is to move from one mystery to another" (p. 20). This is definitely true as at the time of studying the second language, learners have obtained in their brains the knowledge of the first language which encompasses different dimensions of that language such as: phonology, morphology, semantics, syntax, and pragmatics. The acquisition of the second language also requires learners to master these different dimensions of the second language. In order to facilitate learners' learning process, the language teacher needs to have specialized content knowledge, together with common content knowledge and horizon content knowledge (knowledge of how taught topics are related over the span of language contents included in the curriculum) within the body of subject matter knowledge (Freeman, 2016). This is the reason why in her chapter of "Teachers' pragmatics: knowledge, beliefs, and practice", Ishihara (2010) proposed the components of teacher knowledge specifically required for teaching of L2 pragmatics, which is presented in the table below.

Table 3. Ishihara's (2010) Suggested Components of Teacher Knowledge Specifically Required for Teaching of L2 Pragmatics (Ishihara, 2010, p. 23-24)

COMPONENTS OF TEACHER KNOWLEDGE FOR TEACHING L2 PRAGMATICS
SUBJECT-MATTER KNOWLEDGE: - Knowledge of pragmatic variation. - Knowledge of a range of pragmatic norms in the target language. - Knowledge of meta-pragmatic information (e.g., how to discuss pragmatics).
PEDAGOGICAL-CONTENT KNOWLEDGE: - Knowledge of how to teach L2 pragmatics. - Knowledge of how to assess L2 pragmatic ability.

KNOWLEDGE OF THE LEARNERS AND LOCAL, CURRICULA, AND EDUCATIONAL CONTEXTS: - Knowledge of learners' identities, cultures, proficiency, and other characteristics. - Knowledge of the pragmatics-focused curriculum. - Knowledge of the role of L2 pragmatics in the educational contexts.

Looking back at Ishihara's (2010) synthesized components of language teacher knowledge in Table 2, it can be seen that in the model of L2 pragmatics teacher knowledge, the author only suggests three components, namely subject-matter knowledge, pedagogical content knowledge, and knowledge of the learners and local, curricula, and educational contexts. Given that L2 pragmatics teachers already possess language teacher knowledge, the focus on subject matter knowledge and pedagogical content knowledge is reasonable. Like other disciplines within the study of the English language, pragmatics has its own concepts, theories, and approaches which are continued to be developed. Therefore, a teacher of L2 pragmatics needs to have sufficient knowledge about it in order to teach it. Within ESL/EFL contexts where students' goals in learning a second/foreign language is to be able to communicate appropriately in the target language, it is suggested that prospective ELT teachers are taught about English pragmatics and how to integrate it into their teaching practices with the ultimate goal of facilitating the development of students' communicative competence in the English language. Therefore, in this study, the following components of teacher knowledge required for L2 pragmatics teaching in ESL/EFL contexts is proposed.

Table 4. Components of Teacher Knowledge Required for L2 Pragmatics Teaching in ESL/EFL Contexts

SUBJECT MATTER KNOWLEDGE: 1. Knowledge of L2 pragmatics: ➢ How to be polite / impolite ➢ How to make requests, to apologize, to compliment and respond to compliments, how to complain, how to criticize people, how to perform greetings and leave takings, and how to express gratitude.

➢ How to manage conversations (e.g., how to get and keep the floor, take turns, and give appropriate listener responses) ➢ How to detect the implied meaning in conversations (*conversational implicature*), drawing on context and knowledge of how conversations works ➢ In both conversations and in written messaging, how to recognize and make use of discourse markers such as 'well', 'you know', 'so', 'I think', 'on the one/other hand', 'frankly', and 'as a matter of fact'. ➢ How to interpret words and phrase such as 'there', 'this/that'. 'his/her', and 'you' from context (referred to as *deixis*) ➢ How to perceive humour, sarcasm and teasing, and how to tease, be humorous and be sarcastic. (e.g., Do you think I should buy this pair of boots? – huhmmm, without zippers like this, it can take you ***forever*** to pull them on.) ➢ How to express emotions through the target language (e.g., anger through cursing) (see Cohen, 2018) 2. Comparative knowledge of L1 pragmatics. 3. Horizon content knowledge (including knowledge of pragmatic variation, and knowledge of 'real' language in context).
PEDAGOGICAL CONTENT KNOWLEDGE: 4. Knowledge of how to teach L2 pragmatics (including knowledge of different approaches to teaching L2 pragmatics such as explicit and implicit methods, input-processing approach, knowledge of the curriculum, materials, and assessment, and knowledge and learners' characteristics). 5. Knowledge of how to assess L2 pragmatic ability.

This proposed framework of L2 pragmatics teacher knowledge is basically drawn upon Ishihara's (2010) components of teacher knowledge specifically required for teaching of L2 pragmatics and Freeman (2016) language teaching knowledge framework. In his proposed framework, Freeman (2016) suggested that in order to teach the second language, a person needs to have in his/her dimension of subject matter knowledge the command of the target language, language awareness and applied linguistics, and the horizon content knowledge, in which special attention is paid to the third area. Emphasizing the importance of horizon content knowledge, he remarked:

> The activities, and the language the teacher uses to carry them out, create the content that brings language from the world into the classroom. But the horizon is in how the language is used in

> the world and not from how it functions in the classroom, with the refinements of its disciplinary definitions and sequences. (Freeman, 2016, p. 179)

As language used in textbooks and in classrooms is often simplified to fit the level of students and the constraints of classroom settings, students, especially those in EFL contexts, when participating in real-life communications may find the mismatch between the language they learn in class and the version they encounter in the real world. Because of this, in this proposed framework of L2 pragmatics teachers, horizon content knowledge, which includes knowledge of pragmatic variation and knowledge of 'real' language in context, is recommended as the third sub-component of the body of subject matter knowledge, following the dimensions of knowledge of L1 and L2 pragmatics.

In addition, Cohen's (2018) list of pragmatics coverage by native and non-native teachers of English is placed under the knowledge of L2 pragmatics in order to gather course coordinators' and teacher educators' opinions and reports of their practices of L2 pragmatics teaching.

2.2.2. The relationship of teacher knowledge, teacher beliefs and teacher practices

Now that the theoretical framework of teacher knowledge required for L2 pragmatics teaching in ESL/EFL contexts has been established, the review of relationship of teacher knowledge, beliefs and practices is presented based on findings from relevant previous studies. According to Borg and Sanchez (2020), teacher beliefs could be broadly defined as anything that a teacher consider to be true. As teacher beliefs has a close and complex relationship with teacher practices (Borg, 2018), in which different beliefs that teachers hold do not only interact with one another but also with contextual factors to shape their practices (Borg & Sanchez, 2020). Therefore, previous studies on teacher beliefs and practices have showed different impact of teachers' beliefs on their practices, which can be consistent (e.g., Eken, 2015) as well as inconsistent (e.g., Basturkmen, 2012; Wei & Cao, 2020) with each other. As argued by Borg

and Sanchez (2020), what matters more is the degree of teachers' awareness and understanding of their beliefs and practices as well as why their practices and beliefs may sometimes not be aligned. This is because contextual constraints may always interfere in teacher practices, and thus the nonalignment between teachers' cognitive processes and their practices "should not necessarily detract from a teacher's perceived competence" (Borg & Sanchez, 2020, p. 17).

Despite the important role of teachers' knowledge on their practice, situational constraints (see Burns & Knox, 2005 for local factors that could have as much influence on teacher practices as teacher knowledge) were also found to exert impact on teachers' application of their knowledge into their teaching practices (e.g., Bartels, 2005; Pennington & Richards, 1997)

Therefore, as Borg (2006) synthesized, teacher cognition is shaped by four key factors, namely, schooling, professional coursework, contextual factors, and classroom practice including practice teaching. Each factor has a pivotal role to play in teacher cognition. In Borg's (2006) description, teachers' experiences as language learners were a significant influence, which define teachers' early cognitions and shape their perceptions of initial training, whereas teacher education has been found to potentially affect existing cognitions. Similarly, contextual factors influence teachers' practices by either modifying or supporting cognitions, while classroom practice was identified to be defined by the interaction of cognitions and contextual factors. In its turn, classroom experience influences cognitions unconsciously and/or through reflection (see Appendix 3 for Borg's visualization of the relationship between teacher cognition and these four factors). It has been pinpointed in previous studies in this field that contextual factors have strong impact on teachers' practices in the way that could shape what teachers do in their classrooms (see Burns, 1996; Borg; 2003). As remarked by Borg (2003), "the study of cognition and practice without an awareness of the contexts in which these occur will inevitably provide partial, if not flawed, characterisations of teachers and teaching" (p.

106). Therefore, in what follows, some unpublished doctoral studies on teacher cognitions in pragmatics in ESL/EFL contexts are reviewed to paint the background picture of how these specific contexts have characterized what ESL/EFL teachers do in their practices of teaching L2 pragmatics.

First of all, Vu's (2017) study was the only study in the context of Vietnam on teacher cognition on pragmatics teaching. Seeking to know about Vietnamese EFL university teachers' perceptions of pragmatics, their pragmatic teaching, and pragmatic components presented in textbooks and the curriculum, Vu (2017) conducted a case study at a medium-sized public university in Central Highlands of Vietnam, in which he investigated the teaching of English pragmatics to Vietnamese non-English majors. In his study, he acknowledged the following challenges to the teaching of English in Vietnam: 1) physical constraints (big class size, lack of teaching facilities); 2) lack of qualified teachers; 3) the dominant use of the traditional grammar-translation teaching methods; and 4) examination-oriented curriculum.

Vu collected data from 29 Vietnamese lecturers of English who completed the questionnaires adapted from Ji (2007) and Kachru (1992) with 23 closed-ended questions for quantitative data analysis of teachers' perceptions of pragmatics and their pragmatic teaching and three open-ended questions for qualitative data. Six out of these 29 participants were then invited to participate in individual semi-structured interviews, each of which lasted 40 minutes, and four out of these 29 participants were invited to participate in a focus group discussion. In addition, he also observed three 150-minute classes of the three participants, alongside analyzing the pragmatic components from the in-use textbook which were the Face2face Pre-Intermediate Students' book (Redston & Cunningham, 2005) and its Workbook (Tims, Redston, & Cunningham, 2005) and from the curriculum set by the Vietnamese MOET and the investigated university.

Vu's study unveiled the following two most important findings. First, it was found that the investigated teachers' understanding of pragmatics and its teaching varied across each individual teacher, which largely depended on their linguistic and instructional experience, and thus the way they taught pragmatics was influenced by how they learned it and their perceptions of it. Second, the teachers were found to be fully aware of the pivotal role of teaching pragmatic knowledge; however, they encountered many difficulties in their pragmatics teaching practices due to their lack of both pragmatic competence and pragmatics teaching methods. This leaded to their main reliance on their textbooks to teach pragmatics, and unfortunately, there was very little pragmatic information presented in their in-use textbook. Apparently, this study indicated the biggest obstacle in pragmatics teaching in Vietnam, which was the absence of the knowledge of pragmatics and instructional pragmatics among the investigated Vietnamese EFL teachers. This problem was surprising given that it was reported in Vu's study that 86% of the teachers had received pragmatic knowledge when pursuing their tertiary education and that 62% had graduated from an overseas university or had overseas English learning experience. This huge gap between the teachers' training background and their working pragmatic knowledge and competence calls for an investigation into the training of Vietnamese EFL preservice teachers, as well as the retraining of in-service teachers in terms of pragmatics and its teaching in Vietnam.

In other EFL contexts, Jo (2016) and Duhaish (2014) investigated into middle school teachers' cognitions and practices on pragmatics in South Korea and Saudi EFL former teachers' pragmatic experiences in an American university respectively. Specifically, with the purpose of exploring middle school English teachers' knowledge, beliefs and practice of pragmatics in South Korea where teaching methods are heavily influenced by high stake testing, Jo conducted a sequential exploratory mixed methods study with the participation of eight teachers in initial qualitative interviews. Data from the interviews and her analysis of the

curricular materials were used to develop a survey for quantitative research with the participation of 266 teachers. Her findings showed that while most teachers agreed that teaching pragmatics is important, various barriers affected their pragmatics teaching practices. These barriers included both internal and external factors. In her study, the following important findings were suggested:

1) The most significant internal factors are teacher knowledge and beliefs while the most influential external factors are the school environment, preservice teacher education curriculum and the past learning experiences;
2) While teachers may know what pragmatics is in general, they do not have knowledge of the components of pragmatics which could make it easier for them to include teaching pragmatics to their students;
3) The lack of teachers' knowledge of pragmatics creates tensions with external factors, in which it was found that even if the teachers have a full support from the school to teach pragmatics to promote students' communicative competence, they could not teach pragmatics without appropriate knowledge of pragmatics and its teaching.
4) Regarding the teachers' beliefs on pragmatics, although many teachers consider it is important and worth teaching pragmatics, their beliefs also create tensions with external factors (e.g., school environment) as they believed that teaching pragmatics is not suitable for a curriculum that focuses on teaching to the test.

Jo's (2016) research findings are valuable to the current literature of teacher cognition on pragmatics. On one hand, they illustrated the complex relationship between teachers' knowledge and beliefs and external factors in the context of South Korea that impact on teachers' practices of pragmatics teaching. On the other, they exert crucial calls for curriculum developers to include pragmatics into both preservice and in-service teacher training curricula.

Her research indeed created a niche for further research into how preservice teachers are trained in pragmatics and its teaching so that the root of the issue could be revealed.

Besides, in the EFL context of Saudi Arabia, Duhaish (2014) conducted a qualitative research study on the pragmatic experiences five Saudi EFL teachers who were pursuing their Master's degrees in an American university. He used narrative inquiry method with the instruments of individual interviews, an electronic blog, multiple self-recorded reflections and a focus group to con-construct the five participants' narratives to explore their past experiences in Saudi educational contexts, how they negotiated pragmatics experiences in the United States and how they felt these experiences might impact their future pedagogical practices in Saudi Arabia. His study indicated a number of pragmatic features at which the EFL Saudi teachers had difficulties in their communication in both their daily and academic lives, which are apparently implied many useful suggestions for the learning and teaching of pragmatics to EFL Saudi students. The most relevant finding of his research to the present study was that the participating teachers in his study were found to have encountered numerous communication challenges in both everyday conversations and their new academic context in the US due to their low pragmatic knowledge although they were advanced learners of English who were EFL practicing teachers at their home country. Therefore, it was suggested that pragmatic awareness needs to be raised in Saudi teacher education programs. Besides, his study showed one positive effect of the experiences of learning abroad among the participating teachers, that is they all reflected that they could model appropriate social expression in the target language to their future students in their home country.

Overall, these empirical studies by Jo (2016) and Duhaish (2014) contributed the current small literature of teacher cognition on pragmatics. Both studies confirmed the need to include pragmatics and its teaching in EFL teacher training programs, which are largely ignored topics in teacher education in TESOL as showed in previous studies (e.g., Eslami-

Rasekh, 2011; Vasquez & Sharpless, 2009; Vellenga, 2011). As EFL teachers are rarely exposed to the English-speaking environments to be able to acquire English pragmatic features implicitly, they need to be trained in pragmatics explicitly in the classroom to develop their pragmatic competence. In addition, they need to be taught the concepts of pragmatics together with instructional pragmatics and pragmatic assessment so that they can teach it correctly (Patton, 2014). These appeals in previous research, together with the fact that none of these previous studies tapped into teacher educators' cognitions on pragmatics, create a significant niche for the present research project.

In the next section, the literature related to teacher professional development in pragmatics teaching is reviewed.

2.3. TEACHER PROFESSIONAL DEVELOPMENT IN PRAGMATICS TEACHING

As stated in Chapter 1 and at the beginning of this Chapter, in addition to investigating the teaching of pragmatics to preservice teachers, this study was also aimed at examining pragmatics and its teaching to in-service teachers. As L2 pragmatics teaching is often not included in teacher training curricula at preservice level (Ishihara, 2011; Vellenga, 2011), it is essential to look at how continuing professional development could benefit teachers in obtaining knowledge in this important but under-represented area. In this section, the adopted definition of teacher professional development in this study is stated, and the characteristics of effective PD is discussed. This is then followed by the review of research studies in effectiveness of PD in pragmatics to reveal the current gap in the literature regarding the issue of teacher PD in pragmatics and its teaching worldwide and in Vietnam.

2.3.1. Teacher professional development (PD) and effective PD

2.3.1.1. Teacher PD

The essential role of PD in maintaining and improving teachers' qualities and competences has been acknowledged not only in research but also in practice given the constant changes of teachers' knowledge base in our today's world and the impossibility of providing all necessary knowledge required for a teacher at preservice level (Richards & Farrell, 2005). Also, policy reforms in education and language teaching and learning such as the current NFLP 2020 in Vietnam make PD become an indispensable means for teachers to cope with such changes (Glasgow, 2018). For different purposes and in different contexts, the term PD has been used in the literature in many different ways with different labels such as: *teacher development*, *teacher PD*, *continuing PD*, *continuing education*, *in-service education and training* (Le, 2018; Truong, 2018). In this study, Day's (1999) definition of teacher PD is adopted. According to this author,

> Teacher professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group, or school and […] through this, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew, and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues […] (Day, 1999, p. 4).

Day's definition of teacher PD accommodates different modes of teachers' learning, which could be self-initiated or externally directed, and constitutes various activities that teachers may involve in to improve their teaching practice. In this definition, teacher PD is not only a compulsory process but also a voluntary practice, in which teachers are considered as active agents who take the lead in their own PD. By affirming teacher autonomy in PD, this definition is quite updating to the current trend of teacher PD in recent literature, which is not only focused on teacher learning and teacher training, but also on teachers' research engagement as an innovative model of teacher PD (Le, 2018; Truong, 2018). It can be said that this is a comprehensive definition of teacher PD, in which both traditional and modern concepts of PD are acknowledged.

In alignment with Day's conception of PD, Kennedy (2005) proposed a framework of different models of PD classified in accordance with their capacity of supporting teacher autonomy and transformative practice. This framework was subsequently adapted with some changes of the terminology used. Her latter framework is presented below.

Table 5. Spectrum of CPD Models (Adapted) (Kennedy, 2014, p. 693)

Purpose of Model	**Examples of models of CPD which may fir within this category**
Transmissive	Training models Deficit models Cascade model
Malleable	Award-bearing models Standards-based models Coaching/mentoring models Community of practice models
Transformative	Collaborative professional inquiry models

Increasing capacity for professional autonomy and teacher

According to Kennedy (2005), PD can be structured and organized in various ways and with different purposes and reasons such as: introducing new knowledge and/or skills (via the training model), scaffolding PD and providing a common language (via the standards-based model), creating a learning community where dominant members' collective wisdom could help shape other individuals' learning (via the community of practice model). With this framework, both advantages and drawbacks of each PD model were critically reviewed. For example, it was acknowledged that the traditional form of PD – the training model is an effective means of introducing knowledge although it failed to guarantee whether or not the

new knowledge is used in practice (Kennedy, 2005). The most important contribution of this framework lies in the useful location of each PD model in the spectrum of PD function ranging from transmission to transformation. Like Day (1999), Kennedy (2005 & 2014) called for more teacher autonomy in PD. She remarked that in order for teachers to make real progress, they do need to have autonomy and the ability and space to exert agency. By mentioning 'teacher agency' in her framework, she referred to an "increasing capacity for professional autonomy" (Kennedy, 2014, p. 693). However, she still emphasized the importance of the context in which PD activities take place. Referring to Eraut (1994), she said that "it is not merely the type of professional knowledge being acquired that is important, but the context through which it is acquired and subsequently used that actually helps us to understand the nature of that knowledge" (Kennedy, 2005, p. 236).

In the same vein, Avalos (2011) remarked all forms of PD, ranging from such formal structures as courses and workshops to more teacher autonomy PD activities like involvement in the production of curricula, the discussion of assessment data or the sharing of strategies, have their own advantages and purposes. This is because effectiveness in PD depends on various factors: the expectation of the education system, teachers' working and learning conditions, students' needs, the history and traditions of groups of teachers (Avalos, 2011). As Diaz-Maggioli (2003) noted, PD is not a "one-size-fits-all event" (p. 1); therefore, there is always a need to examine and evaluate effective PD activities in regard to the objectives of those activities and the teaching and learning in different contexts. In the following section, effective PD is discussed.

2.3.1.2. Effective PD

Together with the acknowledgement of the critical impact of PD on the quality of teachers and teaching, PD has received a great deal of attention and investment from the

governments of various countries in their educational reform policies (see Nguyen & Mai, 2018 for detailed examples of money invested on PD by different nations). These efforts on PD requires every PD activity to be evaluated in terms of its effectiveness.

A general agreement has been reached in the literature of PD that in order for PD to be effective, it must have certain characteristics. For example, according to Lowden (2003), researchers have agreed that effective PD has the following characteristics:

> 1) experiential; 2) grounded in inquiry and research; 3) collaborative; 4) connected to and derived from teachers' work; 5) sustained and intensive; 6) provided on-site; 7) connected to other aspects of school change and organizational improvement; 8) reflective; 9) data driven; 10) focused on meeting teachers' needs; 11) aligned with initiatives to develop further expertise in subject content, use of technology, and teaching strategies and other essential elements in teaching to high standards; 12) evaluated based on its impact on teacher effectiveness and student learning. (Lowden, 2003, p. 3-4)

Such lists of characteristics of effective PD varied, depending on how PD researchers or practitioners define the criteria for effectiveness (Guskey, 2003). However, among these 12 cited characteristics of effective PD, the last one, which is about teacher effectiveness and student learning, has become the most important criterion for effective PD as can be seen in the recent body of empirical research on effective PD. For example, in his analysis of 13 different lists of the characteristics of effective PD, which were mostly "research-based" (Guskey, 2003, p. 749), Guskey (2003) reported that effective PD was found to include the following characteristics which are listed here in the most to the least frequently cited order: 1) enhancement of teachers' content and pedagogical knowledge, 2) provision of sufficient time and other resources as essential to effective PD, 3) promotion of collegiality and collaborative exchange, 4) inclusion of evaluation procedures, 5) school- or site-based consideration, and 6) emphasis on student performance.

As can be seen from this finding, most PD studies under his analysis examine their impacts on teachers' improvement of knowledge. This is because, on one hand, the effect of PD on teacher learning serves as a starting point for assessing the impact of PD on student

learning and achievement (Desimone, 2011). On the other, the role of teachers as key to the success of any educational reform and school improvement has been confirmed in the literature (Molle, 2013) with research-based evidence of how quality of teaching transforms student outcomes (see Darling-Hammond, 2000; Hattie, 2008; Gore, Lloyd, Smith, Bowe, Ellis, & Lubans, 2017; Rockoff, 2004; Rowe, 2003; Timperley & Alton-lee, 2008).

Regarding the above six most frequently cited characteristics of effective PD, Guskey (2003) also noticed some critical gaps that are worthy to consider for further research. With reference to the first feature, he pointed out that it was only evident in PD studies in the field of mathematics or science. He, therefore, called for more empirical research in other subject areas such as language arts or social studies to be conducted to see whether PD with this feature could have the same effect as it does in maths and science. From 2003 onwards, there have been empirical research studies in English language teaching, for example, that display the positive effects of PD with focus on teachers' content and pedagogical knowledge (see Nguyen & Newton, 2020).

As for the second feature, he noted that the amount of time spent on PD was not always related to achievement, which is evidenced in relevant research studies. Clearly, although the length of time is important, how PD is organized, structured, and directed also contributes to its final outcome. In terms of the third feature, although it was affirmed that "educators at all levels value opportunities to work together, reflect on their practices, exchange ideas, and share strategies" (Guskey, 2003, p. 749), he remarked that for collaboration to bring its intended benefits, it needs to be structured and purposeful with efforts guided by clear goals for improving student learning in order to avoid those negative aspects potentially brought by individuals. Similarly, he called for careful attention to the suggestion of the school- or site-based form for effective PD. With this appeal, he also remarked that the evaluation of the effectiveness of PD is complex, and thus could not be merely based on some certain lists of

characteristics of effective PD. This is because the complexities of the real-world contexts of PD create what he called "a web of factors" (Guskey, 2003, p. 750) that influence the outcome of a particular characteristic or practice of PD. Therefore, he recommended that together with agreeing on the criteria for effectiveness, researchers should provide clear descriptions of important contextual elements in order to ensure the quality of PD.

The growing body of empirical research on effective PD during the last decade has facilitated the establishment of common major characteristics of effective PD that are referred to as a common core set of features of effective PD (Desimone, 2011). From her analysis of empirical research of PD, Desimone (2011) suggested the following core set of effective PD characteristics:

1) **Content focus**: Professional development activities should focus on subject matter content and how students learn that content.
2) **Active learning**: Teachers should have opportunities to get involved, such as observing and receiving feedback, analyzing student work, or making presentations, as opposed to passively sitting through lectures.
3) **Coherence**: What teachers learn in any professional development activity should be consistent with other professional development, with their knowledge and beliefs, and with school, district, and state reforms and policies.
4) **Duration**: Professional development activities should be spread over a semester and should include 20 hours or more of contact time.
5) **Collective participation**: Groups of teachers from the same grade, subject, or school should participate in professional development activities together to build an interactive learning community.
(Desimone, 2011, p. 69)

Compared to Guskey's (2003) compiled list of the six characteristics of effective PD, Desimone's (2011) suggested five core features of effective PD provides a better view of interrelated issues in any PD programs, including: content of PD activity, information delivery method, training theme(s), time allotted, targeted teachers. This model of core features of effective PD has been further affirmed in her subsequent work (see Desimone & Garet, 2015; Desimone & Pak, 2017; Desimone, Smith, & Phillips, 2013), as well as in other researchers' studies (e.g., Kennedy, 2014)

In addition, these five core features of effective PD are also aligned with the list of characteristics of PD that makes a difference to teachers' skills and learners' learning drawn by Walter and Briggs (2012). In their analyses of the results of 35 evidence-based studies of teacher PD which show the effects of both effective teaching on learning and PD on teachers and learners, Walter and Briggs (2012) synthesized that,

> the professional development that makes the most difference to teachers 1) is concrete and classroom-based, 2) brings in expertise from outside the school, 3) involves teachers in the choice of areas to develop and activities to undertake, 4) enables teachers to work collaboratively with peers, 5) provides opportunities for mentoring and coaching, 6) is sustained over time, and 7) is supported by effective school leadership. (Walter & Briggs, 2012, p. 1)

Apparently, Desimone's (2011) and Walter and Briggs's (2012) lists of effective PD share the same content with emphasis on the most practical aspects of the content of PD which contribute directly to teachers' teaching and students' learning in an education system, and should be conducted in the way that fosters teachers' active role in their own PD as well as teachers' learning communities. Therefore, Hashimoto (2018) commented that the items in Walter and Briggs's (2012) list can also be applied to PD for English language teachers in such contexts as Japan and Vietnam even though their analysis is mostly based on case studies of English-speaking countries. However, she still called for more studies in these specific Asian contexts to "provide a better understanding of local contexts and to avoid west versus eat generalisations" (Hashimoto, 2018, p. 2).

In addition to the suggestion of including the five core features in any PD program, Desimone (2011) affirmed that in order to study effectiveness of PD, a conceptual framework of how PD works to influence teacher and student outcomes is also necessary. On the basis of her analysis, she proposed "a basic model of how successful professional development leads to enhance student learning" (Desimone, 2011, p. 70). According to her, successful PD follows these steps:

1) Teacher experience professional development.

2) The professional development increases teachers' knowledge and skills, changes their attitudes and beliefs, or both.
3) Teachers use their new knowledge, skills, attitudes, and beliefs to improve the content of their instruction, their approach to pedagogy, or both.
4) The instructional changes that the teachers introduce to the classroom boost their students' learning.
(Desimone, 2011, p. 70)

She commented that this framework offers a powerful foundation for studying the effectiveness of PD as it helps answering three key questions regarding the three kinds of PD's outcomes, namely, Do teachers learn?, Do they change their practices?, and Does student achievement increase as a result?. Furthermore, she recommended a toolkit for measuring the effectiveness of PD, in which observations, interviews, and surveys are considered to be the most common ways to measure teacher experience, learning, and instruction. She remarked that in order to avoid bias in evaluation, any employed methods have to be well-constructed and well-administered through "creating reliable and valid instruments, ensuring inter-observer and interviewer validity, and using survey questions constructed to elicit reliable data (e.g., focusing on behaviour rather than evaluative questions)." (Desimone, 2011, p. 70)

Compared to Guskey's (2000) model for evaluating PD, Desimone's (2011) is more straightforward and more focused on the effect of PD on the two most important objectives of PD, i.e., teachers and learners. In his book entitled *Evaluating Professional Development*, Guskey (2000) suggests a model of five levels for evaluating PD, which is hierarchically arranged from simple to complex as follows: 1) participants reactions, 2) participants learning, 3) organization support and change, 4) participants use of new knowledge and skills, and 5) student learning outcomes. In his proposed model, Guskey (2000) explained in detail the questions addressed in each level, instruments to be used in each level, as well as what to measure and the purpose of the evaluation in each level. Although the evaluation of participants reactions and organization support and change has its own value as it could provide future PD with useful information to better PD practices, it is considered not necessary if the ultimate goal of the assessment of PD is whether it leads to improve teacher teaching and student

learning. For PD programs which are conducted within a limited time frame, Desimone's (2011) model for evaluating PD is more suitable to be adopted as it provides a clear and straightforward guideline for the assessment of the effectiveness of PD. In addition, by dedicating an interactive discussion of the core features of effective PD, conceptual framework of how successful PD leads to enhanced student learning, and toolkit for measuring the effectiveness of PD in one PD program, Desimone (2011) was able to provide a comprehensive guideline for both researchers and administrators to develop a PD program from the preparation stage to implementation and evaluation stages.

To reiterate, there are various lists of effective PD in the literature; therefore, what was selected to be discussed in this section is considered to be the theoretical foundation for the design of the third study in this research project in which the effect of PD on Vietnamese teachers' knowledge, beliefs, and teaching practices of pragmatics is investigated. In what follows, the review of workshops as an effective form of PD is presented.

2.3.2. Workshops as an effective form of PD

Besides special consideration of the major characteristics of effective PD, research on teacher PD also pay close attention to one of its structural features, that is forms of PD activities. This is because PD forms are important when the cost and time allotted of PD activities as well as the context of many other features of the activity's structure and its substance are considered (Garet, Porter, Desimone, Birman, & Yoon, 2001).

As can be seen in the above definition of teacher PD of Day (1999), any activities that contribute to the quality of education in the classroom can be referred to as teacher PD activities which could be conducted via different forms, ranging from traditional ones such as: workshops, courses, and conferences to reform types such as: study groups or mentoring and coaching (Garet et al., 2001; Avalos, 2011). In current literature, traditional forms of PD have

received a lot of criticisms for their ineffectiveness in leading to teacher change to enhance student learning (see, for example, Loucks-Horseley, Hewson, Love, & Stiles, 1998). This results in increasing calls for reform types of PD because of their potentials to make connection with classroom teaching, be easier to sustain over time, be more responsive to how teachers learn and to their needs and goals, have more influence on changing teaching practice (Ball, 1996; Darling-Hammond, 1996 & 1997; Garet et al., 2001; Little, 1993). However, overlapping effects of reform versus traditional PD in the sense that the positive effects are not because of the type of PD used but due to features of effective PD as described in the above section have been seen in empirical research (see Garet et al., 2001). For example, in the study of a national evaluation of a national program supporting PD for teachers mainly in mathematics and science by Garet et al. (2001), it was found that the effects of both traditional and reform activities were not direct ones on teacher outcomes. Instead, their study revealed that the effects operated directly through other design features and dimensions of quality of PD such as: the focus on academic subject matter (i.e., content focus as can be seen in the first feature of Desimone's (2011) model of effective PD as described in the above section), opportunities for teachers to have hands-on work (i.e., active learning – the second feature in Desimone's model), and the integration of PD into the daily life of the school (coherence – the third feature in Desimone's model). Therefore, these authors suggested that "to improve professional development, it is more important to focus on the duration, collective participation, and the core features (i.e., content, active learning, and coherence) than type" (Garet et al., 2001, p. 936).

Hence, despite the well-received criticisms on traditional forms of PD in general and PD form of workshops in particular as mentioned above, current literature still possesses both past and recent research studies that confirmed the positive effects of PD workshops on teachers' knowledge and classroom practice (see Borg & Al-Busaidi, 2012; Ekanayake & Wishart, 2015; Ha & Murray, 2020; Nguyen & Newton, 2020). As such research is quite rare,

all of these studies that come to the researcher's awareness are reviewed in order to provide useful insights for this study.

First of all, in Borg and Al-Busaidi's (2012) study of a series of four 90-minute workshops over a continuous period of five day on learner autonomy conducted to Omani English teachers at a language centre, the following positive effects of the training workshops were found.

Firstly, participating teachers had very positive responses to the workshops both during the sessions and in their written feedback. Secondly, they valued the opportunity to talk to each other about their beliefs and practices, to examine research data generated in their own context, and to recognize that the challenges they faced in promoting learning autonomy could be addressed productively together. Above all, these authors reported that the participating teachers "had created a sense of joint purpose and momentum, which they were keen to take forward in continuing to explore how learning autonomy might be promoted more productively in their work". (Borg & Al-Busadi, 2012, p. 291)

It can be said that these outcomes serve as preliminary steps for changes to take place in teacher practices and student learning. These favourable results were due to the following characteristics of the workshop as explained by these researchers.

First of all, the content of the workshops was built on the principles relevant to teacher PD and institutional change, and on the findings of an initial study of teachers' beliefs and practices of learner autonomy in the same language centre where the subsequent workshops took place. The findings obtained from the questionnaire and interview with teachers served as materials for the four workshops, which were about the following topics: 1) What is learner autonomy? (The goal of this workshop was to engage teachers in defining learner autonomy in ways which are contextually feasible); 2) Learner autonomy in the language centre (To enable

teachers to learn about learner autonomy practices used by their colleagues); 3) Implementing learner autonomy (To introduce teachers to a framework for describing learner autonomy, and to engage them in using it to analyse activities for promoting learner autonomy); 4) Developing a strategy for promoting learner autonomy (To discuss obstacles to learner autonomy in the language centre and ways of responding to them productively, and to identify strategies for sustaining the work started through these workshops).

These authors remarked that by using research findings at the teachers' own context, teacher reflection on their knowledge, beliefs, and practices was stimulated. Also, during the workshops, teachers were provided extensive opportunities to engage in collaborative explorations of the meaning and implementation of learner autonomy in their context. Although the focus of the workshops was using the research data to stimulate teachers to voice, share, and debate their own beliefs and practices, they were also introduced to a framework of degrees of learner autonomy, which was considered as "propositional input" (Borg & Al-Busadi, 2012, p. 290) for teacher knowledge regarding the taught topic. Besides, the workshops also emphasized on enabling the teachers to generate ideas that could inform the language centre's strategic planning in relation to learner autonomy.

With regard to Desimone's (2011) model of the six features of effective PD, Borg and Al-Busadi's workshops are found to include the five features of content focus, active learning, coherence, and collective participation. Although this workshop series did not feature the characteristic of long duration as can be seen in Desimone's (2011) model, it contains other key features to fostering teacher PD as described in the above compiled list by Lowden (2003) such as:

1) grounded in inquiry and research (the topics discussed in this workshop series derived from the researchers' initial study of teachers' beliefs about learner autonomy),

2) intensive (the workshops were conducted intensively over a periods of 5 days),

3) provided on-site (the workshops took place at the institution of the participating teachers),

and 4) connected to other aspects of school change and organizational improvement (it was stated that this study was also practically motivated by the institutional need to promote learner autonomy more widely and consistently).

Apparently, the positive effects of this workshop series are due to its scrutinous design, which adheres to the principles and features of effective PD drawn from the literature.

Next, in Ekanayake and Wishart's (2015) study of teacher training on integrating mobile phones into science teaching for a group of 18 teachers in Sri Lanka, a series of PD workshops has also been utilized. These researchers reported that their PD workshops series consisted of 3-day planning workshop followed by implementation of the planned lessons in real classrooms and subsequent 1-day reviewing workshop which was conducted one month after the first two activities. The planning workshop in Day 1 and Day 2 consisted of PowerPoint presentations by one of the researchers on: 1) the attributes and functions of mobile phones and ways of using them in teaching and learning with reference to some recent findings in research, 2) the theoretical framework of Shulman (1987) about pedagogical actions and reasoning model to emphasize on the aspects to consider when designing science lessons with the integration of mobile phones. These presentations were followed by group discussion among the participating teachers on the topics presented. During Day 1, participating teachers were also provided with a hands-n session in which practical experience on how to use mobile phones in science teaching and learning. During Day 2, participating teachers were asked to work in group to draff lesson plans to integrate different mobile phone functions into their lesson with reference to the stages of Shulman's model. Peer feedback was used to refine the

lesson plans. Before continuing the Day 3 workshop, each group of teachers was asked to develop a concrete set of instructions to use in their lesson implementation. During Day 3 workshop, which took place one week after Day 2 workshop, each group of teachers demonstrated their designed lessons to other groups who acted as students. This was also followed by a whole group discussion to evaluate the pedagogical practices and use of technologies to support these practices of each group. This evaluation was aimed at improving the designed lessons for the following stage of lesson implementation in the participating teachers' schools. During the lesson implementation, there was only one member of each of the four groups implementing their developed lesson due to the limited availability of the mobile phones. Finally, the review workshop was conducted for the teachers to present their experiences, reflections and thoughts about the use of mobile phones in science teaching and learning through group discussion. The teachers were divided into two groups: one groups of the four teachers who conducted the lessons, and one group of other teachers involved in lesson planning activities, and worked on two different set of questions provided by the researchers. While all other teachers were asked to write their views on the use of mobile phones in the process of teaching science, the four lesson conductors were asked to present their reflections on the lesson in detail. After each presentation of each lesson conductor, a whole group discussion was conducted so that all teachers could discuss their reflections and thoughts on the use of mobile phones in science teaching and learning. Besides, 11 months after the reviewing workshop, the researchers contacted the participating teachers to investigate how they have been integrating mobile phones into their teaching practices. It was reported that all of 16 responding teachers said they did continue utilizing mobile phones in their science lessons.

The analysis of all data collected from the workshop series via video, audio recording and fieldnotes showed that this PD workshop series was effective in providing opportunities

for teachers to develop their knowledge, skills, and attitudes towards the use of mobiles phone in science teaching and learning. It was reported that participating teachers noted that the workshops had supported them in recognizing the potentials of mobile phones in the teaching of science through PowerPoint presentations, and group discussions during planning and reviewing workshops. The hands-on session was said to have provided opportunities for participants to identify the educational potential of mobile phones and also to develop the skills of using them in science lessons. Especially, findings form the review workshop were reported to show a clear change in the teachers' understanding of the educational potential of mobile phones for science teaching and also their positive attitudes regarding the students' use of the mobile phones.

In obtaining these positive effects, this workshop series is seen to consist of all characteristics of effective PD as described by Desimone (2011). Especially, it features such powerful tools in effective PD as hands-on experience and reflection, which are considered as important aspects of effective PD (Burns, 2017; Darling-Hammond, Hyler, & Gardner, 2017).

More recently, Nguyen and Newton (2020) conducted a study in the EFL context of Vietnam to see the role of teacher professional learning in assisting teachers to teach pronunciation, in which the PD form of workshop is utilized. Their study was aimed at investigating how participating teacher transform and integrate the pronunciation pedagogical knowledge they received from a training workshop provided by the first author into teaching practice. It involved the participation of six EFL university teachers, and data were collected from post-workshop activities including: seven lesson plans designed by the teachers, video recording of 24 classroom observations, and six individual semi-structured interviews. These authors reported that all participating teachers were able to translate what was taught in the workshop into classroom practice of pronunciation teaching, and thus affirmed the positive effects of their training workshop. In what follows, the design and implementation of their

workshop, together with its follow-up activities, is reviewed to examine its principles and features that lead to its effectiveness.

The workshop, which was built around a communicative framework for teaching English pronunciation proposed by Celce-Murcia et al. (2010) lasted for three hours, was conducted with the following procedure. First, it began with a brief research report on the state of pronunciation teaching in the curriculum and classroom practice at the participating teachers' university. Next, a model lesson with the use of communicative pronunciation teaching was demonstrated by the first author. Upon the completion of the lesson, the participating teachers were asked to discuss the stages included in the lesson and the aims and objectives of each stage in pairs (and in one group of three) and then as a whole group. After that, Celce-Murcia et al.'s (2010) framework was presented and illustrated with reference to the model. After a short break, the pairs of teachers were allocated a pronunciation target feature and planned a 45-minute lesson on this feature. Two pronunciation textbooks with accompanying CDs by Celce-Murcia et al. (2010) and Lane (2013) were provided to the teachers. The teachers then took turns to present their lesson plans and answer questions about them. At the conclusion of the workshop, the planning of seven lessons, which focused on research-based problematic pronunciation features for Vietnamese EFL learners, was assigned to the teachers to complete during the semester break. When each teacher finished their own lesson (with one teacher voluntarily completed two lessons because one teacher had to drop out of the research project due to his/her personal reason), they share them with all other teachers through email. One week before the semester commenced, each teacher took turns to present and explain their own lesson plans in a meeting. At the conclusion of the meeting, the teachers consented to implement the seven lesson plans in one of their scheduled classes, with two lessons taught on the same day. The teachers had the right to retain, adapt, or replace activities in the lesson plans designed by the other teachers in the implementation of the

lessons; however, the researchers reported that classroom observations showed that they retained almost all designed activities in the lesson plans and followed the planned sequence. After each teaching session, a review meeting was held for the teachers to reflect on their lessons and to report problems if any. This means there were four review meetings altogether, which were held on alternate weeks of the teaching schedule. After all lesson were taught, the teachers were invited for individual 30-minute follow-up interviews, in which each teacher was asked to reflect on their experience with the workshop, lesson planning, and subsequent teaching, and to share their perceptions of student learning and general issues related to pronunciation instruction in tertial EFL programs in Vietnam. Also, four students from each class were invited to participate in focus group interviews, in which they reflected on their experience with the communicative pronunciation teaching lessons and on general issues related to their experience of pronunciation instruction. This means there were six focus group interviews with students; however, in their data analysis, only transcripts and field note from classroom observations, lesson planning, and teacher interviews were considered.

From the above description of the design of the workshop and its follow-up activities, it can be seen that besides such key features as content focus, active learning, coherence, collective participation as can be seen in Desimone's (2011) model of effective PD, this study also contains other features that are crucial to the effectiveness of PD. As in Borg and Al-Busaidi's (2012) study, this study was designed based on the researchers' previous research findings, which informed them of the learning needs of the teachers at the investigated university. On one hand, grounded in research is one of the major characteristics of effective PD as mentioned above (see Lowden, 2003). On the other, since attention to teachers' actual needs and their goals has been considered one of the primary criteria of effective PD (Ball, 1996; Darling-Hammond, 1996, 1997; Garet et al., 2001; Little, 1993), the responsiveness to the teachers' learning needs and focus on the connection between teaching and students'

achievement of this workshop has contributed to its effectiveness (Desimone, 2009; Murray & Zoul, 2015). Additionally, by enabling teachers to translate what they learnt into actual practice through the implementation of the lesson planning, this PD activity created a stronger link between teachers' knowledge and their practices.

In summary, besides containing Desimone's (2011) four key features of effective PD, Nguyen and Newton's (2020) workshop is also found to be designed in the way that was responsive to teachers' learning needs, job-embedded with teachers' implementation of newly learnt knowledge into classroom practices, connective between teaching and students' achievement. Nonetheless, the feature of connection between teaching and students' achievement could have been better supported if the researcher had reported their findings of the focus group interviews with the students.

Also, in the EFL context of Vietnam, Ha and Murray (2020) investigated the impact of a PD program on teachers' beliefs about oral corrective feedback, which consisted of a 4.5-hour workshop followed by three experiential and reflective activities with the participation of ten EFL Vietnamese high school teachers. These authors reported that after participating in the PD program, the teachers modified and reshaped some of their beliefs at both minor and significant levels depending on specific aspects of corrective feedback. Such changes showed the positive impact of their PD program. In what follows, the design of their workshop and its follow-up activities is discussed to reveal the features that contributed to its success.

Before participating in the workshop, all teachers were interviewed by the first authors in 66-78 minutes, in which the teachers' background, overall beliefs about language teaching and learning, concerning beliefs about various aspects of corrective feedback were investigated. During this interview, teachers were prepared with some knowledge of corrective feedback types through exampled scenarios in which they were asked to discuss whether and

how they would correct the errors and through examples of corrective feedback types for the scenarios in which they discussed the benefits and drawbacks of these types. The teachers were also asked to discuss their preferences for corrective feedback types in general.

The workshop was conducted in Vietnamese by the first author. It consisted of five activities: discussion of teachers' corrective feedback beliefs, brief presentation of pedagogical guidelines, discussion about second language acquisition findings and recommendations, watching and analysing teaching videos, workshop evaluations, and guidelines for follow-up activities. All of these activities and the selected topics for presentation in the workshop were reported to be based on relevant research findings and to be guided by theories in research of teachers' beliefs and second language acquisition.

By the end of the workshop, the teachers were asked to do three follow-up activities for the following eight weeks, which included: 1) three weekly reflective journals by each teacher on their reflection of their corrective feedback provision, 2) peer observation in which the teachers were paired up to observe a colleague teach a speaking lesson and then the pairs discussed the use of corrective feedback in the lesson and the observer wrote a reflection on that lesson, 3) self-video recorded lesson in which each teacher recorded a speaking lesson, reviewed it, and wrote a reflection on that lesson focusing on their corrective feedback provision. These activities were aimed at assisting the teachers to critically think and reflect on their own corrective feedback provision after participating in the workshop.

After all of these follow-up activities were completed, the teachers participated in individual semi-structured interviews with the first author again. In this post-intervention interview, the teachers were asked the same questions excluding those concerning their background, their general beliefs about language learning and teaching, as well as those about possible factors influencing their beliefs and provision of corrective feedback. Also, they were

asked to comment on what had changed or not regarding their beliefs and provision of corrective feedback as a result of the PD program.

From the above description, it can be seen that the design of this PD program featured such key characteristics of effective PD in Desimone's (2011) model as active learning, sustained duration, and collective participation. As such, compared to the previous three studies under review in this section, the PD program in this study possessed less core features of effective PD with regard to Desimone's (2011) model. However, it featured one special characteristic of effective PD as mentioned in Lowden's (2013) compiled list which the other three studies did not include, that is, experiential. The authors of this study also remarked that experiential learning supported through reflective practice and reflection on action is a key for learning (Ha & Murray, 2020). In their words, "PD programs consisting of a workshop supported by appropriate, well-guided experiential and reflective activities can help teacher change CF [corrective feedback] beliefs to be more aligned with the findings of SLA [second language acquisition] research" (p. 1). Actually, the design of their PD program shows that the key factors that led to its positive impact were the experiential and reflective activities that took place after the workshop. In this design, the workshop served as a preliminary and informative step for the subsequent process of experiential learning and reflection of the teacher to happen. Compared to Nguyen and Newton's (2020) workshop, Ha and Murray's (2020) workshop is quite similar in term of both the length of the workshop per se and the structure of a PD program in which a workshop is followed by activities to enhance teachers' learning and application of the taught knowledge into their teaching practices. However, since the taught topic in Nguyen and Newton's (2020) workshop is subject matter content and derives from the confirmed needs of participating teachers of learning more about pronunciation pedagogy, it produced its own positive impact as can be seen in the participating teachers' feedback and comments on the workshop as reported by these authors.

In summary, the effectiveness of all of these four studies has enriched the line of research in PD in which workshops, designed with scrutinous consideration of the relevant literature, the key features of effective PD have showed their effectiveness, and specifically contextual factors related to teachers' teaching and learning, could lead to success. Nevertheless, apart from Borg and Al-Busaidi's (2012) study in which the effectiveness of the PD program only relied on a series of workshop per se, the remaining three studies all have follow-up activities which targeted at enhancing teachers' learning and teaching. These follow-up activities are beyond criticisms. However, in cases where both budget and time are limited, and in order for PD to be "a short, manageable form of TPL [teacher professional learning]" (Nguyen & Newton, 2020, p. 2), or "contextually feasible" (Ha & Murray, 2020, p. 1) as implied by these researchers about their PD programs in the EFL context of Vietnam, it would be useful and realistic to know whether the PD form of workshop alone, which are designed in accordance with the principles and features of effective PD could bring about some kinds of effectiveness. This concern remains open in the current literature of PD, and thus invites empirical research study to provide insights into it.

In the next section, the literature about effective teacher PD in Vietnam is discussed to provide a holistic picture of research of teacher PD in this specific context.

2.3.3. Effective teacher PD in Vietnam

In practice, teacher PD is widely recognized as an important component in the field of language education in Vietnam, especially with the release and implementation of Project 2020 (as mentioned in Chapter 1) across the country (Nguyen, Phan, & Le, 2020). Considering PD as a backbone for the success of educational language reform (MOET, 2016), the Vietnamese government has assigned responsibilities to its relevant parties as follows: 1) The Ministry of Education and Training (MOET) to provide policies and strategies for PD for teachers; 2) The

Department of Teacher Management to organize and administrate PD programs for teachers; 3) The Education Universities to provide content and instructors; and 4) Secondary schools to support teachers on a daily basis through supervision and monitoring (Nguyen & Mai, 2018). The content of these PD programs is based on three core principles, namely, knowledge of subject matter, knowledge of instruction, and knowledge of students, and is delivered following the top-down approach, cascade model and face-to-face in form (Ho, 2015). Under these PD programs, teachers are engaged in such activities as attending conferences and courses, having discussions with peers, and observing peers' teaching (Nguyen & Mai, 2018). To date, the implementation of these PD programs is still going on despite its mixed results (Ngo, 2018) as the Project has now been extended with directions for 2025 (Nguyen & Mai, 2018).

Regarding the literature of language teacher PD in Vietnam, although the topic of teacher PD is considered as an emerging area that receives insufficient attention in the context of Vietnam (Nguyen, 2017), it is noted that there has been a cluster of studies which explored teachers' experiences of various language teacher PD activities other than the traditional form of workshops (Nguyen et al., 2020). These studies are quite timely in terms of their response to the international call for reform types of PD, in which the following PD activities are studied: online teacher PD (e.g., Mai & Ocriciano, 2017; Truong & Murray, 2019 & 2020), mentoring (e.g., Nguyen, 2017), professional learning communities (e.g., Mai, 2018; Phan, 2017), teacher professional learning (e.g., Nguyen et al., 2020), teachers' action research (e.g., Le, 2018). This line of research in Vietnam corresponded to those criticisms on such PD activities as summer school, qualification upgrading, demonstration lesson training, workshop programs, and in-school training run by the authorities (MOET, or DOET) under the top-down approach (Nguyen et al., 2020). There have been several studies conducted out of the concern of the quality of these PD initiatives of the government and their effectiveness in improving teachers' teaching and students' learning. For example, in their analysis of one PD workshop program

which contained 15 modules on primary English teaching methodology, Le and Yeo (2016) reported that the insufficient time frame of 3 weeks for the whole program and the overloading working time of 10 hours of training a day may affect the quality of this type of PD. Furthermore, other studies have described the content of these PD activities as theory-based, formal, and irrelevant to teachers' needs (Hamano, 2008; Le & Barnard, 2009; Nguyen, 2017). These studies also revealed the reasons for Vietnamese English teachers' unwillingness to apply what they have been trained in PD sessions, which were their preferences of familiar teaching techniques, as well as insufficient support from principals and teaching resources. A recent study by Nguyen et al. (2020) on teachers' perceptions of professional learning under the Project 2020 and of the Project per se also remarked that the top-down approach may cause some resistance to teachers. Participating teachers in their study were reported to attend the government's PD activities to "fulfill the requirements of attendance, especially of the PD training courses and workshops organized by the MOET, DOET, or BOET and to obtain the required certificates" (p. 85). However, their findings still confirmed that such PD activities are the first step in developing teachers' professional practice in response to the changes in the English curriculum, and that the Project 2020 has created relatively positive impacts on the teachers' motivation to enhance their professional learning (Nguyen et al., 2020). Nevertheless, the teachers in their research were reported to "still have a strong desire for "true" professional learning and are in real need of PD for their effective teaching" (Nguyen et al., 2020, p. 92).

Nguyen et al.'s (2020) findings are important in two ways. Firstly, it showed the relative effectiveness of the current PD practices in Vietnam, in which teachers stated to have opportunities to practise their English language skills and build confidence in English use through the language proficiency upgrading activities (Nguyen et al., 2020). This finding can be linked to Tran's (2015) study of Vietnamese students' perception of English teacher qualities, in which teachers' English competence and teaching methods were considered as the

first two most important teacher qualities by all participating students. These results insert insightful implications for teacher PD in Vietnam, in which activities that aim at improving teachers' English communicative competence and teaching methods should be prioritised. Secondly, it showed that PD activities in the form of workshop do not necessarily mean ineffectiveness. Although one-off professional development activities do not lead to teachers' changes in teaching practices immediately as emphasized in other studies (e.g., Le & Barnard, 2009; Le & Nguyen, 2012), those workshops which are designed in accordance with core features of effective PD and grounded in research as well as in teachers' specific contexts could produce successful outcomes as can be seen in current literature as presented in section 2.3.2. As the number of empirical research studies on workshops as an effective form of PD is still scarce as previously stated in section 2.3.2, the study of in-service teacher PD on pragmatics in this research project is aimed to contribute to this line of research.

In the following section, teacher PD research studies on Pragmatics and its teaching are reviewed to establish the theoretical foundation for this study in terms of the content of the PD activity conducted in this study.

2.3.4. Teacher PD on Pragmatics and its teaching

Teacher PD research which directly focused on in-service teachers' development of the subject matter knowledge of pragmatics and the pedagogical content knowledge of pragmatics teaching is still scant. To the researcher's awareness, there have been only a few published works by Yates and Wigglesworth (2005), Ishihara (2011), and Vellenga (2011), as well as some more recent works by Prakash (2016, 2017) Ngai and Janusch (2018). The pioneering research by Yates and Wigglesworth (2005) is an eminent study, in which these authors examined the impacts of two different types of PD activities on Australian ESL teachers' development of pragmatic knowledge with a focus on request mitigators in two phases of their

project. The first phase involved the participation of five teachers who took part the project over a period of several months to complete the following activities: 1) engaging in the empirical investigation of both native and non-native request task performance data; 2) developing and trialling teaching materials based on the findings. For these teachers to understand about the project, the authors organized an initial workshop in which they outlined the principles of mitigation in English, and discussed some findings from previous projects involving none-native speaker use of mitigating strategies. At this first workshop, the participating teachers were provided with a small reading pack, and were asked to collect 10 samples of native speakers performing the same three request tasks on which the non-native speakers had been assessed in the previous projects. All recordings collected by the teachers were transcribed by a research assistant. At the second workshop which was designed to deepen the teachers' understanding of mitigation, and to introduce them to the concept of coding data using a framework adapted from that used in previous studies, the teachers were returned the tapes and transcripts in which the transcripts were coded for the level of directness or strategy used in the request proper, and the use of various devices to soften the impact of the request. Following the second workshop, the teachers took their own tapes and transcriptions home, checked the transcriptions for accuracy, and attempted to code the data using the coding framework outlined in the workshop. Teachers were also each given 4-5 tapes and transcriptions of no-native speakers doing the same task to code. Two more workshops were held during the period in which the teachers were coding to discuss any problems and issues, and to check their understanding of the coding system. As such, there were 4 workshops organized in the first phase.

The second phase had the involvement of over 100 teachers, in which the researchers used the developed materials obtained from phase 1 to conduct workshops designed to raise the participating teachers' awareness of mitigation, and to offer them teaching strategies that

could be used in the classroom. These workshops were held during routine PD sessions in the teachers' own workplaces. They only lasted 1-2 hours and were reported to have slightly varied format in various sessions; however, all included the following contents: 1) an introduction to the concept of mitigation pragmatics; 2) report of the major research findings from the project; 3) discussion of their implications for teaching practice; 4) introduction of the developed teaching materials on the basis of the findings of the first phase which was followed by the participating teachers' discussion and evaluation of the set of materials. At the conclusions of the workshops, the teachers were given their own set of the materials, which included teacher notes, a set of student activities, and a tape to use in their own intermediate level classes where appropriate. At these workshops, teachers were also given two questionnaires: one for them to evaluate the materials after they had used them in their classroom, and one for them to complete one week after using the materials to reflect upon what they had gained from the workshop and the opportunity to use the activities and materials in their classes.

Data for analysis in this research project were collected via a group interview and individual interviews with five participating teachers in phase one and the completed questionnaires from 84 teachers from phase two. The findings showed that the teachers involved in the first phase "made enormous gains" (Yates & Wigglesworth, 2005, p. 276) in terms of all dimensions of knowledge related to the researched pragmatic feature and its teaching. Through the PD process, participating teachers had deeper appreciation and a strong sense of ownership of their newly obtained comprehension of how and why the mitigating devices functioned in context. Moreover, their pedagogical beliefs were reported to shift from justifying purely linguistic instruction of polite request formulae to realizing students' need to have a cultural and contextual understanding of these linguistic devices. Through a review of existing materials, they further became aware of the shortage of materials for teaching this pragmatic feature in English. Despite these positive effects, these researchers had to admit that

"this gain was not made without considerable pain" (Yates & Wigglesworth, 2005, p. 276), and that this kind of PD activity was not for every ordinary teacher as it required not only time, effort and commitment but also research experience.

Meanwhile, the gains by participating teachers in phase 2 were far less considerable. However, it was reported that a majority of the 84 participating teachers who returned the post-workshop questionnaire commented that their awareness of request mitigators had been increased after the PD workshop and that they were keen to try out the newly obtained knowledge and materials with their students. The authors also commented that this type of PD activity "is much more cost and time efficient" (Yates & Wigglesworth, 2005, p. 277). Nevertheless, they remarked that further contacts with participating teachers for feedback and sharing after the workshop was difficult, and thus recommended that the organization of a series of workshops rather than a single one (e.g., two workshops at least with the second session dedicated to feedback, question and further input from participants) would be preferable.

In a nutshell, Yates and Wigglesworth's (2005) study provided insights into the effectiveness of two different types of PD, which offered good ideas and important suggestions for future PD for teachers depending on different conditions and logistics. Regarding the topics of pragmatics, this study brought about interesting findings in which even native English-speaking teachers appreciated the PD opportunity which helped crystallize their implicit knowledge of pragmatics and make it solid. It was until participating in this project that the teachers became aware of the shortage of materials for teaching this pragmatic feature in English. These findings insert important implications for the teacher educators and other relevant stakeholders about the teaching and training of pragmatics to preservice and in-service ESL/EFL teachers.

In a special issue on Pragmatics and Teacher Education of the TESL-EJ, Ishihara (2011) and Vellenga (2011) reported on their PD activities on pragmatics in the Japanese EFL context, and in both ESL and EFL contexts respectively. Like Yates and Wigglesworth's (2005) second phase study, Ishihara (2011) also conducted a five-hour PD seminar on instructional pragmatics out of a routine PD program for re-certifying secondary teaching licensure in Japan. At the end of this PD program, teachers had to take a one-hour exam in which they could select one of the three themes covered in the program to be assessed. Adopting Vygotsky's sociocultural theory of learning (Johnson, 2009; Vygotsky, 1978), the seminar was built on interaction among participants and the instructor. Its content was delivered in Japanese while PowerPoint slides and other handouts were written in English. Data for analysis consisted of 1) participants' documents (which included their responses to a background survey submitted prior to the program, their written reflections on class activities and the course exam, their responses to a course evaluation completed at the end of the program, and two of the teachers' responses to the course exams in instructional pragmatics); 2) the researcher's field notes, and audio-recordings of the entire five-hour seminar in instructional pragmatics. The research utilized the documents, audio-recorded class interactions, and transcribed classroom interactions to identify critical learning episodes (CLEs) (Kiely & Davis, 2010) to see the participants' pragmatic awareness and development. The selected CLEs were triangulated with the observations noted in the researcher's fieldnotes and the documents that teachers produced before, during, and immediately after the seminar. Among the several CLEs that revealed the participants' varying degrees of pragmatic awareness throughout the seminar, the researcher selected one case to present in her paper. The findings showed how this teacher's pragmatic awareness was negotiated and re-constructed towards the right evaluation of how pragmatics was integrated in in-use English textbook materials in Japan through discussion with his peers and the researcher. This study has provided insights into EFL teachers' cognition of pragmatic

awareness as well as useful implications for the teaching and training of EFL teachers about pragmatics and its teaching. The well-presented case of this EFL teacher in Japan could be understood and felt by other teachers and researchers in similar contexts. Therefore, the study has successfully conveyed its clear message on how important it is to raise EFL teachers' awareness of pragmatics and its inclusion in available teaching materials. As EFL teachers are in lack of sophisticated intuition of pragmatics, and thus rely almost solely on textbooks to teach English to their students, they need to be taught and trained about pragmatics and its teaching in order to be able to realize the existent gaps in terms of pragmatics in textbooks for better adaptation and teaching.

In contrast to the ethnographic case study of Ishihara (2011), Vellenga (2011) conducted a study on L2 pragmatics teaching with the participation of six teachers (five native English-speaking teachers and one Japanese English teacher) who were teaching English to university students in various ESL/EFL contexts, and had various teaching experience (from 1-2 semester to 20+ years) and educational backgrounds ranging from BA to MA in TESL and PhD degrees. The data for analysis included responses from participating teachers on an online background information questionnaire, and two interviews which were conducted during and following their instructional intervention (participating teachers had to carried out four 1.5 hour lessons in which they were provided with specially designed materials including lesson plans and lesson checklist for L2 pragmatics teaching). The findings showed that all of the six participating teachers responded positively to the pragmatics teaching materials and acknowledged that their own knowledge of pragmatics increased as a result of teaching the lessons. The teachers were also reported to acknowledge the need for more background knowledge in order to know how to teach pragmatics in ELT contexts, as well as express their interest and enthusiasm for L2 pragmatics teaching after participating in the project. In summary, Vellenga's (2011) study reinforced the necessity of the teaching and training of

teachers about pragmatics and its teaching regardless of whether they are native or non-native English speakers. Also, it highlighted the importance of providing teachers with available L2 pragmatics teaching materials and hands-on experience in PD programs. As the author commented, "Framing the lessons as part of a mini-course on teaching pragmatics, incorporating an in-service approach, where students and teachers together discover pragmatics and practice pragmatic strategies may be a successful addition to practicing teachers' repertoires." (Vellenga, 2011, p. 14). It can be said that Vellenga's (2011) study added research-based evidence to an old proverb: "Tell me and I will forget. Show me and I will remember. Involve me and I will understand. Step back and I will act." It was the involvement of the teachers in actual practices of pragmatics teaching that made this PD project successful, which can be served as a good model for future PD programs to follow.

In more recent years, this line of research on teacher PD on pragmatics and its teaching has been extended to some minimal extent with studies by Ngai and Janusch (2018) on the impact of a four-week course in transcultural pragmatics with TESL teachers in South Korea, and Prakash (2016, 2017) on the need analysis of non-native English speaking teachers from the North of Thailand for explicit pragmatic instruction. Although Prakash's (2016, 2017) studies were not about the effectiveness of PD programs on pragmatics, their findings confirmed the definite need for L2 pragmatics instruction for EFL teachers in Thailand. This really inserts an important implication for teacher education and teacher PD not only in the specific context of Thailand but also in other similar EFL contexts in Asia where the ability of communicating in English in international arenas is becoming more and more important for the citizens' academic, professional, and daily lives.

With the ultimate goal of introducing pragmatics learning to the TESL teachers in South Korea and supporting the development of their intercultural communicative competence, as well as preparing them for teaching transcultural pragmatics, Ngai and Janusch (2018)

conducted a study on the effectiveness of a four-week PD course at a university in the United States with the participation of 25 EFL teachers at elementary school from South Korea. As in previous studies by Yates and Wigglesworth (2005) and Ishihara (2011), this study by Ngai and Janusch (2018) was also resulted from a PD program sponsored by the government of South Korea for elementary-school teachers who had learnt English as a foreign language in South Korea and had not had any opportunity to visit nor live in an English-speaking country prior to this program. The program consisted of a five-month intensive English language instruction at a South Korean university prior to the one-month immersion experience at the U.S. university. During their immersion, the participating teachers worked in a classroom setting with the instructor, who is the first author of this study, for approximately three hours a day. In addition, the teachers also participated in out-of-class activities including: attending workshops with local educators, visiting local sites of cultural interest, and engaging in service-learning activities at various locations in the local community. The topics covered in the immersion period encompassed traditional teacher training with emphasis on methods, materials, and best practices for teaching English as a foreign language, together with a course in transcultural pragmatics, of which the goal was to help the participants connect their classroom learning to their real-world experiences outside of the classroom in order to develop their awareness of contextual factors and emergent features in intercultural interactions.

During the four-week course, the teachers was taught one new type of speech act each day and a different context each week. The four contexts selected for the course, which were family, community, school, and workplace, were determined by a need assessment completed by the participating teachers. It was reported that the course was designed in the way that in each selected context, when developing awareness of effective language use in each context, participants had the opportunities to experience the full cycle of transcultural pragmatics learning, including noticing, cross-cultural comparison, real-world discovery, comparative

analysis, real-world application, and reflection on learning and teaching. The authors noted that each step in the learning cycle was built onto one another toward developing participants' transcultural pragmatics awareness. Also, the learning cycle was repeated as the course moved from one context to another. The researchers argued that guiding the participants through these steps in their developed learning cycle, the trainees would develop an understanding that allows them to make conscious communication adjustments and apply newly gained English language skills to achieve communication tasks. Data for analysis in this study included pre- and post-project self- report data and the final assessment outcome of the teachers. The findings indicated that the participating teachers successfully gained pragmatics awareness that is not limited to specific cultures or places although the course materials were mostly demonstrated with examples situated in the U.S in contrast to South Korea. Also, the participants developed the abilities to connect intercultural communication and English language teaching. However, it was reported that whether or not the participating teachers' interests and willingness in teaching transcultural pragmatics in their own classrooms continued long after the course was not ascertained. This was because there were only five out of 25 participants responded to a follow-up survey conducted one year after the completion of the training. On the basis of their findings, the researchers drew out lessons and recommendations for similar courses in the future, in which it was highly recommended that demonstration of how to teach transcultural pragmatics specifically to elementary students, together with opportunities for each teacher participant to further develop teaching ideas at the end of the course would have improved the positive effects of the course.

All in all, this is a well-designed study which is based on an insightful PD program for in-service EFL teachers to develop their pragmatic competence as well as intercultural competence. Although the aspects of L2 pragmatics teaching was not explicitly covered in the course, the teachers' successful development of transcultural pragmatics awareness could be

considered as the essential achieved step toward their integration of their newly gained knowledge into their classroom practices. Therefore, the fact that the course was successful in facilitating the teachers' development of this dimension of knowledge showed the benefits of this kind of PD program. Moreover, the researchers' developed framework of learning cycle of transcultural pragmatics, as well as each careful step in the design of this PD course could serve as a model for future PD courses and research in the training of pragmatics and its teaching for EFL teachers.

These currently available studies about teacher PD on pragmatics and its teaching (Ishihara, 2011; Ngai & Janusch, 2018; Prakash, 2016, 2017; Vellenga, 2011; Yates & Wigglesworth, 2005) have provided insights into how in-service teachers could be trained to develop both their subject matter and pedagogical knowledge of pragmatics. Given that pragmatic competence is an important constituent of CC, IC, IntC as discussed in section 2.1.1, but is still under-represented in language teacher education (Vásquez & Sharpless, 2009) and in English language teaching (Holmes, 2012; Ngai & Janusch, 2015), these studies highlighted the necessity and feasibility of the retraining of in-service teachers of this crucial dimension. The commonality shared by all of these studies that ESL/EFL teachers had no prior knowledge of pragmatics and its teaching prior to participating in the investigated PD programs appeals for more research in this area in other ESL/EFL contexts as well as more similar PD activities for ESL/EFL teachers.

Regarding the specific context of Vietnam, current available research studies show that under the Project 2020, teacher PD has received much attention from the Vietnamese government, and thus many PD programs have been implemented with the goals of improving Vietnamese EFL teachers' English proficiency level and pedagogical knowledge (Hashimoto & Nguyen, 2018). However, to my best knowledge, the realm of pragmatics and its teaching has not been tapped into in these PD programs hosted by the government. Similarly, research

on teacher PD in Vietnam has not taken into account the teaching and training of pragmatics and instructional pragmatics to Vietnamese EFL teachers. This is the current gap in both research and reality in Vietnam that the third phase of this study attempts to fill.

All of the research studies reviewed in section 2.3 regarding effective teacher PD, workshops as an effective form of PD, effective teacher PD in Vietnam, and teacher PD on pragmatics and its teaching form the theoretical foundation for the design of the workshop conducted in this study.

Conclusion

All of the discussions presented in this chapter thus far have revealed the current gaps in the literature of teacher cognition and practices of L2 pragmatics teaching and L2 pragmatic assessment in teacher education as well as of teacher PD in L2 pragmatics teachings in the EFL context of Vietnam. Specifically, there has not been any research that tapped into what teacher educators know and believe about L2 pragmatics teaching as well as how they practice teaching L2 pragmatics to preservice teachers. Moreover, the complex relationship between teachers' cognitions and practices of L2 pragmatics and its teaching is still under-researched. Similarly, teachers' cognitions and practices of pragmatic assessment is also under-explored. Besides, the current line of research into effective teacher PD in the form of workshops is limited, and such research with specific focus on L2 pragmatics is even more so.

However, recent literature in L2 pragmatics and its related issues, teacher cognition, and teacher PD has helped establish the theoretical frameworks of L2 pragmatic competence (see Figure 2 for a summary), teachers' knowledge of L2 pragmatics teaching (see Table 4 for a summary), and effective PD that lay the foundation of this study. Besides, this literature review sheds light on important issues that pave the way for the investigation of this study and the discussion of its findings. These include the dimensions of L2 pragmatic competence

in EFL contexts (see section 2.1.2.3), the pragmatics teaching approaches in EFL contexts (see section 2.1.3.2), an overview of L2 pragmatics assessment (see section 2.1.4.1), the relationship of teacher knowledge, teacher beliefs and teacher practices (see section 2.2.2). In the following chapter of Research Methods, the research questions that the present study sought to answer to bridge the current gaps are presented together with the adopted research approach and methods of data collection and analysis as well as other research-related issues in this study.

