

BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
MASTER PROGRAM OF ENGLISH LANGUAGE TEACHING
WITH THESIS

**MAPPING THE INTERFACE BETWEEN PRAGMATICS AND EFL
TEACHING IN TÜRKİYE: A REVIEW STUDY OF CURRENT
RESEARCH TRENDS AND GAPS**

PREPARED BY

MERVE GÜLTEKİN

MASTER THESIS

ANKARA - 2025

BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
MASTER PROGRAM OF ENGLISH LANGUAGE TEACHING
WITH THESIS

MAPPING THE INTERFACE BETWEEN PRAGMATICS AND EFL
TEACHING IN TÜRKİYE: A REVIEW STUDY OF CURRENT
RESEARCH TRENDS AND GAPS

PREPARED BY
MERVE GÜLTEKİN

MASTER THESIS

THESIS SUPERVISOR
Asst. Prof. Dr. Sevgi ŞAHİN

ANKARA - 2025

BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili ve Eğitimi Tezli Yüksek Lisans Programı çerçevesinde Merve Gültekin tarafından hazırlanan bu çalışma, aşağıdaki jüri tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

Tez Savunma Tarihi: 23/06/2025

Tez Adı: Türkiye’de Edimbilim ve Yabancı Dil Olarak İngilizce Öğretimi Arasındaki Etkileşimin Haritalandırılması: Güncel Araştırma Eğilimleri ve Boşluklarına Dair Bir Derleme Çalışması

Tez Jüri Üyeleri (Unvanı, Adı - Soyadı, Kurumu)

İmza

Dr. Öğr. Üyesi Sevgi ŞAHİN / Başkent Üniversitesi

.....

Prof. Dr. Nuray ALAGÖZLÜ / Hacettepe Üniversitesi

.....

Dr. Öğr. Üyesi Gözde BALIKÇI / Başkent Üniversitesi

.....

ONAY

Prof. Dr. Servet ÖZDEMİR
Eğitim Bilimleri Enstitüsü Müdürü

Tarih: ... / ... /

BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YÜKSEK LİSANS TEZ ÇALIŞMASI ORJİNALLİK RAPORU

Tarih: 19/07/2025

Öğrencinin Adı, Soyadı: Merve GÜLTEKİN

Öğrencinin Numarası: 22210251

Anabilim Dalı: Yabancı Diller Eğitimi Anabilim Dalı

Programı: İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı

Danışmanın Unvanı/Adı, Soyadı: Dr. Öğr. Üyesi Sevgi Şahin

Tez Başlığı: Türkiye’de Edimbilim ve Yabancı Dil Olarak İngilizce Öğretimi Arasındaki Etkileşimin Haritalandırılması: Güncel Araştırma Eğilimleri ve Boşluklarına Dair Bir Derleme Çalışması

Yukarıda başlığı belirtilen Yüksek Lisans tez çalışmamın; Giriş, Ana Bölümler ve Sonuç Bölümünden oluşan, toplam 72 sayfalık kısmına ilişkin, 19/07/2025 tarihinde tez danışmanım tarafından Turnitin adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı %16’dır. Uygulanan filtrelemeler:

1. Kaynakça hariç
2. Alıntılar hariç
3. Beş (5) kelimeden daha az örtüşme içeren metin kısımları hariç

“Başkent Üniversitesi Enstitüleri Tez Çalışması Orijinallik Raporu Alınması ve Kullanılması Usul ve Esaslarını” inceledim ve bu uygulama esaslarında belirtilen azami benzerlik oranlarına tez çalışmamın herhangi bir intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Öğrenci İmzası:.....

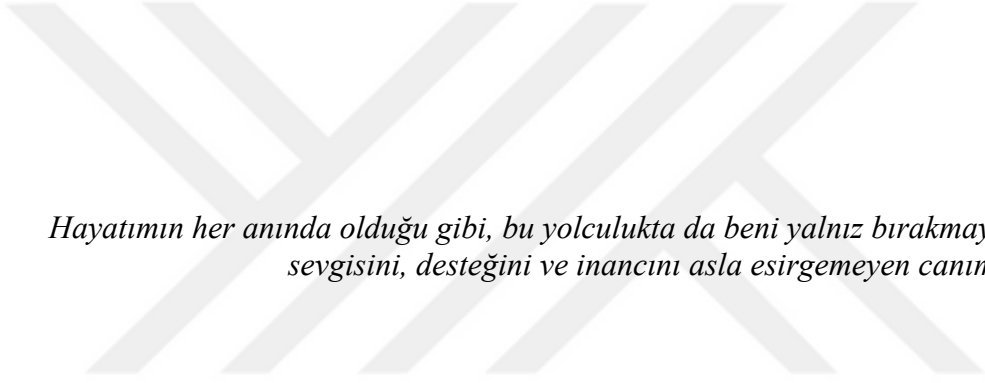
ONAY

Tarih: ... / ... /

Öğrenci Danışmanı Unvan, Ad, Soyad, İmza:

Dr. Öğr. Üyesi Sevgi Şahin

.....



Hayatımın her anında olduđu gibi, bu yolculukta da beni yalnız bırakmayan, benden sevgisini, desteđini ve inancını asla esirgemeyen canım anneme...

To my beloved mother, who has been by my side every step of the way—just as she always has—with her endless love, steady support, and heartfelt belief in me...

ACKNOWLEDGEMENTS

I would like to express my heartfelt gratitude to everyone who accompanied me on this journey and contributed to the realization of this thesis, each in their own meaningful way.

First and foremost, I am thankful to my supervisor, Asst. Prof. Dr. Sevgi Şahin, for her invaluable guidance, insightful feedback, and patient support throughout this process. Her academic expertise and sincere encouragement helped me view this study not merely as a research, but as a personal and intellectual journey.

I would also like to extend my heartfelt thanks to the esteemed members of my thesis jury, Prof. Dr. Nuray Alagözlü and Asst. Prof. Dr. Gözde Balıkçı, for taking the time to review my work and for their valuable feedback and insightful suggestions during the defense. Their contributions greatly enriched my perspective and helped me strengthen this study.

I owe my deepest thanks to my mother, whose unconditional love and unwavering faith in me have been my greatest sources of strength. Her presence, even in silence, reminded me that I am never alone. I am also sincerely grateful to my family, who have always believed in my potential and supported me—both in visible and quiet ways. Their encouragement gave me the courage to keep going.

To my friends, thank you for the messages, the laughter, the shared silences, and the warm cups of coffee when I needed them most. Your presence reminded me that I did not have to walk this path alone. Each of you made this journey lighter and far more joyful.

I would also like to thank my boyfriend, Hasret, for being a steady source of support, patience, and calm. His understanding presence and encouragement helped me stay grounded even in the most challenging moments. I am genuinely grateful to have had him by my side throughout this journey.

This thesis is not only the product of my efforts, but also a reflection of all the silent contributions, kind words, patient ears, and supportive hearts around me. I am thankful for every step of this path and for all that it has taught me.

ÖZET

Merve GÜLTEKİN

**Türkiye’de Edimbilim ve Yabancı Dil Olarak İngilizce Öğretimi Arasındaki
Etkileşimin Haritalandırılması: Güncel Araştırma Eğilimleri ve Boşluklarına Dair
Bir Derleme Çalışması**

**Başkent Üniversitesi
Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı
İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı**

2025

Bu sistematik derleme çalışması, Türkiye’de Yabancı Dil Olarak İngilizce (YDİ) öğretimi ve edimbilim üzerine yapılmış araştırmaların mevcut durumunu ortaya koymayı ve alanyazındaki yönelimleri ve eksiklikleri belirlemeyi amaçlamaktadır. Bu doğrultuda, örneklem olarak Türkiye’deki son 10 yıla ait ilgili yüksek lisans ve doktora tezleri incelenmiş, söz konusu çalışmaların kapsamı, araştırma desenleri, katılımcıları ve veri toplama araçları sistematik içerik analizi yöntemiyle analiz edilmiştir. Çalışmanın bulguları, son 10 yıl içerisinde Türkiye’de YDİ ve edimbilim bağlamında toplam 84 yüksek lisans ve doktora tezinin yayınlandığını ortaya koymuştur. Ayrıca sonuçlar, bu çalışmaların öncelikli olarak kültürlerarası edimbilim ve söz edimleri konuları üzerine odaklandığını, aynı zamanda dilin iletişimsel yönlerine ve kültürler arası nasıl yapılandığına yönelik dikkate değer bir ilgi olduğunu ortaya koymuştur. Araştırma deseni açısından değerlendirildiğinde, çalışmaların çoğunun nicel ve nitel yöntemleri bir arada kullandığı; karma yöntem desenini benimsediği gözlemlenmiştir. Analiz edilen bu çalışmaların veri toplama araçlarının çeşitlilik gösterdiği, ancak en yaygın olarak anketler ve söylem tamamlama görevlerinin (DCT) uygulandığı görülmüştür. Ayrıca, kültürlerarası edimbilim ve söz edimleri (örn. özür dileme, reddetme ve istekte bulunma) konularının; edimbilimsel başarısızlık, nezaket ve çıkarımsal anlam gibi diğer alt alanlara kıyasla daha sık çalışıldığı gözlemlenmiştir. Genel olarak değerlendirildiğinde, Türkiye’de son 10 yılda yürütülen çalışmaların daha

alışıl gelmiş konular etrafında şekillendiği; buna karşılık YDİ ve edim bilim bağlamı üzerine dünya çapında yapılan araştırmaların daha çok dijital iletişim, kültürlerarası iletişimsel yeterlik ve edim bilimsel yeterliğin değerlendirilmesi gibi konular üzerine gerçekleştirildiği söylenebilir. Bu çalışmanın, alanyazındaki eksiklikleri belirlemesi ve bu eksik alanlara yönelik ileride yapılacak çalışmalar için öneriler sunması bakımından, uygulamalı dil bilim alanında çalışan araştırmacılara önemli katkılar sağlayacağı düşünülmektedir.

Anahtar Kelimeler: Yabancı Dil Olarak İngilizce öğretimi, aradil edim bilimi, edim bilimsel yeterlilik, derleme çalışması



ABSTRACT

Merve GÜLTEKİN

Mapping the Interface Between Pragmatics and EFL Teaching in Türkiye: A Review Study of Current Research Trends and Gaps

Başkent University

Institute of Educational Sciences

Department of Foreign Languages

Master Program of English Language Teaching with Thesis

2025

This systematic review study aims to depict the status-quo of research on pragmatics in teaching English as a Foreign Language (EFL) in Türkiye in an effort to reveal trends and gaps in the literature. To this end, it examines relevant master's theses (M.A.) and doctoral dissertations (Ph.D.) conducted in Türkiye over the last 10 years, thoroughly investigating their scope, research design, participants, and data collection instruments through systematic content analysis. The findings revealed that 84 theses on pragmatics in the context of EFL teaching were conducted in Türkiye within the past decade. Results also demonstrated that the studies primarily focused on cross-cultural pragmatics and speech acts, showing a great interest in various communicative aspects of language and how language operates in various cultures. Considering methodology, most studies adopted a mixed-methods research design, displaying a preference for relying on both qualitative and quantitative data. A variety of data collection tools were found to be used in the studies, predominantly surveys and discourse completion tasks. Moreover, cross-cultural pragmatics and speech acts (i.e., apologies, refusals, and requests) were explored more than other topics of pragmatics (i.e., pragmatic failure, politeness, and implicatures). It can be concluded that the studies conducted over the past decade in Türkiye tend to be more conventional, while recent global research trends in pragmatics in the EFL context have deflected the focus into topics such as digital communication, intercultural communicative competence, and assessment of

pragmatic competence. This study is believed to yield valuable insight for researchers in applied linguistics by identifying gaps in the relevant literature and offering recommendations for further research in deficient areas of study.

Keywords: EFL teaching, interlanguage pragmatics, pragmatic competence, review study



TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
ÖZET	ii
ABSTRACT	iv
TABLE OF CONTENTS	vi
LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
SYMBOLS AND ABBREVIATIONS	x
CHAPTER 1.....	1
INTRODUCTION	1
1.1. Background to the Study	1
1.2. Statement of the Problem.....	3
1.3. Purpose of the Study.....	4
1.4. Research Questions.....	5
1.5. Significance of the Study	5
1.6. Definitions of Key Terms	6
CHAPTER 2.....	9
LITERATURE REVIEW	9
2.1. Pragmatics.....	9
2.2. Interlanguage Pragmatics	11
2.3. Pragmatic Competence	13
2.4. Cross-cultural Pragmatics	15
2.5. The Cooperative Principles and Grice's Maxims.....	16
2.6. Politeness Theory	18
2.7. Speech Act Theory.....	20
2.8. How to Teach Pragmatic Aspects of Language	23
2.9. Research Methodology in Pragmatics	26

CHAPTER 3.....	30
METHODOLOGY OF RESEARCH	30
3.1. Research Design.....	30
3.2. Data Collection Tools and Procedure	31
3.3. Data Analysis.....	34
CHAPTER 4.....	37
FINDINGS and DISCUSSION.....	37
4.1. Research Process of the Theses	37
4.2. Theses Included in the Study	39
4.3. Distribution of the Theses by Type, Number, and Language.....	49
4.4. Distribution of the Theses by Years of Publication	50
4.5. Methodologies of the Theses	53
4.5.1. Research design types of the studies	53
4.5.2. Data collection tools of the studies	55
4.5.3. Participants of the studies	57
4.6. Topics of Pragmatics Addressed in M.A. and Ph.D. Theses	61
4.7. Discussion of the Findings	66
CHAPTER 5.....	69
CONCLUSION	69
5.1. Summary of the Study.....	69
5.2. Pedagogical Implications of the Study	70
5.3. Limitations of the Study and Suggestions for Further Research.....	72
REFERENCES	73
REFERENCED THESES	81
APPENDICES.....	91
Appendix 1: Table of the Detailed Analysis of M.A. Theses and Ph.D.	
Dissertations Examined in the Study	91
Appendix 2: Ethics Committee Approval	105

LIST OF TABLES

	Page
Table 4.1. Theses Examined in the Study.....	40
Table 4.2. Distribution of the Theses by Type, Number, and Language.....	50
Table 4.3. Distribution of the Theses by Years of Publication.....	51
Table 4.4. Distribution of Research Design Types of the Theses Examined.....	53
Table 4.5. Distribution of Data Collection Tools Used in the Theses Examined.....	55
Table 4.6. Distribution of Participants in the Theses Examined.....	58
Table 4.7. Distribution of Pragmatics Topics Addressed in the M.A. and Ph.D. Theses...	61
Table 4.8. Distribution of Speech Acts Studied in the M.A. and Ph.D. Theses.....	63
Table 9. Detailed Analysis of the M.A. Theses and Ph.D. Dissertations Examined in the Study.....	91

LIST OF FIGURES

	Page
Figure 3.1. Data Collection Process from the Council of Higher Education Thesis Center.....	33
Figure 4.1. Distribution of the M.A. and Ph.D Theses Published Between 2015 and 2024.....	52
Figure 4.2. Research Designs of the M.A. and Ph.D. Theses Examined.....	54
Figure 4.3. Data Collection Tools of the M.A. and Ph.D. Theses Examined.....	57
Figure 4.4. Participants of the M.A. and Ph.D. Theses Examined.....	60
Figure 4.5. Distribution of Speech Acts Studied in the M.A. and Ph.D. Theses Examined	65

SYMBOLS AND ABBREVIATIONS

CCP	Cross-cultural Pragmatics
DCT	Discourse Completion Task
EFL	English as a Foreign Language
ELT	English Language Teaching
FLE	Foreign Language Education
FLL	Foreign Language Learner
FLT	Foreign Language Teaching
ILP	Interlanguage Pragmatics
ISS	Intercultural Sensitivity Scale
L2	Second Language
M.A.	Master of Arts
MDCT	Multiple-choice Discourse Completion Task
MoNE	Ministry of National Education
NS	Native Speaker
ODCT	Open-ended Discourse Completion Task
Ph.D.	Doctor of Philosophy
SSI	Semi-structured Interview
Ss	Students
VEDCT	Video-enhanced Discourse Completion Task
WDCT	Written Discourse Completion Task

CHAPTER 1

INTRODUCTION

This chapter presents and discusses the background of the current review study and the statement of the problem, as well as its purpose and significance. It also presents the research questions formulated for the study and defines the necessary key terms.

1.1. Background to the Study

The approach towards foreign language education (FLE) has undergone striking changes from earlier times to the present. For so long, the ultimate success of FLLs was believed to be the accuracy in using grammar rules and lexical items. However, with the emergence of communicative approaches and integration of the contributions by pragmatics research, discussions on the appropriacy in language use have initiated the necessity of pragmatic competence. Thus, one of the primary purposes of learning a foreign language is to develop the ability to use language appropriately depending on the social context and politeness conventions of the target language (Bardovi-Harlig & Hartford, 2022; Gass & Houck, 2021; Kasper & Rose, 2021; Taguchi, 2019).

As Listia and Febriyanti (2020) mention, among most individuals, the sole aim behind learning a language is driven by the intention to be able to sustain effective communication. Consequently, the focal point of FLT has shifted from focusing on language structures (e.g., explicit grammar teaching) to practicing communication skills. Although the ultimate goal behind foreign language learning is to communicate fluently, authentically, and effectively using the language in question, this objective of FLLs may not be met due to the lack of pragmatic awareness that is not provided in the process.

Pragmatics refers to the analysis of the correlation among the linguistic forms of a particular language and its users, and "*studying a language via pragmatics*" enables FLLs to get the intended messages underlying in discourse, such as "*their assumptions, purposes, goals, and the kinds of actions*" (Yule, 1996, p.4). Additionally, Thomas (2014) emphasizes that the study of pragmatics mainly focuses on how a language is used by its speakers within a specific context to create the necessary intended meaning. It is for this reason that FLLs'

pragmatic awareness is thought to be important for maintaining effective communication since discourse cannot be narrowed to the comprehension of semantics only. Namely, it is not possible to maintain communication, by just focusing on the comprehension of the exact meanings of the words or sentences.

To give an example, the concept of politeness varies depending on the culture, and individuals adopt different politeness strategies during their interaction depending on their own culture (Brown & Levinson, 1978). Additionally, as Searle (1979) mentions, being aware of speech acts is considered quite necessary since they include both the articulation and comprehension of the intended messages of both the speaker and addressee. Moreover, according to Grice (1975), FLLs should be aware of implicatures since they provide additional or hidden meaning in discourse, apart from what is directly written or said.

Lack of such pragmatic ability often results in pragmatic failures, which pose significant threats to effective communication and mutual understanding. Sharif et al. (2017) focus on some factors that lead to the failure to increase the pragmatic awareness of FLLs. As they point out, the reason why pragmatic awareness cannot be achieved successfully among FLLs is that most FLT practices are carried out by a traditional teacher-centered approach, and the main aim of these practices is considered to be completing a pre-prepared syllabus (Sharif et al., 2017). As a result, the limited time allotted for language instruction and the intention to cover the course contents may negatively affect FLLs in terms of developing pragmatic competence.

With all these in mind, considering English is the lingua franca and is commonly taught in Türkiye, the primary objective behind the current review study is to examine related interlanguage pragmatics studies to reveal the research tendency and direction of studies situated in the intersection of pragmatics and EFL teaching in Türkiye. Although there are numerous studies in the field regarding the intersection of pragmatics and EFL, a thorough review study adopting a holistic assessment of which aspects the present studies focus on, which research methods are preferred, and which topics of pragmatics are highlighted remains inadequate. Therefore, systematically reviewing the existing literature and identifying general trends and research gaps is considered critical in terms of establishing a foundation for further studies.

1.2. Statement of the Problem

According to Thomas (1983), pragmatics focuses not only on the correctness of language structures but also on the capability of individuals to construct appropriate and meaningful communication. Thus, as Kasper and Rose (2002) state, rather than just being capable of constructing correct sentences in terms of the structures of the language in question, FLLs should also be aware of how they use those sentences during interaction and which effects may emerge from the addressee depending on ‘how they say’ what they intended to say. In relation to this, FLT practices should be shaped around how a language can be used effectively in social contexts as much as focusing on its necessary structures. However, as both Canale (1983) and Bachman (1990) note, unfortunately, most language teaching practices generally dwell on grammatical structures in which the necessary pragmatics aspects are neglected by the teachers, and this issue leads to the situations faced by the learners in which they have difficulties in real-life interaction. Therefore, FLT practices based solely on structural competence are insufficient to develop students' contextual and effective communication skills.

Considering the context of Türkiye, being able to communicate in English effectively is considered almost obligatory, given its widespread use in academia and business contexts. This being the case, to meet this obligation in a meaningful manner, EFL practices in Türkiye should not be limited to grammar and vocabulary teaching, just as they should not be globally. To learn a language successfully, especially to attain communicative competence, individuals must also perceive its socio-cultural aspects (Celce-Murcia, 2007). In other words, a language should not be considered only as a grammatical system but also as a means of interaction through which social relations are carried out. Therefore, individuals who learn a foreign language need to acquire the skills to produce discourse appropriate to social norms and context.

All in all, pragmatics is considered a broad and detailed field, and it holds a critical place in the context of FLE; therefore, researchers constantly conduct various research on this matter. Although various academic studies on the intersection of EFL and pragmatics have been conducted in Türkiye, the literature reveals that systematic review studies that provide a holistic view on the extent to which pragmatics topics are included in the EFL

context, which methods are preferred, and what types of trends are dominant in master's and doctoral theses published in Türkiye are limited.

Considering this research gap, it is necessary to examine how master's and doctoral theses published in Türkiye between 2015 and 2024 are distributed in terms of the topics they address, the research methods employed, the types of participants selected, and the data collection tools used. In this regard, it is considered essential to outline the current state of the literature and highlight areas where deficiencies exist, thereby making them more visible for future research. In other words, revealing the general trends, methodological orientations, and theoretical approaches of existing academic studies on the intersection of pragmatics and EFL will enable more conscious, targeted, and effective research in the field. Therefore, this study was conducted to serve as an organized and guiding resource for in-service and pre-service teachers, researchers, and other individuals interested in the subject in question.

1.3. Purpose of the Study

The main purpose of this study is to investigate and analyze pragmatics-based master's and doctoral theses published between 2015 and 2024 in Türkiye, within the context of EFL. Structured as a systematic review, the current study aims to reveal the trends in the literature by analyzing the selected theses according to certain criteria.

Toward this objective, the following aspects were considered key elements to be examined:

- (1) the number of M.A. and Ph.D. studies conducted between 2015 and 2024,
- (2) the methodologies (i.e., research designs, data collection tools, and participants) of the selected studies,
- (3) the scopes of the selected studies.

The systematic review conducted within this framework aims to provide a comprehensive map of the existing literature and to highlight the methodological diversity and thematic priorities in the studies that have been conducted. Additionally, it aims to shed light on further research by identifying dominant and recurring themes in the field and helping to identify the research gaps in the literature.

Developing a framework that shows the extent to which pragmatics topics have been focused on considering their intersection with EFL is aimed at providing guidance with respect to the improvement of FLT practices. It is believed that this provided framework will be considered valuable, especially in future research in pragmatics in the EFL context, teacher training, material development, and curriculum planning.

1.4. Research Questions

In line with the research purpose stated above, the following research questions are formulated for the study:

- RQ1:** What is the distribution of M.A. and Ph.D. theses on pragmatics in the EFL context in Türkiye over the last ten years (2015–2024)?
- RQ2:** What research methodologies, including data collection tools and data analysis approaches, are employed in these theses?
- RQ3:** Which subfields or topics within pragmatics are investigated in these theses?
- RQ4:** What is the distribution of participants selected for the M.A. and Ph.D. theses?

1.5. Significance of the Study

Pragmatics is an essential part of a language that enables language users to understand it deeply. It can often be observed that although the speakers are proficient in a foreign language, they may still experience communication breakdowns or misunderstandings due to their inability to understand the pragmatic features of the language in question. Since this is the case, and since the main reason behind acquiring a foreign language is mostly driven by the need to communicate effectively with others, it can be assumed that focusing on the awareness of pragmatic features in the teaching process may be interpreted as critical for learners to internalize the language with all its components. In other words, it is required to create a language that works for all possible situations so that

the addressee will not miss out on the intended or hidden messages of the language in question (Eslami, 2005).

As pragmatics is mainly considered an inseparable aspect of a language, the current review study seeks to reveal a framework of the M.A. and Ph.D. theses conducted in the context of Pragmatics and EFL. By examining these theses conducted in Türkiye context, the research trends and their focus were aimed to be revealed. In this respect, this study has the potential to provide up-to-date and applicable insights not only for researchers in the field but also for institutions that develop educational policies, program organizers, and curriculum developers, as well as language teachers and teacher educators. Therefore, the current review study is considered an attempt to provide an outline in which both researchers and implementers can evaluate the tendencies in the field in question and shape their further research in this regard.

Last but not least, it is also critical to state that the concept of pragmatic competence is mostly disregarded by language teachers with the assumption that it cannot be taught but acquired. However, research on pragmatics and pragmatic competence clearly shows that those competencies can indeed be developed with the appropriate methods and approaches (Martínez-Flor & Usó-Juan, 2006). So, the current review study also gives importance to pragmatics in a way that it should not be seen as a secondary issue in the context of EFL; on the contrary, it must be evaluated as a core aspect of the process.

This study is thought to be significant since it is assumed that examining all the related studies conducted in Türkiye in the past decade will provide valuable insights and data to the literature. Additionally, the current study may provide a broad understanding for language instructors and pre-service language teachers, as it will yield the pragmatics' contribution to EFL. It is believed that this contribution will also guide the development of teaching materials, the planning of in-class communicative practices, and the making of teacher training programs more functional.

1.6. Definitions of Key Terms

This section outlines the basic concepts frequently mentioned in the current review study. Each key term is presented with its direct definitions, as accepted in the literature, to help the reader better understand the study. In this way, the conceptual framework of the

study is clearly presented, and the terminology used in the study is aimed to be evaluated with a common understanding.

Communicative Competence: *“is the tacit knowledge of the language and the ability to use it for communication”* (Hymes, 1972, p. 38), and refers to a competence that includes not only knowing the structural aspects of a language but also how to use it in social environments. In this study, communicative competence is considered a fundamental component of pragmatic competence.

Intercultural Competence: *“is the study of nonnative speakers’ use and acquisition of L2 pragmatic knowledge”* (Kasper, 1996, p. 145), and is concerned with how individuals use language in different cultural contexts. In the current study, the concept of intercultural competence serves as an essential reference point for assessing the extent to which individuals adapt to the pragmatic norms of the target language.

Interlanguage Pragmatics: *“refers to nonnative speakers’ (NNSs’) comprehension and production of speech acts, and how their L2-related speech act knowledge is acquired”* (Kasper & Dahl, 1991, p. 216), and is used to explain how FLLs develop their pragmatic competence in the target language, as well as the linguistic and cultural interactions they encounter during the process. In this context, it serves as a basic theoretical framework for the current study.

Politeness Theory: *“forms of behaviour that establishes and maintains comity”* (Leech, 1983, p. 82). Politeness theory examines how individuals use language in polite and appropriate ways in their social interactions. It is one of the theories frequently employed in the field of pragmatics to explain the subtleties in linguistic interactions. This theory is considered essential to the current study, as it provides a general understanding of the linguistic preferences FLLs exhibit in their social interactions.

Pragmatics: *“is the study of speaker meaning”* (Yule, 1996, p. 3). It examines what individuals actually mean by what they say and how these meanings change according to context, providing a basic theoretical basis for the study of linguistic communication by considering the semantic dimension of language in conjunction with context. In this respect, it is one of the basic concepts used within the scope of the study.

Pragmatic Competence: *“is the ability to use language effectively in order to achieve a specific purpose and to understand language in context”* (Thomas, 1983, p. 96). It refers to the ability of individuals to use language appropriately in context and is an important component of communicative competence. Therefore, in this study, it is one of the main concepts used as a theoretical basis.

Speech Acts: *“are those acts that can (though need not) be performed by saying that one is doing so”* (Searle, 1975, p. 16). Speech acts are verbal or written expressions in which language is used to achieve a specific purpose and are one of the basic research topics of the field of pragmatics. Within the scope of this study, types of acts such as requests, apologies, and suggestions are included; this concept has played a guiding role in the creation of the theoretical framework and understanding of pragmatic content.

CHAPTER 2

LITERATURE REVIEW

This chapter presents and discusses the necessary terminologies regarding the intersection of Pragmatics and EFL. The concepts of pragmatics, interlanguage pragmatics, cross-cultural pragmatics, the cooperative principles and Grice's maxims of conversation, politeness theory, and speech act theory were addressed in order. Moreover, how to teach pragmatic aspects of language and the research methodology in pragmatics were also discussed.

2.1. Pragmatics

In the words of Huang (2017), the terminology of pragmatics is defined as “*one of the most vibrant and rapidly growing fields in linguistics and the philosophy of language*” (Huang, 2017, p.1) and considered as an examination of it within a particular setting. Nonetheless, as Huang (2017) clarifies, such a definition of pragmatics is lacking to some extent since it is a broad field. Alternatively, Yule (1996) defines pragmatics in greater depth by noting the importance of understanding syntax and semantics. As stated by him (1996, p.4) directly, regarding syntax, it “*is the study of the relationship between linguistic forms, how they are arranged in sequence*” (Yule, 1996, p.4). Additionally, Yule (1996, p.4) defines semantics as “*the study of the relationships between linguistic forms and entities in the world; that is, how words literally connect to things*” (Yule, 1996, p.4). To briefly state, pragmatics described with the correlation of the language structures of a language and its users (Yule, 1996). This point of view positions pragmatics as a discipline that goes beyond merely linguistic structures, focusing on communicative context and intentions of the speakers (Yule, 1996).

Considering pragmatics' comprehensive and multifaceted nature, one cannot grasp it with simple definitions. Therefore, a distinction should be made between the terms pragmatics and semantics as a starting point. Semantics and pragmatics are two different disciplines that are the basic subfields of linguistics, and although they can be considered complementary, both have totally different foci.

Semantics focuses on the exact meanings of words, sentences, and expressions without focusing on the context in which they are being uttered (Yule, 1996). Conversely, pragmatics concentrates on language and how it changes, depending on the context of the conversation, intention of the speakers, culture, etc. (Yule, 1996). In this respect, pragmatics examines how the meaning is shaped not only at the word level but also according to the situation in which it is being used (Yule, 1996). This examination plays a determinant role in the acquisition of communicative competence, especially in the EFL context.

While addressing these issues, it is essential to state that Grice's (1975) cooperative principle and implicature theory can be considered the core point at which pragmatics and semantics are distinguished from each other. For instance, to illustrate the difference, if one asks a restaurant or cafe employee, "*Do you have a shawl?*", this utterance may have different meanings and intentions, regarding semantics and pragmatics. In terms of semantics, this question is asked only to gather information about whether the establishment has a shawl or not in its possession. However, from a pragmatics perspective, this question is asked by a customer to state the fact that he/she is cold and asks for a shawl, depending on the context of the conversation.

Levinson (1983), in turn, suggests that pragmatics not only focuses on the context where communication takes place but also on the culture, interpersonal relationships, and usage of speech acts. According to him, pragmatics should be considered an essential tool that people can use the language to build and maintain social connections rather than just focusing on passing the message (Levinson, 1983). Being aware of the social dimension is considered necessary for FLLs in terms of not only constructing correct sentences but also being able to respond appropriately and effectively during communication. Therefore, the concept of pragmatic competence should be treated not only as a supporting but also as a central aim in language teaching programs.

All in all, while semantics deals with the exact meaning of the utterances, pragmatics, on the other hand, focuses on the intended meanings of the utterances of speakers, acknowledging the use within a context. This significant distinction is commonly noticeable, especially when it comes to observing the communication breakdowns of foreign language users. When language users misinterpret contextual cues or fail to act in accordance with cultural norms, they may fail to sustain communication even when they use grammatically

correct sentences. Therefore, interlanguage pragmatics is considered to be a quite critical concept since it dwells on the improvement of pragmatic skills of individuals.

In this context, Kasper (1992) mentioned the concept of interlanguage pragmatics and drew attention to the process by which learners acquire the social use of the language. This approach argues that learners need to develop not only structural and vocabulary knowledge but also contextual awareness. Therefore, the acquisition of pragmatic skills in language teaching has gained importance, especially considering communicative skills.

2.2. Interlanguage Pragmatics

It has been stressed in several studies that achieving communicative competence in language learning is not only related to using language structures correctly but also to being able to produce utterances appropriately within the social and cultural contexts of the target language (Bardovi-Harlig, 1999; Kasper & Rose, 2002). In this regard, interlanguage pragmatics has arisen as a comprehensive field that analyses the extent to which and how FLLs attain the necessary norms of pragmatics in the target language in question.

ILP, as mentioned by Leech (2014), is fundamentally based on *"how non-native speakers of a language acquire pragmatic competence in their target language"* (Leech, 2014, p.261). According to him (2014), in order to be proficient in a particular language, learners need to recognize not only the target language's pragmatic structures but also the culture of the language in question; so that only this way can the intended conveyance of the message be made between the speakers (Leech, 2014). At this point, ILP encompasses meaning production processes that not only consist of structural knowledge but also require cultural context and social interaction. In this respect, it plays a central role in the acquisition of communicative competence (Leech, 2014). That is, ILP is considered a research area that examines and analyzes FLLs' competencies to use the language socially and contextually (Selinker, 1972). This interpretation of the ILP forms the most essential aspect that differentiates it from the traditional language learning theories. Present research in the field has shown that FLLs' communicative competence occurs together with the development of their pragmatic awareness towards the target language (Ishihara & Cohen, 2010; Taguchi, 2019).

According to Selinker (1972), the term interlanguage signifies a temporary language system in which an individual creates between his/her mother tongue and the target language

that he/she is learning, and as he (1972) suggests, this language system can differ between individuals or be altered over time. ILP merges the terms of 'interlanguage' and 'pragmatics', exploring what FLLs utter in the target language and when, how, and in what context they utter it (Kasper & Blum-Kulka, 1993). ILP aims to ensure effective and appropriate communication in the target language by examining not only what individuals say, but also the social intention and context in which they express it (Selinker, 1972). Particularly, since FLLs have a tendency to transfer the social norms of their native language and culture to the target language that they are learning, misinterpretations often occur during the process (Blum-Kulka et al., 1989). As highlighted in the necessary ILP studies, regarding this issue, together with the linguistic structures of a language, the relevance in communication is also considered a crucial element of the language learning process.

ILP studies seek to reveal to what extent FLLs are aware of particular cultural values and social behaviors that are linked to the target language (Kasper & Rose, 2002). These studies examine not only the correctness of language use in terms of its structures but also the appropriateness of discourse (Kasper & Rose, 2002). To put it more specifically, it is quite possible for FLLs to construct sentences that are grammatically correct yet can be misunderstood by the listeners, and these kinds of situations, especially in oral discourse, can lead to communication failures. Such situations prove that accuracy in language does not always result in communicative success. Hence, as mentioned earlier, ILP not only concentrates on grammatical correctness but also competence in communication, considering the delivery of intended messages (Kasper & Blum-Kulka, 1993).

Studies of ILP frequently focus on speech acts, which are considered delicate in terms of cultural aspects (Kasper & Blum-Kulka, 1993). Requesting, apologizing, and refusing are the most common speech acts in our daily lives, and since these speech acts are used differently in every culture, FLLs' ability to use them appropriately matters, considering the effectiveness of the communication (Blum-Kulka, et al., 1989). ILP, by also focusing on speech acts, sheds light on how FLLs develop appropriate social and contextual communication skills (Kasper & Blum-Kulka, 1993).

All in all, the concept of ILP sheds light on the fact that individuals who are learning a foreign language must be aware of the socio-cultural aspect of the target language in order to attain pragmatic competence. Research conducted in the field clearly demonstrates that in order to be able to sustain meaningful and effective communication in the target language,

one must acquire the pragmatic competence required. Therefore, at this point, pragmatic competence also emerges as a significant concept in which FLLs appropriately create pragmatic meaning in their discourse using the target language in question.

2.3. Pragmatic Competence

Pragmatic competence is defined as the capability of FLLs to use the foreign language appropriately within its socio-cultural setting (Kasper & Rose, 2002). This competence involves not only the usage of grammatically correct language but also being aware of what, when, how, and why to say things during communication (Kasper & Rose, 2002). The common aspects of pragmatic competence are the speaker's ability to comprehend the implied meanings in discourse, opt for the necessary speech act, and adapt the foreign language in question to the context (Thomas, 1983). That is to say, pragmatic competence can be interpreted as the combination of knowledge of a particular language and the necessary social communicative skills.

Considering achieving communicative competence in a language, pragmatic competence is considered an indispensable part of it. Beginning with the model of Hymes (1972), it has been regarded that social and contextual appropriateness is as crucial as acquiring the structural knowledge of a language; only in this way can a meaningful interaction between speakers be sustained. Considering the model of Canale and Swain (1980), this aspect in question was termed as sociolinguistic competence without focusing on pragmatics specifically. Subsequently, different researchers elucidated the term pragmatic competence as an individual element within their communicative competence models (Bachman, 1990; Bachman & Palmer, 2010). For instance, Bachman and Palmer (2010) separated the knowledge of a language into two categories, which involved the grammatical knowledge and functional usage of it, and they shed light on the fact that having pragmatic competence is considered a core element of individuals' linguistic competence.