CHAPTER 3. RESEARCH METHODOLOGY

As mentioned in the previous chapter, this study addresses the training and retraining of English pragmatics to EFL preservice and in-service English teachers in Vietnam. By adopting a *phronetic* approach of qualitative research (Flyvbjerg, 2001; Tracy, 2007 & 2013), this study was conducted with the ultimate goal of opening a path for possible changes in the teaching of English as a foreign language in Vietnam and other similar EFL contexts by integrating pragmatics into the teaching curricula. The research adopts a case study approach and involves two phases in accordance with its two major investigated topics. Specifically, the first phase of this study was an *instrumental* case study (Thomas, 2011) conducted at a Vietnamese foreign language university where preservice Vietnamese EFL teachers are taught and trained. This phase of the study involved the participation of: 1) the head of the English department who provided information about their teacher training curriculum in general and the treatment of pragmatics in the curriculum in particular; and 2) 14 teacher educators whose knowledge, belief, and practices of teaching English pragmatics and assessing their student teachers' pragmatic knowledge and competence were explored via the use of questionnaires, semi-structured interviews, class observations, and reflections. The second phase of this study, which was a *repeated measures design* case study (Thomas, 2011), was conducted to see the effect of a one-day training workshop on pragmatics and its incorporation into the teaching of English onto teachers' perceptions of pragmatics and their viewpoints of integrating pragmatics into their English lessons in the Vietnamese EFL contexts. This phase involved the participation of 43 Vietnamese EFL teachers who completed pre-workshop and post-workshop questionnaire. Seven of these teachers also participated in an individual semi-structured interview, and five of them participated in a focus group discussion. The interviews and focus group discussion in this second phase were to gain more insights into in-service teachers'

cognitions and practices of L2 pragmatics teaching so that more implications about the training and retraining of teachers in terms of pragmatics could be made.

Details of the research methodology adopted in this study are presented and organized into the following sections: 3.1. Detailed research questions, 3.2. Research approach and design, 3.3. Research setting, 3.4. Research instruments, 3.5. Data collection, 3.6. Data analysis, 3.7. Ethical considerations, 3.8. Trustworthiness of the research design and potential limitations, and 3.9. Summary of the chapter.

3.1. Detailed research questions

To fill in the identified current gaps presented in Chapter 2, this study addressed the following research questions:

Phase 1: Vietnamese EFL teacher education regarding L2 pragmatics, L2 pragmatic teaching, pragmatic assessment: Teacher educators' perspectives

1) How are pragmatics and its teaching treated in the current English language teacher training programs at a typical Vietnamese teacher education university?
2) What do Vietnamese teacher educators know and believe about the teaching of English pragmatics to preservice English teachers?
3) How do Vietnamese teacher educators practice their teaching of English pragmatics to preservice English teachers? And how do they prepare preservice English teachers for English pragmatics teaching?
4) What do Vietnamese teacher educators know, believe and practice the assessment of English pragmatic competence?

Phase 2: Teacher PD in L2 pragmatics teaching

5) What are the interviewed teachers' reflections on the teaching and training they have received in terms of the English language, its pragmatics and teaching?

6) What impact did the one-day training workshop have on participating teachers' knowledge of pragmatics and its teaching?

7) What can teachers continue to learn through collaborative learning after the workshop?

8) What are teachers' perspectives on what can be done to integrate pragmatics into English lessons in the EFL context of Vietnam?

3.2. Research approach and design

This section provides details about the research approach and design of the study. Before going into these details, the researcher's personal interests, motivation, and role in this study is described in order to provide the rationale for the approach taken in this study. This is followed by two sections, namely, section 3.2.2 which presents an overview of the phronetic approach and qualitative research adopted in this study, and section 3.2.3 which describes the research design of the study and the rationale for each chosen type of research methods in each phase.

3.2.1. The researcher's personal interests, motivation, and role in this study

This study derived from my experience as a Vietnamese EFL learner and practitioner prior to my current role as a beginning researcher. As a Vietnamese learner of English, I used to have plenty of communicative problems when I was first exposed to real life communication in English due to my lack of both awareness and knowledge of the target language's pragmatics. Such firsthand embarrassing moments as addressing people in a wrong way, using wrong routine formulae, misinterpreting people's meanings during my first semester of my Master program in Australia would have been minimized if I had been taught about pragmatic knowledge when I was studying English in Vietnam.

As an English teacher, an English program coordinator, and an English academic manager in Vietnam at different types of institutions ranging from public colleges, private language centres, to an international education NGO before embarking on this doctoral study, I have seen major obstacles to both Vietnamese EFL students and teachers regarding their communicative abilities because of their lack of pragmatic skills. Although students at these institutions had different motivations in learning English and English proficiency levels, I realized that they all shared one common challenge in learning English, that is, how to communicate effectively in the target language in different social contexts and to different people. To make matter worse, having a Vietnamese English teacher who is able to teach this kind of knowledge to students is not easy. In the roles of a program coordinator and academic manager, I was involved in teacher recruitment activities, in which during their interviews, demonstration lessons, and probation periods, when I worked closely with them, I realized the gaps in the teachers' pragmatic knowledge and competence in most cases. While they could be linguistically competent in the target language, they themselves had problems with their pragmatic skills. One of the main reasons for this drawback lies in the fact that most Vietnam EFL teachers acquire the target language in classroom setting as EFL learners and are trained to be EFL teachers without explicit attention to pragmatic phenomena of the target language. This has been described in Chapters 1 and 2.

These experience dimensions have shaped my interests in studying more about pragmatics over time and led me to choose pragmatics as my research topics in my theses at both the Master by coursework and Master of Research degrees. Findings from these previous research studies of mine showed persistent problems regarding the learning and teaching of English in Vietnam, which motivated me to conduct the present study as previously presented in Chapters 1 and 2.

In this study, I considered myself as both an insider and outsider in the research context. It was my long experience as both a learner and then a teacher in the EFL context of Vietnam that made me an insider of this specific context. This position brought me one key advantage in conducting this research, that is, a network with teacher educators, teachers, and gatekeepers at both tertiary and high school levels that allowed me to contact potential participants for this study as well as to gain access to their sites and have the permission to conduct this research. In addition, as an insider, it would be easier for the researcher "to speak the same insider language" (Unluer, 2012, p.5) to make better sense of what was expressed by the participants during the interviews. Also, the role of an insider enables the researcher to interact naturally with the participants and create relational intimacy with the group (Bonner & Tolhurst, 2002), as well as to have better understanding of the formal and informal power structure and the possible impact that this could have on the quality of the collected data (Tedlock, 2000).

Nevertheless, the insider position can also pose some disadvantages as pointed out by researchers. For example, DeLyser (2001) suggested that the researcher's familiarity with the context and the participants might lead to a loss of objectivity due to erroneous assumptions that may be based on his/her prior knowledge and experience. At this point, the researcher's simultaneous role as an outsider could help address this limit. Although I am very familiar with the learning and teaching of English in Vietnam, I have never worked as a teacher educator or a high school teacher in this setting. Therefore, I am not completely in the insider status. Hence, this dual role of mine could allow me to avoid too great a degree of subjectivity and to be open to the participants' perspectives and opinions.

3.2.2. Research approach: A phronetic approach to qualitative research

3.2.2.1. What is a phronetic approach to research and why does it matter?

A phronetic approach to research is briefly defined as "research that is concerned with practical contextual knowledge and is carried out with an aim toward social commentary, action, and transformation" (Tracy, 2013, p. 19). The key idea of doing phronesis-based research is that researchers take up their research issues or problems from their own contexts, and then conduct the research process systematically in order to shine lights on the issues or problems to pave the way for possible social transformation.

This way of doing research is especially emphasized and highlighted by Flyvbjerg (2001). In his book entitled "Making social science matter: Why social inquiry fails and how it can succeed again", he especially called for the adoption of a phronetic approach in social science research in order to "re-enchant and empower social science", and to "recover social science from its current role as loser in the Science Wars" (p. 166). According to him, by taking a phronetic approach in doing research, social science researchers are likely to successfully transform social science research from merely an academic activity undertaken for its own sake which has little effect on and get little appreciation from a society to a social science that matters, which is "done in public for the public, sometimes to clarify, sometimes to intervene, sometimes to generate new perspectives, and always to serve as eyes and ears in our ongoing efforts at understanding the present and deliberating about the future" (p. 166).

This approach to research is advocated and discussed in depth by a number of social science research methodologists such as Stokes (1997), Cairns and Sliwa (2008), and Tracy (2007 & 2013) under some different terms like use-inspired basic research (Stokes, 1997), or praxis-based, problem-based, and contextual approach (Tracy, 2007 & 2013). Deliberating on her preference for the phronetic approach in doing research, Tracy (2007) stated:

> I do problem-based research because it helps me answer the "who cares" question, generate novel theoretical insights, and provide a window for practical change. Of course, I am not alone in believing that the communication discipline could be enhanced through a focus on problems and *in situ* communication. I am thankful that my training at the University of Colorado included a problem-based approach, and fortunate to be surrounded with colleagues at Arizona

> State University who examine communication dilemmas and encourage innovative problem-based research approaches. (Tracy, 2007, p. 106).

As a person who has been engaging in the teaching and learning of English in the EFL context of Vietnam through the acquisitive role of the learner and then the instructional role of the teacher, I have had the privilege of engagement and immersion in the context, which is recommended as the first step of doing phronetic research (Tracy, 2007), in the most natural and convenient way to identify the emergent dilemmas or problems that need to be researched for potential transformation in the teaching and learning of English in Vietnam.

Taking the phronetic approach in doing this study, I also selected the *interpretive paradigm* from the four primary paradigmatic approaches (see Tracy, 2013) as my philosophical stance that underpinned my approach to this research. Defined as a set of beliefs and philosophical assumptions underlying researchers' approach to research undertakings (Phakiti & Paltridge, 2015), research paradigm shapes the ways researchers formulate research questions, define their methods of evidence collection, and guide their findings interpretation (Creswell, 2013; Phakiti & Paltridge, 2015). Under the interpretive paradigm, knowledge is viewed as socially constructed through language and interaction, and reality as connected and known through society's cultural and ideological categories (Tracy, 2013). Therefore, the goal of interpretive research is to "analyze social action from the actors' standpoint" (Tracy, 2013, p. 41) with interests in the *why* and *how* questions to gain insight into others' viewpoints, beliefs, and attitudes. With the aim to see the world from participants' eyes, an interpretive researcher is 1) "a self-reflective research instrument", 2) "aware of biases and subjectivities", 3) has necessary background to understand the research context (Tracy, 2013, p. 48). Given these characteristics of the interpretive paradigm, it was considered to be especially suitable for the aim, scope and nature of the present study.

3.2.2.2. Why is qualitative research adopted in this study?

Qualitative research approach was adopted in this study because it was aligned with its philosophical assumptions, as described above. Also, this study per se contained three core concepts of qualitative research, namely, *self-reflectivity*, *context*, and *thick description* as suggested by Tracy (2013). Firstly, as stated above, this study derived from the researchers' roles and past experiences of learning and teaching English in Vietnam, as well as her points of view regarding the important role of pragmatics in one's communicative abilities, which represents the concept of *self-reflectivity*. Regarding the concepts of *context* and *thick description*, the focus of this research is on teachers' perspectives regarding L2 pragmatics teaching and pragmatic assessment in the EFL context of Vietnam, thereby contextual factors and their descriptions were of paramount importance in the researcher's deciphering of all obtained data.

Besides, it has been strongly recommended that qualitative research approach is the most adequate and appropriate for studies on teacher cognition (see Burns, 1996; Johnson, 2006). This is evident in empirical research on language teacher cognition (e.g., Baker, 2014; Borg, 2012; Couper, 2016; Li, 2013; G. V. Nguyen, 2014). Given the focus on teacher cognition in this study, an adopted quality approach in the undertaking of this research was well justified.

3.2.3. Research design: A case study approach

Defined as "an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, programme or system in a 'real-life' context" (Simons, 2009, p. 21), case study is viewed as "a form of inquiry that elevates a view of life in its complexity" (Thomas, 2011, p. ix), and as "the most widely used approach to qualitative inquiry" in education (Gall et al., 2007, p. 447). This is because a case study could offer a rich picture with many kinds of insights from different angels and kinds of information

(Thomas, 2011), which could serve the search of qualitative studies. As mentioned previously, this study consisted of two phases with two sets of research questions assigned to its two main queries, that is, teacher education, and teacher PD. In order to provide answers to these two related but different queries, this study needed to utilize various research methods which could be accommodated under the case study approach. As Thomas (2011) remarked, case study is "a wrapper for different methods" (p. 43) with a focus on the singular to "draw rich, interconnected information from this singular focus and derive unique insights form the analysis that follows" (p. 44). Under the umbrella of the case study approach, the present whole study is an investigation into the case of Vietnam regarding the training and retraining of EFL teachers in terms of L2 pragmatics and its related issues. As such, the whole study can be seen as a macro-case study, which contains two micro-case studies in its two phases of the research. Under each phase of this study when different kinds of case study are adopted, the specific definition for a case in each phase is different. This will be clarified in the following presentation of the design of the two phases of this study.

3.2.3.1. Research design in phase 1

The first phase included the participation of 14 teacher educators and one Department Head from a teacher education university in Vietnam (which will be described in detail in section 3.3.1). In this phase, a single case study design, i.e., "a within-site study", was adopted, in which a cohort of these participants from this university forms a "bounded-system" (Creswell, 2013, p, 97) for the researcher to systematically gather information to understand how these subjects operate and function in their natural setting. Regarding the purpose of this case study, it was considered as an instrumental case study because the researcher's aim in this study was to gain understanding of the case to facilitate the improvement of the teaching and assessment of pragmatics to preservice teachers (Stake, 2000; Thomas, 2011). The following

diagram summarises the design of this phase with its details of used research instruments and data collection subsequently presented in sections 3.4.1 and 3.5.1. respectively.

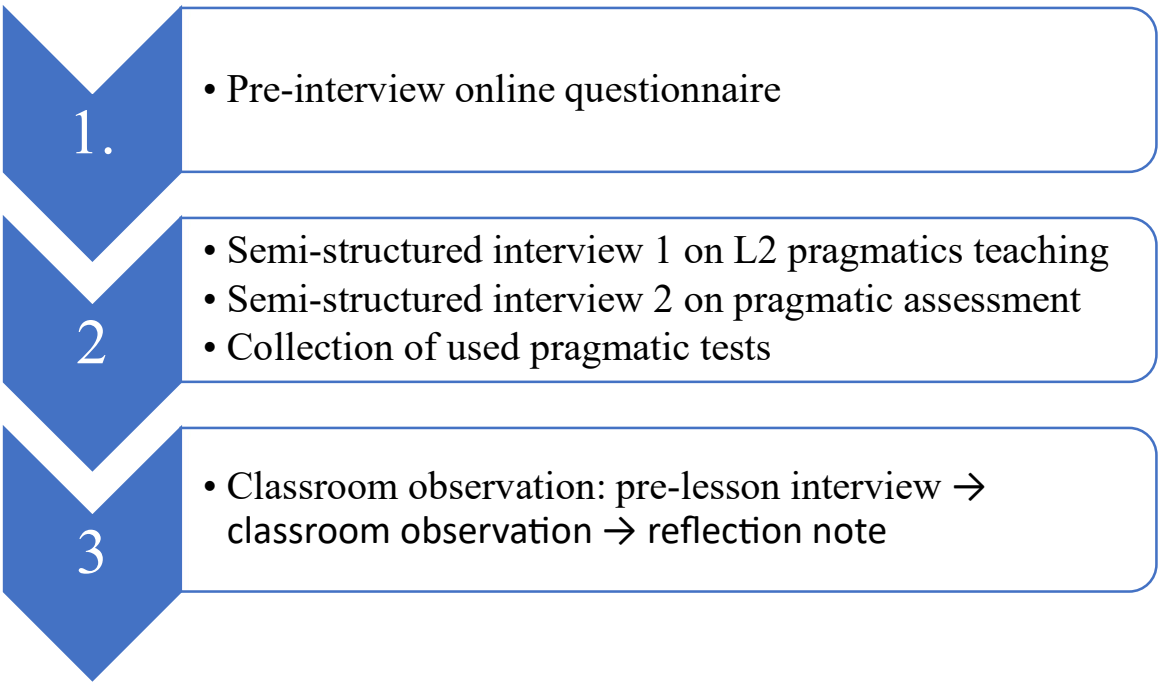

Figure 3. Research design of the within-site case study in phase 1

3.2.3.2. Research design in phase 2

The second phase of this study encompassed the participation of 43 Vietnamese EFL high school teachers in a one-day training workshop, which was followed by an individual interview and a focus group discussion with the participation of seven and five teachers respectively. The design of the workshop in this study involved a kind of experiment that can be accommodated within a case study. According to Thomas (2011), there is one form of experiment that is especially appropriate for case studies if researchers would like to "look experimentally at change within one situation", which is called the "repeated measures design" (p. 132). Unlike the classic form of experiment which needs to include a control group, in the repeated measures design, there is no second group used because "the control comes from the group itself, with the 'change' being imposed by the difference in one of the variables"

(Thomas, 2011, p. 132). Specifically, in this study the cohort of 43 participating teachers in the workshop were measured in terms of their increased awareness and knowledge of pragmatics and its teaching after the intervention via the means of pre-workshop and post-workshop questionnaires (which will be presented in detail in section 3.4.2). The purpose of this design was to see the effect of the intervention so that a model for teacher PD in this context could be suggested. Under this design, it has to be acknowledged that the decision of having no control group to compare with the experiment group, i.e., the group of teachers who participated in the training workshop, may limit the salient impact of the PD intervention on the teachers' learning of L2 pragmatics. In addition, as this is a case study, of which the emphasis is on "singleness" and "understanding the details of what is happening" (Thomas, 2011, p. 37), its outcomes could not be generalised to all contexts. Rather, all findings could provide insights into its investigated setting and other similar contexts.

The subsequent interviews and focus group in this phase were designed as a multisite study (Creswell, 2013) as the participating teachers coming from various high schools ranging from public to private forms with different institutional and situational factors that affected their teaching practices. As in the first phase, the purpose of the multisite case study in this phase was also for the potential improvement of the teaching practices of pragmatics at different types of high schools in Vietnam through in-depth understanding. The design of this phase is summarized in the following diagram.

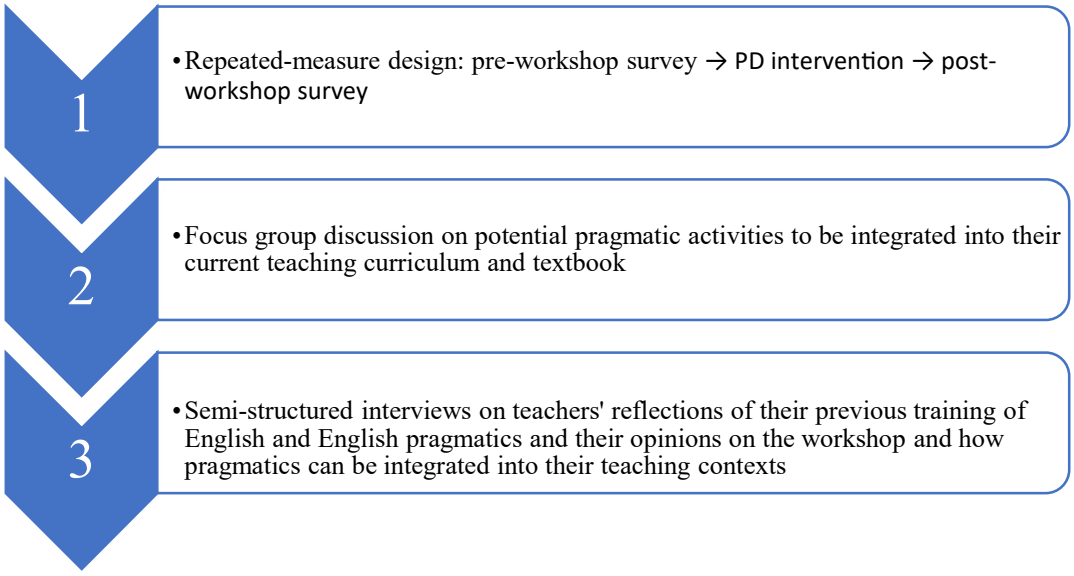

Figure 4. Research design of the repeated-measure design and multiple case study in phase 2

The design and implementation of the workshop and its follow-up focus group discussion was mainly based on Desimone's (2011) frameworks of core features of effective PD and of suggested steps of successful PD. The reason for adoption of her framework lies in both its comprehensive characteristics which accommodates other authors' models of effective PD as previously discussed, and its efficacy which was confirmed in her subsequent work (see the Chapter 2). The explanation of how the workshop was designed in accordance with Desimone's (2011) core features of effective PD is presented in the following table.

Table 6. The adoption of Desimone's (2011) core features of effective PD in the workshop

Desimone's (2011) core features of effective PD	The adoption of these features in the design of the workshop in this study
1) Content focus	The workshop focused on the subject matter knowledge of pragmatics and instructional pragmatics.
2) Active learning	After the lectures and presentations of the researchers, teachers worked in group discussion and conducted presentations of their self-designed pragmatic activities.

3) Coherence	As the Vietnamese government PD activities have been focusing on improving teachers' English proficiency levels and their pedagogical skills, the training content in this workshop is consistent with other PD.
4) Duration	While it is recommended that training take place over as extended as possible a period of time, in the present study this was not possible to implement. Logistical constraint limited the length and timing of the PD input.
5) Collective participation	This workshop involved the participation of representative Vietnamese English teachers from al high school located in Da Nang City, Vietnam. As these teachers already know each other, it was quite easy for them to form an interactive learning community.

As can be seen in this table, the core feature of duration was the only criterion that was not able to be met in this PD intervention. This was due to both logistic and research reasons. Logistically, the expense of the organization of this workshop was funded by a small grants fund which was for the application of research results of Vietnamese Australian alumni into practice. The limit amount of funding for each activity was not sufficient for organizing PD activities with longer duration. More importantly, other considerations regarding teachers' limited time budget and the researchers' finite time in this study also contributed to the decision to conduct a one-day training workshop. As the targeted teachers are always very busy with their heavy workload during the school year time, the one-day workshop was considered more convenient for them than a series of shorter workshops, despite convincing recommendations from previous studies (e.g., Yates & Wigglesworth, 2005) undertaken under less restrictive conditions. The idea of organizing this workshop during summertime to lower teachers' time pressure was rejected by the DOET because its representative stated that it would be hard to

summon teachers during holiday time for training. In terms of research-oriented goals, this study was also aimed at exploring how and to what extent the less time-consuming and affordable PD form of workshops could be effective in low-resource contexts like Vietnam. Although there have been well-established criticisms towards the "one-off-event" type of PD in current literature, this study attempted to explore whether the PD form of workshop with the enhancement of effective PD features could bring about success. As such, besides adhering to Desimone's (2011) framework of core features of effective PD, the workshop in this study was also designed in accordance with the following effective PD characteristics identified from previous studies. These characteristics are presented in the following table.

Table 7. Inclusion of other effective PD characteristics identified from previous studies

Other effective PD characteristics included in the workshop	Previous studies that show their efficacy with the inclusion of such characteristics
1) **Grounded in inquiry and research**: This workshop was based on the identified gaps regarding pragmatic content in in-use English textbooks in Vietnam (see Ton Nu & Murray, 2020)	Borg & Al-Busaidi (2012), Nguyen & Newton (2020)
2) **Attentive towards teachers' actual needs and their goals**: As the ultimate goal of the English teaching curriculum at high school level in Vietnam is to develop students' communicative competence, it was considered that the training of teachers about pragmatics and its teaching would help them in meeting this goal.	Nguyen & Newton (2020)
3) **Intensive**: The workshop was conducted intensively during one day.	Borg & Al-Busaidi (2012), Ishihara (2011), Vellenga (2011), Yates & Wigglesworth (2005),
4) **Hands-on experience**: The workshop consisted one section in which participating teachers were showed how pragmatics could be integrated in some teaching units in their in-use textbooks.	Ekanayake & Wishart (2015)
5) **Reflective**: This characteristic manifested itself in follow-up activities after the workshops. During the individual interviews and focus group discussion, participating teachers had opportunities to reflect on their own training journeys, their knowledge in the English language and pragmatics, as well as their teaching practices	Ekanayake & Wishart (2015), Ha & Murray (2020)

With the adoption of Desimone's (2011) framework of core features of effective PD and the integration of the above effective PD characteristics, the workshop was aimed at bringing about the following achievements:

1) Teachers would obtain basic knowledge about pragmatics and its teaching,
2) Teachers would learn hands-on experience of how to design short pragmatic activities in accordance with some teaching units in their in-use textbooks, and would be able to start designing similar activities by themselves,
3) Teachers would change their attitudes towards the teaching of pragmatics, and thus would be motivated to integrate it into their English lessons,

After the workshop, the focus group discussion was to investigate how participating teachers could discuss further about the teaching of pragmatics in the context of Vietnam as well as how they could learn from one another from this collaborative PD activity. As can be seen in Kennedy's (2014) spectrum of CPD models, collaborative PD activities were placed towards the side of transformative function. In addition, researchers in PD have also called for reform types of PD (as previously stated in Chapter 2), in which the importance of teachers' collaboratively learning from one another has been highlighted to be significant and impactful in enhancing teachers' transformative practice (e.g., Diaz-Maggioli, 2003; Hairon & Tan, 2017; Patton, 2014 & 2015). This is because of its potential in building community, providing contexts that support risk-taking, fostering inquiry, creating opportunities for teachers to look closely at their own practices in the company of other, as noted by Steeg and Lambson (2015) in their discussion of collaborative PD. Particularly, in the area of PD in pragmatics, Ishihara's (2011) study has illustrated how a teacher's knowledge and beliefs regarding pragmatics teaching and its related issues have dramatically changed as a result of the interactive negotiation with other participating teachers and the researcher (see the Chapter 2 for more review of this study). The efficacy of this study, which was conducted in a similar EFL context

to Vietnam, has motivated the implementation of this focus group discussion after the workshop. In what follows, the contents of the one-day workshop (which took place for 9 hours including time for breaks) and its follow-up one-hour focus group discussion are presented.

Following the repeated-measure design, the workshop was preceded and followed by a pre-workshop and a post-workshop questionnaire completion task, in which participants were asked to use the same name (which could be either teachers' real names or pseudonyms) in both questionnaires so that the researcher could compare their answers for data analysis (see Appendix 4 for a summary of the content of the workshop).

The content of follow-up focus group discussion was designed with three more complicated pragmatic activities for teachers to discuss its potential to be used in their real classrooms (see Appendix 5 for its content and guided questions for discussion).

The evaluation of the efficacy of the PD intervention in this study was based on Desimone's (2011) suggested steps of successful PD. With the adoption of Desimone's (2011) core features of effective PD, this study also based on her suggested steps of successful PD in the evaluation of the efficacy of this PD intervention. As previously mentioned in the Literature Review chapter, Desimone (2011) suggested the following four steps of successful PD:

1) Teacher experience professional development.
2) The professional development increases teachers' knowledge and skills, changes their attitudes and beliefs, or both.
3) Teachers use their new knowledge, skills, attitudes, and beliefs to improve the content of their instruction, their approach to pedagogy, or both.
4) The instructional changes that the teachers introduce to the classroom boost their students' learning.
(Desimone, 2011, p. 70).

In this study, the final step was not included in the evaluation of the efficacy of the PD activities. Also, the third step was not utilized fully to the extent of transformative effect on the practice of each individual teacher. This was for the following reasons.

First, as this study was conducted to examine the potential efficacy of the PD form of workshop, it focused on the success of the transmissive purpose (as can be seen in Kennedy's (2014) framework), which was the initial step that contributed to teachers' transformative practice. With the inclusion of many effective PD features and characteristics as mentioned in the previous section, it was targeted at bringing about important changes in teachers' knowledge and attitudes towards the training topic to increase the likelihood of teachers' transformative practice afterwards.

Secondly, due to the short duration of this PD intervention, it was difficult to include the investigation of teachers' transformative practice and students' learning outcomes. As can be seen in previous studies in which PD activities were conducted in the form of workshops (see Ekanayake & Wishart, 2015; Ha & Murray, 2020; Nguyen & Newton, 2020), students' outcomes were not further investigated. This could be due to the time constraints of their studies nor other reasons, which were not mentioned by these authors. However, all of these three studies could confirm their success in terms of teachers' transformative practice as reported in the Chapter 2. Nevertheless, it has to be noticed that none of the previous studies in which pragmatics was the training topic were found to confirm their success with teachers' transformative practice (see the review of those studies by Ishihara, 2011; Ngai & Janusch, 2018; Vellenga, 2011; Yate & Wigglesworth, 2005 in the Literature Review chapter). This could be because unlike other training topics such as promoting learner autonomy (as in Ekanayake & Wishart's (2015) study), corrective feedback (as in Ha & Murray's (2020) study) or teaching pronunciation (as in Nguyen & Newton's (2020) study), pragmatics is a training topic which belongs to the area of subject-matter knowledge and is not yet familiar with participating teachers in these studies. Additionally, the teaching of pragmatics requires teachers to have a complex set of knowledge components, including not only L2 pragmatics but also comparative L1 pragmatics, together with knowledge of real language in context,

pragmatic variation, and how to teach L2 pragmatics as well as how to assess students' L2 pragmatic ability (see Table 4, Chapter 2). Given its novelty and complexity, PD activities on pragmatics often aimed at raising teachers' awareness of pragmatics (see Ishihara, 2011 for example) or enhancing their pragmatic knowledge and competence (see Ngai & Janusch, 2018; Vellenga, 2011; Yate & Wigglesworth). This is because the success of such training would ignite teachers' thinking process and motivate them in putting the obtained knowledge into practice, as well as form the foundation for their transformative practice. As can be seen in non-pragmatics training topics in studies by Ekanayake and Wishart (2015), Ha and Murray (2020), Nguyen and Newton (2020), participating teachers merely needed to follow the guidance of the researchers to apply the taught pedagogical knowledge and skills into their teaching practices. Meanwhile, the teaching of pragmatics could not be done mechanically as such due to its more complex nature as mentioned above.

In a nutshell, due to the time allotted of this PD intervention and the nature of the training topic of pragmatics, it was decided that teachers' transformative practice and students' learning outcomes were not included in the criteria for the evaluation of the efficacy of this PD intervention. Instead, the evaluation of the PD activities in this study focused on the linkage of these activities with teachers' practice. According to Patton and Parker (2015), PD activities that link to teaching practice are those that treat teachers as active learners, enhance their pedagogical skills and content knowledge, and are facilitated thoughtfully in the way that allows teachers to actively construct new meaning based on prior knowledge and experiences with regard to their own teaching contexts. As the PD intervention in this study was designed with these features in mind, the evaluation of its efficacy was also based on its likelihood of leading to teaching practice. To sum up, the evaluation of the effectiveness of the PD intervention in this study was based on the following three criteria:

1) The extent to which it enhanced teachers' knowledge and skills in terms of pragmatics of its teaching,
2) The extent to which it changed teachers' beliefs and attitudes towards the teaching of pragmatics,
3) The likelihood of its leading to changes in teaching practice.

3.2.3.3. Concluding remarks

In sum, this study adopted different methods under the case study approach to achieve its research aims. As remarked by Thomas (2011), "the method you choose should be the servant of your research question". The researcher also took this stance in adopting the research approach and design to conduct this study. By so doing, I also followed the procedure of doing phronetic research as suggested by Tracy (2013). In the following diagram, the adopted research approach and design presented thus far is summarized.

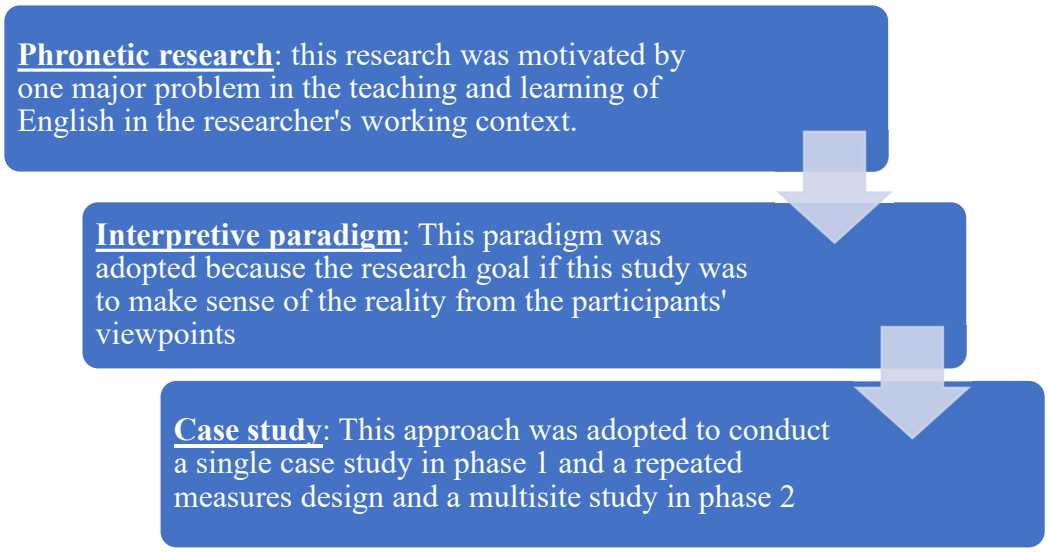

Figure 5. Research approach and design adopted in this study

3.3. Research setting

3.3.1. Research context and participants of phase 1

The first phase of the present study was conducted at a public medium-sized university where teachers of foreign languages are trained in a city located in the central of Vietnam (henceforth Central University (CU) – pseudonym). Although this university was not officially established until 2004, its English Department where Vietnamese EFL teachers are trained had much longer history, dating back to 1957. This is because its establishment was based on the combination of all departments of foreign languages previously belonging to other universities in this city. At the time of this study, according to the teacher training curriculum which was provided to the researcher by the Head of the English Department of CU, undergraduate students who majored in pedagogical English needed to complete 141 credits in four years to graduate as English teachers. Among these 141 credits, 41 credits were allocated to general knowledge courses such as Politics, World Civilisation History, Practical Vietnamese. The other 100 credits were for professional education courses which were divided into 6 groups of knowledge for Vietnamese EFL preservice teachers to undertake. The assigned percentage of each group of knowledge is presented in the figure below.

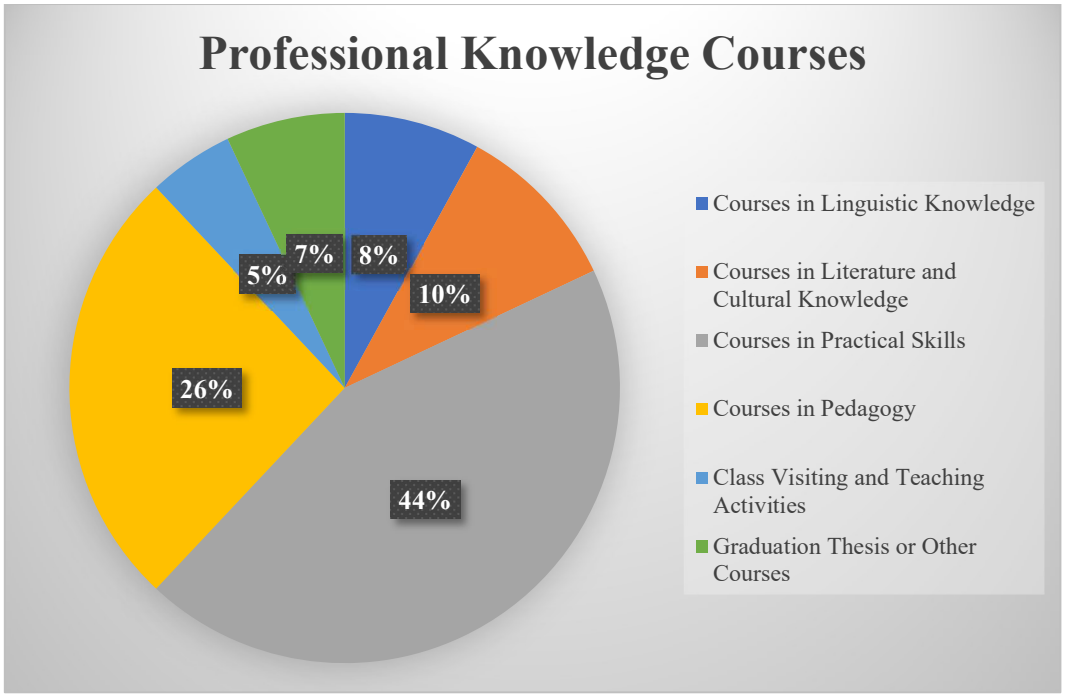

Figure 6. Assigned Percentage of Six Groups of Knowledge of Professional Education Courses

According to this teacher training curriculum, nearly half of the credits of professional education were for training preservice teachers of the four practical skills of listening, reading, writing, and speaking in English. The courses in pedagogy accounted for the second highest assigned percentage, namely 26%. Meanwhile, courses in Literature and Cultural knowledge, and those in Linguistic knowledge received 10% and 8% of the assigned credits for professional education respectively. Under the group of Linguistic knowledge courses, the course of pragmatics was an optional two-credit course for preservice teachers to choose to undertake alongside the two other courses of Discourse Analysis and Stylistics. Within this group, the three courses of Phonetics – Phonology, Grammar, and Semantics were compulsory. The remaining credits of professional education belonged to the activities of class visiting and teaching practicing, and graduation thesis or other courses (which preservice teachers could opt for instead of being involved in conducting a dissertation for their graduation).

As the teacher training curriculum of every public university in Vietnam is required to follow general requirements of the country's MOET, the teacher training curriculum of CU could be considered as a typical example of Vietnamese EFL teacher training curricula. Therefore, CU was also considered as a typical teacher education university of Vietnam. Specifically, the selection of CU as a site to conduct this study was based on two reasons. First, the researcher had the network with some teacher educators from the English department who used to teach her at undergraduate level at another teacher education university in the city prior to the establishment of CU. This enabled her to gain permission to conduct her study at this university. Second, as this is a public university, it shares the general regulations of the Vietnamese MOET regarding the curriculum and other requirements of Vietnamese EFL preservice training. Therefore, findings from this study may well reflect the reality of the teaching and assessment of pragmatics at other public EFL teacher education universities in Vietnam.

Regarding the decision on the number of teacher educators participating in this study, as this study was sought to understand Vietnamese EFL teacher educators' cognition and practices of L2 pragmatics, pragmatics teaching, and pragmatic assessment in their own teaching context, it was aimed to accommodate a good range of teacher educators with different qualifications and at different stages in their careers. Therefore, after sending out invitation letters to all teacher educators from the department and receiving their replies, the researcher and her supervisor decided to invite all 14 teacher educators who responded to the invitation to participate in this study. Their demographic information, together with the demographic information of the Head of the Department, is presented in the table below.

Table 8. Demographic information of 14 participating teacher educators, and the head of the department

Teachers (pseudonyms)	Gender	Years of teaching experience	Qualification	Overseas time	Pragmatics training	Pragmatics learning need
Department Head	Male	> 15	PhD	4-6 years	No	Yes
1. Tammy	Female	5-10	MA	1-2 years	No	Yes
2. Daisy	Female	5-10	PhD	4-6 years	Yes	N/A
3. Hannah	Female	> 15	PhD	1-2 years	Yes	N/A
4. Ann	Female	> 15	PhD	4-6 years	Yes	N/A
5. Maggy	Female	10 – 15	MA	< 1 year	Yes	N/A
6. Amy	Female	> 15	PhD	4-6 years	Yes	N/A
7. Queenie	Female	> 15	PhD	4-6 years	No	Yes
8. Ruby	Female	> 15	MA	4-6 years	No	Yes
9. Rose	Female	> 15	Assoc. Prof. & PhD	4-6 years	No	Yes
10. Quinley	Female	> 15	PhD	4-6 years	No	Yes
11. Sarah	Female	> 15	MA	1-2 years	Yes	N/A
12. Bella	Female	> 15	PhD	4-6 years	No	Yes
13. Melinda	Female	< 5	MA	1-2 years	No	Yes
14. Henrik	Male	> 15	PhD	4-6 years	Yes	N/A

The majority of the participants were experienced lecturers with more than 15 years of teaching experience and most held a PhD degree in Applied Linguistics or Education obtained from well-known universities in Australia. There were three teacher educators who were in their mid-career stage and one in her early-career stage. Among these four teacher educators, there was one with a PhD degree and all of the others held a master's degree.

Regarding their education and training about pragmatics, half of these teacher educators reported that they had received training about pragmatics as parts of their degrees and half of them stated that they did not experience training in pragmatics; however, they all reported of their self-study of pragmatics through everyday use of language or book reading and the like. While those with no pragmatics training experience expressed their needs to be trained in pragmatics, those with this experience wrote "not applicable" in their answers to the question

of whether they felt the need to be trained in pragmatics. This could possibly be because they believed that they had sufficient knowledge in this area or that they did not feel the need to have more pragmatics knowledge.

Remarkably, all teacher educators in this study had experience living abroad, with nine of them living and studying in Australia for a period of 6 years for their postgraduate studies. This could be considered as an advantage of these teacher educators regarding their own pragmatic knowledge and competence as there has been a series of previous studies that showed the effects of the studying abroad context on learners' pragmatic gains (e.g., Barron, 2003; Iwasaki, 2010; Matsumara, 2001, 2003; Schauer, 2006, Taguchi, 2008). In what follows, the demographic information of each individual teacher educator is presented. All names are pseudonyms to secure the confidentiality of these participants.

Tammy was an early-career teacher educator and has been teaching at CU since her graduation from this university. She obtained her Master's degree in New Zealand and had been to the USA for some months for her professional development. She reported not receiving any training about pragmatics at both undergraduate and postgraduate levels but acknowledged having accumulated her pragmatic knowledge through workshops, books and real-life communication in English-speaking countries. She expressed her wish and interest in studying more about pragmatics because of its importance in students' communicative competence and in their professional knowledge as language teachers. At CU, she was in charge of the following courses: An Introduction to Human Communication Skills, Text Study, Practical Skills Courses (Reading, Writing, Listening, and Speaking Courses), and English teaching methodology courses (e.g., Teaching grammar to primary school students).

Daisy was also an early-career teacher educator. She obtained both her Master's and PhD degrees in Australia. She reported to have learnt about pragmatics from the linguistic courses at undergraduate level and from the TESOL methods courses in her master program. At CU, she was responsible for teaching practical skill courses, material development and teaching methodology courses, and the course of Language Awareness for L2 teachers.

Hannah was an experienced teacher educator with more than 15 years in the position of a lecturer at Central University. Like Daisy, she had obtained both her Master's and PhD degrees in Australia; however, for her PhD degree, she took an offshore program, so she undertook it in Vietnam. She said that it was her lack of pragmatic knowledge which was resulted from the lack of pragmatics teaching at teacher training universities in Vietnam in her time that led to her experience of communication breakdowns when she first came to Australia. However, this motivated her to study and do research into pragmatics. At CU, she taught practical skills courses and the course of Intercultural Communication.

Like Hannah, Ann, Amy, and Bella worked at CU for more than 15 years. Both Ann and Amy obtained their Master's degrees in Australia and PhD degrees in New Zealand while Bella completed her PhD in Australia. Ann and Amy reported that they learnt about pragmatics at undergraduate level and they did not feel the need to learn more about pragmatics. Ann's in-charge courses included English Morphology and Syntax, English Semantics, Discourse Analysis, Functional Grammar, Academic Writing, Public Speaking, and Nguyen taught the courses of Listening, Speaking, and Reading skills, and the courses of Phonetics and Phonology, and Semantics. Meanwhile, Bella reported that she was taught about pragmatics through the course of pragmatics at undergraduate level and stated her need to learn more about pragmatics. She reported that she was not trained to be a teacher but was recruited to be a lecturer because of her high GPA at undergraduate level. At CU, she was responsible for the

Writing course, the courses of Cross-cultural communication, American culture, and British culture.

Maggy was a mid-career teacher educator, she completed both her undergraduate and postgraduate studies in Vietnam; however, she had some months living abroad under her professional development program in the US. Like Bella, she stated that she was not trained to be a teacher at undergraduate level; however, because of her high GPA, she was recruited to work as a lecturer. She reported to have been taught about pragmatics at undergraduate level but did not remember many pragmatic terms. However, she still remembered some important contents related to language use in contexts such as how to express ideas, appropriate intonation and body language in different contexts. She was responsible for teaching the courses of American Literature, British Literature, and Listening skills to student teachers.

Both Queenie and Ruby were well-established teacher educators with more than 15 years of teaching experience. Queenie had spent a total of 6 years in Australia for her Master's and PhD degrees while Ruby spent nearly 2 years in the US for her Master's degree and over 4 years in Australia for her PhD degree. Although she did not successfully get her PhD degree due to personal obstacles, she was both knowledgeable and interested in pragmatics as her PhD study was related to pragmatics. Both Queenie and Ruby reported that they were not taught about pragmatics in any of their degrees and expressed the need to study more about pragmatics. Queenie confessed that despite her quite a long time studying and living in an English-speaking country, she was not confident of her sociopragmatic knowledge of the target culture. Queenie was in charge of practical skills courses, and the courses of Techniques of teaching English language, and Material Development while Ruby taught practical skills courses, and the courses of Language and Culture, Research Methods, and Pragmatics.

Rose was an associate professor in Linguistics. She did research about pragmatics and its related issues and was a teacher-in-charge of the course of Pragmatics. She obtained both her Master's and PhD degrees in Linguistics from Australia with a focus on pragmatics in her theses at both levels. Besides the time in Australia for 6 years, Rose spent some time in other countries for her professional development programs and conferences. She reported that she did not receive official training about pragmatics, and that her knowledge of pragmatics was accumulated through self-study. Also, she expressed the need to studying more about pragmatics. At CU, she used to teach various courses such as to undergraduate student teachers; however, at the time of participating in this study, she was only in charge of the course of Pragmatics to undergraduate students together with Ruby as mentioned above.

Quinley was also an experienced teacher educator with more than 15 years in her teaching profession; however, unlike other teacher educators who worked at CU right at the first date of their teaching career, Quinley was quite new to this university. At the time of this study, she had just started her teaching at this university for some months. She obtained her Master's degree in the Philippines and PhD degree in the US. She stated that although she did not study about pragmatics as parts of her degrees, she had practical knowledge of pragmatics through her real-life communication experience and self-study. She was in charge of Practical skills courses, and the courses of English in Business, and Communication Skills.

Sarah was an experienced teacher educator with over 15 years in her teaching profession. She obtained her Master's degree in Australia. She reported having been taught about pragmatics but expressed her need to learn more. At CU, she delivered the courses of Speaking, Listening, and Communication Skills.

Melinda was the youngest teacher educator in this study. She spent one year in the UK for her Master's degree and had less than 5 years of teaching experience. She said that it was not until participating in this study that she heard about the term pragmatics, and she expressed the need to study more about it. At CU, she was in charge of teaching Reading and Writing Skills to undergraduate students.

Henrik was the only male teacher educator in this study. He completed his master's degree in the Philippines and his PhD degree in Australia and had more than 15 years of teaching experience. He reported being taught about pragmatics in his master program, in which he first had opportunities to study about pragmatics through courses of theoretical linguistics and of language use in society. However, he did not express any need for studying more about pragmatics. Like Rose, he used to teach various courses, but at the time of this study, he was only in charge of the courses of Academic Writing and Theoretical Linguistics due to his being promoted to other roles at the university.

Overall, this study included participating teacher educators who were at different stages of their teaching careers. Although it was not aimed at providing a general picture of how teachers at all stages in their profession conceptualize pragmatics, its teaching and assessment, having participants with various qualifications and teaching experience could bring about interesting research findings that show what teacher educators at different stages in their careers know, think, believe of pragmatics, its teaching and assessment and how they put these knowledge and beliefs into their practices of pragmatics teaching and pragmatic assessment. One commonality of these participants is that all of them became university lecturers right after their university graduation, in which they were recruited by their own department where they used to be students. This 'inbreeding' recruitment, which is quite popular in Vietnam and some other developing countries in Asia has both advantages and disadvantages. Working at the same university where they had spent four years studying at the same major allowed these

teacher educators to be familiar with every aspect of this university including its training curriculum, its culture, and its working manner and environment. As such, they could have some level of comfort and confidence at work right at the beginning of their career. However, this kind of familiarity could limit their abilities to be creative and autonomous in their teaching practices. Nonetheless, as the majority of these participants were subsequently trained in other overseas universities for their postgraduate studies, such disadvantages might be limited.

3.3.2. Research context and participants of phase 2

The second phase of this study involved the participation of 51 teachers coming from all high schools located in a city in the central of Vietnam. The decision of this number was based on the intention to have more interactions with all participating teachers and on the budget sponsored by a small grants fund that the researcher was able to obtain in order to organise the workshop. Having the permission and support from the DOET of the city, the researcher asked the representative of DOET to assist her in inviting teachers from all high schools under the administration of the DOET to participate in the workshop. According to the requirement of the fund, priorities were given to teachers from some high schools in the rural areas where there were students of ethnic minorities studying. As such, on average, each high school from the urban areas could send 1-2 teachers to the workshop whereas some schools from the rural areas could have up to 5 teachers attending the workshop.

Among the total number of 51 teachers participating in the workshop, there were 8 of them whose data could not be used. This was because they did not complete either the pre-workshop or post-workshop questionnaire, and thus the information they provided could not be used to track the outcomes of this PD intervention. Therefore, the information about the participants presented here includes that of 43 participating teachers only. Their profiles are summarized in the table below. All of their names are pseudonyms to maintain confidentiality

and their schools are categorised into specializing public high school (S), urban high school (U), Rural high school (R), and private high school (P).

Table 6. Demographic information of 43 participating teachers in the training workshop

Teachers (Pseudonyms)	School location	Teaching experience	Qualification	Time overseas	Previous training about Pragmatics	Wanting to learn about Pragmatics and its teaching
1. T1	S	> 15y	MA	1-6 months	Yes	N/A
2. T2	U	< 5y	BA	None	No	No
3. T3	R	10-15y	MA	None	Yes	Yes
4. T4	U	> 15y	BA	None	No	Yes
5. T5	None	10-15y	BA	None	No	Yes
6. T6	R	< 5y	BA	None	No	Yes
7. T7	U	< 5y	BA	None	No	Yes
8. T8	S	< 5y	MA	N/A	Yes	Yes
9. T9	U	> 15y	N/A	N/A	No	Yes
10. T10	U	> 15y	BA	None	No	Yes
11. T11	R	10-15y	MA	None	No	Yes
12. T12	S	> 15y	MA	1-6 months	Yes	Yes
13. T13	U	10-15y	MA	None	No	N/A
14. T14	U	> 15y	BA	N/A	No	Yes
15. T15	None	< 5y	BA	None	No	N/A

16. T16	R	< 5y	BA	None	Yes	Yes
17. T17	R	> 15y	BA	None	No	Yes
18. T18	R	5-10y	BA	None	No	Yes
19. T19	None	10-15y	BA	None	No	Yes
20. T20	None	10-15y	BA	None	No	Yes
21. T21	U	10-15y	BA	None	No	Yes
22. T22	U	10-15y	MA	None	Yes	Yes
23. T23	R	10-15y	BA	None	No	Yes
24. T24	P	< 5y	BA	None	No	Yes
25. T25	None	> 15y	BA	None	No	N/A
26. T26	U	> 15y	BA	None	No	Yes
27. T27	R	< 5y	BA	None	No	Yes
28. T28	U	> 15y	MA	None	Yes	Yes
29. T29	P	5-10y	MA	None	No	Yes
30. T30	P	< 5y	BA	None	No	Yes
31. T31	U	> 15y	MA	None	Yes	Yes
32. T32	R	< 5y	BA	None	Yes	Yes
33. T33	P	< 5y	BA	None	No	Yes
34. T34	U	> 15y	BA	None	No	Yes

35. T35	U	> 15y	BA	None	No	Yes
36. T36	U	< 5y	MA	1-2 years	Yes	Yes
37. T37	R	10-15y	MA	None	Yes	Yes
38. T38	R	< 5y	BA	None	No	Yes
39. T39	U	< 5y	BA	N/A	Yes	Yes
40. T40	P	5-10y	MA	None	Yes	Yes
41. T41	R	< 5y	BA	None	No	N/A
42. T42	R	> 15y	BA	None	No	Yes
43. T43	R	10-15y	BA	None	No	Yes

Among 43 participants, there were five teachers who chose not to provide the information about where they were teaching. For the remaining, 38 teachers, there were 24 participants teaching at urban areas, and 14 participants teaching at rural areas. As Da Nang is a tourist city, it was believed that there might be some differences between teachers teaching in the city and those in the countryside in terms of both their knowledge and teaching practices of pragmatics. Among the 24 city-based teachers, there were three teachers teaching at specializing high schools which selected only excellent and good students. Those students who studied in such schools had to pass an entrance exam or receive special exemption from this exam owing to their previous high achievements at secondary school. Therefore, it was believed that teachers from these school must have good expertise and better teaching conditions. Also, there were teachers who were teaching at private high schools which had more focus on English. At these schools, native English-speaking teachers were also recruited to teach speaking and writing skills to students. The proportion of their teaching to that of

Vietnamese EFL teachers varied from one private school to another. Also, the national English textbook series was not used at these schools; instead, they had their own English textbooks which were often selected from popular commercialized English textbooks worldwide such as The Interchange English textbook series by Cambridge University Press. As such, this group of teachers at private high schools were also believed to have better command of the target language and teaching conditions as in the groups of teachers at specializing high schools.

Among the 43 participating teachers, there was only one male teacher, which reflected the predominance of females in the English language teaching sector in Vietnam. Regarding qualifications, 70% of the teachers had a bachelor's degree, and 30% of them had a master's degree. This percentage also applied to that of teachers who were previously taught about pragmatics, i.e., there were 30% of teachers being already trained about pragmatics. These teachers were among those with a master's degree. This means among the 13 teachers with previous pragmatics training, there were 10 with a master's degree, and 3 with a bachelor's degree. Interestingly, those 3 teachers were young ones who had less than 5 years of teaching experience. This suggests that unlike previous generations of Vietnamese EFL teachers, more recent teacher graduates had opportunities to learn about pragmatics as part of their teacher training programs. Although two thirds of participating teachers were not previously trained about pragmatics, nearly all participants stated that they would like to learn about pragmatics and its teaching. Specifically, among 43 participants, there was only one teacher who put "No" to the question of whether they felt the need of learning about pragmatics and its teaching and five teachers who put "N/A" to this question. The N/A answer may mean either they did not know whether they had that need or they did not want to say "No".

Regarding their training location, almost all of the teachers completed their degrees at Vietnamese teacher education universities. Among 43 participating teachers, there was only one who did her master's degree in the UK, where she stayed for one year. Similarly, almost

all teachers had never been abroad. Besides the one who studied in the UK, there were two other teachers who reported having visited Singapore for 1-6 months.

As for their teaching experience, these participating teachers represented quite a diverse range of experience, which is illustrated in the following figure.

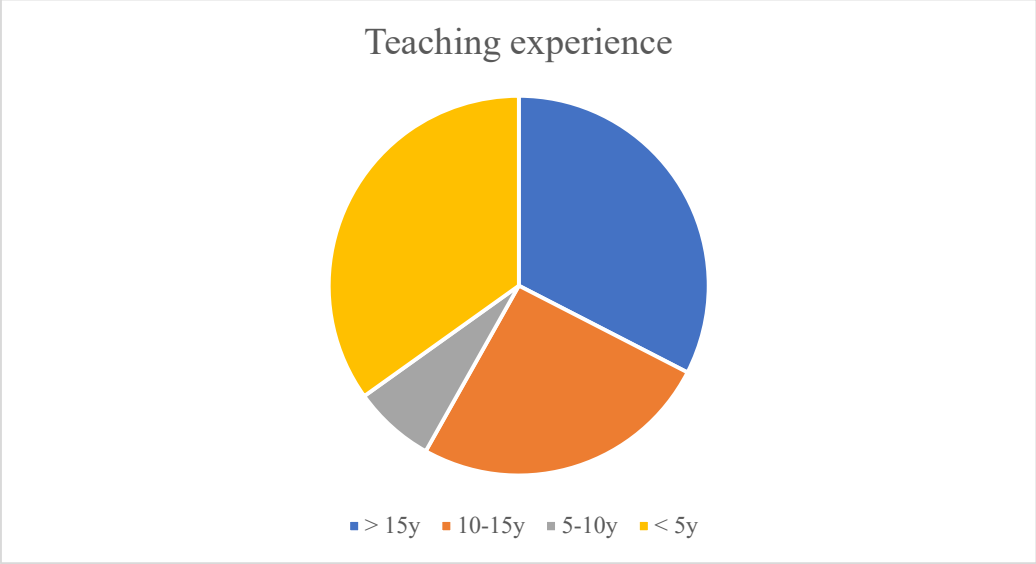

Figure 7. Teaching experience of 43 teachers participating in the training workshop

As can be seen from this figure, the majority of the participating teachers were experienced teachers with at least 10 years of teaching experience. While the number of young teachers with less than 5 years of experience were quite similar to that of very experienced teachers with more than 15 years of experience, namely 15 and 14 teachers respectively, the number of mid-career teachers with 5-10 years of experience was quite small, representing only 3 teachers.

Among 43 participating teachers in the workshop, seven teachers agreed to participate in individual interviews after the workshop. These included T3, T9, T11, T12, T22, T24, T36. Five of these teachers apart from T3 and T12 also participated in a focus group discussion. The number of the cases participating in these two post-workshop activities was totally dependent

on the participants. At the end of the workshop, the researcher presented to all workshop participants the purpose and content of the two post-workshop activities as well as the aims of her research project. A consent form was handed out to all participants to ask for their permission for the researcher to use their completed pre-workshop and post-workshop questionnaires in her study and to express their interests in participating in the post-workshop activities. In response, only seven and five teachers agreed to participate in the interview, and the focus group discussion respectively.

3.4. Data collection

3.4.1. Data collection in phase 1

3.4.1.1. Data collection instruments and procedures

My data collection in phase 1 took place within the study site for one month (04 April – 04 May 2019). First of all, the participants were asked to complete an online questionnaire in English (see Appendix 6) before participating in the first interview. The purpose of the questionnaire was for collecting their demographic information and their initial views on: 1) the teaching of English pragmatics to facilitate preservice teachers' development of communication skills in English; 2) the teaching of English pragmatics as a discipline for preservice teachers' professional knowledge in the Vietnamese EFL context; 3) their own teaching practices of English pragmatics. The information obtained from the questionnaire served as initial ideas for the researcher to investigate more about these issues in the first semi-structured interview (see Appendix 7) with the participants. The length of the first interview ranged from 27-50 minutes, depending on each participant whose relevant information and insights were explored to a different extent by the researcher. Unlike the questionnaire which was written by the researcher and completed by the participants in English, the first interviews

(and all of the other interviews in this study) were conducted in Vietnamese. The justification of what language to use in the instruments was for the convenience of the participants in answering the questions. With the questionnaire, the use of English is considered more suitable for the participants as they are all familiar with the English terms. Meanwhile, during interviews, it is more natural and precise for them to express themselves in their mother tongue.

After this interview, only four teachers could arrange a 90-minute lesson for the researcher to observe their actual practices of pragmatics teaching (see Appendix 9 for the classroom observation scheme). This was because most participants stated that they did not include pragmatics at all in their teaching practices. At the time of this fieldwork, the course of Pragmatics delivered by Rose was just completed, so the researcher lost the chance to observe one of her classes. For those participants whose classes were observed, they needed to participate in a ten-minute pre-lesson interview (see Appendix 8) before the observation and to write a reflection note (see Appendix 10) after the observation.

In summary, data collection for the investigation into Vietnamese EFL teacher educators' knowledge, beliefs and teaching practices of English pragmatics was conducted with the use of an online questionnaire followed by an in-depth individual interview with the participation of 14 teacher educators. Class observation activities was done with the participation of 4 teacher educators only.

Data collection for the investigation into Vietnamese EFL teacher educators' thinking and practices of pragmatic assessment was conducted via the second semi-structured interview (see Appendix 11), which took place after the first one in accordance with the participants' schedules. In the second interview, the participants were asked about their viewpoints on and practices of assessing preservice teachers' pragmatic competence. The length of this interview ranged from 30-50 minutes. After this interview, four participants including Maggy, Amy,

Ann, and Ruby sent the researcher their examples of the kinds of pragmatic tests used in their classes for her to see the extent to which pragmatic assessment was included in their actual practices of assessing preservice teachers' pragmatic competence.

Both interviews in this phase was piloted with the researcher's supervisor, in which the supervisor played the role of the interviewer and the researcher as the interviewee. The purpose of this pilot was to see whether the asked questions could ignite long answers with much information from the interviewee and for the researcher to experience the ways her supervisor asked supplement questions to obtain more answers and to gain more insight into her perspective as a semi-insider.

3.4.1.2. Justification of instruments used

As described above, interviews were employed in this phase as the main strategy to obtain verbal accounts of the participants' cognitions and practices of both pragmatics teaching and pragmatic assessment. Being considered as a very powerful and useful tool in qualitative research (see Briggs, 1986; Lindlof & Taylor, 2011; Rubin & Rubin, 1995; Tracy, 2013) in general, interviews have been especially suggested as being effective for studies that seek to understand about teachers' cognition because by having the participants talk about what they know, think, and practice, the researcher could elicit their underlying cognitions (Borg, 2006, 2015a; Canh & Maley, 2012).

In this study, semi-structured interviews were conducted since they enabled the researcher to explore the participants' knowledge, beliefs and practices of the investigated issues in a flexible manner. With the predetermined list of guiding questions, the researcher could focus both herself and the participant on the investigated topics during the interview. However, as the conversation goes and relevant themes emerge from the interview, the researcher could ask further questions to gain more insights into the topics. As Tracy (2013)

remarked, highly structured interviews could prevent the researcher from obtaining more in-depth information as well as emotional dimensions from the participants into the topics; therefore, by employing semi-structured interviews, the interviewee could play a more active role as an informant rather than merely a tool from which the researcher can extract the data (Tracy, 2013).

In addition to interview, the data for this phase were also obtained from the questionnaire and classroom observation activities, which were considered as other means for the researcher to have insights into the investigated issues.

3.4.2. Data collection in phase 2

3.4.2.1. Data collection instruments and procedure

My data collection in phase 2 took place over a period of 10 days from 10-20 August 2019 in cooperation with the DOET of a city in the central of Vietnam. The workshop was held at a conference room in a hotel arranged by the DOET, and the subsequent focus group and interviews were held at silent rooms in the coffee shops arranged between the researcher and the participants. The procedure of data collection in phase was conducted through three steps. First, a pre-workshop and post-workshop questionnaire was requested to be completed by the participants at the beginning and after the PD intervention (see Appendices 12 and 13). The purpose of the implementation of the two questionnaires was to see the changes in participants' awareness and knowledge of pragmatics and its teaching after the training workshop as described in section 3.2.3.2. Next, a focus group discussion with guided content and questions was organized for participants to discuss potential pragmatic activities to include in their teaching contexts. This was followed by an individual interview to explore some participating

teachers' reflections on their previous training in pragmatics and their viewpoints on how pragmatics could be integrated into their current teaching practices (see also section 3.2.3.2).

3.4.2.2. Justification of instruments used

As explained in section 3.4.1.2, semi-structured interviews were also employed in the second phase to explore teachers' underlying cognitions regarding the teaching of English pragmatics to Vietnamese EFL high school students. Besides, a focus group discussion was utilized, on one hand, as a means for collaborative learning among the participating teachers as stated in section 3.2.3.2. On the other, as Tracy (2013) remarked, focus group is appropriate when the topic could be benefitted from the group effect and when participants share a reference point. As the participants shared similar backgrounds in terms of their knowledge and practices of pragmatics teaching, they could form a joint dialogue that enabled them to learn from each other and provide more insights into the investigated issues.

3.4.3. Justification of the development of the instruments

As can be seen in the above presentations, this study included three sets of instruments which were developed to be used with three groups of participants, namely the Head of the English Department, teacher educators, and high school teachers. To collect data from the Head of the Department, an interview preparation questionnaire and a semi-structured interview questionnaire were developed (see Appendices 21 and 22). While the former was adopted from Vasquez and Sharpless's (2009) questionnaire, the latter was self-designed with the purpose of gathering more in-depth information about the teacher training curriculum as well as the opinions of the Department Head on the teacher training curriculum with a focus on the treatment of pragmatics. The reason for the adoption of Vasquez and Sharpless's (2009)

questionnaire was that their study was the first one to investigate the treatment of pragmatics in the Master of TESOL programs provided by universities in the U.S.

For the group of teacher educators, the following instruments were used:

1) online interview preparation questionnaire (see Appendix 6);
2) semi-structured interview questionnaire 1 (see Appendix 7);
3) pre-lesson interview questionnaire (see Appendix 8);
4) classroom observation scheme (see Appendix 9);
5) reflection questions note (see Appendix 10); and
6) semi-structured interview questionnaire 2 (see Appendix 11).

Among these instruments, the classroom observation scheme was adapted from Spada and Frolich (1995). The reason for this adaptation was that this scheme has been adapted in previous study by Vu (2017) to observe the pragmatics teaching practices of Vietnamese EFL teachers to non-majored English students at a university in Vietnam. All of these other instruments were developed by the researcher basing on the research questions of this study and the literature of L2 pragmatics, instructional pragmatics, and pragmatic assessment. For example, in the first part of the semi-structure interview questionnaire 1, the following two questions were developed to seek for teacher educators' opinions on the importance of teaching pragmatics to preservice teacher and to gain information of how they incorporate pragmatics into their teaching practices.

1. Through the Interview Preparation Questionnaire, the issue about the importance of English pragmatic knowledge in the overall communicative competence of student teachers has been raised.
   So, how important do you think it is to teach student teachers pragmatic knowledge?
   What do you think about the current practices of incorporating pragmatics into such English communicative courses as Reading, Listening, Writing, and Speaking at your university?
   Is it explicitly stated in each course description or given to teacher educators' choices?
2. Please tell me about your favourite example(s) of incorporating pragmatic knowledge into these English communicative courses.

All of the questions used in these instruments were carefully developed by the researcher with the consultation of her supervisor. The rationale and logic of all asked questions in all instruments were presented to and discussed with her supervisor to assure their relevancy to and usefulness for the study. For example, the above two questions in the semi-structured interview questionnaire 1 (see Appendix 7) were asked to explore TEs' beliefs about L2 pragmatics teaching as well as their reported practices of L2 pragmatics teaching.

After all instruments were finalized, a trial interview was conducted to identify any issues or lack of clarity in the questions. Since this is a qualitative case study, the issues of reliability and validity of the instruments were addressed appropriately for this specific research methodology. Discussing these issues in case studies, Thomas (2011) remarked that

> the case study, as a study of one thing, is not the kind of inquiry in which considerations about validity and reliability should be to the fore since it is the singleness of the subject and the singleness – the peculiarity, even of the interpretation and analysis of the evidence that is significant. (p. 66).

In the development of the questions used in these instruments of the study, the issues to which the researchers paid closed attention were the relevance and usefulness of the questions in generating information from the participants to answer the research questions, as well as the clarity of the asked questions. In order to ensure that the asked questions are clear and easy to understand to people outside this research project, after finalizing asked questions with her supervisor, the researcher asked three of her PhD peers to read through all of the questions and see whether there were any ambiguous or hard-to-understand questions. This double-checking activity resulted in no revisions for all questions since all of the three readers could understand the asked questions with ease.

All instruments in the second phase of this study were developed with the same principles and through the process described below. In the second of this study, the following instruments were developed.

1) Pre-workshop survey (see Appendix 12)
2) Post-workshop survey (see Appendix 13)
3) Focus group questions (see Appendix 5)
4) Semi-structured interview questionnaire (Appendix 23)

In this second phase of the study, the questions in the pre-workshop and post-workshop surveys were developed to measure the effectiveness of the workshop in terms of the improvements of the participating teachers' awareness and knowledge of L2 pragmatics and its teaching. Meanwhile, the questions and activities in the focus group discussion were developed with the following purposes. First, the designed activities were for the teachers to learn more about how to design and integrate pragmatic activities into their lessons. This was considered as an opportunity for collaborative learning where the teachers could learn through discussion with their colleagues and the researchers. The questions asked in each activity were used to generate opinions from teachers regarding their evaluation of the activity per se as well as their perspectives on whether such activity could be integrated into their classrooms. As such, teachers' answers to these questions could help the researcher to explore whether and to what extent collaborative learning could be effective for the teachers. Finally, the questions developed for the individual interview with the teachers were to generate information about the teachers' past experience of learning and teaching English pragmatics, as well as their viewpoints of the integration of pragmatics into the teaching of English after participating in the training workshop.

3.6. Data analysis

The present study draws on two data sources: one from the one-month fieldwork at the teacher education university in Vietnam, and one from the teacher PD event and its two subsequent activities held at a city in the central area of Vietnam. Therefore, altogether, the analysed data in this study consisted of: 1) 14 completed questionnaires, approximately 10 hours of the 1st interviews, 5 hours of the 2nd interviews, 40 minutes of pre-lesson interviews,

4 ninety-minute class observations, and 4 one-page reflection notes, which were obtained from the data collection in the first phase; and 2) 43 pre-workshop questionnaires, 43 post-workshop questionnaire, 1 hour of focus group discussion, and nearly 3 hours of interviews, which were obtained from the data collection in the second phase.

The data analysis process began with transcribing all interviews and classroom observations. Due to the large quantity of data, the researcher was granted a research fund to hire a research assistant who transcribed all of the first and second interviews while the remaining interviews, class observations and focus group discussion were transcribed by the researcher. All transcriptions completed by the research assistant was checked for correctness by the researcher.

Regarding the translation task, only the focus group discussion and interviews in phase 2 were translated into English by the researcher before analysis as the researcher's supervisor was also involved in the data analysis of phase 2 (which will be explained in detail in section 3.8). All interviews in phase 1 were kept in Vietnamese for analysis, and only excerpts used in the findings report were subsequently translated into English by the researcher.

In general, the data analysis process in this study conformed to two principles. Firstly, it followed a thematic approach, in which thematic coding, which is defined as a method for identifying, analysing and reporting categories or themes within the data (Braun and Clarke, 2006), was adopted. In addition, it followed a pragmatic iterative approach in data analysis which is suggested by Tracy (2013) for phronetic research. In her words,

> An iterative analysis alternates between emic, or emergent, reading of the data, and an etic use of existing models, explanations and theories. Rather than grounding the meaning solely in the emergent data, an iterative approach also encourages reflection upon the active interests, current literature, granted priorities, and various theories the researcher brings to the data. (Tracy, 2013, p. 184)

In this study, this approach was adopted in the way that while coding the data, the researcher looked for information that answered the research questions and at the same was

open to relevant information emerging from the data. As such, the themes identified from the data included two types: those based on the research questions and those emerged from the data.

In accordance with these two approaches, the researcher underwent the following stages in the process of analysis: 1) becoming familiarised with the data by reading and re-reading the transcripts while listening to the recordings and making memos on each transcript with the assistance of NVivo 12 – an application for qualitative data analysis; 2) coding the data basing on the research questions; 3) making new codes for emerging topics; 4) reviewing and refining themes, and reporting the results (Creswell, 2013). This process was iterative rather than linear since the researcher frequently went back and forth among these steps during her data analysis period.

All data collected in phase 1, and data collected from the interviews and focus group in phase 2 underwent this analysis process. For example, after the researcher read each teacher educator's completed questionnaire, she coded the answers into nodes such as: teacher educators' comfortability level of pragmatics teaching, teacher educators' difficulties in pragmatics teaching, teacher educators' rating of the importance of pragmatics teaching, and so on. This coding process took place in the same manner for other data sources in phase 1 and the interviews and focus group in phase 2. After this initial coding process was completed, the researcher grouped related nodes together to establish relevant themes to answer the research questions such as: teacher educators' pragmatic knowledge, influential factors on teacher educators' pragmatic knowledge, etc. This theme formation process also resulted in the divisions of the participants into groups based on their answer patterns in some research questions. This will be presented in detail in the research findings chapters of this thesis. Besides coding the data into nodes related the research questions, emerging topics from the participants' answers were also coded and grouped into themes such as: contexts of pragmatics

teaching, role of students in teachers' teaching of pragmatics, teacher autonomy, etc. to be reported in research findings chapter.

Meanwhile, the analysis of the pre-workshop and post-workshop surveys obtained from the second phase of this study followed a different process. Specifically, it was conducted in a straightforward way with the use of an Excel Spreadsheet, in which all answers of the participants were arranged into two columns for the researcher to compare the changes that occurred after the PD intervention. After all changes were identified, they were put into consideration with the participants' backgrounds to see the commonalities and differences of changes among different participants.

3.7. Ethical considerations

The data collection process in this study was conducted in compliance with the ethics codes of conduct as regulated by Macquarie University Ethics Committee. This is evident in the following activities which took place prior to, during and after the data collection period. First, all data collection activities in each phase commenced after the ethics approval was obtained (see Appendix 14). Contacts and invitations to potential participants were made after permissions were granted from the participating university's gatekeepers. Regarding the participants at the workshop, they were informed that their participation was on voluntary basis and that they could withdraw from the study at any time and without penalty if they wished to. However, none of the participants in both phases withdrew from the study. Also, optimal information disclosure was made to ensure that all participants were well informed about the study, their roles, and potential effects from the study.

In addition, efforts were made to minimise the intrusive effects from the study to the teacher educators in their teaching contexts. Being aware of the participants' busy schedules,

all arrangements for interviews, classroom observations, and focus group were made at times most convenient for the participants.

The researcher also strictly conformed to ethical values in managing and presenting data and study findings, in which pseudonyms would be used in all future publications and presentations with information relevant to the participants. At all times, data collected from the participants were securely stored with protected passwords, and only the researcher and her supervisor could gain access to. Finally, the researcher made every single effort possible to present the research findings in their full and fair representation of the participants' voices, opinions and practices from the study.

3.8. Trustworthiness of the study

As mentioned in section 3.4.3, in qualitative case study, the notions of reliability and validity should not be to the fore due to its peculiarity (Thomas, 2011). In answering the question of whether researchers have to worry about reliability and validity in a case study, Thomas (2011) suggested a straightforward "No" (p. 62). He further added to this answer that "I would very much like to leave it at that – 'no' is such a nice, simple word – but, since more is expected from a book, I will say a little more." (Thomas, 2011, p. 62). Instead, he affirmed that what researchers do need to be concerned about is the quality of the study, which could be demonstrated through: 1) the clarity of writing; 2) the problem or question being addressed; 3) the methods used in the selections of cases for study, in data collection and analysis; 4) the account of the research process and the researcher; and 6) the formulation of the main claims. In the processes of conducting this study and writing this thesis, the researcher paid close attention to these six issues to assure the quality of the research and writing-up process. Specifically, it can be seen in this thesis that all decisions regarding the selection of cases, the adopted approach and process in data collection and analysis have been clearly presented in

this chapter. In addition, the context for the study has been explained and justified in chapter 1 as well as throughout the thesis in relevant chapters including chapters 3, 6, and 7. All arguments made in this thesis have been carefully justified basing on theories from the literature and evidence from previous studies as well as on logical thinking drawn on the findings from this research.

Another means that was adopted in this study to assure its quality is triangulation. According to Thomas (2011), triangulation means "viewing from several points is better than viewing from one" and can be obtained by utilizing a "collation of methods" (p. 68). In this study, participants' answers to asked questions were examined through different tools such as written questionnaire, interviews, reflection notes, and classroom observation (in some participants' classes exclusively). By gathering information from different tools, the researcher could investigate the issues under inquiry from "different angles and vantage points" (Thomas, 2011, p. 68).

Besides quality, trustworthiness is another important issue that received close attention in this study. It is generally agreed that ensuring trustworthiness in qualitative research is both critical and challenging (Tracy, 2013). Commenting on the eight "big-tent" criteria for excellent qualitative research, namely, worthy topic, rich rigor, sincerity, credibility, resonance, significant contribution, ethical, meaningful coherence, Tracy (2013) remarked that "trying to meet one of these quality criteria makes it difficult to reach another" (p. 246). This is because in qualitative research, "there is no such thing as a universally pristine, valid, and precise study" (Tracy, 2013, p. 248), and thus, it is suggested that "qualitative researchers must consistently juggle priorities" (Tracy, 2013, p. 246). Therefore, in this study, all interviews were transcribed in verbatim by a research assistant with the researcher's random checks of various interviews. Regarding the translation from Vietnamese into English of the focus group discussion and the interviews in phase 2, the researcher translated them by herself to ensure

that all meanings and ideas were exactly translated. In addition, to maximize the trustworthiness of the coding results, I employed the following techniques. The first one was to establish intra-rater reliability. This means that after assigning different codes to an interview for the first time, I repeated this activity for a second time one day after to see whether the same expression was assigned to the same code as in the first time. Whenever it was different, I revisited the expression and the code to decide on the most suitable code for the expression.

Another method to maintain trustworthiness was to use a second coder to establish inter-rater reliability. The second coder in this study was the researcher's supervisor, who was involved in the coding of the data obtained from the focus group discussion and the interviews in phase 2. This was the reason why the transcripts of the focus group discussion and the interviews in phase 2 were translated to English by the researcher before analysis process as mentioned in section 3.6. Although the supervisor could not perform the coding of all data sources, her participation enabled the researcher to reflect on her interpretation of what was said by the participants. The comparison between the researcher's coding and her supervisor's coding of the data in phase 2 revealed an inter-rater reliability of around 80%, revealing that some subjectivity needed to be acknowledged as part of the coding process. All identified differences were revisited by the researcher to explore the reasons for the differing interpretations and on the basis of this to recode the disputed data into more suitable nodes.

Because of the outbreak of COVID-19 in Vietnam since early 2020, the planned technique of member-checking (see Birt, Scott, Cavers, Campbell, & Walter, 2016) was not used. This was due to the time constraints of both the participants and the researcher who had to face with more workload due to the turbulence arising in both their professional and personal lives, such as switching to online teaching, taking care of children at home. Hence, the researcher did not have opportunities to send her coded and translated data to the participants for their checking. However, the researcher made her best efforts to ensure the correctness of

her translation and interpretation of the data through her scrutiny, as well as her knowledge and experience in using both languages, i.e., English and Vietnamese.

3.9. Conclusion

In summary, this chapter has provided an overview of the research methodology that the present study followed to conduct this research project. This study was based on a phronetic approach to qualitative research with the adoption of case study designs in its two phases. All information about research contexts, participants, data collection and data analysis in this study has been thoroughly presented. In the next chapter, research findings from its two phases are presented.

CHAPTER 4. RESEARCH FINDINGS: TEACHER EDUCATORS' COGNITIONS AND PRACTICES OF PRAGMATICS TEACHING AND PRACMATIC ASSESSMENT

This chapter presents the research findings obtained from the first phase of this research project, in which results deriving from the analysis of the questionnaires, interviews, and class observations conducted with the 14 participating teacher educators and the Department Head from a Vietnamese EFL teacher education university are presented in relation to the first five research questions.

4.1. Research question 1: How are pragmatics and its teaching treated in the current English language teacher training programs at typical Vietnamese teacher education university?

The interview with the informant, the Head of the English Department (henceforth HOD) who was in charge of the training of Vietnamese EFL preservice teachers, together with his completed online questionnaire before this in-person interview, revealed the following additional descriptive information about the treatment of pragmatics and its teaching in the current teacher training curriculum at undergraduate level at CU as well as his opinions of the important pragmatic knowledge for EFL teachers. These two issues are presented in the following two sub-sections.

4.1.1. The treatment of pragmatics and its teaching in the teacher training curriculum

First of all, the HOD stated that pragmatics was included in the teacher training curriculum at his university both explicitly and implicitly. This means that besides the course of pragmatics in which student teachers were taught about basic theories of pragmatics, L2 pragmatic knowledge was also included in practical courses (i.e., the courses for student

teachers to improve their four skills of listening, speaking, reading, and writing) and pragmatics-related courses such as the courses of Discourse Analysis, Cross-cultural Communication.

Regarding the course of Pragmatics, the HOD said that it was an elective course; therefore, not all student teachers would enrol in this course. When student teachers entered their third year, they could choose to take the Pragmatics course or the other two elective courses as mentioned in section 3.3.1. In terms of its time allotted, the Pragmatics course was covered in 30 periods (1 period is equal to 45 minutes) with the use of the book entitled "Pragmatics" by George Yule (1997) as the principal course book. In this course, student teachers learned about fundamental aspects of pragmatics, including speech acts, linguistic politeness, conversational implicature. However, as this course was theory-oriented, the student teachers would not have opportunities to learn about pragmatics teaching. The HOD commented that it was until postgraduate level that student teachers were trained about instructional pragmatics, which was covered in a whole course about this topic. At the end of the Pragmatics course, student teachers had to do a written test about theoretical issues that they were taught during the course.

As for the implicit manifestation of pragmatics in the teacher training curriculum, the HOD reported that L2 pragmatics knowledge was also scattered in the curriculum in both English-proficiency courses and pragmatics-related courses as mentioned above. He commented that:

> Some knowledge items can be taught in other courses when teacher educators can find a place to integrate pragmatics into their teaching for the purposes of those courses. For example, knowledge of hedging can be presented in the course of Speaking in semester 1 to third-year student teachers in support of their skills of public speaking and oral presentation. The listening course which approaches B2 level can also have some hidden teaching contents about perceiving humour, teasing, as well as expressing emotions.

This way of treatment of pragmatics is aligned with what has been identified about the role of pragmatics in language teaching curricula, in which pragmatics rarely forms an explicit part of curricula (Taguchi & Roever, 2017). As such, the teaching of pragmatics is largely dependent on TEs who need to know when, what, and how to integrate pragmatic knowledge into suitable lessons in their classrooms. This statement of the HOD also implied the entitlements and responsibilities of TEs in his department in the integration of L2 pragmatic knowledge into other courses alongside the course of pragmatics.

As for his own opinions on the current treatment of pragmatics and its teaching in the teacher training curriculum at his university, the Department Head suggested more emphasis on pragmatics in the current curriculum. He acknowledged that pragmatics and its teaching should be taught explicitly in the teacher education program and that preservice teachers needed to be aware of pragmatics and its teaching so that they could delve into these areas by themselves during their study time at university and at work subsequently. However, he also noted the fact that teacher training curricula at Vietnamese universities were obliged to MOET's requirements in which EFL student teachers had to be provided with not only knowledge of their major but also the social knowledge and ideology of the socialist republic. He remarked that statistically, general education comprised 41 credits, and together with credits of Physical Education and time of Defense Education, these common knowledge subjects account for over one third of the total credits that student teachers had to take to graduate. Therefore, he commented that the objectives of their current teacher training curriculum may sound like the students were "overcommitted" because given the limited time for major education, the department had to ensure that all graduate student teachers could meet some compulsory output standards like enabling all graduates to reach the C1 level according to the CEFR framework (equal to IELTS overall band score of 7.0), and to teach English to students at different levels in the Vietnamese general education system. Also, because student teachers

entered the program with very low level of English proficiency, a large proportion of credits, namely 44 out of the total of 100 credits of professional education as presented in section 3.3.1, was allocated to English-proficiency courses. This indicated that student teachers could mostly learn about L2 pragmatic knowledge implicitly through these courses, which, once again, emphasized the role of TEs in the teaching of L2 pragmatics and its teaching.

In summary, it was encouraging to learn from the informant that Pragmatics was explicitly included in the teacher training curriculum of this university although its focus was exclusively on fundamental pragmatic theories. However, the fact that pragmatics teaching was not included in this course nor elsewhere in the curriculum indicated that during their training program, preservice teachers were not prepared for pragmatics for delivering pragmatic content to students. Also, the fact that L2 pragmatic knowledge was implicitly manifested in other courses in the curriculum highlighted the important role of TEs in enhancing their student teachers' L2 pragmatic knowledge and awareness. As stated in the HOD's words above and as reported in previous studies (e.g., C. D. Nguyen and Dang, 2019; M. H. Nguyen, 2013), the teacher training curricula in all public universities in Vietnam are obliged to MOET's requirements, thereby it was assumed that the treatment of pragmatics in Vietnamese teacher training programs could be generally seen through this current investigation at CU, a popular foreign language teacher education university in the central of Vietnam. In the next section, which pragmatic aspects might be covered in the teacher training curriculum at this university were revealed.

4.1.2. HOD's comments on the framework of components of teacher knowledge required for L2 pragmatics teaching in ESL/EFL contexts

After presenting about the treatment of pragmatics and its teaching in the teacher training curriculum, the HOD was asked about his opinions on the framework of component

of teacher knowledge required for L2 pragmatics teaching in ESL/EFL contexts (see Table 4, Chapter 2 for the framework, synthesised by the researchers). First of all, he stated that in the current EFL teacher training curriculum at his university, only some dimensions knowledge of L2 pragmatics were covered, including politeness, speech acts, conversations management, conversational implicature, discourse markers, and deixis.

The HOD said that these knowledge items were taught in the Pragmatics course as well as in other courses when TEs could find a place to integrate pragmatics into their lessons for the purposes of those courses. According to him, some other kinds of knowledge such as hedging could be implicitly presented in the course of Speaking in semester 1 to third-year student teachers in support of their skills of public speaking and oral presentation.

More difficult dimensions of L2 pragmatics knowledge such as: 1) How to perceive humour, sarcasm and teasing, and how to tease, be humorous and be sarcastic; 2) How to express emotions through the target language; as well as other aspects of subject matter knowledge and pedagogical content knowledge presented in the framework were not taught to student teachers under the current teacher training curriculum. He said that the listening course which approaches B2 level could also have some hidden teaching contents about perceiving humour, teasing, as well as expressing emotions. However, this kind of knowledge was integrated into the teaching at the level of comprehension only and production was not an explicitly stated aim. Due to the constraint of student teachers' English proficiency levels, they would not be able to learn to produce such meanings in the target language, he said.

Overall, the HOD admitted that all of the knowledge dimensions presented in the framework are important for EFL teachers; however, whether or not to include them into the curriculum largely depended on the time allotted. He noted that although these types of knowledge in the framework are important and teachers should know all of them, it is not easy

to include them all in the current curriculum. He expressed that in the future, if the curriculum could be restructured to reduce time on courses of general education, these currently overlooked knowledge dimensions in the framework should be included in the curriculum. He also emphasized the importance of comparative knowledge of L1 and L2 pragmatics as well as the ability to understand humour and teasing because without these knowledge dimensions, student teachers would have difficulties in improving their interactional competence.

In summary, the opinions of the HOD clarified the stance that the leader of the department took regarding the teaching of pragmatics and its teaching to Vietnamese EFL student teachers in this university. It was interesting to see the contradiction between his stated beliefs and preferences and the actual implementation of pragmatics and its teaching in the teacher training curriculum at his department. Despite his full awareness and acknowledgement of the importance of pragmatics and its teaching as well as all the knowledge dimensions presented in the proposed framework of teacher knowledge required for L2 pragmatics teaching in ESL/EFL contexts, there were still a lot of gaps in the treatment of pragmatics and its teaching in the curriculum. Importantly, it was found that the teaching of L2 pragmatics knowledge was mainly placed in teacher educators' hands as it was not explicitly articulated in the courses nor the curriculum.

In what follows, research findings about the teacher educators' knowledge, beliefs of the teaching of English pragmatics to EFL student teachers, their teaching practices of pragmatics and instructional pragmatics, and their beliefs and practices of pragmatic assessment are presented.

4.2. Research question 2: What do Vietnamese teacher educators know and believe about the teaching of English pragmatics to preservice English teachers?

As described in Chapter 3, data for this research question was gathered from parts 1 and 2 of the preparation questionnaire and the first interview with the participants (see Appendices 5 & 6 for the complete sets of questions). The findings revealed that these teacher educators (henceforth TEs) with various knowledge backgrounds, different trajectories of professional development, learning pragmatics and the target language, and distinctive experience of using English in real-life communication, conceptualized pragmatics in different ways, and thus held different kinds of knowledge and beliefs about the teaching of English pragmatics to student teachers.

4.2.1. What forms of knowledge do they draw on in their teaching of English pragmatics?

It was noticed that the main way in which these TEs accumulated their pragmatic knowledge, together with their awareness of pragmatics played an important role in their conceptualization of pragmatics and its teaching. Findings regarding these issues are presented below in order to answer this sub research question. This begins with a description of TEs' pragmatic knowledge, which is followed by the discussion of the main factors that influenced their pragmatic knowledge.

The analysis of the pragmatic knowledge possessed by the TEs in this study resulted in the division of the 14 TEs under inquiry into two groups. The first group, which is named Group A (henceforth GA), consisted of 7 TEs who demonstrated deep knowledge of pragmatics whereas the second group, which is named Group B (henceforth GB), comprised the remaining 7 TEs who were considered to have relatively insufficient knowledge of L2 pragmatics and its related issues. The division of the participating TEs into these two groups was based on the following reasons.

First and foremost, the analysis of the TEs' answers in both the questionnaire and the first interview showed two patterns: one group contained many insights and well-informed answers whereas the other was quite superficial and indicated many gaps compared to recent understanding and theories of L2 pragmatics and its teaching. Due to this significant contrast, the idea of dividing the participating TEs into these two groups emerged during the analysis of their answers. Furthermore, it was then considered that this division of the TEs based on their knowledge could help the researcher to compare the TEs' knowledge with their beliefs and classroom practices of L2 pragmatics. It would be interesting to see whether and to what extent TEs' better knowledge of L2 pragmatics could lead to more and better integration of L2 pragmatics into their teaching practices. Also, it was assumed that by looking into the TEs' knowledge of L2 pragmatics and its teaching under these two contrary groups, the researcher could better disentangle the complex relationship among teacher knowledge, beliefs and practices as discussed in section 2.2.2. It would be both interesting and useful to know whether it is teacher knowledge of L2 pragmatics and its teaching or other issues such as their beliefs or contextual factors that decides their teaching practices of L2 pragmatics. This understanding could contribute to the current literature of teacher cognition in pragmatics as stated in section 2.2.2.

In what follows, details of the TEs' pragmatic knowledge are presented in accordance with these two identified patterns.

4.2.1.1. GA TEs' pragmatic knowledge

As described in section 3.3.1, Chapter 3, Rose and Ruby, who obtained their pragmatic knowledge through research into pragmatics and living and studying experience in English-speaking countries, were two special participants as both of them were in charge of the course of Pragmatics to student teachers. They had both conducted researched in

pragmatics for their postgraduate theses, and thus paid special attention to pragmatic issues. Therefore, this did not occur only in the course of Pragmatics, they also reported that they integrated pragmatics into their teaching of other courses, which will be subsequently presented in detail in section 4.4 below. Together with Ruby and Rose, five other TEs including: Daisy, Henrik, Hannah, Amy, and Sarah formed the GA, which consisted of TEs who had insightful knowledge into pragmatics and its teaching to student teachers.

Unlike Rose and Ruby, Daisy firstly became aware of pragmatics through academic training at undergraduate level. Daisy stated in the interview that among those courses in the group of courses of theories of linguistics including phonetics and phonology, functional grammar, discourse analysis, introduction to linguistics, the course of pragmatics was her favourite subject because of its clear relationship with and usefulness to language use in social contexts and that it was so easy for her to find example related to its theories in real life communication. She then had more opportunities to learn about pragmatics in her master program through the courses of TESOL methods courses.

With knowledge of pragmatics accomplished through academic courses, she was able to have better observation of English pragmatic use through her communication with others and her experience in English-speaking countries. Like Rose and Ruby, Daisy had a good source of metapragmatic knowledge which could be seen through her confident application of different concepts in pragmatics in her answers and examples in the questionnaire and during the interview. For example, with regard to her noticing of distinctive differences between English and Vietnamese pragmatics, she pointed out both pragmalinguistic and sociopragmatic differences between the two languages such as language forms used in some speech acts in English and Vietnamese, as well as differences in sociopragmatic norms like conversation topics and levels of directness in both languages.

As she was aware of both pragmalinguistic and sociopragmatic features in both her English language use and teaching, as well as the comparative pragmatics between L1 and L2, she was able to draw on these knowledge dimensions in her teaching. This will be presented in detail in section 4.3 below.

Henrik shared both all of the above TEs' experience in the fact he had not received any training in pragmatics at undergraduate level but had had opportunities to learn about it in his MA program and had been able to have more experience in English pragmatic use through his time studying and living in English-speaking countries. He reflected that his overseas studying time gave him the chances to obtain more knowledge about pragmatics through both academic courses and real-life interactions with local people. As a result, he found his English language use improved as well as his knowledge of pragmatics become more systematic.

Comparing the role of pragmatics training courses and language use experience in English-speaking countries as well as his self-research on the topic in his obtaining pragmatic knowledge, he said that his experiencing of how the target language is used in real life communication played a very important role; however, it was through academic study and reading that he could have systematic knowledge of pragmatics.

Hannah's journey of accumulating pragmatic knowledge has many commonalities with those of the TEs above. Like Rose and Ruby, Hannah did not receive any academic training in pragmatics, and her first time being abroad ignited her awareness of pragmatics. She took a further step as Rose and Ruby did by doing research on pragmatics and its related issues in both her Master's and PhD degrees.

Being responsible for teaching the course of Intercultural Communication, Hannah reported to focus more on the sociopragmatic end of pragmatics. This could be seen in her response to the question of the differences between English and Vietnamese pragmatics, in which she wrote:

> - Politeness is an issue, because sometimes the same behaviour can convey opposite meanings in different cultures.
>
> - Compliment misconceptions. In Vietnam, when someone says You are fat now, You look fat now, s/he has a good intention of saying that You are healthy, You are beautiful now. This kind of complement may be misinterpreted in English cultures.

It was noticed from the TEs' answers that while the teaching of pragmatics in practical skills courses depends on whether or not TEs have pragmatic knowledge and to what extent they understand about pragmatics, the content of their major courses also has impact on teachers' conception of pragmatics and the pragmatic aspects to which they pay more attention. Regarding the influence of TEs' main expertise on teachers' pragmatic knowledge and focus, Henrik's answer on the differences between English and Vietnamese pragmatics further clarified this. He listed the differences he had noticed between English and Vietnamese pragmatics including: culture-bound concepts related to politeness, religion, and social practices; conventions in terms of academic writing in Vietnamese (e.g., English argumentative essays have specific and clear requirements like no contractions).

It could be seen that as Henrik was responsible for the Academic Writing course, he was particularly aware of the differences between Vietnamese and English pragmatics regarding academic writing style. This shows the reciprocal relationship between teachers' knowledge of pragmatics and their in-charge courses. Also, like Hannah, his answer shows his greater focus on the sociopragmatic aspects in his conception of pragmatics.

Like, Daisy, Henrik, and Hannah, Amy had accumulated her pragmatic knowledge through both academic training and real-life communication in English-speaking countries. She was in charge of both practical skills courses and theoretical courses of linguistics, and

she was able to appropriately position the role of pragmatic competence in the development of students' communicative competence as well as describe the connection between pragmatics and other linguistic disciplines like semantics. Through her insightful answers to all questions in the questionnaire and the interview, she was seen to have knowledge of both pragmatic theories and pragmatic features of English and Vietnamese. For example, in her answer about her observation of the differences between English and Vietnamese pragmatics, she commented on Vietnamese people's and Westerners' sociopragmatic norms like ways of opening and closing conversations in English and Vietnamese, Vietnamese people's favour of conversational topics on personal issues (e.g., age, marital status, salary), Vietnamese people's tendency of less saying "Thank you" and "Sorry" than Westerners, Vietnamese people's replies to compliments, and the domination in power difference conversation in Vietnamese. Especially, she remarked that her English pragmatics had influenced both her behaviours and language use. In her words,

> The domination in power difference conversations in Vietnamese is very clear. For example, in conversations between teachers and students, teachers often dominate. But in English, it's not like that. I observe this in the conversations between my supervisor and me in New Zealand. She always praised me and encouraged me by saying "It's a very good idea!" or "You are very thoughtful in your reply". And she was always polite with me even when I was wrong or had different opinions. This changed my way of speaking to my students when I went back to Vietnam.

She also commented that her knowledge of Vietnamese pragmatics was based on her experience of communicating with Vietnamese people; therefore, in order for better and more precise understanding of Vietnamese pragmatics, she would need more reading. She also remarked that teachers would need to have knowledge of Vietnamese pragmatics so that when they teach English pragmatics to their students, they could make comparisons for students' clearer understanding of the pragmatic features of the target language.

Another TE who had both academic training in pragmatics and practical knowledge of language use was Sarah. Sarah was the only teacher educator with over 15 years of

teaching experience in this study who had not undertaken PhD study. However, with both knowledge of pragmatic theories and teaching experience, she was able to integrate what she knew about pragmatics into her teaching practices. Like Daisy, she paid attention to both pragmalinguistic and sociopragmatic aspects of pragmatics. In one of her answers in the interview, she said:

> I think when studying about practical skills, besides forms and language functions, they need to know about contexts in which they use those language functions. They need to be aware of when to use those language functions and when not, and whether their language use in each specific context is in accordance with the culture of their interlocutors.

Her attention to these both ends of pragmatics could be clearly seen from her answers in both the questionnaire and the interview, which will be developed in the following sections.

4.2.1.2. GB TEs' pragmatic knowledge

While studying abroad and academic training in pragmatics were seen to have a huge impact on the GA TEs' knowledge of pragmatics, these two factors did not show similar effects in the following cases. Both Ann and Queenie had over six years of living and studying in English-speaking countries for their postgraduate studies. They reported that they first studied about pragmatics through the course of semantics, and then they developed their pragmatic knowledge further through different pathways. As for Ann, when she had to be in charge of pragmatics-related courses like functional grammar, she read more about related knowledge to pragmatics to be able to teach those courses. Her studying abroad for her MA and PhD degrees enabled her to have more knowledge of pragmatics through her observation of her teachers' language use, which enhanced both her pragmatic knowledge and competence, she reported. Queenie's journeys of developing their pragmatic knowledge and competence followed the same pattern, in which she reported to

improve her pragmatic knowledge through reading and real-life communication experience with native speakers during her time of studying and living in English-speaking countries.

Despite the time spent in English-speaking countries for both their Master's and PhD degrees, both Ann and Queenie stated that they were not very confident about their target language use. In their answers to the question of their comfortable levels of teaching sociopragmatic and pragmalinguistic issues of the English language, Ann wrote "Not very confident, because I am not a native speaker of English and thus not very sure about some situations of English usage", and Queenie stated "Not very comfortable, because I find myself not knowledgeable and experienced of sociocultural and language form issues of English language as I'm not a native speaker of English nor a resident in an English-speaking country for a long period of time. In addition, although Ann was in charge of some pragmatics-related courses like Functional Grammar, she did not have as in-depth a knowledge of pragmatics nor integrate pragmatics into her lessons as much as the TEs in GA did, which will be demonstrated in the following sections.

Throughout their answers in both the questionnaire and the interview, it could be noted that Queenie and Ann were not able to provide as insightful answers as the ones in GA. For example, in their answers of their notices of the distinctive differences between English and Vietnamese pragmatics, Queenie raised the issues that she could observe superficially from her experiences of real-life communication like language and topics in greetings, use of body language, how people open and close a conversation, how they address each other.

Similarly, what Ann could think of when talking about the differences between Vietnamese and Western cultures was the issue of eye contact. In her words,

> What I can observe clearly is eye contact. In Vietnamese culture, we are shy to have eye contact with other interlocutors. However, in Western cultures, if our eye contact is not direct with whom we are talking to, it can be problematic.

As can be seen in these answers, Queenie's and Ann's reports of their own pragmatic knowledge included those aspects that could be easily observed rather than those that required deeper analysis. A comparison between Ann, Queenie and the TEs in GA suggested that under the same conditions, each individual teacher could have a different developmental trajectory related to the extent of her exposure to the target language environment, the level of their observation, and their abilities to connect what they could observe to the theories of pragmatics that they had learnt. As Queenie and Ann did not yet possess in-depth knowledge of pragmatics, they could only draw on their basic knowledge of pragmatic theories and what they experienced in using the target language in English-speaking countries to share with their students.

Likewise, Bella was able to include some pragmatic aspects such as politeness, language use, cultural values that she knew about the target language through her experience of learning and teaching. However, like Ann and Queenie, she admitted that she only taught to students those aspects of which she was confident. Unlike the TEs in GA, Bella was not able to make connections between what she observed in real life to the theories that she learnt about pragmatics. In one of her answers in the interview, she said:

> In the past, I studied pragmatics through the course of pragmatics and through some related courses like sociolinguistics, in which I studied about the theories of pragmatics. But it was just theories. In order to use English correctly, it is clear that real-life experience is needed. The time I studied in Australia has helped me a lot in experiencing how the target language is actually used.

Compared to the GA TEs' viewpoints on the relationship between knowledge of pragmatic theories and experience of language use in real life, Bella seemed to still consider these two dimensions as two separate identities. This could partly explain why despite having both training in pragmatics and living experience in English-speaking countries, Bella was not

able to have more insights into pragmatics and its teaching, as will be reported in section 4.3a below.

Like Bella, Maggy reported that she was taught about pragmatics through the pragmatics course at undergraduate level but she did not remember much about it at the time of participating in this study. In her words,

> I learned this subject nearly 10 years ago, so I can't remember the exact way of calling the aspect but I still remember about the content of knowing the ways to express the ideas such as using appropriate intonation, body language in different contexts.

As she did not remember much about pragmatic theories and did not have much experience living in English-speaking countries as other TEs in this study did, she seemed to use her general knowledge of English and its teaching when answering the questions in both the questionnaire and the interview. For example, in her answer about the differences she had noticed between English and Vietnamese pragmatics, she mentioned the pragmatic features that she experienced from her real-life communication in both English and Vietnamese, such as: 1) Vietnamese politeness is expressed through its hierarchy addressing system while in English politeness can't be express through the personal pronouns of 'you' and 'I'; 2) In English, she could express her apologies by just saying "Sorry" more easily than in Vietnamese.

It could be said that Maggy's pragmatic knowledge consisted of sociocultural norms that she could realize from her communication in both L1 and L2. Like Maggy, the responses of Melinda – the youngest teacher educator in this study – also indicated that she had limited knowledge of pragmatics and its teaching. As she did not have previous training in pragmatics and had just been in the teaching profession for two years, her pragmatic knowledge consisted solely of some observable pragmatic features in English and Vietnamese like how Vietnamese people and Westerners open their conversations or write the introductory paragraph.

Another young TE in this study was Tammy. Tammy was among those who had not received any training about pragmatics through all of her degrees; rather, she stated that her pragmatic knowledge and competence had been accumulated through self-study and real-life communication experience in English-speaking countries. She said that her pragmatic awareness began with her first experience studying abroad for her Master's degree.

Tammy's responses indicated that she was fully aware of the important role of pragmatics in her English use in daily life and her English teaching. As Tammy did not study pragmatics through an academic course, she did not possess metapragmatic knowledge. This became clear in the interview, as she required the researcher to provide a lot of explanation and examples of different concepts in pragmatics to her during the interview. However, she had implicit practical knowledge of some pragmatic features of the target language and thus drew on them in her English teaching practices. In her answer to the question about the pragmatic aspects that are often taught in her lessons, she wrote:

> I often explain some cultural differences between the Vietnamese culture and English cultures and tell my students about how they should react in each case. For example, people often ask about the weather as part of their greetings and my students need to know that and respond suitably.

This response indicated that, to her, pragmatics was about how to communicate in the target language in different situations and cultural aspects were the core components of pragmatics. Another example that she gave about the cultural aspects that she often included in her lessons is as follows:

> In a listening class, students listened to a conversation between a professor and a student who drops by his office to ask about assignments. In this case, I explained to my students that in western universities, it is a normal thing that college students stop by their professor's offices to have a chat about their studies, and that professors generally have office hours for their students. This is different from the university culture in Vietnam.

Her two examples somehow show her conception of culture in which observable behavioural norms of people from the target culture could be noticed through her experience in English-speaking countries, such as taboo topics. However, her knowledge

as demonstrated in the questionnaire and interview did not yet include evidence of a deeper level of culture which affects the way people use language. For example, there was no mention of distinctive differences between English and Vietnamese pragmatic features that both teachers and learners need to pay attention to when teaching and learning pragmatics in both the questionnaire and the interview. She also acknowledged that:

> I am not very confident about this sociopragmatic and pragmalinguistic issues to my students because I do not have formal education about these dimensions. I only draw on my practical experience I have accumulated when I was abroad.

Like Tammy, Quinley also remarked that all of her pragmatic knowledge and her claimed full awareness of the importance of pragmatics were the results of her studying abroad. She recalled:

> When I graduated from my bachelor's degree in Vietnam, I was not yet aware of the importance of pragmatics and did not focus on pragmatics in my teaching. However, after my studying abroad, I realized its importance, and the more I read and studied about it, the more knowledge I gained about pragmatics, about how a variety of Englishes are different in terms of pragmatics. So I can say that what I am saying about pragmatics now is the result of my studying abroad.

As Quinley accumulated her pragmatic knowledge through her real-life communication in English-speaking countries, she stated that in her classes, she often integrated authentic situations into her lessons and informed students of what English native speakers like Americans or Filipinos often say in these situations.

The above description of the dimensions of knowledge that the TEs had about pragmatics shows the difference between two identified groups of TEs in this study. Those in the GA[1] had both extensive and detailed knowledge of pragmatic theories and language use in both L1 and L2. Meanwhile, those in GB[2] did not yet possess such insightful knowledge of pragmatics in either theoretical or practical terms. While Tammy and Melinda were young teachers who had not had the change to obtain as much experience in both teaching and real-

[1] GA included 7 TEs: Ruby, Rose, Daisy, Henrik, Hannah, Amy, and Sarah.
[2] GB included 7 TEs: Ann, Queenie, Quinley, Bella, Maggy, Tammy, and Melinda.

life communication in the target cultures and were not trained about pragmatics at both undergraduate and postgraduate level, Ann, Queenie, and Bella had both previous pragmatics training and experience of teaching and living in the target cultures. Therefore, their failures at gaining more insights into pragmatic features in L1 and L2 could be due to their paying attention to these aspects, which might have made it difficult for their knowledge obtained from the training to be sharpened and connected to their experience of language use in real-life communication. As for Quinley and Maggy, both of them did not have one of the two favourable conditions that the TEs in the GA had. If Quinley had extensive time in English-speaking countries but did not have official training in pragmatics, Maggy learnt about pragmatics at undergraduate level but only had some months abroad for her professional development program. Therefore, while Quinley stated that she was confident of her ability to use English in various social contexts, which could be partially seen through her comparisons of English and Vietnamese pragmatics in practical terms, she was not able to provide in-depth answers which requires theoretical knowledge of pragmatics as GA TEs did. Meanwhile, although Maggy stated in the questionnaire that she did not remember much about the theories of pragmatics, the fact that she was able to recollect something about it during the interview showed that she had some certain level of awareness of it and thus could draw on it to some extent in her teaching. In sum, while all TEs in GA well possessed both theoretical and practical knowledge of pragmatics to implement into their teaching practices, the remaining TEs in this study had various levels of pragmatic knowledge and language use abilities, and thus would integrate pragmatics into their teaching differently. In the following section, the main factors that were supposed to affect TEs' pragmatic knowledge are presented.

4.2.1.3. Influential factors on TEs' pragmatic knowledge

The above analysis of the forms of knowledge that TEs could draw on in their teaching of English pragmatics reveals that GA TEs possessed both theoretical and practical knowledge of pragmatics, which may have been achieved from their academic training and/or self-study and research in pragmatics and from their own experience of real-life communication in English-speaking countries. Meanwhile, TEs in GB solely owned some practical pragmatic knowledge, which could have been obtained through their learning and teaching of English. Due to the absence of systematic knowledge of pragmatic theories, they were not able to have full knowledge of pragmatics and its teaching like TEs in GA. These differences in terms of pragmatic knowledge between these two groups of TEs could be explained through some emerging factors that had influenced their accumulation of pragmatic knowledge as can be seen through the reports of TEs regarding their learning of pragmatic knowledge. These factors include:

1) academic training in pragmatics as parts of their degrees;
2) time of living and studying in English-speaking countries;
3) TEs' interests in pragmatics and awareness of the important role of pragmatics which led to their decisions of conducting research into pragmatics;
4) and TEs' implicit learning of pragmatic features through their learning and teaching of English.

While all GA TEs were noted to have either factors 1 and 2 or factors 3 and 2, GB TEs only had one of the factors of 1, 2, and 4. Even though all GB TEs reported to be fully aware of the importance of pragmatics in the overall communicative abilities, none of them stated that they were interested in pragmatics nor conducting research into pragmatics. Meanwhile, the five GA TEs, who showed strong expertise in pragmatics and its teaching, namely Rose, Ruby, Henrik, Hannah, and Daisy, all expressed their special interests in

pragmatics and stated to conduct self-study or research into pragmatics. This emerging finding will be discussed further in the next chapter.

Another important issue regarding the identified differences in TEs' pragmatic knowledge is that these would lead to different pragmatics teaching practices among these TEs. This could be problematic since pragmatics was reported to be also implicitly included in the teacher training curriculum through practical skills courses and pragmatics-related courses as aforementioned in section 4.1. As such, TEs with a paucity of knowledge in pragmatics and its teaching would not be able to integrate pragmatics sufficiently and appropriately in their deliveries of the course, which could lead to an inequality among student teachers in terms of the amount of pragmatic knowledge they could receive during their training program. This will be further clarified in the presentation of findings to research question 3 below.

4.2.2. What are their beliefs about English pragmatics teaching and learning?

In this study, the beliefs of TEs about English pragmatics teaching and learning were investigated through their answers regarding 1) their rating of the importance of teaching pragmatics to student teachers, 2) their priorities of correcting students' pragmatic errors versus grammatical errors, and 3) their comments on the dimensions of pragmatic knowledge student teachers need to know. Their answers about these issues are presented in the following sub-sections.

4.2.2.1. TEs' rating of the importance of teaching pragmatics to student teachers

During the first interview, TEs were asked about their opinions on the importance of teaching pragmatics to student teachers to help them develop their pragmatic competence. Overall, all of the TEs in this study highlighted the importance of pragmatic competence in the

overall communicative competence, and thus they all emphasized the importance of the teaching and learning of pragmatics. Their complete answers, (which were in Vietnamese and translated into English by the researcher as previously stated in the Research Methods chapter), are presented in Appendix 20.

While section 4.2.1 shows that the TEs in this study had different levels of pragmatic knowledge in comparison with the proposed framework of teacher knowledge required for L2 pragmatics teaching (see Table 4, Chapter 2), their rating of the importance of teaching pragmatics to student teachers showed that there was a consensus among them regarding this issue. Their evaluation of the importance of pragmatics teaching showed that all of them were aware of the importance of pragmatic competence in the overall communicative competence and of pragmatic instruction. Interestingly, their explanation for their opinions revealed some of their important beliefs about the teaching of pragmatics as follows.

Firstly, most TEs in this study considered that the teaching of pragmatics needed to be interwoven with the teaching of linguistic features and that at a higher level, students definitely needed to have pragmatic competence. This was noted in the answers of both GA TEs, namely Henrik and Sarah, and GB TEs including: Queenie, Tammy, Bella, and Melinda. Both Tammy and Henrik shared the belief that knowledge of grammar and vocabulary alone was only sufficient for students' communication at the basic level, and that appropriate communication could only be achieved when students had pragmatic knowledge. Especially, Henrik raised the issue of intercultural communication in today's world in which knowledge of intercultural pragmatics became critically important. Except for Henrik who held the viewpoint of pragmatic competence as a constituent of intercultural communicative competence, all of the remaining TEs as listed above shared the componential view about pragmatic competence, in which it was considered as a component of the overall communicative competence.

Secondly, it was noticed that pragmatic knowledge was considered to be indispensable for language learners by two TEs who had conducted research into pragmatics. To Hannah and Ruby, pragmatic competence was not merely a dimension of knowledge that student teachers needed to have as Queenie stated. To them, pragmatic competence was the factor that determined the success of learners' communication in the target language. As Hannah compared, students could be a little less competent in linguistic features, but they had to be pragmatically competent in order to communicate effectively. In the same vein, Ruby raised one big problem of Vietnamese EFL student teachers, which was due to their unawareness of the importance of pragmatic knowledge when learning a foreign language. Regarding this matter, Amy also raised a difficulty in pragmatics teaching, which was due to the fact that pragmatics teaching and pragmatic assessment were not explicitly included in the curriculum.

Unlike Hannah and Ruby, Maggy seemed to view pragmatic knowledge as a facilitative factor that could help students perform better with their listening and speaking skills. In this sense, her viewpoint about pragmatics was quite similar those of the TEs who held a componential view on pragmatic competence. However, as Maggy was not trained about language teaching as other TEs, her knowledge of pragmatics and its teaching was seen to be accumulated through her experience of teaching practical skills courses to student teachers.

In summary, as these TEs' knowledge of pragmatics and its teaching were different, their explanation for why they considered pragmatics teaching to student teachers to be important were different. However, their agreement on the importance of pragmatics teaching indicated that they were all aware of the importance of pragmatics and its teaching to student teachers' development of their communication abilities in the target language. In the following section, TEs' viewpoints about their priorities of correcting pragmatic errors or grammatical ones are presented.

4.2.2.2. TEs' viewpoints about error corrections: pragmatic errors versus grammatical errors

During the first interview, participating TEs were asked about their errors correction viewpoints to see which kind of errors – pragmatic or grammatical errors received more of their attention. The underlying idea of this question was that teachers' priorities over correcting pragmatic or grammatical errors may reveal some of their beliefs about pragmatics teaching. The answers from the TEs interestingly showed that not all TEs in GA prioritised correcting pragmatic errors, and that not all TEs in GB underestimate pragmatic errors.

Among 7 TEs in GA, only Hannah and Henrik affirmed that they prioritised correcting pragmatic errors. As Hannah explained, she believed that pragmatic errors were more difficult to correct, thereby as a teacher with expertise in pragmatics, she needed to correct them for her students. By saying that grammatical errors could be corrected in other classes by other teachers, she seemed to imply that not all TEs could and would pay attention to students' pragmatic errors in their classes, and thus she would like to take advantages of her classes to help students with these difficult errors. Meanwhile, Henrik gave a clear reason for his priority of correcting pragmatic errors, which was the fact that grammatical mistakes could be identified and corrected with the assistance of available computer software. He said:

> Nowadays there are a lot of tools for correcting grammar mistakes. There are a lot of available software that could show spelling mistakes, grammar mistakes, running on sentences. With the development of such software, all grammatical mistakes can be corrected. Therefore, for now, the most difficult errors to identify and correct are errors in language use, or in other words, pragmatic errors. In order to correct pragmatic errors, teachers need to have knowledge of society and culture besides knowledge of linguistics. Therefore, I think pragmatic errors are the major issues that teachers need to correct for students.

Henrik shared Hannah's opinions that pragmatic errors were more difficult to identify and correct, and that such errors required TEs to have particular expertise. He also talked about his approach in correcting students' writing, in which organization of ideas and language use were the two issues which he emphasized in his correction. In addition, he criticised the

practices of correcting too many grammar mistakes of students because he did not think these corrections could help them learn.

In contrast, Amy and Sarah stated that they gave correcting grammatical errors their priorities. They also shared the reason for their choice that within classroom environment, they would focus on students' grammatical errors. However, the remaining TEs in GA, including Daisy, Ruby, and Rose said that their decision of which errors to prioritise correcting depended on different factors. To Daisy and Rose, their decision was based on students' English proficiency levels, in which they would focus on correcting students' grammatical errors if students were still at low level and on correcting pragmatic errors to students at higher level. Daisy also mentioned about her 'pragmatics-based' caution when correcting students' pragmatic errors, in which an indirect correction approach was taken in a sensitive manner in order not to embarrass the corrected students. As for Ruby, her decision was based on the seriousness of the errors, in which, the ones that were more serious would be corrected regardless their types. Although the TEs in GA had their own priorities over the correcting of students' errors, all of them had strong convictions about which type of errors they needed to correct to best assist their students' learning.

Similarly, TEs in GB had different ideas over their priorities of which errors to correct. Among these 7 teachers, Queenie was the only one who stated that she put more focus on pragmatic errors because to her, grammatical errors were more acceptable, she stated. Meanwhile, Ann and Melinda said that they put more focus on correcting grammatical errors. To support her viewpoint, Ann gave two reasons. First of all, she thought that the student teachers at her university were at such a low level that pragmatics was out of their reach. In her opinion, pragmatics was only for students at advanced level. Secondly, she stated that as linguistic aspects were the focus for teachers of English, correcting linguistic errors should be prioritised. This second reason was seen to be in accordance with Sarah's and Amy's opinions

as described above. These reasonings showed that her conceptualization of pragmatics and its teaching was totally contrary to Henrik's. While she thought of pragmatics as a difficult and demanding discipline which required learners to have a good knowledge of linguistics before being able to learn about pragmatics, Henrik simply defined pragmatics as language in use in lay terms. As such, it could be seen that although Ann had knowledge about pragmatics through both academic training and her teaching experience of pragmatics-related courses like Functional Grammar and Discourse Analysis as reported in the previous section, her beliefs of pragmatics as a difficult and unattainable competence to her students could have prevented her from integrating pragmatics into her teaching practices in practical skills courses. This will be clarified in the subsequent section in which TEs' practices of teaching pragmatics are presented, and the relationship between teachers' knowledge and beliefs will be further discussed in the following chapter.

As for Melinda, a young TE untrained in pragmatics and its teaching, her error correction approach was seen to be based on her actual English learning and teaching experience, in which her priority of which type of errors to correct depended on the courses she taught. Like Melinda, Tammy was also a young teacher without official pragmatics training experience, and she acknowledged the difficulty of correcting pragmatic errors. As such, it could be interpreted that she might correct grammar errors more often than she did with pragmatic errors. Meanwhile, the remaining TEs in this group including: Maggy, Quinley, and Bella did not state which type of errors were their priorities in their correction practices. While Quinley and Bella stated that they corrected all mistakes, Maggy reported that her decision of which type of errors to correct depended on the course she taught. Her approach was quite similar to Melinda's, in which when making meanings across was more important than accuracy, they would pay more attention to pragmatic aspects.

In summary, these TEs' expressions of their priorities of correcting pragmatic errors or grammatical ones have partly unveiled their beliefs of pragmatics teaching. It was interesting to note that not all TEs with profound knowledge of pragmatics and its teaching would pay more attention to pragmatics in their teaching. Among the 7 TEs in GA, there were only 2 TEs who mainly focused on pragmatic aspects in their correction practices. While there were 5 TEs who balanced both linguistic and pragmatic aspects depending on students' English proficiency level and on the necessity of each aspect in each specific situation in teaching, there were two teachers who took the traditional approach in their classroom practices by putting more emphasis on the linguistic side. This finding suggests that a complex relationship can exist between teachers' knowledge and their beliefs in their teaching practices. This invites detailed consideration which will be presented in Chapter 6. For those TEs with less expertise in pragmatics and its teaching, it could be seen that their beliefs of pragmatics teaching played an important role in their decision of integrating pragmatics into their teaching practices. This is evident in the answers of Queenie and Ann who took two disparate choices of which type of errors to prioritise in their correction practices. For the remaining teachers in this group, apart from Tammy who seemed to have a clear notion of pragmatic errors and Maggy who relied on the nature of her in-charge courses for her correction practices, other teachers including Bella and Quinley were seen to practice their corrections randomly. Their answers indicated that they would correct all students' errors that could come to their notices. In the following sub-section, TEs' viewpoints on necessary knowledge dimension of pragmatics for student teachers are presented to shed another spotlight on their beliefs of pragmatics teaching.

4.2.2.3. TEs' viewpoints on necessary knowledge dimensions of pragmatics for student teachers

When being first asked about what kinds of pragmatic knowledge that TEs think their student teachers need to know during their teacher training program at university, half

of the TEs under inquiry did not answer this question in their completed questionnaires. Specifically, four of them left a blank to this question, and two merely replied "I am not sure" or "Not sure". The other half of the TEs who provided answers to this question seemed to emphasize practical knowledge of how to communicate properly in social contexts. The following table displays what each of these TEs answered to this question in the questionnaire.

Table 6. TEs' answers of necessary pragmatic knowledge for student teachers collected from the questionnaire

TEs	Opinions of necessary pragmatic knowledge for student teachers
Tammy	I think students should be taught Intercultural Communication, and authentic English in different situations of the daily life in English speaking countries.
Daisy	As I said above, sociopragmatic and pragmalinguistic aspects of any pragmatic topics.
Hannah	They need both theoretical and practical knowledge as well as their own improvement of pragmatic competence. They should be a good communicator before becoming a teacher training others to be good communicators.
Ruby	I think they should be provided with the information about what to say and how to say it, to whom, on what occasion.
Rose	politeness, speech acts
Queenie	speech acts, politeness, body language
Henrik	1. Communicative skills (oral & written) in academic style. 2. Contrastive rhetoric: understanding of both Vietnamese and English conventions in communication. 3. World Englishes: aware of language variety, knowledge of various cultures where English is used as mother tongue.

Overall, the necessary pragmatic knowledge for student teachers listed by almost all TEs in this table (except for Henrik) only related to some aspects of knowledge of L2

pragmatics that teachers need to have as described in Table 4 - Chapter 2. Although the areas that Henrik mentioned covered all aspects listed under the subject matter knowledge required to teach L2 pragmatics, none of these TEs mentioned about the other crucial dimension of knowledge that teachers are required to know in order to teach pragmatics, that is the dimension of pedagogical content knowledge as proposed in the framework of L2 pragmatics teacher knowledge as presented in Table 4. As such, it could be inferred that these TEs believed that the teaching of pragmatics only required teachers to have knowledge about pragmatics. In the meantime, pedagogical content knowledge in general and knowledge of how to teach pragmatics in particular have been greatly emphasized in research as well as in previous studies (e.g., Freeman, 2016; Ishihara & Cohen, 2010; Taguchi, 2015). In addition, this belief shows that these TEs were paying attention to teachers' own pragmatic competence rather than their abilities to develop learners' pragmatic competence. This will be further clarified in the following sections and discussed in the next chapter.

Notably, while only half of the participating TEs (5 from GA and 2 from GB) could provide answers regarding this issue in the questionnaire, during the first individual interviews, all participating TEs were able to express their opinions on which kinds of pragmatic knowledge were necessary for student teachers to acquire during their teacher training program. To reiterate, these interviews were facilitated with the use of a framework of components of teacher knowledge required for L2 pragmatics teaching in ESL/EFL contexts as proposed in Chapter 2 (see Table 4). The fact that half of the TEs could not articulate their opinions on the same question in the questionnaire but all of them could answer it when the options had been explained by the researcher indicated that they had implicit knowledge about the issue. However, as pragmatics was not yet their focus on their teacher training practices, they were not able to express their opinions about its most

important aspects for their student teachers when being initially asked about it. This justifies the methodological choice to use a combination of data collection methods.

The answers from most TEs regarding this issue during the interview showed that in their viewpoints, student teachers at undergraduate level should only be taught basic aspects of pragmatics such as speech acts, and politeness. According to them, other aspects listed in Table 4 could be saved for those who would like to specialize in pragmatics in their further studies. As remarked by Ann,

> I think basic knowledge of pragmatics is necessary for student teachers because they need to acquire it, know about it in order to teach it. For example, they have to know which form can be used to perform a certain language function. As for other subtle aspects of pragmatics such as sarcasm, humours. I don't think our student teachers here are capable to acquire.

Ruby also shared Ann's opinions in terms of teaching basic pragmatic knowledge to student teachers, in which she believed that politeness and speech acts are important aspects to teach, and that other aspects such as managing conversation, taking turn can be a little bit difficult to teach due to student teachers' low English proficiency level. Ruby also recommended that student teachers should be taught explicitly about pragmalinguistics in order for them to know how to use different structures to perform such speech acts as invitation, apology.

Amy agreed that student teachers needed to be taught about such basic aspects as speech acts and politeness so that they could communicate in the target language. She labelled these two pragmatic components as "must-have" knowledge for student teachers. She also expressed that the first six items listed under *Knowledge of L2 Pragmatics* in Table 4 (including how to manage conversations, how to detect the implied meaning in conversation, how to use discourse markers in both spoken and written messaging, how to interpret deixis) were important pragmatic knowledge for student teachers to acquire "because without correct comprehension in accordance with contexts, conversation

breakdown can happen" she said. However, she agreed that the other aspects such as humour, sarcasm were difficult for student teachers to acquire.

Queenie also added that the inclusion of any kind of knowledge into the teacher training curriculum must be considered in accordance with training allotted time and student teachers' English proficiency levels. Therefore, in her opinion, even though all aspects of pragmatics listed in Table 4 were important, not all of them could and should be taught to the student teachers. She took the example of the fourth item under *Knowledge of L2 Pragmatics*, i.e., how to detect implied meaning in conversations, in which she said, parts of this skill were included in the teaching of listening and reading skills, especially reading skills. However, in these courses, student teachers were only taught about how to detect implied meanings for their reading and listening comprehension only. In her words,

> As our student teachers' English proficiency levels are still low and their cognitive skills are still limited, it would be very hard to teach them the pragmatic aspects from the item of humour towards the end of this table. As these aspects relate to cultures, so on one hand, the cultural differences make it hard for student teachers to learn; and on the other, this depends on whether they are interested in learning those issues.

Queenie also affirmed that a number of pragmatic knowledge items listed under the item of *Knowledge of L2 Pragmatics* was integrated in practical skill courses to a certain extent, such as how to use discourse markers, inferences, (im)politeness. As for comparative knowledge of L1 pragmatics, she stated that this aspect was easy to include as all students in the class represented a monocultural group of Vietnamese; therefore, it was easy for teachers to make comparisons between the target and the source cultures. She also said that this was also her approach in teaching English pragmatics, in which she often mentioned those aspects of L1 pragmatics and then compared with L2 pragmatics so that students could understand easily.

Regarding the teaching of pragmatic variation, both Ann and Hannah said that only general cultural principles could and should be taught. Ann said that after graduation,

students would use English to communicate with not only the British or the Americans but also other non-native English speakers from Korean or China for example, and thus it would not be helpful to teach them some certain norms. Instead, they should be provided with a general spirit of politeness and an open attitude to adjust and adapt themselves in various communicative situations. Similarly, Hannah reported that what she often did in her teaching practices was raising students' awareness of cultural differences and of the need to have an open mind in intercultural communication.

With regard to the implicit integration of pragmatic knowledge into the curriculum, Rose further clarified that the aspects of politeness and speech acts were the core knowledge covered in the curriculum. Other aspects such as how to manage a conversation, implicature, humour were not yet integrated into the curriculum. However, some of them could be mentioned in some courses of speaking through model conversations in the course books. She also remarked that the current course books selected for the teaching of practical skills in her university were suitable for teaching these skills and for integrating the most important pragmatic aspects. Therefore, it really depended on TEs to include them into their lessons, she said. Rose provided an example in which she asked students to analyse how different the meaning of the word "well" was in pragmatics compared to semantics when teaching them a model conversation from the course book. She also mentioned her belief that that the teaching of basic pragmatic knowledge at her university was quite good because besides the integration of pragmatics into the practical skills courses and other related courses such as discourse analysis, intercultural communication, the foundation knowledge of pragmatics was also taught through the course of pragmatics to enable student teachers to know about the relationships between forms and functions, forms and meanings, and the influence of contexts. Nevertheless, she noted that the dimension of pragmatics teaching methodologies was not yet taught to student teachers at undergraduate

level, but only in the teaching curriculum at postgraduate level for those who pursue a Master's degree in English language teaching.

In response to the fact that pragmatics teaching methodologies were not yet included into the teacher training curriculum at undergraduate level, Ruby said that it would have been better if there was a course dedicated to pragmatics teaching methods so that student teachers could understand the importance of pragmatics teaching and know how to teach pragmatics to their future students. However, Tammy thought an integration of pragmatics teaching methods into teaching methods courses would be more suitable and realistic to avoid overloading the student teachers.

Contrary to Rose's compliments on the current teacher training curriculum, Henrik commented that there were still many gaps in their current curriculum, in which many necessary courses were missed without clear rationale. He said sometimes the reason for this abandon was merely the convenience of the teaching of some courses or time allotted. He remarked that "curriculum designers have to go deeper into the teacher training curriculum and need to answer the question of what student teachers need", and that TEs need to "know what and how to equip student teachers with necessary knowledge".

Bella, Tammy, and Melinda shared Queenie's idea that as training allotted time was limited, not all types of knowledge listed in Table 4 could be included into the curriculum. Bella suggested that the first four categories under *Knowledge of L2 Pragmatics* should be covered, namely politeness, speech acts, managing conversations, and conversational implicature whereas in Melinda's opinion, the first three categories were essential, and if there was more time, conversational implicature and how to express emotion should be taught. Meanwhile, Tammy recommended that knowledge of speech acts and inferences should be taught to student teachers because knowledge of speech acts was necessary for

their communicative abilities and knowledge of inferences was for their listening comprehension, which was important for their achievement of the target of reaching the C1 level (or IELTS 7.5 overall band score) for their graduation.

Sarah also shared the above opinions from other TEs regarding the importance of teaching basic pragmatic knowledge to student teachers. Besides, she added that student teachers needed to be taught about how to manage conversations. She said:

> Student teachers need to know how to carry out a conversation by themselves for their real-life communication rather than just following some available conversation models. In order to do so, they need to know when to listen, when to ignore, when to interrupt. All of these need strategies which our student teachers haven't possessed yet.

She also shared Queenie's opinions that the teaching of how to express emotions could be difficult, but this was because of the distinctive differences between how to express emotion in Vietnamese and in English. She said:

> In Vietnamese, we don't express emotion through gestures or facial expressions a lot. We even try to hide our emotion from facial expressions. Therefore, it can be hard to both teachers and students to express emotion in English ways.

Similarly, she agreed with Queenie that comparative knowledge of L1 pragmatics was an important aspect to teach to student teachers, especially those with low English proficiency levels to help them avoid translating what they would like to express from Vietnamese into English.

In summary, all TEs under inquiry seemed to agree on the idea that Vietnamese EFL student teachers needed to be taught about basic knowledge of pragmatics including: politeness and speech acts in the way that they could use these kinds of knowledge in their communication. Their emphasis on these two aspects as compulsory knowledge for student teachers suggested that they were fully aware of the necessity of some aspects of pragmatics that are more related to forms and could be taught in classrooms without contextual information. This also indicated the current English proficiency level of the student teachers

at the investigated university, which could be one of the main reasons why most TEs expressed their disapproval of the teaching of more subtle aspects of pragmatics such as how to perceive humour and sarcasm or how to express emotions through the target language.

Regarding the second knowledge aspect under the category of subject matter knowledge, namely, *Comparative Knowledge of L1 Pragmatics*, all TEs agreed that L1 pragmatics was an important aspect to be included in the teacher training program to raise student teachers' awareness of the differences between L1 and L2 pragmatics to avoid unconsciously negative language transfer. Some TEs even mentioned that comparing between L1 and L2 pragmatics was their preferred approach in the teaching of pragmatics. This will be presented in detail in section 4.3. As for the third aspect of subject matter knowledge, that is, Horizon Content Knowledge, some TEs supported the teaching of authentic English in contexts as well as pragmatic variation to student teachers. However, some were afraid that they could not have sufficient knowledge experience to cover this aspect and suggested that raising students' awareness s of pragmatic variation would suffice and students should explore each kind of variation in detail by themselves upon their own interests and purposes.

With respect of the two knowledge aspects under the category of pedagogical content knowledge, namely, *Knowledge of How to Teach L2 Pragmatics*, and *Knowledge of How to Assess L2 Pragmatic Ability*, all TEs acknowledged their importance in student teachers' professional knowledge components; however, they stated that these were not yet included in the teacher training curriculum. Regarding the content of the teacher training curriculum, Henrik's insightful comment was of paramount value. His emphasis on having a clear rationale behind what to include in the curriculum was aligned with the Department Head's comment that sometimes what was included in the curriculum was for the

convenience of administrative issues like time allotted, available staff, sufficient number of student attendants per course, and the like instead of for the importance of each knowledge dimension to students' future professionalism. This will be further discussed in the next chapter.

4.2.2.4. Identified beliefs of TEs that affect their decisions on integrating pragmatics into their teaching practices

From the above presentations of the TEs' beliefs of the importance of teaching pragmatics to student teachers, their priorities of correcting pragmatic or grammatical errors, and the necessary pragmatic knowledge aspects for student teachers, it could be seen that there were the following contrast and gap in their beliefs:

1) Although all of them believed that the teaching of pragmatics to student teachers was important, only three of them (Hannah, Henrik, and Queenie) affirmed that they prioritised the correction of pragmatic errors, which indicated the focus on linguistic features by the majority of TEs;
2) An identified gap in their beliefs regarding the necessary pragmatic knowledge dimensions for student teachers was that the participating TEs only paid attention to the pragmatic competence of their student teachers as language users, not as language teachers. This belief was aligned with how pragmatics and its teaching were included in the current teacher training curriculum, in which instructional pragmatics was totally neglected as stated in section 4.1;
3) All TEs shared the beliefs that student teachers needed to be taught basic pragmatic aspects exclusively. According to them, basic pragmatic aspects included speech acts, politeness, conversation management skills, and general cultural principles, in which the first two aspects received most TEs' attention. This suggested that what

was considered as basic pragmatic knowledge by them was actually the pragmatic aspects that were familiar to them. As these TEs seemed to hold a traditional view of pragmatics, in which only the concept of "pragmatics-within-individual" (see section 2.1, Chapter 2) was acknowledged. This will be further discussed in the next chapter.

The contrast in their beliefs could have derived from a common belief shared by most participating TEs, especially those from GB that student teachers could not be able to acquire some pragmatic features that were deemed to be difficult for them. These TEs believed that pragmatics was more difficult than linguistics, and thus pragmatics was for advanced learners of English rather than for those with low proficiency levels like their student teachers. Hence, they tended to put more focus on teaching linguistic aspects. This belief regarding their conceptualisation of pragmatics as a difficult and abstract dimension of knowledge and their student teachers' low English proficiency levels and cognition skills was considered to have prevented them from teaching pragmatics to their students. This will be discussed with comparison to current literature of pragmatics and its teaching and reference to previous studies in the next chapter.

Regarding the two identified gaps in their beliefs, it was considered that this could be due to both their shortage of pragmatic knowledge and their not updating with research results from the field of pragmatics. This is aligned with the current treatment of pragmatics in their current teacher training curriculum, in which both the in-use textbook for the course of Pragmatics (namely the book written by George Yule (1997)), and the inclusion of pragmatics in other courses did not seem to be updated.

4.2.3. Concluding remarks on the TEs' knowledge and beliefs of pragmatics and its teaching

The above presented findings about these TEs' knowledge and beliefs of pragmatics and its teaching showed that there were both an identified alignment and a contrary relationship between teachers' knowledge and their beliefs among the TEs under inquiry. While most TEs from GA were seen to have their knowledge well matched with their beliefs, it was interesting to see that the remaining two TEs in this group, namely, Amy, and Sarah did not show a consistent match between their knowledge and beliefs. The relation between knowledge and beliefs of the TEs in GB also followed the same pattern with most TEs in this group showed their hesitancy in correcting student teachers' pragmatic errors as well as in the teaching of more necessary pragmatic knowledge for student teachers. In the meantime, there were two TEs in this group, who affirmed their focuses on pragmatic errors in all situations and in some courses respectively. The impact of these teachers' knowledge and beliefs of pragmatics and its teaching in their teaching practices will be clarified in the following section, in which the findings about their reported teaching practices of pragmatics and some TEs' actual teaching practices are presented.

4.3. Research question 3: How do Vietnamese TEs practice their teaching of English pragmatics to preservice English teachers? And how do they prepare prospective English teachers for English pragmatics teaching?

The data in this section come from two sources:

1) reported practices of all 14 participants (collected during the first interview with TEs – see Appendix 7), and

2) actual observed practices (collected during classroom observations) of a subset of 4 TEs, namely Tammy, Ann, Sarah, and Queenie, in which only one lesson was observed

for each of the four TEs, and thus it must be acknowledged that the findings might not be representative of their daily classroom practices. It was unfortunately not possible to collect more than one observation per teacher because of logistical and resource constraints.

As stated in Chapter 3, the teaching practices of pragmatics of the Vietnamese EFL TEs in this study were investigated through their reported practices of integrating pragmatics into practical skills and pragmatics-related courses as well as through their teaching of the pragmatics course. Data regarding these issues were collected via the first individual interviews with the 14 participants. Also, the classroom observations were conducted with the participation of four participants in accordance with their consent. The findings obtained from these data are presented in the following sub-sections.

4.3.1. How do Vietnamese TEs practice their teaching of English pragmatics to prospective English teachers?

Answers to these questions are arranged and presented in the following three parts, in which TEs' reports of their taught pragmatic aspects, their pragmatics teaching methods, and the researcher's observation of some TEs' actual teaching practices of pragmatics are described.

4.3.1.1. TEs' reports of aspects of pragmatics taught in their teaching practices

In accordance with the investigation of TEs' opinions on the necessary knowledge dimensions of pragmatics for student teachers, participating TEs were also asked about what aspects of pragmatics they often included in their teaching practices in practical skills courses as well as in pragmatics-related courses such as Discourse Analysis, Intercultural Communication. Their answers to this question were after they were informed of the framework of L2 pragmatic knowledge required for ESL/EFL teachers (see Table 4,

Chapter 2). The provision of this framework to the TEs before they answered this question was considered to be important because it enabled them to recall all aspects that were included in their teaching practices with reference to what was comprehensively presented in the framework. It meant that their omissions would reflect a real absence of focus on the omitted elements, not merely that they did not come to mind. Their answers are summarised in the table below.

Table 6. Pragmatic Aspects Included in TEs' Reports of their Teaching Practices

TEs	Reported pragmatic aspects included in TEs' teaching practices in practical skills and pragmatics-related courses
1. Tammy	Cultural differences between the source and target cultures
2. Daisy	Speech acts, greetings, cultural knowledge
3. Hannah	All pragmatics aspects related to the lessons in the teaching program
4. Ann	Speech acts, writing genres
5. Maggy	Behavioural norms and contextually appropriate word use
6. Amy	Speech acts, conversational implicature
7. Queenie	- The use of some phrases in English; - Differences in communication styles between Vietnamese and English people.
8. Ruby	- Cultural differences between English-speaking countries and Vietnam, and the different language use between the two cultures; - Pragmalinguistic features: structures preferred by English native speakers compared to those used by Vietnamese learners of English; - Behavioural norms.
9. Rose	Speech acts
10. Quinley	Pragmatic variation based on her experience of real-life communication the Philippines and the US
11. Sarah	Formality; greetings; politeness; conversational implicature; cross-cultural pragmatics
12. Bella	Deixis
13. Melinda	Formality, cultural knowledge
14. Henrik	Speech acts, formal writing style, academic writing style, routine formulae

It is clear from this table that the pragmatic aspect which was included in most TEs' teaching was speech acts. The second most included aspect was cultural knowledge, in which the TEs mentioned that they often made comparison between the source and the target cultures in their teaching practices. Some TEs also deliberated on the included pragmatic aspects in their teaching practices as follows.

Tammy reported that in her speaking classes, she taught her first-year student teachers the most basic cultural features for them to remember when communicating with Westerners such as: "Don't ask about their age nor salary. And if they talk about the weather with you, it's just one way for them to open the conversation, so don't just keep on talking in depth about the weather." She remarked that in her teaching of speaking, she also asked her student teachers to pay attention to speaking situations and themes, as well as speakers' roles to adjust the level of politeness in their language use. Additionally, she mentioned that in her writing classes, she always pointed out the differences between the writing style in English and in Vietnamese, which is due to the cultural backgrounds of the two languages. In her words,

> I often tell my first-year student teachers that when writing in Vietnamese, we often beat about the bush before going to the main point, in English, we follow a different structure. As English native speakers' cultures treasure the direct way of communication, we have to write a topic sentence at the beginning of a paragraph.

Being a teacher without official training in pragmatics and its teaching, it could be seen that Tammy's practices of teaching pragmatics was largely based on her experience of learning and using English in real-life communication. With regard to the reasons why pragmatics was not yet a priority in their teaching practices, some TEs expressed that it was mainly because of their student teachers' low linguistic competencies. For example, Tammy said:

> At my university for the moment, student teachers' English proficiency levels are still low. Therefore, there are a lot of basic things that they don't know yet, let alone pragmatics. So

> their limited knowledge makes me feel it is superfluous to teach them about pragmatics. For example, students still make mistakes in conjugating the verb "to be", thus I am afraid that teaching them about pragmatics can be too difficult for them to understand. Hence, the extent to which I integrate pragmatics into my lessons is still limited.

Ann shared Tammy's opinions with her comments that the majority of her student teachers still have to struggle with grammatical issues. She said:

> For me, I just hope that they can write correctly in terms of grammar. This is already a goal for them and me, let alone talking about appropriacy in terms of contexts. In a class, there are around 1-2 student teachers who can reach the level to learn about pragmatics. The majority of them still have to struggle with words and grammar.

Queenie and Sarah also agreed with Ann's opinions. Queenie said that student teachers needed to reach a certain level of linguistic competence to be more aware of pragmatic issues. Likewise, Sarah said that when she taught student teachers in their first and second years, she could see that they had low English proficiency levels and that they still had difficulties with English grammar. Therefore, almost all of her teaching time in class was dedicated to providing them with vocabulary, and structures to enable them to express their ideas in English. She thought that once student teachers could master such basic knowledge, she would teach them about how to use it appropriately. She affirmed that with the current level of most student teachers, accuracy should be more focused on than appropriacy. She re-affirmed these opinions when answering other questions relating to TEs' and student teachers' difficulties when teaching and learning pragmatics as follows:

> I think current student teachers' knowledge is quite limited in terms of linguistic knowledge, grammar, and vocabulary. This leads to the fact that they cannot even tell the difference between what is right and what is wrong in terms of linguistics. Therefore, it is very difficult to ask them to understand when to use and not to use this and that. Hence, it is very time-consuming for teacher educators to assure that they can have a foundation, a background in linguistics. And I think they can't understand the in-depth knowledge of pragmatics until they can achieve this foundation knowledge. This is something beyond their capacity, except for some excellent student teachers who already have a good command of the target language, then they could be aware of pragmatics.