Pragmatic competence is generally addressed under two components, which are pragmalinguistic and sociopragmatic knowledge (Kasper & Rose, 2002). Pragmalinguistic competence of an individual refers to the awareness of effective usage of the linguistic expressions and strategies of the language in question (Kasper & Rose, 2002). To give an example, considering requesting, an individual being aware of the language structures to be used within the situation (e.g., *"Would you mind...?"*) is regarded as pragmalinguistic

knowledge. Sociopragmatic competence, on the other hand, involves the rules of the social context to be followed, such as being aware of the person that an individual is talking to, their relationship with the addressee, or the addressee's age and status (Kasper & Rose, 2002). These rules lead a language user to decide which utterance to use is appropriate within the context. That is, the pragmatic competence of a language learner is considered as the capability to use these utterances appropriately within the social context, in an integrated manner (Taguchi, 2017).

Considering EFL learners, the growth in pragmatic competence may not be as accelerated as their competence in structural knowledge of English, as they may not have enough exposure to authentic contexts where English is spoken. Mostly, in classroom settings, EFL teachers make an effort to teach the necessary pragmatics aspects to the learners. However, due to the lack of direct exposure, the occurrence of delays and errors is quite inevitable. As stated by Bardovi-Harlig (2013), even though some individuals have competency in a language, they may utter some expressions that may be considered inappropriate or even rude by the native speakers of the language in question. This matter clearly proves that pragmatic competence of an individual is not being developed jointly with the structural competence.

To sum up, it is undeniable that pragmatic competence offers critical advantages for FLLs. As mentioned earlier, even though FLLs produce grammatically correct utterances in the target language, they may face difficulties regarding using those utterances appropriately in the social context, and that situation may lead to communication failures or misunderstandings (Taguchi, 2011). Raising pragmatic competence reduces the occurrence of those issues and gives FLLs an opportunity to create more meaningful and successful interactions with others. Moreover, pragmatic competence gives FLLs an insight into cultural awareness, by making them more conscious of social norms (Ishihara & Cohen, 2010).

It is for this reason that, during EFL practices, it is critical to dwell on pragmatic appropriateness as well as grammatical accuracy (Kasper & Roever, 2005). As Soler and Flor (2008) state: "*Communicative competence is not only achieved by improving learners' grammatical knowledge, but it also concerns the development of discourse and pragmatic competencies*" (Soler & Flor, 2008, p.5).

2.4. Cross-cultural Pragmatics

Cross-cultural pragmatics is a field that explores and evaluates the practices of divergent languages and their cultural aspects (Wierzbicka, 2003). As argued by Wierzbicka (2003), each language and each culture have unique politeness, directness, and indirectness approaches, which lead to the complete different usage of the aspects mentioned depending on the cultural setting. One simple example is that, being straightforward during interaction may be perceived as sincerity or impoliteness, in accordance with the cultural norms of the speakers (Thomas, 1983). Moreover, as highlighted by Thomas (1983), such differences and incapability of recognizing them result in making socio-pragmatic mistakes, which lead to communication breakdowns or misunderstandings between the speakers.

Thomas (1983) examined pragmatic failures in cross-cultural communication in detail and divided them into two basic categories: pragmalinguistic failure and sociopragmatic failure (Thomas, 1983). As he (1983) states, pragmalinguistic failure results from using a particular expression or phrase of one language incorrectly in the other language (e.g., using a politeness strategy incorrectly by translating it word by word from the native language). Moreover, sociopragmatic failure results from the speaker's misjudgment of the social norms and expectations of the target language community (Thomas, 1983). For instance, when a Turkish individual orders a waiter in a restaurant in Germany with a direct imperative such as *"Bring me some tea,"* this utterance may be interpreted as rude or commanding. Although the intention of the person is only to place an order, the target society expects softer and more indirect expressions. Such an expression is considered a sociopragmatic error because it does not fit social expectations of the culture (Thomas, 1983). This distinction helps us understand the causes of communication accidents arising from cultural differences and shows that attention should be paid to both linguistic expressions and cultural context knowledge in language education.

One of the most studied aspects of CCP is the way speech acts are realized in different languages. The comprehensive cross-cultural speech act realization project compared how requests and apologies are expressed in languages such as English, Hebrew, and German (Blum-Kulka et al., 1989). This study revealed significant differences in indirectness and politeness strategies across cultures. To give an example, indirect expressions often used in making requests in English such as *"Could you please...?"* can be expressed in more direct terms by Hebrew speakers (Blum-Kulka & Olshtain, 1984). Similarly, expectations of

apologies vary across cultures; in some languages, long, detailed apologies are expected, while in others, a brief apology may suffice (Blum-Kulka et al., 1989).

Considering the studies of ILP, Wierzbicka (2003) introduced the concept of cultural scripts, drawing attention to the implicit norms shared by members of each culture that guide linguistic interaction. For example, a style of expression that a Polish speaker might consider polite might be viewed as distant by an Australian speaker because the two cultures' understanding of politeness is based on different cultural scripts (Wierzbicka, 2003). Such studies show that FLLs need to learn not only linguistic patterns but also the cultural pragmatic norms of the target language.

CCP research has also provided rich ground for testing the universality of politeness theories. Although Brown and Levinson (1987) suggested that politeness strategies have a universal basis, later CCP studies have documented that the frequency and manner in which these strategies are implemented vary across cultures (Blum-Kulka et al., 1989). Kecskes (2014) argues that in the age of globalization, speakers of different native languages bring their cultural pragmatic habits into the interaction even when communicating through a common language (e.g., English). This situation emphasizes the importance of flexibility and understanding in cross-cultural interactions; the aim is for FLLs to develop the ability to adapt to different environments rather than a single correct pragmatic rule.

2.5. The Cooperative Principles and Grice's Maxims

An important element of pragmatic competence is to grasp the underlying cooperative nature of discourse. Grice (1975) noted that in everyday conversations, speakers implicitly adhere to a cooperative principle, and this is how effective communication takes place. According to Grice (1975), speakers assume that their contributions to communication contain as much information as necessary, are accurate and verifiable, directly related to the topic, and are expressed in a clear and understandable manner (Grice, 1975). To embody this general principle, Grice (1975) defined four basic conversational principles, or maxims as he famously called them:

1. maxim of quantity,
2. maxim of quality,

3. maxim of relation,
4. and maxim of manner (Grice, 1975; Levinson, 1983).

The quantity principle requires that the information given should be neither too much nor too little; that is, that a sufficient amount of information should be conveyed (Grice, 1975; Levinson, 1983). Second, the quality principle involves telling the truth and avoiding giving false information without sufficient evidence (Grice, 1975; Levinson, 1983). Third, the principle of relation requires that what is said be relevant and not distracting (Grice, 1975; Levinson, 1983). Fourth, the principle of manner requires that the statement be clear, understandable, and concise, and that it be free of ambiguity (Grice, 1975; Yule, 1996).

Grice's (1975) four maxims of conversation define the expectations of communication that speakers often unknowingly adhere to. In real-life communication, speakers sometimes deliberately violate these maxims to convey implicit meanings (Grice, 1975). In an environment where the principle of cooperation is assumed, the violation of a maxim creates the impression in the listener that a different meaning is being conveyed through implicature (Grice, 1975; Thomas, 1995). For instance, a teacher who wants to remind a student that he/she needs to study might say, "*The exam is in only two weeks,*" instead of saying, "*You have to start studying.*" The first sentence, although it provides information in a surface structure, actually carries the inferential meaning of "*You should start studying immediately.*" Here, the teacher has conveyed an indirect message by partially violating the principles of quantity and relation; the student will understand this implication based on the principle of cooperation (Thomas, 1995). In this way, Grice's (1975) principle of cooperation and the conversational maxims explain how language is used to say the unsaid.

That is to say, as part of pragmatic competence, FLLs also need to develop their skills in analyzing Grice's principles and inferential meanings. Research in literature shows that understanding implication in the target language in question depends on being aware of these principles and correctly interpreting contextual information (Levinson, 1983; Yule, 1996). Therefore, this theoretical framework provides an important basis both in linguistic pragmatic analysis and in language teaching.

2.6 Politeness Theory

The use of polite and face-saving language in social interaction is considered to be another critical dimension of pragmatics. The phenomenon of politeness has been explained most comprehensively in the field with Brown and Levinson's (1987) politeness theory (Brown & Levinson, 1987). Based on the concept of "*face*" put forward by Goffman (1967), Brown and Levinson (1987) state that each individual has two types of "*face*" that they want to protect in communication:

1. *positive face*, i.e., the desire to be liked, approved of by others (Brown & Levinson, 1987; Goffman, 1967).
2. *negative face*, i.e., the desire to be free from interference from others and to be able to act freely (Brown & Levinson, 1987; Goffman, 1967).

In every communication, the speakers mutually try to avoid or reduce the threat of statements that may pose a threat to each other's positive and negative faces (Brown & Levinson, 1987). For example, when individuals want to ask someone for a favor, instead of directly saying "*Do this*," they prefer asking politely such as "*Could you help me with something if you are available?*" and that aims to show respect for the negative face of the other person.

Brown and Levinson (1987) ranked the politeness strategies that people use in everyday situations that may create a face threat, such as requests, rejections, criticisms, or suggestions, from the most obvious to the most indirect.

The first one in this ranking is direct statements that do not involve any politeness strategies, such as saying "*Give me my phone*," as clear and unambiguous commands (Brown & Levinson, 1987). The second is positive politeness strategies, in which the speaker tries to establish a friendly relationship with the other person and utters statements such as "*May I ask a small favor from someone as helpful as you?*" and uses warm and approachable language (Brown & Levinson, 1987). The third type of strategy is negative politeness strategies, which aim to respect the addressee's space (Brown & Levinson, 1987). Such statements are more reserved and apologetic; for example, "*I'm not disturbing you, right?*" or "*If possible, I wonder...*" (Brown & Levinson, 1987). Finally, the off-record statements,

in which the request is not directly stated but implied, are included; for instance, *"The door is still open"* may actually mean *"Can you close the door?"* (Brown & Levinson, 1987).

When deciding which of these strategies to use, the speaker takes into account factors such as the closeness between the other person, the status difference between them, and the importance of the request (Brown & Levinson, 1987). To provide an example to clarify, a student may use more indirect and polite language when asking for something from her/his teacher, while a more direct language may be preferred between two close friends.

One of the first attempts to explain the phenomenon of politeness was made by Lakoff (1973) and as suggested by her, there may be two rules underlying politeness: *"Do not disturb the other person"* and *"Keep distance proximity in two-way communication"* (Lakoff, 1973). This early approach attempted to reduce politeness to a few simple principles that could be generalized across cultures (Lakoff, 1973). Similarly, Leech (1983) attempted to explain the role of politeness in communication by defining six sub-principles under the name of the politeness principle (i.e., tact, generosity, approbation, modesty, agreement, and sympathy maxims) in a way that complemented Grice's principles of cooperation (Leech, 1983). For example, according to Leech (1983), the tact principle advises individuals to maximize the benefit and minimize the harm of others, and this makes it possible to be polite in actions such as requests or offers (Leech, 1983).

However, it is important to note that, such principles do not fully capture the complex nature of politeness in real-life interactions. Although Brown and Levinson's (1987) theory essentially proposes a universal model, it has been criticized especially for its claim to collect the understanding of politeness in different cultures within a single framework (Wierzbicka, 2003). Cultural pragmatics studies have shown that the negative and positive politeness balance suggested by Brown and Levinson (1987) is more prevalent in Western languages, and that this distinction may manifest itself differently in some languages.

Today, approaches to politeness view it as a concept that is negotiated interactively rather than a fixed set of rules (Spencer-Oatey, 2008; Watts, 2003). Watts (2003) argues that politeness in everyday communication is a field of meaning that speakers negotiate moment by moment rather than rigid rules. According to this approach, whether an expression is polite or rude depends largely on the context, the speaker's intention, and the addressee's perception (Watts, 2003).

Therefore, politeness is considered a dynamic social skill, and the parties' efforts to develop mutual understanding rather than static rules are emphasized (Spencer-Oatey, 2008; Watts, 2003). Spencer-Oatey (2008) also evaluates politeness in the context of intercultural communication and draws attention to how cultural factors shape politeness strategies. For example, a form of address that is seen as a sign of sincerity in one culture may be considered as quite disrespectful in another culture; therefore, it is important for language users to develop cultural awareness for successful communication (Spencer-Oatey, 2008).

In conclusion, although politeness theory initially proposed universal principles, the accumulation of literature has revealed its cultural and contextual dimensions. In acquiring pragmatic competence, learners should be taught not only the rules but also to understand politeness expectations in different cultures and situations and to be able to choose appropriate strategies (Brown & Levinson, 1987; Watts, 2003).

2.7. Speech Act Theory

One of the most influential theories in the field of pragmatics is considered to be speech act theory, which argues that language not only conveys information but also performs actions (Austin, 1962). According to Austin (1962), some expressions have certain social consequences when they are uttered. For example, when individuals say “*I promise...*” they do not just utter a sentence; they also make a promise. Austin (1962) examines such expressions in three dimensions: locutionary acts, illocutionary act, and perlocutionary act.

Locutionary act is basically considered to be the “*act of utterance*” that requires the production of “*meaningful linguistic expression*” (Yule, 1996, p. 48). In order for a speaker to deliver a message meaningfully, he or she is first obligated to utter the information successfully (Yule, 1996). For instance, the utterance “*It is raining outside*” is a locutionary act since it provides a successful meaning to the listener.

However, as Yule (1996) states, individuals “*don't just produce well-formed utterances with no purpose;*” instead, speakers produce utterances with a purpose in mind, which is referred to as the illocutionary act (Yule, 1996, p. 48). According to Hidayat (2016, p. 4), speakers perform illocutionary acts using illocutionary forces such as *promising, apologizing, and offering* (Hidayat, 2016, p. 4). Considering the example given before and

the illocutionary act, if an individual utters, "*It is raining outside*", the utterance may refer to the need to take an umbrella.

On the other hand, as Yule indicates (1996), all of the utterances created by the speakers intended to have a certain effect, and it is called the perlocutionary act (Yule, 1996, p. 48). As Hidayat (2016, p.4) clarifies, "*perlocutionary act refers to the effect the utterance has on the thoughts or actions of the other person*" (Hidayat, 2026, p.4)

Searle (1969) developed Austin's (1962) theory and made a systematic classification of speech acts (Searle, 1969). According to this classification (Searle, 1969):

- *Assertive acts* are statements in which the speaker reveals his/her beliefs or claims about the world (Searle, 1969).
(e.g., reporting a situation)
- *Directive acts* are statements that request the listener to perform an action (Searle, 1969).
(e.g., requesting)
- In *commissive acts*, the speaker makes a commitment to perform an action in the future (Searle, 1969).
(e.g., promising)
- *Expressive acts* are statements in which the speaker reflects his/her feelings and attitude (Searle, 1969).
(e.g., apologizing)
- Finally, there are *declarative acts*, which are specific expressions that change a social reality at the moment they are uttered (Searle, 1969).
(e.g., firing someone)

Searle (1976) has also introduced the concept of indirect speech acts. Accordingly, some expressions seem to have one meaning on the surface, but carry another intention underneath, and the correct understanding of such indirect expressions requires pragmatic skills (Searle 1976).

Speech act theory has made significant contributions both in theory and in practice. Many studies have been conducted on how acts such as apologizing, requesting, and

thanking are performed in different cultures (Blum-Kulka & Olshtain, 1984; Trosborg, 1995). These studies show that when FLLs transfer their native language patterns to the target foreign language, they can sometimes unintentionally appear rude or inappropriate (Cohen & Olshtain, 1993).

In order to benefit from this theory in FLT, it is recommended that students work with speech patterns that they can use in real-life scenarios (Ishihara & Cohen, 2010; Rose & Kasper, 2001). Cohen (2018) states that both native and non-native English teachers can develop their students' pragmatic awareness by having them practice daily acts such as apologizing or requesting. In short, speech act theory is not only interested in what the language says, but also what it does. In this respect, it offers strong contributions to FLT.

In summary, the literature in the field of pragmatic competence and pragmatics shows that FLLs need not only to learn necessary grammatical rules for communication, but also to learn to use language appropriately and effectively in context. Taken together, the theoretical frameworks examined – the interlanguage pragmatics, pragmatic competence, cross-cultural pragmatics, the cooperative principles and Grice's conversational maxims, politeness theory, and speech acts theory– illuminate the invisible rules and cultural codes underlying successful communication.

Current approaches to teaching foreign languages focus on helping learners know not only what to say but also how and when to say it (Rose & Kasper, 2001; Taguchi, 2011). Studies on systematic teaching of pragmatic skills reveal that learners do not acquire appropriate language use on their own, but show significant improvement when conscious instruction and opportunities are provided to them (Cohen, 2018; Kasper & Rose, 2002).

In this regard, teacher training programs should also increase awareness of the pragmatic dimension of language and provide teachers with ways to integrate pragmatic skills into the classroom (Cohen, 2018). As a result, the development of pragmatic competence should be one of the main goals of language education in order to prevent communication accidents and establish successful interactions in today's international communication environment (LoCastro, 2012; Taguchi & Roever, 2017). The theoretical and research findings discussed in this literature review strongly suggest that the importance given to the pragmatic component in language teaching will increase learners' communication success in the real world setting.

2.8. How to Teach Pragmatic Aspects of Language

Pragmatic language skills are defined as pragmatic competence, which refers to the appropriate and effective use of language in its social and cultural context (Kasper & Rose, 2002). This competence includes knowing when, how, and to whom to speak in what way, beyond merely adhering to grammatical rules (Kasper & Rose, 2002). The importance of the pragmatic dimension has been emphasized in models of communicative competence (Celce-Murcia, 2007). Indeed, speaking grammatically correct is not sufficient for successful communication (Thomas, 1983). Understanding the speaker's intention, implicit meanings, and rules of politeness correctly and responding appropriately are equally critical (Thomas, 1983). As Thomas (1983) put it, pragmatic failure in a language refers to the failure to grasp what is actually meant by what is being said, and such errors can often lead to communication problems. Therefore, developing pragmatic competence is seen as an integral part of achieving communicative competence.

The acquisition of pragmatic aspects in FLT has long been a neglected area. In the past, FLT practices focused more on teaching vocabulary and grammar, while pragmatic aspects of the language remained in the background (Bardovi-Harlig & Mahan-Taylor, 2003). As a result, many FLLs, despite having grammatical proficiency, may unintentionally be perceived as rude or inappropriate in their interactions in the target language (Bardovi-Harlig & Dörnyei, 1998). Bardovi-Harlig and Dörnyei (1998) highlighted that FLLs are less able to notice pragmatic errors or inappropriateness than they notice their grammatical errors. This shows that pragmatic awareness may not occur spontaneously and that these skills must be taught consciously. Especially in FLE contexts, it is essential that pragmatic skills are taught through classroom instruction since FLLs are not exposed to the use of the target language in natural environments (Rose & Kasper, 2001). In this context, language teachers are the primary sources in developing FLLs' pragmatic knowledge. It is the responsibility of the language instructor to convey the sociocultural rules and norms of the target language to FLLs and ensure that they understand aspects of the language, such as politeness strategies, speech acts, and implicit meanings.