These teachers' explanation of their minimal integration of pragmatics into their lessons further demonstrates their beliefs about pragmatics and its teaching. These teachers tended to think of pragmatic knowledge and linguistic knowledge as two separating

dimensions, in which the former requires the latter to be its foundation. These beliefs were in contrary to those of most TEs in GA, who reported that they would incorporate various pragmatic aspects into their teaching practices.

For instance, Hannah reported that she integrated all kinds of pragmatic knowledge into her lessons whenever she found the chance to. She took an example from her Intercultural Communication course which was quite theoretical in design; however, she was more interested in linking her lessons to real-life communication. In her lessons, she related different pragmatic aspects such as: speech acts, culturally-appropriate physical contact, conversational management to real-life examples of the Vietnamese communicating in English with people from different countries. Remarking on her enthusiasm for pragmatics teaching, Hannah said that "whenever I have a chance I often emphasize the significance of pragmatic competence and give them explanation and examples".

In the same vein, Ruby said that as linguistics and pragmatics are closely related, she included a lot of pragmatic features in her teaching of the practical skills lessons. For example, in speaking courses, she focused on the teaching of speech acts, in which she paid special attention to the relationship between form and function. Also, in her lessons, she often made comparisons about the cultures of Vietnam and English-speaking countries which underlay the distinctive differences of speech acts in English and Vietnamese. In reading courses, she put emphasis on cultural knowledge of the target language to enhance student teachers' comprehension. Commenting on her efforts to maximize her inclusion of pragmatics in her lessons, she said:

> In my teaching, whenever possible, I always remind my students of this importance, telling them stories or giving them real examples of how a paucity of this knowledge can cause communication breakdown. I sometimes give them illustrations of how the same speech act can be performed quite differently by native-speakers and by English learners.

Similarly, Daisy stated that she included a lot of knowledge of speech acts and authentic English in real-life communication into her teaching of speaking skills. In reading courses, she paid attention to such knowledge as deixis, inferences so that student teachers can better comprehend the reading passage. In writing courses, she drew her student teachers' attention to different writing genres as well as to the appropriate use of structures and words depending on the relationship between the writers and the readers. Talking about her emphasis on pragmatic knowledge, Daisy said that:

> What I often say to my student teachers is you could speak English with perfect grammar and pronunciation, but if you don't know when to say what to whom, that is, to communicate in English appropriately in different sociocultural contexts, you won't be considered a competent English user. I draw their attention to pragmatic competence by asking them to analyse authentic communication situations or carry out tasks involving different types of communication and analyse their own and their friends' pragmatic strategies.

Likewise, Rose shared the view that she always connected the theories taught in her Pragmatics Course with authentic examples. She took an example of a lesson about politeness theories, in which she provided students with different notices used in the hotel in Vietnam and in some English-speaking countries and asked them to analyse why those notices were written in those specific ways. She also stated she also paid much attention to raise students' awareness of cultural differences and how these differences affect language use as well as how L1 and L2 cultures affect each other.

Talking about his writing courses, Henrik commented that the writing courses curricula were built in a speech act related manner, in which student teachers were asked to write an apology email, a reply to customers' complaints, or a review of a story book or a film. Therefore, speech acts were the aspects that he normally taught to students in his writing lessons. Besides, writing styles which included formal and academic styles were the second aspect of pragmatics that he often taught to student teachers.

On the whole, except for Hannah, Ruby, Henrik, Rose, and Daisy, who intentionally incorporated different pragmatic features into their teaching practices, the remaining TEs under inquiry did not pay much attention to pragmatics. The reasons for their overlooking of pragmatics in their teaching could be due to their shortage of pragmatic knowledge and/or their beliefs that pragmatics was beyond their student teachers' level as stated in section 4.2.2.4 given that pragmatics was not explicitly required to be included in their practices. In addition, in their answers regarding their reports of pragmatics teaching, another belief of some TEs regarding the teaching of pragmatics was revealed. In some experienced TEs' answers, it was implied that pragmatics teaching should be the responsibilities of TEs who were in charge of the Pragmatics course. During the interview, Quinley, Ann, and Amy mentioned in their answers that as they did not teach about pragmatics, they did not go deep into pragmatics in their teaching practices. This belief could be seen through the following excerpt of the interview with Quinley:

> The researcher: As a teacher educator of English, which pragmatic aspects would you need to have more knowledge and information about in order to better your pragmatics teaching practices?
>
> Quinley: I am not a lecturer of pragmatics, so, I'm sorry that I cannot answer this question.

Like Quinley, Ann and Amy also expressed that pragmatics was not integrated a lot in their lessons because they were not in charge of the Pragmatics course. In their words,

> First of all, please remember that I don't teach pragmatics. I am only in charge of those courses which are a little bit related to pragmatics […]. And in practical skills courses, I only integrate what I know about pragmatics into my lessons. Surely, I don't spend all of my time on pragmatics, so I don't use any materials for pragmatics teaching. (Ann)
>
> Regarding the integration of pragmatics into practical skills courses, in any lessons that I see there is something related to pragmatics, I tell incorporate it into my lessons. No one asks teacher educators to do this, so it really depends on the teacher educators. (Amy).

As such, it was interesting to note that in the cases of these TEs, their specialized areas of teaching could prevent them from integrating pragmatics into their practices. This lent support to the previously identified role of TEs' in-charge courses, which could

determine which pragmatic aspects could receive TEs' more attentions (see section 4.2.1.1).

As such, TEs' decisions of integrating pragmatics into their teaching practices did not only depend on whether they had knowledge about the pragmatic aspects that needed to be taught in their lessons but also on their beliefs on whether they should integrate pragmatics. In this study, although all TEs acknowledged that they taught some pragmatics in their practical skills courses, their answers showed that their teaching of pragmatics was not frequent and that when pragmatics was included in their lessons, it only accounted for a small proportion of the content of their lessons. Even the GA TEs, who were both well aware of the importance of pragmatics teaching and knowledgeable in pragmatics, stated that they only taught about pragmatics when they had the opportunities to do so. It could be seen from the TEs' answers that Daisy, Hannah, Ruby, Rose, Amy and Henrik were those who endeavoured to integrate pragmatic knowledge in their teaching practices under the curriculum. It was implicated in their answers that they needed to abide by the curriculum, but they would teach about pragmatics when there were pragmatics-related issues in their designed lessons. Henrik's answer further clarified the teaching of pragmatics practiced by most TEs under their in-use curriculum. As Henrik commented, the teaching of pragmatics was dependent on TEs' expertise. If they did not have pragmatic knowledge and merely followed the curriculum, pragmatics could not be integrated into their teaching practices. Therefore, it was totally understandable that most TEs in GA included more pragmatics in their lessons than those in GB. Among the 7 TEs in GA, Sarah was the only one who reported little integration of pragmatics in her lessons. This was in accordance with her beliefs reported in previous section that students need to have a solid foundation of linguistic knowledge before learning about pragmatics.

Answers from the GB TEs revealed their limited pragmatics teaching practices. To Ann, the teaching of pragmatics only took place when she could identify it in her lessons. She gave detailed examples of her pragmatics teaching practices as follows:

> For example, when I teach the course of Public Speaking, which is a practical skills course but consists of a small part about theories related to public speaking, sometimes I may mention pragmatic issues. This also depends on whether those issues are included in the content of the coursebook. And when I teach the practical skills course, I know that pragmatic knowledge is important, so I also involve a little bit of pragmatic aspects in my lessons. But I only do so when I feel that I know about it and I need to talk about it. Sometimes, the textbook does not include those aspects. Therefore, I can say that the teaching of pragmatics is very impromptu, and it totally depends on the teacher educator.

The above statement of Ann showed how dependent pragmatics teaching was on decisions made by the TEs. As pragmatics was not explicitly included in the curricula of the practical skills courses, it was totally optional for TEs to teach pragmatics. As such, only TEs who had expertise in pragmatics would incorporate it into their teaching. For those who did not have sufficient pragmatic knowledge or did not feel confident about this area, pragmatics could be totally ignored, without consequences for them.

Like Ann, to Quinley, Bella and Melinda, the teaching of pragmatics was also practiced on an impromptu basis. As stated by them, their pragmatics teaching only occurred through their correction activities when they could find students' problems related to pragmatics. Another opportunity revealed in the data for pragmatics teaching among these TEs was through the teaching of cultural knowledge. As such, to these TEs, the teaching of pragmatics was merely an optional add-on, and whether or not it was included had little effect on their lessons and teaching practices. While Tammy and Maggy acknowledged their own insufficiency of knowledge as one of the reasons for their limited integration of pragmatics into their lessons, Sarah and Melinda claimed that time shortage, and students' low English proficiency were what prevented them.

From these TEs' reports of their frequency of pragmatics teaching and their estimation of the proportion of pragmatic content in their lessons, it could be seen a range of experiences and approaches were evident in the data. While knowledge in pragmatics was seen to play a very important role in their pragmatics teaching practices, beliefs about pragmatics and its teaching also affected their decision of teaching pragmatics. In the next section, these TEs' adopted approaches in teaching pragmatics were presented.

4.3.1.2. TEs' teaching approaches in their pragmatics teaching practices

While pragmatics was a subject in which half of the TEs under inquiry reported having received official training, none of them had specific training in pragmatics teaching. In the following table, their answers about their utilized pragmatics teaching approaches are presented in summary form.

Table 7. TEs' Reported Pragmatics Teaching Approaches

TEs	Reported in-use pragmatics teaching approaches
1. Tammy	Presenting and correcting
2. Daisy	- Task-based approach: E.g., Let students watch an extract of a film; Ask them to analyse the speech of the actors in film; Establish useful language use and model conversation from the analysis; Let students practice through role play activities. - Lecturing: E.g., Compare and contrast how some speech acts were performed in English and Vietnamese.
3. Hannah	- Presenting in practical skills courses - In Intercultural Communication Course: Task-based approach: E.g., Providing an incident in business for example and asking students to analyse the reasons for the communication breakdown and/or the misunderstanding, or the interlocutors' language use and behaviours.
4. Ann	- Presenting and correcting - Task-based approach: E.g., Asking students to bring a postcard written by English native-speakers and asking them to analyse the language-use features in the postcard and then asking them to write a postcard to their friends.
5. Maggy	- Eliciting and presenting. - Correcting.

6. Amy	- Actual practice: Lecturing: explaining, demonstrating, role-playing, feedback. - Ideal practice (if time allows): implicit approach with the use of videos: students watch the provided videos and indirectly learn about pragmatic norms of the target language.
7. Queenie	- Presenting and correcting
8. Ruby	- Lecturing: E.g., Comparing between Vietnamese and English-speaking countries' cultures which lead to the difference language use in the two languages. - Task-based approach: E.g., Providing students with a problem in communication; Asking them to explain the reasons for that problem; Providing the right reasons for that problem; Asking students to tell about other problems that they have experienced in real-life communication. - Explicit teaching: applied in teaching pragmalinguistics to students.
9. Rose	- Lecturing: E.g., Using comparative analysis to raise students' awareness of the differences between English and Vietnamese pragmatics. - Task-based approach: E.g., Using quiz, authentic language use in real life for students to analyse to understand about the pragmatic feature taught in every lesson.
10. Quinley	- Correcting
11. Sarah	- Correcting
12. Bella	- Correcting
13. Melinda	- Correcting - Task-based approach: E.g., Showing a video and asking students to analyse why misunderstanding occurs or why the interlocutor takes offence.
14. Henrik	- Task-based approach: E.g., In a writing lesson, setting up a situation, asking students to discuss and identify suitable language to use in that situation.

Regarding the adopted approaches in teaching pragmatics, those TEs who reported limited integration of pragmatics in their teaching practices as described above tended to admit that they did not utilize any special approaches in their pragmatics teaching. For example, Bella said:

> I mean I don't have any approach in teaching pragmatics. This means whenever I could identify any of my students' problems related to pragmatics, I would tell my students about them. For example, in my writing classes, I could tell my students that the paragraph is built differently in English. Or in my course of Intercultural Communication, I let my students know the differences in cultures between Vietnamese people and English native speakers.

Similarly, 7 other TEs including: Tammy, Ann, Maggy, Queenie, Quinley, Sarah, and Melinda also reported that due to their impromptu teaching practices of pragmatics, they did not use any particular approaches to teach pragmatics but merely talk about pragmatic issues when correcting their students' works or performances. Take for example Sarah's description of her correction as follows:

> Normally, students often have some inappropriate expressions. For example, they often start their presentations with "Hello lady and gentlemen!". So I have to raise their awareness of when to use this way of greeting, in formal or informal contexts. If used in wrong contexts, does it sound strange to listeners? Or recently, when I teach them about how to give and receive advice, during the role-play activities of patients and doctors, they forget to use different structures to ask for advice from the doctor, and to follow the conversation procedure between doctors and patients. So I have to remind them to put themselves into the situation and avoid using the language mechanically.

Besides correcting, Maggy, Ann, and Queenie said that they also taught pragmatics by presenting contextual information to their students. Maggy said that before her presentation, she often elicited ideas from her students by asking them open-ended questions such as: "What do you think this picture is about?", "What does this picture indicate?", "What are some examples of how you express your politeness in everyday life?", "What intonation do you use when persuading a person?".

Likewise, Ann said that her teaching philosophy was to involve students in participating in the lessons as much as possible, and thus she also elicited information from her students rather than explicitly informing them of the taught knowledge right at the beginning. In her words,

> When I teach, I am not the person who 'feeds' the students with all kinds of knowledge. I often involve them in my lessons by asking them to provide ideas. Therefore, the ideas and the knowledge also come from them. For example, when teaching some structures of making requests, I could ask my students like this. Now if your friend asks you to open the door, which of the following sentences do you think to be gentler? "Open the door!", "It's hot here! Open the door!", "Is it okay to open the door?", "Could you lend me a hand by opening the door?". What I want to say is that I often elicit information from my students rather than telling them which sentence is the best.

In addition to elicitation, Ann said that she also gave students a task to do. She took an example from her writing course as described in previous section, in which she asked each

student to bring a postcard written by English native speakers to class; after analysing the language use in these postcards, students were asked to write similar postcards to their friends overseas.

In contrast, Queenie took a more direct approach in teaching pragmatics, in which she preferred informing students of the taught knowledge before letting them practise in the classroom. She took an example from her classes when she taught her students about how to open a conversation in her speaking class and how she analysed the correct answers in her reading class. She said:

> In my teaching about opening a conversation for example, I let students know that in English, people also greet each other by saying "How are you?" or "How is it going?" rather than just saying "Hello", "Good morning" as students already know. And then I ask them what they often say to greet other people in Vietnamese, and whether they could these sayings in English. And I instruct them about how to greet different people in different situations. […] In my reading lessons, I also showed students how the discourse markers were used in the passage and why the writers used this and that word. I also ask my student teachers to pay attention to show their future students of the knowledge hidden inside each lesson.

It could be seen that although these TEs had not undertaken formal study in instructional pragmatics, they could apply what they believed to be suitable methods for pragmatics teaching into their practices. It could be inferred that their chosen methods for pragmatics teaching could derive from their adopted methodologies in teaching other disciplines as well. Notably, Maggy also expressed her beliefs of what could be the most effective method to teach pragmatics. She said that "in my opinion, students can best learn about pragmatics if we spend 50% of the course in class and the other 50% in real life where we ask students to communicate with other people in the target language and analyse the language use of themselves and of others." This idea of Maggy shows that teachers, despite the absence of specific training in pragmatics teaching methods, could articulate a preferred way to teach this area based on their general knowledge of teaching methodologies and their experience in learning and teaching the target language.

Being the TEs who specialized in pragmatics, it is not surprising that Ruby and Rose articulated a clearer and broader range of approaches taken in their pragmatics teaching. Ruby said:

> I think that in teaching pragmatics, we have to make it clear, we have to say it explicitly or we have to provide situations in which we ask students to think about what they would say in those circumstances, what structures to use, and then we change the situations so that they know about the distinctive features of each situation that affect their language use.

Ruby's viewpoint showed that she preferred using the explicit approach of pragmatics teaching. As for Rose, she stated to utilize more methods in her teaching of the course of Pragmatics, which will be presented in section 4.3.2.

4.3.1.3. Some TEs' actual practices of teaching pragmatics in their in-charge courses

As stated in the Research Methods chapter, within one-month fieldwork of the researcher at the investigated university, each TE participating in this study was requested to arranged one 90-minute lesson or two 45-minute lessons in any courses that included pragmatics teaching. As mentioned in the Chapter 3, the observational foci were the kinds of pragmatic knowledge they taught, the activities and the methods they used, and their explanations of pragmatic knowledge to students. Due to the teaching timetable of the TEs and their limited inclusion of pragmatics teaching in their practices, there were only 4 TEs who arranged such lessons for the researcher to observe. These TEs were Tammy, Queenie, Sarah and Ann [3]who arranged 90-minutes lessons in their Listening course, Speaking course, and

[3] As for the other TEs, at the time of the researcher's fieldwork at their university, Rose, Hannah, and Henrik had just completed their courses of Pragmatics, Intercultural Communication, and Academic Writing, and thus the researcher did not have opportunities to observe their classes. The remaining TEs all stated that they did not have any lessons that

Discourse Analysis for the researcher's observation. Although the number of TEs participating in class observations was small, the data obtained from this activity was valuable as TEs' actual pragmatics teaching practices were unveiled. As the four TEs participating this class observation activity covered both identified groups of TEs, that is GA and GB as well as represented both experienced and young TEs in this study, the findings from their actual practices provided a clearer picture of how pragmatics was included in some TEs' deliveries of practical skills and pragmatics-related courses at the investigated university. A summary of the observation findings of these classes are presented in the table below.

Table 8. Observation Findings from the Four TEs' Lessons

TE	Lesson & Students	Pragmatic aspects taught	Pragmatic activities	Teaching materials	Proportion of pragmatics teaching in the lesson	Pragmatics teaching approach
Tammy	Listening – 2nd year students in their 4th semester	Making inferences; Understanding speakers' implied meanings	Listening Comprehension	The coursebook of Listening - the Northstar 4 - English book series of Pearson	8 minutes over one hour	Lecturing
Queenie	Speaking – 2nd year students in their 4th semester	Making suggestions	Group discussion and presentations; Conversations	The coursebook of Speaking – the Northstar 4 – English book		Lecturing and Task-based Language Teaching

included pragmatics teaching at that time for the researcher to observe, and thus they declined to participate in the observations.

				series of Pearson		
Sarah	Speaking – 1st year students in their 2nd semester	How to ask for and give advice	Role-play; Group discussion;	The courseboo k of Speaking – the Northstar 4 – English book series of Pearson		Lecturing and Task-based Language Teaching
Ann	Discours e Analysis – 3rd year students in their 6th semester	Genres	Group discussion and presentations;	Discourse Analysis in-house courseboo k (compiled from various sources)	0	N/A

Although all of the four teachers selected an observation class in which they intended to showcase their practices in teaching pragmatics, it was noticed that Ann's lesson did not actually include any explicit pragmatics teaching. Although it was envisaged by the researcher that pragmatics could be integrated in her teaching of different types of genres regarding their language use, during her class time, it was observed that only surface features of genres like their formats, structures were analysed. Related-pragmatics concepts including intended audience and language use were just mentioned by names rather than being discussed in detail. She may have believed that by referring to these aspects, she already included pragmatics in her teaching.

Her observed pragmatics teaching practice was analysed to be in accordance with her expressions during the pre-lesson interview and her reflection note. Specifically, during the interview, Ann stated that the aim of her lesson was to enable students to recognize different genres and analyse texts in terms of genres. With this objective, it was considered that such

pragmatic aspects as: textual interpretation by people from different cultures and societies, felicity conditions of a genre (see Paltridge, 1995 for more information) could be included in her lesson. That is to say there were opportunities for including more pragmatic knowledge, but Ann did not take them,

During the pre-lesson interview, she also said that she did not foresee any difficulties in this lesson because the genres that she asked students to bring to class for discussion were typical ones. Regarding the chosen teaching methods, she said that group work was her focus in this lesson, not her own lecturing. In the same vein, in her reflection note, she expressed no concerns of her teaching practice in that lesson.

In a nutshell, her underlying cognitions regarding general teaching and the teaching of pragmatics in particular, which was revealed through the first interview, was seen to be aligned with her actual teaching practice observed in this lesson. In other words, as she stated that she did not teach pragmatics and that in her teaching practices, she only mentioned the pragmatic aspects that she knew, her actual teaching practices was in accordance with her knowledge, beliefs, and reported teaching practices of pragmatics. Obviously, as she did not have sufficient knowledge of pragmatics, she did not tap into the expected pragmatic knowledge relating to genre analysis as aforementioned.

Tammy's lesson belonged to her Listening course to second-year students who were in their fourth semester at this university. During the pre-lesson interview, Tammy stated that until this lesson, students had studied listening skills for nearly four semesters; however, she could see that listening was still difficult for them. On average, students still had difficulties in comprehending what they heard, and thus making inferences was still beyond their reach. In her words,

> In this lesson, students are expected to be able to make inferences and understand speakers' intentions, which are really difficult tasks for them. This is because of their low English

> proficiency level in general. Normally, during listening lessons, students can't figure out the script, let alone making inferences which relates to understanding the tones and the meanings of speakers. Sometimes, I already give them the correct answers, but they still can't understand why those answers are correct (laugh).

Talking about her adopted teaching methods for listening lessons, Tammy shared her feeling that the teaching of listening was quite difficult because the listening lessons, in which all students had to do was just listening and answering the questions, were quite monotonous. If teachers organized other activities for students to do like discussion or groupwork, the content of the lessons could not be finished and students would not have sufficient time in class to practice their listening skills. If teachers did not organize any activities for students to do, the class atmosphere during the listening lesson could be passive and boring. Therefore, she said that she just followed the procedure of teaching listening skills, in which she used to be taught by her TEs. Specifically, she would go through the following steps in her listening lesson: 1) introducing the topic of the lesson; 2) teaching some new words; 3) letting students to listen and do the listening comprehension tasks in the coursebook; 4) students' self-designed tasks.

Tammy said that the activity of students' self-designed tasks [4]was created by her to enhance the liveliness of the lesson. In this activity, students had to choose some listening channels, design the questions in order to present it to the whole class. Students were organized into groups and took turns to conduct this activity during class time. The selection of the channels and design of the questions had to be discussed with the teacher educator as stated by Tammy.

Regarding her teaching of pragmatics during this listening lesson, Tammy said that she would not focus a lot on teaching this dimension. She said:

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[4] In this 90-minute lesson of Tammy, the activity of students' self-designed tasks took place for 30 minutes after she completed all her teaching activities. As Tammy said that she only played the role of an observer during this activity and might give feedback to her students regarding their performances subsequently, the researcher did not observe this part.

> I won't teach a lot about the pragmatic terms. What I will do is that I will tell students that in English humour could be expressed by making an understatement, overstatement or by making fun of someone. […] I won't compare with ways of making humour in Vietnamese because I myself cannot clearly distinguish the differences between English and Vietnamese humour (smile).

Acknowledging her shortage of knowledge regarding this pragmatic aspect in both English and Vietnamese, Tammy also expressed her concern that students might not be able to acquire this kind of subtlety of the target language. She said: "I'm afraid that students could not figure out the right meanings even with the script given to them."

During over one hour of her teaching, it was observed that the teaching related to pragmatics of Tammy only took place in approximately 8 minutes, from the 44th minute to the 52nd minute of her class time, in which she explained to students the concepts of making inferences and humour in the form of a lecture. Her explanation is presented in full below:

> Now, can you turn to page 164 when we will learn about making inferences. So making inferences will help you do to well in your multiple choice exercise, and also in understanding the listening content. So, usually, in making inferences, you need to understand more than the actual meanings of what you hear. For example, when you hear 'I think I need to offer more than 10 bucks for the book.', this means 10 bucks is too little for the book. Sometimes, the correct answer does not need to contain the exact words that you hear, so you need to think further for the meanings. You can make inferences based on the language, but also on the tone of the speakers. Sometimes the speaker is so sad, and you can see that the tone is not very positive. And if the voice is so high, maybe that means excitement. And sometimes you can base on the attitude of the speaker. For example, if the speaker speaks slowly, it can mean that he or she is not sure about the information he or she is saying. Or if the intonation falls down, it may mean that the speaker is hesitant. So you need to have the feeling of the language and also a lot of exposure to the real life conversations in order to guess the meanings behind the language. And today the focus of making inferences is about using humour. Humour is about making fun, making other people laugh. Here we can pay attention to the intonation. And humour can be made through an understatement, or an overstatement, or exaggeration, or irony. Irony means something like criticism, it is like attacking other people but using humour. So it's not very positive, right? You can identify irony through people's tone or voice. But it's not easy. Sometimes we hear the voice. We can catch the tone, but we don't know whether it is humour because we are not expert in that language. Also, the irony can be done by words. You can feel the words. It is also difficult too. Also, humour can be made through exaggeration. For example, the snake is long and small, but there is a story in which people keep exaggerating about it so it becomes like a square snake! Do you remember that Vietnamese story called "Con rắn vuông" [The square snake]? And humour can be made through understatement? So what does it means by an understatement? Understatement is nói giảm nhẹ, nói tránh [she translated the word understatement into Vietnamese]. For example, you have 10 marks, but you say you have 7 marks. This example is not about humour, but it is about understatement [this example was spoken in Vietnamese]. Now we'll go through this example and you'll listen to two people and see what kind of humour the speaker is making.

After this explanation, she let students listen to the recordings and told them the correct answers as she did in other listening comprehension tasks. During her explanation, she spoke in English, but toward the end of her instruction, in which she was noticed to show a lot of hesitancy, she switched to using Vietnamese to translate the concept 'understatement' into Vietnamese and also to give the example of understatement in Vietnamese. In her explanation, it could be seen that she made a lot of efforts in showing students how to make inferences basing on the speakers' tone, intonation, attitude, and language use. However, due to her shortage of knowledge in this aspect as she acknowledged previously during the pre-lesson interview, she was not able to link these explanations with clear examples to demonstrate how English-speaking users expressed their intentions through verbal and non-verbal means. In her reflection note after this lesson, she wrote the following recollections of her lesson regarding her pragmatics teaching:

> - (1) Understanding inferences in communication is not easy at all, especially when English is a foreign language to student-teachers.
>
> - (2) There is no explicit explanation about why I should choose a or b (in 3 multiple choice questions) regarding the three dialogues in the Humour part, which made me feel difficult to explain the answer to my students.
>
> - (3) I feel I do not have enough knowledge and understanding to figure out clearly the message hidden behind each dialogue. I guess perhaps listening to CD is a bit different from listening to real conversations in real life, so grasping the figurative meaning hidden behind the conversation in a recording is also more challenging than in real-life communication.
>
> - (4) I think I should improve my inferencing ability first.
>
> - (5) I also should listen more to have a more acute sense of inferencing.
>
> - (6) If time permitted, I should organize post-listening activities in which students make up their own conversation using humour and other students guess the inferences hidden behind each humour point.

In her reflection note, Tammy, once again, admitted her shortage of knowledge about the taught aspect (as can be seen in 2, 3, 4, and 5) as well as the key constraints in her teaching context that made it hard for her pragmatics teaching (as can be seen in 1 and 6). As can be seen in her statement 2, because Tammy was not able to deeply understand how the speakers in each recorded conversation implied their humour, she could not provide students with clear

explanations about the correct answers. During her teaching of this part, it was observed that she merely relied on the answer keys to tell students which answers were correct. Although she was able to explain to students that humour could be made through using irony, understatement, overstatement, and exaggeration, she was not able to put these explanations into practice by linking them to each recorded conversation. As Tammy confessed, since she did not clearly understand the speakers' intended meanings in each conversation, she could not explain to students the hidden meanings with clarity and confidence. As such, it could be seen that the teaching of this part was both challenging for herself and her students given her insufficient knowledge of this subtle dimension of the target language and her students' low English proficiency level. The data collected from Tammy provide evidence of an approach which would not be recommended as best practice in the teaching of pragmatics (see Ishihara and Cohen, 2010). However, the accompanying interview indicated that it did not arise from a belief that lecturing the theory of inference would be an effective way to learn to do it, but more the resignation to the fact that in the current context, nothing better was possible.

Next, the actual pragmatics teaching practices of Queenie and Sarah are presented since they both taught about speech acts in their speaking lessons. During the pre-lesson interview, Queenie stated that the pragmatics-related part in this lesson was to teach students about the speech act of making suggestions. As students already had opportunities to learn about this aspect in their previous lessons, she said that the objective of this lesson was to help students to review and recycle all structures that could be used to make suggestions and help them distinguish the different usage of the structures in different contexts and to different people. In teaching this aspect, the activities that she would ask students to do included: group discussion and presentation, and pair-work conversations. Although this taught aspect was not challenging to both TEs and students as in Tammy's lesson, Queenie said that she was still concerned about students' abilities in generating ideas for their performances as well as their limited linguistic

competence which prevented them from expressing themselves. Regarding the employed teaching methods, she said that her lesson would go through the following steps: 1) brainstorming ideas and reviewing some vocabulary and expressions used in making suggestion, 2) building up situations for students to perform. She also emphasized that she would not focus much on pragmatic aspects because they were not the foci on the lesson. What she would include were the differences between formal and informal suggestions. She also affirmed that she did not intend to compare between English and Vietnamese regarding how to make suggestions in the two languages.

Similarly, Sarah taught about the speech acts of asking for and giving advice in her speaking lesson. Like Queenie, during the pre-lesson interview, she also expressed her concerns regarding students' low English proficiency levels. She stated that her first and foremost concerns in this lesson students' difficulties in using correct English grammar, and thus more class time was spent on teaching the form and function of language rather than on contexts. Additionally, students' little exposure to real English-speaking contexts also made it hard for them to have good speaking skills. Also, other contextual factors like large size classes and shortage of class time could limit students' interaction and teacher's feedback on their performances.

During their lessons, it was calculated that Queenie and Sarah included pragmatics teaching in their lessons for approximately 18 and 6 minutes respectively. During the 18 minutes, Queenie presented expressions for making suggestions to students by eliciting from them. This activity took around ten minutes, during which, she made efforts to remind students of all expressions that they had learnt by giving hints to them and asking such questions as: "What else could you say to make suggestions?", "Could you say How about…? / What about …?". After eliciting all expressions from students, she started to explain the formality of some expressions in both English and Vietnamese as can be seen in the following excerpt:

> Please bear in your mind who you are talking to. Ví dụ như nói với bạn bè thì mình nói sao để suggest? (For example, when talking to friends, how do you say to suggest something?) *Why don't we ...? How about ...?* để (to) suggest. Như vậy là cái tình huống là rất important. (As such, the situation is very important.) Among these expressions, which one could be used in formal situations? Could we use *If I were you, I would..., I suggest you doing sth ...,* or *I suggest that you ...*, or *I strongly recommend you doing something?*

After this explanation, she organized students into pairs and asked them to perform the role-play activity in the course book, in which students practise making suggestions in different situations.

From Queenie's explanation, it could be seen that the pragmatic aspect that she paid attention to in this lesson was formality, in which she helped students distinguish between which expressions to use in formal versus informal situations. However, other aspects such as implied meanings in each expression were not yet tapped into.

As for Sarah, during her six minutes of pragmatics teaching, she provided her students with expressions of how to give advice with the use of modal verbs and some expressions like *I advise ..., I would advise you ..., Why don't you ...?*. After this, she gave some examples of giving advice and then played the role of a person seeking for advice and asked students to give her advice as follows:

> Sarah: I am so tired! It's time to relaxed!
>
> Sarah: If I were you, I would go to the beach!
>
> Sarah: You may go to the beach!
>
> Sarah: I run out of money. What should I do?
>
> Her students: You should take a part-time job!
>
> Sarah: Now, use another way to give advice to me!

During the observation, it was noticed that Sarah paid special attention to equip students with linguistic resources rather than explaining the nuances of meanings of each provided expression of giving advice. Therefore, in her reflection note, she wrote that she for the teaching of knowledge related to pragmatics to be more effective, she would have needed to "make use

of more authentic examples through video clips" so that "she could "illustrate how pragmatics work in real situations".

Similarly, in her reflection note, Queenie stated that if there had been more time, she would have had more sample dialogues of making suggestions in formal and informal situations in order for the lesson to be more interesting and for students to be more aware of the formality of the situation and appropriacy of language in use.

In sum, the observations revealed that all four TEs mainly relied on their in-use course books for their teaching practices, and when they supplemented their materials with pragmatics, they made use of their own pragmatic knowledge and explained what they knew to students rather than using other sources of references. In general, their teaching of pragmatics was still limited in terms of both pragmatic aspects taught and methods used. Due to the limited time in class and big classes, during the observations, it was noticed that the TEs did not pay attention to correcting students' pragmatic errors, which was a real disadvantage for students.

4.3.1.4. Factors that impede TEs' pragmatics teaching practices

From the above findings of TEs' reported and actual pragmatics teaching practices, it could be seen that TEs' decisions of integrating pragmatics into their teaching practices were affected by a range of factors as Borg (2006) described in his framework of the relationship of teacher knowledge, beliefs and practices (see section 2.2.2, Chapter 2). Among these factors, it was noted that the four TEs' knowledge of pragmatics played the foremost important role in their pragmatics teaching practices. Although no generalisations can be made from such a small number of observations, there were some noticeable differences in the pragmatics teaching practices of GA and GB TEs. These were possibly relatable to the different degrees of the TEs' pragmatic knowledge. For example, Tammy's difficulties in explaining some pragmatic

aspects to her student teachers, which coincided with the absence of both the dimensions of subject matter and pedagogical content knowledge in pragmatics, indicated how pragmatics could be neglected in TEs' daily teaching practices. Similarly, Ann's lack of in-depth knowledge of pragmatics illustrated how superficially the teaching of pragmatics could be in TEs' pragmatics teaching practices, which would result in student teachers developing a shallow knowledge of pragmatics, at best.

In addition, teacher beliefs also had a pivotal role to play in TEs' pragmatics teaching practices. This could be seen through the two cases of GA TEs, namely Amy and Sarah, who had knowledge in pragmatics but hesitated to include it in their teaching practices due to their beliefs that at the current low level, student teachers were not able to learn about pragmatics as stated in section 4.2.2.4.

Finally, contextual factors including the lack of encouragement from both the department and the teacher training curriculum regarding the inclusion of pragmatics in practical skills and pragmatics-related courses, as well as other factors like large size classes, TEs' heavy workload which limited their time of self-study and research, students' lack of motivation may also have also contributed to TEs' limited incorporation of pragmatics into their teaching practices. The relationship between teacher knowledge, beliefs, these contextual factors and teacher practices regarding pragmatics teaching will be further discussed in the next chapter.

4.3.2. How do they inform prospective English teachers of different concepts in English pragmatics that ESL/EFL teachers need to know and of different approaches, methods and techniques of teaching English pragmatics?

Regarding this question, it was reported by Rose, the TE who was in charge of the course of Pragmatics, that at undergraduate level, preservice teachers were not taught about

instructional pragmatics. Through the course of Pragmatics, they were only provided with basic concepts of Pragmatics as presented in one reference text: Yule's above-mentioned (1996) book. Regarding the teaching approach adopted in the course of Pragmatics, Rose stated that she used various techniques to teach pragmatic concepts to students depending on the topic in each lesson, such as using quizzes, gap filling, or asking students to interact with each other. She took an example of her lesson on politeness, in which she used some signs from a hotel and asked students to analyse the language use in those signs. On the whole, she remarked that she used more analytical tasks in her teaching of this course rather than performing tasks because students participated in this course in their third year, and thus they were expected to have more in-depth knowledge about the target language. She also remarked that in her teaching, the one kind of task that she would never use was asking students to match the structure with its function. In her words,

> I use different approaches in my teaching […], but I would never use one task that is quite popular in teaching pragmatics, that is, asking students to look at some structures and identify which structure serves which function. I don't use this task because I don't think it is useful for students. In my viewpoint, using this task could unintentionally build in students a belief that that structure means that function, but actually it is not like that. Because a form can have many functions depending on contexts, and a function can have many forms. Therefore, such kind of task is never used in my class. If in any cases that I need to use it, I often elicit from students by asking them "What does that sentence means in this context? What may it mean in other contexts?".

As described earlier, Rose was a very knowledgeable and experienced TE regarding pragmatics and its teaching in this study. However, when she was asked about her opinions on the treatment of pragmatics in the current curriculum, she said:

> I didn't teach practical skills courses for more than 10 years. But I think teacher educators, depending on their expertise, could integrate pragmatics in their teaching. I don't think that it is necessary to state in the unit description that teacher educators have to develop preservice teachers' pragmatic competence. Because from the angle of developing students' general proficiency, teacher educators do not need to differentiate between knowledge and performance. Therefore, as long as teacher educators could develop students' communicative abilities, this could be a foundation for students to study further.

It could be seen that on the contrary to other TEs in GA like Henrik, Hannah, and Ruby, Rose was quite satisfied with the current treatment of pragmatics in their teacher training

curriculum. Also, she tended to be in favour of saving pragmatics for students' further study. This viewpoint seemed to be aligned with the opinion of Rose, who held the stance that education at tertiary level was for providing basic and comprehensive knowledge for student teachers, and thus, pragmatics with its in-depth level of language could be postponed for higher level study.

4.4. Research question 4: What do Vietnamese TEs know, believe and practice assessment of English pragmatic competence?

Findings for this research question were obtained from the second interview with TEs (see Appendix 11). Before presenting the findings about these issues, TEs' reports of the departmental requirements for pragmatic assessment are described in order to provide an institutional background for their cognition.

4.4.1. Requirements from the department regarding pragmatic assessment

With respect to departmental requirements for TEs regarding pragmatic assessment, all participating TEs confirmed that pragmatic assessment was not explicitly stated in their current teacher training curriculum nor assessment requirements. For example, Henrik said:

> As far as I can see, there is no requirement for pragmatic assessment in our curriculum. We are only required to assess students' linguistic abilities in general, but not their pragmatic competence.

Similarly, Tammy affirmed the neglect of pragmatic assessment in current practices of assessment in her university. In her words,

> We are not required to carry out pragmatic assessment in all of our tests, no matter whether it is a placement, mid-term nor end-of-term test. This is because pragmatics does not have to be included in our current test format. For example, our listening test is for testing students' listening skills with multiple-choice or gap-filling questions; the writing test is for evaluating students' skills of writing paragraphs or essays.

Bella, a TE with over 15 years of experience further explained the current assessment practice in speaking and writing courses that in these courses, TEs merely

focused on whether students could do what they had been taught such as: how to write a paragraph in English and to develop specific paragraph writing skills. Amy acknowledged Bella's remark with her statement that she did not consider pragmatic aspects at all in her assessment practices. In her words,

> I think at this moment, when you ask me about pragmatic assessment, I start to think about those aspects that relate to pragmatics. But actually, in my assessment practices so far, I have just focused on whether my students can produce the target language. For example, in my assessment of students' speaking skills, if they can carry a conversation with their classmate in the way that when one finishes, the other one can continue without a long pause, I can already assess them highly without thinking more about other aspects.

Likewise, Ruby mentioned that in current criteria for making students' speaking skills, such factors as correct grammar and pronunciation, correct content (in accordance with the test requirement), and fluency were focused and prioritised rather than pragmatic aspects. Therefore, if students could do well according to these criteria, they would receive high marks. Quinley further commented that current requirements for assessment were quite general and each TE could have different practices. Both Quinley and Henrik noted that TEs only needed to be obliged to the department's requirement that by the end of a semester, TEs had 40% ongoing assessment in class, and 60% summative assessment for students' final results. While the test for the summative assessment was decided by the department, TEs were entitled to conduct various ways of assessment for the 40% ongoing assessment.

These TEs' statements about the dearth of pragmatic assessment in their curriculum clarified why Melinda, the least experienced TE in this study, mentioned that during her two years of teaching at the university, she had not heard anyone mention pragmatic assessment. Her statement regarding her observation of the lack of pragmatic assessment in her department was crucial because as a young TE, she was supposed to learn and follow the general practice of more experienced TEs. Commenting on the total neglect of pragmatic assessment in the current curriculum, Hannah commented that it was really a gap

in the assessment practices at her university but maintained that she could not make a big difference in her own assessment practices because all student teachers had to do the same final test at the end of the semester. However, she reported to integrate pragmatic aspects in the mid-term test. She said:

> What I can do is to integrate some proportions of pragmatics into my mid-term assessment. However, I don't separate pragmatics from other components. I just give students one final mark for their performance, but I do pay attention to their pragmatic competence when assessing their language use.

Similarly, Queenie, Quinley, and Ruby reported to include pragmatic assessment in their classroom activities and ongoing assessment in the speaking courses, in which they stated to pay attention to student's abilities to use English appropriately in given contexts to evaluate students' performances and progress. These TEs believed that pragmatic competence is a component of the overall communicative competence, thereby they reported to consider both appropriacy and accuracy in their evaluation of students' communicative abilities.

In contrast to these opinions, Daisy and Ann had different interpretations of the inclusion of pragmatic assessment in their current curriculum. They said that pragmatic assessment was implicitly stated in the course description. In Daisy's words,

> I think that in the description of the speaking course, there are criteria regarding pragmatic competence. However, they are mentioned in an implicit way. For example, it is said that this course will help students develop their communicative skills and their abilities to use English appropriately in different contexts. As such, this kind of description is about pragmatics. Nonetheless, pragmatics is just mentioned like that in the objective of the course, and there is no specific requirement about pragmatic assessment nor about how teacher educators can assess whether students are able to use the target language in specific situations.

Ann agreed, commenting that in the course description, pragmatic knowledge and competence are implicitly stated without mentioning about the terms. Since neither pragmatics teaching and pragmatic assessment were explicitly included in the teaching curriculum or the assessment criteria, the practices were seen to be optional for TEs and

the responses varied among them. As pragmatic assessment was placed in teacher TEs' hands, those with knowledge of pragmatics tended to pay more attention to students' pragmatic language skills and to have more precise evaluation of students' pragmatic competence.

In summary, as pragmatic assessment was not explicitly defined or advocated by the department, TEs had two different interpretations of the inclusion of pragmatics in the current practices of assessment in their department: namely implicit inclusion and no inclusion at all.

4.4.2. TEs' training and experience in pragmatic assessment

All TEs under inquiry stated that they had never received any training in pragmatic assessment, and that what enabled them to assess their students' pragmatic competence was their knowledge of language assessment in general, their self-study and input from colleagues, and their practices of the assessment of the four practical skills, especially the speaking skill. As Maggy and Ruby remarked,

> I have never been trained about pragmatic assessment, but I have been taught about how to assess the four practical skills of speaking, listening, reading, and writing through some related courses. Therefore, I can use my knowledge and experience of these skills assessments to assess my students' pragmatic competence. (Maggy)
>
> When I studied for all of my degrees, I was not taught about pragmatics nor pragmatic assessment. However, I did study about culture in communication, which focused on cultural differences, not on pragmatics. Nonetheless, I gradually accumulated my pragmatic knowledge and its teaching and assessment through my experience, and through what I read and studied. (Ruby)

Therefore, most of these TEs did not feel confident about their knowledge and ability in pragmatic assessment. Nevertheless, Quinley seemed to think that as long as teachers were trained about testing and assessment in general, they could practice pragmatic assessment. In her words,

> I have never been trained about pragmatic assessment, but I have received systematic training in testing and assessment. I think principles of testing and assessment can be applied to all aspects, not only pragmatics.

In the same vein, Rose reported she had not participated in any courses of pragmatic assessment but that she was trained about assessment in general and communicative competence assessment. As pragmatic competence was merely one criterion for the assessment of communicative competence, she said that providing training in pragmatic assessment to teachers was deemed to be unrealistic in the current EFL context of Vietnam.

Speaking of their experience related to pragmatic assessment in their current assessment practices, most participating TEs answered that they did not have such experience. However, two knowledgeable and experienced TEs in pragmatics (Rose and Henrik) stated that their pragmatic assessment experiences could be seen in their assessment of students' speaking and writing skills. In Rose's words:

> Student teachers' pragmatic competence could be clearly seen through their performances in the courses of speaking and writing, especially writing. Regarding speaking, in our current context, the chance to interact with native speakers is very limited. So we still usually practice the target language with our Vietnamese fellows; therefore, the target culture is still Vietnamese. Hence, the level to which we can measure their appropriate language use in some given situations is still relative. This is because their reactions in those circumstances can be suitable in conversations between Vietnamese people, but we can't generalise whether they can have appropriate conversations with people from other cultures, for example native speakers of English. Therefore, we can better assess their pragmatic competence in the writing courses because in writing, we can set out very clear situations in which students know their target audience, and the target culture, which is English speaking culture.

In this answer, Rose raised a very critical point about pragmatic assessment in her context, in which both examiners and examinees are Vietnamese speakers of English. Therefore, without profound pragmatic knowledge, it would be hard for the examiners to properly and objectively judge the appropriateness of students' language products in the target language. Also, Ruby reported that she integrated pragmatic assessment in her lessons by asking students for opinions and explanations of the taught knowledge related to pragmatics. For example, she raised such questions as: "What would you say to borrow

your friend's money to buy something if you forget to bring your purse with you?", or "How would you say to refuse your boss's invitation to his party because you don't want to participate?".

Agreeing with Rose's opinion that pragmatic assessment could be best conducted through assessing students' written works, Henrik said that:

> As far as I can see, the assessment of students' writing skills is mostly pragmatic assessment. This is because we set out the situation in which students are asked to use the target language in accordance with that situation. So this means we are assessing students' pragmatic competence through their writing skills.

In addition, Henrik added that pragmatic assessment could also be seen through the assessment conducted in the public speaking course. He said:

> Or in the course of public speaking, when we ask students to present to the teacher educator and the whole class about some certain topics, we are requiring them to demonstrate their language abilities in a specific social context. By that, we can assess their pragmatic competence clearly via their public speaking skills.

Therefore, he confirmed that the assessment of pragmatic competence could be done incidentally through some courses that were not explicitly focused on pragmatic knowledge. He also noted that during the first and second semesters when student teachers were required to be able to do such basic tasks as: rewriting sentences so that their meanings remain the same, pragmatic assessment was not yet manifested, and assessment at this level was focused on linguistic competence and accuracy. However, assessment in the following years was more pragmatics-focused. He gave some examples of his evaluation of students' writing skills in their 4th and 5th semesters in which pragmatic assessment was clearly manifested as follows:

> When I design tests for the 4th and 5th writing courses, there are two sections. The first one is for testing some linguistic issues. For example, I provide some situations and students have to decide whether some sentences and idioms used in those situations are appropriate. Section 2 includes a situation in which students have to write in accordance with the requirement including audience, content, and purpose, and length of their writing.

In addition, he also said that the assessment of speaking skills also followed the same pattern, in which at the beginning semesters, students were assessed by their skills of interacting with their peers using available forms and drills. At a higher level in the 4th or 5th semesters, they were asked to interact with a partner in accordance with a given situation.

He also shared his integration of pragmatic assessment into classroom that he asked students to work in a group to collect data from situations in which the target language was used in natural settings, in which students could go to hotels, restaurants, or tourism spots to collect natural conversations in English and analyse them. Although this activity required efforts from both TEs and student teachers, it was really useful for students' learning as well as TEs' assessment of their pragmatic knowledge and competence.

Like Rose and Henrik, other TEs including Ann, Queenie, Hannah also reported their inclusion of pragmatic assessment in their assessment of students' writing and speaking skills. However, they stated that they did not have a clear criterion for pragmatic assessment. What they did was considering all aspects including grammar, vocabulary, fluency, and accuracy to decide the final grade for each student's performance, in which students' pragmatic abilities of opening their speeches, expressing their politeness, adjusting the formality of their language received the TEs' attention.

Besides, some TEs mentioned their own ways of assessing students' pragmatic knowledge and competence during class time, such as: asking students to evaluate their peers' performances by ticking on a list of assessment criteria provided by the TE (Hannah), or setting situations for students to carry out role play (Quinley and Melinda).

In sum, as the participating TEs were not trained about pragmatic assessment, their practices of assessing students' pragmatic competence were based on their experience in

assessing students' practical skills. In addition, as the university did not have any criteria for pragmatic assessment, it could be seen that the TEs' practices of assessing students' pragmatic language skills were totally based on their own expertise and subjective judgements.

4.4.3. Pragmatic assessment – Rating of its importance

Regarding the importance of pragmatic assessment, not all the TEs who contributed to the research considered it to be important. Specifically, Ann, Amy, Bella, Queenie, and Sarah expressed this view. Ann said:

> I don't think that it is necessary to have pragmatic assessment. It can be included in the course of speaking. A test of pragmatic competence is too detailed and distinctive. I don't know what it is for. Even though pragmatic competence is importance, it is included in speaking tests. Also, university education is academic and comprehensive, and thus tests for student teachers who are going to be teachers need to be relevant with the academic and comprehensive curriculum.

Ann also argued that pragmatics and pragmatic knowledge require language users in general and language teachers in particular to continuously study even after graduation. Additionally, she observed that normally, after graduation, when student teachers have more experience at work, they start to be aware of the importance of pragmatics, and thus they can learn more about this dimension. Therefore, she concluded that there is no need to test pragmatic competence separately.

Similarly, Queenie shared Ann's opinion that pragmatic assessment could be integrated in other tests, and that there is no need to test pragmatic competence separately.

Amy supported her argument against the necessity for pragmatic assessment with a different reason. She said:

> Student teachers will become teachers at general education level, so they won't be using their pragmatic knowledge nor competence a lot. Therefore, if we can assess their pragmatic competence, it's good. If not, it's alright. It is not very important to have pragmatic assessment.

Nevertheless, she remarked that TEs still needed to be trained about pragmatic assessment. In her words,

> Pragmatic competence is important to language learners because they learn a language in order to communicate in that language. And when we communicate, if we don't have pragmatic knowledge, we can have a communication breakdown. Therefore, it is necessary to teach pragmatics to students. And if we teach it, we need to know how to assess it.

Bella expressed her disapproval of pragmatic assessment because of its infeasibility in the current context of Vietnam. She said ideally there should be also pragmatic assessment in current language tests for student teachers; however, she was afraid that it is hard to conduct given the current conditions in education and training at university in Vietnam. Sarah also shared Bella's concern. She said:

> Actually, for the moment, pragmatic assessment is not considered important. And in order to assess students' pragmatic competence, I am still not sure about how to make it feasible. Also, such concerns as how to assess it, what form to use in its assessment, and how to make if effective are still spinning on my mind. I don't have available pragmatic tests nor know how to design a test for pragmatic assessment. I haven't figured out how to do it. I just imagine that during real-life interactions, teachers and learners can see whether their communication is appropriate and effective. However, for teachers to assess students' pragmatic competence, I think we can only their ability of comprehension through listening and reading tests. Even in speaking tests, we only have mock situations for students to act. So on the whole, I haven't thought of any way to conduct pragmatic assessment.

In sharp contrast to the views expressed by these TEs, there were 6 TEs who did rate pragmatic assessment as important or very important. As remarked by Quinley,

> It is necessary to have pragmatic assessment in our curriculum. Since if we don't have assessment for pragmatics, students can't recognize its importance, and won't focus on it in their study. Also, pragmatic assessment, like other kinds of assessment, will help us know our students' current gaps so that we can adjust our lessons to bridge the gaps and better our teaching and their learning.

As such, Quinley thought of pragmatic assessment as a means to motivate students' pragmatics learning and to inform her of her pragmatics teaching. Rose and Hannah also emphasized the importance of pragmatic assessment but with a different reason. In their words,

> For student teachers, pragmatics is a compulsory component regarding both pragmatic knowledge and competence. This is because when becoming teachers, they need to have

> both pragmatic knowledge and competence in order to teach their students the target language. (Rose)
>
> Pragmatic assessment is very important. This is because knowledge of pragmatics has a great impact in communication. And our goal of teaching is to enable our students to communicate in the target language. And that is also their goal of learning. (Hannah)

Daisy raised her big concern in the current assessment which solely focuses on accuracy. She said:

> As far as I can see, student teachers' pragmatic competence is mainly assessed through productive skills such as speaking and writing. And in all rubrics of speaking and writing assessment, there are aspects of pragmatics. However, on the whole, accuracy still receives more focus than appropriacy. And I think we could give more emphasis on pragmatics in those tests.

Similarly, Tammy recommended that pragmatics should be paid attention to in current assessment. In her words,

> Pragmatic assessment is important because pragmatic competence is a component of communicative competence. Therefore, it should receive its position in the current assessment together with other components.

As such, these four TEs' beliefs of the importance of pragmatic assessment was because of conceptualization of pragmatic competence as a constituent of communicative competence. This will be further discussed in Chapter 6.

4.4.4. TEs' account of challenges for both TEs and student teachers regarding pragmatic assessment

In respect of potential difficulties of the implementation of pragmatic assessment into the current teacher training curriculum, all TEs in this study raised both subjective and objective difficulties. Their biggest concern was their lack of knowledge about pragmatics and pragmatic assessment. As Henrik noted,

> The most basic difficulty is teacher knowledge. I think this is the most important issue. I don't dare to say that all English learners can have deep understanding about the target culture. And in the case of English, we have a variety of cultures, right? So how can an English teacher have deep knowledge of English cultures to explain to their students? This is very difficult. And so when it's difficult for us to teach pragmatics, it is hard for us to assess students' pragmatic competence too!

Ann added specific challenges that an EFL TE could face regarding pragmatic assessment. In her words,

> There are many challenges and risks for non-native English teachers like us regarding pragmatic assessment. As we only have basic knowledge of pragmatics, we don't dare to teach beyond that, let alone assessing our students' pragmatic competence. Also, as we can't fully know about a variety of English cultures, we can't evaluate the level of appropriacy of our students' language productions.

Tammy, Melinda and Rose raised a similar concern. They expressed a lack of confidence in their pragmatic knowledge and competence because of their "insufficient knowledge of pragmatics" which led to the fear of invalid assessment of students' pragmatic competence (Melinda and Tammy) or concerns of other TEs' incompetence in pragmatics (Rose). Other TEs, namely Sarah, Amy, and Hannah raised specific questions concerns over pragmatic assessment, such as: "How can we design a test for pragmatic assessment that can be used for all student teachers in one class? … We don't know how to do it." (Amy); "We don't have clear ideas of what to include in a pragmatic test." (Hannah); "How can we set clear criteria for pragmatic assessment?... I think even those TEs who teach pragmatics, they still assess their students' knowledge of pragmatics, not their pragmatic competence. … In terms of assessment of pragmatic competence, I think none of us here have that experience." (Sarah).

Furthermore, these TEs also raised a concern about the fact that as pragmatics was not explicitly and compulsorily incorporated in their teacher training curriculum, pragmatic assessment could not be included in their current assessment practices. Besides, concerns about time allotted and the availability of human resources in their university were also raised. For example, Quinley and Sarah said:

> Another difficulty is that we have a big number of students per class, which is around 60-70 students, so how can we assess their actual performances. If we carry out paper-based tests, then it cannot fully reflect their pragmatic competence. But if we ask them to record or video their conversations, for example to assess their actual performances, it will be too overloaded for us with that big number of students per class. (Sarah)

> To carry out pragmatic assessment, … we need have to have sufficient time. For example, one student needs to have 10 minutes to speak to us so that we can measure his/her language performance. But actually, we can only afford 3-4 minutes for one student. In that way, I don't think that we can carry out pragmatic assessment. (Quinley)

Quinley and Queenie also noted another difficulty coming from students' low English proficiency level. In Queenie's words,

> Currently, there are two issues that cause difficulties to not only me but also other TEs. Firstly, it is the student's current low English proficiency level. So far in my speaking tests, I have asked them to carry out role play to perform the target language. But it seems to be very hard for them to do it naturally.

Ruby also commented on the difficulties caused by the student but with a different perspective. She said:

> One common difficulty is that students only focus on studying basic knowledge covered in each lesson and in the course book. If we extend it a little bit, they often can't understand. There are also students who are shy, so they can do paper-based tests. And if you ask them to do role-play and the like, they can't do it. So to these students, it's not because of their English proficiency level, but it's because of their psychologic factors.

In short, the implementation of pragmatic assessment was considered to be challenging for these TEs because of the following four main obstacles: 1) TEs' lack of confidence about their pragmatic knowledge and competence; 2) TEs' lack of knowledge of and experience in pragmatic tests design; 3) difficulties caused by student teachers' low English proficiency level, their unfamiliarity with communication in the target language; 4) and overcrowded classrooms.

4.4.5. TEs' opinions on potential areas of pragmatics which could be assessed

In terms of the aspects of pragmatics that the TEs would rely on (e.g., speech acts, conversational implicature, routinized and formulaic expressions, the concepts of politeness in Western cultures, the concepts of politeness in Vietnamese culture, deixis) and what macro criteria they would consider (e.g. sociocultural appropriateness, politeness, variety of expressions used, complexity, linguistic appropriacy) if they are required to assess student teachers' pragmatic competence, TEs in this study shared different answers.

Tammy and Hannah (who had advocated the assessment of pragmatics as a component of speaking and/or writing skills) reported that they covered all of the pragmatic aspects listed above, and that it depended on the topic of the test to focus on a certain aspect more than the others. Tammy said that in her assessment in speaking and writing courses, all of these criteria were intertwined in the rubrics for TEs to evaluate students' speaking and writing skills. Hannah reported the same assessment practice in her teaching of the public speaking course.

In the same vein, Henrik noticed that all of these aspects and criteria were used in his current assessment practices. He gave specific examples of pragmatic aspects used in pragmatic assessment in different courses as follows. In speaking courses, speech acts were frequently assessed while in writing course, the focus was on politeness. He said the concept of politeness was evaluated basing on the context and situation that students were asked to perform their language use such as: in an American classroom, at university, or in a supermarket. Without specifying the context, valid evaluation could not be obtained, he believed. Adopting task-based approach in his teaching, he expressed that it was not possible nor necessary to use all pragmatic aspects in one test activity because each activity or task should have its own priority, which should be clarified in the task requirement. For example, if a task was to measure students' knowledge of politeness, all rubrics was based on this concept to see whether students could use different linguistics means such as hedging, understatement to express their politeness. He emphasized that all criteria listed were important and that it was hard to rate their importance order to know which should receive priority in pragmatic assessment.

Likewise, Daisy reported that she relied on all of these listed aspects, especially speech acts, politeness, and language routines. Besides, she also paid attention to students' cultural knowledge and their understanding of the context of the interaction. She said "the

knowledge of the context in which students use the language is also important. It reflects students' ability of language use." She also commented that for students with low English proficiency level, she applied the criteria of sociocultural appropriateness and politeness. For those with higher proficiency, she paid attention to their language complexity their reaction ability, i.e., whether they can react well and quickly in communicative interaction. In contrast, Sarah said that she did not pay attention to the aspect of complexity regarding pragmatic assessment. All of the other aspects were considered when she assessed students' pragmatic competence. Especially, the aspect of variety of expressions used together with sociocultural appropriateness were mostly used so that she could decide which proficiency level her students were at according the CEFR framework. She also remarked that speech acts were often used in pragmatic assessment in her speaking courses while conversational implicature was often used in her listening courses.

Queenie added that she did not only depend on test topics but also students' proficiency level to decide which pragmatic aspects and criteria to focus on. She gave the example of implicature, which was used in her pragmatic assessment in reading courses but not in speaking courses because of students' low proficiency level. However, speech acts were the aspect that she always paid attention to in assessing her students' pragmatic competence while the concepts of politeness in Western and Vietnamese cultures were not used. She said "I myself do not teach the cultural courses; therefore, I have never used these aspects to assess my students' pragmatic competence." Also, she reported that she was not in favour of the aspect of routinized and formulaic expressions. In her words,

> I don't support the use of routinized and formulaic expressions because I think we should orient students towards flexible and diversifying language use. For example, I see that students often say "I'm fine. Thank you." to reply "How are you?". I don't want them to just remember one formula like that.

However, some TEs pointed out specific aspects that they used to assess their students' pragmatic competence. Ruby expressed the view that the three pragmatic aspects

of sociocultural appropriateness, politeness, and linguistic appropriacy were used in her pragmatic assessment. Ann reported that in her assessment of students' practical skills, she often paid attention to the pragmatic aspect of politeness, but she didn't differentiate between Western and Eastern politeness. This is because in her teaching, she did not focus on cultural differences, she reported. Instead, she taught them universal concepts of politeness, and she believed that students must know how to interact in the most polite way in different communicative situations. Bella reported that she focused on speech acts, linguistic appropriacy, and sociocultural appropriateness in her assessment of students' pragmatic competence. This was because these aspects were teachable in her lessons, she explained. Melinda mentioned that she relied on the concepts of politeness in Western cultures and Vietnamese culture because she taught two courses of British culture and American culture, in which she often drew out comparisons and contrasts between the target and source cultures. She also used the aspects of speech acts and conversational implicature to assess students' pragmatic competence in speaking courses. This analysis has revealed a high level of inconsistency in reported assessment practices, among the subset of teachers who reported any kind of engagement with assessment.

4.4.6. TEs' suggestions regarding potential pragmatic assessment tasks

In reference to potential tasks for assessing student teachers' pragmatic language skills in their current teacher training curriculum, these TEs offered various opinions. According to Rose, in their teacher training curriculum, pragmatics was merely an optional course and weighs 2 credits, so it was not suitable to have an overall pragmatic assessment for student teachers. She expressed that if this course could become compulsory and received 5-6 credits, pragmatic assessment could be divided into three stages, going alongside the teaching goals in these three stages. Specifically, the first one could be

focused on raising their awareness of pragmatics, following by the stage of developing their pragmatic competence. The final stage should be for teaching student teachers how to develop and assess students' pragmatic competence. In their current curriculum, only the first stage was covered, and thus she suggested that the suitable form for pragmatic assessment at this stage was multiple choice, which aimed at testing student teachers' awareness level of pragmatics. For the assessment of pragmatics in the second stage, she suggested the use of DCTs, and for the third stage, she suggested that student teachers were asked to design a lesson plan to teach pragmatics. She noted that it was not until the third stage that the goal of teacher education regarding pragmatics teaching was fulfilled. The first two stages were for pragmatic competence development for student teachers as learners.

Sarah concurred with Rose's opinions regarding the limits for pragmatic assessment in the current teacher training curriculum and in the EFL context of Vietnam. She said:

> Actually, we haven't focused on pragmatic assessment. And I haven't figured out what to do for it to be feasible in our context. Regarding our current conditions, I think we can only assess their awareness of pragmatics and their ability to comprehend pragmatic meaning. So far in my teaching of the practical skills, I have just done so. For example, in the listening courses, I let them listen to the conversations and ask them to evaluate the situations. In speaking courses, there are only mock situations for students to act out. I think what limits us in EFL contexts is opportunities for students to participate in real life communication in natural settings. Therefore, given all of our current constraints, roleplay or DCTs can be good. Also, in my classes, I often ask my students to go out and try to interview foreigners in which they carry out a conversation with them following my requirements in class. They have to record their conversations and write reflections of what advantages and difficulties are preventing them from conveying their meanings. They are also asked to draw out experience for themselves. I think this method is interesting and useful for students. But it is time-consuming because I have to prepare my students a lot beforehand, such as: what to say, what to avoid saying, what expressions to use, what attitude to express.

Regarding the use of DCTs, Queenie had contrary opinions. She said:

> I am not in favour of using DCTs at tertiary level. This is because this kind of test can't help us evaluate students' actual language performance. Instead, we should set the situation for them to act out their language use. By so doing, we can have better assessment of students' pragmatic competence.

Bella suggested integrating pragmatic assessment into current formative assessment of the practical skills. She said:

> If we are required to conduct pragmatic assessment, I think we just need to add in one component in our assessment of practical skills. For example, in our assessment in the writing courses so far, we have just paid attention to grammar, word use, paragraph writing skills. These criteria are set in accordance with the goal of the course in each semester. Therefore, if we would like to include the dimension of pragmatic assessment, we could add in criteria about pragmatics in our assessment. But the difficulty lies in how to build these criteria so that they go along with the current teaching contents. For example, in the first semester which pragmatic aspects should be assessed, and in the second semester, what other related pragmatic aspects should be assessed. There should be connections in these criteria. So what matter is the designing of these criteria in the way that they are united, connected, and continuous so that teachers know what to aim at in their teaching practices and students have the goal to achieve at the end of each semester and at the end of their whole training program. Therefore, the challenge here is how to design those criteria, not about time or any other issues.

Tammy shared Bella's suggestion as she thought this integration of pragmatic assessment into current assessment of practical skills was feasible. She said that in current assessment of the speaking skill for example, pragmatic assessment criteria could be linked to the in-use criterion of communicative ability, which was based on alongside the criteria of fluency, grammar, vocabulary, and pronunciation.

On the other hand, Quinley and Amy suggested conducting pragmatic assessment through periodical activities in each semester and in class respectively as follows:

> If we want to conduct pragmatic assessment, I think we have to do it frequently. This can be done by organizing periodical activities for students to participate in such as interviews, and dramas in each semester. Although these activities can be time-consuming and require efforts from both teacher educators and student teachers, we need to have real communicative activities for students to act out their language use in order to assess their pragmatic competence. (Quinley)

> Now and then we can carry out such activities as discussion and role play in class to help us assess students' pragmatic competence. (Amy)

In a nutshell, the TEs in this study held various viewpoints on how pragmatic assessment could be conducted in their institution, which reflects their different knowledge and experience regarding pragmatics teaching and language assessment.

4.4.7. TEs' pragmatic assessment preferred forms

Referring to their favourite pragmatic test forms, the TEs indicated different preferred options, such as: multiple choice questions (MCQs) (Tammy, Hannah), discourse completion tasks (DCTs) (Hannah), and role play. Most TEs in this study commented that role play was the most suitable form for pragmatic assessment. As remarked by Quinley,

> Role play is the best form for pragmatic assessment in my opinion. This is because it is very hard to design a test to assess students' pragmatic competence. I don't think that we are capable of designing such a test here. We don't have enough knowledge and expertise to do it. Furthermore, we can't use an available pragmatic test to assess our students because test content has to go along with what students have been taught. Therefore, the most convenient and easiest way for pragmatic assessment is role play.

Quinley provided two convincing reasons for her favourite pragmatic test form. It is true that designing a proper pragmatic test with MCQs or DCTs requires teachers to have knowledge about pragmatic assessment, which was still a missing dimension in the investigated TEs' expertise. Also, the adoption of available tests always needs to be put into consideration with the teaching curriculum coverage. Therefore, available tests could serve as resources of references but could not be used without necessary amendment. Rose also shared Quinley's opinion on role play but raised the issues of TEs' capabilities in assessing students' pragmatic production as well as their workloads. She said:

> Role play is an effective method for pragmatic assessment, in which students have to perform in the target language in accordance with a contextual situation. And it can be best if we integrate it into speaking tests. And in order to do so, we have to improve the current capability of teacher educators so that they can measure students' pragmatic competence effectively. However, it can be infeasible and it requires a lot of human resources as well as changes in teacher educators' awareness. And we have to invest a lot on training if we would like to do it.

In her answer, Rose described the constraints of her context which made it hard for the implementation of role play. Therefore, she suggested the combination of both DCTs and MCQs which were considered to be good in terms of both feasibility and coverage of knowledge. Nonetheless, Henrik did not agree that DCTs were a good option for pragmatic assessment. He said:

> I see that there are many methods for pragmatic assessment, but I don't like DCTs because at last, this method still relates to theories only. I would like students to have actual experience in real-life communication. … I don't appreciate other paper-based methods although they can raise learners' awareness.

With the disapproval of DCTs, Henrik suggested a new form of pragmatic assessment for his context, in which students could be asked to collect conversations from real-life communication and analyse the authentic language use. Henrik suggestion seemed interesting and useful because it required students to get involved in real-life interactions as well as to have analytical abilities. However, in order to do such tasks, student teachers needed to be trained in terms of both pragmatic knowledge and some relevant research skills, which could be beyond their capacities as described by other TEs. Regarding students' capacities, Ruby, Ann, Queenie, Quinley, Amy, and Tammy showed much concern over their students' low English proficiency level, which was a major obstacle for their training of them to meet the standards of being EFL teachers in Vietnam.

In sum, from these TEs' accounts of their favoured forms of pragmatic assessment, it could be seen that although these teachers were not officially trained about pragmatic assessment and did not regularly practice pragmatic assessment, they were still to have some quite definite ideas about what might constitute suitable pragmatic assessment methods for their own context.

4.4.8. TEs' in-use pragmatic tests

As stated in Chapter 3, the participating TEs were asked to provide the researcher with some examples of their pragmatic tests or their in-use tests that included some kinds of pragmatic assessment. In response, only the following four documents were received, which were the tests used in practical skills and pragmatics-related courses. Regarding the assessment practices in the course of Pragmatics, Rose, the TE who was in charge of the course of Pragmatics said that the assessment in this course was also divided into 40% of

ongoing assessment and 60% of summative assessment through a final test as in other courses. She reported that with the 40% of ongoing assessment, she allocated 10% for students' attendance, 10% for their participation in class, and 20% for group presentation. As this course was optional and only weighed 2 credits, she only aimed at developing students' awareness of pragmatics and their pragmatic performance in specific contexts. Therefore, in her assessment of the group presentation, she paid attention to such criteria as: fluency, the balance between theories and examples of those theories in reality, contribution of group members, timing, engagement with the audience. As for the final test, there were usually 4 sections including MCQs for students to decide on the meanings of given situations, meanings of speech acts, intended messages, suitable responses to different contexts, what politeness strategies are used in given conversations. Although she was the one who wrote the official final test of this course, she was unable to share any examples with the researcher due to confidentiality issues.

With regard to the four tests provided, while the first two tests were compiled from available sourcebooks by in-charge TEs, the remaining two were self-designed by Ann and Ruby respectively. These were:

1) one example of a Listening test, in which students' knowledge of speech acts and implicature were required to do the task;

2) one example of a Speaking test together with its description of the activities used in this test and the marking criteria;

3) one part of an in-use test in the course of Functional Grammar, in which students' knowledge of speech acts was tested;

4) and one self-designed pragmatic, which she used in class to teach about deixis, speaker's intention, and politeness. The tests are provided in full in Appendices 14 and 15 and described below.

4.4.8.1. An example of pragmatic assessment in a Listening test

During the second interviews, most TEs stated that they could see pragmatic assessment being integrated in the practical skills tests, in which in order to do some tasks in the tests, students need to have knowledge of some pragmatic aspects. These were reported to include speech acts, deixis, implicature, and inferences – which were often manifested in reading and listening tests, as well as some pragmatic language skills like conversation management, turn taking, expressing formality and politeness when doing speaking and writing tests. In the extract from a listening test (see Appendix 15) provided by Maggy (which was reported to be taken from a sourcebook without further modification), it could be seen that in order to decide whether the statements provided in the task are true or false, students need to understand the speaker's implied meanings and to have knowledge of speech acts as well. Maggy also reported that in her listening courses, she often drew students' attention to important utterances (highlighted in red in the transcript) to help them find out the correct answers. In what follows, an example of a Speaking test is presented.

4.4.8.2. An example of the integration of pragmatic assessment in the Speaking test

As presented earlier, most TEs under inquiry also said that pragmatic assessment was included in practical skills tests which could be seen most clearly through speaking and writing tests. An example of the speaking test which includes both tasks for students and marking guideline for examiners was provided by Amy (see Appendix 16).