Teaching pragmatic elements in language classes may seem more challenging than teaching other language skills, as pragmatic usage involves context and culture-dependent subtleties rather than observable, concrete rules (Kasper & Rose, 2002). For example, direct

or indirect ways of making a 'request' may vary depending on the social politeness rules in the target language, and implicit learning of these rules does not always occur. For this reason, it is emphasized that the explicit instruction approach is critical in acquiring pragmatic skills. Kasper (1997) questioned whether pragmatic competence can be taught in the classroom environment, and various studies have proven that this is possible with appropriate methods (Jeon & Kaya, 2006; Kasper & Rose, 2002). In recent years, numerous studies have consistently shown a general agreement that pragmatic education significantly contributes to FLLs' communication skills (Plonsky & Zhuang, 2019; Taguchi, 2015). According to the findings, in-class instruction has a greater and more lasting effect on the development of pragmatic skills compared to mere exposure (Jeon & Kaya, 2006; Plonsky & Zhuang, 2019). Moreover, although these effects may vary depending on the type of instruction, most studies show that explicit pragmatic instruction provides faster and more significant gains compared to implicit instruction (Norris & Ortega, 2001; Taguchi, 2011). For instance, explicit instruction techniques such as directly explaining pragmatic rules, discussing linguistic forms and appropriate language use strategies, and providing feedback increase FLLs' awareness and improve their pragmatic competence (Bardovi-Harlig & Mahan-Taylor, 2003; Ishihara & Cohen, 2010). On the other hand, providing examples only indirectly or leaving FLLs to discover on their own usually takes longer and does not always create the desired level of awareness (Jeon & Kaya, 2006).

Various methods and strategies have been employed in FLT to teach the pragmatic aspect. Audiovisual aids and authentic materials have been found to be especially effective in this area. For example, video recordings, films, or series containing authentic dialogues allow FLLs to observe subtle pragmatic cues in real language use (e.g., forms of address, intonation, politeness, or indirect speech) (Bardovi-Harlig, 2013). Bardovi-Harlig (2013) states that pragmatic education, supported by authentic materials, enables FLLs to become familiar with the real-world use of the language. Such materials are effective because they demonstrate not only the structural features of language but also how these features can vary depending on social context. By observing how subtleties in communication, such as intonation or indirectness, are shaped by specific social situations, FLLs develop a deeper comprehension of the cultural aspects. This, in turn, helps them become not only knowledgeable but also capable of using the language appropriately.

It is also common to conduct pragmatic awareness activities, such as identifying appropriate expressions in specific situations and discussing the politeness levels of different forms of expression (Ishihara & Cohen, 2010). Through such activities, FLLs begin to recognize the impact of not only word or structure choices but also the way they utter words during discourse. They also build intercultural awareness by comparing the usages in their native language. These comparisons are crucial in identifying potential pragmatic transfer errors. In such activities, the teacher can also draw attention to cross-cultural differences and compare the strategies used, for example, when making a request in Turkish and English; thus, FLLs become aware of possible pragmatic transfer errors. Teacher guidance is essential at this stage; a teacher who highlights cultural differences in strategies helps FLLs understand not only the target language but also the social norms that shape it. This, in turn, allows FLLs to communicate more effectively.

Role-playing activities also have an important place in teaching pragmatic skills. FLLs have the opportunity to practice appropriate language use by acting out certain communication scenarios in class (e.g., asking permission from a teacher, making a request to a stranger, apologizing for a mistake, etc.). In this way, FLLs not only hear theoretically what is correct, but also internalize pragmatic strategies by applying them themselves. Since these practices encourage FLLs' active participation, they help retain learned information in long-term memory, allowing FLLs to respond appropriately to similar situations in real life.

Additionally, feedback and reflection processes are also considered integral to pragmatic teaching. FLLs may discuss their own expressions after an activity, evaluate which expressions would be more appropriate as a group, and discover the closest usage patterns to the correct ones with the teacher's guidance (Ishihara & Cohen, 2010). These feedback and reflection processes allow FLLs to recognize and improve their language use as they not only learn the correct answer but also have the opportunity to understand why it is more appropriate. This fosters pragmatic awareness and directly influences their language use.

As a result, it is recommended to employ a combined approach to teaching pragmatic aspects, including consciousness-raising, explicit rule explanation, authentic example presentation, interactive tasks, and corrective feedback (Rose & Kasper, 2001; Taguchi, 2015). This combination enables FLLs to both conceptually understand pragmatics and apply this knowledge effectively during communication.

All in all, the literature strongly suggests that incorporating pragmatic skills into FLT process will help FLLs become more communicatively competent and interculturally sensitive individuals. Therefore, it is of great importance to systematically include the pragmatic dimension of language in language teaching programs and teacher education curricula (Taguchi, 2011). Both international research trends and studies on the current situation in Türkiye indicate that pragmatic instruction, although still a relatively neglected area, presents an important opportunity to address the existing gaps in FLE and to develop communication skills in a holistic manner. Therefore, increasing the practices supported by theoretical knowledge on how to teach pragmatic skills will contribute to FLLs' understanding of subtleties such as politeness, indirectness, etc., in FLE classes and to their success in communication.

2.9. Research Methodology in Pragmatics

Since the research in pragmatics aims to examine language use in context, the methods used in this field require different approaches than those used in other linguistic studies. In pragmatic research, individuals' intentions, social norms, and contextual variables are considered to be the primary focus. Therefore, researchers attempt to capture natural language use while also aiming to gather systematic and comparable data. There are generally two main branches of pragmatic research: cross-cultural pragmatics (CCP) studies and interlanguage pragmatics (ILP) studies (Kasper & Blum-Kulka, 1993; Kasper & Rose, 2002). CCP aims to uncover universal and culture-specific pragmatic patterns by comparing language use across languages and cultures (Kasper & Blum-Kulka, 1993; Kasper & Rose, 2002). Whereas ILP examines the pragmatic development of FLLs, how they use language differently in the target language under the influence of their mother tongue, and how they progress over time (Kasper & Blum-Kulka, 1993; Kasper & Rose, 2002). In both cases, methodological choices vary depending on the purpose of the study in question.

Regarding data collection methods, researchers have developed a variety of tools. The main pragmatic data collection techniques include:

- ***Discourse Completion Tasks (DCTs):*** Participants are presented with specific communication scenarios and asked what they would say in these situations. For instance, they are asked to write a request statement appropriate to the scenario, such as *"What would you say if you asked a friend to help you with your chores?"*

DCTs have been widely used to compare speech acts across cultures (Blum-Kulka, House, & Kasper, 1989). This method is considered practical because it provides the researcher with controlled, comparable data and allows for the rapid collection of data from numerous participants. However, since the situation is fictional, participants' responses may not fully reflect real-life language use.

- **Role-plays:** Participants are asked to role-play specific communication situations verbally. The researcher gives participants a scenario (e.g., "*Asking your teacher for more time to submit a paper*") and asks them to improvise the situation. Data obtained through the role-playing technique can capture the dynamic aspect of pragmatic use because they include the interaction process and spontaneous responses (Rintell & Mitchell, 1989). In fact, some studies have shown that verbal data obtained through role-playing provide more natural and detailed language strategies compared to written DCT responses (Beebe & Cummings, 1996; Golato, 2003). A disadvantage of role-playing is that participants are aware of the situation as a fake, which can sometimes lead to stress or a lack of authenticity in using real language.
- **Natural Language Data and Observation:** The data obtained from real-life interactions is considered valuable for researchers in the field. In this regard, researchers collect data by recording and observing classroom, everyday, or telephone conversations. This approach, also known as direct observation, aims to capture participants' language use in their own contexts, without referring to any artificial tasks (Kasper & Dahl, 1991). For example, if a researcher wants to examine how Turkish and non-Turkish individuals thank and respond to each other, he/she can record and analyze their natural conversations. Natural language data is extremely valuable, as it reveals how language is actually used; however, it can be more challenging to collect and analyze compared to other techniques. Furthermore, challenges can arise, such as not finding sufficient data of the desired target structure (e.g., refusals) during natural speech. To overcome this problem, some researchers resort to corpus analysis. The search and comparison of specific pragmatic expressions or patterns within language corpora has led to the development of the field of 'corpus pragmatics' in recent years. In particular, by comparing corpora of English language use by native speakers with corpora of EFL learners, pragmatic differences can be identified (Roever, 2010). Using

naturally occurring data and corpora provides pragmatic research with validity and increases the generalizability of findings (Aijmer & Rühlemann, 2015).

- ***Questionnaires and Scales:*** In some studies, it is also common to collect participants' ratings of the appropriateness of specific expressions. For example, they might be asked to engage in dialogues prepared for different situations and might be rated for their politeness or appropriateness on a Likert scale. This allows researchers to quantitatively measure FLLs' pragmatic judgments and preferences (Bardovi-Harlig & Dörnyei, 1998). Self-report questionnaires can also be used to gather information about teachers' or FLLs' awareness of pragmatics, which topics they find challenging, and what sources they use to learn. Such methods are often used in conjunction with other qualitative data, providing insight into the perception of pragmatic topics.
- ***Interviews:*** Semi-structured interviews play an essential role in collecting qualitative data in pragmatic research. Interviews can be conducted, particularly after an intervention session, to gain insight into FLLs' experiences or their thoughts on strategy use. This technique helps uncover the reasons FLLs base pragmatic decisions on, such as why they choose to express a situation indirectly (Cohen, 1996). The resulting qualitative data from the conducted interviews are valuable for understanding the reasons and processes behind numerical results.

The methods and tools mentioned above can be used individually or in combination, depending on the purpose of the study. For example, a researcher studying the apology strategies of EFL learners in Türkiye could first identify a general trend using DCT and then observe how this trend appears in verbal interaction through role-playing. Then, they could interview participants about their thoughts behind their strategy choices. Such a multifaceted design enables a holistic approach to understanding the what, how, and why of pragmatic behavior. Therefore, it is recommended that pragmatic studies be conducted using mixed-method designs whenever possible (Creswell & Plano Clark, 2018). This allows for the examination of pragmatic phenomena from both quantitative and qualitative perspectives.

The analysis of data in pragmatics research is regarded as a distinct methodological aspect of the field. Quantitative analyses are typically employed to determine the frequency of strategies employed in speech acts, the average degree of indirectness, and statistical differences between various groups. Statistical tests are used to determine whether there are

significant differences in the pragmatic performances of different groups. Furthermore, qualitative analysis methods allow for the interpretation of the subtleties contained in the data. Content analysis and conversational analysis approaches, particularly in natural interaction recordings, shed light on issues such as the speaker's intention and interaction patterns. These in-depth analyses enable us to understand the contextual and interactional nature of pragmatics (Kasper & Dahl, 1991). Recently, researchers have also adopted the principle of triangulation when analyzing pragmatic data, which involves combining multiple data sources or types of analysis to increase the reliability of findings (Creswell & Plano Clark, 2018).

When examining pragmatics research in the Türkiye context, the overall trend is similar to the global literature, but some gaps are also noticeable. Especially in environments where English is learned as a foreign language, numerous studies have focused on how FLLs perform specific speech acts using methods such as DCT and surveys. While these studies are useful in providing numerical data and identifying general trends, there is still room for improvement in areas such as detailed examination of natural classroom interactions or observing long-term pragmatic development. This highlights the need to increase the diversity of research methods. In the future, the introduction of methods such as ethnographic studies, which observe the natural development of pragmatic skills in the classroom, or large-scale corpus analyses could help us gain a more comprehensive understanding of the field.

Consequently, the method to be used in pragmatics research should be carefully selected, as it should be appropriate to the context of the study. Each method has its own advantages and limitations; therefore, researchers often examine pragmatic phenomena from different perspectives by employing multiple methods simultaneously. Methodological awareness is critical in pragmatic research for ensuring the reliability and validity of the findings. A review of current research on pragmatic competence in Türkiye shows that increasing methodological diversity will broaden opportunities for understanding the pragmatic dimension. Therefore, research designs that combine different data collection tools and analysis techniques in future studies will help us gain a rich and multidimensional understanding of pragmatics.

CHAPTER 3

METHODOLOGY OF RESEARCH

This chapter first outlines the research design of the current review study. Then, the utilized data collection tools, procedure, and analysis of the data are presented and discussed in detail for ensuring transparency and reliability.

3.1. Research Design

A systematic review study is a research approach that provides researchers an opportunity to examine and analyze the literature, considering the aspects and topics they intend to study (Snyder, 2019). It gives researchers an option to investigate the previously conducted studies, and that investigation offers significant insights towards not only comparing the findings of the conducted studies but also determining research gaps in the literature, concerning the topic of the study (Cooper, 2010). Additionally, systematic review studies provide an opportunity to assess the scope, depth, and development over time of existing literature on a topic in question (Cooper, 2010). Therefore, they have the potential to provide an overview of academic trends in the field.

The main reason behind the preference for conducting this systematic review study is that it offers researchers a framework in which to indicate the repetitions in themes, most preferred research designs, research trends, and so on (Boote & Beile, 2005). As Boote and Beile (2025) put forth, the framework provided by review studies creates an opportunity for other researchers to conduct valuable further studies by being aware of the research gaps in the literature. Moreover, the gathering of the findings from numerous studies broadens the scope of research, and a review study may provide an in-depth perspective on the related issue (Petticrew & Roberts, 2006). Such studies not only serve to document former research but also provide strategic roadmaps for further academic research (Boote & Beile, 2005).

In light of this, this study was conducted as a systematic review that aimed to investigate and analyze national M.A. and Ph.D. studies that were based on the intersection of the concepts of pragmatics and EFL. Hence, in order to report the necessary information and findings about the M.A. and Ph.D. theses, a systematic documentation analysis was

adopted throughout the study. As Bowen (2009) states, "*documentation analysis is a systematic procedure for reviewing or evaluating documents*" (Bowen, 2009, p. 27), and is thought to be essential to utilize in the current study to see the necessary information and overall picture regarding the examined M.A. theses and Ph.D. dissertations. Thanks to the documentation analysis method adopted in this study, the data collected were put together thematically accordingly with their categories. This approach made it possible to systematically classify and comparatively analyze the data.

Conducting documentation analysis in research gives researchers an opportunity to analyze existing documents (e.g., coursebooks, published studies, etc.) in an in-depth manner and provides researchers with reliable findings, considering that the data collected is unaltered (Bowen, 2009). One of the strengths of this method is that it provides a more suitable ground for objectivity in interpretation, since the data are produced without the intervention of the researcher (Bowen, 2009). In addition, such analyses conducted on literature-based data provide high clarity in determining the general trends of the field.

The current review study mostly presented qualitative data, considering the necessary documentation analysis conducted. However, regarding the numerical data on the number of M.A. and Ph.D. studies, their percentages depending on various issues, etc., the current study also includes quantitative data to a certain extent. In other words, although this study was primarily conducted with a qualitative research approach, limited numerical data support was also added to the study in the analysis by presenting percentage distributions regarding certain aspects of the analyzed theses, such as topic, year of study, and research methodology.

3.2. Data Collection Tools and Procedure

The data for this study were obtained from the Council of Higher Education Thesis Center (YÖK Tez), which archives and publishes master's theses and doctoral dissertations written in Türkiye. In Türkiye, M.A. and Ph.D. theses are made publicly accessible through this platform after being submitted to and approved by the relevant institutes. Given that the platform is widely recognized for its reliability and offers detailed, advanced search options, it was selected as the sole source of data for this study.

While obtaining the necessary data, the following established criteria were followed:

- (1) The data obtained only from M.A. and Ph.D. theses conducted in the context of Pragmatics and EFL.
- (2) The data obtained only from M.A. and Ph.D. theses, which were published in Türkiye.
- (3) The data obtained only from M.A. and Ph.D. theses which were conducted within the last 10 years (2015-2024).

During the data collection process, specific keywords were initially searched on the Council of Higher Education Thesis Center (YÖK Tez) platform. In order to maximize data coverage and minimize the risk of overlooking relevant M.A. and Ph.D. theses, an extensive range of keywords was used (see Chapter 4). In total, forty (N = 40) keyword combinations were searched on the platform, listed in the following sequence:

1. *Pragmatics*
2. *Edimbilim (pragmatics)*
3. *Intercultural competence*
4. *Kültürlerarası yeterlilik (intercultural competence)*
5. *Interlanguage pragmatics*
6. *Speech acts*
7. *Sözeylem (speech act)*
8. *Presupposition*
9. *Önvarsayım (presupposition)*
10. *Pragmatic competence*
11. *Politeness*
12. *Kibarlık (politeness)*
13. *Pragmatic failure*
14. *Edimbilimsel başarısızlık (pragmatic failure)*
15. *Pragmatic awareness*
16. *Edimbilimsel farkındalık (pragmatic awareness)*
17. *Implied meaning*
18. *Örtük anlam (implicit meaning)*
19. *İma edilen anlam (implied meaning)*
20. *Deixis*
21. *Dectic expressions*

22. *Grice's maxims*
23. *Grice's conversational maxims*
24. *Maxims of conversation*
25. *Grice'in maksimleri (Grice's maxims)*
26. *Grice'in ilkeleri (Grice's principles, the cooperative principle)*
27. *Sociolinguistic competence*
28. *Sosyodilbilimsel yeterlilik (sociolinguistic competence)*
29. *Toplumdilbilimsel yeterlilik (sociolinguistic competence)*
30. *Implicature*
31. *Cooperative principles*
32. *Sezdirim (implicature)*
33. *Sociocultural competence*
34. *Sosyokültürel yeterlilik (sociocultural competence)*
35. *Cross-cultural competence*
36. *Kültürlerarası yeterlilik (cross-cultural competence)*
37. *Pragmatic analysis*
38. *Edimbilimsel çözümleme (pragmatic analysis)*
39. *Sociopragmatic analysis*
40. *Toplumedimbilimsel çözümleme (sociopragmatic analysis)*

Figure 3.1. is an example of the data collection process from the Council of Higher Education Thesis Center (YÖK Tez).

Figure 3.1.