As could be seen in this speaking test, pragmatic assessment was implicitly included in the evaluation of students' speaking skills, in which their abilities to manage their discourse and interaction were assessed at basic level. These relatively unchallenging pragmatic competence requirements were designed to fit their low English proficiency level.

4.4.8.3. An example of pragmatic assessment in the Functional Grammar test

As described earlier, at the investigated university, pragmatics teaching was implicitly included in practical skills courses and pragmatics-related courses like Discourse Analysis, Functional Grammar, Intercultural Communication courses. As pragmatics was present in the teaching of those courses, pragmatic assessment was believed to be included in their tests as well. In the following table, a part of a test in the Functional Grammar course with pragmatic assessment is shown.

Table 9. A Part of a Test in the Functional Grammar Course

22. Which of the following illocutionary forces does "*Have some more coffee*" carry? A. An order B. An offer C. An exclamation D. A suggestion 23. Which of the following illocutionary forces does "*Shut up*" carry? A. An order B. An offer C. An exclamation D. A suggestion 24. Which of the following illocutionary forces does "*Get out*!" carry? A. An order B. An offer C. An exclamation D. A suggestion 25. Which of the following illocutionary forces does "*Will you please sit down!*" carry? A. An order B. An offer C. An exclamation D. A suggestion 26. Which of the following illocutionary forces does "*What a beautiful dress you bought*" carry? A. An order B. An offer C. An exclamation D. A suggestion 27. Which of the following illocutionary forces does "*You must try one of these*" carry? A. An order B. An offer C. An exclamation D. A suggestion

It could be seen that in this part of the test, students were asked to match a statement with its most suitable provided function in the form of MCQs. However, these statements were presented without contexts. As such, this kind of test could not be properly considered as pragmatic assessment due to the deprivation of contexts - the most important feature of pragmatics.

4.4.8.4. An example of a pragmatic test used in class

Among the 14 TEs under inquiry, Ruby was the only one who provided the researcher with a self-designed test totally oriented towards pragmatics, which was used in her class to teach about pragmatics. This sample of hers is presented in the following table.

Table 10. A TE's Self-Designed Pragmatic Test Used in her Class Time

- Study the following scenario:

Two passengers get on the train almost at the same time. The announcer says that there are empty seats at "the far end of coach C". One passenger finds a seat easily, but the other cannot find one for himself.

Think of different situations to explain what happens to the two passengers.

- Study the following scenario and explain the reason for miscommunication in terms of pragmatic meaning (speaker's intention) and deixis.

A father is trying to get his 3-year old daughter to stop lifting up her dress to display her new underwear to the assembled guests.

Father: We don't DO THAT.

Daughter: I know, daddy. You don't WEAR dresses.

- In each of the following extracts, there are 3 possible responses that Jane could make to Steve. Rank them in order of politeness, starting with the least polite.
- Steve: This is a great restaurant, isn't it?

Jane: (a) Not really. I hate spicy food.

(b) It's pretty good value, but the food could have been less spicy.

(c) I'll say!

2. Steve: I thought that movie was boring.

Jane: (a) So did I. / (b) That's rubbish! I loved it. / (c) Part of it was a bit slow.

- Steve: Clinton's a fool.

Jane: (a) Well, he has done some foolish things. / (b) He is not! / (c) I'm sorry, I have to disagree with you.

These tasks are actually pragmatics-oriented, and they could be useful in checking students' comprehension of the pragmatic aspects taught in her class. Given such contextual difficulties as large-sized classes as well as students' low English proficiency, these tasks could serve as the first step in evaluating students' pragmatic competence.

4.4.8.5. Critique of examples of pragmatic assessment

The above examples of the inclusion of pragmatic assessment in in-use Listening and Speaking tests show that pragmatics was, at best, marginally integrated into the assessment of these two skills. While in the Listening test, such pragmatic knowledge as implicature and speech acts was considered to play the role of facilitating students' listening comprehension, in the Speaking test, the assessment of students' linguistic knowledge was more focused than that of students' pragmatic competence. As can be seen in this Speaking test and in the TEs' reported pragmatic assessment in practical skills courses, students were only required to have basic skills of managing conversations to meet the requirements of the test and the expectation of the examiner. According to the TEs' statement, the basic conversation management skills mean that if one conversation participant finished his/her turn, the other participant could take on a turn without a long pause. As such, it could be said in these tests, pragmatic assessment had been marginalised and extremely simplified.

With regard to the MCQs in the test used in the course of Functional Grammar, which was believed to involve pragmatic knowledge by the TE, it could be said that this test is not for pragmatic assessment by its nature. Especially, this test is particularly problematic because without the provision of a context in which each utterance was said,

all provided answers could be true. This reflects the TE's simple belief of pragmatic assessment, in which the assessment may merely need to involve the knowledge of the metalanguage of pragmatics, namely the terminology of illocutionary force in this case.

As previously stated, among the four examples provided, the TE's self-designed task for pragmatic assessment in her class was the most pragmatics-oriented. Both the questions and the content in this test were for assessing students' pragmatic knowledge. In order to get the right answers, students needed to have knowledge about deixis, implicature, and politeness. Additionally, other pragmatic aspects like hearers' meaning interpretation, and the relationships between speakers could also be highlighted during test analysis for explaining the right answers to students.

Through these examples, it was clear that TEs' knowledge and beliefs of pragmatics played a pivotal role in TEs' pragmatic test design. A comparison between the Ann's and Ruby's self-designed pragmatic test could show this. The relationship between TEs' knowledge and beliefs of pragmatics and their pragmatic assessment practices will be further discussed in the next chapter.

4.4.9. Concluding remarks on TEs' cognitions and practices of pragmatic assessment

As can be seen in the above findings, the participating TEs did not possess knowledge of pragmatic assessment, which attributed to their lack of theoretical and practical knowledge of pragmatic training. These TEs were in need of both training and experience of assessing their students' pragmatic knowledge and competence due to the exclusion of pragmatic assessment from their current English teacher training program. Therefore, what they provided in their answers regarding the above investigated issues in pragmatic assessment are likely to have been based on their reflections of their own practices and beliefs about pragmatic assessment. The key points are summed up below.

1) Pragmatic assessment was included in the assessment of speaking and writing skills. However, as there were no explicit criteria for pragmatics, the assessment of students' pragmatic competence was totally based on TEs' intuitive decisions of whether or not students' performances or written work were pragmatically appropriate.
2) Pragmatic assessment was conducted through classroom activities rather than through official tests, in which the practices of such pragmatic assessment were totally dependent on TEs. In other words, like pragmatics teaching, pragmatic assessment was not required by the department, and thus, TEs did not have to pay attention to this issue;
3) TEs believed that they did not have sufficient pragmatic knowledge and competence to assess their students' pragmatic knowledge and competence and that they were not able to design pragmatic tests. This, in turn led to their belief of being inferior to native English teachers regarding pragmatic assessment;
4) Some TEs believed that pragmatic assessment was not necessary. Also, they conceptualised pragmatic assessment as assessing student teachers' pragmatic knowledge and competence as language users exclusively. None of the TEs in this study thought of the importance of assessment student teachers' theoretical pragmatic knowledge as future teachers who need to be able to deliver pragmatic content to their future students;
5) Another belief held by some TEs was that pragmatic assessment needed to be included for the sake of pragmatics teaching and learning. As such, they viewed pragmatic assessment as a source of motivation rather than its own importance to teachers' abilities;

6) With regard to their practices of pragmatic assessment, the design of pragmatic tests was noticed to be quite random when some TEs stated that there was no rationale for their selected reference materials for their test design. This, in its turn, showed a lack of assessment knowledge in general among these TEs as well. Furthermore, TEs' reports of their preferred forms of pragmatic assessment showed that they paid attention to the convenience of the implementation of the pragmatic tests in their context rather than to the usefulness of these forms in the assessment of students' pragmatic knowledge and competence. This neglect was also due to their lack of pragmatic assessment knowledge and experience.

In a nutshell, these TEs' cognitions and practices of pragmatic assessment show a huge gap in teacher training programs in Vietnam that needs to be bridged. This will be further discussed in Chapter 6.

4.5. Conclusion

The data collected from the first phase were reported in this chapter in accordance with the first four research questions of this study. In Chapter 6, these findings will be compared with the findings of from previous research and interpreted in relation to the two theoretical frameworks informing this research regarding L2 pragmatic competence and teacher knowledge required to teach L2 pragmatics.

CHAPTER 5. RESEARCH FINDINGS: TEACHER PROFESSIONAL DEVELOPMENT ON PRAGMATICS AND ITS TEACHING

This chapter presents the research findings obtained from the second phase of this research project, in which results deriving from the analysis of pre-workshop and post-workshop surveys, the interviews and focus group discussion completed by the high school teachers are presented in accordance with the next four research questions of this study. Also, important themes emerging from the interviews with the high school teachers were presented to shed more light on the answers to the research questions in this second phase.

To paint a general background picture of the participating teachers' knowledge and awareness of pragmatics before attending the workshop, firstly, the findings from the interviews which followed the training workshop, i.e., answers to research question 5, are presented. Although these findings were obtained from the interviews with seven of the participating teachers only, and could not be generalised to all participants in the workshop, it could show some common ground shared by their colleagues. This is because all participants studied English and were educated to be English teachers in Vietnam; therefore, the stories of the seven teachers about their learning and teaching English could demonstrate how other participants may have experienced these activities in general. After this, findings from the pre- and post-workshop questionnaire are presented to show the impact of the one-day training workshop on the teachers' knowledge of pragmatics and its teaching. This is then followed by the findings from the focus group discussion. Finally, this chapter is finished with teachers' answers about their opinions on what can be done for pragmatics to be incorporated in their teaching practices, together with important emergent themes from the interviews with the teachers.

5.1. Research question 5: What are the interviewed teachers' reflections on the teaching and training they have received in terms of the English language, its pragmatics and teaching?

As mentioned in Chapter 3, after the workshop, seven teachers agreed to participate in an individual interview with the researcher. The aim of these interviews was to know more teachers' stories of learning and teaching English pragmatics, as well as their viewpoints of the integration of pragmatics into the teaching of English in their own contexts, and in the EFL context of Vietnam in general. The results about their reflections on their previous English learning experience and on their pragmatic awareness before the workshop are presented below. Below is the demographic information of these interviewed teachers, which was obtained from their completed pre-workshop surveys.

Table 11. Demographic Information of Interviewed High School Teachers

Teachers	Gender	Experience	Qualification	Overseas time	Pragmatics studying	Feeling the need to study about pragmatics
T3	Female	Over 10-15 years	MA	None	Yes	Yes
T9	Female	Over 15 years	No answer	None	No	Yes
T11	Female	Over 10-15 years	MA	None	No	Yes
T12	Female	Over 15 years	MA	1-6 months (Singapore)	Yes	Yes
T22	Female	Over 15 years	MA	None	Yes	Yes
T24	Female	Less than 5 years	BA	None	No	Yes
T36	Female	Less than 5 years	MA	1-2 year (The UK)	Yes	Yes

As can be seen from their demographic information, most of these interviewed teachers were experienced in teaching English and had a postgraduate training in teaching English.

Actually, the interviewed teachers were the ones with highest profiles among all participants of the workshop, in which T36 was the only participating teacher who had experience learning overseas for her MA degree. In addition, it could be inferred that these teachers were the most interested in integrating pragmatics into their teaching practices. This was because almost all participants refused to participate in this interview with such reasons as being too busy, or having no interests in pragmatics and its teaching.

While four of them stated that they were taught about pragmatics in either their bachelor's degrees or master's degrees or both, three of them reported that they had never learnt about pragmatics. Nevertheless, all of them expressed the need to study about pragmatics. In this section we will consider the development of their knowledge and beliefs. To contextualise this, their own learning pathways will be considered first.

5.1.1. Teachers' English-learning pathways

At the beginning of the interviews, the teachers were asked about their past experience of learning and teaching English pragmatics. To show the diversity and commonalities in their experience, each of their own stories of learning English and following the teaching career will be presented.

T3 was an English teacher in a rural area in Da Nang City. She used to be a student from the countryside of Vietnam too; therefore, learning English in class at public schools under the national curriculum was her only means of accessing the English language. Hence, she reported that the two skills of listening and speaking, together with English pronunciation were her Achilles heel. However, vocabulary and grammar were her strength. Following her father's direction, she chose to become a teacher. She said that "The English teaching career came to me accidentally. It is not because I have a passion for English at first".

She also recollected that at university, she used to have very poor results in pronunciation and listening tests and that she always had wrong pronunciation of the sounds /au/ and /^/. However, it was her low results that encouraged her to try her best. She started to study more and buy CDs to practice listening. She also participated in group study in which she learnt together with other good students who were willing to help each other. As a result, she was able to obtain her BA's degree with a good ranking. She also reported that her passion for English began at university when she was able to sing some English songs and to talk to foreigners in English. This made her feel proud of herself. Now that she was teacher, she realized that she was gifted in learning and teaching English, so she was sure that her choice of becoming an English teacher was correct.

T9 was a teacher from a high school in urban area of Da Nang City. According to her, her school was ranked just behind the gifted schools in the city. She reported that her most unforgettable memory of learning English was about her study of English phonetics at university. Her teacher asked her to buy a mirror to look at her mouth when pronouncing English words to check its correct positions. The teacher also checked her pronunciation very carefully in which she had to pronounce a word until he thought that it was up to his standard. T9 felt thankful towards this teacher because she learnt a lot from him to teach her students. She also stated that teaching English is not difficult, but teachers need to be patient.

She shared the fact that the English teaching career also came to her accidentally as her parent did not have guidance for her about professional direction and she did not have passion for English at that time. The motivation for her to select this career was that her friends chose it.

T11 was a teacher from a newly-founded high school in the rural area of Da Nang City. Her love for English arose from her interest in her very first teacher of English. She described

how in grade 6 when she first learnt English, she found it to be so difficult that a mark of 6-7 out of 10 as a result of an assignment or a test already made her glad. However, because she loved her teacher, she promised her that she would try to perform better. As a result, she was successful and was selected to join a group of students specializing in English at her secondary school. She also stated that subsequently, she found English to be very interesting, especially when she watched some films in which there are a lot beautifully spoken sentences which could be said with the same beauty when translated into Vietnamese. As she realized the importance of English in today's world, she chose to be an English teacher.

T11 also reported that her knowledge of pragmatics came from her self-study through watching films, and observing her teachers' speaking English and that she was not taught about pragmatic knowledge even though she used to study at specializing English classes at schools.

T12 was a teacher from a gifted school of Da Nang City which selects only students with good academic results. She said that she began learning English when she was in grade 2, which was considered to be an early start at that time. She recollected that when first studying English, she could not even remember how to pronounce the word "pupil". However, she went to a special English class at both secondary and high schools as her mother saw that she had special aptitude in English. She won an encouragement prize at the National English Contest held for students who were good at English across the country.

She became an English teacher in accordance with her father's wish although she wanted to go to Foreign Trade University in Ho Chi Minh City as most of her classmates at high school did. However, to date, she found that her father's decision for her was correct as she really loved her teaching job and she also found that the English teaching career was suitable for her personality and hobbies.

T22 taught at the same high school with T9. She reported that English had been her hobby and aptitude since she was young, but the teaching career was not. She studied English with a wish to become a diplomat, but life made her become a teacher, she said. She recollected that her most memorable story about learning English was her studying of the Speaking skill at university. At high school, she was not taught about the practical skills in English; therefore, when she entered university, she could not understand her teacher questions during the speaking class. She could not answer her teacher's questions, so she felt so embarrassed. She said that those questions were not difficult, but she did not have good abilities to respond. That moment made her determined to study the listening and speaking skills.

T24 was a teacher at a high school in Da Nang City which is not a gifted school but prioritises the teaching and learning of English. She reported that English was the only subject that she studied well at high school, and the decision to become a teacher was influenced by her family rather than her own interest. Her most unforgettable memory of learning English was about a time when her teacher asked her a very difficult grammatical question and she could not answer. She was considered a good student of English in her class, so when her teacher commented "You are not a good student with such an answer yet", she could never forget that moment.

T36 was a teacher at a high school located on the outskirts of Da Nang City. Her story of becoming an English teacher was quite long and winding. She started learning English at school where only grammar was focused on and no practical skills were taught in class. There was one time when she was going out with her parents, they encouraged her to talk to a foreigner using English. She showed him the way around, but he did not seem to understand, so he asked another person. Hence, her parents just wondered what and how she studied at school, and why she was unable to talk to a foreigner. Her studying of English started to change when her cousin came to stay with her family to study at a university. Her cousin showed her

how to study English, and she gradually got better. She still remembered her feeling when learning English, which is not clear and logical like mathematics. For example, she could not understand why an "s" had to be added to the verb when it is used with third person.

Upon her graduation at high school, her parents advised her to become an English teacher; therefore, she went on to a foreign language university in Da Nang. She volunteered to teach English to children at the Village of Hope in Da Nang and felt interested in teaching English when seeing those children make progress in their English learning. When becoming a teacher, she felt close to her colleagues and students at school, so she became really fond of her career and decided to study further for her master's degree in TESOL in the UK.

As can be seen in these teachers' sharing of their own stories of learning English, all of them seemed to have both passion and aptitude for the English language; however, pragmatics had not been a major focus in any of their journeys of learning English. Instead, they concentration was mainly on the linguistic aspects of the target language, in which pronunciation received a lot of attention from these teachers. Regarding their decisions of becoming English teachers, it could be seen that they were mostly affected by the external voices, which could be from parents or other sources rather than their own wishes. Fortunately, they all found their passion in teaching English when they became English teachers.

5.1.2. Teachers' knowledge of pragmatics and its teaching

5.1.2.1. Teachers' self-evaluation of their strengths and weaknesses in terms of their knowledge of pragmatics and its teaching

Regarding their self-evaluation of their own strengths and weaknesses, not all interviewed teachers seemed to be open nor sure about their weaknesses nor what they need to improve in terms of their knowledge of English pragmatics and its teaching. This might be because they thought their current knowledge of the English language (which was largely about linguistic features) was more than sufficient to teach high school students. For examples, T3

believed that she already had enough knowledge of English to teach her students and that what she needed to know more was teaching methods. In her words,

> Indeed, with what I have learnt, and given that the students I teach are high school students, my knowledge is sufficient and okay. However, the teaching skills are important because how you can transfer what you know to your students and make them feel it and acquire it is what that counts. Teaching methods are the most important. And specific skills and techniques are important too. For example, before teaching the students, we need to specify what methods to use, and how to design our lesson. I think I have one good point, which is my sense of humour, so I can make the atmosphere in my class comfortable. There is no imposition in my class. Both teacher and students are happy, so they can learn comfortably. I think this is the important thing.

The remaining teachers rated preparing students for exams (T9), giving instructions to students (T11), or teaching grammar (T22, T24, and T36) as their strengths. None of these teachers acknowledged the lack of pragmatic knowledge as their weaknesses although some of them (T36, T11, and T12) expressed their needs of improving their communicative competence. It could be seen that these teachers' self-evaluation of their own strengths is in accordance with their focuses during their English learning pathways, in which none of them paid attention to the domain of pragmatics.

5.1.2.2. Teachers' reports of their pragmatics training and pragmatics teaching

For the four teachers who reported experiencing pragmatics training in the pre-workshop survey, they were asked to deliberate on the pragmatic knowledge that they had gained through their training. However, all of them stated that they did not remember much about it. One teacher (T22) even said that she did not remember whether or not she was taught about pragmatics at undergraduate level, but she affirmed that she did study pragmatics at postgraduate level. Nonetheless, as she did not use pragmatic knowledge in her teaching at high school, she forgot about it. What she still remembered about pragmatics was the use of different expressions and language styles in different contexts. In her words,

> I only remember about the issue of context, in which in communication, we have to use language in an appropriate way. I remember that my teacher, Ms Kieu Oanh, did correct us in our use of "Help me". She reminded us to say "Could you help me?" to ask for our teacher's

> help. She told us to use "could" and "please" in some certain contexts. We have the habit of using "Help me" as always although it's not appropriate in some contexts.

T22's description of what she remembered about the taught knowledge of pragmatics showed how minimal knowledge she had about pragmatics at the time of the interview. Similarly, T3, T11, T12, and T22 also reported that they did not remember much about pragmatics. The pragmatic knowledge they had in their minds was only one pragmatic aspect or feature that was the most memorable to them, such as: appropriateness in terms of language use in contexts (T3), speech acts (T11), or illocutionary force (T12). Regarding their teaching practices of pragmatics, on the whole, all of these interviewed teachers reported that they only include pragmatics in their teaching to a minimal extent because they need to follow the textbook and the curriculum, as well as abide by the content of the tests and exams for students. The pragmatic aspects that are often taught are speech acts, politeness, and formality.

T3 said that she relied on the textbook and its teacher's book to carry out her lesson. To her knowledge, pragmatics was not included in any of the textbook series that had been used. Therefore, whenever there were some activities which need some explanations related to pragmatics, she would explain a little bit to her students. Normally, these explanations are all about speech acts which can be requests or giving advice.

Likewise, T9 said that she had never included pragmatics in her teaching intentionally. This was because she always followed the textbook. T11 also observed that she was under the pressure of the allotted time per period and activities in the textbook to cover. Therefore, she could only include some pragmatic knowledge in the speaking and writing periods, and these related to areas such as formality and politeness. For example, she advised students of addressing forms when writing to different people. Also, she remarked that as her students' English proficiency was very low, she was afraid that if she included a lot of pragmatic knowledge, they could not acquire it. To her students, English was a difficult subject at school, so if she taught them a lot of knowledge, they could not remember nor apply it.

T12 said that like other teachers, she only mentioned some pragmatic knowledge when it was necessary for the lesson. She often organized role play and interview activities for students to practice at the end of each lesson. She believed that through these activities, students could learn some pragmatic knowledge unconsciously and that if teachers just taught pragmatic knowledge without letting students practise using it, they could not remember.

T22 admitted that she did not include pragmatic knowledge a lot in her lessons because she needed to cover activities from the textbook. She also shared that when she used international textbooks to teach her students in her extra-classes at home, she could use more pragmatic knowledge because these textbooks were pragmatics-oriented.

T24 said that she often included authentic situations such as how to pay the bill at a restaurant into her lessons, and saw that her students preferred these real-life situations to academic knowledge in the textbook. She provided them with useful utterances and expressions to use in real life situations.

T36 noted that her students only focused on forms and did not care about communication in English. She said that they often told her "I even can't do some grammar exercises, so how can I speak in English?" Therefore, she did not include pragmatic knowledge in her class. The pragmatic aspects that she sometimes mentioned was speech acts and politeness through such reminders to students as: 'Remember to use "please" to sound more polite', or to use 'Would you mind' or 'Could you help me' to make polite requests.

Regarding the teaching of language functions, these teachers shared different stories. T3 and T9 said that when teaching grammar, she did teach about its meaning. For example, when teaching the modal verbs such as can, could, may, might, she gave examples to students and let them know that the use of 'could' in a request make it more polite than using 'can'. Ho Ha also reported that she often let student do role play or matching activities when teaching

grammar. For example, she asked them to match the modal verbs with their meanings like obligation or ability. Also, she asked students to ask for permission or making a request to her in English.

Similarly, T11 told that she did draw her students' attention to politeness aspects when teaching the Imperative to her students, for example. T12 reported that she asked students to adopt the English style when teaching grammar to them. For example, she told her students that in Vietnamese, it is often said that "Today, my mother takes me, my brother and my sister to the park"; however, in English, "me" has to appear that the last position. Similarly, she told her students that the passive voice is preferred in the English language. In Vietnamese, it is often said "She gives me an apple"; however, in English the sentence "I am given an apple" is preferred. The fact that what she taught her students about English speakers' favour of the passive voice is not right could indicate her limited knowledge of the target language.

T22 told that her inclusion of pragmatics in her teaching depends on her students' interest. When teaching, if she felt that her students were interested in knowing more about the meanings of a grammatical point, she would talk more about it.

T24 mentioned that she did teach the meanings of the grammatical points to her students so that her students could do grammar exercises. However, she did not teach them how to use them in different contexts.

T36 shared that it really depends on students' level for her to teach different functions of a structure. For example, if students already have some knowledge about what the simple present and the simple past are like, she will mention about their meanings such as the simple present is used to talk about habits, or timetable. She often gave them some examples and then asked why the present simple was used in those sentences. However, if students did not know about the form yet, she would help them to master the form only.

In summary, as these teachers had limited knowledge of pragmatics, they were not able to include pragmatics in their teaching of English. The fact that their teaching of English was still form-focused and test-driven leaves much implication for the policy makers to rethink about their ambition for both teachers and students under the Project 2020. It had to be noted that the teachers who agreed to participated in the interviews were those who had the highest profiles among all participants in the workshop as mentioned in section 5.1. As such, it could be envisaged that the neglect of pragmatics and its teaching in other participants' cases could be at a higher degree.

Also, the fact that the teachers who were taught about pragmatics at either their undergraduate level and postgraduate level or both did not remember about the taught knowledge and failed to apply it into their teaching practices seems to draw out quite a disappointing picture of the past teacher training programs in Vietnam. This asks for the revisiting of the practicality and efficacy of the current teacher training curricula across the country. This will be further discussed in Chapter 6.

5.2. Research question 6: What impact did the one-day training workshop have on participating teachers' knowledge of pragmatics and its teaching?

The effects of the one-day training workshop were investigated through the pre- and post-workshop surveys from the following main angles:

1) **participants' changes in their understanding of pragmatics and their evaluation of pragmatic content in their in-use textbooks:** Evidence of change was based on teachers' re-articulation of the aspects presented under the definition of pragmatics and their evaluation of the usefulness of the in-use textbooks regarding pragmatic content. The quality of evaluation was based on the extent to which it incorporated the findings from the researcher's recent research into the inclusion of pragmatic content in the current

Vietnamese EFL textbooks. The results from this study showed a general neglect of pragmatics and a significant lack of explicit pragmatic input in these textbooks as mentioned in Chapter 1 (see Ton Nu & Murray, 2020).

2) **their statements of achievements after the workshop:** In this category, evidence of change was based on the number of achievements regarding knowledge, teaching skills, and other accomplishment that teachers reported to have obtained from the workshop.

3) and **their self-designed pragmatic activities**: With regard to this aspect, evidence of development was based on the activities designed by teachers working in groups to display on posters how they could include pragmatics into their lesson plans after the workshop.

5.2.1. Teachers' changes in their understanding of pragmatics and evaluation of the inclusion of pragmatics in their in-use textbooks

As described in Chapter 3, there are many definitions of pragmatics but Crystal's (1997) definition was chosen to present to the teachers. This is because it was considered to be easier and simpler for those who are unfamiliar with pragmatics to understand and remember. As stated in Chapter 2, Crystal's definition emphasizes the aspects of language uses and language users in social communication, which is quite close to the concept of communicative competence – a familiar concept with Vietnamese EFL teachers (see Chapter 1). In the presentation of this definition of pragmatics to all participants, the following aspects of pragmatics and its inclusive areas were emphasized:

1. Language use in social context,
2. The ability of not only speaking accurately but also appropriately, conventionally and effectively according to situation and interlocutor,

3. L2 learners' pragmatic ability, consisting of their sociopragmatic knowledge (i.e., their knowledge about social rules), pragmalinguistic knowledge (i.e., their linguistic tools), and interactional knowledge (i.e., their ability to exploit sequence organization to make meaning),
4. Areas of pragmatics: speech acts, routine formulae, implicature, extended discourse.

On the basis of this definition, some distinctive differences between English and Vietnamese pragmatic features including politeness, directness and indirectness, and communication style were also presented to the teachers in order to raise their awareness of the impacts of these differences in real life communication.

An investigation into the teachers' answers regarding their understanding of pragmatics and its inclusion after the workshop showed that all of them could provide their answers to this question. As such, in numerical terms, this was a significant improvement in which the ten teachers with no answers to this question before the workshop were able to articulate their understanding of pragmatics after the workshop. With respect to the content of teachers' definitions of pragmatics after the workshop, almost all teachers listed the first presented aspect of pragmatics in their definitions. In other words, nearly all participants could state that pragmatics is the study of language use in social context in their expressions of understanding of pragmatics after the workshop. The second most mentioned aspect was appropriateness of the interlocutor's language use, which was referred to by over 80% of the teachers. Meanwhile, the sub-areas of pragmatics included in the definition were the third most mentioned by the teachers, leaving the components of L2 learners' pragmatic knowledge and pragmatics variations among cultures the least mentioned by these teachers. This result indicates the attributes of pragmatics to which participating teachers tended to pay more attention and retain.

This result shows that there were no teachers who could comprehensively recall and reproduce all presented aspects in their definitions of pragmatics after the workshop. The analysis of all participants' answers in the post-workshop questionnaire regarding their understanding of pragmatics showed three patterns of changes among 43 participating teachers, by which it was possible to classify the participants into three groups, as follows.

Regarding the first group of teachers, this group 1 consisted of 6 teachers who could provide the definition of pragmatics which comprised 4 out of 5 pragmatic issues presented in the workshop. Compared to their expressions of understanding of pragmatics in the pre-workshop questionnaire, it could be seen that almost all of them could provide their definitions of pragmatics in their own ways before the workshop, in which T1 was the only one in this group who could not tell what pragmatics is before the workshop, so clearly, they were able to draw on existing knowledge. Nonetheless, their definitions after the workshop more closely resembled the one that had presented.

In accordance with changes in their understanding of pragmatics, teachers in the first group also showed positive changes in their evaluation of the inclusion of pragmatics in their in-use textbooks. Specifically, three teachers, T1, T10, and T19 made radical changes in their comments on the usefulness of their textbooks in terms of pragmatic content after the workshop. In the pre-workshop questionnaire, T1 was not able to provide her evaluation of the investigated issue. She also added a reason that textbook evaluation is not the teacher's task. However, after the workshop, she realized the current neglect of pragmatic content in the in-use textbooks. She was even able to provide constructive suggestions about what needed to be done from the teachers' side in order to integrate pragmatics into the current English teaching curriculum. As for T10 and T19, it was also seen that they completely reversed their evaluations of the textbooks in terms of pragmatic content from initial compliments to later criticism.

The remaining teachers in the first group, T11, T28 and T29 were already aware at the outset of the shortcomings of the textbooks in terms of pragmatic content; therefore, their evaluations remained unchanged after the workshop. In addition, like T1, T29 also described what she would do regarding pragmatics teaching after the workshop. As such, teachers in this group were not only able to make an informed evaluation of the resources but some of them also had action plans for what they could do to include pragmatics into their teaching practices after the workshop.

Secondly, this second group included 18 teachers whose definition of pragmatics after the workshop encompassed 3 presented issues. Although all teachers in this group had better understanding of pragmatics, their evaluation of the textbooks did not reach a consensus as teachers in group 1, and the impact of their improved understanding of pragmatics on their evaluation of the textbooks was not as strong as it was in group 1. This was because the majority of in this group were already aware of the weakness of the textbooks regarding pragmatic content, and thus obviously had the same comments after the workshop. Meanwhile, there were four teachers whose evaluation did not change after the workshop. Specifically, T6, T26, and T34 retained their positive view of the textbooks while T30 kept her neutral opinion on this issue. In this 2nd group, there was only one teacher who experienced a complete change regarding textbook evaluation as like some teachers in group 1. T7 was not able to provide her evaluation before the workshop and was seen to realize the 'little' help of the textbooks in terms of pragmatic content after the workshop;

Finally, the third group contained the remaining 19 participants who could only articulate 1-2 presented issues in their definition of pragmatics after the workshop. Although they could not produce as comprehensive definitions as those in the first and second groups, they were noticed to have positive changes in their understanding of pragmatics, in which they were able to mention either language use in contexts,

appropriateness in communication, or some areas of pragmatics in their definitions of pragmatics after the workshop.

It had to be noted that this group 3 contained the most teachers with no ideas of what pragmatics is before the workshop, namely 6 out of 10 identified teachers with no answer regarding this issue belonged to this group. Also, in this third group, teachers' improvement in their evaluation of the pragmatic content in their teaching materials were not as much as those made by their counterparts from groups 1 and 2.

Specifically, there were only 4 teachers with no answers before the workshop but then being able to see a lack of pragmatic information in their textbooks after the workshop. Meanwhile, the 9 teachers, including T5, T9, T17, T18, T21, T22, T23, T24, and T39, who expressed an awareness of the shortcomings of the textbooks in terms of pragmatic content before the workshop, showed various answers regarding their evaluation after the workshop. Specifically, 5 of them maintained their opinions while 4 of them changed their initial criticism towards the inclusion of pragmatic content in their textbooks to compliment (T24), solutions for teachers to integrate pragmatic content in the textbooks (T9, T23), or merely a repetition of the functions of textbooks presented by the researcher (T22). Similar answers to T22's were also found in other cases in this group, in which the teachers' answers were not directly related to the questions. This could be seen in these answers of T2, T20, T32, and T35.

An examination of all participating teachers' background showed significant impact of their qualifications, teaching experience, and previous training opportunities in pragmatics on the level of their improved understanding of pragmatics and evaluation of pragmatic content in their textbooks. Specifically, four out of six teachers in group 1 held Master's degrees and two

of them reported to have learnt about pragmatics previously. The remaining two teachers are experienced teachers with at least 10 years of teaching experience.

Similarly, the teachers who made significant progress regarding the two investigated issues in group 2 included 14 teachers with at least 10 years of experience. Four of these teachers also had a Master's degree and reported to have previous pragmatics learning experience. All of them showed much better understanding of pragmatics after the workshop. For example, T40, who merely referred to pragmatics as something in speaking skills, was able to provide a broader definition of pragmatics, in which she added an extra comment that "After joining this workshop today, now I understand pragmatics more clearly." The remaining four teachers in group 2 were one teacher with Master's degrees and in her mid-career stage, and three young teachers in their early-career stage, with 2 of them having Master's degrees and 2 of them reported to have been taught about pragmatics previously.

Meanwhile, an investigation into the backgrounds of this third group of teachers showed that unlike the first group and second group, this third group was more diverse in terms of teaching experience, covering all range of experience from less than 5 years to more than 15 years. Also, while many teachers in the first and second group held Master's degrees and some of them reported to have previous pragmatics learning experience, nearly all teachers in group 3 held Bachelor's degrees with the exception of two experienced teachers with Master's degrees and previous pragmatics learning experience.

In conclusion, the teachers' different levels of changes in the three identified groups of teachers as presented above confirmed the correlation between teachers' understanding of pragmatics and their evaluation of the pragmatic content included in their teaching materials. In general terms, the more and better understanding they had about pragmatics, the more informed evaluation they could do. Besides, the different levels of improvement among the

teachers from these three identified groups also indicated the relationship between the teachers' backgrounds and the degrees to which they acquired the information from the workshop. Although after the workshop, all participating teachers could express their understanding of pragmatics and evaluate the pragmatic content in their in-use textbooks, their understanding levels and evaluation varied. As mentioned above, teachers' qualifications and teaching experience as well as their previous opportunities of pragmatics learning were seen to have significant impact on their retention of the presented information.

5.2.2. Teachers' statements of achievements after the workshop – Evidence of teachers' self-rated improvements in depth and breadth of pragmatic knowledge

After the workshop, participating teachers were asked to list the important knowledge, teaching skills, and other achievements that they obtained from the workshop (see Appendix 17 for all participants' answers). Findings regarding these issues can be used to draw conclusions about ways in which the workshop brought about changes in their beliefs and understanding of pragmatics and its teaching, and by implication to evaluate its usefulness.

In order to reveal the presented aspects that received teachers' most attention as well as to provide useful implications for future PD events, all of the teachers' answers were synthesized and individual elements counted to shed light on the areas of knowledge and type of teaching skills that were obtained by most teachers. The synthesis and calculation were conducted in a straightforward manner, in which all participants' answers were listed in a spreadsheet of the Excel app. All similar answers were grouped together and frequencies manually calculated. The groups of answers were then assigned titles to accommodate all key words and ideas from the teachers' answers. The results of this synthesis are presented in the following two tables.

Table 12. Teachers' Reports of Important Knowledge Learnt from the Workshop

Number of teachers	Important knowledge learnt from the workshop
30	1) Pragmatics teaching methods, techniques, and supplementary activities to integrate pragmatics into English lessons
25	2) Definition of pragmatics
10	3) The importance of pragmatics in L2 teaching and learning
9	4) Different areas of pragmatics (e.g., sociopragmatic knowledge, pragmalinguistic knowledge, interactional knowledge)
5	5) Differences between English and Vietnamese pragmatics
4	6) Sources of materials for pragmatics teaching
2	7) The shortcomings of the in-use textbooks in terms of pragmatic input
1	8) Polite ways of speaking in different contexts and cultures
1	9) How to apply linguistic features in real-life contexts
1	10) Classroom management: How to encourage learners to practice English and communicate with each other using English
1	11) How to teach speaking lesson more effectively and realistically with pragmatics
1	12) Useful examples of formal and informal expressions
1	13) The misconception of native-speakerism in EFL context
1	14) New ways to design a lesson
1	15) The application of pragmatics in communication
1	16) How to design supplementary activities of pragmatics
1	17) How to use English properly
1	18) How to teach students to use English in speaking
1	19) What pragmatic aspects should be taught
1	20) Ways to adapt textbooks

Note: Some teachers mentioned more than one item of knowledge.

As can be seen from this table, the area of instructional pragmatics with methods and techniques to teach pragmatics in EFL classrooms, together with specific pragmatic activities to incorporate pragmatics into English lessons in textbooks was mentioned by most participating teachers, accounting for 70% of them. This is not a surprising result, because as teaching practitioners, these teachers would definitely pay special attention to how to present different dimensions of knowledge of the target language to their students effectively.

The second dimension of knowledge that received the second most reports from teachers as obtained knowledge after the workshop is the definition of pragmatics. As can be seen in the above table, 60% of the participating teachers expressed that through the workshop

they had come to know what pragmatics is. Also, nearly one third of all participating teachers reported that the workshop helped them know more about different areas of pragmatics, as well as realize the importance of pragmatics in the teaching and learning of the target language. Besides, there were 5 teachers who noted that they became aware of the distinctive differences between English and Vietnamese pragmatics through the workshop.

Furthermore, several teachers pointed out that through the workshop, they knew some reference sources for materials of pragmatics teaching, as well as the weaknesses in terms of pragmatic content in their in-use textbooks. There were other dimensions of knowledge that each individual teacher reported having gained from the workshop as can be seen in the above table.

Similarly, teachers' answers regarding the important teaching skills learnt from the workshop were also synthesized by using the same technique as described above. The result is presented in the following table.

Table 13. Teachers' Reports of the Teaching Skills Learnt from the Workshop

Number of teachers	Important teaching skills learnt from the workshop
12*	1) Specific techniques to teach pragmatics such as: - How to teach the concepts of "formal" and "informal" - How to create various scenarios with different social contexts for students' language use practices - How to conduct role play activities with feedback - How to give simple instructions - How to identify the objectives of the lesson - How to decide on appropriate lessons to students' levels - How to guide students to practice the target language in real life - How to make English learning real - How to provide students with authentic language - How to help students use the target language properly - How to teach students to open and end conversations effectively - The suitable amount of time to be spent teaching pragmatics - How to teach sociopragmatic knowledge in communication - How to teach students to soften advice
10	2) How to design a lesson incorporating pragmatics
2	3) How to adapt textbooks and teaching materials to integrate pragmatics and facilitate learning effectively

2	4) Pragmatics teaching methods: Explicit and implicit
2	5) Designing lessons oriented towards communicative language teaching approach
2	6) How to give comments / feedback to students constructively regarding their pragmatic performances and mastery of the taught knowledge
1	7) How to measure the effectiveness of the teaching and learning of pragmatics

Note: - Some teachers mentioned more than one teaching skill; - The 12 teachers mentioned 1-2 specific techniques which were listed altogether as above.

As can be seen in this table, most teachers mentioned about specific techniques to teach pragmatics as important teaching skills learnt from the workshop rather than the approaches of pragmatics teaching mentioned in the workshop. This shows that these teachers need specific techniques and tips to help them better their teaching and teach the target language more easily and effectively, especially those techniques for teaching pragmatics – a new concept to them. The second most frequent aspect reported by these teachers as important teaching skills gained from the workshop was how to design a lesson to integrate pragmatics. Although only around one fourth of the participating teacher mentioned about this aspect, it could be a good signal that these teachers may pay attention to the integration of pragmatics into their lesson planning.

Among the three investigated categories of teachers' statements of achievements, the first two categories as presented above received almost all teachers' answers whereas the third categories of other achievements only received 12 out of 43 teachers' answers. The achievements that most of the 12 teachers mentioned in this third categories were the information, knowledge and experience they learnt from other colleagues during their discussion to create the self-designed pragmatic activities. This indicates these teachers' needs for and interests in having a community of practice where they could share what they know and learn from one another. Other topics mentioned as other achievements by all participants could be seen in the table below.

Table 14. Teachers' Reports of Other Achievements Obtained from the Workshop

Number of teachers	Other achievements obtained from the workshop
8	1) Collaborating and learning from other participating teachers in terms of their teaching experience, knowledge, and teaching skills.
6*	2) Some other dimensions of knowledge like cultural knowledge, the names of some reference books about pragmatics, teaching experience of the speaking skill, ways of including pragmatics into particular lessons, how to design an interesting lesson with pragmatic knowledge, how to teach formal and informal language
4	3) Enjoyment
1	4) How to be creative in lesson planning

Note: - 1 teacher mentioned two items of other achievements that she obtained from the workshop; - Each of the 6 teachers mentioned one dimension of knowledge that they saw to have obtained as other achievements from the workshop.

As can be seen in the above table, some teachers mentioned their enjoyment of the workshop as well as other achievements obtained from it. In their words,

- We were impressed with the warm friendly atmosphere, the enthusiasm, the creativity of the teacher. (T35)
- Teamwork; Make new friends; Seeing old friends again. (T12)
- The workshop gives me a chance to meet my colleagues and friends whom I haven't seen for a long time. It's wonderful. (T5)
- The spirit of all the teachers and the enthusiasm of Professor. Thanks so much! (T41)

In summary, the teachers' statements of achievements indicated that they were keen to learn about basic theories and specific techniques to serve their teaching directly. As mentioned earlier, there were some theoretical aspects that were assumed to be of great importance for teachers' understanding of pragmatics and its teaching such as the distinctive differences between English and Vietnamese pragmatics, components of L2 learners' pragmatic competence, areas of pragmatics to teach, and two main approaches of pragmatics teaching – the explicit and implicit methods. However, participating teachers did not report them as

important knowledge and teaching skills obtained from the workshop in their answers. On one hand, this shows the potential differences between research and teachers' actual interests and needs, which could be seen through empirical studies like this. On the other, it might be related to the delivery of the workshop, suggesting, for example, that the delivery of the theories of pragmatics had been conducted in a less interesting efficient way and failed to catch the participants' attention. This will be further discussed in Chapter 6.

Also, the analysis of all teachers' answers regarding their statements of achievements after the workshop also showed a significant correlation with their understanding of pragmatics and their evaluation of the pragmatic content in the textbooks. In other words, it was analysed that teachers who had better understanding of pragmatics and evaluation of the usefulness of their textbooks in terms of pragmatics teaching also provided more answers regarding their accomplishment from the workshop. Specifically, while half of the teachers from group 1 and group 2 as identified above provided answers to this third category, only 8 out 19 teachers from group 3 expressed their other achievements after the workshop. With regard to the knowledge and teaching skills achieved from the workshop, all teachers in groups 1 and 2 could articulate their newly obtained knowledge and half of the teachers from group 1 and 16 out of 18 teachers from group 2 could state the teaching skills learnt from the workshop. Meanwhile, there were more teachers with no answers in group 3, namely 2 teachers with no answers for newly gained knowledge and 5 teachers with no answers for the learnt teaching skills. Although there was an identified correlation between the teachers' backgrounds and their achievements from the workshop, it was still uncertain whether their no responses to the questions were due to their failure to learn what was taught in the workshop, their uninterest in the delivered content or merely because of the fact that they could not think of an answer

at the time of completing the postworkshop questionnaire. For example, one teacher from group 3 explained in her answer that "I can't think of any right now". (T16).

5.2.3. Teachers' self-designed pragmatic activities

As mentioned in Chapter 3, after the researchers' presentations of pragmatics and pragmatics in English language teaching, major shortcomings of the currently used national textbooks in terms of pragmatic input, and some supplementary activities to incorporate pragmatics into some teaching units of the textbooks, and the section of questions and answers in which the researchers answered the participants' questions and concerns related to pragmatics and its teaching, the teachers participated in a self-designed pragmatic activities activity. In this activity, they worked in groups to design 10-20 minute activities to integrate pragmatic knowledge into available lessons in their in-use textbooks as the researchers demonstrated in her presented supplementary activities for pragmatic teaching. As such, before participating in these self-designed pragmatic activities, the teachers had been scaffolded with basic knowledge of pragmatics and its teaching, the rationale for the need of incorporating pragmatics into their classroom practices, and most importantly, hands-on experience of how to integrate pragmatics into some specific lessons in their in-use textbooks. Specifically, the teachers were taught the following supplementary activities.

In the first activity, which was entitled "Reflection on advice", the teachers were showed why and how a lesson on the speech act of advice in the textbook needs to be supplemented with pragmatics. In the textbook, students are provided with some useful expressions to give advice such as: *I think you should …*; *You had better …*; *I don't think you should …*; *In my opinion, you should …*; *If I were you, I would, ….*; etc. without any metapragmatic explanations (see Ton Nu, 2017 for more discussion about this presentation motif in EFL textbooks). Therefore, the teachers were introduced the notion of softening advice

as well as some linguistic tools for so doing, and were guided to make some eliciting questions to ask students about giving advice and softening advice, such as: *Why is getting advice sometimes like being slapped with a fish?*; *What do you think about softening advice?*; *Is it better to soften advice? Always? When? With whom?*; etc. The teachers were then provided some scenarios for students to practise giving advice.

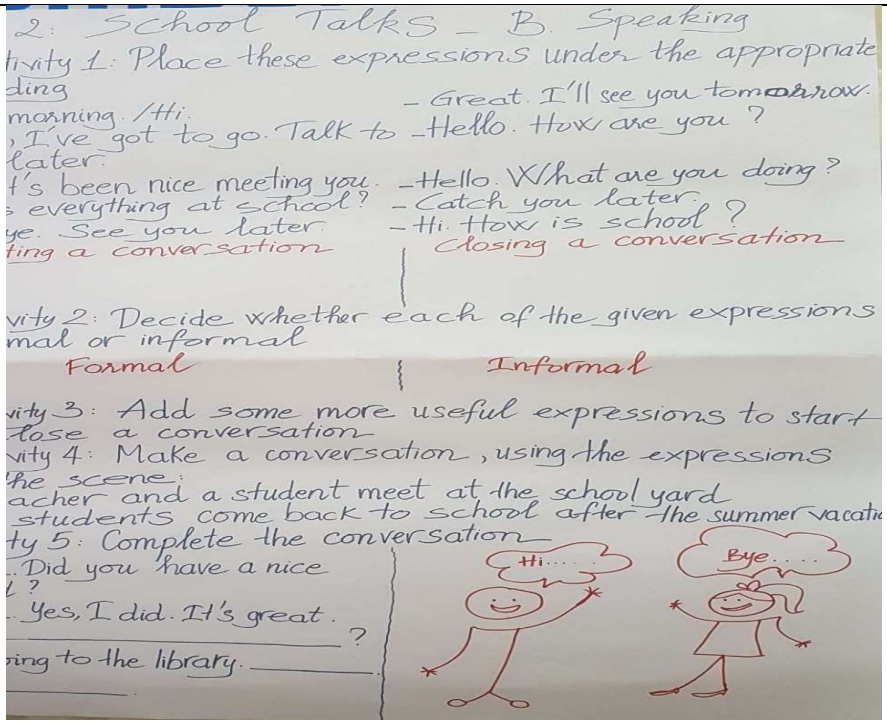
The second activity, which was about how to teach sociopragmatic knowledge in communication, was designed to show the teachers how they could raise students' awareness of sociopragmatics through short reading activities followed by discussion questions and integrate such activities into a speaking lesson in the textbook. Finally, the third activity, which was about the concept of formality, was designed to show the teachers how to help students distinguish the concepts of 'formal' and 'informal' and integrate it into a writing lesson in the textbook. This activity started with the definitions and general features of formal and informal language. This was followed by some exercises for students to rewrite informal language into formal language.

These three sample activities, which were designed by the researcher, were aimed at providing the teachers with concrete examples of how pragmatics could be integrated into their classroom practices. Meanwhile, the teachers' self-designed pragmatic activities were conducted to see whether and to what extent the teachers could design some short activities which last from 10-20 minutes to integrate pragmatics into their teaching practices in accordance with the content of the textbook. As such, this kind of data is significant regarding its indication of the extent to which the participating teachers could put what they learnt from the workshop into practices. In the below table, the posters of the teachers' self-designed pragmatic activities are displayed.

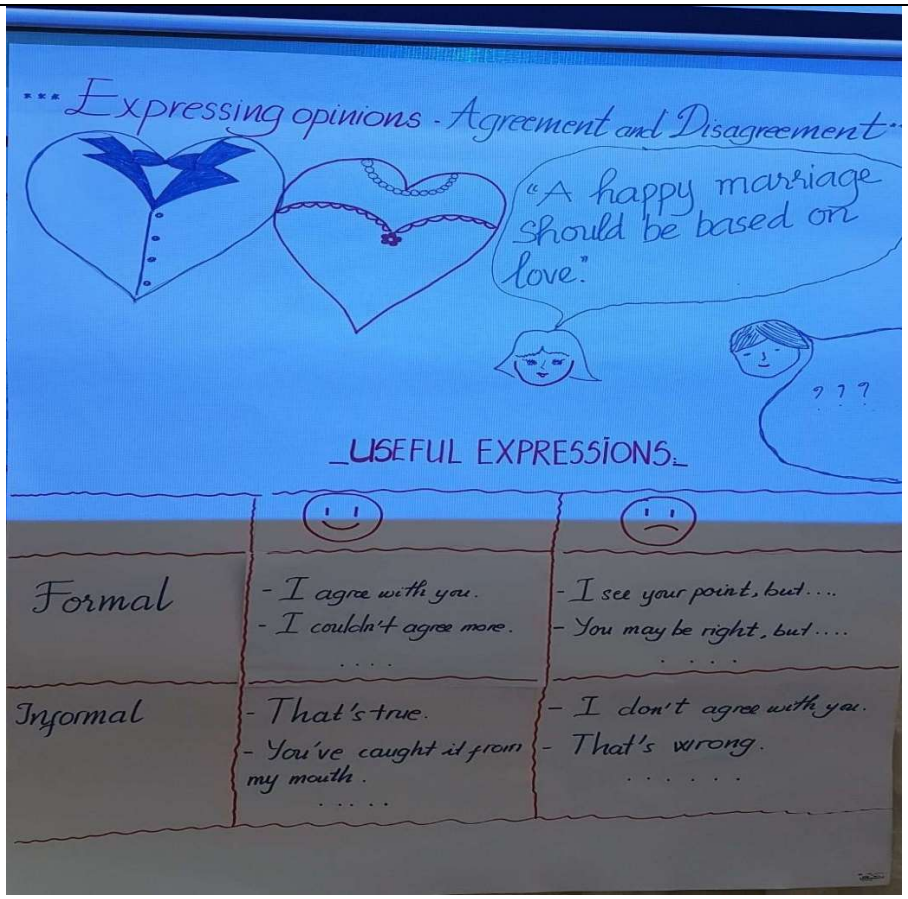
Table 15. Teachers' Posters of Their Self-Designed Pragmatic Activities

Poster	Poster content

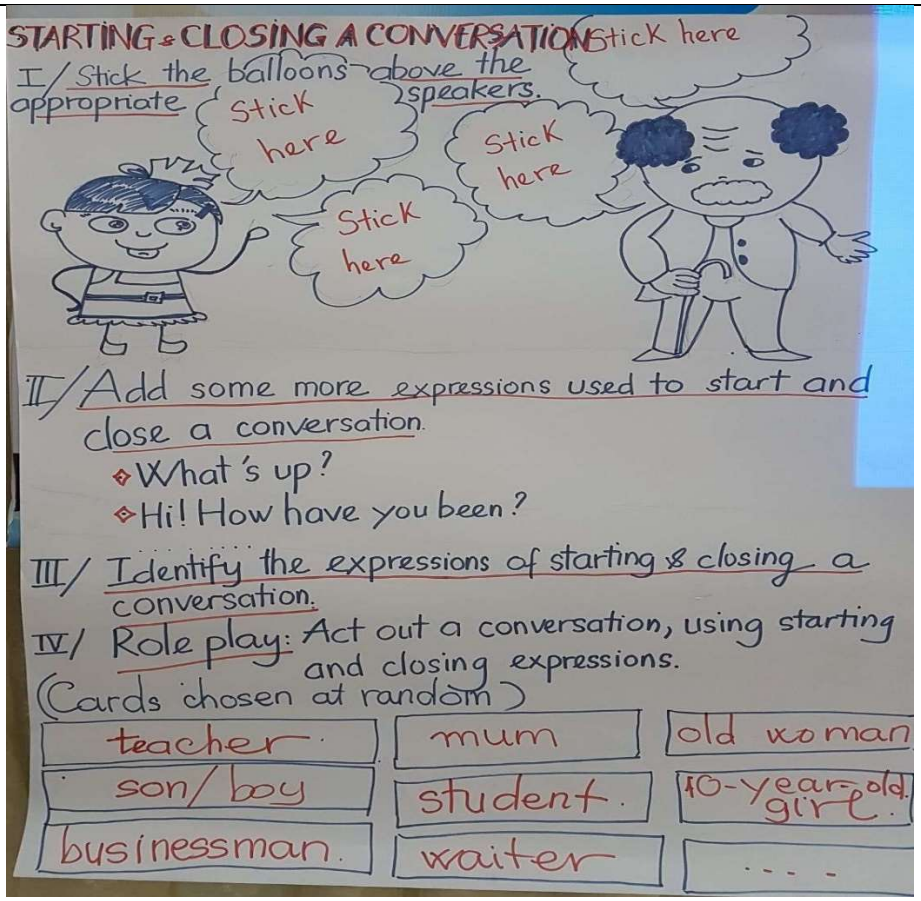
Poster 1



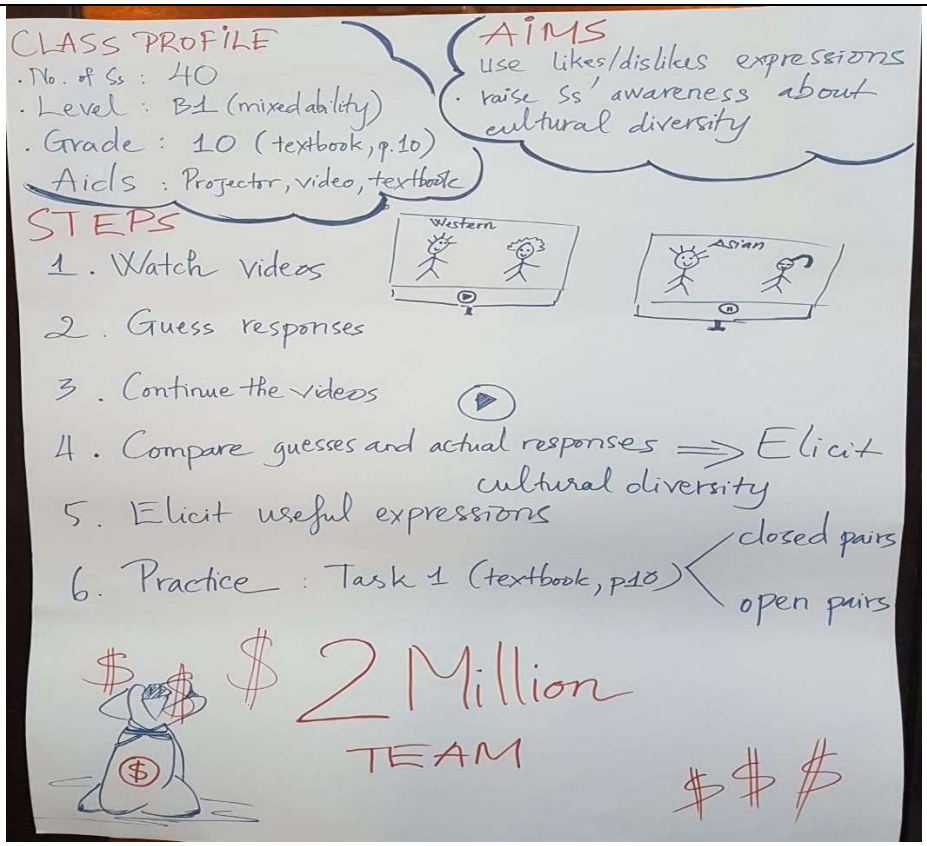
Poster 2



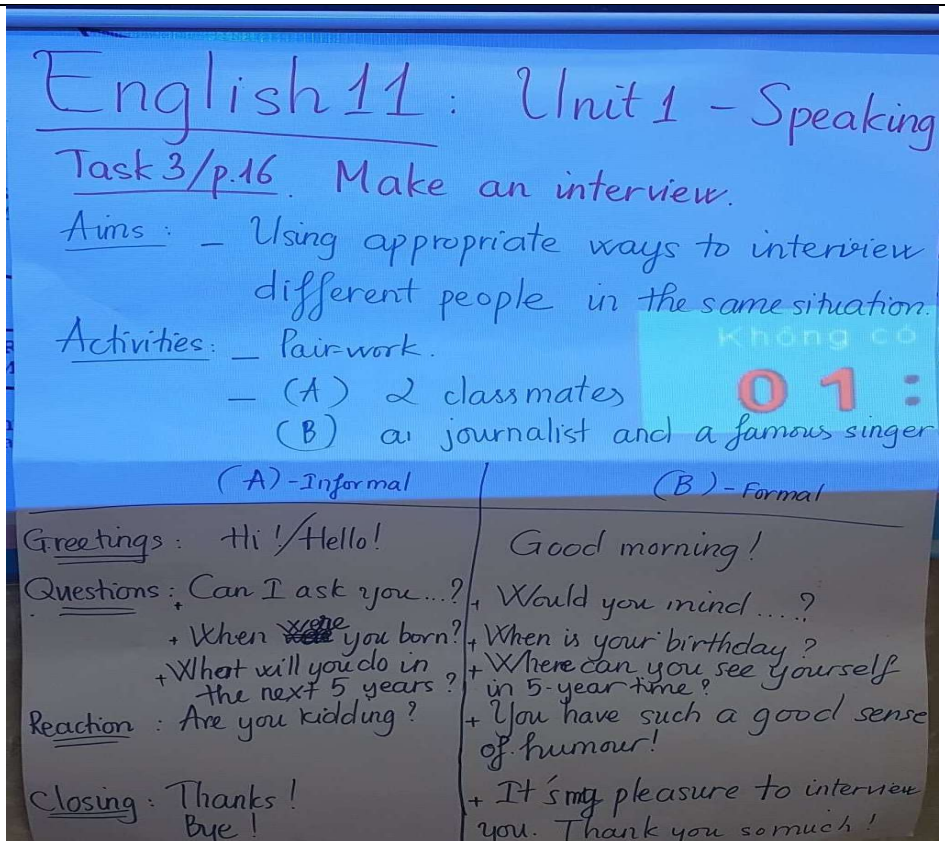
Poster 3



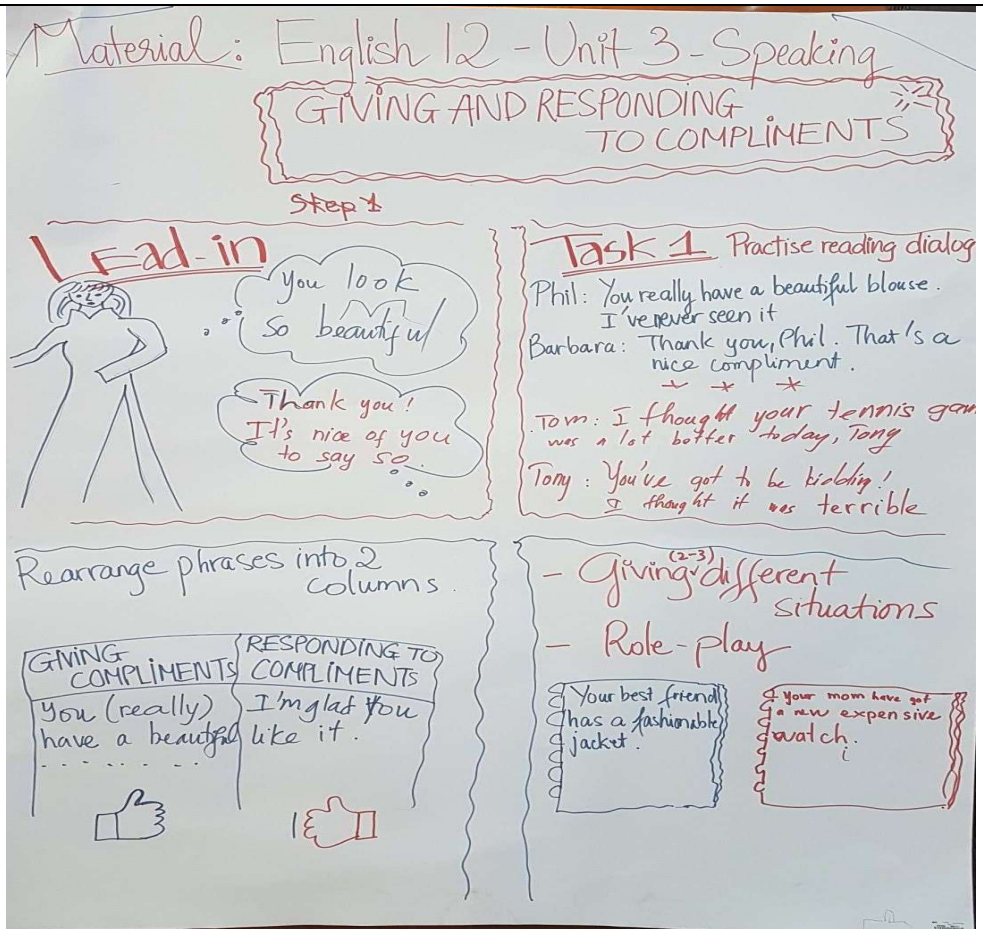
Poster 4



Poster 5



Poster 6



As can be briefly seen from these posters, the teachers' self-designed pragmatic activities were all focused on speaking skills with emphasis on presenting pragmalinguistic resources. Among the six posters, only poster 5 was designed with the target of teaching some sociopragmatic knowledge about cultural diversity. The remaining five posters focused on pragmalinguistic aspects ranging from simple issues such as speech acts (see posters 2 & 6), formal versus informal expressions (poster 1 & 2) to more complex issues of conversational skills like opening and closing a conversation (poster 3) and carrying out interviews with different people (poster 5). One common feature of all of these activities is that they focused on teaching short transactional turns with available prompts provided by the teachers. Also, they are seen to put more emphasis on providing students with linguistic tools to complete each task in the activities. Both of these features reveal the general English proficiency level of their students as well as their teaching goals in their teaching contexts. This provides useful implications for the training and re-training of teachers regarding pragmatics and its teaching in the Vietnamese EFL context as well as in other similar contexts with students at low levels of English.

Further analysis of the teaching approaches taken by these teachers in their self-designed pragmatic activities showed that there were two approaches adopted. As can be seen from posters 1, 2, 3, 4, and 6, the teachers followed the 3Ps (Presentation – Practice – Production) method in designing their activities. The only activity in which the TBL (Task-based learning) approach was seen to be followed was the one presented in poster 5, in which students were guided to carry out interviews in terms of formal versus informal situations. As in other posters where the 3Ps approach was not completely followed, the TBL approach was not fully manifested in poster 4. These missing stages in the teachers' self-designed activities

reflected a possible influence of the way these approaches were utilized in their actual teaching practices.

On the whole, these self-designed pragmatic activities of all participating teachers showed how these teachers initially managed to integrate their newly gained pragmatic knowledge into their lesson plans right after the workshop. As pragmatics and its teaching were new topics to many of these teachers at the time of attending the workshop, these self-designed pragmatic activities indicated the initial success of the workshop regarding its aim of providing hands-on experience of pragmatics teaching to teachers to enable them to get to know how to include pragmatics in their classroom practices. Through these activities, it could be seen that participating teachers could successfully integrate some pragmatic content into their self-designed lessons as instructed by the researcher. However, as these activities were the products of teachers' groupwork, it is uncertain whether each individual made equal contributions, and could design similar activities to integrate pragmatics into their own lessons.

5.2.4. Concluding remarks

From the participating teachers' articulated understanding of pragmatics and its inclusion, their evaluation of their in-use textbooks in terms of pragmatic content, and their self-designed pragmatic activities above, it can be seen that many participants made significant progress in terms of their awareness and basic knowledge of pragmatics and its teaching. As can be seen in their answers to the pre-workshop questionnaire (see Appendix 17 for details), many of the teachers were not aware of what pragmatics was about and why it should be considered to be important, as well as had limited knowledge of the elements of pragmatics, thus they did not consciously include pragmatics in their lessons. Therefore, this workshop seemed to serve as an enlightening opportunity for them to come to know about pragmatics, its importance and its teaching in EFL contexts. The teachers' expressions of the important

insights they perceived as arising from the workshop provide a number of implications for language teacher education and professional development in the field of pragmatics, which will be discussed in Chapter 6. With positive comments of the teachers of what they accomplished from the workshop in terms of knowledge and teaching skills of L2 pragmatics as well as other achievements, the workshop was considered to have been effective in raising the teachers' pragmatic awareness as well as informative for all participating teachers given the novelty of the field of pragmatics and its teaching to these teachers. With regard to Kennedy's (2014) framework of effective PD (see Chapter 2), this PD event can be seen as successful in terms of the transmissive purpose. Also, its success was in accordance with Desimone's (2011) second step of successful PD (see Chapter 3). For her suggested third and fourth steps to be realized, further PD activities on this topic would need to be conducted. This will be discussed further in Chapter 6.

Due to the constraints of time and logistics, this study was not able to investigate participating teachers' applications of their newly gained knowledge and skills into actual teaching practices. However, what teachers could include in their self-designed pragmatic activities after the researchers' lectures and presentations are a positive sign for potential inclusion of pragmatics in their future lessons. The low response rate of participating teachers meant that no broad claims can be made regarding participants successfully transforming what they learnt from the workshop into their teaching practices, but there were clearly some teachers who did.

5.3. Research question 7: What can teachers continue to learn through collaborative learning after the workshop?

As described in Chapter 3, five teachers, namely T9, T11, T22, T24, and T36 participated in a focus group discussion after the workshop. Their discussion with one another,

facilitating by the researcher with her three suggested pragmatic activities to include in their classroom practices and her guiding questions, was analysed for evidence of critical learning episodes (Kiely & Davis, 2010) (henceforth CLE) to show how the teachers learnt from discussion with one another and with the researcher. According to Kiely and Davis (2010), a CLE is a segment of interaction in the classroom which has a start and a finish on a topic that attracts attention in the classroom and contributes to the discourse and thus important for learning. In this study, a CLE is situated in the discussion among the participants and the researcher instead of in the classroom. The division of the focus group into segments of discussion in accordance with their topics resulted in the identification of five CLEs which are presented in consecutive order along the group discussion as follows.

5.3.1. CLE 1: Teachers' seeing the usefulness of the pragmatic activities presented by the researchers

After the researcher demonstrated the 3 self-designed pragmatic activities in the initial phase of the workshop, the comments of some teachers suggested they were able to see the usefulness of these activities and had started to think about how they could apply them into their classes. For example, T9 commented:

> These activities can help students apply into real-life communication! Very useful for their speaking skills. Through these activities, students can know the effectiveness of communicating in accordance with contexts. For examples, through these 2 pictures, they know that using the right way to communicate in social contexts will bring in good results. We can ask students to role play, to make conversations based on these to help them memorise and apply to their communication later. When they experience real-life communications in the future, they will use the taught knowledge better.

Other teachers also expressed their interests in these activities and raised their own concerns around the designing of pragmatic activities and these integration of pragmatics into their classrooms to better their teaching towards the development of students' communicative competence. Most teachers stated that one key problem to them was that they did not have

pragmatics teaching materials and that they were not yet confident to design pragmatics activities by themselves. Specifically, T22 and T9 said:

1) It is really good and interesting to teach pragmatics, but the problem is we do not have materials! If Anh (the researcher's name) can give us her dissertation when it is completed for us to teach, it would be perfect! (laugh) (T22)

2) In the 10-year textbook series, there are references. However, I have never searched for these materials. I have not got time. I want to search them and read them to see whether there is some effective information for my teaching. I intend to take pictures of 1-2 pages of the textbooks and send to Anh to ask for reference materials. At first, I need Anh's support to have more confidence in pragmatics teaching. After that, I will continue by myself. I always need clear direction at the very beginning. Therefore, I will ask for Anh's help. (T9)

From their expressions of their need for pragmatics teaching materials and for more guidance in terms of pragmatics teaching, it can be seen that these teachers share the researcher's view about the necessity and usefulness of including pragmatics in their English teaching. Therefore, if they are provided with appropriate materials and more guidance, they will be able to integrate pragmatics into their lessons.

5.3.2. CLE 2: A teacher's resistance to implementing pragmatic activities into her classroom practices due to her contextual difficulties

Not all of the responses at this point were positive. Interestingly, after the researcher's presentation of the 3 pragmatic activities, there was one teacher who showed her resistance towards the integration of these activities into her lessons due to the constraints of time and textbook activities despite her awareness of the usefulness of these pragmatic activities to students' communicative competence development. She said:

> As far as I can see, if we separate these activities from the textbooks to teach, they would be very effective and useful for students. Students will know how to use language appropriately in reality. And when we teach these activities, we shouldn't relate to the textbooks. Teachers have to design their own lesson plans and only use the topics assigned in each lesson. [...] We have to adapt the textbooks if we want to teach pragmatic knowledge. With the time allotted in each period of class, we cannot teach both of the activities in textbooks and these pragmatic activities.

However, other teachers did not share her opinions given the reasons of limited time and the mismatch between the textbook and these activities. Some counter arguments are reproduced below.

> T22: In the textbooks, there are many situations in which we can integrate pragmatics. Actually, if we really want to teach pragmatics, we can still find chances to do so using the textbooks. For example, taking advantages of the dialogues between young and old people in the textbooks.
>
> T9: In the textbook of Grade 12, there is a part of complimenting. We can teach more pragmatic knowledge here. For example, what would you do when complimenting your peers, your Dad, your younger brother?
>
> T22: Yes, exactly!
>
> T9: I would like to remind that we are not required to follow the textbooks 100%. We don't have to finish all tasks in the textbooks. We just need to follow the assigned topic, and we have the right the design our own lessons as long as they are effective!
>
> T22: When reading through these activities, I think activity 1 and activity 2 can be applied into our teaching so well, so effectively and they do not take a lot of time.

With such counter-arguments from other teachers, the teacher started to show her agreement with these teachers regarding the value of pragmatics teaching, but maintained that there were still practical constraints limiting the application of these activities in their own classrooms. She said "I have the same idea. But when we teach, we have to design from scratch." As colleagues who shared similar backgrounds and teaching contexts, these teachers were in a good position to provide encouragement and influence the teacher's viewpoints. Conversations like this are potentially useful for teachers to learn from one another, as well as providing insights for the researcher on how intentions can change and or/ the specific obstacles that prevent them from doing so.

5.3.3. CLE 3: Teachers' ideas on how to use pragmatic activities in their classrooms

After listening to the researcher's presentation of the three pragmatic activities, teachers also discussed with one another to see how they could use the third activity in their classrooms. As stated in Chapter 3, while activities 1-2 are short and simple, activity 3 is longer and more

complex to carry out. Therefore, these teachers had mixed views on the application of this activity in their own classrooms. Below is their conversation regarding this issue:

> T22: Activity 3 cannot be taught in 45-minute class. If you want to teach this, first of all, we ask students to watch the videos at home, and read the task sheet beforehand. After that, teacher can teach it in class. We can choose 2 good students and ask them to role play for the whole class to watch. After that, we take the lead in explaining and teaching pragmatic knowledge to them. We can ask such questions as: In these two cases, what is the attitude like? What is the level of directness and indirectness?
>
> Another way to teach it is that we divide the class into 2 groups, group 1 is in charge of carrying out the conversations and asks group 2 of what they think.
>
> This activity is very time consuming. So we can ask students to do a project on it. For those who teach the 10-year textbook series, this activity is good for the project task. I have done this at school!
>
> T9: I see that you have done similar activities a lot in your classes! […] I think that we only need to have good preparation for activity 3! Right at the beginning of each unit – at the Getting started section, I will introduce this activity to my students so that they can prepare and they will carry it out in the Project section. I think that it will be very ok!
>
> T36: I agree with all of you that these activities are highly applicable, and we can teach them within 15-20 minutes in our class. My concern is whether students can be able to remember what is taught given that they do not have opportunities to use the taught knowledge outside class.
>
> T24: In my opinion, the first 2 activities are highly applicable, but for activity 3, we can only apply to our teaching the use of the videos. The task sheet is not very useful for our students. We should let students use their own language in role play or dramas instead of giving an available dialogue like this to them.
>
> I think acting out the dialogue in this way doesn't help students a lot with pragmatics. It's enough to ask them to observe and give comments on the two videos.

Their discussion of the use of activity 3 in their own classrooms show that each teacher was able to see the potential use of the available activity to suit their own teaching contexts. They could learn from one another through both agreement and disagreement. While T9's approval of T22's opinion could extend T22's idea into the application of this activity in the Project section in the textbooks, T24's disagreement on the application of the whole activity could give teachers extra ideas of how to use this activity differently and how to think of other similar pragmatic activities.

5.3.4. CLE 4: A teacher's concern raised and resolved

As can be seen in the above conversation of the teachers' discussion on how to use activity 3 in their classrooms, T36 raised her concern of whether students could remember the taught knowledge and use it outside class. This concern if not solved may cause her hesitation in teaching pragmatics to her students. She further deliberated on her concern as follows:

> Students at my school still do not pay attention to using language in communication and they are forgetful. Within the class, they can remember and use the taught structure well. But after some classes, they can forget what they have learnt as they do not use the taught knowledge outside class.

Regarding this concern, T22 and T9 commented that,

> We cannot do anything about this problem. It really depends on the learning attitude and goals of the students. Those who feel the necessity of communicating in English, they will try by all means to have chances to practice. Those who feel that they can communicate in English, but they don't have the need or goal, they can just ignore the chances of practice. (T22)

> I have two ideas to share here. First, we teach our students 3-4 periods/week, so we have to be the leader in class. We speak in English and force our students to do so as well. Out of ten times of asking them to speak in English, there should be at least once that they follow our order. Therefore, our classroom language is important. For example, we can change the language we use from Can you …? to You are allowed … or Would you mind …? so that students can learn from our use of language. Second, I can say that environment is important. In my class of grade 12, there was a girl from the Philippines who visited our class. And all students spoke in English to her. At that time, I just played the second role in the class, not the first one! Therefore, environment is extremely important. When language becomes a tool for daily communication with that Filipino, the students gradually forget that they are speaking in English. (T9)

It can be seen that by rejecting the labelling of this concern as a "problem", T22 implicitly encouraged T36 and other teachers to teach pragmatics in their classrooms without worrying about whether students would use the taught knowledge. T22 put the teaching job in the teachers' hands and the learning one in the students'. Meanwhile, T9 shared her strategies and opinions of how to motivate students to use English in communication. Insights from both teachers helped provide solutions to T36's concern.

5.3.5. CLE 5: Teachers' thinking of other pragmatic activities

Towards the end of the discussion, teachers proposed some potential pragmatics activities to be used in their classrooms. Below is their conversation regarding this issue:

T22: All of these activities are about speaking, so I think we need some techniques to teach pragmatics in writing. For example, write an email to your relative, to your boss, to your parents, to friends or to a stranger. The writing styles should be different. We can provide students with some structures, useful expressions and phrases for them to use when writing. I think it's good to teach pragmatics in writing.

The researcher: Yes, exactly!

T22: Pragmatics is especially essential when students work with their business partners in the future.

The researcher: Yes, I see that there are some email writing activities in the textbooks, so we can definitely integrate pragmatics into these activities.

T11: There are writing activities from grades 10 to 12. At Grade 10, there are short writing exercises such as invitation, accepting or refusing an invitation. In the textbooks, students are asked to reply to their friends, but we upgrade it a little bit by asking students to write to their aunties, uncles or to their boss. Depending on students' level to make this activity more difficult to them. Whenever we think about pragmatics, we think about Speaking and we seems to forget about Writing. But it true that in our context, we normally teach writing to Grade 12 students. For students of lower grades, we mainly teach them about Speaking for daily communication.

T9: We can start teaching students about pragmatics in Writing by asking them to write a postcard to their parents or friends on special occasions in the year. After students finish their postcards, we can choose out the best postcard or the one that need correction the most to teach to the whole class. And we can gradually develop their pragmatic knowledge and competence in writing with different activities.

T24: I think we should choose out the situations that are the most familiar and closet to students, for example, write to your friend. If we ask them to imagine and write to their boss, it can be too far for them!

T11: That depends on the level of the students.

T9: Yes, depending on their levels! And we teach them how to write to different people first and they will apply to reality later. We have to teach them about formal writing style and informal one and ask them to use their own vocabulary to write by themselves.

T22: After completing grade 12, some students go on to university, but some work. Some of my students ask me to give feedback on their letters for job applications.

T11: Like in Unit 6, we have a topic about interviews. Also, some students need writing skills to apply for scholarships. For your school (referring to T36's school) and my school, we need to start with the simplest activity due to students' low level. As my students don't have the need to study English – they only think that it is a compulsory subject to study at high school, they don't have motivation in learning it. So we have to start with small things first and if we think they are ok, we'll upgrade more.

T36: Besides, we need to guide students to search for resources by themselves to see whether their ways of writing are formal or informal, appropriate or not. They shouldn't rely too much on teachers.

T24: In my opinion, the easiest activity is letting students watch videos of foreigners talking to each other, and then letting them realize what language is used and we can compare with cultures of Asia, Europe, and Vietnam. My teaching style is helping students know what to say in a given situation.

As can be seen in this part of the discussion, the teachers interacted with each other and devised new ways to include pragmatics in writing lessons. Through the discussion, they were able to develop T22's idea further by giving specific examples of how to carry out pragmatics teaching in the writing sections of the textbook. From this main topic, other issues arose such as pragmatic activities in accordance with students' English levels, their own viewpoints of the best ways to teach pragmatics. It can be said that through discussion like this, the teachers were able to deepen and widen their knowledge of pragmatics and its teaching.

5.3.6. Concluding remarks

In conclusion, the focus group has provided insights into what and how the teachers learn more about pragmatics and its teaching through collaborative learning with their peers with the facilitation and direction of the researcher. Through the discussion, the teachers were able to have more ideas of how to create more pragmatic activities to integrate pragmatics into their teaching practice. Also, through expressing their own opinions and concerns and having them challenged or supported by others, the teachers demonstrated an enriched knowledge of pragmatics and its teaching.

5.4. Research question 8: What are teachers' perspectives on what can be done to integrate pragmatics into English lessons in the EFL context of Vietnam?

The findings to this question were obtained mainly through the post-workshop survey and partly through the individual interviews. In the post-workshop questionnaire, teachers were asked about what they would need in order to successfully incorporate pragmatic knowledge into their English lessons to help develop their students' communicative abilities in English. They were also asked about their expectations for changes in order for pragmatics to be successfully integrated into their English lessons. During the interviews, teachers were asked

whether they could suggest further solutions for pragmatics to be integrated into their current English teaching curriculum.

5.4.1. Teachers' expressions of their needs for the integration of pragmatics into their English lessons

Their answers regarding this issue were thematically coded and synthesized into the following topics:

1) Teaching materials (mentioned by 21 teachers)
2) Teachers' planned actions in teaching (mentioned by 14 teachers)
3) Teacher knowledge (mentioned by 8 teachers)
4) Teacher professional development (mentioned by 6 teachers)
5) Expectations of changes in textbooks, number of students per class, assessment, and teachers' right (mentioned by 5 teachers)
6) Students' perspective (mentioned by 1 teacher)
7) Teaching facilities (mentioned by 1 teacher)
8) Contextual necessity (mentioned by 1 teacher)

Among these 8 topics, teaching materials received most teachers' consideration as their needs to integrate pragmatics into their lessons. Some of them emphasized on the need to have teaching materials with pragmatic content as follows:

1) More materials of pragmatic knowledge.
   More guidelines of pragmatic knowledge in teachers' books for speaking lessons.
2) Material, textbooks with useful instructions help teachers know how to teach students successfully.
3) I need a proper material / textbook that focus on pragmatic knowledge.
4) I need some official resources about pragmatics in order to teach students to use language exactly and efficiently.
5) Firstly, knowledge and reliable resources are necessary.
6) As I realize the value of pragmatics in language teaching, I would need a helpful source of materials on the subject to teach effectively.
7) Some materials for references relating to topics designed in the textbooks.
8) Currently, I need more materials in teaching pragmatics so that I can teach students more effectively.

Clearly, what these teachers were in great need of was textbooks with proper integration of pragmatic content together with teaching manuals that could serve as guidelines and teaching

aids for them in terms of pragmatics. In addition to the need for teaching materials, the aspect that was mentioned by the second most teachers were planned actions that these teachers thought they should take in order for pragmatics to be integrated into their teaching practices. In terms of the impact made by the workshop, it is a positive indicator that there were quite a large number of the participating teachers who had an awareness of what they would need to do by themselves in order to integrate pragmatic knowledge into their lessons after the workshop. These ideas ranged from big issues such as: important pragmatic aspects to teach, topic selection, pragmatics teaching methods selection, teaching activities designing, lesson planning, situations and contexts building, pragmalinguistic knowledge lecturing to students, to smaller ones like class time management, eliciting and consolidating questions for pragmatics teaching, understanding students' needs and interests.

The third area that received these teachers' concerns as their needs was teacher knowledge. There were 8 teachers who expressed their needs to master several dimensions of knowledge including cultural knowledge, pragmalinguistic and sociopragmatic knowledge, and interactional knowledge.

Their answers show that these teachers were concerned about their pragmatic knowledge and competence in general, as well as the knowledge of specific aspects of pragmatics.

In addition to knowledge, other six teachers expressed their needs for training or self-study while other five teachers focused on the need to have changes in textbooks, number of students per class, ways of assessment, and teachers' right. Two teachers stated that besides the need for teaching materials, they also need to be trained about pragmatics and its teaching. Similarly, one teacher said that she needs "more guidelines about pragmatics in teaching the language" in addition to having relevant materials and deeper knowledge of pragmatics while

another one expressed the need of having more training workshops. However, some teachers expressed their needs of more self-study about pragmatics by reading more books and researching on the internet. Also, there were some individual teachers who expressed the needs to have teaching facilities, understanding of students' interests and needs, as well as such contextual necessity as time and social contexts for students' practice.

5.4.2. Teachers' expressions of their expectations for changes in order for pragmatics to be integrated into their current English teaching curriculum

As mentioned earlier, in addition to the inquiry of the teachers' needs in order for pragmatics to be integrated into their teaching practices, the participating teachers were also asked about their expectations of what to have or to change in order to teach English and English pragmatic knowledge more effectively. There were 3 teachers who did not answer this question while the remaining 40 teachers expressed their expectations which were also thematically coded and synthesized into the following topics:

1) Textbooks (mentioned by 10 teachers)
2) Teachers' side (mentioned by 10 teachers)
3) Teacher professional development (mentioned by 8 teachers)
4) Reference resources (mentioned by 4 teachers)
5) Teaching methods (mentioned by 4 teachers)
6) Assessment (mentioned by 4 teachers)
7) Teaching curriculum (mentioned by 4 teachers)
8) Time allotted per lesson (mentioned by 4 teachers)
9) Classroom setting and social contexts for students to practice (mentioned by 2 teachers)

Among these 9 topics, expectations of changes in textbooks and teachers' knowledge and teaching practices received most teachers' attention. Regarding the changes in textbooks, these teachers expressed one common expectation of having it changed with more focus on pragmatic knowledge and communicative competence. In terms of teachers' side, they stated that they expected to have changes in their pragmatic knowledge and competence, their rights to design and adapt their own lessons, as well as in their own teaching practices. Regarding

their expectations of changes in their pragmatic abilities, they tended to believe that opportunities to communicate with native speakers would help them improve their pragmatic competence.

As for the rights to design and adapt their own lessons for more integration of pragmatics, it was informed by some teachers (T9 and T22) during the focus group discussion that teachers are entitled to do so as long as they cover the main content of each lesson as set out in the curriculum. This is because on one hand, teachers are encouraged to play an active role in adapting the textbooks and designing their own lesson plans to suit their own specific contexts. On the other, they have responsibilities to cover the set knowledge in the textbook and the curriculum during class time.

Those expectations regarding changes in their own practices as can be seen in answers 6 to 10 are deemed to be within the teachers' hands if they really wish to make those important changes.

As stated in their expressions of their needs in order to successfully integrate pragmatics into their teaching practices, teacher PD was still their big concern in their answers to their expectations of changes for better English and English pragmatic knowledge teaching. Their common answer was that they hope to be trained more about pragmatics and its teaching through future training workshops and opportunities to communicate with native speakers. Their expectations of having native speakers involve in future PD activities reflect their beliefs in native speakers as a targeted norm for them to follow.

In addition, these teachers also expected to have more reference resources about pragmatics, and more time allotted for each lesson so that they could integrate more pragmatic knowledge. Interestingly, two teachers pointed out that they would like to change the classroom

setting from inside the class to out of the class, especially for their speaking lessons so that students could have more social contexts to practise the target language.

There were an equal number of teachers who expressed their expectations of changes in the teaching methods, the teaching curriculum, and assessment. Regarding teaching methods, they expected to be able to improve and renew their teaching methods so that they know how to teach pragmatics effectively. In terms of the curriculum, they shared one common expectation that the curriculum would shift its focus from grammar to communication. For this to be changed successfully, the assessment system and periodical tests should be oriented towards testing students' communicative competence rather than their reading comprehension and grammar knowledge, as also stated by these teachers. For examples, one teacher suggested:

> And the assessment has to change a little bit. I want English not to be compulsory but a condition, and at the end there must be a speaking test. Students have to pass that speaking exam in order to graduate.

In fact, such expectations that required top-down decisions as changes in curriculum, textbooks or assessment are deemed to be difficult for the present time and in the near future. Meanwhile, those belong to teachers' side could be realized to bring changes to current contexts. Therefore, during the interviews, teachers were asked whether they could think of any solutions for pragmatics to be integrated into their *current* English teaching curriculum. The findings to this question are presented in the following section.

5.4.3. Teachers' suggestions of solutions for pragmatics integration into their current English teaching curriculum

Regarding the teachers' suggested solutions for pragmatics to be integrated into their current English teaching curriculum. Only two teachers volunteered further ideas in addition to their answers in the post-workshop survey during the interview. Specifically, T22 and T36 said that,

> In order for teachers to integrate pragmatics into their teaching, textbook writers have to focus on pragmatics so that teachers will teach about it. (T22)
>
> Teachers should motivate students and make them feel interested in communicating in English if they want to teach pragmatic knowledge to their students. (T36)

In T22's opinion, pragmatics is not difficult to teach, but because it is not included in textbooks, teachers just ignore it. Meanwhile, T36 believed that if students see the importance of communication in English, they will allocate more time to study English.

Compared to their answers regarding their needs and expectations for changes in order for pragmatics to be included into their teaching practices as described above, their key concerns regarding their pragmatics teaching do not appear to have altered as a result of the PD workshop. While T22 emphasized the role of teaching materials in her answers in the post-workshop survey, she continued to confirm it in answering the asked question in the interview. Similarly, T36 was very concerned about students' motivation in the teaching and learning of pragmatics, her answers was still the same during the interview. This possibly reflects each teacher's own stable beliefs regarding pragmatics teaching, which will be discussed further in Chapter 6. While the workshop may have contributed to knowledge, it had limited impact on belief.

5.4.4. Concluding remarks

In summary, these teachers' answers regarding their needs and expectations for changes so that pragmatics can be integrated into their teaching practices shined a spotlight on what needs to be done for pragmatics to be included in English language teaching in the EFL context of Vietnam. The teachers' appeals to have decent teaching materials in terms of pragmatics inserts useful implications for English textbook writers in Vietnam. At the same time, their expressions of being trained in pragmatics provide potential ideas for policy makers regarding the revisiting of current teacher training curricula and of teacher PD programs in Vietnam.

5.5. Emerging issues identified from the interviews

Coding of the interview data also revealed some important emergent themes regarding teachers' beliefs of pragmatics teaching and factors that affect teachers' teaching of pragmatics. These themes are discussed below.

5.5.1. Teachers' beliefs in pragmatics teaching after the workshop

Teachers' beliefs in pragmatics teaching were identified from the interviews' data through:

1) The teachers rating of the importance of pragmatics before and after the workshop;
2) Their suggestions of essential pragmatic aspects to be included in their teaching practices;
3) And their opinions on important knowledge and skills to communicative abilities in the target language.

First, the analysis of these teachers' answers regarding the first issue (see Appendix 18 for their answers) showed that their beliefs of the importance of pragmatics did not greatly change after the workshop.

For those who already believed that pragmatics was important in the teaching and learning of English, their beliefs were confirmed after the workshop. This can be clearly seen in the answers of almost all of these teachers. For example, in the cases of T3, and T9, they already possessed some implicit knowledge of pragmatics and included this knowledge in their teaching practices to some minimal extent, and thus through the workshop their knowledge was consolidated, which enabled them to have a better picture of what they would do in their future lessons to include more pragmatics in their teaching practices. Similarly, to T11, T22,

T24, and T36, who had realized the important role of pragmatics in communication, they continued to emphasize about this after the workshop. The case of T12 was quite special. Although she knew about the importance of pragmatics to language user regardless of whether they were teachers or learners, she still thought that at high school level, pragmatics should hardly be included at all. This kind of conflicts will be discussed further in Chapter 6. On the whole, the stability in teachers' beliefs regarding the importance of pragmatics is in contrast with their knowledge of pragmatics and its teaching, which saw an enormous change after the workshop, which will also be discussed in Chapter 6.

Second, the teachers' suggestions of essential pragmatics to be included in their teaching practices during the interviews were found to be unchanged despite their enhanced knowledge of pragmatics and its teaching after the workshop. They still mentioned the most familiar pragmatic aspects as potential dimensions to be included in their teaching practices, namely, politeness (T3, T9, T36), formality (T9), and speech acts (T3, T12). Especially, all teachers emphasized that only the simplest and most essential pragmatic features to daily communication should be taught.

It can be seen that these teachers' suggestions of potential pragmatic aspects to be included in their future lessons were affected by their teaching contexts, in which the teachers were concerned a lot about their students' capacities to learn about pragmatics as well as the constraints of their own curriculum. The impact of their teaching contexts will be discussed further in Chapter 6.

Similarly, the teacher maintained their viewpoints regarding key knowledge and skills to communicative abilities despite their enhanced knowledge of pragmatics after the training workshop. Three out of the seven interviewed teachers still rated such linguistic aspects as grammar and vocabulary as the key to communicative abilities. In their words,

> To communicate effectively, I think students need two things. The first is grammar, the second is vocabulary. […] If you have the vocabulary, and the grammar, plus the knowledge of society, then you can communicate at high level. As for normal communication, just vocabulary and grammar. […] If it is a communication for the two sides to understand each other, the importance of pragmatics on a scale of 100 will be 50-50. As for a deeper understanding, I think it's 80-90. As for normal communication, there's no need for pragmatics. (T12)

> In terms of knowledge, they need to have rich vocabularies and social knowledge. Once they expand their lexical bank, they will find it easier and more confident to communicate in English. On the other hand, they need to have confidence in speaking and good debating skills. Most people find it hard to understand what a person say when they are unconfident. (T22)

> I think they have to have the knowledge about the pronunciation. It doesn't need to be very good, but the basic ones have to be correct. […] As for the skill, I think it is necessary to be confident with the boldness, to say the wrong way is still okay, or else it will not develop. (T24)

As can be seen in these expressions of these teachers, none of them mentioned the role of pragmatic knowledge and competence in communication. Vocabulary, grammar, and pronunciation received the central positions in their beliefs of communicative competence. Regarding the necessary skills for communicative abilities, they listed such characteristic as confidence, which is certainly not a skill but an attribute that can be built through knowledge and skills.

For those teachers who had previously been aware of the role of pragmatics in the overall communicative competence, their beliefs in the importance of pragmatics were affirmed after the workshop. For example, T36 said:

> I guess I have not changed my opinion, maybe it will take you a while to learn vocabulary, learn grammar to express your opinions. […] But at the beginning level, you can learn about how to express speech acts and politeness. But for the harder things like underlined meanings, implied meanings, you have to learn more, then you can react quickly, react on the spot, or communicate naturally with others. I think pragmatics accounts for 60-70% in communication, the rest must be basic ones like vocabulary, grammar. Pragmatics is important for expressing your thoughts, maintaining a conversation and understanding other people's meanings. So I think it's important.

As such, T36 affirmed the necessity of vocabulary in learning a foreign language; however, she also pointed out the important role of pragmatics in communication. Likewise, T11 and T9 pinpointed the importance of pragmatics in communication as follows:

> I think pragmatics is important because how to use language is important. If I know how to use language, it will support me in communication a lot. In communication if I do not know in that situation what sentences I should use, it will be very difficult, because it can easily cause misunderstanding, and my communication will be interrupted immediately. (T11)

> Well, I can't say exactly the percentage of the importance of pragmatics in communication, but I affirm that I have to direct my students towards learning about pragmatics. If they have good pragmatic knowledge, then their communication will be fine. How fine it is, it depends on their knowledge, their real-life knowledge, then vocabulary resources in communication. (T9)

Unlike T36 and T11 who already had some knowledge of pragmatics prior to the workshop, T9 only had some implicit knowledge of pragmatics but she did focus on communicative abilities in her teaching. Therefore, these three teachers maintained their viewpoint in the importance of pragmatic competence in the overall communicative abilities.

In a nutshell, the unchanged beliefs of these teachers regarding their beliefs in pragmatics teaching showed that although the workshop was effective in enhancing their awareness and knowledge of pragmatics and its teaching, the PD intervention was unable to change their beliefs. This will be further discussed in Chapter 6.

5.5.2. The contexts of pragmatics teaching

The context of teaching was shown to influence decisions about pragmatics teaching. During the interviews, some teachers shared the comment that while they did not pay much attention to pragmatics teaching at school, they included pragmatics in their own extra classes at their home or in their classes at private language centres where they worked to have extra incomes. For instance, T24 reported that,

> At school, I also teach about speech acts, but in the way that provided popular structures for students. Other areas such as implicature, discourse only work with my communicative classes at home. […] This is because at school there is no time for applied language. Also, no one checks that. At school, we only have 45 minutes for 1 lesson, and checking up, dealing with late students already consumes our time. In my private classes, I also work with other foreigners to teach, so my students have opportunities to communicate with foreigners. I always ask the teacher to set up the situation for students to practice. And I often have time to revisit the situations taught and check if students have learnt the taught knowledge.

Apparently, within the context of public schools in Vietnam, the constraints caused by textbooks and the curriculum which show a paucity of pragmatic content as mentioned earlier has largely prevented teachers from teaching about pragmatics even if they have knowledge about it. Also, limited time allotted in class together with the 'non-pragmatics' tests nearly made no reasons for the teaching and learning of pragmatics at public schools. Additionally, T3 pointed out the lack of an appropriate context for students to apply their English knowledge into real-life communication, which, in return, becomes the lack of context for teachers to teach about pragmatics. In her words,

> My students are very good at vocabulary and grammar but because the environment for them to practice speaking is not much, when they go out they cannot talk. This is not only true for students who do not learn English well, but even for good students. When I ask them to try to communicate with foreigners, they dare not open their mouths to say, like they are afraid or feel they will make mistakes. […] In fact, I see many students who do not learn grammar very well, but if they have the opportunity to study in the language center or have the opportunity to meet foreigners a lot, later when they go to work, they speak very well.

Similarly, T36 mentioned about her different teaching practices in different teaching contexts and also to different students as follows:

> If for the students at home, at my extra classes, as they have had knowledge about forms, for example, what the simple past is, how to combine sentences, then I teach the meanings and usage of different structures.

In T36's statement, it can also be seen that students' English level does have a role to play in teachers' decisions of teaching pragmatics, which is presented further in the following emergent theme.

5.5.3. The role of students in teachers' teaching of pragmatics

The interviewed teachers also shared that even within the public school system and within the same public school, their decisions of whether or not to include pragmatics in their English lessons were also much dependent on students' English level and their motivation in learning English. For example, T9 said that,

> At big schools such as […], the students are often supported by their parents to learn English since a young age, while in my school, most students have not yet learned English elsewhere besides the English program at secondary school. They have not been taken to the English centers by their parents, and have never spoken to a foreigner. This makes it very hard for me to teach them about pragmatics.

Other teachers also shared their viewpoints that,

> It really depends on the level of the students for me to decide whether I should include other things besides the content of the textbook in my lessons. At school, because many students do not know about the forms yet. They cannot remember how the formula works this way or that way, which should have been mastered at secondary schools, at grade 7 or 8. So it is really difficult for me. So at school I can only review the structures for them. (T36)

> Students in my area are very weak so in the speaking lessons, very few of them can participate. […] My students always need my input in order to speak, or else they can't. So I think with what I've done, it's taken up a very big amount of time in my teaching time, and pragmatics can only be included in the speaking class. As for reading class, I don't tap into pragmatics. (T3)

Apparently, students' low level of English proficiency is one big obstacle for teachers in teaching them about pragmatics. As stated by T11, because students could not remember even the basic knowledge of English, she did not want to talk about pragmatics, which was considered as a too unfamiliar and too difficult issue for her students who only wanted to learn English to pass the required tests. To this end, students' motivation in learning English also becomes teachers' motivation to teach about pragmatics. Many other teachers shared that the fact that many students in their classes only learnt English because of its being a compulsory subject at high school made them less willing to include pragmatics in their lessons. In their words,

> My students learn English because they are forced to do so, that is to say, because English is one of the 12 subjects at high school. There are very few students, like only 5-10 out of 100 students who have a love for English. For those who learn English because they want to speak in English and want to be good in English, I am willing to teach more. (T24)

> The students in my school mainly learn English because they have to learn it. […] The number of students who like to study does exist, but very few. For them, grammar is more important than any other things so that they can do and pass the tests. So if I push them out for them to talk to foreigners, they'll shake their heads. No one wants to talk. (T36)

> There are two types of students I have met in my class. The first one, they invest a lot of energy into English because these students and their parents believe that English is very important to

> them; and they started pursuing it seriously from the very early years of their life. In the class, they pay a lot of attention to what I teach in the class. The second type of students is raised with the mindset that English is not so important to them (because their parents also believe it), or their family did not pay attention much to English, so they just learn for fun or at least to pass this subject. (T22)

> My students learn English because they are forced to, because English is a compulsory subject at school. In schools in the city centre, students are oriented by their parents to study English from a young age, to study abroad, to look for jobs. But in my area, parents do not invest in their children's education. So when I ask students if they love English. A lot of them say: "Oh, I find it too hard!"
> (T11)

> Students can't speak because they don't want to open their mouths to speak, I just feel sad. […] Students who have not been in much contact with English since childhood do not see the appeal of English. If they can see the attraction of English, they will learn. (T9)

> English is a compulsory subject, then students must study. Many of the students do not have any interest in this subject and even hate it. […] With the number of students of 40 per class, I think the number of those who really love English is about 10 students, the remaining 15-20 are those who are capable of studying, I list them into a group who do not hate nor like and can learn English, the rest is the number of students who learn English because it is compulsory to learn, and learning without a lot of passion, it is difficult with this group. (T3)

Obviously, teachers are better motivated to teach if their students are interested in their subject and eager to learn and follow their instructions in class. As can be seen in these teachers' sharing, students' English level and their motivation in learning English seem to have close relationship with each other. Those who are good at English and more motivated to learn English and vice versa. Taking about the reasons for students' less motivation in English, T3 shared that,

> Grammar must not be an important issue here, or too focused here, but that is due to the requirements of our assessment, it does not have speaking in it. […] So students think like this, passing the university entrance exam first, and then start learning English speaking later, that's the reality.

What mentioned by T3 does not only explain why some students do not have motivation in learning English at high school, but also reveals their learning strategies. Obviously, they need to focus on what is tested in order to have high results at school. Also, they need to have their own priorities, in which what is not vital for the present time could be delayed until the future.

5.5.4. Teacher autonomy

Another important theme emerged from the analysis of these interviews is teacher autonomy, which reveals the extent to which these teachers actively learn new knowledge and skills to improve their teaching quality, adapt the textbooks, or solve students' difficulties in communicating in the target language. Unfortunately but unsurprisingly, their expressions showed that they strongly adhere to the official teaching materials provided to them including textbooks and teacher books even though they may point out some mismatches between the books and their students' actual needs and the ultimate goal of the English language teaching set out by the government in the Project 2020. For example, T3 shared that,

> In fact, when I teach with any textbook series, it usually has a teachers' book. I rely on that book to teach. It's a very helpful guideline for me. In all the books I teach, the issue of pragmatics is almost not mentioned. So teachers, when read the book and if they see Ah here there is a little need to explain to students about pragmatics, they will explain. I don't see much. For me, I look back and forth at the whole number of units, I see the amount of pragmatic knowledge is also very small. Mostly speech acts like requests or giving advice. That's all it's got at that level, but a little wider than that, I don't think so. I'm just stopping at that level.

What T3 stated was also what other teachers did. Even when they could see the gaps between the textbook and what students need for their communicative competence development, they still comply with it in their teaching practices. In T11's words,

> Actually, I find the old books too heavy in vocabulary, grammar, which is too clear. […] In new books, there's a section called Communication and Culture, which should be oriented towards culture and communication, but it's actually like a Reading Comprehension. So if you are aware of teaching about pragmatics, you have to adapt a lot. I think that's a very big limitation.

T36 deliberated on the reasons why teachers had to closely follow the textbook and the curriculum. She said:

> Well, I just have to follow the program at school, still have to follow because at the end of the school year we still have to be under pressure by the results of students. So, most of the time, it won't change much, if the curriculum doesn't change, or the test form doesn't change.

Besides being constrained by such required responsibilities for teachers as completing the curriculum, enabling students to pass the tests, teachers admitted that they did not have enough confidence to teach about pragmatics by themselves. T36 told that,

> One thing I think is that the teacher has not got a grasp of pragmatics yet. I also get to know it, but to be sure, I don't dare to say that I know a lot about pragmatics!

Therefore, T22 insisted that textbook writers had to include pragmatic content in textbooks so that teachers could teach about pragmatics. She said:

> As I mentioned above, time and textbook content are the major constraints that prevent me from integrating pragmatics into my teaching. In order to help students become consciously strict with their pragmatics in communication, the textbook writers need to mention about this field more in the teaching content. They have to emphasize it by themselves so that the teacher can follow.

As can be seen in these expressions of the teachers, their autonomy regarding pragmatics teaching is constrained by both external requirements and their limited pragmatic knowledge. Therefore, in order for pragmatics to be integrated into the current teaching curriculum, teachers need to be trained about pragmatics and its teaching so that they can play more active role in their textbook adaptation as well as teaching practices.

5.5.5. Concluding remarks

In summary, these emergent themes showed some essential issues that all relevant stakeholders need to pay attention to so that pragmatics can be successfully taught in English teaching curriculum in Vietnam. Teachers' sharing about their contexts of pragmatics teaching, their students' needs and goals in learning English, together with their autonomy in their teaching show the potential solutions for policy makers to consider so that the teaching of English in Vietnam could be more successfully in reaching its ultimate goal as set out in the Project 2020.

5.6. Conclusion

All findings in this phase have provided enlightening insights into the retraining of pragmatics to in-service Vietnamese EFL teachers. On one hand, it shows how the PD form of workshop could bring about some effective outcomes regarding the novelty of the training topic of pragmatics and its teaching. However, the limitation of the format for transforming teachers' beliefs and practices provides indicators for the development of additional PD activities. For example, the findings from the focus groups showed how collaborative learning took place through the form of group discussion, which may be adapted as a training activity. The findings from the interviews have shed lights teachers' perspectives and their related issues in their English teaching in general and pragmatics teaching in particular. All of these findings will be discussed in detail in the following chapter with regard to the theories of PD and teacher cognition and in comparison with previous studies as elaborated in Chapter 2.

CHAPTER 6. DISCUSSION OF RESULTS

This chapter discusses the research findings presented in Chapters 4 and 5 and draws out implications for teachers' preservice education and in-service PD in terms of pragmatics and its teaching in the EFL context of Vietnam, and other comparable contexts. It consists of two sections, which are aligned with the two research phases of this study. Specifically, section 6.1 includes the discussion of the findings of TEs' cognitions and practices of teaching pragmatics and assessing preservice teachers' pragmatic competence, on the basis of which, implications for the training of teachers regarding these issues are stated. Next, section 6.2 encompasses the discussion of the results of the PD section to Vietnamese EFL high school teachers as well as those of teachers' reflections on their training of pragmatics and of their perspectives on the favourable conditions for pragmatics teaching in the context of Vietnam. The implications presented in this section are for both future PD activities and teacher education regarding L2 pragmatics and its teaching.

6.1. EFL TEACHERS' TRAINING OF PRAGMATICS, ITS TEACHING AND ITS ASSESSMENT

6.1.1. The current treatment of pragmatics in the Vietnamese EFL teacher training curriculum: Perspectives from the Department Head and experienced teacher educators

As reported in section 4.1, in the current EFL teacher training curriculum at the investigated university, preservice teachers were taught about pragmatics in two ways, namely explicitly through an elective 30-period [5]course of pragmatics and implicitly through practical skills courses (i.e., Listening, Reading, Speaking, and Writing courses) as well as through some

[5] One period lasts 45 minutes.

pragmatics-related courses like Discourse Analysis and Cross-cultural Communication. As confirmed by both the Department Head and Rose – the TE who was in charge of the Pragmatics course, instructional pragmatics was not included in their teacher training curriculum at undergraduate level, and the course in pragmatics was only to provide students with basic knowledge about the theories of pragmatics (see section 4.3.2). As no focus on development of pragmatic competence was explicitly set out in the course descriptions of practical skills courses and pragmatics-related courses, it was totally dependent on the teacher educators' expertise and preferences regarding the extent to which pragmatics could be included in their teaching practices. These findings regarding the treatment of pragmatics in a current teacher training curriculum in Vietnam lent support to those from previous studies reporting that instructional pragmatics was still a missing domain in training programs (see Bardovi-Harlig & Mahan-Taylor, 2003; Vasquez & Sharpless, 2009; Yildiz Eikin & Damar, 2013). Furthermore, notwithstanding continuous calls for including explicit pragmatic instruction in teacher education to improve teachers' pragmatic awareness and competence (see Cohen, 2015 for more discussion), pragmatics teaching is still implicitly included in the investigated curriculum subject to the interpretation of TEs. This kind of reliance is dangerous because not all TEs have the knowledge or skill to be able to take pragmatics from its hidden status to that of an explicit inclusion in their teaching practices.

Regarding the structure of the curriculum in this study, the Department Head's description of its allocation of credits was aligned with findings from M. H. Nguyen's (2013) study as presented in section 2.2. This is not surprising since the curricula of all Vietnamese public universities need to follow the common top down requirements set by the MOET. Also, given the preservice teachers' low proficiency and limited knowledge of the target language at entry, the focus of the teacher training curriculum on developing their communicative competence and subject matter knowledge is totally justified. However, commenting on their

current curriculum, the Department Head expressed his concerns over the large proportion allocated to common knowledge subjects which he believed to have led to the shortage of time for more essential subjects for preservice teachers like instructional pragmatics. Likewise, it was suggested by Henrik, a knowledgeable and insightful TE participating in this study, that curriculum designers should re-analyse the curriculum in an in-depth manner and re-design the curriculum to best cater for preservice teachers' needs (see section 4.2.2.3). These suggestions were in line with M. H. Nguyen's (2013) remark of "an imbalance in focus on the different domains of knowledge" (p. 44) in her investigated teacher training curriculum, as well as her call for curriculum designers' attention to "what and how much of that should be included in the curriculum" (p. 48).

As the curriculum is considered as an evolving set of knowledge, it should correspond to preservice teachers' needs and the dynamic nature of context (Graves, 2009; Johnston & Goettsch, 2000). As Vietnamese EFL learners are now expected to be able to communicate well in the target language in today's global world (see Chapter 1), it is highly recommended that preservice teachers are equipped with knowledge of pragmatics, pragmatics teaching as well as pragmatic assessment for their future teaching profession. Without adequate training in pragmatics, teachers would be not able to facilitate students' development of communicative abilities effectively, not to mention their intercultural communicative competence (Cohen, 2015; Ishihara & Cohen, 2010; Prakash, 2016), which are both the targets and requirements of their learning of a foreign language in our modern times.

With reference to the framework of teacher knowledge required for L2 pragmatics teaching developed in this study (see Table 4, Chapter 2), the current teacher training curriculum at the investigated university only included a limited range of topics under 'knowledge of L2 pragmatics', leaving the remaining aspects of comparative knowledge of L1 pragmatics and horizon content knowledge under the category of 'subject matter knowledge'.

The contribution of pragmatics to the category of "pedagogical content knowledge" remained totally neglected. This suggested that the continuous call for the integration of instructional pragmatics in EFL teacher education programs raised in previous research (e.g., Eslami-Rasekh, 2005; Vasquez & Sharpless, 2009; Yildiz Ekin & Damar, 2013) has not been considered in the Vietnamese EFL teacher training programs to date. This identified delay in updating the teacher training curriculum reflects recent remarks by leading scholars in the field regarding the noticeable gap between research findings in pragmatics and the way pragmatics is implemented in classrooms (Cohen, 2016) as well as in standard curricula for language learning and teacher training programs (Bardovi-Harlig, 2019). As developing Vietnamese EFL learners' communicative abilities in English is now the ultimate goal of the national Project 2020, this finding from the present study necessitates immediate actions from all relevant stakeholders.

6.1.2. Vietnamese EFL TEs' cognitions and practices of English pragmatics teaching to preservice teachers

The findings presented in sections 4.1, 4.2, and 4.3 of Chapter 4 displayed what the TEs in this study know and believe about L2 pragmatics and its teaching, how they practice their L2 pragmatics teaching, what factors affect their practices, and the relationship between their cognitions and practices of L2 pragmatics teaching. It was found that TEs' knowledge plays a pivotal role in their integration of pragmatics into their practices, that is, the more TEs know about pragmatics, the more pragmatic content is reported to be included in their teaching practices. However, it was also identified that TEs' beliefs could inhibit them from integrating pragmatics into their lessons. The relationship of TEs' knowledge, beliefs and practices of L2 pragmatics teaching together with the factors that influence their knowledge, beliefs and practices was visualized in the following diagram based on Borg's (2006) framework and findings from this study.

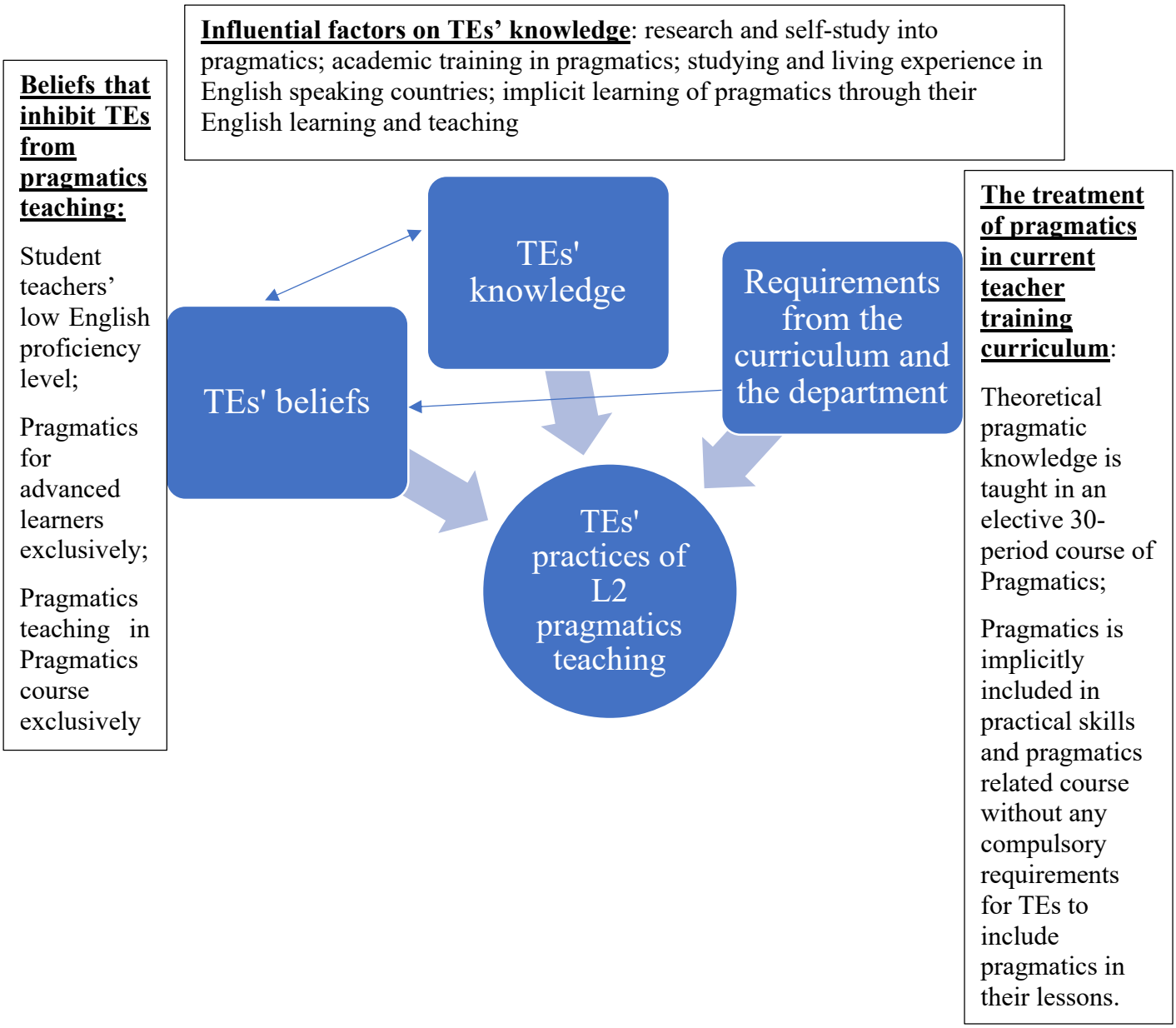


Figure 8. The relationship of TEs' cognitions and practices of L2 pragmatics teaching and impacts of various factors on their cognitions and practices

It is evident from this study that the teaching of pragmatics in Vietnamese EFL teacher training programs is influenced by both internal and external forces. The internal factors include TEs' knowledge and beliefs while external factors are the requirements from the teacher training curriculum and the department. As discussed above, since the teaching of pragmatics is not explicitly mandated in either the curriculum or the unit descriptions of practical skills and pragmatics-related courses, TEs are not obliged to incorporate pragmatics into their teaching practices. Regarding the internal factors, the findings of this study suggested that although all TEs are aware of the important role of pragmatics, not all TEs have sufficient knowledge required for L2 pragmatics teaching in terms of both subject matter knowledge and pedagogical content knowledge of pragmatics. In addition, TEs hold several beliefs that prevent them from teaching pragmatics. Therefore, while Vu's (2017) study called for teachers to change their beliefs of the main purpose of teaching English, this study suggests that TEs change their beliefs away from the following two assumptions. First, their beliefs that pragmatics is an area for advanced learners only and one that requires students to have already reached a certain level of linguistic competence before it can be approached should be lifted. It is strongly argued and evident in previous work that pragmatics can and should be taught to language learners (and certainly to language preservice teachers) and even to beginner learners (see Eslami-Rasekh, 2005; Tateyama, 2001; Wigglesworth & Yates, 2007; Yates, 2004). In addition, since EFL learners do not have access to English-speaking environments where they can implicitly acquire pragmatic knowledge nor sufficient chances to practice English outside the class (Kasper & Rose, 2001), TEs need to uncover other opportunities in classrooms for student teachers to learn pragmatics instead of considering teaching pragmatics as the sole

responsibilities of those in charge of the course of pragmatics. Secondly, it is quite salient in the data of this study that TEs believe that pragmatics is separate from grammar or linguistics despite their full awareness of the importance of pragmatic competence alongside linguistic competence (see section 4.2.2.4 for the identified contrasts and gaps in TEs' beliefs). This could be seen in the answers of most TEs, especially those from Group B regarding the reason for their decision of not to include pragmatics in their teaching practices due to student teachers' low English proficiency level as stated in sections 4.2.2.4 and 4.3.1.4. This could be the cause of their preference for delaying pragmatics until student teachers' linguistic competence could reach a certain level as mentioned previously. The fact that recent research in pragmatics calls for an integral approach in teaching rather than teaching each aspect of language separately (see Taguchi & Yamaguchi, 2021) makes this kind of beliefs an apparent constraint on pedagogy. Therefore, it is of utmost importance that TEs should be encouraged to re-examine these misleading beliefs about the teaching of pragmatics and their student teachers' unreadiness to learn about it. As such, more work needs to be done in the near future to challenge these TEs' beliefs about pragmatics and its teaching. This will be explored in detail in the following chapter.

Regarding TEs' knowledge of L2 pragmatics and its teaching, findings from this study resonate with previous research (Jo, 2016; Vu, 2017) as it showed a paucity of subject matter knowledge of L2 pragmatics among half of participating TEs and of pedagogical content knowledge in all TEs. The lack of the former knowledge dimension is concerning as this indicates that in these TEs' classes, pragmatics would be neglected consciously by some and and unintentionally by others. Meanwhile, the lack of instructional pragmatics among TEs was dangerous because on one hand, knowledge of pragmatics alone is not sufficient for teaching pragmatics as showed in empirical previous studies on pragmatics teaching (see Yildiz Ekin & Damar, 2013), as well as in research on the role of pedagogical content knowledge in teacher

knowledge in general (see section 2.2). On the other, as preservice teachers could implicitly learn from TEs in terms of both language use and teaching methodologies (see Grossman, 1990 for more discussion), TEs' lack of instructional pragmatics knowledge could consequently lead to a paucity of awareness of this area among preservice teachers. This is also evident in Jo's (2016) empirical study into South Korean EFL middle school teachers' cognitions and practices of pragmatics teaching (see section 2.2, Chapter 2), which found teachers with previous experience of learning pragmatics in preservice teacher education were more likely to teach pragmatics in class. This vicious circle should, therefore, be resolved by having TEs equipped with pedagogical content knowledge of pragmatics as suggested in the framework of teacher knowledge required for L2 pragmatics teaching in this study (see Table 4, Chapter 2).

Identified factors influencing learners' development of pragmatic knowledge and competence in previous research included level of proficiency, length of stay, learning environment, past learning experiences (see Jo, 2016; Taguchi, 2011, 2015a, & 2015b). This study revealed another key factor that greatly impacted the TEs' pragmatic knowledge accumulation, that is TE's research or self-study into pragmatics. This factor was noted to play a pivotal role in TEs' knowledge of pragmatics. All 5 TEs who reported having conducted research or self-study in pragmatics were knowledgeable in pragmatics and enthusiastic in making efforts to include pragmatics in their teaching practices. This finding lent support to the recent emphasis on the role of research in Vietnam higher education (see Truong, 2018 for more information). As doing research is now a compulsory task for lecturers at Vietnamese universities (Truong 2018), this finding suggests that to improve TEs' knowledge of L2 pragmatics, one possible solution could be encouraging and facilitating TEs to research this realm by themselves.

With respect to the relationship between TEs' knowledge and beliefs of L2 pragmatics and its teaching, it was interesting to find that the TEs in this study showed both some alignment

and some mismatch between their knowledge and beliefs regardless of the degrees of their L2 pragmatic knowledge. Furthermore, it was found that TEs' pragmatic knowledge closely related to their pragmatics teaching practices, (which was evident in both Tammy's and Ann's practices of pragmatics teaching); however, it was also noted that TEs' beliefs could influence their decision to teach pragmatics regardless of the degree of their pragmatic knowledge. Commenting on the complex relationship between teacher cognition and practices, Borg and Sanchez (2020) remarked that it is not only about whether teacher cognition is consistent with teacher practices (which is also greatly impacted by contextual factors), but teachers need to be "aware of their own cognitive processes, including their belief and of the extent to which these are aligned with their practices, and who can, additionally, understand the causes of any nonalignment." (p. 17-18)

Regarding this issue, the findings from this study showed that TEs were aware of both their own knowledge of pragmatics and their pragmatics teaching practices, which is evident in the consistence between their reported and actual practices of pragmatics teaching. Nonetheless, they may not be aware of their own beliefs of pragmatics teaching. This could be noticed in their strong arguments for their minimal integration of pragmatics in their teaching practices (see section 4.3.1). As showed in previous research (Vu, 2017) and findings from the second phase of this study (see section 5.5.1) teacher beliefs are quite stable and hard to be changed, and considerable effort is required from all relevant stakeholders for the teaching of pragmatics to be included and practiced in the current teacher training program.

6.1.3. Vietnamese EFL TEs' cognitions and practices of pragmatic assessment

The findings presented in section 4.4, Chapter 4 displayed what TEs in this study know and believe about pragmatic assessment, how they practice pragmatic assessment in their general assessment practices, what challenges they have regarding pragmatic assessment in

their own context, and their suggestions of how pragmatic assessment could be implemented in the current context of Vietnam. Overall, it was found that like pragmatics teaching, pragmatic assessment was not explicitly included in the current teacher training curriculum nor required by the department. Therefore, the practices of pragmatic assessment were totally dependent on TEs' independently developed knowledge and beliefs.

The findings of this study showed that all TEs claimed to have no academic training in pragmatic assessment and no knowledge nor experience in pragmatic assessment. In addition, while all TEs believed that the teaching of pragmatics is important, not all of them believed that pragmatic assessment is necessary (see section 4.4.3). For those who believed that pragmatic assessment is important, the majority of them believed that this was because pragmatic competence is a component of communicative competence, and thus in the assessment of student teachers' communicative abilities, their pragmatic competence needs to be assessed. As such, these TEs merely conceptualized pragmatic assessment as the assessment of student teachers' performance as language users and excluded the assessment of student teachers' knowledge of pragmatics, pragmatics teaching and pragmatic assessment which is essential for their future teaching profession. This belief of pragmatic assessment was aligned with their beliefs of L2 pragmatics teaching, in which all TEs emphasized the teaching of subject matter knowledge of pragmatics and ignored the teaching of pedagogical content knowledge of pragmatics (as described in Table 4, Chapter 2).

The findings of this study suggest that these obstacles are due to their lack of academic training in pragmatics, pragmatics teaching and pragmatic assessment. Due to their lack of knowledge of pragmatic assessment, most TEs believed that they are not qualified to undertake pragmatic assessment. and reported that they did not attempt to implement it in their assessment practices. For those who claimed to, their pragmatic assessment practices were based on their knowledge of assessment in general and their knowledge of L2 pragmatics. Besides, the

findings regarding TEs' opinions on issues related pragmatic assessment in their context reveals their accounts of major challenges, suggestions of potential pragmatic areas, potential tasks, and their preferred forms of pragmatic assessment. The relationship between their cognitions and practices of pragmatic assessment together with the factors that affect their cognitions and practices of pragmatic assessment in the context of Vietnam are represented in the following diagram.

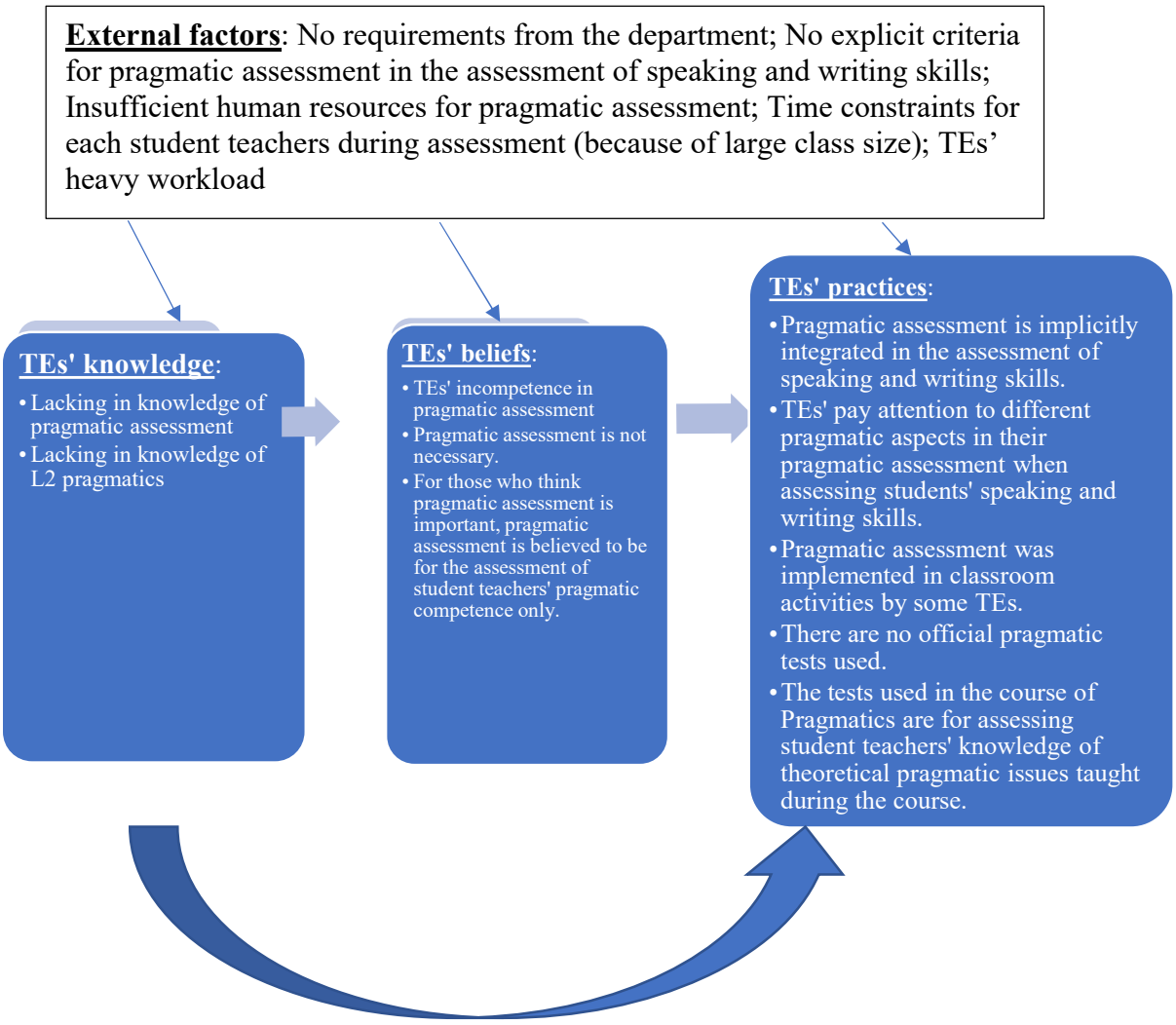


Figure 8. The relationship external factors and TEs' cognitions and practices of pragmatic assessment

As can be seen in this diagram, in this study, TEs' practices of pragmatic assessment are influenced by both internal factors (which include TEs' knowledge and beliefs of pragmatic

assessment) and external factors which include situational constraints that make pragmatic assessment difficult to be implemented in their current context. Unlike in their cognitions of L2 pragmatics teaching, their beliefs about pragmatic assessment were seen to be greatly influenced by their knowledge of pragmatic assessment, in which the lack of pragmatic assessment and L2 pragmatics knowledge led to their underestimation of pragmatic assessment and their being unconfident in their ability to assess student teachers' pragmatic knowledge and competence.

Under current constraints, these TEs' recommendations of the pragmatic aspects that could be assessed and the potential pragmatic assessment tasks in their context as well as their preferred forms of pragmatic assessment (see sections 4.4.5, 4.4.6, and 4.4.7) provide useful ideas for future efforts in implementing pragmatic assessment in the specific setting of Vietnam and its comparable EFL contexts. Findings in this study regarding pragmatic assessment in teacher training program are aligned with previous research findings about the common neglect of pragmatics in both teaching and assessment (Cohen, 2018; Glaser, 2018; Flöck & Pfingsthorn, 2014). The present findings showed an unexpectedly wide gap in TEs' cognitions and practices of pragmatic assessment. They indicated that in order for pragmatic assessment to be present in Vietnamese EFL teacher training programs, many efforts are required from all relevant stakeholders including not only TEs but also curriculum designers and policymakers. As non-native language teachers are especially required to have abilities in pragmatic assessment in order to teach pragmatics and to provide pragmatic correction to their students (see Glaser, 2020), it is essential that TEs are equipped with knowledge of pragmatic assessment so that they could assess student teachers' pragmatic knowledge and competence as well as deliver pragmatic assessment knowledge to their student teachers. As could be seen in the framework of teacher knowledge required for L2 pragmatics (see Table 4, Chapter 2), besides subject matter knowledge of pragmatics, teachers need to have knowledge of

instructional pragmatics and pragmatic assessment. Previous empirical studies (e.g., Jo, 2016; Patton, 2014) have showed how the lack of knowledge of instructional pragmatics and pragmatic assessment inhibit teachers from teaching pragmatics effectively. Therefore, it is highly recommended that these issues are addressed in the teacher training programs in Vietnam and its similar contexts in due course.

6.1.4. Concluding remarks

In a nutshell, the findings from the first phase of this study shed light on the teaching of L2 pragmatics to Vietnamese EFL preservice teachers. As the curriculum in all public universities in Vietnam is obliged to the requirements of the Vietnamese MOET (see section 4.1.1, Chapter 4), these findings could paint the panorama of how L2 pragmatics is currently treated in current Vietnamese EFL preservice teacher training programs, which has not been researched in any previous studies. The identified gaps regarding this treatment of L2 pragmatics in the current curriculum call for renovations of the curriculum with updates from research in the field. Besides, the findings about Vietnamese EFL TEs' cognitions and practices of L2 pragmatics teaching and pragmatic assessment contribute to the current small body of literature in terms of teacher cognition in pragmatics. In practical terms, these findings inform all relevant stakeholders of insightful ideas to improve the quality of second language teacher education in Vietnam and its similar contexts.

6.2. TEACHER PROFESSIONAL DEVELOPMENT ON PRAGMATICS AND ITS TEACHING

This section is divided into four sub-sections to discuss the results of the second study in light of the research questions and the emergent themes from the collected data. The first sub-section provides a critical reflection of the efficacy of the training workshop in relation to

theories and previous studies of effective teacher PD. This is followed by the discussion of the efficacy of the focus group discussion as a form of PD through creation of a small community of practice. The third sub-section brings additional insights into the realm of teacher cognition previously discussed in section A to shed light on the identified gaps between the taught knowledge during teachers' previous training and their own knowledge and teaching practices regarding pragmatics. The final section aims at providing enlightening insights into necessary conditions for pragmatics teaching based on the identified differences between teachers working at public high schools and those at private ones as well as exploring implications of the emergent themes presented in section 5.5.

6.2.1. Effective teacher PD: The efficacy of the one-day training workshop, its implications and lessons for future PD

The discussion in this part is in relation to research question 6. The experimental intervention in the form of the one-day training workshop invites the discussion of the following issues:

1) The positive effects of the one-day training workshop: Its implications and lessons for similar PD activities in the future;
2) Features of effective PD included in the design of the workshop;
3) The limitation of the one-day training workshop: Its reasons and implications for future PD activities.

6.2.1.1. Positive results of the one-day training workshop: Its implications in training content for similar PD activities in the future

The research findings presented in previous chapter showed that the workshop has been successful in improving all participating teachers' understanding of pragmatics as well enabling them to have informed evaluation of the pragmatic content in their in-use textbooks.

In addition, through the workshop, the teachers' awareness of the importance of pragmatics teaching was significantly raised and they started to demonstrate an enhanced understanding of how to integrate pragmatics into some teaching units in their in-use textbooks. All of these outcomes could be considered as positive effects of this workshop given that the majority of its participating teachers were not yet familiar with both the theory and praxis of pragmatics and its teaching at the time of its implementation.

The findings about teachers' understanding of pragmatics, their view of the most important knowledge they obtained, teaching skills and other achievements from the workshop have spotlighted the topics around which knowledge was acquired and appreciated by these teachers, as well as the knowledge that was not yet fully taken on board. The latter enables suggestions to be made for further PD so that teachers could more successfully incorporate pragmatics into their English teaching practices.

First of all, among the six presented issues in the workshop, including: the definition of pragmatics, areas of pragmatics, differences between English and Vietnamese pragmatics, the teaching and learning of English pragmatics in EFL contexts, major shortcomings of the textbooks in terms of pragmatic input, and model pragmatic activities, the three most important obtained knowledge items rated by most teachers were: 1) knowledge obtained through the presentation of model pragmatic activities, 2) definitions of pragmatics, and 3) the importance of pragmatics in L2 teaching and learning. This result indicated that teachers preferred being informed about the knowledge dimensions that could directly link to their teaching practices. In addition, the findings regarding teachers' understanding of pragmatics after the workshop showed that there were some aspects of pragmatics that the majority of these teachers were not yet ready to acquire. These included the issue of pragmatic variations among cultures and the components of L2 learners' pragmatic competence. This could be because these two aspects were the most difficult and unfamiliar among the five presented aspects of presented in the

definition of pragmatics, namely, 1) Language use in social context; 2) The ability of speaking accurately, appropriately, conventionally and effectively to situation and interlocutor; 3) L2 learners' sociopragmatic, pragmalinguistic and interactional knowledge; 4) areas of pragmatics; 5) pragmatic variations among cultures. In the same vein, the subsequent presentation about the distinctive differences English and Vietnamese pragmatics also received little attention from the teachers. It is possible that in order to engage with these areas, teachers need to have more background knowledge of L2 pragmatics and be more aware of their own L1 pragmatics. As these aspects of knowledge are crucial in teaching of English pragmatics to students (see Table 4, Chapter 2), it is advisable that teachers are trained more about them through practical activities (as in the model pragmatic activities) instead of a focus on theory.

Secondly, regarding the teaching skills obtained from the workshop, it could be seen from the presented findings that the majority of teachers were able to obtain an understanding of the specific pragmatic teaching techniques presented in the model pragmatic activities. Nevertheless, in the post course questionnaires, interviews and focus group, very few of them mentioned the explicit and implicit pragmatics teaching approaches presented to them during the first section of some introductory theories about pragmatics and its teaching. This, once again, calls for more training about pragmatics teaching skills for these teachers.

With regard to the different development patterns of the three identified groups of teachers, it could be seen that both teachers' qualifications and their previous pragmatics learning had a substantial impact on their acquisition of the presented information at the workshop. As can be seen from the research findings, those teachers with Master's degrees and/or previous training experience in pragmatics through their degrees demonstrated a higher level of achievement in terms of both understanding and awareness of pragmatics and its teaching as well as other related issues. Teaching experience was also seen to have a great impact on teachers' achievements in this workshop. There were quite many experienced

teachers in all of the three groups presented in the research findings who outperformed their young colleagues in answering all of the questions in the post-workshop survey although they did not have either a Master's degree or previous pragmatics learning experience. These three background features intertwined with one another in many cases of teachers, and thus it is impossible to say which feature played the most important role in their acquisition of the new knowledge delivered during the workshop. Instead, all of them were seen to have significant influence on teachers' achievements out of the workshop. Another feature that was seen to have impact on teachers' cognition of pragmatics and its teaching was their workplace. On average, teachers who worked for private high schools were seen to have better understanding and reported practices of pragmatics and pragmatics teaching as well as better achievements from the workshop than their colleagues from public schools. This was because of the favourable conditions for pragmatics teaching as stated in the previous chapter. Another interesting finding regarding teachers' workplace was that there were no identified differences among teachers who taught at different public schools, namely rural, urban or specialising high schools. This has encapsulated the distinctive features at private schools that provided more facilitating conditions for teachers to better focus on pragmatics. This will be discussed further in section 6.2.5.

In sum, the demonstrated achievements of the participating teachers in terms of the obtained knowledge, understanding, and awareness of the training topics after the workshop were considered as encouraging success of this initial PD event in pragmatics and its teaching to Vietnamese EFL high school teachers. The research findings from this PD intervention call for more future PD activities in pragmatics and its teaching which should be conducted with practical activities to maximize teachers' learning and directly benefit their teaching practices. In the next section, the features of effective PD included in the design of this workshop were

discussed to suggest a potential model for similar PD activities in the future in the form of workshops.

6.2.1.2. Features of effective PD included in the design of the workshop: A potential model for future PD activities in the form of workshops

The outcomes of the workshop in this study have confirmed the benefits of this training model of PD in introducing new knowledge to participants as suggested in the literature (Kennedy, 2005 & 2014) and confirmed in previous empirical studies (e.g., Borg & Al-Busaidi, 2012; Ekanayake & Wishart, 2015; Ha & Murray, 2020; Nguyen & Newton, 2020). This is the result of the adequate selection of its topic, together with the comprehensive consideration of the features of effective PD selected in the literature and from previous research studies in the design and implementation of the workshop. As stated in Chapter 2, since there are identified gaps in both the literature and reality regarding the teaching and training of pragmatics and its teaching to both preservice and in-service teachers in both the local and wider contexts, the covered topics in the workshop have tapped into the neglected areas in the participating teachers' knowledge and teaching practices. This has usefully ignited a spark in their thinking and reflecting process of their own practices of teaching of English to students to reidentify what to include in their lessons to facilitate the development of students' communicative abilities in the target language.

Regarding the design of the workshop, feature of effective PD identified in the literature and in previous studies were carefully considered to be included in the workshop within its modest scale. As can be seen in the description of its design presented in Chapter 3, this workshop accommodated the four core features of effective PD as suggested by Desimone (2011), namely, content focus, active learning, coherence, and collective participation. The absence of one core feature in Desimone's (2011) model, that is, duration, was supplemented

with other effective features identified from previous research studies such as: grounded in inquiry and research, attentive towards teachers' actual needs and their goals, intensive, reflective, hands-on experience inclusive. Given the well-established criticism that the training model often places teachers in a passive role as recipients of specific knowledge (Hoban, 2002, Kennedy, 2005), possible active learning opportunities were targeted to be included throughout the workshop. Specifically, the Q&A section, group discussion, and group presentation in the workshop were intentionally designed in the manner to provide teachers with opportunities to play more active roles in the workshop. As can be seen in the research findings, participating teachers expressed their excitement in participating in such activities and learning from their peers. Therefore, it can be affirmed that active learning activities are valuable in training workshops as they do not only serve as a core feature of effective PD indicators but also as an important means to create a meaningful and joyful learning atmosphere for participants.

Furthermore, the sample focus group discussion following the workshop has given participating teachers more opportunities to learn from one another through active discussion of relevant issues of pragmatics and its teaching in their specific teaching contexts with the facilitation of the researcher. As can be seen in the research findings, through this group discussion, teachers were able to express their opinions regarding the application of the pragmatic activities suggested by the researcher into their own teaching contexts, as well as exchange their ideas of potential ways to include pragmatics in their teaching practices. In addition, they were able to solve each other's concerns about related issues of pragmatics teaching in their own contexts. On one hand, these positive results from the focus group supported the strengths of professional learning communities suggested in previous studies of PD – which will be further discussed in the following section. On the other, it somehow showed the efficacy of the workshop in enabling the teachers to discuss, create new ideas, and solve their problems regarding pragmatics and its teaching, an unfamiliar realm with them.

Since not all teachers participated in the group discussion after the workshop, it cannot be assured that all workshop participants could be able to have such discussion with their colleagues to create further collaborative learning. However, the fact that the five participating teachers in the group discussion covered all of the three identified groups, namely T11 from Group 1, T3 and T36 from Group 2, and T9, T22 and T24 from Group 3, brought some good signals that if other teachers had agreed to participate in the focus group, they could have generated equally productive discussions.

Also, the fact that only a small number of teachers agreed to participate in the individual interviews and the focus group might somehow indicate the level of confidence of these teachers in getting to know more about the new topics of pragmatics and its teaching. Although this reason was not articulated by the teachers in their refusals to participate in further activities after the workshop, it was felt by the researcher that they were quite worried about being asked some difficult questions that they did not have knowledge about. Loss of face is a threatening occurrence in Vietnamese culture and one of the ways that professional development workshops need to be tailored to the cultural needs of participants rather than directly applying western models. Actually, the lack of knowledge and skills has been identified as one of the reasons that prevent teachers from engaging in research – which is not yet a familiar activity for them (see Borg, 2013; Truong, 2018 for example). Besides, other constraints such as time, or interest in research participation are other understandable reasons for their refusals to participate in more research activities in this study despite their being well-informed of potential professional knowledge achievement and contribution, together with reimbursement for their time and efforts in participation. It was found in previous research that teachers' high teaching workload and low motivation for research create two big challenges among many others for their research engagement (see Truong, 2018). In fact, 'being too busy' and 'not very interested' were the most common reasons that the teachers in this study said when they refused

the researcher's invitation to participate in further activities after the workshop. This implies some notes for future PD activities in Vietnam and its similar contexts.