Data Collection Process from the Council of Higher Education Thesis Center

The screenshot displays the website of the Council of Higher Education Thesis Center. The header includes the logo and name of the center. Below the header is a navigation bar with links: Home, Search, Legislation, Statistics, FAQ, Legal Notice, Contact, and Help. The main content area features a search interface with tabs for Detailed Search, Advanced Search (selected), Recently added, and Preparing theses. The Advanced Search section includes a table with search criteria:

Advanced Search					
Term(s)	Search field	Search as	Year	2015	<=Year<= 2024
Pragmatics	@ All	Includes	Thesis type	Select	
and EFL	@ All	Includes	Access type	Authorized	

As shown in Figure 3.1.:

- First, keywords such as '*pragmatics*' or '*edimbilim*' were searched together with the keyword '*EFL*' to find the necessary M.A. theses and Ph.D. dissertations.
- Then, the '*search field*' option was adjusted as '*all*', and the theses were searched for as '*includes*' to find more relevant M.A. and Ph.D. studies.
- Finally, the years were selected as between 2015 and 2024, only '*authorized theses*' were found and included in the data corpus of the current review study.

3.3. Data Analysis

Since the present study aims to review M.A. and Ph.D. theses conducted in Türkiye and to examine these works in all relevant aspects, the data corpus compiled during the data collection phase was subsequently analyzed through systematic documentation analysis. This method enables the structured evaluation of written sources in accordance with predefined themes (Bowen, 2009). The documents comprising the dataset consist of master's and doctoral theses published in Türkiye between 2015 and 2024. These theses, selected based on the purpose and scope of the research, were analyzed systematically according to predetermined criteria.

The data analysis process was conducted in four (N=4) main stages:

1. Preliminary Reading and Review:

In the first stage of the analysis process, the selected theses were examined and checked again in terms of their subject suitability. Therefore, it was ensured that the studies only in the EFL context and addressing pragmatics were included in the evaluation.

2. Determination of Classification Categories:

The classification framework to be used in the analysis was determined in line with the research questions, and each selected thesis was classified according to the following variables:

- Level (i.e., M.A. / Ph.D.)
- Year of Publication (i.e., 2015-2024)
- Language (i.e., Turkish / English)
- Research Designs (i.e., qualitative, quantitative, mixed-methods research)
- Data Collection Tools (i.e., questionnaire, interview, DCT, role playing, etc.)
- Participants (i.e., students, teachers, etc.)
- Topics of Pragmatics Addressed (i.e., speech acts, politeness theory, intercultural pragmatics, etc.)

3. In-Depth Analysis of the Selected Theses:

To carry out the categorization properly, the “*Introduction*” and “*Methodology*” sections of each M.A. and Ph.D. thesis were read and analyzed in detail. Thematic and methodological classifications were made in line with the information obtained from these sections.

4. Presentation of the Data:

After the categorization process was completed, the data obtained from the selected theses were transferred to an Excel table, and the frequency (f) and percentage (%) values for each category were calculated. These quantitative data were interpreted under headings such as the distribution of master's and doctoral theses by year, preferred research methods, data collection tools used, types of participants, and prominent trends (*See Chapter 4*).

Throughout the data analysis process, the principles of objectivity and consistency were adhered to. Classification processes were carried out in accordance with predefined criteria of the current study, and each thesis was evaluated in accordance with these. In addition, in order to increase the reliability of the findings, the results obtained were supported with tables and figures, which accompanied the interpretations.

All in all, thanks to this analysis process, the methodological and thematic characteristics of pragmatics postgraduate theses prepared in the context of EFL in Türkiye

in the last ten (N=10) years were comprehensively revealed. This aspect of the research serves as a guide in terms of determining trends and possible research gaps in the literature.

Last but not least, it is also important to note that, during the data collection and analysis process, a triangulation technique was used to gather reliable findings. This research method aims to collect more detailed and reliable data by comparing and confirming the information in question (Patton, 1999). Regarding this issue, only postgraduate theses published in the Council of Higher Education Thesis Center (YÖK TEZ) database and meeting the specified criteria (topic, thesis type, date range) were included in the study.

In this context, as mentioned earlier, a comprehensive search was conducted using different keyword combinations, rather than a single search term. This practice aimed to reduce the risk of overlooking theses that might have been titled differently in the system but could still be relevant based on their content. Furthermore, each thesis accessed through the system was manually examined by the researcher for its title, abstract, keywords, introduction, and methodology sections, ensuring that only theses that were truly pragmatic and relevant to the EFL context were included in the dataset.

Thus, data reliability was supported methodologically by combining automated search engines with researcher evaluation, and a multiple validation process was implemented. To ensure inter-rater reliability, a predefined coding framework was consistently applied during the classification and analysis process. Although the study was conducted by a single researcher, intra-coder reliability was maintained by reviewing and cross-checking previously analyzed theses at different stages of the study. This practice helped ensure consistent application of the inclusion criteria and reduced subjective bias.

CHAPTER 4

FINDINGS and DISCUSSION

This section demonstrates the findings and discussion of the examined M.A. and Ph.D. studies regarding the research questions of the study.

4.1. Research Process of the Theses

The data of the study were gathered by searching various keywords on the Council of Higher Education Thesis Center (YÖK Tez). As mentioned previously in Chapter 3, forty (N=40) keywords were searched on this platform, and eighty-four (N=84) theses, M.A. and Ph.D., were included in the current study. Both M.A. and Ph.D. studies necessary for the current study were selected according to the specific criteria (*See Chapter 3*).

It is essential to clarify that the very same theses found by searching different keywords were not counted twice in the numerical data; in other words, the same theses were eliminated. Also, theses found in the field of pragmatics but not contextualized with EFL were not included in the current study.

In light of all this:

1. The keyword "*pragmatics*" was searched, and thirty-seven (N=37) theses were found.
2. The keyword "*edimibilim*" was searched, and four (N=4) additional theses were found.
3. The keyword "*intercultural competence*" was searched, and twenty-seven (N=27) additional theses were found.
4. The keyword "*kültürlerarası yeterlilik*" was searched, and no additional theses were found.
5. The keyword "*interlanguage pragmatics*" was searched, and no additional theses were found.
6. The keyword "*speech acts*" was searched, and seven (N=7) theses were found.
7. The keyword "*sözeylem*" was searched, and no additional theses were found.

8. The keyword “*presupposition*” was searched, and no theses were found.
9. The keyword “*önvarsayım*” was searched, and no theses were found.
10. The keyword “*pragmatic competence*” was searched, and four (N=4) additional theses were found.
11. The keyword “*politeness*” was searched, and two (N=2) additional theses were found.
12. The keyword “*kibarlık*” was searched, and one (N=1) additional thesis was found.
13. The keyword “*pragmatic failure*” was searched, and no theses were found.
14. The keyword “*edimbilimsel başarısızlık*” was searched, and no theses were found.
15. The keyword “*pragmatic awareness*” was searched, and no additional theses were found.
16. The keyword “*edimbilimsel farkındalık*” was searched, and no additional theses were found.
17. The keyword “*implied meaning*” was searched, and no theses were found.
18. The keyword “*örtük anlam*” was searched, and no theses were found.
19. The keyword “*ima edilen anlam*” was searched, and no theses were found.
20. The keyword “*deixis*” was searched, and no theses were found.
21. The keyword “*deictic expressions*” was searched, and no theses were found.
22. The keyword “*Grice’s Maxims*” was searched, and one (N=1) additional thesis was found.
23. The keyword “*Grice’s Conversational Maxims*” was searched, and no theses were found.
24. The keyword “*Maxims of Conversation*” was searched, and no theses were found.
25. The keyword “*Grice’in Maksimleri*” was searched, and no theses were found.
26. The keyword “*Grice’in İlkeleri*” was searched, and no theses were found.
27. The keyword “*sociolinguistic competence*” was searched, and no theses were found.
28. The keyword “*sosyodilbilimsel yeterlilik*” was searched, and no theses were found.
29. The keyword “*toplumdilbilimsel yeterlilik*” was searched, and no theses were found.

30. The keyword “*implicature*” was searched, and one (N=1) additional thesis was found.
31. The keyword “*cooperative principles*” was searched, and no theses were found.
32. The keyword “*sezdirim*” was searched, and no additional theses were found.
33. The keyword “*sociocultural competence*” was searched, and no theses were found.
34. The keyword “*sosyokültürel yeterlilik*” was searched, and no theses were found.
35. The keyword “*cross-cultural competence*” was searched, and no theses were found.
36. The keyword “*kültürlerarası yeterlilik*” was searched, and no theses were found.
37. The keyword “*pragmatic analysis*” was searched, and no additional theses were found.
38. The keyword “*edimbilimsel çözümleme*” was searched, and no theses were found.
39. The keyword “*sociopragmatic analysis*” was searched, and no additional theses were found.
40. The keyword “*toplumedimbilimsel çözümleme*” was searched, and no theses were found.

4.2. Theses Included in the Study

Table 4.1. provides brief information about the M.A. theses and Ph.D. dissertations included and examined in the current study. To provide transparency and allow readers to examine the full scope of the data, more detailed information about each individual thesis is presented in Appendix 1.

Considering the fact that the current study concentrated on eighty-four (N=84) master’s and doctoral theses, and those theses were all conducted within the past decade (2015 - 2024), it was considered reasonable to present the tables in a year by year format. This format is designed to facilitate a clearer understanding of trends, distributions, and potential shifts in research interest over the past decade.

Table 4.1.

Theses Examined in the Study

Title	Type
<i>“English language instructors' beliefs towards the objectives of English language teaching regarding culture teaching and culture teaching activities at university contexts.”</i> (Doğan, 2015)	M.A.
<i>“Developing intercultural competence of foreign language learners by using awareness-raising classroom activities.”</i> (Özkaya, 2015)	M.A.
<i>“Significance of intercultural competence development for study-abroad students: Preparing Turkish international sojourners to undertake graduate programs in English L1 countries.”</i> (Kural, 2015)	Ph.D.
<i>“EFL students' perceptions of pragmatics and their level of pragmatic competence.”</i> (Yıldırım, 2015)	M.A.
<i>“Acquiring intercultural competence from coursebooks: an analysis of learning tasks in the coursebook “The Big Picture”.”</i> (Erdoğan, 2015)	M.A.
<i>“Pragmatic development of Turkish EFL learners in terms of speech acts: Refusals, requests, and suggestions.”</i> (Demirkol, 2015)	Ph.D.
<i>“The effect of pedagogical intervention in pragmatics on Turkish EFL high school students.”</i> (Gazioğlu, 2015)	M.A.

As shown in Table 4.1., in the year 2015, a total of seven (N=7) theses were found regarding the intersection of pragmatics and EFL: two (N=2) Ph.D. and five (N=5) M.A.

Table 4.1.

Theses Examined in the Study (cont.)

<i>"A quasi - experimental study of implicatures in course books used at university preparatory schools in Ankara."</i>	M.A.
(Ajabshir, 2016)	
<i>"Students' and faculty members' perceptions of teaching and assessing pragmatic competence in EFL context."</i>	Ph.D.
(Takkaç Tulgar, 2016)	
<i>"Examining refusal strategies of Turkish EFL students and their perceptions."</i>	M.A.
(Önal, 2016)	
<i>"Investigating pragmatic competence of Turkish EFL instructors: Request realizations and perceptions."</i>	M.A.
(Mitrani, 2016)	
<i>"Investigating pragmatic information in an EFL coursebook: A case of "yes you can"."</i>	M.A.
(Binici, 2016)	
<i>"The role of culture in a young learner's EFL context."</i>	M.A.
(Yurchak, 2016)	
<i>"Analysis of Turkish EFL students' use of refusal strategies in different levels."</i>	M.A.
(Çelikbaş, 2016)	
<i>"Conceptual socialization in EFL contexts: A case study on Turkish EFL learners' request speech acts realization."</i>	M.A.
(Şanal, 2016)	
<i>"Intercultural competence and its reflection in the beliefs of Turkish teachers of English with regard to their teaching practices."</i>	M.A.
(Yağcı, 2016)	
<i>"The effects of explicit film-based instruction on English as a foreign language teacher trainees' interpretation of implied meanings."</i>	Ph.D.
(Çetinavcı, 2016)	
<i>"The role of watching English subtitled programs in the development of second language pragmatic competence."</i>	M.A.
(Salih, 2016)	

The year 2016 was found more fulfilling as it provided more M.A. and Ph.D. theses for the current study, in comparison with the year 2015. It was seen that a total of twelve (N=12) studies were conducted, including ten (N=10) master's and two (N=2) doctoral.

Table 4.1.

Theses Examined in the Study (cont.)

<i>"An evaluation of a course book in the development of intercultural competence."</i>	M.A.
(Çalman, 2017)	
<i>"Raising pragmatic competence in foreign language classrooms."</i>	M.A.
(Najmalddin, 2017)	
<i>"The effects of viewing pre-selected video clips on low-level Turkish EFL learners' use of speech acts."</i>	M.A.
(Alver Yücel, 2017)	

Considering the M.A. and Ph.D. studies elicited from the year 2017, with a total of only three (N=3) master's theses, it can be stated that an evident decline was observed in the literature right after the year 2016. Moreover, it is also surprising that no doctoral dissertations were published.

Table 4.1.

Theses Examined in the Study (cont.)

<i>"A study on English language lecturers' attitudes towards developing intercultural awareness in language teaching."</i>	Ph.D.
(Özışık, 2018)	
<i>"A study on intercultural competence of pre-service EFL teachers through short stories."</i>	M.A.
(Çandırılı, 2018)	
<i>"The effect of explicit instruction on the English preparatory class students: an analysis of request realization patterns."</i>	M.A.
(Kaya, 2018)	
<i>"A comparative analysis of politeness strategies used by Turkish in-service EFL teachers in Turkish and English."</i>	M.A.
(Ak, 2018)	

Table 4.1.

Theses Examined in the Study (cont.)

<i>"Interactional resources for restoring understanding of teachers' instructions in an EFL classroom."</i>	M.A.
(Badem, 2018)	
<i>"The relationship between intercultural sensitivity and English language achievement."</i>	M.A.
(Çiloğlu, 2018)	
<i>"English language instructors' views and practices of intercultural competence activities at university contexts."</i>	M.A.
(Özbakır Kuzu, 2018)	
<i>"Intercultural competence and foreign language teachers: a case study of three teachers in a Turkish high school."</i>	M.A.
(Koç, 2018)	
<i>"A look into teachers' perceptions towards intercultural competence in Turkish EFL context."</i>	M.A.
(Ay, 2018)	
<i>"The effects of explicit/ implicit instructions on the development of advanced EFL learners' pragmatic knowledge of English: Apology speech act."</i>	M.A.
(Shark, 2018)	
<i>"The impact of telecollaboration on learners' intercultural communicative competence and ideal L2 self."</i>	Ph.D.
(Toscu, 2018)	
<i>"The pragmatic transfer of requestive speech acts by Arab and Turkish EFL learners at the preparatory school."</i>	M.A.
(Hammodi, 2018)	
<i>"Raising EFL learners' awareness of suprasegmental features as an aid to understanding implicatures."</i>	M.A.
(Kurt, 2018)	

Right after the year 2017 (N=3), a rise in quantity was observed in the literature in the year 2018 with thirteen (N=13) theses, and it was clearly seen that there was an increase of interest in the field regarding the intersection of pragmatics and EFL. Nonetheless, Ph.D. studies once again counted as very few, with only two (N=2) data.

Table 4.1.

Theses Examined in the Study (cont.)

<i>"Refusal strategies of preservice EFL teachers in four speech acts: Requests, suggestions, invitations, offers."</i>	M.A.
(Günay, 2019)	
<i>"The attitudes of English language teachers towards culture."</i>	M.A.
(Güneş, 2019)	
<i>"The investigation of pragmatic competence levels of tertiary level Turkish EFL students with a special focus to their usage patterns of expressions of gratitude."</i>	M.A.
(Bakırcı, 2019)	
<i>"A corpus-based approach to pragmatic markers: Comparison of Turkish learners of English and native speakers of English."</i>	Ph.D.
(Yakut, 2019)	
<i>"Developing pragmatic competence of B level tertiary students in English preparatory classes."</i>	M.A.
(Özet, 2019)	
<i>"Exploring pragmatic competence of preschool children with a specific reference to the speech act of apology in Turkish."</i>	Ph.D.
(Zerey, 2019)	
<i>"The effects of explicit teaching of speech acts on EFL learners' pragmatic competence."</i>	M.A.
(Bayındır, 2019)	
<i>"University preparatory school students' awareness about grammar and pragmatics."</i>	M.A.
(Kaplan, 2019)	

The year 2019 provided an average amount of data with eight (N=8) theses: six (N=6) master's and two (N=2) doctoral.

Considering the sharp increase in number after the year 2017 (N=3), the years of 2018 (N=13) and 2019 (N=8) can be regarded as nearly consistent in terms of quantity.

Table 4.1.

Theses Examined in the Study (cont.)

<i>"A comparative sociopragmatic analysis of the dialogues in Turkish and Azerbaijani B1-B2 EFL textbooks."</i>	M.A.
(Bababaylı, 2020)	

The year 2020 was observed as the most astounding year concerning the fact that it provided only one (N=1) thesis to the current study.

Table 4.1.

Theses Examined in the Study (cont.)

<i>"EFL teachers' opinions on culture teaching activities in Mardin context."</i>	M.A.
(Güneri, 2021)	
<i>"English teachers' perceptions of teaching culture in the EFL classroom."</i>	M.A.
(Osmancık, 2021)	
<i>"Developing EFL teachers' actional competence through language functions: A suggested reflective model for CPD."</i>	Ph.D.
(Çetin, 2021)	
<i>"Realization of request speech act by EFL students."</i>	M.A.
(Şafak, 2021)	
<i>"The use of speech acts in Turkish EFL classes."</i>	M.A.
(Türnük, 2021)	
<i>"The effects of flipped instruction through authentic videos on Turkish EFL learners' use of speech acts and willingness to communicate."</i>	M.A.
(Üstünbaş, 2021)	

In 2021, five (N=5) M.A. theses and one (N=1) Ph.D. dissertation were conducted on pragmatics in the EFL context. Although the ratio can be interpreted as inadequate, still the increase in quantity after the year 2020 (N=1) is visible.

Table 4.1.

Theses Examined in the Study (cont.)

<i>"A sociopragmatic analysis of the address forms in Turkish high school EFL textbook dialogues."</i>	M.A.
(Uyar, 2022)	
<i>"Exploring language teachers' beliefs about inter-cultural competence and their cultural practices."</i>	M.A.
(Cereci, 2022)	
<i>"An investigation into pragmatic content of B1-level local and global EFL textbooks in Turkey."</i>	M.A.
(Ünal, 2022)	
<i>"Developing a pragmatic insight into the use of apology strategies for EFL learners."</i>	Ph.D.
(Bür Yiğit, 2022)	
<i>"Plurilingual and intercultural competence from the perspectives of English language teachers."</i>	M.A.
(Pehlivan Şişman, 2022)	
<i>"Investigating pre-service EFL teachers' perceptions and conceptualizations of pragmatic competence and integration of pragmatics in EFL teaching process."</i>	M.A.
(Elmaddahim, 2022)	
<i>"Pragmatics of compliment speech-act verbs used by Iraqi EFL students."</i>	M.A.
(Al Dulaimi, 2022)	
<i>"Exploring interculturality among English language teachers."</i>	M.A.
(Akdoğan, 2022)	
<i>"The effects of metapragmatic and conventional instruction of pragmatics on Turkish EFL learners' pragmatic competence and the use of apology strategies."</i>	M.A.
(Canbolat, 2022)	
<i>"Evaluation of a local EFL coursebook in terms of intercultural communicative competence."</i>	M.A.
(Sara! Çalışkan, 2022)	
<i>"The pragmatic analysis of speech act competences in second language acquisition."</i>	Ph.D.
(Güngör, 2022)	
<i>"An analysis of instructions given in online courses by EFL instructors from the perspective of politeness strategies."</i>	M.A.
(Köse, 2022)	

Table 4.1.

Theses Examined in the Study (cont.)

<i>"An investigation of the speech act of request in English textbooks for young learners in state schools".</i>	M.A.
(Doğru, 2022)	
<i>"Teaching pragmatics and idealized pragmatic norms in English: Exploring non-native speaker teachers' perceptions."</i>	M.A.
(Çakır, 2022)	
<i>"Young L2 learners' interlanguage pragmatic development in a CLIL context."</i>	M.A.
(Atasoy, 2022)	
<i>"Analysis of speech acts in student to student and teacher to student interaction in oral proficiency interviews."</i>	M.A.
(Öz, 2022)	
<i>"Evaluating the EFL coursebooks used in Türkiye in terms of intercultural perspectives."</i>	M.A.
(Gül, 2023)	
<i>"An investigation into in-service and pre-service English teachers' intercultural sensitivity."</i>	M.A.
(Balci, 2023)	
<i>"A comparative study on the impact of implicit and explicit instruction on Turkish EFL learners' pragmatic competence."</i>	M.A.
(Fettahoğlu, 2023)	
<i>"An evaluation of the pragmatic competence of pre-service English language teachers: Politeness strategies used in making requests in the academic context."</i>	M.A.
(Düşünceli Keleş, 2023)	
<i>"The impact of negotiation role-play on the development of EFL preparatory class students' intercultural competence."</i>	M.A.
(Sobacı, 2023)	
<i>"Formative assessment and speech act development in young foreign learners: A focus on native speakers of Turkish learning English."</i>	M.A.
(Aydın, 2023)	

Table 4.1.

Theses Examined in the Study (cont.)

<i>"Pre-service EFL teachers' views regarding intercultural competence and culture teaching in foreign language education."</i>	M.A.
(Solak, 2023)	
<i>"The relationship between motivation and pragmatic awareness: A case study of Turkish EFL learners."</i>	M.A.
(Kıyanççek, 2023)	
<i>"The presentation of speech acts in ELT textbooks."</i>	M.A.
(Duman, 2023)	
<i>"Perception of impoliteness in Turkish and English by Turkish university EFL students."</i>	Ph.D.
(Civan, 2023)	
<i>"An experimental study on enhancing EFL learners' pragmatic awareness and performance through web 2.0 tools online: Is teacher presence necessary?"</i>	M.A.
(Civelek, 2023)	
<i>"A pragma-linguistic and socio-pragmatic analysis of Arab and Turkish EFL learners' performance in the area of advice and promising speech acts"</i>	Ph.D.
(Hammoodi, 2023)	
<i>"An exploratory study into the use of discourse markers by Turkish EFL students in English-speaking exams and its relation with their exam scores."</i>	M.A.
(Türkyılmaz, 2023)	
<i>"Evaluating speech acts elements in English as a foreign language textbooks published in Turkey."</i>	M.A.
(Karataş, 2023)	
<i>"The role of pragmatic competence plasticity in EFL students' communication."</i>	M.A.
(Mohammed, 2023)	

The years 2022 and 2023 were the only years that were consecutive and provided data for the current study in very similar amounts.

The year 2022 had sixteen (N=16) theses - fourteen (N=14) master's and two (N=2) doctoral; whereas the year 2023 had fifteen (N=15) theses - thirteen (N=13) master's and

two (N=2) doctoral. Moreover, 2022 and 2023 were the years that provided the most data for the present study.

Table 4.1.

Theses Examined in the Study (cont.)

<i>“Turkish EFL learners' preference for apology strategies across different social variables.”</i>	M.A.
(Başaran, 2024)	
<i>“Place of sociocultural and intercultural elements in foreign language teaching: Textbook analysis and teachers' perspectives.”</i>	M.A.
(Aybirdi Yazıcı, 2024)	
<i>“A qualitative analysis of writing tasks in EFL high school textbooks: Exploring intercultural communicative competence.”</i>	M.A.
(Yıldız, 2024)	

The data collection process of the current review study was concluded with the year 2024, which provided only three (N=3) master’s theses to the database. While finalizing the data collection process, a decline in the quantity was noted once more, in comparison with the previous years 2022 (N=16) and 2023 (N=15).

4.3. Distribution of the Theses by Type, Number, and Language

RQ1: What is the distribution of M.A. and Ph.D. theses on pragmatics in the EFL context in Türkiye over the last ten years (2015–2024)?

The current study included seventy-one (N=71) M.A. theses and thirteen (N=13) Ph.D. dissertations. Among the seventy-one (N=71) M.A. theses, sixty-nine (N=69) were written in English, and two (N=2) were written in Turkish; out of the thirteen (N=13) Ph.D. dissertations, twelve (N=12) were written in English, and one (N=1) was written in Turkish.

Table 4.2. shows the distribution of the M.A. and Ph.D. studies involved in the current study according to their types, numbers, and languages.

Table 4.2.

Distribution of the Theses by Type, Number, and Language

	English (N)	Turkish (N)	Total (N)	Percentage (%)
Master's Thesis (M.A.)	69	2	71	84,52
Doctoral Dissertations (Ph.D.)	12	1	13	15,48
			84	100

4.4. Distribution of the Theses by Years of Publication

RQ1: What is the distribution of M.A. and Ph.D. theses on pragmatics in the EFL context in Türkiye over the last ten years (2015–2024)?

Table 4.3. shows the distribution of the M.A. theses and Ph.D. dissertations examined in the current study, according to their years of publication.

As shown in Table 4.3. :

- In 2015, a total of seven (N=7) theses were published, including five (N=5) M.A. and two (N=2) Ph.D. theses, representing 8,33% of the total.
- In 2016, a total of twelve (N=12) theses were published, including ten (N=10) M.A. and two (N=2) Ph.D. theses, representing 14,29% of the total.
- In 2017, a total of three (N=3) theses were published, including three (N=3) M.A. theses and no Ph.D. theses, representing 3,57% of the total.
- In 2018, a total of thirteen (N=13) theses were published, including eleven (N=11) M.A. and two (N=2) Ph.D. theses, representing 15,48% of the total.
- In 2019, a total of eight (N=8) theses were published, including six (N=6) M.A. and two (N=2) Ph.D. theses, representing 9,52% of the total.
- In 2020, a total of one (N=1) thesis was published, including one (N=1) M.A. thesis and no Ph.D. theses, representing 1,19% of the total.
- In 2021, a total of six (N=6) theses were published, including five (N=5) M.A. and one (N=1) Ph.D. thesis, representing 7,14% of the total.

- In 2022, a total of sixteen (N=16) theses were published, including fourteen (N=14) M.A. and two (N=2) Ph.D. theses, representing 19,05% of the total.
- In 2023, a total of fifteen (N=15) theses were published, including thirteen (N=13) M.A. and two (N=2) Ph.D. theses, representing 17,86% of the total.
- In 2024, a total of three (N=3) theses were published, including three (N=3) M.A. theses and no Ph.D. theses, representing 3,57% of the total.

Table 4.3.

Distribution of the Theses by Years of Publication

	M.A. Theses	Ph.D. Dissertations	Total	Percentage
	(N)	(N)	(N)	(%)
2015	5	2	7	8,33
2016	10	2	12	14,29
2017	3	0	3	3,57
2018	11	2	13	15,48
2019	6	2	8	9,52
2020	1	0	1	1,19
2021	5	1	6	7,14
2022	14	2	16	19,05
2023	13	2	15	17,86
2024	3	0	3	3,57

The analysis revealed that M.A. studies were conducted more than Ph.D. studies each year. The highest number of publications was seen in 2022 (N=16) and 2023 (N=15), which can be interpreted as an increased attention towards the field of pragmatics in recent years. When the rise and downfall of the interest in pragmatics and EFL context were evaluated, considering both M.A. and Ph.D. studies between 2015 and 2016, there was a significant increase from seven (N=7) to twelve (N=12) studies conducted. However, considering the years 2017 (N=3), 2020 (N=1), and 2024 (N=3), the interest towards the intersection of pragmatics and EFL declined critically.

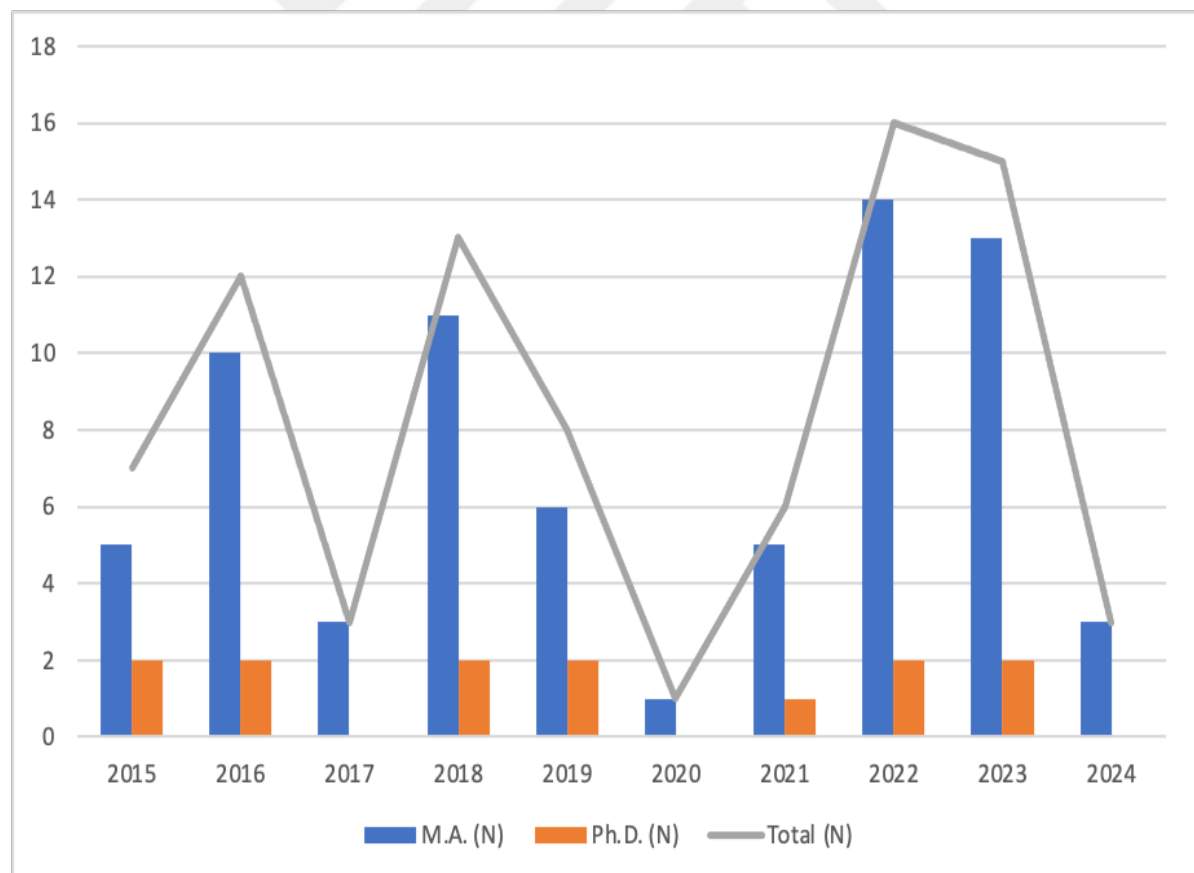
As mentioned above, 2022 and 2023 were the years that provided the most studies, both M.A. theses and Ph.D. dissertations, and this attention in pragmatics and EFL context may be interpreted as the increasing presence of intercultural awareness and communicative competence in EFL teaching programs.

It is also essential to state that Ph.D. studies conducted on Pragmatics and EFL context were fewer in number in comparison with M.A. studies, so to say that, each year, a maximum of two (N=2) Ph.D. dissertations were published on the matter in question. This being the case, the analysis clearly shows that this limited focus given in Ph.D. studies can be interpreted as a research gap in literature for interested researchers.

Figure 4.1. illustrates the distribution of M.A. and Ph.D. theses conducted in Türkiye over the last ten (N=10) years, in terms of their numbers.

Figure 4.1.

Distribution of the M.A. and Ph.D Theses Published Between 2015 and 2024



4.5. Methodologies of the Theses

RQ2: What research methodologies, including data collection tools and data analysis approaches, are employed in these theses?

This section presents the results of analyses of the M.A. theses and Ph.D. dissertations examined regarding their research designs, data collection tools, and participants. Detailed information for each element is provided with the necessary tables and figures.

4.5.1. Research design types of the studies

Table 4.4. illustrates the distribution of research design types employed in examined master's theses and doctoral dissertations, along with their numbers and percentages.

Table 4.4.

Distribution of Research Design Types of the Theses Examined

Research Design Type	M.A. Theses (N)	Ph.D. Dissertations (N)	Total (N)	Percentage (%)
Qualitative Research	12	0	12	14,29
Quantitative Research	26	1	27	32,14
Mixed-Methods Research	33	12	45	53,57
			84	100

Findings of the current review study revealed that, among eighty-four (N=84) examined master's and doctoral theses, the most adopted research design was mixed-methods research, which provided the ratio of 53,57%. Since mixed-methods research design combines qualitative and quantitative data, it provides researchers with a more detailed and comprehensive analysis regarding the topics in question. This preference can be related to the extensive nature of the pragmatics field, in which researchers may have preferred to reach more detailed and balanced data. For instance, research based on topics

such as pragmatic competence or cross-cultural pragmatics may require both quantitative and qualitative data. That is why, preferring mixed-methods research design in master's and doctoral theses can be interpreted as the intention to gather more reliable results.

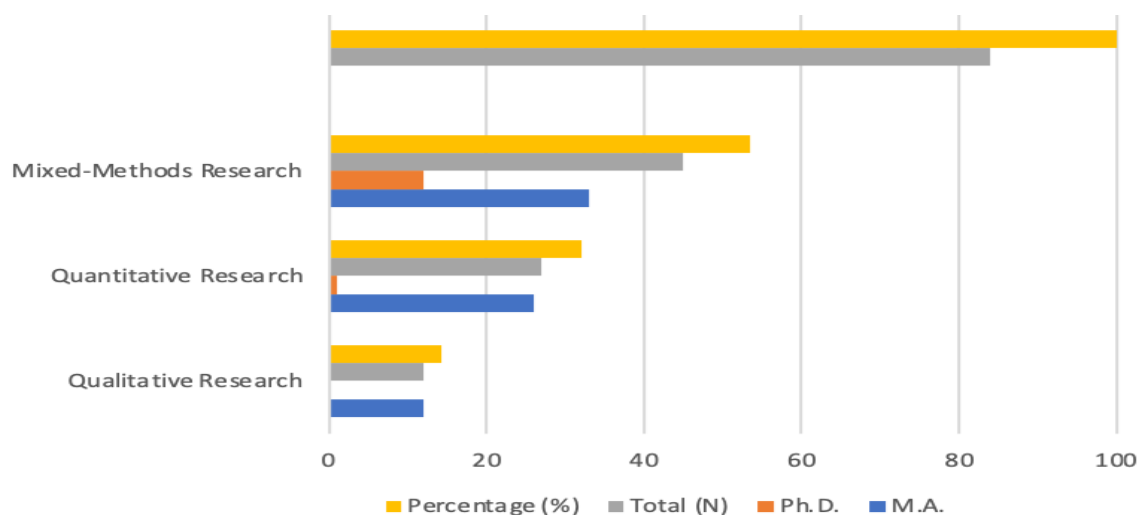
Quantitative research design was seen in twenty-seven (N=27) theses, equivalent to a ratio of 32,14%, and the results drew attention to the fact that it is mostly favored in master's theses. This result can be attributed to the fact that a quantitative research design is considered more systematic for researchers and gives them an opportunity to reach the statistical analysis more easily. Moreover, researchers' tendency to prefer data collection tools such as surveys and tests in a study that employs a quantitative research design can be interpreted as a practical choice for whom had to study within limited time and resources. In contrast, qualitative research design was encountered only in twelve (N=12) theses, which gave the ratio of 14,29%, and the fact that this design was only seen in master's level studies leads to the thought that doctoral dissertations aim at collecting numerical data more.

Overall, it can be stated that, among all eighty-four (N=84) master's and doctoral theses included in the current review study, the researchers mostly opted for employing mixed-methods research design in their studies, perhaps with the intention of acquiring reliable data.

Figure 4.2. shows the representation of the research design preferences of the selected eighty-four (N=84) theses, illustrating the frequency of use and the related percentages, to clearly and concisely summarize the points discussed earlier.

Figure 4.2.

Research Designs of the M.A. and Ph.D. Theses Examined



4.5.2. Data collection tools of the studies

Table 4.5. shows a detailed representation of the data collection tools used in examined master's theses and doctoral dissertations, along with their numbers and percentages.

Table 4.5.

Distribution of Data Collection Tools Used in the Theses Examined

Data Collection Tool	Frequency of Use in M.A. and Ph.D. Theses (N)	Percentage of Use in M.A. and Ph.D. Theses (%)
Checklists & Rubrics <i>(e.g., Item Frequency)</i>	16	19,05
DCTs <i>(e.g., MDCT, WDCT)</i>	41	48,81
Diaries	1	1,19
Evaluation Forms <i>(e.g., Reflective Papers and Self Assessment Forms)</i>	6	7,14
Exams <i>(e.g., Proficiency Scores, T-tests)</i>	14	16,67
Field Notes & Observation <i>(e.g., Video Recordings)</i>	13	15,48
Interviews <i>(e.g., SSI)</i>	31	36,90
Corpus	1	1,19
Role-plays & Scenarios	4	4,76
Scales <i>(e.g., ISS)</i>	12	14,29
Surveys <i>(e.g., Questionnaires, Attitude Surveys)</i>	42	50,00

The findings presented in Table 4.5. revealed the diversity and frequency of the data collection tools used in both M.A. theses and Ph.D. dissertations. Regarding those findings and regarding the data collection tools of the examined theses, it is clearly seen that the researchers preferred to use two (N=2) data collection tools the most: surveys (N=42, 50%) and DCTs (N=41, 48,81%). The fact that those two (N=2) data collection tools were used nearly equal is considered noteworthy, as it shows the attention given by the researchers towards the data, which relies on participants' self-evaluations and productions. Since the surveys are mostly used by the researchers to gather participants' thoughts, views, or their level of awareness, and since the DCTs give researchers an opportunity to evaluate necessary linguistic behaviours within a context, preferring those data collection tools provides rich findings for the literature.