First, the design and organization of PD activities need to consider teachers' time budget. This does not necessarily mean that PD activities have to be short events. However, time-consuming and long-term ones need to be designed in the way that could fit into teachers' busy time schedule so that they will not add extra burdens to teachers' heavy workload. At the same time, teachers' interests and needs have to be well-considered in the selection of PD topics and contents. As can be seen in the Literature Review chapter, 'focused on meeting teachers' needs is one of the characteristics of effective PD (Lowden, 2003), and is a current call for PD activities in Vietnam (see Nguyen et al., 2020). In addition, PD activities in previous studies (see Borg & Al-Busaidi, 2012; Ekanayake & Wishart, 2015 for example) are also seen to owe their success to their careful analysis of teachers' needs as well as their organizational needs. In the current study, although it was not feasible to conduct an analysis of teachers' needs, the PD activity was motivated by the identified gaps between the current English teaching curriculum and materials in Vietnam and its English teaching and learning goals as previously stated in the Introduction chapter, as well as firmly based on the objectives of the Vietnamese government PD programs implemented under the Project 2020 (see section 2.3, Chapter 2).

Under the current teaching context in Vietnam where PD programs are still delivered following the top-down approach, cascade model and face-to-face in form with teachers' attending conferences and courses being the norm (Ho, 2015; Nguyen & Mai, 2018), PD models with transmissive and malleable purposes, as can be seen in Kennedy's (2014) spectrum of CPD models presented in Chapter 2, might be more suitable for the current conditions of the context of Vietnam. On one hand, these models are familiar to Vietnamese

teachers, and thus they are easier for them to follow. On the other, such models can serve as useful transition towards more transformative PD activities.

As previously stated, the effectiveness of PD activities does not merely depend on the type of PD (Garet et al., 2001), but on how the activities are designed and organized to suit various factors in the teachers' teaching contexts (Avalos, 2011). While core features and characteristics of effective PD accumulated in the literature serve as a strong foundation and useful references for researchers and PD organizers to base their PD activities on, the objectives of these activities and the context in which they take place work as the criteria for them to consider which features and characteristics that the targeted PD activities should have in order to be effective. Therefore, the findings on the ways in which this workshop was successful in its context of delivery, can contribute to the current literature of PD an example of how the traditional type of PD in the form of a one-day training workshop could be designed and organized in light of effective PD theories and bring about some successful results. Its design is illustrated in the following diagram as an emerging efficient model for effective PD in difficult and low-resource contexts like Vietnam.

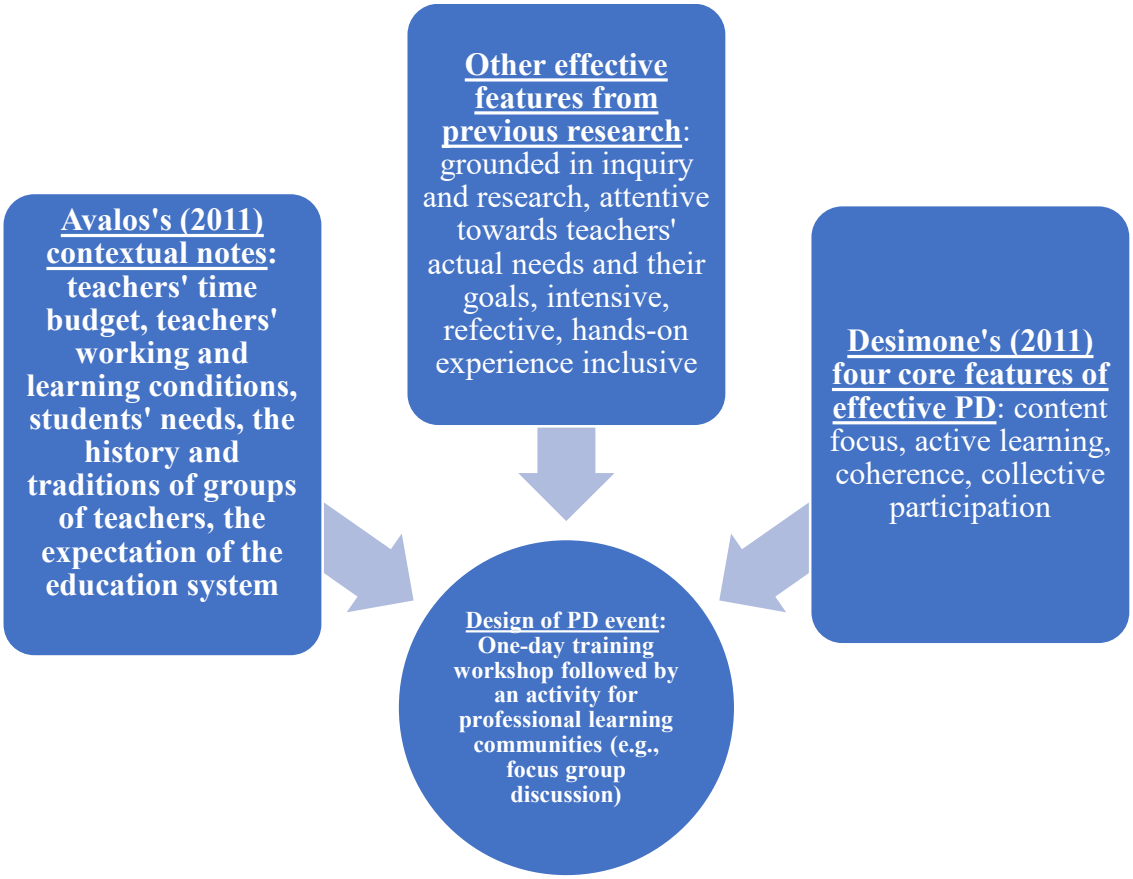


Figure 9. A potential model of effective PD in the form of workshop

In the next section, the limitation of this workshop is discussed to provide lessons and implications for future PD activities.

6.2.1.3. The limitation of this training workshop: Its reasons and lessons for future PD activities

Compared to some previous studies in which PD activities on non-pragmatics topics (i.e., on other topics in ELT rather than on pragmatics) were conducted in the form of workshops (see Ekanayake & Wishart, 2015; Ha & Murray, 2020; Nguyen & Newton, 2020), it was known at the outset that this study would not enable the researcher to evaluate the impact of its PD activities on teachers' transformative practice at individual level. As can be seen in the analysis of these three studies in the Chapter 2, all of their PD activities have longer duration and more follow-up activities. To reiterate, Ekanayake and Wishart's (2015) study was

conducted with a series of three planning workshops, in which the first two workshops and the third one took place with a one-week break. This break was for participants to prepare for their lesson implementation of the new knowledge under the instruction of the researchers. The series of the workshop was followed by the implementation of the planned lessons in real classrooms and subsequent 1-day reviewing workshop. Similarly, Nguyen and Newton's (2020) study consisted of a three-hour workshop followed by a period of participating teachers' preparation for their lesson plans on assigned tasks to implement the new knowledge into their teaching. Follow-up activities after the workshop included: 1) teachers' sharing their lesson plans, presenting them to one another and implementing their lesson plans in their own classes, and 2) subsequent individual follow-up interviews for teachers' reflection on every activity of the PD intervention. Likewise, Ha and Murray's (2020) study comprised a 4.5-hour workshop preceded by individual interviews and followed by three experiential and reflective activities which took place in eight weeks. After all follow-up activities were completed, teachers participated in individual interviews again.

It can be seen that all of these studies consisted of activities that asked teachers to put the new knowledge into practice, which was also at present in the current study through the activity of teachers' self-design pragmatic activities. However, being organized as a groupwork activity within the time frame of the workshop, similar conclusion to those in these studies could not be reached. Despite the successful confirmation of teachers' transformative practice in the previous studies, it has to be noticed that no information about whether the teachers continued with the application of the new knowledge into their teaching practices over time was able to be obtained. Nonetheless, it has been well-documented in other PD research studies that further follow-up with teachers to assure the sustainability of their development over time is very hard to achieve (see Ngai & Janusch, 2018; Yates & Wigglesworth, 2005). This could be largely due to teachers' busy lives with teaching workload and other related duties, which

often prevent them from getting involved in other non-compulsory tasks. This reason could also explain why the follow-up survey after the workshop in the present study did not receive a lot of responses from its participating teachers (as reported in Chapter 5), which was another limitation of this study. In fact, the inability to keep in touch with participating teachers after PD activities had been experienced in previous studies (e.g., Ngai & Janusch, 2018; Yates & Wigglesworth, 2005), in which Yates and Wigglesworth (2005) suggested that this drawback could be overcome by organizing a series of workshops so that follow-up activities with participants could be done in subsequent workshops.

In addition to its less teachers' practice-oriented post-workshop activities as stated above, another reason for the absence of clearer images of transformative practice in this study, could also lie in the nature of the topic of its PD activity. As can be seen in the review of the three previous studies, the topics of their PD intervention were on familiar topics with teachers like teaching pronunciation, providing corrective feedback. Meanwhile, the topic of the PD event in this study was on pragmatics and its teaching, which was a new topic to almost all participating teachers. Given the novelty of the topic, it was expected that more time and more training might be required for teachers to be able to successfully apply the taught knowledge into their teaching practices. Therefore, the PD event in this study was considered to be an initial step of the retraining of Vietnamese EFL in-service teachers about L2 pragmatics teaching, which definitely requires more time and efforts.

Another finding, as presented in section 5.5.1, was that the interview data showed that the teachers' beliefs on pragmatics teaching did not change at all after the workshop. This showed that while the workshop was effective in raising teachers' awareness of pragmatics and enhancing their understanding of this area, it was unable to exert impact on their beliefs. This lent support to previous research findings that teachers' beliefs were quite stable and was

significantly influenced by their experiences as language learners (see Eisenstein-Ebsworth and Schweers, 1997) rather than through training (see Woods, 1996).

This finding also indicates that more work needs to be done in order to change teachers' beliefs of the main purpose of teaching English. It was noticed that all interviewed teachers still held traditional beliefs about teaching English, in which providing students with linguistic information and skills practice were their priorities. To them, pragmatic knowledge was only essential for advanced learners who wished to have deeper level of understanding in the target language. This belief was to be due to their marginal conceptualisation of pragmatics as a dimension of knowledge about politeness, speech acts, formality, implicature and the like. To this point, the finding presented in section 5.2.1 that the presented aspect of the components of L2 learners' pragmatic ability did not seem to make a major impact on the majority of the participating teachers in the workshop could be explained. As teachers still held the beliefs of pragmatic knowledge around the aspect of pragmalinguistic knowledge, it would be hard for them to acquire the new dimensions of pragmatic knowledge presented in the workshop. As summarised in Figure 2 (Chapter 2), in order to be pragmatically competent in L2, learners need to have the three-dimensional knowledge of pragmatics, namely pragmatics-within-individuals (pragmalinguistic and sociopragmatic knowledge and the connection between these two aspects in communication in various social settings), pragmatics-in-interaction-in-context (the ability of interaction in making meaning), and pragmatics-in-intercultural communication (the ability to manage cross-cultural communication). With regard to this framework of L2 pragmatic competence and the current understanding of pragmatics and its teaching of the teachers in this study, it could be seen that far more efforts are required in in-service teacher PD in terms of pragmatics and its teaching. This study has helped to refine our knowledge of specific obstacles operating in the Vietnamese context in general and specifically in short training workshops.

6.2.2. Effective teacher PD: Evidence of learning in the focus group discussion – the importance of a community of practice.

The findings about the success of the focus group discussion in enabling the participating teachers to obtain five CLEs (see section 5.2, Chapter 5) showed that focus group discussion could be organized as a learning activity for participants. Previous studies regarding the positive effects of professional learning communities in PD (e.g., Ishihara, 2011; Mai, 2018; Phan, 2017) showed that teachers could learn through interactions with their colleagues and with experts in their field. Similar to Ishihara's (2011) study (see section 2.3.4, Chapter 2), the teachers' interactions with one another with the facilitation of the researcher in this study resulted in teachers' learning as reported in section 5.3. Therefore, it could be said that the focus group discussion was not only a follow-up activity in the design of this PD event but could also be an effective PD activity per se. This positive effect of the focus group discussion could serve as a potential model for future PD activity.

6.2.3. Reflections on teachers' training: The gap between the taught knowledge and teachers' teaching practices

The interviews with seven teachers after the PD intervention revealed important information on the relationship between the knowledge they received during their teacher training programs at university and their teaching practices. The first observation from the findings reported in section 5.1 was that the pragmatics training that some teachers received at university at either undergraduate or postgraduate level did not seem to be applied to their English teaching practices. Among the seven interviewed teachers, there were four teachers who reported having previously studied pragmatics; however, they reported that they did not remember much about this subject. Therefore, the extent to which pragmatics was included in their teaching practices was effectively just as minimal as that by teachers who had received

no input. As such, it could be inferred that at least in the case of the participating teachers, the course of pragmatics that some teachers had opportunities to take had little impact on both their cognitions and teaching practices. This suggests that there may be a need to revisit the delivery of the course of pragmatics to preservice teachers at Vietnamese EFL teacher education universities.

One more important finding was that when the teachers shared their most memorable English learning experience, none of them mentioned memories of learning English related to pragmatics. This was found to be aligned with their self-evaluation of their strengths and weaknesses regarding their knowledge of the English language, its pragmatics and teaching, as well as their reported teaching practices, in which none of them mentioned about knowledge of pragmatics as their strengths. Apart from T11 who considered communication skills as her strengths, all other teachers rated linguistics aspects like grammar or the abilities to teach about linguistic aspects such as teaching grammar, preparing students for exams as their strengths. Therefore, it was no surprise when they reported that they did not include pragmatics in their teaching practices at all or that they had a very minimal inclusion of pragmatics in their English teaching. This indicated that pragmatics was a missing area in both the teachers' learning and teaching of English in Vietnam, as identified in previous studies in other contexts (e.g., Ngai & Janusch, 2018; Prakash, 2016)

6.2.4. Necessary conditions for pragmatics teaching at Vietnamese high schools

The answers to research question 8 and the emerging issues identified from the interviews (see sections 5.4 and 5.5) unveiled necessary conditions from the teachers' perspectives for pragmatics to be included in the current English teaching curriculum at Vietnamese high schools, which are summarised in the following diagram.

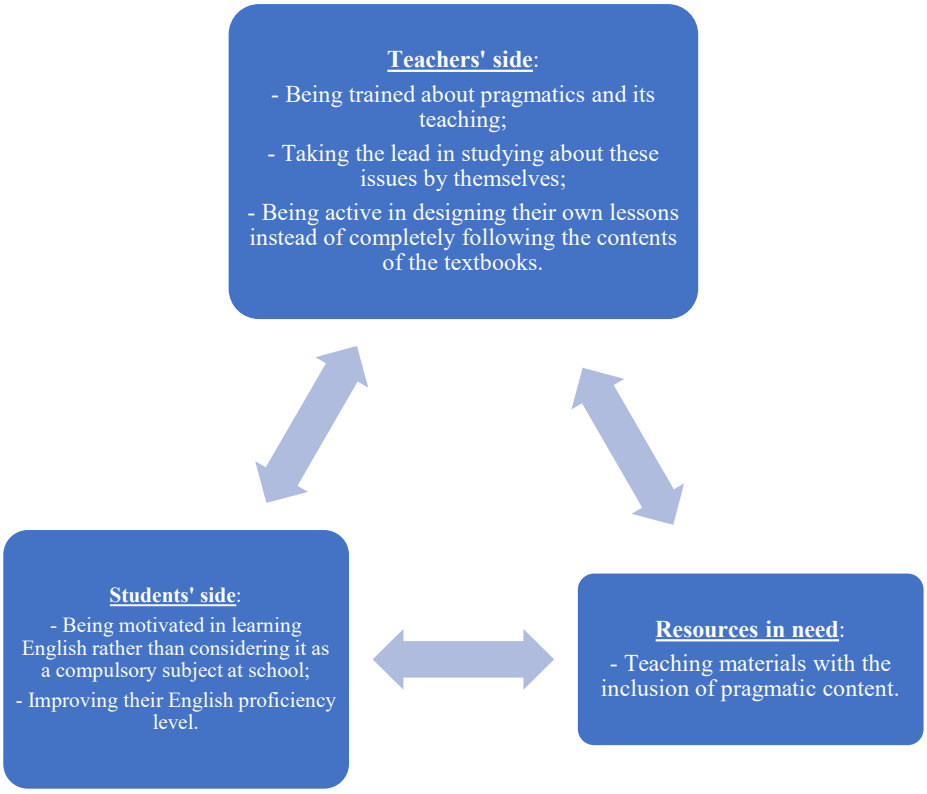


Figure 10. Teachers' perspectives of necessary conditions for pragmatics teaching at Vietnamese high schools

The above diagram displays the necessary conditions expressed by most teachers in this study for pragmatics to be included in their current teaching curriculum. All of these three issues are seen to be closely related to another, in which the need expressed by the participating teachers to have textbooks with decent inclusion of pragmatic content is considered to be the first and foremost important condition for the teaching of pragmatics to be implemented at Vietnamese schools. This is because both teachers and students largely relied on textbooks for their teaching and learning of English (see section 5.5.4). From the teachers' perspective, given their current heavy workload and low pay which make the majority of them struggle over living conditions (C. D. Nguyen, 2017), all PD activities need to take their circumstances into consideration to avoid putting more tension into their professional lives. In terms of teacher autonomy in their PD, it was suggested that for teachers to make real progress, they "do need

to have autonomy and the ability and space to exert agency" (Kennedy, 2014, p. 691) because "when their agency is mobilised, teacher will not only perform what they are expected to do under the policies but also willingly engage in their own PD" (V. T. Nguyen, 2018). Also, given the reality that changes at both institutional and national levels are often hard and take time to occur, teachers need to take the lead in improving their knowledge and teaching skills through self-study and self-research. However, due to teachers' high teaching workload, and their limited research capabilities (see Truong, 2018), it was not easy for them to improve their knowledge and teaching skills by themselves. Therefore, more contextually appropriate training is needed for in-service teachers to improve their subject matter and pedagogical knowledge as well as their own linguistic proficiency, which has been the biggest concern of the Vietnamese community members towards Vietnamese teachers of English (see C. D. Nguyen & Trent, 2020).

Regarding the student perspective, it could be said that this factor is greatly influenced by the teacher and the curriculum, thereby in order to have a new generation of young people who possess good English communicative abilities as targeted under the Project 2020, there must be changes in teachers' teaching of English and in other contextual factors that directly affect students' learning of English such as: the English teaching and learning curriculum and the testing content and system. This is aligned with wide appeals from previous empirical studies in the EFL context of Vietnam for radical changes in the English teaching curriculum and its testing system in order that students' communicative competence can be developed under the goals of the Project 2020 (see Ngo, 2018).

6.2.5. Concluding remarks

In summary, the achievements of this PD event have contributed to the current limited literature of effective PD in the form of workshop one more evidence of how workshop could

be designed to benefit teacher PD. Its positive effects showed that with a careful design based on both theories and empirical studies of effective PD as well as on teachers' needs and their distinctive contexts, the form of workshop could still bring about desirable effects that could serve as an initial step in introducing new knowledge to teachers and opening potential pathways for its implementation in teachers' practices. The proposed model of effective workshop emerging from this study, together with the lessons learnt from its limitations, could provide useful ideas for future PD activities in Vietnam and other similar contexts. However, its limitations as acknowledged in section 5.2.4 lent support to popular criticism towards one-off PD activities (Hamano, 2008; Hayes, 2008; Le & Nguyen, 2012; T. M. H. Nguyen et al., 2020) regarding its being unable to transform teachers' beliefs and practices. As the PD activity in this study was considered as an initial study in PD on pragmatics and its teaching in the Vietnamese EFL context, further PD events on this topic are expected to be conducted for more outcomes to be achieved. As discussed in Chapters 1 and 2, intensive training workshops have been among the most common forms of PD in Vietnam to date due to such constraints as time and resources, which are not possible to be improved soon. However, together with organizing formal training workshops with effective PD features, there are some other activities that can be done to expand teacher learning and support their continuing PD. The collaborative learning in the form of a focus group discussion in this study could serve as an example of how community practice, informal learning, or classroom-based action research (in which teachers could do some classroom projects or studies on how to integrate L2 pragmatics teaching into their English teaching practices and share the outcomes with their colleagues) can be used as PD activities for teachers.

Besides, the teachers' reflections on their training of pragmatics in particular and English in general raised a critical question towards the efficacy of teacher training programs. Teachers' reports that they did not remember much about pragmatics nor include this area in

their teaching practices call for curriculum designers to revisit their curricula and the delivery of such courses as pragmatics to ensure that what preservice teachers learn could contribute to their knowledge acquisition and future practices. Finally, teachers' suggestions of necessary conditions for pragmatics teaching in their contexts can provide policy makers with insightful ideas from insiders to build a fruitful environment for better English teaching in Vietnam.

Conclusion

This chapter has discussed the results of this study in relation to the findings obtained from its two phases. The findings of this research lent support to previous research findings, clarify those findings with regard to the specific context of Vietnam, and most importantly, go beyond them to contribute to the current lines of research in L2 pragmatic teaching, pragmatic assessment, teacher cognition in pragmatics, and teacher professional development in pragmatics which are still limited in number and scope. In addition, the findings from this study can provide useful and insightful ideas for all relevant stakeholders to improve the quality of English language teacher education and English language teaching in Vietnam so that the country's national Project 2020 may be more able to achieve its goals. In the following chapter, major findings will be summarised, and implication and recommendations from this study will be presented together the acknowledgement of its limitations and suggestions of directions for further research.

CHAPTER 7. CONCLUSION AND IMPLICATIONS

This chapter summarises the key findings from the two phases of this research project and draws a number of implications and recommendations derived from the narrative and empirical evidence obtained from this study. After considering the limitations of the study, the chapter concludes with several suggestions for further research.

7.1. Key findings of the study and its major contributions

7.1.1. Key findings of the study

The major findings of the study were summarised as follows in accordance with its two phases and the relationship between outcomes from phase 2 and phase 1:

I. Major findings of TEs' cognitions and practices of pragmatics teaching and pragmatic assessment:

(1) Although all TEs were fully aware of the important role of pragmatics and its teaching to preservice teachers, their knowledge and beliefs of pragmatics and its teaching varied, which led to different incorporation of pragmatics in their teaching practices.

(2) As pragmatics was not compulsorily included in practical skills and pragmatics-related skills courses, TE's pragmatics teaching practices were optional and totally depended on their knowledge and beliefs of pragmatics and its teaching.

(3) TEs had different levels of understanding of pragmatics and held beliefs of the teaching of pragmatics, in which the beliefs that prevented them from integrating pragmatics in their teaching practices were: 1) pragmatics is more difficult than linguistics, (by which they

meant grammar and vocabulary); and 2) that pragmatics could not be taught to student teachers whose proficiency level was low at entry.

(4) Knowledge of pragmatics was noticed to play a pivotal role in most TEs' pragmatics teaching practices in that TEs with knowledge of pragmatics reported integrating more pragmatics and focusing more on pragmatics than those with a lack of pragmatic knowledge. However, it was identified that in two cases of TEs with pragmatic knowledge, their beliefs still held them back from teaching pragmatic knowledge to their student teachers. These beliefs were the factors that prevented most TEs without extensive pragmatic knowledge from making efforts to include pragmatics in their teaching.

(5) TEs were noticed to still hold a traditional view of pragmatics, in which almost all TEs paid more attention to the aspect of "pragmatics-within-individuals" in their teaching exclusively. The other two aspects of "pragmatics-in-interaction-in-context" and "pragmatics-in-intercultural-communication" as presented in section 2.1 were not considered by the participating TEs.

(6) An investigation into TEs' trajectories of accumulating their pragmatic knowledge showed that academic training in pragmatics and experience of real-life communication in English-speaking countries were the two factors that had strong effects on TEs' acquisition of pragmatic knowledge. TEs who did not have either attribute were noted to be less knowledgeable about pragmatics than those with experience in both factors. However, not all TEs with these two attributes showed the anticipated large amount of pragmatic knowledge. In these cases, it was identified that TEs' personal interest in pragmatics that enabled them to connect what they learnt in academic training with what they encountered in real-life interactions. Those TEs who developed this interest into further self-study and research into pragmatics showed greater achievements in terms of knowledge and understanding of

pragmatics compared to their colleagues who did not. Actually, the most knowledgeable TEs regarding pragmatics, pragmatics teaching and pragmatic assessment were those who did research into pragmatics for their postgraduate degrees.

(6) TEs were in need of instructional pragmatic knowledge, and thus relied on their teaching methodologies of other subjects to teach pragmatics. Instructional pragmatics was also totally missing from the current teacher training curriculum at CU.

(7) TEs did not have knowledge of pragmatic assessment. Also, pragmatic assessment was not yet explicitly included in the current teacher training curriculum at CU.

(8) TEs considered pragmatic assessment as the assessment of student teachers' pragmatic knowledge and competence as language users rather than as language teachers. Therefore, the findings of their knowledge, beliefs and practices of pragmatic assessment were about what they know, believe and practice in the assessment of student teachers' abilities to use the target language appropriately in communication, not their abilities to assess their future students' pragmatic competence.

II. Inservice Teacher PD in pragmatics:

(1) The analysis of the pre-workshop and post-workshop questionnaires showed that the training workshop was effective in enhancing all participating teachers' understanding of pragmatics and thus enabled them to evaluate the usefulness of their in-use textbooks in terms of pragmatic content. However, their understanding levels and evaluation varied, and the factors that affected this variation were considered to include teachers' qualifications, their teaching experience, and their workplace (i.e., private or public high schools).

(2) The analysis of the important knowledge that teachers obtained from the workshop suggested that most of them appreciated and paid special attention to the field of instructional pragmatics, in which pragmatics teaching methods, techniques, and supplementary activities

to integrate pragmatics into English lessons were reported as the most important knowledge achieved from the workshop by 70% of participating teachers.

(3) The comparison between the teachers' answers in the pre-workshop survey (in which most teachers showed their gaps in both awareness and knowledge of pragmatics) and the teachers' answers in the post-workshop survey with positive changes underlined the current neglect of pragmatics and its teaching at Vietnamese high schools as well as the need for more PD in pragmatics and its teaching.

(4) The follow-up discussion after the workshop with the participation of 5 teachers showed potential positive effects of collaborative reflection and discussion, in which through peer interactions with the researcher's facilitation, guiding questions, and consolidating answers, teachers could share their opinions and concerns, as well as challenge and support their viewpoints and obtain more knowledge and understanding of pragmatics as a result.

(5) The analysis of the individual interviews with 7 participating teachers revealed several important findings. First, the teachers' self-stories of learning English as well as their self-evaluation of their own strengths regarding their knowledge of the English language and English language teaching showed that none of them had paid attention to pragmatics during their English learning time. This correlated with their reports of not consciously nor explicitly including pragmatics in their teaching practices. Also, it was noticed through their reports that the way they were taught and learnt English had a strong impact on their teaching of English.

Second, the teachers' reports of their training experience in pragmatics showed that those with previous training opportunities had forgotten all taught knowledge about pragmatics and thus were not able to relate nor apply the taught knowledge to their teaching practices.

Third, although teachers' knowledge of pragmatics improved after the PD intervention, there was no evidence that their beliefs about pragmatics teaching had changed.

Fourth, the interviewed teachers suggested many ideas for pragmatics to be included in their current teaching curriculum, in which the need to have decent teaching materials in terms of pragmatics and to be trained in pragmatics and its teaching were the most emphasized areas.

Fifth, an in-depth analysis of the data from these interviews indicated some important issues for both teacher educators and policy makers to consider for the inclusion of pragmatics into the teaching of English at Vietnamese high schools including the contexts of pragmatics teaching, the role of students, and teacher autonomy.

III. Related findings from phase 2 to teacher education regarding L2 pragmatics and its teaching at undergraduate level

(1) The study showed that a pure theoretical course of pragmatics was not helpful for pre-service teachers. However, practical courses of instructional pragmatics that enabled them to know how to incorporate pragmatics into their English teaching were appreciated and showed positive effects on teachers' abilities to design their lessons with pragmatic activities. These are evident in the answers of teachers with previous training in pragmatics about their forgetting all taught pragmatic knowledge at university, and in the effects of the one-day training workshop respectively.

(2) TEs' integration of pragmatics into their teaching practice may lead to their student teachers' inclusion of pragmatics in their future teaching. This could be seen through the teachers' reports that their teaching was strongly impacted by their experience of learning and being taught English.

(3) The findings from both phases of this study showed that certain teacher beliefs exist independently and do not seem to be easily impacted by their knowledge. This is evident in the cases of TEs who had knowledge in L2 pragmatics and its teaching but still held misleading beliefs that prevented them from teaching more pragmatics to their student teachers. Moreover,

the fact that the training workshop was successful in enhancing the teachers' pragmatic knowledge but not yet in changing their beliefs about pragmatics teaching indicated that it was more difficult to change teacher beliefs.

7.1.2. Major contributions of the study

With regard to its contribution to the field in relation to theory and research, this study has made a significant and original contribution to knowledge on an under-researched topic in an under-represented context, as stated in Chapter 1. Furthermore, a comprehensive and systematic review of the literature of L2 pragmatics and its related issues (see section 2.1), of teacher cognition in pragmatics and the relationship between teachers' knowledge, beliefs and practices (see section 2.2), and of teacher PD pragmatics teaching (see section 2.3) in Chapter 2 is a contribution to knowledge in its own right. Besides, the theoretical frameworks developed in this study contribute to the line of research on frameworks of teacher knowledge specifically required for L2 pragmatics teaching (see Table 4), of the relationship of different factors on teachers' cognitions and practices (see Figure 8), and of effective teacher PD in the form of training workshops (see Figure 9). These lay a foundation for future research to further investigate these issues.

In terms of its contribution to the implications for practice, the findings from this study shed light on how teacher education and teacher PD in the area of L2 pragmatics in Vietnam and its similar EFL contexts could be improved. This will be discussed further in the following section.

7.2. Implications and recommendations

Based on the findings of this study, implications and recommendations regarding the treatment of pragmatics in the teacher training curriculum, TEs' cognitions and practices of

pragmatics teaching and pragmatic assessment, teacher PD in pragmatics have been proposed as follows.

7.2.1. Pragmatics and its teaching in the teacher training curriculum

Compared to previous studies regarding the treatment of pragmatics (e.g., Vasquez & Sharpless, 2009; Vellenga, 2011) the findings in the current study regarding this issue showed a generally positive sign, that pragmatics was included explicitly in the teacher training curriculum at CU through the course of Pragmatics, in which student teachers were taught basic theories of pragmatics, and implicitly through practical skills and pragmatics-related courses. However, it was the implicit status of pragmatics in these courses that lead to different levels and extents to which pragmatics was incorporated in TEs' teaching practices. Therefore, it is highly recommended that the teaching of pragmatics should be explicitly uncovered in these courses so that TEs were well aware of the requirements of the inclusion of pragmatics in their teaching to meet the objectives of each course. Temporarily, this could be done by amending the actual words written in the objectives of each course to explicitly include the aim of developing student teachers' development of pragmatic competence in practical skills and pragmatics-related courses. As pragmatics is hidden in the contents of those courses (as reported by the Department Head in this study), it is important that TEs are aware of it and able to uncover and utilize it to help student teachers develop their pragmatic knowledge and competence to be competent language users and teachers.

Besides, since instructional pragmatics was totally neglected in the current curriculum, it is highly recommended that this dimension be included in future teacher training curricula for student teachers to be able to teach both linguistic and pragmatic aspects. First of all, as presented in section 4.1, the course of Pragmatics at CU was based on a 24 year-old textbook, which provided student teachers with basic knowledge of pragmatic theories. On one hand, the

field of pragmatics has evolved enormously during the last two decades with more emphasis on interactional and intercultural aspects of pragmatics (see section 2.1.2). Therefore, the teaching of pragmatics, which focuses on solely the aspect of pragmatics-within-individuals, is obviously outdated. On the other, findings from the phase 2 of this study showed that the teaching of pure theories of pragmatics was not useful to the teachers. Therefore, it is recommended that the course of pragmatics should be reformed and innovated to include both theoretical and practical knowledge of pragmatics so that student teachers could see the connection between the theories and praxis of pragmatics. Within the current time allotted of 30 periods for this course of Pragmatics, it is recommended that this course could briefly introduce to student teachers the basic concepts in L2 pragmatics together with why and how L2 pragmatics could be taught to EFL learners. As such, the synthesis of the theories of L2 pragmatics and its teaching as presented in section 2.1.1, 2.1.2, and 2.1.3 could serve as an insightful guideline for the design of the course of Pragmatics for Vietnamese EFL preservice teachers.

In addition, instructional pragmatics should also be included in current courses of teaching methodologies, in which there should be one or two sections of these courses to include current approaches and techniques of teaching L2 pragmatics. The design of such sections can greatly benefit from the theories synthesized in section 2.1.3.2. Specifically, TEs can briefly introduce to student teachers the nuts and bolts of the two pragmatics teaching approaches as reviewed in section 2.1.3.2, namely the explicit and implicit approaches and the task-based approaches. As findings from the second phase of this study showed, clear examples and demonstrations of how to apply each approach in the teaching of each pragmatic feature identified from the Vietnamese EFL textbooks can be very useful for student teachers. For example, in the teaching of the notion of formality, the explicit approach with metapragmatic explanation of the ‘formal’ and ‘informal’ concepts can be used. Meanwhile, in the teaching of

politeness, the implicit approach can be used, in which TEs can use polite language to compare with student teachers' abrupt language use due to their lack of linguistic resources. The teaching of speech acts can be delivered through the task-based approach. Most importantly, whatever approach TEs demonstrate to student teachers, they need to avoid teaching the pragmatic feature separately; instead, the taught pragmatic knowledge needs to be involved in interaction as Taguchi and Yamaguchi (2021) suggested (see section 2.1.2.3).

In terms of the current neglect of pragmatic assessment, since TEs in this study were in need of both pragmatic assessment knowledge and experience, it is necessary that they are trained about this area. As pragmatic assessment is not yet a well-known topic in assessment (Roever, 2018), it is not surprising that the participating TEs did not consider it in their practices. However, the findings regarding this issue shed light on what Vietnamese EFL TEs' knowledge, beliefs and current practices of pragmatic assessment, which provides background information for future training of TEs in pragmatic assessment as well as potential ideas on designing suitable pragmatic test types to be used in this context.

Additionally, the findings from both phases of this study showed that there were some TEs and high school teachers who received academic training in pragmatics at undergraduate level but reported to have forgot most pragmatic knowledge delivered to them. This suggests revisiting the design, content, and delivery of the course of pragmatics to enhance its teaching quality. As findings from phase 1 show that self-study and research had a very positive effect in teachers' accumulation of pragmatic knowledge, it could be a good idea to include some sections of self-study and research in the forms of projects for student teachers to work on as parts of the Pragmatics course. As for in-service teachers at high school, it is important that they are guided to conduct self-study about how to incorporate pragmatics into their English lessons under specialists' guidance. With the availability of the internet in almost all school, teachers' online learning of pragmatics can be exploited. There are different websites for

teachers to gain expertise to teach different speech acts and access language samples, which were suggested by Limberg (2015). This could be used for teachers' self-study and references. Future PD events could take advantage of such resources together with the facilitation of specialists in pragmatics to guide teachers with their self-study activities and to organize focus group discussions for teachers to share their ideas and concerns about how to use these resources in their actual practices.

7.2.2. TEs' and teachers' cognitions and practices of pragmatics and its teaching

The findings in this study called for a need for both TEs and teachers to be trained in pragmatics and its teaching. Regarding teacher knowledge of pragmatics and its teaching, TEs and teachers need to update themselves with current understanding of pragmatics, L2 pragmatic competence, and instructional pragmatics. To date, pragmatics is no longer considered as a discipline that comprises pragmalinguistic and sociopragmatic features and the relation between these two aspects exclusively as conceptualised by most TEs and all teachers in this study. With the current status of English as an international language or as a lingua franca (see section 2.1.2), the new conceptualisation of pragmatics has emerged, and thus the teaching of pragmatics is no longer restricted to the development of pragmatic knowledge and competence located "within" individuals. Instead, TEs and teachers need to pay attention to facilitating learners' development of abilities to co-construct and negotiate meaningful interactions, as well as manage communication with people of different cultures as discussed in section 2.1.2.3. This requires them to have broader knowledge and understanding of pragmatics and its teaching than their current traditional views of pragmatics. In other words, teachers need to develop their knowledge of pragmatics beyond the aspect of pragmatics-within-individuals and gain more understanding of the two aspects of pragmatics-in-interaction-in-context and pragmatics-in-intercultural-communication as illustrated in Figure 2, section 2.1.1. This

updating of TEs' and teachers' knowledge of L2 pragmatics in relation to interactional competence and intercultural communication does not only enable them to have adequate view of L2 pragmatic competence but is also the necessary condition for them to change their following misleading beliefs.

First, it is necessary for TEs and teachers to change their beliefs of the relationship between pragmatics and linguistics, which caused them to delay pragmatics teaching until students could have sufficient knowledge in lexiocogrammar or linguistics. In order for such beliefs to change, TEs and teachers need to be fully aware of the parallel role of pragmatics to linguistics. In other words, TEs and teachers need to be aware that if linguistics is about language, pragmatics is about language in use. Therefore, if the purpose of teaching English is to enable students to use the target language in communication, language and language in use, or in other words, linguistics and pragmatics, have to be taught simultaneously.

Besides, teacher beliefs about the ownership of English and the notions of 'appropriate' language use' need to be changed as well. As discussed in section 2.1.2.3, English language users nowadays are entitled to choose to adhere to conventional norms or to co-construct and even create their own pragmalinguistic and sociolinguistic practices (Mugford, 2021). With the increasing use of EIL or ELF (as discussed in section 2.1.2) in today's globalised world, it is high time for teachers to challenge their age-old connection of English with 'Westerners', and their nativespeakerism orientation as discussed in section 2.1.2.3. It is this kind of beliefs that lead them to consider themselves as inferiors to native English teachers in terms of L2 pragmatics teaching. On one hand, current literature supports the view that it is a myth to consider native teachers as superior to non-native teachers in terms of pragmatics teaching (see Cohen, 2016). On the other, given that they share the Vietnamese language and culture with their students, they could be confident that they are in a better position to teach L2 pragmatics to their students than native English teachers who do not have knowledge about students' L1

pragmatics nor share their learning experience (see Chen, Tigelaar, & Verloop, 2016; Vu, 2017). In addition, as students need to be prepared to communicate with both native speakers and non-native speakers of English in today's global world, native pragmatic norms are not the only knowledge that students need to acquire. Rather, they need to be made aware of different pragmatic variations as well as be developed the abilities to negotiate and co-construct meanings and to manage intercultural communication as aforementioned.

For these teacher beliefs to be changed, more work needs to be done through teacher education and teacher PD. First and foremost, teacher training curricula need to be reformed and innovated with most recent understandings and theories of L2 pragmatics and its related issues in particular and of ELT in general. Furthermore, TEs and teachers need to be trained and re-trained so that they can be updated and well-informed of what have been found in research in their field. This requires policy makers and all relevant stakeholders in Vietnam to make joint efforts to strengthen the human resources in English language teacher education and in ELT in Vietnam.

7.2.3. TE's cognitions and practices regarding pragmatic assessment in the assessment of preservice teachers' abilities

The findings regarding TE's knowledge, beliefs and practices of using and teaching pragmatics showed a significant gap that needs to be addressed regarding pragmatic assessment in TEs' general assessment practices. As TEs conceptualised pragmatic assessment as merely the assessment of student teachers' pragmatic competence as language users, they need to be made aware of the importance of assessing student teachers' pragmatic competence as language teachers who need to have knowledge and competence to deliver pragmatic content to their future students. This current belief of TEs regarding pragmatic assessment is closely linked to their cognitions and practices of pragmatics teaching, in which instructional

pragmatics is totally neglected in both the teacher training curriculum and their teaching practices. These gaps in both pragmatic assessment and pragmatics teaching to student teachers imply a need for more training for TEs in pragmatics, pragmatics teaching, and pragmatic assessment. As "teacher education for pragmatics instruction is still in its infancy" (Tajeddin & Alemi, 2020, p. 189), more efforts from all stakeholders are required in order for both pragmatics teaching and pragmatics assessment to be fully integrated in language teacher education programs.

7.2.4. Teacher PD in pragmatics in the Vietnamese EFL context

The participating teachers' positive responses to this initial PD event in pragmatics and its teaching suggest a need for more PD events on these topics in the future in order for in-service teachers to be further educated in pragmatics and its teaching so that pragmatics could be taught in EFL classrooms in a principled and systematic way. Recommendations of what and how future PD in pragmatics should be organized in the context of Vietnam are presented in the next section as avenues for future research.

7.3. Limitations and directions for further research

This study was aimed at gathering empirical evidence that provided insights into the training of preservice teachers and retraining of in-service teachers in pragmatics and its teaching in the Vietnamese EFL context by employing the case study approach to conduct this research. Efforts have been made in every step of the data collection and analysis process to improve the trustworthiness of the findings; however, there were still limitations that need to be recognized.

First, there were 14 TEs participating in the first phase of the study; however, only four of them participated in the class observation activity due to both their subjective and objective

reasons as previously stated. Therefore, although the findings could illustrate how some TEs in this study actually taught pragmatics to student teachers, it would have been better if all TEs' classroom practices had been observed to capture a full picture of how each TE put their identified knowledge and beliefs of pragmatics and its teaching into practice.

Second, the collection of data was curtailed to the outbreak of the COVID-19 pandemic. As such, planned follow-up with participants after the initial data analysis for the member-checking of the translation and interpretation of obtained data and for more queries about some investigated issues for more clarification from the participants could not be conducted. Although more scrutiny was applied to compensate for this limitation (as stated in Chapter 3), it needs to be acknowledged that a more accurate interpretation of the data would have been achieved without this drawback.

Third, since this study has been the first one conducted in the context of Vietnam to investigate TEs' cognitions and practices of pragmatics, pragmatics teaching, and pragmatic assessment as well as to examine the effect of a PD intervention on in-service teachers' awareness of pragmatics and its teaching and their reflections on and directions of how pragmatics could be integrated into their current English teaching curriculum at Vietnamese high schools, it has been difficult for the researcher to find relevant comparable studies. Therefore, findings from some research studies done in similar contexts or in teacher education and PD in pragmatics were used for discussing the results of this study.

Fourth, the proposed framework for teacher's knowledge required for L2 pragmatics teaching in ESL/EFL contexts, although developed by combining different frameworks from previous studies, needs to be tested through its actual implementation in teacher education to explore further knowledge dimensions that teachers may need to have for effectively

pragmatics teaching in these contexts, such as teacher knowledge of developmental pragmatics in ESL/EFL learners.

Fifth, the fact that only teachers with interests in pragmatics participated in the individual interviews in the second phase of this study is another limitation of this study because it failed to bring insights into those without this kind of interest. As such, in future studies, investigations into the impact of teachers' interests in L2 pragmatics on their classroom practices could shed more light on this issue.

Another limitation of this study is that the evidence of collaborative learning was only drawn on an one-hour focus group discussion. The data could have been richer if more activities of collaborative learning had been included in the design of the second phase of this study.

In respect of directions for further research, this study has opened the following avenues. First, this study has shed light on what a cohort of TEs in a typical Vietnamese educational setting know and believe about pragmatics, pragmatics teaching, and pragmatic assessment, as well as their reported and actual practices of pragmatics teaching and assessment. Based on the findings as well as the theoretical frameworks developed in the phase 1 of this study, future research could continue to investigate how TEs can be taught about L2 pragmatics, its teaching and assessment, as well as how and to what extent their beliefs can be challenged. Also, another direction for future research based on this study is to look at preservice teachers' and learners' perspectives on taking courses of pragmatics and its related issues in the Vietnamese EFL context. As this research, which focuses on the perspectives of TEs, has shed light on what TEs know, believe and practice L2 pragmatics teaching and assessment, future studies which examine trainees' perspectives would bring more insights into the issue of teacher education.

In addition, as the PD intervention in the phase 2 of this study served as an initial step in investigating Vietnamese EFL teachers' awareness of pragmatics and the effects of this modest-scale event on their cognitions and practices of pragmatics, a follow-up study could be conducted in the near future to examine whether the teachers could actually transfer what they learn from PD courses to their daily classroom practices and how these changes might impact students' learning. In addition, important contents about L2 pragmatics and its teaching, which were not covered in the PD event of this study such as: alternative resources for pragmatics teaching like CARLA Project website, audio/video-recordings of real world interaction, corpora, etc.; model expressions for teaching speech acts; and so on, could be incorporated in future PD activities on L2 pragmatics for teachers to improve their knowledge of pragmatics and its teaching.

Besides, more PD events could be conducted following the model of effective PD proposed in this study with modifications based on its acknowledged limitations for teachers' sake on one hand, and for more understanding about how PD could effectively change teachers' knowledge, beliefs, and practices of pragmatics. Such findings will not be only useful at both practical and theoretical levels in the context of Vietnam but also to the current small body of literature in PD in pragmatics in general.

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APPENDIXES

APPENDIX 1: REQUIRED DOMAINS OF KNOWLEDGE AND COMPETENCIES FOR PRESERVICE EFL TEACHERS IN VIETNAM

Domain	Statements: I can …
Domain 1. Knowledge of Language, Language Learning and Language Content and Curriculum	1. … use my English at the level required for my teaching (C1 of CEFR). 2. … find opportunities to strengthen my English proficiency. 3. … understand the CEF/KNLNN proficiency descriptors at the levels that apply to my students. 4. … apply that understanding to my teaching practice. 5. … understand English sounds, word parts, word meanings, and word order (in general). 6. … teach these things at the secondary level. 7. … know how language are learned. 8. … apply this knowledge to my own language learning. 9. … apply this knowledge to my teaching. 10. … know about English-speaking cultures. 11. … include this cultural knowledge in my teaching. 12. … use this cultural knowledge to build understanding and empathy. 13. … use English literature to teach language and content. 14. … use cultural texts (websites, songs, TV) to teach language and content.

	15. … use English academic texts to teach language and content. 16. … understand the English curriculum I'm required to use. 17. … use textbooks and required curriculum objectives when planning lessons.
Domain 2. Knowledge of Language Teaching	18. … know many strategies and techniques to integrate the 4 skills. 19. … use many strategies and techniques to integrate the 4 skills. 20. … use this methodology to integrate the 4 skills for authentic communication. 21. … use this methodology to integrate the 4 skills to teach different kinds of learners. 22. … understand what kinds of lessons, assignments and activities to teach content, integrate skills and help students learn English. 23. … plan effective lessons and design assignments and activities to teach content, integrate skills and help students learn English. 24. … know how to create a supportive, meaningful learning environment. 25. … use the lesson plan to teach students, and give them meaningful opportunities to communicate. 26. … manage classroom activities to teach students, and give them meaningful opportunities to communicate.

	27. … know about formative (ongoing) and summative (progress) assessment tools and techniques. 28. … design and use age-appropriate assessment tools to guide my teaching and measure student progress. 29. … use and adapt textbooks effectively for my teaching. 30. … find and adapt materials and resources that are suitable for students' age and English level. 31. … have basic computer skills and can use basic computer programmes. 32. … use technology for language teaching and learning.
Domain 3. Knowledge of Language Learners	33. … understand learners' intellectual and emotional development. 34. … know about different learning styles. 35. … develop lessons that motivate different kinds of learners. 36. … know about different stages of language development. 37. … adapt my teaching and give feedback on students' errors in ways that are suitable to their language level. 38. … reflect on my cultural values and learning experiences and how these affect my learning and teaching. 39. … reflect on my students' cultural values and prior learning experiences and how they affect students' learning and behaviour. 40. … practice creativity and critical thinking in their learning and teaching.

	41. … help my students develop creativity and critical thinking appropriate for their age.
Domain 4. Professional Attitudes and Values in Language Teaching	42. … value and can promote the importance of learning English. 43. … teach and behave professionally. 44. … collaborate with others in teams to accomplish tasks. 45. … teach students cooperation and collaboration skills. 46. … learn new information about language teaching and research on my own. 47. … develop teaching skills on my own. 48. … find ongoing professional development opportunities. 49. … contribute to the exchange of ideas in my teaching community to benefit other teachers. 50. … understand the ethical issues related to language teaching and testing. 51. … model ethical professional behaviour.
Domain 5. Practice and Context of Language Teaching	52. … continue to learn about current topics that are important for English teaching. 53. … connect my students' English learning to other students, classes, school, and topics. 54. … practice ongoing reflection to think about my own language learning. 55. … practice ongoing reflection to find answers to my teaching questions. 56. … use my reflections to guide my learning and teaching.

	57. … understand the roles and uses of English and issues of teaching and learning English in Southeast Asia. 58. … begin to apply these understandings to their lessons, assignments, materials' selections, and activities. 59. … understand issues related to English as an international language. 60. … use those understandings to inform choices of methodology, materials, content and assessment standards.

APPENDIX 2: PREVIOUS RESEARCH ON THE EFFECTIVENESS OF PRAGMATIC INSTRUCTION IN EFL CONTEXTS

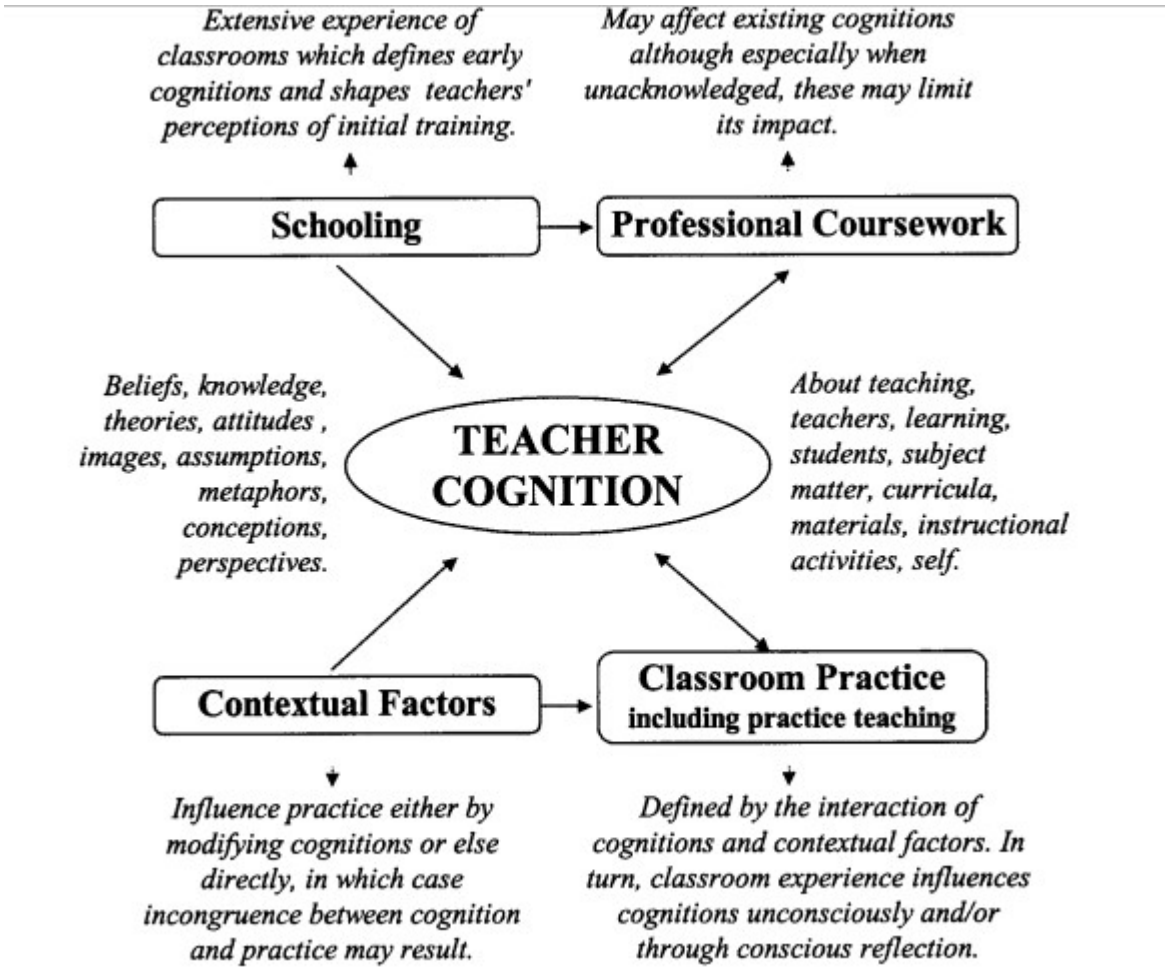
Author(s) and year	Pragmatic target(s) taught	Participants	Treatment type	Outcome measure(s)	Results
Alcón-Soler & Guzman-Pitarch (2013)	Refusal in English	Spanish L1 users (n = 92)	Explicit	Interview	Effective
Bouton (1994)	Implicature in English	Mixed L1s users (n = 14)	Explicit	Multiple-choice questions	Effective on some implicature
Cohen and Tarone (1994)	Opinion in English	Mixed L1s users (n = 25)	Explicit	Essays	Effective
da Silva (2003)	Refusal in English	Spanish L1 users (n = 14)	Explicit	Role play	Effective
Eslami & Eslami-Rasekh (2008)	Request & apology in English	Iranian L1 users (n = 52)	Explicit	Recognition task; Discourse-completion task	Effective

Eslami-Rasekh et al. (2004)	Request, apology, & complaint in English	Iranian L1 users (n = 66)	Explicit	Multiple-choice questions	Effective
Fukuya & Zhang (2002)	Request in English	Chinese L1 users (n = 24)	Implicit	Discourse-completion task	Effective
Halenko & Jones (2011)	Request in English	Chinese L1 users (n = 26)	Explicit	Discourse-completion task	Effective
Johnson & deHaan (2013)	Request and apology in English	Japanese L1 users (n = 22)	Strategic instruction	Discourse-completion task	Effective on appropriateness but not on accuracy
Kondo (2008)	Refusal in English	Japanese L1 users (n = 38)	Explicit	Oral discourse-completion task	Effective
Louw et al. (2010)	Interview skills in English	Chinese L1 users (n = 3)	Explicit	Mock job interview	Effective
Martínez-Flor (2008)	Request in English	Spanish L1 users (n = 38)	Inductive and deductive	Role play	Effective

Nguyen (2013)	Criticism modifiers in English	Vietnamese L1 users (n = 50)	Explicit	Discourse-completion task; Role play; Oral peer feedback	Effective
Safont (2004)	Request in English	Spanish L1 users (n = 160)	Explicit	Discourse-completion task; Role play	Effective only in discourse-completion task
Sardegn & Molle (2010)	Reactive tokens in English	Japanese L1 users (n = 5)	Explicit & implicit	Online discussion	Effective
Tan & Farashaian (2012)	Request in English	Malay L1 users (n = 60)	Explicit	Discourse-completion task; Appropriate judgement task – listen; Appropriate	Effective

				judgement task - read	
Usó-Juan (2013)	Refusal in English	Spanish L1 users (n = 10)	Explicit	Discourse-completion task	Effective
Wishnoff (2000)	Hedging in English	Mixed L1 users (n = 26)	Explicit	Planned and unplanned writing task	Different gain by task

APPENDIX 3: BORG'S (2006) VISUALIZATION OF THE RELATIONSHIP BETWEEN TEACHER COGNITION, PRACTICES, AND EXTERNAL FACTORS



APPENDIX 4: WORKSHOP CONTENT

Workshop Agenda

Registration and Morning Tea	8:30 – 8:55 am
Morning Session 1) Welcome remarks 2) Research Information Session 3) Pre-workshop Survey 4) Pragmatics and Pragmatics in English Language Teaching 5) Major Shortcoming of the Textbooks in terms of Pragmatic Input 6) Some Supplementary Activities to Incorporate Pragmatics into some Teaching Units of the Textbooks	9:00 am – 12:00 pm
Lunch Break	12:05 – 13:25 pm
Afternoon Session 1) Q&A 2) Teachers' self-designed pragmatic activities contest: preparation and presentation	13:30 – 15:55 pm
Afternoon Tea	16:00 – 16:30 pm
Post-workshop Survey	16:35 – 16:55 pm
Best self-designed pragmatic activities announcement	16:55 – 17:05 pm
Awarding and Closing Remarks	17:05 – 17:30 pm

APPENDIX 5: QUESTIONS FOR THE FOCUS GROUP DISCUSSION

QUESTIONS FOR THE FOCUS GROUP WITH HIGH SCHOOL ENGLISH TEACHERS REGARDING THEIR VIEWPOINTS OF THE INTEGRATION OF PRAGMATICS INTO THE TEACHING OF ENGLISH

MACQUARIE University SYDNEY·AUSTRALIA

An Investigation of Pragmatics Teaching in English Language Teacher Education and English classrooms in Vietnam

Please read through the following prompts of teaching English pragmatics and think about the following questions:

1. What do you think about these pragmatic activities? Do they effectively provide pragmatic knowledge to students?

2. Do you think that these activities can be included in your English class? Why or why not?

3. What do you think you can do to integrate pragmatics into your English lessons?

4. Could you think of some activities to raise your students' awareness of the importance of pragmatics in the overall communicative competence and to teach English pragmatics in your class?

Activity 1: How to be polite in English-speaking context

(The target country is Great Britain and interaction is intended to be realized between speakers of different status.)

Objectives:

- To introduce the concept of politeness to Ss.

- To teach Ss some polite ways to make requests in English.

- To provide opportunities for Ss to practice making requests in some daily situations such as: asking for directions, asking for help, asking to borrow a tissue.

- Step 1: Awareness raising

T. asks Ss to look at the following picture and tell about what they think

After listening to Ss' answers, T provides further explanations as follows:

British people are well-known for their politeness. Therefore, in communicating with them, it is necessary to be aware of different situations of social distance or closeness. Using inadequate

utterances in conversation between people who are not good friends, who are not close, who are not of the same social status carries some danger. Speaker can be considered impolite and can be refused by the listeners.

Young learners coming to the target language country must know how to be polite.

They usually do not know people of the country, they are not close friends for them, they are of lower status and this is the reason for being cautious when they are e.g. asking for help, for services, a favour.

- Step 2: Practice Task: Try to choose the most suitable way of how to express a request in a given situation:

+ T provides the following useful expressions to Ss and tells them some differences in meanings among these expressions and gives some examples:

"Could you lend me your….., please?", "I'm sorry to bother you, but….", "May I use your phone?", "Would you be so kind…?", "Will you ……?", "Would you please tell me…?", "Can anyone tell me……?", "I wonder if you could…..", "Would you be kind enough to let me know?", "Would you mind my……?".

+ Ss' practice: What would you say in the following situations?

- You are in a waiting room with many unknown people and you would like to open the window or ask somebody to do it. …….

- You want to fill in the form at the post office. You do not have a pen and there is no pen at disposal. …….

- You have left your pencil case at home. Ask your neighbour for a favour. …….. .

- Step 3: Further Practice: T asks Ss to carry out the following tasks in pairs:

- ask if you can open a window;
- ask for directions to the nearest hospital;
- ask if you can get the seat by the window;
- ask if the person can answer a few questions for a survey;
- ask if you can borrow a tissue.

T. provides feedback and correction to Ss after listening to their performances.

Activity 2: A discourse completion task (DCT)

Objectives:

- To teach Ss how to express apologies in English.

- To draw Ss' attention to the differences of making an apology in Vietnamese and in English.

- Step 1: T. asks Ss to do the following task:

Please write in the provided spaces whatever you would say in the following conversational situations.

You forget a meeting with a friend; this is the second time that the same thing has happened with the same person. At the end of the day your friend phones you and says:
'I waited for you for more than twenty minutes! What happened?'
You: ……

T. elicits what Ss can say in Vietnamese, and then asks what they can say in English.

T. writes Ss' responses on the blackboard and analyses them in terms of similarities and differences.

T. concludes about what Ss can say in English in this situation.

- Step 2: Practice: T. asks Ss to carry out the role play.

- Step 3: Feedback and correction: T. provides feedback and correction after listening to Ss' performances.

- Step 4: T. invites some good students to model the role play again according to what T. has corrected.

Activity 3: Interaction between boss and employee: Complaints and how to respond to complaints

Objective:

- To introduce to Ss the concepts of formality, directness, and politeness.

- To specify these concepts in institutional talk characterized by distant relationship and distinctive social statuses.

- To teach Ss how to make complaints and to response to complaints.

- Step 1: T. asks Ss to watch the following videos between a boss and an employee and answer the following questions:

1. What is the level of formality, directness, and politeness in those two interactions?

2. How do the complaints from the two bosses sound in these two videos?

3. What do you think about the reactions of the two employees in these videos?

https://www.youtube.com/watch?v=puUdzIUGlc0

https://www.youtube.com/watch?v=kQ0Orwu1i5g

- Step 2: T. asks Ss to form groups of three in which one person reads the part of the chair, Francine, one the part of the employee, Charlie, and the third serves as observer. The two role-players are to focus on doing the best job that they can to portray their given characters (and to pay attention to how consistent the roles that they play are with their own personality). The observer is to pay attention to the ways that the boss and the employee convey pragmatic meaning, both verbally (including tone of voice) and non-verbally.

After the dialogue has been role-played, the observer is to provide an evaluation of the interaction according to the level of formality of the speaker and listener (highly formal, formal, more informal, very informal), their directness (totally blunt, somewhat blunt, indirect, very indirect), and the level of politeness (very polite, polite, rude, very rude). The observer is also to comment on the tone or attitude projected by each of the two participants in the dialogue (e.g., angry, pugnacious, conciliatory)

Next the two role-players are invited to analyse the speech acts that they performed in this role-play (e.g., complaint, request, denial, threat) and to consider how effective they think each of these speech acts was (i.e., in terms of the uptake from it).

Task sheet for students

Assume that the following conversation takes place between a department chair and a member of staff. The chair, Francine, has been at the head of the language instruction unit for 20 years and the employee has been teaching for just two years. The chair has had some doubts about this instructor for some time, and this encounter is possibly the

"straw that breaks the camel's back." Below are segments of this imagined dialogue between the chair and the staff member.

Francine (F): Hi, Charlie. Come on in and have a seat.

Charlie (C): Thanks.

F: You probably know why I've called you in here today. It is because I received complaints about your teaching. Some women in your class are saying that you are making fun of them. Do you have anything to say for yourself?

C: Can you tell me who said that?

F: No. I'd rather not mention any names.

C: Oh, I see. Well, I'm not aware that I've teased anyone. I use humor in class, but it certainly isn't at anyone's expense, and especially not aimed at women. I just want the

students to have a good time in class.

F: Look, Charlie. I've been getting reports on your teaching style from more than one student and not just recently. If you are teasing anybody, it's gotta stop now. We can't have this kind of thing going on here because . . .

C: Listen, Francine. I resent your just accepting whatever the students said to you. How

do you know they were telling the truth? It's unfair to me to make assumptions when you don't know . . .

F: Charles. You're still relatively new here and in my opinion you have a lot to learn. I have watched how you make quips at faculty meetings. You think you're being funny, but sometimes people get offended. You really need to be more careful about what you say if you want to continue to work here and . . .

C: Well, maybe I should look for another job then – one where I am more appreciated just the way I am.

- Step 3: Discussion and Wrap-up

APPENDIX 6: INTERVIEW PREPARATION QUESTIONNAIR FOR TEACHER EDUCATORS

THE INTERVIEW PREPARATION QUESTIONNAIRE FOR TEACHER EDUCATORS REGARDING THEIR KNOWLEDGE, BELIEFS AND PRACTICES OF ENGLISH PRAGMATICS TEACHING

An Investigation of Pragmatics Teaching in English Language Teacher Education and English classrooms in Vietnam.

Instructions: As part of a research project on the teaching of pragmatics at Australian and Vietnamese TESOL teacher education universities, we would like to know your view on this issue. Please take your time to complete this questionnaire about your understanding of pragmatics and your classroom teaching of pragmatics. (It can take you 60 minutes to complete this questionnaire.) Please be informed that this is not a test and there are no "right" or "wrong" answers. We are interested in your personal opinion. Your sincere answers will be of great value to us as they can ensure the accuracy of the data. The information provided by you will be confidentially secured and used only for the purposes of the intended research. Thank you very much in advance for your co-operation and assistance.

Notes: There is no limit space for your answers. The space provided is just a signal of the place for you to write your answers to the asked questions.

PERSONAL INFORMATION

Your name:

……

…….

(NB: The name is for coding purposes. You can provide a pseudo-name/nickname here, but you should remember it in case you withdraw from the research)

Please check the (✓) the relevant box and provide your answers to the asked questions:

1. What is your gender?
   - Male - Female
2. How long have you been teaching English to prospective English teachers?
   - Less than 5 years - 5-10 years
   - More than 10-15 years - More than 15 years
3. What is the highest degree you have?
   - Bachelor - Master
   - Master of Research/Master of Philosophy - Ph.D.
4. Did you study for your degree(s) overseas or have you had any overseas English learning experience?
   - Yes. Which country / countries? And how long?

     ……..

     ……..
   - No.
5. Did you study pragmatics as part of your degree(s)?
   - Yes. What aspects of pragmatics did you study?
     ……..
   - No. Do you feel the need of learning about pragmatics? If yes, how do you accumulate knowledge in this dimension of linguistics?

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6. What courses do you teach to prospective English teachers?

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THE QUESTIONNAIRE

<u>Part 1</u>: Your view on teaching English pragmatics to prospective English teachers as a means for their English communication skills development

Please read the questions carefully and answer in as much detail as possible:

1. When you teach English language lessons in the compulsory courses of speaking, writing, listening, and reading, do you provide your student teachers with cultural knowledge of the target language and appropriate language use in the target language? Please give justification and example(s) for your answer.

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2. To what extent do you think English pragmatic knowledge (knowledge about how to communicate in English appropriately in different sociocultural contexts) is important to your student teachers' development of communicative abilities in English? Do you often raise their awareness of this importance? How do you draw their attentions to this area and encourage them to learn about it?

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3. What aspects of English pragmatics do you often teach in your lessons?

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4. How comfortable do you feel when teaching sociopragmatic (sociocultural) and pragmalinguistic (language-form) issues of the English language?

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5. When teaching these issues, do you compare with or draw on your student teachers' L1 pragmatics?

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6. As a native Vietnamese speaker and an English language teacher educators, what kinds of Vietnamese pragmatic features that you think are distinctively different from English ones and require attention from both teachers and learners when teaching and learning English pragmatics?

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7. Do you think that EFL student teachers can develop their pragmatic competence by themselves without receiving instructions in class? Please explain your answer.

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<u>Part 2</u>: Your view on teaching English pragmatics to prospective English teachers as a discipline for their professional knowledge in the EFL context of Vietnam

8. In your opinion, in order to be able to incorporate pragmatic knowledge into the teaching of the English language in the EFL context of Vietnam, what pragmatic information should student teachers be provided during their teacher training course?

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9. Is how to teach pragmatic knowledge covered in the courses of English Language Teaching Methodologies at your universities? If yes, how is it included? If no, do you think that it is necessary for it to be included? Why or why not?

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<u>Part 3</u>: Your practices of teaching English pragmatics to prospective English teachers as a means for their English communication skills development, and as a discipline for their professional knowledge in the EFL context of Vietnam

10. When teaching English pragmatic knowledge as an integrated part in such English communicative courses as Reading, Listening, Writing, and Speaking to your student teachers, what approach(es) and method(s) do you apply? Could you give a brief example to demonstrate your used approach(es) and method(s)?

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11. When teaching knowledge of English pragmatics as a discipline for your student teachers' professional knowledge (for example, when you teach the definitions of pragmatics and its related concepts like speech act, politeness, conversational implicature), what approach(es) and method(s) do you use?

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12. Do you teach your student teachers specific methods and techniques to teach pragmatic knowledge to their future EFL students in your teaching methodology courses? If yes, please share about the methods and techniques that you teach. If no, please explain why. (Please write N/A if you do not teach the courses of teaching methodologies.

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13. On the whole, are you satisfied with the way pragmatics is integrated into the curriculum at your university? What could be changed?

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- THE END -

APPENDIX 7: QUESTIONS FOR INTERVIEW 1 WITH TEACHER EDUCATORS

THE PLANNED QUESTIONS FOR THE SEMI-STRUCTURED INTERVIEW WITH TEACHER EDUCATORS REGARDING THEIR KNOWLEDGE, BELIEFS, AND PRACTICES OF ENGLISH PRAGMATICS TEACHING

MACQUARIE University
SYDNEY·AUSTRALIA

An Investigation of Pragmatics Teaching in English Language Teacher Education and English classrooms in Vietnam

Questions for interviews

Part 1: Your view on teaching English pragmatics to prospective English teachers as a means for their English communication skills development

3. Through the Interview Preparation Questionnaire, the issue about the importance of English pragmatic knowledge in the overall communicative competence of student teachers has been raised.
   So, how important do you think it is to teach student teachers pragmatic knowledge?
   What do you think about the current practices of incorporating pragmatics into such English communicative courses as Reading, Listening, Writing, and Speaking at your university?
   Is it explicitly stated in each course description or given to teacher educators' choices?
4. Please tell me about your favourite example(s) of incorporating pragmatic knowledge into these English communicative courses.
5. Besides the above-mentioned English communicative courses, in what other courses of teacher education at your university is pragmatics likely to be covered? What areas of pragmatics are often taught in these courses?
   What pragmatic knowledge is covered in the course of Pragmatics?
6. In your opinion, what areas of Pragmatics must be taught to your student teachers? What can be skipped if there is limited time?
7. How do you use pragmatic materials and tasks in your classroom teaching? Could you tell me about an example in which you use pragmatic materials and tasks in your class?
8. Do you have any difficulties or challenges when teaching student teachers pragmatic knowledge? If yes, what are they? How do you deal with them?
9. Please tell me about an experience you had that involved solving a difficulty or challenge when teaching pragmatic knowledge to your student teachers.

10. When teaching English pragmatic knowledge to your student teachers, what do you do if you do not feel like an authority on some aspects of target language pragmatics?
11. In what areas of Pragmatics might you want to obtain more information and knowledge?
12. Which errors do you think are more serious for your student teachers? Grammatical or pragmatic errors? Why?
    If your student teachers make a pragmatic error, how would you correct it? Could you give some examples?
13. Do you think learners of English as a second or foreign language need to develop understanding of other Englishes other than native English (American, Australian, British English)? Why? / Why not?

    Now I would like to hear more about how you have learnt about English pragmatics as experience as learners may shape your teaching to some extent.

14. How have you learned pragmatic knowledge?

15. Is your way of learning pragmatics in particular and English in general influenced by your mother tongue and by other people around you? If yes, how is it influenced?

Part 2: Your view on teaching English pragmatics to prospective English teachers as a discipline for their professional knowledge

16. Is there a course in the teacher training program at your university that provides prospective English teachers specific knowledge and skills required to teach English pragmatics? If yes, could you describe that course in detail? If no, do you suggest to create that course? Why?
17. In your opinion, what types of English pragmatic knowledge and teaching methods should be compulsorily taught in the above-mentioned course?

Part 3: Your practices of teaching English pragmatics to prospective English teachers as a means for their English communication skills development, and as a discipline for their professional knowledge in the EFL context of Vietnam

18. In your opinion, what are the most suitable and effective approach and method to teach target language pragmatics in Vietnam in particular and in other EFL contexts in general?