Interviews (N=31, 36,90%), which were seen as the third most used data collection tool among the selected theses, stand out as an effective tool for researchers, especially for gathering qualitative data. Considering topics such as cross-cultural and interlanguage pragmatics, interviews are considered a valuable data collection tool for such studies, as they provide opportunities for researchers to reveal participants' views and experiences. The recurrent use of interviews as a data collection tool in those studies may indicate researchers' willingness to reveal insights towards the topics in question, in an in-depth manner.

Regarding the usage of more structured data collection tools, checklists and rubrics (N=16), exams (N=14), and scales (N=12) were preferred to a certain extent by the researchers of selected M.A. and Ph.D. studies. Since those data collection tools are generally utilized to evaluate the competencies of the participants, and since they are based on quantitative data, it is considered an understandable situation in which those tools were not preferred in studies based on the performance evaluation of the participants. Keeping in mind that rubrics, exams, and scales are valuable tools in any kind of research, it should also be noted that, as the findings of these data collection tools are not open to much interpretation, utilizing them solely may lead to the overlooking of the contextual details.

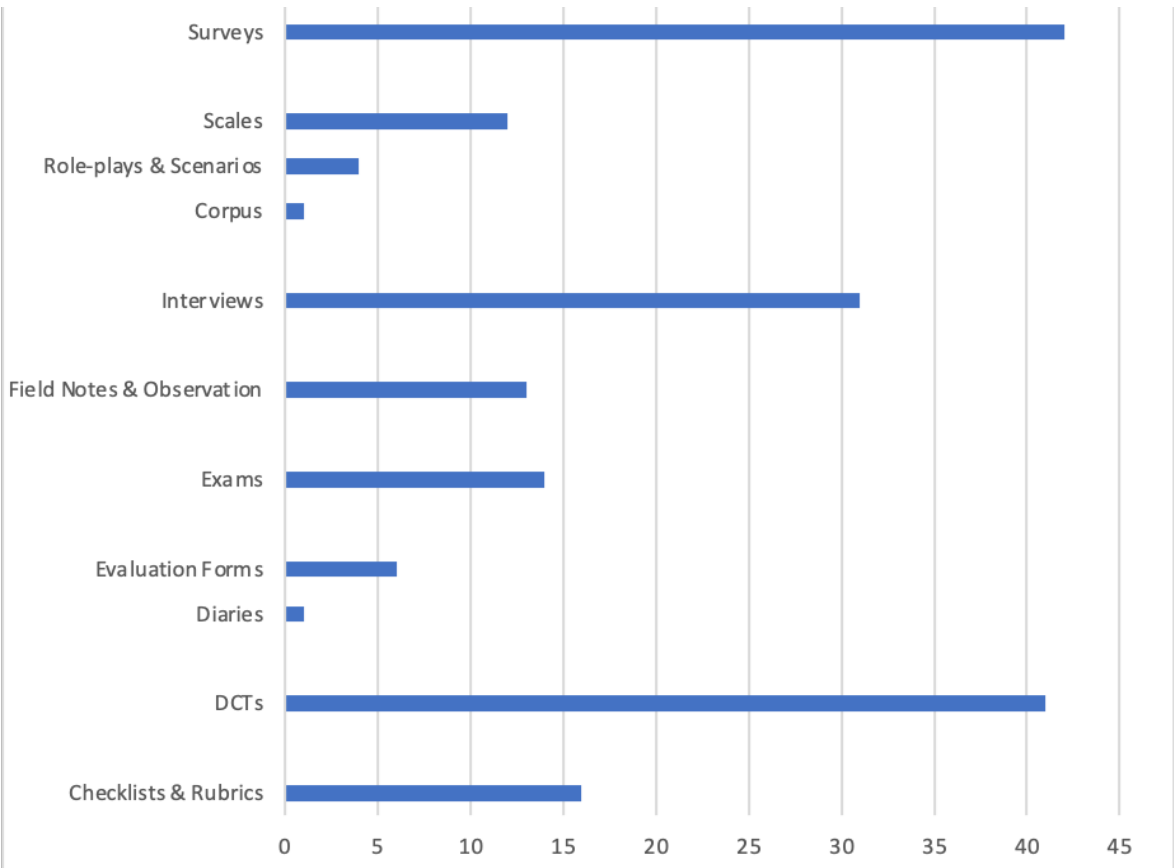
Furthermore, in terms of data collection tools that are considered to be more authentic compared to the others, role-plays (N=4), diaries (N=1), and analysis of corpus of natural language use (N=1) were used at a very low ratio in both M.A. theses and Ph.D. dissertations. This finding related to the data collection preference can be interpreted as the tendency of the researchers to favor tools that are more conventional and structured. However,

considering the field of pragmatics, observations based on real and occurent events or gathering data directly from the authentic interaction of the participants can also yield very valuable findings to the literature.

All in all, in order to sum up and see the overall picture, Figure 4.3. illustrates the findings regarding the distribution of the data collection tools employed in the examined master’s theses and doctoral dissertations.

Figure 4.3.

Data Collection Tools of the M.A. and Ph.D. Theses Examined



4.5.3. Participants of the studies

RQ4: What is the distribution of participants selected for the M.A. and Ph.D. theses?

Table 4.6. shows a detailed representation of the participants of the selected master’s theses and doctoral dissertations, along with their numbers and percentages of preference.

Table 4.6.

Distribution of Participants in the Theses Examined

Participants		Preference in M.A. and Ph.D. Theses (N)	Preference in M.A. and Ph.D. Theses (%)
Students	EFL Students (school setting)	10	11,9
	EFL Students (university/preparatory school setting)	31	36,9
	Pre-service EFL Teachers	8	9,52
	Students of English Language and Literature Field	2	2,38
	Very Young Learners	3	3,57
Teachers	EFL Teachers (school setting)	17	20,24
	EFL Instructors (courses/university/preparatory school setting)	8	9,52
Materials	Corpus	1	1,19
	EFL Coursebooks	14	16,67
Others	Administration Staff	1	1,19
	Native Speakers of English	6	7,14
	Parents	1	1,19

Table 4.6., in which the distribution of the participants selected for M.A. theses and Ph.D. dissertations was reported, indicates that EFL students (in university and preparatory school settings) were favored the most as participants in the studies (N=31, 36,9%). This anticipated and unsurprising preference may have been made by the researchers as EFL students in university settings are considered easier to contact and reach for those kind of studies. Moreover, since foreign language skills are aimed at being evaluated, and since EFL learners are considered as the best option to study this matter, this preference of the researchers is regarded as appropriate. Last but not least, EFL students as participants

provide more valuable data for the literature considering the topics such as pragmatic competence and interlanguage pragmatics.

EFL teachers in school settings (N=27, 20,24%), and EFL instructors in university settings (N=8, 9,52%) were also selected as participants with a significant ratio, which leads to the insight of the given importance to teachers' perspectives and points of view regarding the topics in question. Given that foreign language teachers are in a position of both implementer and evaluator, they stand out as important and meaningful participants for the pragmatics and EFL studies. However, since the participation of EFL teachers was mostly seen in studies that used quantitative data collection tools, perhaps their experiences and views may not have been brought to light sufficiently.

Regarding the findings, Table 4.6. revealed that various English language coursebooks were regarded as the participants of the studies (N=14, 16,67%), and this coursebook evaluation conducted in selected studies was considered noteworthy since it is crucial to analyze the materials as well when evaluating necessary pragmatics aspects. Yet, it should be noted that any situation in which the analysis is conducted in a surface-level manner may lead to the overlook of the contextual meaning, regarding the topic in question.

EFL students in school settings (N=10, 11,9%) and pre-service EFL teachers (N=8, 9,52%) were selected less as participants, and it was observed that they were preferred in studies that mostly adopted the classroom practices or perspectives towards pragmatics as the focus. This situation indicates that the issue of pragmatic competence is mostly addressed through experienced in-service teachers and university-level students, while pre-service teachers or students in a school setting remain in a secondary position in the research focus. However, the development of pragmatic awareness in these groups earlier can play a critical role in terms of long-term communication skills.

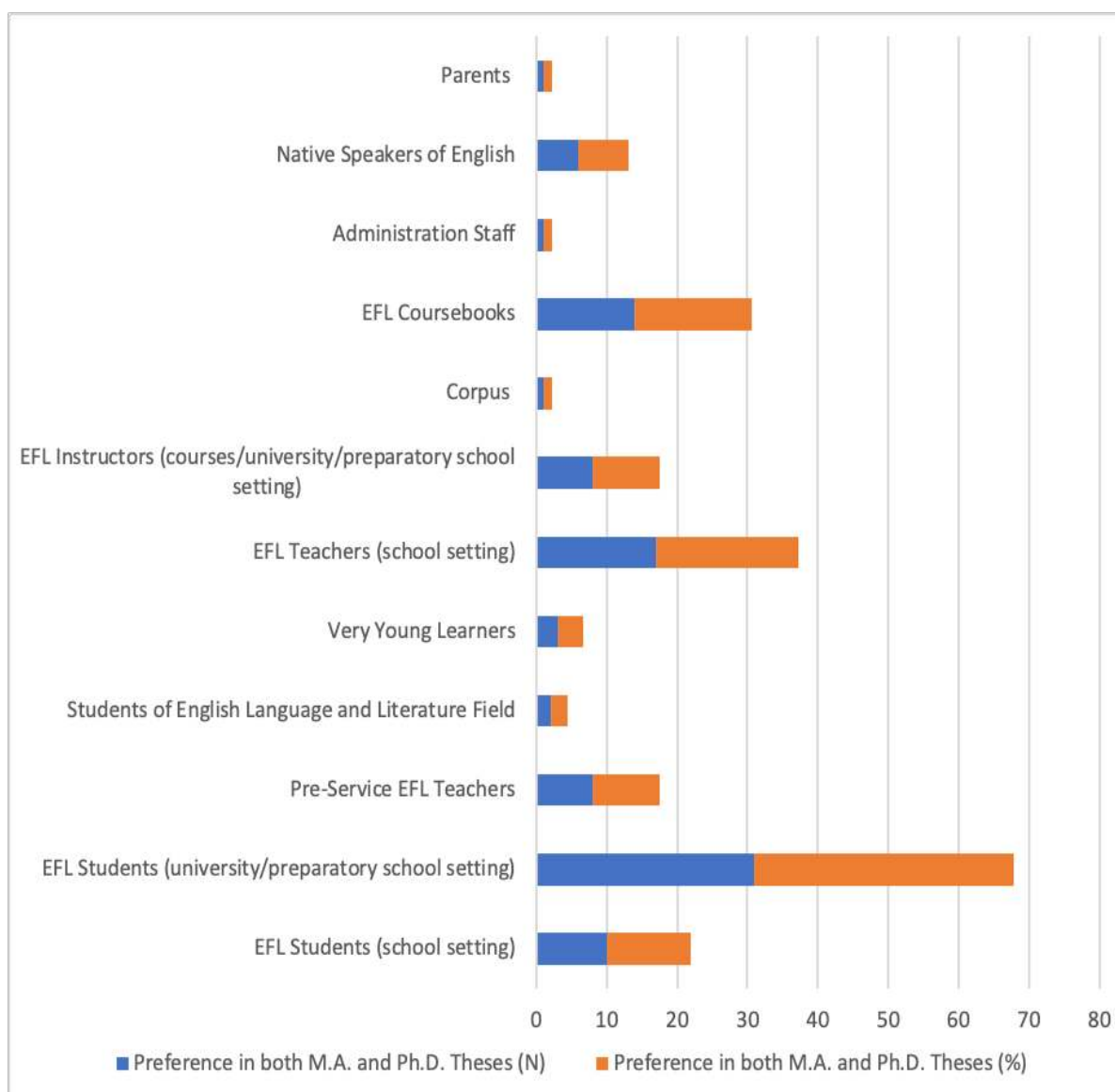
Moreover, native speakers of English (N=6), very young learners (N=3), students of the English language and literature field (N=2), parents (N=1), administration staff (N=1), and corpus (N=1) were reported as the participants which were selected less among M.A and Ph.D. theses examined. These findings revealed that the target audience in pragmatics studies was considered quite limitedly, and especially stakeholders (e.g., parents) who can indirectly affect the language learning process were not given enough focus. However, a

more comprehensive understanding of pragmatic competence can be created by the perspectives of all individuals involved in the process.

To wrap things up, Figure 4.4. presents an overall representation of participants selected for both M.A. theses and Ph.D. dissertations, with the necessary numbers and percentages.

Figure 4.4.

Participants of the M.A. and Ph.D. Theses Examined



4.6. Topics of Pragmatics Addressed in M.A. and Ph.D. Theses

RQ3: Which subfields or topics within pragmatics are investigated in these theses?

Table 4.7. shows the distribution of examined M.A. theses and Ph.D. dissertations regarding the pragmatics topics addressed, together with their numbers and percentages.

Table 4.7.

Distribution of Pragmatics Topics Addressed in the M.A. and Ph.D. Theses

Topics of Pragmatics	M.A. Theses (N)	Ph.D. Dissertations (N)	Total (N)	Percentage (%)
Speech Acts	25	6	31	36,90
Cross-Cultural Pragmatics	24	3	27	32,14
Pragmatic Competence	9	1	10	11,90
Interlanguage Pragmatics	5	0	5	5,95
Implicature	2	1	3	3,57
Politeness Theory	2	1	3	3,57
Sociopragmatics	2	0	2	2,38
Discourse Markers	1	0	1	1,19
Interactional Pragmatics	1	0	1	1,19
Pragmatic Markers	0	1	1	1,19
			84	≈ 100

Analysis of the findings in Table 4.7. revealed that the most studied topics among eighty-four (N=84) master's theses and doctoral dissertations were speech acts and cross-cultural pragmatics.

Speech Acts, which was the most studied topic, was seen in thirty-one (N=31) M.A. and Ph.D. theses, which was equivalent to the ratio of 36,90%. Following speech acts, the topic of cross-cultural pragmatics was seen in twenty-seven (N=27) studies, both M.A. and Ph.D., and constructed the ratio of 32,14%. This analysis clearly indicated that researchers of the M.A. and Ph.D. studies gave importance to studying the use of English as a foreign language in terms of its functional and cultural aspects.

Following those topics, pragmatic competence was seen in ten (N=10) studies, drawing attention as it was the third most studied issue, with a ratio of 11,90%. However, considering the number of times it was studied, the finding revealed that pragmatic competence, which is directed at evaluating FLLs' pragmatic skills, had more limited interest in the literature, in the past ten (N=10) years in Türkiye.

Other topics of pragmatics, also mentioned in Table 4.7., were studied much less compared to the topics mentioned above. These topics are as follows: interlanguage pragmatics (N=5, 5,95%), implicature (N=3, 3,57%), politeness theory (N=3, 3,57%), and sociopragmatics (N=2, 2,38%).

Moreover, topics of discourse markers, interactional pragmatics, and pragmatic markers were studied once each, and provided the ratio of 1,19% considering all of the data. This situation can be interpreted as the lack of interest towards some pragmatics' subtopics in literature in Türkiye, which should be touched on and analyzed more to provide valuable insights to the field. It is also worth noting that, out of a total of eighty-four (N=84) master's theses and doctoral dissertations, fourteen (N=14) studies examined English coursebooks, specifically in relation to various aspects of pragmatics.

Since 'Speech Acts' was the most studied topic among all eighty-four (N=84) M.A. and Ph.D. theses, it was considered critical to examine which speech acts were the focus of the selected studies. Table 4.8. below shows detailed information on the speech acts studied according to the dataset.

Table 4.8.

Distribution of Speech Acts Studied in the M.A. and Ph.D. Theses

Searle's (1976) Five Types of Illocutionary Acts	Speech Acts	Frequency of Occurrence in M.A. Theses (N)	Frequency of Occurrence in Ph.D. Dissertations (N)	Total (N)
Assertives	stating	4	1	5
	claiming			
	describing			
	reporting			
	predicting			
Directives	requesting	13	2	15
	advising	1	1	2
	suggesting	2	2	4
	inviting	2	-	2
	commanding	-	-	-
Commissives	promising	-	1	1
	offering	2	-	2
	refusing	5	2	7
	threatening	-	-	-
	guaranteeing	-	-	-
Expressives	apologizing	6	3	9
	thanking	1	-	1
	complaining	3	-	3
	complimenting	2	-	2
	greeting	1	-	1
Declarations	declaring	3	1	4
	appointing			
	resigning			
	pronouncing			
	firing			

In the table above, the five most commonly studied speech acts—classified according to Searle’s (1976) five types of illocutionary acts—are listed alongside each category. The number of times each specific speech act was examined is presented under the headings “*Frequency of Occurrence in M.A. Theses*” and “*Frequency of Occurrence in Ph.D. Dissertations*”.

As shown in Table 4.8.—and as anticipated—the most frequently studied speech acts were requesting (N=15), apologizing (N=9), and refusing (N=7):

- Requesting was the speech act that was studied the most (N=15), and it was observed that this act was studied in both M.A. theses (N=13) and Ph.D. dissertations (N=2). This finding undoubtedly revealed that, considering the nature of the requesting speech act and its extensive usage in daily social interactions, researchers of the selected M.A. and Ph.D. studies considered it necessary to dwell on it.
- Furthermore, the speech act of apologizing ranked as second in findings of the current study with nine (N=9) studies: six (N=6) master’s theses and three (N=3) doctoral dissertations, which is considered a speech act used a lot in our daily social interactions.
- The act of refusing, on the other hand, was focused on in seven (N=7) studies in total, five (N=5) master’s and two (N=2) doctoral, which was preferred to be studied by the researchers, considering its interaction with the social face concept and importance in intercultural contexts.