* Other questions to both parts 1, 2, and 3 will be based on teacher educators' answers to the interview preparation questionnaire completed prior to these interviews with them.

APPENDIX 8: PRE-LESSON INTERVIEW QUESTIONS

PRE-LESSON INTERVIEW

MACQUARIE University
SYDNEY·AUSTRALIA

An Investigation of Pragmatics Teaching in English Language Teacher Education and English classrooms in Vietnam

Questions for interviews

Part 1: About the two coming observed classes

1. What are your goals for your student teachers in this class?
2. What general concerns might you have?
3. What do you expect student teachers to know about the topics in these two classes? Please tell me the topics or areas you would expect students to have problem with. Why?
4. What books or materials do you think about using for these classes? [probe for both titles and reasons for choices]
5. What teaching techniques are you going to apply in the coming lesson for English pragmatics teaching? What are the rationales behind the chosen techniques?

Part 2: About daily teaching practices

For teaching methods course

6. Do you have the opportunity to inform student teachers of different approaches, methods and techniques of teaching English pragmatics? Please further explain your answer.
7. How do you prepare student teachers for English pragmatics teaching?

For other courses

8. Do you teach pragmatic terms and concepts to student teachers? If yes, how do you often introduce these to them? Could you give an example?
9. When teaching English pragmatic features, do you compare them with the equivalence in the Vietnamese language?
10. Do you raise student teachers' awareness of pragmatic variation and of 'real' language in context? Can you give me one example?

For both

11. In your teaching context, are there any obstacles to teaching pragmatics in the way you would like to do it?

APPENDIX 9: CLASSROOM OBSERVATION SCHEME

CLASSROOM OBSERVATION SCHEME

Pragmatics Teaching in Australia and Vietnam: An Investigation of the Teacher Training Curricula in both Contexts and the English Language Teacher Education and English Classrooms in Vietnam

Teacher:		Class:			Room:			Subject:			Date:	
Time	Activities and episodes	Pragmatic activities and tasks			Pragmatic materials			Pragmatic knowledge		Approach to teaching pragmatics		
		Pairwork & group work	Role-play	Discussion & debates	Written text	Audio	Audio + visual	For student teachers' communication skills development	For student teachers' professional knowledge	Explicit method	Implicit method	Other

NOTES:

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(Adapted from Spada and Frohlich, 1995)

APPENDIX 10: REFLECTION QUESTIONS FOR TEACHER EDUCATORS

REFLECTION

An Investigation of Pragmatics Teaching in English Language Teacher Education and English classrooms in Vietnam

Reflective Questions for Class: …….. on Date: …….

1. What do you think the student teachers have out of the last lesson?

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2. What factors in your teaching context constrain what you are able to achieve?
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3. What would you like to change in order for the teaching of knowledge related to pragmatics to be even more effective?
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APPENDIX 11: QUESTIONS FOR INTERVIEW 2 WITH TEACHER EDUCATORS

THE PLANNED QUESTIONS FOR THE SEMI-STRUCTURED INTERVIEWS WITH TEACHER EDUCATORS REGARDING THEIR VIEWPOINTS AND PRACTICES ON ASSESSING STUDENTS' PRAGMATIC COMPETENCE

MACQUARIE University
SYDNEY·AUSTRALIA

An Investigation of Pragmatics Teaching in English Language Teacher Education and English classrooms in Vietnam

Questions for interviews

<u>Part 1</u>: About teacher educators' viewpoints on assessing student teachers' pragmatic competence

These questions ask about your viewpoints and practices of assessing students' pragmatic competence. By "pragmatic competence", we are referring to students' ability to comprehend and use the target language appropriately with regard to context, people, and level of formality and politeness/ to comprehend the pragmalinguistic action as a listener and to produce it as a speaker in the target language following its cultural norms and using their own pragmatic knowledge of the target language.

By "assessment", we are referring to teacher educators' methods of measuring their students' pragmatic competence.

1. At the beginning of your courses, do you have access to students' English proficiency levels like their IELTS/TOEFL scores or their scores on the latest English language proficiency tests such as their English marks on the university entrance examination?

- Yes.
- No.

Please state the reasons for your answer:

……

……

……

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……...

2. Do you think that their English proficiency levels can inform you of their levels of pragmatic competence?
   - Yes, absolutely.
   - Yes, to some extent.
   - Definitely, no.

Please justify your answer:

……

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3. Please rank the necessity level of assessing students' pragmatic competence.
   - Insignificant/Negligible
   - Unimportant
   - Neutral
   - Important
   - Very important

Please justify your choice:

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4. How often do you assess students' pragmatic competence during your course in a semester? (For example, three times per semester: At the beginning of the course, mid-term assessment, final assessment.)
   Please write down your answer:

   ……

   ……

   ……

   ……

   ……

5. What aspects of pragmatic knowledge do you often test your students? (Tick all that apply)
   - Speech acts
   - Conversational implicature
   - Routinized and formulaic expressions
   - The concepts of politeness in Western cultures
   - The concepts of politeness in Vietnamese culture
   - Deixis (e.g., addressing systems)
   - Other(s):
     ……
     …….

6. What macro criteria do you consider when rating your students' pragmatic productions?
   - Sociocultural appropriateness
   - Politeness
   - Variety of expressions used
   - Complexity
   - Linguistic appropriacy
   - Other(s):
     ……
     …….

7. What methods of testing pragmatic competence do you often use? (Tick all that apply)
   - Discourse completion tests (DCTs)
   - Multiple-choice tests
   - Picture prompts
   - Video prompts
   - Role plays
   - Other(s):
     ……
     …….

8. What activities do you often use to assess your students' pragmatic competence?
   - Role plays
   - Rubrics
   - Reflections
   - Feedback
   - Other(s):
     ……
     …….

Please give a typical example to demonstrate your most frequently-used activity:

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9. What are your difficulties when assessing students' pragmatic competence?
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10. Have you been trained about second language pragmatic competence assessment?
    - Yes.
    - No.
      If yes, where did you receive this training?
      ……
      ……
      ……
      ……
      ……

11. Did you receive any guidance or requirement about your assessment of students' pragmatic competence via your course description or the curriculum description of your university?
    - Yes.
    - No.

12. What are you main source(s) of reference when you carry out an assessment activity of your students' pragmatic competence?

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<u>Part 2</u>: About teacher educators' practices of assessing student teachers' pragmatic competence

Questions in this part will be based on the in-use test of pragmatic competence or the teacher educators' description of what and how they often do to assess their student teachers' pragmatic competence, which is asked to be given to the research prior to the interview.

APPENDIX 12: PRE-WORKSHOP SURVEY

PRE-WORKSHOP SURVEY QUESTIONNAIRE REGARDING THE

INCORPORATING OF PRAGMATICS INTO ENGLISH LANGUAGE TEACHING

Instructions: Before participating in the workshop, we would like to know your view on the following issues. Please take your time to complete this survey questionnaire, which can take you around 10-15 minutes to complete. Please be informed that this is not a test and there are no "right" or "wrong" answers. We are interested in your personal opinion. Your sincere answers will be of great value to us as they can ensure the accuracy of the data. The information provided by you will be confidentially secured and used only for the purposes of the workshop and (if you agree to let us use it) for the intended research. Thank you very much in advance for your co-operation and assistance.

PERSONAL INFORMATION

Your name: …… Your high school: ……

(**Notes**: The name and the school are for administration purposes so that the participation of you and your school is recognized. The name is also for research purpose; therefore, if you agree to allow us to use your answers, please write the same name on all surveys that are given to you in this workshop. However, you can still use a pseudonym if you like, and please remember to use the same pseudonym in all of your completed surveys in this workshop.)

Please check the (✓) the relevant box and provide your answers to the asked questions:

7. What is your gender?

   ☐ Male ☐ Female

8. How long have you been teaching English to high school students?

   ☐ Less than 5 years ☐ 5-10 years

   ☐ More than 10-15 years ☐ More than 15 years

9. What is the highest degree you have?

   ☐ Bachelor ☐ Master

   ☐ Master of Research/Master of Philosophy ☐ Ph.D.

10. Did you study for your degree(s) overseas or have you had any overseas English learning experience?

    ☐ Yes. Which country / countries? And how long?

    ……
    ……..

    ……
    ……..

    ☐ No.

11. Did you study pragmatics as part of your degree(s)?

    ☐ No.

    ☐ Yes.

    If yes, what aspects of pragmatics did you study?

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    ……..

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12. Do you feel the need to learn about pragmatics? If yes, why? If no, why not?

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THE QUESTIONNAIRE

These questions ask about your teaching of English to develop students' pragmatic competence in the English language. By "pragmatic competence", we are referring to students' ability to comprehend and use English appropriately as a listener/reader and as a speaker/writer with regard to context, people, and level of formality and politeness. Please read the questions carefully and answer in as much detail as possible. **You can write in either English or Vietnamese. For questions that you cannot answer at the moment, please write down *N/A*.**

1. What do you understand by *pragmatics*, the subject that focuses on the use of language in social settings? What does it mean? What does it include?

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2. Do you teach English pragmatic knowledge to your students? (In other words, do you teach your students how to use English appropriately to different people in different communicative situations?) If yes, what kinds of pragmatic knowledge do you teach? If no, please state the reasons for your answer.
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3. How well do the textbooks and the available teaching materials at your school help you in teaching pragmatics?

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4. What kinds of pragmatic knowledge do you think will be important in EFL contexts? In other words, what areas of pragmatic knowledge seem most important for EFL learners?

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-THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION-

APPENDIX 13: POST-WORKSHOP SURVEY

SURVEY QUESTIONNAIRE REGARDING THE WORKSHOP ON

INCORPORATING PRAGMATIC KNOWLEDGE IN TEACHING ENGLISH – A KEY TO IMPROVE VIETNAMESE STUDENTS' ENGLISH COMMUNICATIVE COMPETENCE

Instructions: As part of this workshop project, we would like to know your view on the following issues. Please take your time to complete this survey questionnaire about what you have achieved from this workshop and your current needs and future expectation. (It can take you around 15-20 minutes to complete this questionnaire.) Please be informed that this is not a test and there are no "right" or "wrong" answers. We are interested in your personal opinion. Your sincere answers will be of great value to us as they can ensure the accuracy of the data. The information provided by you will be confidentially secured and used only for the purposes of the workshop and (if you agree to allow us to use it) for the intended research. Thank you very much in advance for your co-operation and assistance.

PERSONAL INFORMATION

Your name: …… Your high school: ……

(Notes: The name and the school are for administration purposes so that the participation of you and your school is recognized. The name is also for research purpose; therefore, if you agree to allow us to use your answers, please write the same name on all surveys that are given to you in this workshop. However, you can still use a pseudonym if you like, and please remember to use the same pseudonym in all of your completed surveys in this workshop.)

THE QUESTIONNAIRE

Please read the questions carefully and answer in as much detail as possible. You can write in either English or Vietnamese.

5. After this workshop, what do you now understand by *pragmatics*? What does it mean? What does it include?

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6. In this sense, how well do the textbooks and the available teaching materials at your school help you in teaching pragmatics?

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7. Currently, what would you need in order to successfully incorporate pragmatic knowledge into your English lessons to help develop your students' communicative abilities in English?

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8. What do you expect to have or to change in order for you to teach English and English pragmatic knowledge more effectively?

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9. What part(s) of the workshop did you enjoy the most? (If you would like to tick all, please put them in the order of your most preference from 1 to 3 - 1 is the most enjoyable.)
   - ☐ The presentation on pragmatics and pragmatics in English Language Teaching
   - ☐ The report on the major shortcomings of the in-use textbooks in terms of pragmatic input
   - ☐ The presentation and demonstration of supplementary activities to incorporate pragmatics into some teaching units of the textbooks

   Please state the reasons for your first most preference.

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10. What are the 3 most important pieces of knowledge that you think you gained from the workshop?

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11. What are the 3 most important things in terms of teaching skills that you think you gained from the workshop?

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12. Is there anything else you gained from the workshop?

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-THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION-

Teacher educators' priorities over correcting pragmatic errors or grammatical errors

Teacher educators	Their viewpoints on correcting pragmatic errors vs. grammatical errors
1. Tammy	Correcting pragmatic errors is very difficult. Normally, in my listening and speaking classes, I let students listen to some model conversations so that they can see how people often say in such contexts so that students can realize their problems by themselves.
2. Daisy	As far as I can observe, for students in their first and second years, who linguistic abilities are still limited and low, grammatical errors should be focused. Because, when I read their writing I can see that it is because of their lack of grammar and vocabulary that affect the quality of their writing. However, in their third and fourth years, when their linguistic competence is better, pragmatic errors should be more focused. Having said that, I don't mean that in their first and second years, pragmatic errors are not important. Whenever I feel that I need to correct them, I will so that they can be more polite in their writing emails for example, and be appropriate in their requests for example. But I need to correct them in a gentle and sensitive and indirect way so that they won't feel ashamed or feel that they lose their face.
3. Hannah	For me, I prioritise correcting pragmatic errors for my students. Because if I don't have more time to correct grammar mistakes, they will be corrected in other classes by other teachers in other courses of grammar and practical skills. Pragmatic errors are more difficult to correct. When students make pragmatic errors, their communication is badly affected.
4. Ann	The majority of students at our university are at average level. Therefore, they still have to struggle with grammar, how to write a grammatically correct sentence. I only hope that they can write correctly in terms of grammar. It is already a big goal, let alone talking about the appropriateness in terms of contexts – which is only for a very small number of students. Sometimes I also remind these students of their pragmatic errors. But to meet the common demand of the whole class, I have not reached the stage to correct their pragmatic errors. Students still have to struggle with words and grammar. To teachers of English, errors in terms of linguistics are obvious ones, and as we are focusing on teaching the linguistic aspects, we have to focus on correcting linguistic errors. Pragmatics is for advanced level and our students still can't reach the low level yet.
5. Maggy	My priority over correcting pragmatic or grammatical errors depends on the courses I teach. For example, in my writing classes, I correct grammar mistakes and implied meanings for readers because students have to write in the way that they can express their meanings and

	make readers understand them. For example, when they use the pronoun "her", they have to make it clear about who is her? This is very necessary in writing. However, in my literature course, I don't focus on grammar a lot, but on implied meanings, on contexts. So the requirements here is that students have to understand the implied meanings of the writer. So in their answers in the literature course, I don't focus on their grammatical errors, but on their expressions, whether they can understand the writer's messages and meanings.
6. Amy	As English is learnt as a foreign language in Vietnam, we pay more attention to grammatical errors than to pragmatic errors. Because pragmatic competence is only important when students use the target language to communicate. When communicating with foreigners, if students don't have pragmatic knowledge, they can make others misunderstand them or hurt their feelings, for example. However, in classrooms, grammatical errors are more focused.
7. Queenie	Actually, to me, in communication, if students make grammatical mistakes, I feel that I can accept it. But if what they say is not appropriate to that context during speaking classes, I often prioritise correcting their pragmatic mistakes rather than their grammatical mistakes.
8. Ruby	It's hard to say which receives my priority because it really depends. If the grammatical errors are not serious, and people can still understand what is said or written, it should be ok. But it would be bad if students make serious grammatical errors that make it had for people to understand. Similarly, it also depends on the levels of pragmatic errors. For example, if the pragmatic error is just about the level politeness, it could be accepted. But if the pragmatic error can hurt people's feelings because students do not know how to use words or structures or because they don't understand people's cultures, it would be more serious.
9. Rose	I think it depends on contexts. In the contexts in which communication only requires vocabulary, that is, in the case of low level speakers who manage to make meanings cross, if such speakers make mistakes, they would be understood and forgiven. Because at this level, it is sufficient to just focus on grammar and vocabulary. However, at a higher level, when there are more expectations for the communicators, and the goals in communication also become different, pragmatic competence becomes important then. Therefore, I think it depends on the person who assess, the interlocutor, the goal of communication, and the context. So we can't decide 100% whether pragmatic errors are more serious or grammatical errors are more serious. This is my viewpoint.
10. Quinley	Whenever I give feedback to my students, I correct all of their mistakes, both pragmatic and grammatical mistakes. For example, when they say something that I see that it is wrong, I let them know that it is not appropriate or not polite to say so, and I give a specific example of how to say it in that context.

11. Sarah	Actually, in my classes, we don't have real contexts for students to practice; therefore, we often focus on language skills so we prioritise correcting grammatical mistakes. Now and then students also make pragmatic mistakes.
12. Bella	It's hard to say which types of errors that receives more of my focus. Students make a lot of pragmatic errors, and a lot of grammatical errors too. What I often do is I often underline all errors and mistakes that students make in their essays for example. And I only correct the most serious mistakes that affect the sentence, the paragraph or the essay.
13. Melinda	In my opinion, grammatical errors are more serious because grammatical mistakes will affect the intelligibility. When my students make too many grammatical errors in their essays, I can't understand what they mean. Therefore, I would prioritise correcting grammatical errors. Pragmatic errors only matter in communication. Because in communication, if students don't use language in accordance with the communicative contexts, misunderstanding can occur. Meanwhile, if they make grammatical errors in communication, it does not matter a lot. So in speaking classes, I may correct students' pragmatic errors, But in reading and writing classes, grammatical errors occur more often, so I mainly correct grammatical errors in those classes.
14. Henrik	This question is interesting. Nowadays there are a lot of tools for correcting grammar mistakes. There are a lot of available software that could show spelling mistakes, grammar mistakes, running on sentences. With the development of such software, all grammatical mistakes can be corrected. Therefore, for now, the most difficult errors to identify and correct are errors in language use, or in other words, pragmatic errors. In order to correct pragmatic errors, teachers need to have knowledge of society and culture besides knowledge of linguistics. Therefore, I think pragmatic errors are the major issues that teachers need to correct for students. As for grammar mistakes, there are other means that students can resort to. Also, at university level and with English majored students, we don't need to go into grammar a lot. For me, when I see that any students of mine continuously make grammar mistakes, I ask them to read about some areas of grammar again. That's all. It is not necessary to point out for them such little things. The most important issue is their macro-organization, whether they can organize their writing at discourse level. The second most important issue is their appropriate language use. Both of these issues are difficult to teach. Only good teachers of writing know how to teach students to organize their ideas effectively and how to write appropriately. If teachers can do so, they are already successful. As for grammar mistakes, for those students who are so weak in grammar, teachers can organize some extra training sessions for them, or ask them to read about grammar again. Teachers should not concentrate on correcting grammar mistakes. There are some essays of students in which I see that teachers correct too many grammar mistakes by highlighting all of these mistakes with a red pen. Looking at a paper with full of red colour startles me. I think that it is not necessary doing so because students can't

	learn as much from such corrections table as from a teacher who let them know which is appropriate in their writing, and in which parts they need to pay attention to their language use. That is my viewpoint.

APPENDIX 14: RESEARCH APPROVAL FROM MACQUARIE UNIVERSITY HUMAN SCIENCES ETHICS SUBCOMMITTEE

Human Sciences Ethics Subcommittee
Macquarie University, North Ryde
NSW 2109, Australia

MACQUARIE University

07/02/2019

Dear Dr Murray,

Reference No: 5201837616653
Project ID: 3761
Title: Pragmatics teaching in Australia and Vietnam: an investigation into English Language Teaching at Universities.

Thank you for submitting the above application for ethical review. The Human Sciences Subcommittee has considered your application.

I am pleased to advise that ethical approval has been granted for this project to be conducted by Dr Jill Murray, and other personnel: Anh Ton Nu, Dr Deanna Wong.

This research meets the requirements set out in the National Statement on Ethical Conduct in Human Research 2007, (updated July 2018).

Standard Conditions of Approval:

1. Continuing compliance with the requirements of the National Statement, available from the following website: https://nhmrc.gov.au/about-us/publications/national-statement-ethical-conduct-human-research-2007-updated-2018.

2. This approval is valid for five (5) years, subject to the submission of annual reports. Please submit your reports on the anniversary of the approval for this protocol. You will be sent an automatic reminder email one week from the due date to remind you of your reporting responsibilities.

3. All adverse events, including unforeseen events, which might affect the continued ethical acceptability of the project, must be reported to the subcommittee within 72 hours.

4. All proposed changes to the project and associated documents must be submitted to the subcommittee for review and approval before implementation. Changes can be made via the Human Research Ethics Management System.

The HREC Terms of Reference and Standard Operating Procedures are available from the Research Services website: https://www.mq.edu.au/research/ethics-integrity-and-policies/ethics/human-ethics.

It is the responsibility of the Chief Investigator to retain a copy of all documentation related to this project and to forward a copy of this approval letter to all personnel listed on the project.

Should you have any queries regarding your project, please contact the Faculty Ethics Officer.

The Human Sciences Subcommittee wishes you every success in your research.

Yours sincerely,

Dr Naomi Sweller

Chair, Human Sciences Ethics Subcommittee

The Faculty Ethics Subcommittees at Macquarie University operate in accordance with the National Statement on Ethical Conduct in Human Research 2007, (updated July 2018), [Section 5.2.22].

Human Sciences Subcommittee
Macquarie University, North Ryde
NSW 2109, Australia

MACQUARIE University

25/07/2019

Dear Dr Murray,

Reference No: 5201955919742
Project ID: 5591
Title: An Investigation of Pragmatics Teaching in English Language Teacher Education and English Classrooms in Vietnam PHASE 3

Thank you for submitting the above application for ethical review. The Human Sciences Subcommittee has considered your application.

I am pleased to advise that ethical approval has been granted for this project to be conducted by Dr Jill Murray, and other personnel: Anh Ton Nu.

This research meets the requirements set out in the National Statement on Ethical Conduct in Human Research 2007, (updated July 2018).

Standard Conditions of Approval:

1. Continuing compliance with the requirements of the National Statement, available from the following website: https://nhmrc.gov.au/about-us/publications/national-statement-ethical-conduct-human-research-2007-updated-2018.

2. This approval is valid for five (5) years, subject to the submission of annual reports. Please submit your reports on the anniversary of the approval for this protocol. You will be sent an automatic reminder email one week from the due date to remind you of your reporting responsibilities.

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Should you have any queries regarding your project, please contact the Faculty Ethics Officer.

The Human Sciences Subcommittee wishes you every success in your research.

Yours sincerely,

Dr Naomi Sweller

Chair, Human Sciences Subcommittee

The Faculty Ethics Subcommittees at Macquarie University operate in accordance with the National Statement on Ethical Conduct in Human Research 2007, (updated July 2018), [Section 5.2.22].

APPENDIX 15: EXAMPLE OF PRAGMATIC ASSESSMENT IN A LISTENING TEST

Part 4: Questions 20-25

Look at the six sentences for this part.

You will hear a conversation between a boy, Oliver, and a girl, Hannah, about a party. Decide if each sentence is True (T) or False (F)

20 Hannah shared a birthday party with her sister last year.

21 They agree that the barbecue was a good idea.

22 Hannah's grandmother will let her use her house for her party.

23 Oliver would like to have a party in his grandmother's flat.

24 Hannah thinks the Chinese restaurant would be the best choice.

25 Hannah will ask her parents before booking the school canteen.

Transcript:

Oliver: Hi, Hannah. How are you?
Hannah: Hello, Oliver. You can help me decide what to do about my birthday.
Oliver: You had your birthday in the summer.
Hannah: That was my sister's party you came to. My birthday's in the spring – very soon in fact. It would be good if my sister and I could share a party as we've got the same friends but our birthdays are three months apart.
Oliver: Well, that was a good party last summer. The barbecue went well and everybody enjoyed dancing.
Hannah: But it was really hard work. Because there were so many people, we couldn't cook all the food at the same time and some got burnt, so I'm not sure if I would do that again.
Oliver: But the house was really good for a party.
Hannah: We had it at my grandmother's because we haven't got a garden. I thought she'd be angry afterwards because a few things were broken but she said I can have my party there if I want. She's so nice.
Oliver: That's amazing. I would never have a party in my grandmother's flat. I'd be so worried, I wouldn't enjoy it.
Hannah: Well, I prefer going out but I don't know where to go because everything's so expensive.
Oliver: Well, you could ask everyone to a restaurant – they're not all expensive. What about the new Indian restaurant? Indian food is my favourite.
Hannah: Well, I prefer Chinese food but most of my friends would rather eat Italian. So that's no good. And some people are vegetarian and some don't eat fish. It's really difficult.
Oliver: You could hire the school canteen and get everyone to bring some food. Then

there would be a mixture – something for everyone.
Hannah: That's a good idea and we could have music there too. I'll have to ask my mum and dad because we'd have to pay to hire it. If they say yes, will you come with me to find out?
Oliver: 'Course.

APPENDIX 16: EXAMPLE OF PRAGMATIC ASSESSMENT IN A SPEAKING TEST

SPEAKING 1 - TEST 1A (FOR THE STUDENT)
PART 1
I.1. INTERVIEW (2.0 points)

- What's your full name? How do you spell your name?
- Tell me about your family.
- What do you often do in your free time?
- What's your favourite season? Why?

I.2. PRONUNCIATION (1.5 points)
Read the following words

tremendous ***psychologist*** ***images*** ***advertisement*** ***siblings***

embarrassed ***employees*** ***creativity***

I.3. INTONATION (1.5 points)
Read out loud the following conversation

A: Is there a meeting in a couple hours?

B: Oh, yes, but I don't know anything about it. Where will the meeting be?

A: I'm not sure. There was some information about it in the e-mail we got yesterday.

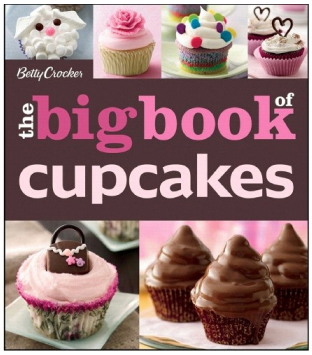
B: Oh, I remember. This is the meeting about improving creativity in our company. Last year there were only two successful new products.

A: Are there a few new ideas that the company is planning to start this year?

B: I think so. Uh-oh, there are only two hours until the meeting starts. I still need to do some work.

PART 2: SIMULATED SITUATION (2 points)

Your classmate, Hoa, is going to celebrate her 19th birthday next Sunday. You are invited to her birthday party and are thinking of what to give her. Different items are suggested: a T-shirt, a scarf, a handbag, and a cookery book. Discuss with your partner and decide what will be the most suitable present for Hoa and explain the reasons for your choice.



PART 3: PHOTOGRAPH DESCRIPTION (3 points)
In 1 minute, tell us what you can see in the photograph.

FOR THE EXAMINERS

PART I.1: 2-3 minutes

The examiner asks the candidates all the questions in part 1.

PART I.2 & I.3: 3 minutes

Each candidate pronounces 6-8 words. Then 2 candidates read out loud the conversation.

PART 2: 3 minutes

In this part, 2 candidates are going to talk to each other.

The examiner reads the situation to the candidates and then shows them the picture with some ideas to help them.

2 candidates have 1 minute to prepare for the task and talk about the situation in 2 minutes.

Candidates are expected to engage with the task independently, negotiating turns and eliciting opinions from each other.

PART 3: 3 minutes

In this part, each candidate is going to talk about a picture individually.

Candidate A will show and describe his/her the photograph to candidate B in 1 minute.

Then candidate B will show and describe his/her photograph to candidate A in 1 minute.

This part of the test allows candidates to demonstrate both their range of vocabulary and their ability to organise language in a long turn.

Candidates should be encouraged to describe the people and activities in the photographs as fully as possible. They should imagine that they are describing the photograph to someone who can't see it, naming all the objects and including illustrative detail such as colours, people's clothes, time of day, weather.

(MARKING SCHEME)

The speaking test is evaluated based on 10-point scale

- Grammar and vocabulary: 2.5 points
- Discourse management: 2.5 points

- Pronunciation: 2.5 points
- Interactive communication: 2.5 points

Band Descriptors	0.5	1.5	2.5
Grammar and Vocabulary	- Show sufficient control of simple grammatical forms. - Use a limited range of vocabulary to talk about familiar topics.	- Shows a good degree of control of simple and grammatical forms. - Use a wide range of appropriate vocabulary when talking about familiar topics	- Shows a good degree of control of simple and grammatical forms, and attempts some complex grammatical forms. - Use a wide range of appropriate vocabulary to give and exchange views on familiar topics.
Discourse Management	- Produces responses which are characterized by short phrases and frequent hesitation. - Repeats information or digresses from the topic.	- Produces responses which are extended beyond short phrases, despite hesitation. - There may be some repetition. - Use basic cohesive devices	- Produces extended stretches of language despite some hesitation. - Contributions are relevant despite some repetition. - Use a range of cohesive devices.
Pronunciation	- Is mostly intelligible, despite limited control of phonological features.	- Is mostly intelligible, and has some control of phonological features at both utterance and world levels.	- Is mostly intelligible - Intonation is generally appropriate. - Sentence and word stress is generally accurately placed. - Individual sounds are generally articulated clearly.
Interactive communication	- Maintains simple exchanges, despite some difficulty. - Requires prompting and support.	- Initiates and responds appropriately - Keeps the interaction going with very little prompting and support.	- Initiates and responds appropriately - Maintains and develops the interaction and negotiates towards

			an outcome with very little support.

APPENDIX 17: PARTICIPATING TEACHERS' CHANGES IN THEIR UNDERSTANDING OF PRAGMATICS AND EVALUATION OF THE INCLUSION OF PRAGMATICS IN THEIR IN-USE TEXTBOOKS AFTER THE WORKSHOP

Identified Groups of teachers	Teachers	Understanding of pragmatics before the workshop	Understanding of pragmatics after the workshop	Comments on textbooks before the workshop	Comments on textbooks after the workshop
First group	T1. (MA, >15y, previous pragmatics learning, at S)	Actually, I have no idea what it is apart from the pre-supposition in communication.	Pragmatics means using language properly in certain situations or context, which includes formality, implication, culture, … .	I pay no attention to this aspect. Normally, as a teacher, I in particular and other English teachers in general focus on designing activities to make classroom learning the most effective and interesting.	The textbook doesn't help much yet. The activities or tasks given in the textbook can be a hint for teachers to redesign them, and incorporate some pragmatic features into these activities.
	T10. (BA, >15y, at U)	It studies how language is actually used in specific situations. It included what and how utterances are used in different social settings	Pragmatics is about language in context and how actions are achieved. It includes speech acts, implicature, routines, extended discourse, sociopragmatic norms.	The textbooks and the available teaching materials have a lot of models, so it is easy for me to help my students use them.	Just a little
	T11. (MA, 10-15y, at R)	Pragmatics is the study of the way in which language is used to expressed what somebody really means.	It studies how language is used in contexts appropriately. It includes rules of interactions, cultural aspects and pragmatic tools.	They are not designed with clear instructions in term of pragmatics. They just include structures and it's the teacher's duty to help students make use of these structure appropriately.	They are not well-designed in term of pragmatics.

	T19. (BA, 10-15y, N/A)	It is a way to use practical language in student's life.	Pragmatics is the study of language. They are the effective use of language in appropriate communication. They include grammar structures, intonation, cultural situations.	Very well	Not well
	T28. (MA, >15y, previous pragmatics learning, at U)	Pragmatics: It means the language that students study in textbook and can be used in specific situations of our life, it includes vocabularies and grammar in order to help students use them	Pragmatics is about language in context and how actions are achieved. It includes speech act, implicature, routines, extended discourse and sociopragmatic norms.	Just a little	Just a little
	T29. (MA, 5-10y, at P)	Pragmatics is related to communicative competence of users.	Pragmatics is the study of language from the point of view of users who use language in social interaction and the effects of communication. It includes knowledge of language and different cultures and social context.	The available teaching materials at my school help me in teaching pragmatics not really much. The teachers have to realize and teach students by their own methods. We need to know more how to teach students effectively by pragmatics.	I'll base on the used materials of my school to teach students how to use language properly by teaching pragmatics but not always.
Second group	T3. (MA, 10-15y, previous learning of pragmatics, at R)	It is the study of the way in which language is used to express what somebody means in certain situation.	Pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraint they encounter in using	Not very much	Not much

			language in social context. It includes speech acts, routine formulae, implicature.		
	T4. (BA, >15y, at U)	I (will) understand pragmatics more when I attend this workshop. It's difficult to say something in detail but I think pragmatics can help me a lot in teaching English to make students use English appropriately in different contexts.	It means using English in communication properly. It includes informal and formal expressions.	Little	Little
	T6. (BA, <5y, at R)	No answer	A study of language based on the choices users make in using a language in real-life contexts. Pragmatics includes speech acts, routine formulae, implicature and extended discourse.	The New English Textbook has just been used for one class in my school. After a year teaching students with that textbook, I found that the organizations as well as the amount of knowledge shown in the textbook have made a lot of changes in both teaching and learning process.	They help me, a teacher of English, design more appropriate tasks for students so that they can apply what they've learnt into communicating in real situations.
	T7. (BA, <5y, at U)	Pragmatics focuses on language use in social context. It is not only about speaking appropriately but also about teaching students how to communicate appropriately to situation	It means using English in specific situation. It includes formal and informal expression, implicature.	No answer	Little

		and interlocutor effectively and conventionally.			
	T8. (MA, <5y, previous pragmatics learning, at S)	It should be included in polite and formal regarded context of teaching, especially in teaching speaking skill.	Pragmatics is the study of language from the point of view of users, especially of the choices they make in social interaction and the effects of their use of language in social interaction. It includes sociopragmatic knowledge, pragmalinguistic knowledge, and interactional knowledge.	As far as I'm concerned, the textbooks and the available teaching materials at my school do not help me much in teaching pragmatics as they fail to represent real issues and they do not reflect students' need. As a result, students often find difficulty in expressing themselves in English whenever they communicate in different situations.	They don't help much in teaching pragmatics.
	T13. (MA, 10-15y, at U)	No answer	It deals with language in use and the contexts in which it is used. It is the study of the use of linguistic signs, words and sentences in actual situations.	N/A	It is a key feature to help students to understand teaching language and responses that follow this.
	T26. (BA, >15y, at U)	As far as I'm concerned, pragmatics is linked to how we use the knowledge of a language (vocabularies & grammar) to communicate with others in daily situations (greeting, asking for advice, requesting,	Pragmatics is the study of the use of language in real contexts. It includes speech acts, routine formulae, implicature, and extended discourse.	Quite well	Quite well

		suggestion, …) appropriately.			
	T27. (BA, <5y, at R)	Pragmatics is the use of language in real contexts.	Pragmatics is the study of language linked to how to use language in social interaction. It means that you have to use the language appropriately in particular situations, with different people. It includes speech acts, routine formulae, implicature, and social action.	There is not much knowledge or activities related to this field in the textbook I've currently used.	Current textbooks in Vietnam aren't so helpful in teaching pragmatics. Teachers need to redesign the tasks in the textbook if they want to teach pragmatics.
	T30. (BA, <5y, at P)	No answer	Pragmatics is the study of language related to communicative competence. It shows the points of view of users, how effective they can use the languages. The areas included are: speech acts, politeness, implicature, direct/indirection …	There are parts of the units related to this and some exercises too. However, it's not really practical.	It provides some activities from which I can adapt to teach pragmatics.
	T31. (MA, >15y, previous pragmatics learning, at U)	Pragmatics focuses on how to apply English language into daily life.	Pragmatics: using languages in social interactions effectively. Include: speech acts, social rules, implied meaning, etc.	Superficially in some language Focus lesson (in 7-year English books)	Textbook and available teaching materials just dip into pragmatics here and there.
	T34. (BA, >15y, at U)	When I teach speaking, I use it. However, I don't	Pragmatics is the study of language that students use	Rather	Rather well

		explain it, our students can understand how to use English in different situations.	language in natural situation. It includes speech acts, routine formulae, implicature.		
	T36. (MA, <5y, previous pragmatics learning, 1-2 years abroad, at U)	It is the study of the use of language in communication to express one's ideas or feelings.	Pragmatics is about language in context and how actions are achieved. It includes speech acts, implicature, routines.	In textbook, there is no clear instruction about which pragmatic points / aspects that need to focus on Base on the conversations in textbooks to choose suitable pragmatic aspects to teach or just brief introduction to students.	Not much, mainly focus on grammar and vocabulary
	T37. (MA, 10-15y, previous pragmatics learning, at R)	Pragmatics is the subject in which we learn how to use languages in practical contexts. It includes methods, tips, activities.	Pragmatics is the study of language from the point of view of users in social interaction and in the acts of communication. It includes speech acts, routine formulae, implicature and extended discourse, sociopragmatic norms.	Not very well	Not much
	T38. (BA, <5y, at R)	Pragmatics is a subject which equips students with necessary skills to be able to understand and use English effectively. Different situations require different responses	Pragmatics is how to apply languages in different situation. It includes speech act, tone, action, …	Pragmatics is not focused in the textbooks.	They don't help me a lot. There's not enough pragmatic content.

		depending on closeness, relationships, classes, …			
	T40. (MA, 5-10y, previous pragmatics learning, at P)	In speaking skill	After joining this workshop today, now I understand pragmatics more clearly. Pragmatic is the study of language which is used to communicate with different people in different situations. It includes speech acts, routine formulae, implicature & extended discourse.	Because our school use other materials to teach, so I cannot answer this question.	Our textbook in my school is Solutions which includes a lot of pragmatics knowledge. Also, there are available teaching materials such as projector connected with Internet and foreign teachers teach speaking periods, so it is easier for me to teach pragmatics.
	T41. (BA, <5y, at R)	Pragmatics is the terms relating to language using competence in different situations.	Pragmatics is the study of language from the point of view of users, and we use it in communication. Pragmatics focuses on: context, situation, culture of each country.	I still teach English at programs 7 years. In Speaking, students can discuss and present their ideas. We focus on grammar and vocabulary in order to help ss do exercise well. Especially, we teach for ss in the exam.	In each skill, especially, Speaking & Writing. Teacher can adapt pragmatics in teaching.
	T42. (BA, >15y, at R)	Pragmatics is the terms relating to language using competence in different situations.	Pragmatics is the term related to how to use language to communicative with different people in different situations. It includes speech acts, routine formulation, and extended discourse.	The current teaching materials don't help me much with the language. For teaching pragmatics, it mainly focuses on lexical and grammatical use.	Not much

	T43. (BA, 10-15y, at R)	Maybe, while teaching students, I certainly use some structures or way involving in pragmatics, but I don't know that I'm teaching students using pragmatics in communication.	Yes, I now quite understand this term. It means that how to use English suitably in a certain situation. It includes pragmatics in speaking and writing.	In my opinion, the textbooks we use at present don't help us in teaching pragmatics and we certainly do not know how to teach students this term.	I think the textbooks and the teaching materials at school don't help we much in teaching pragmatics.
Third group	T2. (BA, <5y, at U)	No answer	Language use in social context not only speaking accurately but also appropriately / conventionally / effectively to situation.	No answer	Teachers & students can use textbook to facilitate learning.
	T5. (BA, 10-15y, N/A)	From my point of view, pragmatics refers to a study that help learners apply their linguistic knowledge I real contexts, It is comprised of syntax, phonetics, semantics, and other linguistic elements.	Honestly speaking, I think this workshop is very useful. I have a chance to get knowledge of pragmatics which is the study of language from the point of view of users, especially of the choices they make and emphasizes the effects their use of language has on other participants in the acts of communication.	It doesn't help me a lot.	They don't mention pragmatics as well as point out it clearly. And I recognize it and design suitable activities by myself.
	T9. (N/A, >15y, at U)	Pragmatics focuses on the use of language in social setting. It includes using formal and informal	It's the study of language from the point of view of users.	I find it so poor.	I can find it somewhere in the textbook, maybe it's in speaking lessons and writing lessons much more than in

		languages in communicating.			reading lessons and listening ones.
	T12. (MA, >15y, previous pragmatics learning, at S)	No answer	Pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraint they encounter in using language in social interaction and the effects their use of language has on other participants in the acts of communication.	No answer	Little / Not much
	T14. (BA, >15y, at U)	This is the first time I have heard the term "pragmatics".	Pragmatics is how to use language in daily life, in real context with confidently, fluently, & effectively.	No answer	A little
	T15. (BA, <5y, N/A)	It is they way that speakers of English use to convey not only their ideas but also their feelings, relationships, purposes and so on, to the listeners.	It is the study of language from the point of view of users. It focuses on using language in social context. It can be used in many different ways in the same meaning or the same situations.	No answer	Now the textbooks just focus on reading comprehension and grammar.
	T16. (BA, <5y, previous pragmatics learning, at R)	It means using English in communication.	Pragmatics is a language from the perspectives of users, concerning word choices, constraints and effects on other people in a conversation.	The current textbooks I use base the expressions on the specific purposes of a certain lesson, which suffices.	Not very much. Very limited resources.

	T17. (BA, >15y, at R)	I thinks pragmatics is the use of language in particular context of communication.	It means using English in communication. It includes formal and informal expressions in communication.	A little	A little
	T18. (BA, 5-10y, at R)	Pragmatics are important in daily communication. The ways we communicate in different people and cultures in different communicative situations.	Pragmatics is the use of different words in different contexts of communication.	Not much	The contents in the textbook don't include many social situations for using and applying pragmatics. So teachers should make some situations for students to practice what they have learned.
	T20. (BA, 10-15y, N/A)	I don't know.	It is the study of language and using language in different context.	No answer	Students will know and practise effectively in every situation.
	T21. (BA, 10-15y, at U)	No answer	Pragmatics is the use of language in communication. It includes situation, status of speaker.	It just focuses on the content of the unit.	Little
	T22. (MA, 10-15y, previous pragmatics learning, at U)	We teach students how to use English appropriately to different people in different situations.	It is the way we use language effectively and properly in different situations.	Poor	It is a good tool to help students practice and apply pragmatics in communication. It is a teaching aid to help teachers illustrate / demonstrate the activities visually.
	T23. (BA, 10-15y, at R)	I think pragmatics is about how you can use language you're learning in real life. It may include some typical contexts and useful structures or things like that.	Pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction	They're not really helpful in teaching pragmatics.	Teachers can design a small task in 4 or 5 minutes to teach pragmatics in some lessons in textbook. The teaching materials are not really available.

	T24. (BA, <5y, at P)	In my opinion, pragmatics is the way we teach students to speak in different contexts (formal and informal languages).	Pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraint they encounter in using language in social interaction and the effects their use of language has on other participants in the acts of communication. Pragmatics focuses on language use in social context; not only speaking accurately but also appropriately to situation and interlocutor, conventionally and effectively.	Not very well	Quite well
	T25. (BA, >15y, N/A)	Pragmatics is the study of the use of languages in real contexts in communication. Pragmatics concludes speech acts, routine formulae.	The study of language from the point of view of users.	No idea	Little
	T32. (BA, <5y, previous pragmatics learning, at R)	I think it's a way that teachers use social situation in teaching English. They guide students how to communicate in specific social settings.	Pragmatics is an integral part of English teaching, which helps promote students' communicative competence as it helps the learning from the view of	I have taught English 11 books for my students last year. I kindly believe that the textbooks do well in supporting students' interest in learning English (useful and practical daily conversation and topics)	Materials used by both teachers and learners to facilitate learning. A manual of instruction in any branch of study.

			users. It has 5 prospects to cover.		
	T33. (BA, <5y, at P)	No answer	Pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraints and the effects. It includes social action, practices in conversation, speech acts, routine formulae, implicature.	At our school, we use Insight book (Last year, we used Solution). That book includes 4 Skills and there are many materials that help me teach pragmatics.	I use Insight and Prepare book this year. It includes lessons for all 4 skills. I think there're enough materials for me to teach pragmatics, but not always.
	T35. (BA, >15y, at U)	Pragmatics: same expression in different social setting/cultures may have different/various meanings and uses. It may include: useful expressions, how to use in specific situations, how to get the metaphor meaning during real communication.	I know how to teach students to use spoken English in appropriate situation – formal or informal, polite or impolite.	There are a lot models in the textbooks so our students can use it easily.	We don't have enough book in teaching pragmatics.
	T39. (BA, <5y, previous pragmatics learning, at U)	Pragmatics teach how to use languages to communicate with different people in different situations. However, actually, I haven't remembered knowledge clearly.	Pragmatics is the study of language from users' perspectives, especially of the choices they make. It includes speech acts, implicature, discourse ...	The current textbooks and teaching materials do not really help with teaching pragmatics, maybe some minor points do.	They do not help much. Teachers need to make use of exercises and think of their own strategy to engage pragmatics sessions in activities.

Note: T = Teacher, S = Specializing public high school, U = Urban high school, R = Rural high school, P = Private high school, N/A = no provided information about workplace

APPENDIX 18: TEACHERS' STATEMENTS OF ACHIEVEMENTS AFTER THE WORKSHOP

Identified groups of teachers	Teachers	Important knowledge obtained from the workshop	Teaching skills learnt from the workshop	Others
First group	T1. (MA, >15y, previous pragmatics learning, at S)	- What is pragmatics; - How important it is in teaching and learning a language; - How to teach pragmatics to language learners.	- How to design a lesson incorporating pragmatics; - How to give comments / feedback on students' performance constructively; - How to test the effectiveness of the teaching and learning pragmatics.	No answer
	T10. (BA, >15y, at U)	- I can know more about how to use pragmatics into teaching my students; - I can use some sources of good materials; - Help me to know more examples of teaching pragmatics	No answer	No answer
	T11. (MA, 10-15y, at R)	- What pragmatics is; - Why pragmatics is important; - Some possible ways of incorporating pragmatics in teaching.	- Textbook adaptation; - Designing activities	No answer
	T19. (BA, 10-15y, N/A)	- Using pragmatics helps learners communicate appropriately; - It's hard to master a foreign language, especially using it as a native speaker.	- Studying hard to find the appropriate methods of teaching; - Studying more materials; - Joining more workshop	We need other real practical workshop in speaking and communicating with native speakers.

	T28. (MA, >15y, previous pragmatics learning, at U)	- Pragmatics in English language teaching; - Some sources of teaching pragmatics; - Some examples of teaching pragmatics at high school	- Creativity; - Patience; - Carefulness	Creativity
	T29. (MA, 5-10y, at P)	- How to incorporate pragmatics in lessons; - Know more about pragmatics – very practical and useful part of language; - - How to organise supplementary activities.	- How to guide students use language in practical life; - Understand more about pragmatics and apply it into my lessons; - How to design pragmatics language more interesting	Some books that related to pragmatics.
Second group	T3. (MA, 10-15y, previous learning of pragmatics, at R)	- Definitions of pragmatics; - Different areas of pragmatics; - Differences between English and Vietnamese pragmatics.	- We can teach pragmatics for children at a very young age; - Pragmatic norms of Westerners; - Pragmatic norms of Vietnamese.	Co-operation in teamwork
	T4. (BA, >15y, at U)	- The definition of pragmatics; - Differences between English and Vietnamese pragmatics; - Some supplementary activities.	- Teaching how to Soften advice; - Teaching sociopragmatic knowledge in communication; - Teaching the concepts of “formal” & “informal”.	No answer
	T6. (BA, <5y, at R)	- Polite ways of speaking in different contexts /cultures; - Apply linguistic features in real-life contexts;	Speaking; Reading; Writing	No answer

		- How to encourage learners to practice English / communicate with each other using English.		
	T7. (BA, <5y, at U)	- Know about what pragmatics is; - How to incorporate pragmatics in teaching; - Teach the concepts.	- Understand the culture of native speakers; - Know how to incorporate pragmatic knowledge in teaching; - Use available materials (textbooks) to facilitate learning effectively.	No answer
	T8. (MA, <5y, previous pragmatics learning, at S)	- Some activities to incorporate pragmatics into teaching some units in textbooks; -The importance of teaching pragmatics; - How to teach pragmatics in EFL context.	- Explicit teaching of pragmatics; - Implicit teaching of pragmatics.	No answer
	T13. (MA, 10-15y, at U)	- Definitions of pragmatics; - Applying pragmatics in teaching English at high school	No answer	No answer
	T26. (BA, >15y, at U)	- The importance of pragmatics; -The shortcomings of the in-use textbooks in terms of pragmatic input; - Some supplementary activities to apply to reality.	- Identify the objectives of the lesson; - Give appropriate lessons to suitable levels of students; - Give feedback to students so that they can know how they master and apply the knowledge.	Experience from other attendants.
	T27. (BA, <5y, at R)	- Model activities for teaching pragmatics; - General knowledge of pragmatics.	Speaking, Reading, Writing	No, there isn't.

	T30. (BA, <5y, at P)	- What is pragmatics in English teaching; - How to adapt and involve pragmatics in lessons; - How suitable the textbooks are.	- Creativity; - How to make English learning "real"; - Flexibility in teaching a language.	From presentation of participants, I realize some sub-skills that help teachers a lot.
	T31. (MA, >15y, previous pragmatics learning, at U)	- Why pragmatics?; - Supplementary activity; - What pragmatics include.	- Incorporation depends on students' age; - Providing authentic language (as much as possible).	No answer
	T34. (BA, >15y, at U)	- Know about pragmatics; - Know how to use English properly; - Know how to teach students to use English in speaking.	- Textbooks; - Reference books; - The internet	No
	T36. (MA, <5y, previous pragmatics learning, 1-2 years abroad, at U)	- Enhance knowledge of pragmatics; - How to apply pragmatics in classroom activities; - Know more sources related to pragmatics	- Choose pragmatic activities to suit students' level; - Get students to pay attention to implied meaning, ways to maintain conversations, cultural diversity, not just languages.	Discussion, groupwork and presentation skills. Thank you :)
	T37. (MA, 10-15y, previous pragmatics learning, at R	- Why teach pragmatics?; - How to teach?; - What is pragmatics?	Provide pragmatic input to students as many as possible.	Cooperation in team work
	T38. (BA, <5y, at R)	- The definitions of pragmatics; - Model activities; - Answers from presenters	- Application; - Supplementary activities; - Useful languages	- Some cultural knowledge; - Interesting activities in group work
	T40. (MA, 5-10y, previous pragmatics learning, at P)	- The definition of pragmatics; - Application of pragmatics in teaching English communication at high school;	- Teaching sociopragmatic knowledge in communication; - Teaching the concepts of "formal" and "informal";	Teamwork & cooperation

		- Distinctive differences between English to Vietnamese pragmatics.	- Teaching how to soften advice.	
	T41. (BA, <5y, at R)	- Pragmatics; - How to teach English pragmatics at school; - Fun time	Speaking; Listening; Communication	The spirit of all the teachers and the enthusiasm of Professor. Thanks so much!
	T42. (BA, >15y, at R)	- What pragmatics is; - How to incorporate pragmatics into teaching English successfully.	No answer	Exchanging teaching experiences from colleagues.
	T43. (BA, 10-15y, at R)	- It's necessary to explain to students how to use pragmatics in using English, especially in Speaking skill; - I can improve my knowledge of this term; - I know the way to adapt the information in textbook	- How to communicate effectively according to the situation; - How to write effectively; - How to teach student to communicate effectively	No answer
Third group	T2. (BA, <5y, at U)	How to teach pragmatics to language learners	Directness & Indirectness, communication.	No answer
	T5. (BA, 10-15y, N/A)	- Get more knowledge of pragmatics; - Have a good opportunity to improve my speaking and listening skills; - Get more useful teaching techniques	I learn a lot from the two presenters through their demonstration and presentation.	The workshop gives me a chance to meet my colleagues and friends whom I haven't seen for a long time. It's wonderful.
	T9. (N/A, >15y, at U)	- Awareness raising of norms; - Exposure to exemplars; - Socio-pragmatic norms.	- Pragmatics teachable; - Pragmatics in teaching English	No answer
	T12. (MA, >15y,	- Definitions of pragmatics;	How to apply pragmatics	Teamwork; Make new

	previous pragmatics learning, at S)	- Areas of pragmatics; - Differences between English and Vietnamese pragmatics	knowledge to teaching.	friends; Seeing old friends again
	T14. (BA, >15y, at U)	- What is pragmatics?; - How to teach it in the lesson; - Provide pragmatic input in FL setting	- Set situation in different social contexts; - Role play with feedback	No answer
	T15. (BA, <5y, N/A)	What is pragmatics; How to use it	Speaking; Writing	No answer
	T16. (BA, <5y, previous pragmatics learning, at R)	- Learning speaking can be made more realistic by using pragmatics, preferably in the aspect of tone; - New ways of conducting speaking activities; - Other teachers' opinions and ideas	- Role-playing always helps; - Keep instructions simple; - Give various scenarios for students to practice.	I can't think of any right now
	T17. (BA, >15y, at R)	- What is pragmatics; - Formal and informal expressions; - Differences between English and Vietnamese pragmatics	- Communicative approach; - Teaching languages using pragmatic knowledge; - Areas of pragmatics.	Experience in teaching speaking skill
	T18. (BA, 5-10y, at R)	- What is pragmatics; - The need to teach pragmatics; - How to incorporate pragmatic into the lesson	- Communication skill; - Preparing lesson into practical way.	Some ways to insert pragmatics into particular lessons in textbooks
	T20. (BA, 10-15y, N/A)	- Experience; - The design for my lesson; - How to apply pragmatics in my lesson	- The effect of using pragmatics in class; - Practical; - Communicative	No answer
	T21. (BA, 10-15y, at U)	- What is pragmatics; - How to apply to the teaching	No answer	No answer
	T22. (MA, 10-15y, previous	- The knowledge of pragmatics;	No answer	No answer

	pragmatics learning, at U)	- The application of pragmatics in communication		
	T23. (BA, 10-15y, at R)	- What is pragmatics; - How to teach pragmatics; - How to insert teaching pragmatics in some lessons	No answer	Experience some interesting ways to design a lesson
	T24. (BA, <5y, at P)	No answer	Supportive mind; Hard work	No answer
	T25. (BA, >15y, N/A)	No answer	No answer	No answer
	T32. (BA, <5y, previous pragmatics learning, at R)	- Language use in social context; - Sociopragmatic knowledge; - Interactional knowledge	No answer	I know how to teach students which languages are formal / informal
	T33. (BA, <5y, at P)	- Areas of Pragmatics; - How to bring pragmatics into lessons; - Resources about pragmatics	- How to help students use the language properly; - Some activities for teaching pragmatics; - Be flexible in teaching pragmatics and other skills	No answer
	T35. (BA, >15y, at U)	- It's a good way for us to share the ideas, experiences and teaching skills; - Why teach pragmatics?; - What aspects of pragmatics should be taught.	Some useful activities when teaching	We were impressed with the warm friendly atmosphere, the enthusiasm, the creativity of the teacher.
	T39. (BA, <5y, previous pragmatics learning, at U)	- The importance of pragmatics; - How to engage pragmatics in teaching; - Some useful supplementary activities	- How to open and end conversation effectively; - How to include pragmatics in teaching procedures; - How much time should be spent on teaching pragmatics.	No answer

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APPENDIX 19: INTERVIEWED TEACHERS' RATING OF THE IMPORTANCE OF PRAGMATICS BEFORE AND AFTER THE WORKSHOP

Teachers	Before the workshop	After the workshop
T3	Actually, before attending the workshop, I don't think a lot about the issue of pragmatics. However, during my teaching, if there is something related to pragmatics, I talk briefly about it so that students can understand. For example, when students learn about requests, I give some example such as: When speaking to your friend, you can say Open the door, please!, or Can you open the door? But when you are requesting your teacher or older people, what will you say? I just emphasize on such aspects like that. I don't think that there are other aspects for me to teach.	After attending the workshop, I see that pragmatics is also very important, and that there are many more aspects to teach, rather than simply around politeness issue. Therefore, if teachers are well-equipped with pragmatic knowledge, they could be more focused on pragmatics teaching. This will be very beneficial for students when they use English for communication in real life.
T9	I haven't been fully aware of the issue of pragmatics because my students are still at a simple level. I only guide them about some familiar situations with my own examples. I have not taught them about the importance of pragmatics. In sum, I have just accidentally taught them something about pragmatics, but I have not let them know about its importance.	After attending the workshop, I form some ideas in my mind to integrate pragmatics into my teaching so that my students will be aware of the importance of pragmatic knowledge in communication. This would motivate them to study more by themselves about pragmatics when they need to use English in their future communication and at work.
T11	Even though before the workshop, I don't know exactly about pragmatics, I think that knowing how to use language in real life is really important. If we don't know what sentences to use, our communication can easily cause misunderstanding, and as a result, it will be interrupted.	After the workshop, my belief about the importance of pragmatics is affirmed.
T12	I think the subject of pragmatics is important to both teachers and learners.	At the moment, I am only a high school teacher, so in class, I follow the curriculum. At the end of each lesson, if I feel there is something that needs to be emphasized to students, I will do it. But I don't tell them that it belongs to pragmatics.

T22	Pragmatics is very important. In textbooks, there are many times that pragmatics can be mentioned. But just few teachers see it and teach it to students. Teachers are also constrained by time allotted in class. I see that pragmatics is interesting, so I would like to teach it whenever I can.	The importance of pragmatics can take up to 100% in real life communication. This is because when communicate, students have to know what to say in different contexts and to different people.
T24	Yes, it is important.	I think pragmatics can account for 60% in communication. The remaining 40% is for grammar and other things.
T36	I think in Vietnam it depends on our goals of learning and teaching English to decide whether pragmatics is important or not. If students only learn English to pass exams, then there is no need for them to learn about pragmatics. But if they intend to use English in the future, then pragmatics becomes very important. Learning a language is not about knowing about its structures, but also about how to use it to express our meanings well so that others don't misunderstand us or think that we are not polite, etc.	I think the importance of pragmatics can be rated up to 60-70% on the 100% scale. The remaining percentage is for other basic things such as vocabulary and grammar. This is because pragmatics relates to our intended meanings, and how we maintain a conversation, as well as how to understand others' implied meaning, so I think it is quite important.

APPENDIX 20. TEACHER EDUCATORS' OPINIONS OF THE IMPORTANCE OF PRAGMATICS TEACHING TO STUDENT TEACHERS

Teacher educators	Their rating of the importance of teaching pragmatic knowledge to student teachers
1. Tammy	I think the teaching of pragmatics is important but on the 100% percent scale, I would say it accounts for 60-75% only. I think when learning a language in order to be able to use it, students need to have a lot of knowledge dimensions. Knowledge of pragmatics and knowledge of grammar have to go together. If students don't have knowledge of vocabulary and structures, they can't communicate. However, if they are lacking in pragmatic knowledge or semantic knowledge, they could communicate on a basic level; however, they can't be effective in their communication because people may not understand what they want to say.
2. Daisy	I see that my viewpoint on the importance of pragmatics teaching to student teachers has changed overtime. When I first started my teaching career, I only focused on how to teach students to be able to speak fluently, that is, to speak in the way that other people can understand them. So at that time, I didn't pay attention to their pragmatic competence so that they could communicate appropriately in different contexts. However, after graduating from my Master program, I had more knowledge about English teaching. So before my Master study, I think that at the time, to me the importance of teaching pragmatics only accounted for around 50-60%. Because at that time, I only focused on the accuracy of linguistic features. Nevertheless, after my master study and until now the more teaching experience I have, the more I can see how important pragmatic competence is. Pragmatics plays a very important role in students' effective communication, so I think the importance of pragmatics teaching accounts for above 70-80%.
3. Hannah	I think pragmatic competence is critically important. Therefore, I would say it is 100% important to teach pragmatic knowledge to students. As far as I could observe, a lot of students are good at grammar, good at everything, but when they communicate, they often have communication breakdown. In my course of Intercultural communication, I ask students to report their miscommunication stories, so I know a lot about their communication problems. In my viewpoint, pragmatic knowledge is absolutely important because one could be a little bit less competent in terms of linguistics, but they need to have pragmatic knowledge because it allows them to act politely and naturally in communication. If we make pragmatic errors, we would be assessed in terms of our personality. Meanwhile, if we make some grammatical mistakes, people just think that we just don't know or haven't studied about it. Because pragmatic errors could hurt people and make them feel uneasy.
4. Ann	I think I can rate the importance of teaching pragmatics at 97%. Because this is only about teaching, and it also depends on students' acquisition of the taught knowledge, and their application of the taught

	knowledge into real-life communication. As for teaching, we are not the persons who provide all necessary knowledge. Sometimes we are just the ones who introduce the topics.
5. Maggy	I think the teaching of pragmatic knowledge is important. Because when students can have this kind of knowledge and can use the target language appropriately, it would be very useful for them. For example, in speaking, pragmatic knowledge helps them know how to speak to express their attitudes, their viewpoints, what structures or what intonation to use to be polite, etc. Or in listening, pragmatic knowledge could help them understand speakers' meanings through their intonation and their expressions, etc. In sum, if students know how to use language and communicate appropriately, they could be more effective in their communication so that they can make their meanings across and can comprehend the meanings conveyed to them. Therefore, I think the importance of teaching pragmatic knowledge could account for around 70% or 80%.
6. Amy	I think the teaching of pragmatic knowledge is important, which could be accounted for 85%. But the problem is our university does not put in in the curriculum to actually teach pragmatic knowledge and assess student teachers' pragmatic knowledge and the development of their pragmatic competence.
7. Queenie	On the scale of 100, I think the proportion of pragmatics is about 50-60% to develop students' communicative competence. This is because communicative competence also consists of other issues, so it is not only about pragmatics. Students need to have knowledge about linguistics, about pronunciation, about the content of communication, about communication skills. So obviously, when we talk about communication skills, we talk about pragmatics. This is like when we talk about communicative competence, there is a component of socio-cultural competence in communicative competence. So pragmatics is one of the components of students' communicative competence. Therefore, I say that its is important, but it is not the factor that determines everything.
8. Ruby	I think the teaching of pragmatics to student teachers is very important. Because actually, our student teachers are not able to be aware of pragmatics by themselves. They simply think that they only need to have enough vocabulary and grammar to express what they want to say. But in fact, in communication, if we don't use our language in accordance with the contexts, misunderstanding can easily occur. Our students normally could not differentiate which structures to use in different situations such as in interactions where there is power distance, social distance and imposition. In these cases, they have to use structures that could show more politeness – this is normally what they are not yet aware of. Therefore, on the scale of 100%, I think, the importance of the teaching of pragmatics is nearly 100%.

9. Rose	The teaching of pragmatics to student teachers is absolutely important.
10. Quinley	I would say that the teaching of pragmatics to student teachers is very important, which can account for 90%.
11. Sarah	I think for student teachers when studying practical skills courses, besides knowledge of forms and language functions, they need to have knowledge about contexts, situations, and the reality in which they use such language function. They need to be aware of when to use this language function and when not, and whether it is suitable for Vietnamese culture or for the culture of the other interlocutor.
12. Bella	Actually, knowledge of pragmatics helps students develop their communication skills. Besides learning about language forms, students need to know about how to use language in reality. This is because in real life, the use of linguistic feature is much affected by cultural and social factors. In order to use language, apparently, students need pragmatic knowledge. Therefore, I could say that the teaching of pragmatics to student teachers could be 100% important. According to the Communicative Language Teaching approach, pragmatic competence is a compulsory component of communicative competence.
13. Melinda	In my opinion, the teaching of pragmatic knowledge should go together with the teaching of linguistic knowledge, and we can't omit any dimensions. Because if students only know about grammar and they don't have pragmatic knowledge, they won't know how to adjust their language use to different communicative situations, and so can cause misunderstanding. So in my opinion, on the scale of 100%, I think the teaching of pragmatics could account for 90-95% of the importance.
14. Henrik	In my opinion, knowledge includes many dimensions, and each dimension has its own important role. In the past, knowledge was biased towards theories of grammar. But nowadays, the goal is to have communicative competence, the ultimate goal is that students must be able to communicate with not only English native speakers but also other types of speakers who speak English. Therefore, there has been a need to improve students' communicative competence and improve their pragmatic competence. Here, we are talking about pragmatics as an academic term, which may sound difficult and unfamiliar, but actually it is language in use, that is, how to use language in social interactions. I think through time, the requirements of language are becoming higher and higher, in which the subtlety of using language becomes more and more complex. For advanced language learners, they need to have more outstanding abilities in using language than others. Everybody knows English, but not everyone could know it deeply and be able to use it sensitively. Therefore, pragmatics has an important role, and is becoming more and more important in today's world.

APPENDIX 21. INTERVIEW PREPARATION QUESTIONNAIRE FOR COURSE COORDINATORS

Interview Preparation Questionnaire for Course Coordinators

Pragmatics Teaching in Australia and Vietnam: An Investigation into English Language Teacher Education at Universities

These questions ask about any instruction on pragmatics that is offered by your English teacher education program (Master of TESOL by coursework at Australian universities and Bachelor's degree in Pedagogical English at Vietnamese universities). By "pragmatics", we are referring to "meanings in context" or "discourse-level meaning", which might include topics such as linguistics politeness, conversational implicature, or speech acts (for example: requests, apologies, compliments, etc.).

1. As part of your English teacher education curriculum, do you have any courses that offer your students an opportunity to learn about pragmatics?
   - ☐ Yes.
   - ☐ No.

   → If YES, please skip down to Question 2.

   → If NO, please go to Question 1b.

   1b. Have you and your colleagues ever discussed adding or incorporating any pragmatics topics into your English teacher education curriculum?

   - ☐ Yes.
   - ☐ No.

   → If YES, please go to Question 1c.

   → If NO, please skip to Question 9.

1c. Could you summarise briefly what was discussed about including pragmatics topics into your program's curriculum? [*Write in verbatim response, then skip to Question 9.*]

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2. In which of your English teacher education courses is Pragmatics covered? [*Tick all that apply.*]
   - ☐ Discourse Analysis
   - ☐ Sociolinguistics
   - ☐ Introduction to Linguistics
   - ☐ TESOL Methods
   - ☐ Speaking and Listening
   - ☐ Second Language Acquisition
   - ☐ Pragmatics

- ☐ Other course(s):
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3. Of those courses which cover pragmatics in your program, which one is the MOST focused on pragmatics?

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Please answer the following questions with that course in mind.

4. Which textbooks – or other materials – are used to teach teacher students about pragmatics in this course?

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5. How much of the semester in this course would you say is dedicated to covering the topics of pragmatics? Would you say …
   - ☐ Less than 1 week
   - ☐ 1-2 weeks
   - ☐ 3-4 weeks
   - ☐ More than 4 weeks but less than 8 weeks
   - ☐ 8 or more weeks
6. Does this course include any discussion of … [*Tick all that apply.*]
   - ☐ … developmental or interlanguage pragmatics?
   - ☐ … instructional pragmatics, or how to teach pragmatics to language learners?
   - ☐ … or does it have a mostly theoretical (rather than applied) approach to pragmatics?
7. Does this course include any discussion of … [*Tick all that apply.*]
   - ☐ … speech acts?
   - ☐ … linguistic politeness?
   - ☐ … conversational implicature?
   - ☐ … any other topics related to pragmatics? [*List all.*]

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8. Is this course a program requirement or is it elective?
   → If it is a requirement, please go to Question 9.
   → If it is elective, please continue with Question 8b and 8c.

   8b. How often is this elective offered?

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   8c. How many students typically enrol in this elective when it is offered?

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9. Do you have anything would like to add about the role of pragmatics in the English teacher education curriculum?

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10. Are theoretical and practical aspects of pragmatics evaluated in any way throughout the program?

☐ Yes.
☐ No.

→ If YES, please give one example of how these aspects are evaluated.

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→ If NO, please state the reasons why these aspects are not evaluated.

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(Adapted from Vasquez and Sharpless, 2009)

Thank you very much for your information!

APPENDIX 22. PLANNED QUESTIONS FOR THE SEMI-STRUCTURED INTERVIEWS WITH COURSE COORDINATORS

Planned Questions for the Semi-Structured Interviews with Course Coordinators

Pragmatics Teaching in Australia and Vietnam: An Investigation into English Language Teacher Education at Universities

Some Planned Questions for Interviews

I will show you a framework involving the components of teacher knowledge required for L2 pragmatics teaching in ESL/EFL contexts, and ask you to clarify or elaborate on your answers to the interview preparation questionnaire.

1. How is the subject of pragmatics treated and allocated in the teacher training curriculum for this level at your university?

2. What do you think about this allocation?

3. What is the rationale behind the teacher training content at your university? Is there any ultimate goal that makes the curriculum to be formed in this particular way?

4. As a course coordinator of this program, what kinds of knowledge and skills do you think that can be the most necessary for the student teachers' future jobs as ESL/EFL teachers?

APPENDIX 23. INTERVIEW QUESTIONNAIRE FOR HIGH SCHOOL TEACHERS

QUESTIONS FOR INDIVIDUAL INTERVIEWS WITH HIGH SCHOOL ENGLISH TEACHERS REGARDING THEIR VIEWPOINTS OF THE INTEGRATION OF PRAGMATICS INTO THE TEACHING OF ENGLISH

MACQUARIE University
SYDNEY·AUSTRALIA

An Investigation of Pragmatics Teaching in English Language Teacher Education and English classrooms in Vietnam

Foreword: [Greetings] [Thanking] As you have been informed at the one-day training workshop, under the research project on ***An Investigation of Pragmatics Teaching in English Language Teacher Education and English classrooms in Vietnam***, we would like to know about your viewpoints of the integration of pragmatics into your teaching of English.

As we are all Vietnamese learners of English, and then Vietnamese teachers of English, I believe that we all have put in a lot of efforts in order to be able to communicate effectively in English as well as to transfer what we know to our students. Therefore, in our following interview, I would like to hear about your own opinions, experience, and reflections on your learning and teaching of English pragmatics in our EFL context of Vietnam.

THE PREPARED QUESTIONS

Part 1: Your past experience of learning and teaching English pragmatics

1. First of all, could you tell about your story of learning English? Why did you choose to focus on English and to become an English teacher?

2. Did you know something about pragmatics and its teaching before attending the workshop? When did you first learn about English pragmatics? What aspects of English pragmatics did you learn?

3. Did you consider pragmatic knowledge and pragmatic competence to be important to you as a learner of English and later a teacher of English?

4. What did you feel were your strengths in English? What areas did you feel relatively weak in?

5. Reflecting on your teaching, do you think that you have included pragmatic knowledge in your English lessons? What aspects of English pragmatics did you teach? Why did you teach these aspects of English pragmatics to your learners?

Part 2: Your viewpoints of the integration of pragmatics into the teaching of English

6. What do you see as the reasons for your students to study English at high school? What are your goals for your students? What areas would you want to cover in your classes?

7. In order to communicate effectively in English, what knowledge and skills do you think that EFL learners should have?

8. To what extent, do you think English pragmatic knowledge (knowledge about how to use English appropriately) is important to your student teachers' development of communicative abilities in English? Do you often raise their awareness of this importance? What do you often do in order to raise their awareness of this importance?

9. In teaching your students the functions of any linguistic items, do you draw their attention to the different usages of those items in accordance with different contexts and

different people? For example, in teaching one of the function of the modal verb *can/could* in making a request, do you include any explanations and/or examples of this usage in different settings (e.g. in class, at home, in a restaurant, etc.) and to different interlocutors (e.g. to a teacher, to an elderly person, to a friend, etc.) How do you draw their attention to these aspects? Can you give more examples?

10. What are the constraints in your context that may prevent you from integrating pragmatics into your teaching?

11. Under these constraints, what aspects of English pragmatics can be integrated in your English classes?