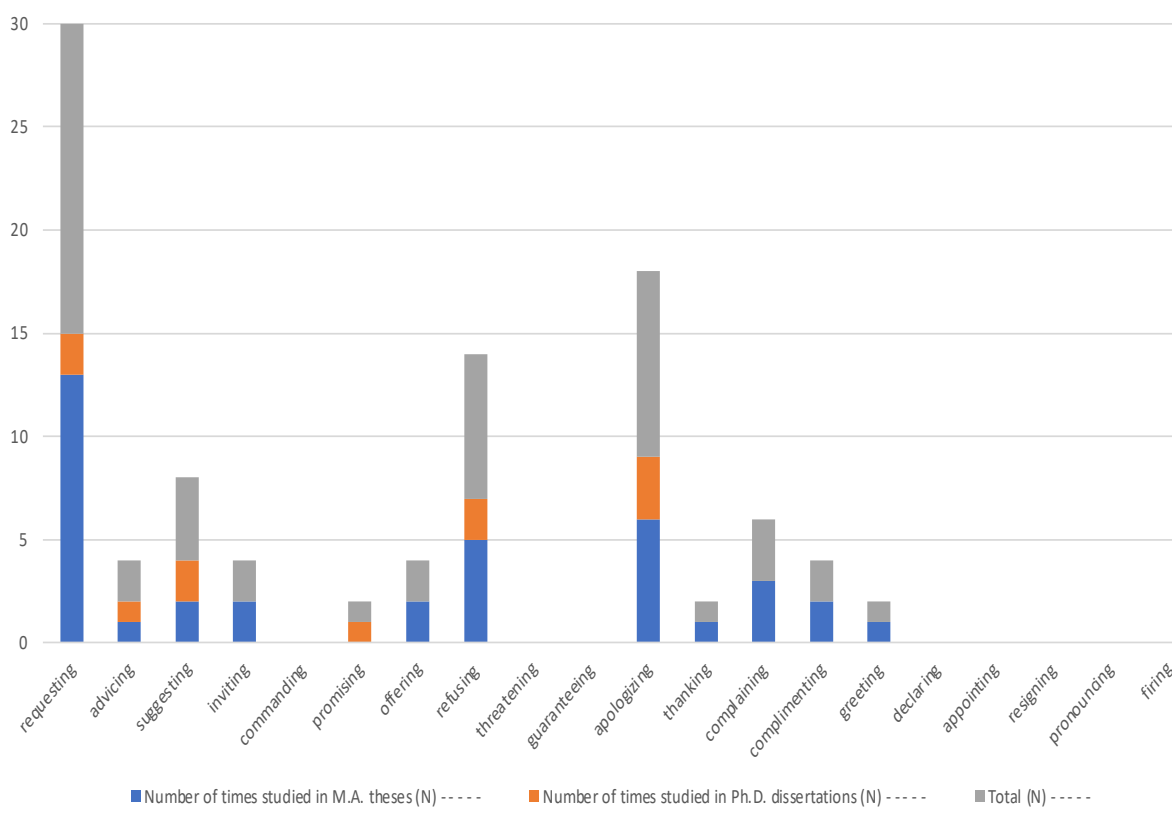
Speech acts such as suggesting, complaining, offering, complimenting, advising, and inviting were encountered less, and each was found in two (N=2) to four (N=4) studies; the acts of promising and greeting were only seen in one (N=1) study each.

Aside from the M.A. theses and Ph.D. dissertations which focused on Searle’s (1976) five types of illocutionary acts from a broader perspective, strikingly it was observed that the speech acts which belongs to the types of assertives and declarations were not studied in a specific manner, and that may be interpreted as the overlook on some speech acts, considering the literature of pragmatics and EFL.

To make it clearer and to provide the big picture, Figure 4.5. demonstrates the distribution of speech acts studied specifically in both M.A. theses and Ph.D. dissertations, with their numbers and percentages.

Figure 4.5.

Distribution of Speech Acts Studied in the M.A. and Ph.D. Theses Examined



In conclusion, the findings clearly revealed that requests, apologies, and refusals were the speech acts that were focused on more by the researchers, in comparison with the other acts, which were studied in a limited manner. This situation shows that the M.A. and Ph.D. studies conducted on the intersection of pragmatics and EFL in Türkiye over the past decade were mostly shaped around common topics, and have not reached a balanced distribution yet, regarding its all aspects.

Also, the fact that topics such as cross-cultural pragmatics and pragmatic competence were studied relatively more highlights the fact that the researchers were interested in the pragmatic functions of EFL. However, considering its rich nature, and in order to provide valuable findings to the literature, the intersection of pragmatics and EFL should be studied

with all its components so that a balanced framework towards it can be created for all who are interested.

4.7. Discussion of the Findings

The findings of this study revealed the current state of pragmatics-focused master's and doctoral theses conducted within the context of EFL in Türkiye in a multifaceted manner. The data not only reflected quantitative distributions but also provided insight into the possible reasons for these preferences in the literature.

The first striking finding was that a large portion of theses were conducted at the master's level. This situation shows that there is still a limited number of doctoral studies on the intersection of pragmatics and EFL in Türkiye. Bardovi-Harlig (1999) stated that, in the studies conducted at that time, pragmatic competence was not given the necessary importance and that this area was not sufficiently researched in the context of language teaching. This statement, although time has passed, remains consistent with the literature in Türkiye, since a systematic research culture at the doctoral level has not yet been formed in this field. A review of recent studies conducted worldwide clearly emphasizes the importance of pragmatic competence for FLLs' communication skills (Taguchi & Roever, 2017; Taguchi, 2020). In FLT, developing pragmatic awareness and cross-cultural communication skills, along with grammar and vocabulary, has been shown to positively influence FLLs' real-life language use (Bardovi-Harlig & Mossman, 2016). However, as noted, these trends are not yet sufficiently reflected in doctoral studies in Türkiye. This suggests that further doctoral research in the field should more closely monitor these developments in the literature.

When the distribution over time was examined, it was seen that there has been a significant increase in the number of M.A. and Ph.D. theses in Türkiye, especially in the years 2022 and 2023. This rise shows that communication-oriented language teaching and intercultural awareness have become more significant in the field. Kasper and Rose (2002) stated that pragmatic development in a foreign language, especially in the field of interlanguage pragmatics, has received more attention since the 2000s. The interest in this field in Türkiye has also increased in parallel with this trend in recent years. The global literature notes that emphasizing cultural elements and context-based interaction in language

learning processes is a key factor in the development of pragmatic competence (Alcón-Soler & Martínez-Flor, 2008; Taguchi & Ishihara, 2018). This indicates that the growing interest in FLE in Türkiye arises from a tendency toward the cultural aspect of language education and the link between FLLs' communication skills and real-world situations.

Considering the examination of the research design types preferred, it was seen that the most preferred method was the mixed-methods research design. This preference shows that researchers are seeking to obtain more comprehensive results by using both quantitative and qualitative approaches. Creswell and Plano Clark (2018) state that mixed-methods studies offer a more comprehensive analysis opportunity, especially in complex social science subjects. This approach is quite meaningful in examining a subject that has both linguistic and contextual aspects, such as pragmatic competence. The widespread use of mixed methods in pragmatics research internationally can be explained by the fact that it allows for a better understanding of both the measurable aspects of FLLs' pragmatic development and the complex dynamics within the social context (Riazi, 2017; Taguchi, 2023). In this context, the preference for mixed methods in research on pragmatic competence in Türkiye can be interpreted as researchers' attempts to analyze the multidimensional nature of this topic more thoroughly.

Upon examining the data collection tools used in the selected studies, surveys and DCTs stood out as the most frequently preferred tools. This shows that structured data collection methods still have a large place in research. Roever (2005) states that DCTs are widely used in measuring pragmatic competence, but they may not fully reflect the real communication environment. The fact that interviews were also used at a high rate showed that the search for qualitative depth continues. On the other hand, the very limited use of natural data sources such as diaries, field notes, or video recordings suggests that interaction contexts have not been sufficiently investigated. The global literature has increasingly emphasized the importance of naturalistic data in evaluating pragmatic competence, focusing more on data collected from authentic and natural interaction settings to accurately capture communicative reality (Félix-Brasdefer & Hasler-Barker, 2017). The limited use of naturalistic data in the Türkiye context indicates that research is not adequately linked to real-world settings. This suggests that future research should place more emphasis on authentic interactions.

Considering the participants selected for the master's and doctoral studies examined, it was seen that students in university and preparatory school settings were the most preferred participants. Taguchi (2011) states that this age group is more open to learning the social rules of the target language and has a structure that is sensitive to pedagogical interventions. Moreover, the fact that EFL teachers were also frequently included as participants shows that teacher attitudes and practices were also on the research agenda. On the other hand, the fact that stakeholders such as very young learners or parents were given less focus reveals that the role of social contexts or family influence on pragmatic development has not been sufficiently examined. In the international literature, there are studies specifically focusing on the roles of children's age groups and parents in language learning (Bryant, 2022). These studies highlight that pragmatic competence is closely connected to family, preschool education settings, and other social environments, and therefore, family involvement in the language learning process and early language acquisition environments should be emphasized. However, the lack of sufficient attention to these issues in studies in Türkiye represents an important area for future research.

When the topics of pragmatics focused on in the theses were examined, it was observed that the topics of speech acts and cross-cultural pragmatics were the ones that were studied the most. However, the fact that other critical topics of pragmatics, such as interactional pragmatics, implicature, and discourse markers, have been studied quite limitedly shows that the field still continues to revolve around certain research trends. However, subfields such as interactional pragmatics can offer deeper insights into actual language use. Similarly, topics such as implicature and discourse markers, although they make important contributions to understanding both linguistic and cognitive processes, remain relatively underexplored. Therefore, it can be argued that research in pragmatics in Türkiye needs new perspectives to broaden its range of topics.

As a result, it was seen that measurable and practical methods were predominant in the theses conducted in Türkiye. However, contextual and interactional dimensions have not yet been sufficiently addressed. For the pragmatics and EFL fields to develop in a more balanced and multi-faceted way, researchers should also focus on qualitative and ethnographic approaches, less-studied pragmatic sub-topics, and different participant groups.

CHAPTER 5

CONCLUSION

This chapter provides a summary of the current review study, discusses its pedagogical implications, outlines its limitations, and offers suggestions for further research.

5.1. Summary of the Study

The current study was set as a systematic review that aimed to examine and analyze the master's theses (M.A.) and doctoral dissertations (Ph.D.) that were conducted on the intersection of Pragmatics and English as a Foreign Language (EFL). The necessary data for the present study were gathered among the M.A. theses and Ph.D. dissertations, which were only published between the years of 2015 and 2024. Also, the data were selected among the M.A. theses and Ph.D. dissertations which were conducted and published in the context of Türkiye. This study was considered a three-pronged review as it primarily focused on revealing the necessary numbers, scopes, and methodologies of the M.A. and Ph.D. theses in question.

In total, eighty-four (N=84) theses were selected for the study: seventy-one (N=71) master's theses, and thirteen (N=13) doctoral dissertations. In order to investigate the gathered data of the M.A. and Ph.D. studies, a systematic documentation analysis was adopted, and thanks to that approach, both quantitative and qualitative data from the selected master's and doctoral theses were provided. The findings of the current study, regarding its research questions, were reported with the necessary numbers, percentages, various tables, and figures. Considering the trends and research gaps in the literature of Türkiye, the study aimed to provide a framework for those interested and to shed light on the areas that need further attention.

Regarding the findings of the current review study, a total of eighty-four (N=84) theses, both M.A. (N=71) and Ph.D. (N=13), were found between 2015 and 2024, which were contextualized with Pragmatics and English as a Foreign Language. The most frequently used research design type was reported as mixed-methods research design, followed by quantitative

and qualitative research designs in order. In terms of the usage of data collection tools, surveys and DCTs were the tools that were preferred the most by the researchers. As for the participants, mostly EFL students (in a university/ preparatory school setting) and EFL teachers were favored for the studies. In terms of pragmatics topics covered, most of the studies focused on speech acts and cross-cultural pragmatics. Requests, apologies, and refusals were the most commonly addressed acts.

5.2. Pedagogical Implications of the Study

The findings of this review study revealed that pragmatics research in the context of EFL teaching in Türkiye has focused on specific themes while overlooking others. Master's and doctoral theses examined which were published over the past decade have largely focused on cross-cultural pragmatics and speech acts, especially commonly studied speech acts such as requests, apologies, and refusals. In contrast, topics such as pragmatic failure, politeness strategies, and implicit meanings seem to have remained relatively unimportant in research within the Türkiye context. Furthermore, some current topics of global importance—such as pragmatic use in digital communication environments, and pragmatic competence—have received limited attention in theses in Türkiye. This suggests a significant gap in the field and the overlooking of pragmatic areas beyond traditional topics. Regarding these points, there are pedagogical implications for various stakeholders.

As a starting point, FLE teachers should prioritize developing pragmatic competence in FLT process. Acquiring pragmatic skills, which is a component of communicative competence, extends beyond simply constructing grammatically correct sentences, enabling FLLs to use appropriate language across various contexts and cultures. To this end, it is recommended that classroom activities incorporate examples of communication from various cultures, politeness expressions, and speech acts used in conversations. Furthermore, the digital communication environments frequently used by today's FLLs should be taken into consideration. Topics such as which expressions are formal or informal in email correspondence, social media interactions, or online chats, as well as the pragmatic functions of elements like emojis and punctuation, can be discussed in classes and researched in the field.

There are also important implications for teacher training programs and curriculum developers. Examined research indicates that essential pragmatic objectives have a limited presence in official EFL curricula in Türkiye. To address this deficiency, program developers should explicitly include pragmatic skills in the curriculum objectives. The curriculum should define not only grammar and vocabulary, but also behavioral indicators for appropriate language use in everyday communication situations. To develop intercultural communication skills, textbooks and other materials should include dialogues and texts that represent the communication styles and values of various cultures. Furthermore, the assessment of pragmatic competence should be addressed from both a research and educational perspective. Curriculum can utilize tools to assess FLLs' pragmatic development (e.g., role-plays, discourse completion tasks, or online communication scenarios). These assessments allow teachers to identify the pragmatic areas where FLLs need support and offer clear evidence of progress in those areas.

Regarding the researchers of the field, the trends revealed by this review study offer important implications for future research. The narrow focus of the theses published in Türkiye in recent years indicates that new research should explore understudied pragmatic areas. In particular, the study of ILP, implicature, politeness theory, sociopragmatics, discourse markers, interactional pragmatics, and pragmatic markers in the EFL context is necessary. Furthermore, studies on the neglected phenomenon of pragmatic failure can provide valuable insights into how to address such errors in FLE. Finally, longitudinal studies monitoring the development of pragmatic skills across different age groups in the Türkiye context would address a significant research gap. Such studies not only address research gaps in the literature but also provide FLE teachers with recommendations for classroom practice and shed light on what policymakers should prioritize in FLE.

Overall, the points discussed in this pedagogical implications section aim for a more balanced and comprehensive approach to EFL teaching and pragmatics in Türkiye. Enhancing the communicative aspect of language teaching—that is, ensuring that FLLs understand not only the structures of the language but also when, where, with whom, and how to use it—should be considered essential for developing individuals capable of effective communication in the 21st century. In this regard, teachers, researchers, and curriculum developers should adopt an approach that focuses on pragmatic skills, promotes intercultural awareness, and takes into account the communication conditions of the digital age. This approach will enable

the creation of a FLE teaching environment that aligns with current research trends and addresses the needs of the field.

5.3. Limitations of the Study and Suggestions for Further Research

This study has several limitations regarding the country (Türkiye), time frame (2015-2024), and context (Pragmatics and EFL).

The fact that the current study was limited to M.A. theses and Ph.D. dissertations that were conducted in Türkiye between 2015 and 2024, and focused only on Pragmatics studies within the EFL context, these aspects of the study restricted the possibility of making comparisons with global trends and seeing the entire picture in the literature. Moreover, since the data for the current study were obtained exclusively from the Council of Higher Education Thesis Center (YÖK Tez), and since the focus was on M.A. theses and Ph.D. dissertations only, other related published articles were not included in the dataset. Additionally, the researcher gathered the necessary data in the best possible way, however, as mentioned before (*See Chapter 1*) some related studies may have been excluded from the current study.

For further research, regarding the intersection of pragmatics and EFL, an examination of M.A. and Ph.D. studies in different countries can be conducted in a comparative manner. Also, the same review study can be conducted within a broader time frame to gather findings in more depth. In addition, further studies (M.A. or Ph.D.) can be conducted on discourse markers, interactional pragmatics, and pragmatic markers, which were studied less in comparison with the other topics of pragmatics in question. Last but not least, studies focusing on assessment and pragmatics in the EFL context can be carried out, considering the gap in the literature, as the findings of the current study revealed.

REFERENCES

- Aijmer, K., & Rühlemann, C. (Eds.). (2015). *Corpus pragmatics: A handbook*. Cambridge: Cambridge University Press.
- Alcón-Soler, E., & Martínez-Flor, A. (Eds.). (2008). Investigating pragmatics in foreign language learning, teaching and testing. *Multilingual Matters*.
- Austin, J. L. (1962). *How to do things with words*. Oxford University Press.
- Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford University Press.
- Bachman, L. F., & Palmer, A. S. (2010). *Language assessment in practice: Developing language assessments and justifying their use in the real world*. Oxford University Press.
- Bardovi-Harlig, K. (1999). Exploring the interlanguage of interlanguage pragmatics: A research agenda for acquisitional pragmatics. *Language Learning*, 49(4), 677–713.
- Bardovi-Harlig, K. (2013). Developing L2 pragmatics. *Language Learning*, 63 (1), 68–86.
- Bardovi-Harlig, K., & Dörnyei, Z. (1998). Do learners recognize pragmatic violations? *TESOL Quarterly*, 32(2), 233–259. <https://doi.org/10.2307/3587956>
- Bardovi-Harlig, K., & Hartford, B. S. (2022). Pragmatic development and politeness in second language learning. In M. A. Alonso (Ed.), *Handbook of pragmatics in language learning and teaching* (pp. 201–223). Wiley-Blackwell.
- Bardovi-Harlig, K., & Mahan-Taylor, R. (Eds.). (2003). *Teaching pragmatics*. Washington, DC: Office of English Programs, U.S. Department of State.
- Bardovi-Harlig, K., & Mossman, S. (2016). Corpus-based materials development for teaching and learning pragmatic routines. In B. Tomlinson (Ed.), *Second Language Acquisition Research and Materials Development for Language Learning* (pp. 250–267). Routledge.

- Barron, A. (2003). *Acquisition in interlanguage pragmatics: Learning how to do things with words in a study abroad context*. John Benjamins.
- Beebe, L. M., & Cummings, M. C. (1996). Natural speech act data versus written questionnaire data: How data collection method affects speech act performance. In S. M. Gass & J. Neu (Eds.), *Speech acts across cultures: Challenges to communication in a second language* (pp. 65–86). Berlin, Germany: Mouton de Gruyter.
- Blum-Kulka, S., & Olshtain, E. (1984). Requests and apologies: A cross-cultural study of speech act realization patterns (CCSARP). *Applied Linguistics*, 5(3), 196–213.
- Blum-Kulka, S., House, J., & Kasper, G. (Eds.). (1989). *Cross-cultural pragmatics: Requests and apologies*. Ablex.
- Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3–15. <https://doi.org/10.3102/0013189X034006003>
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27–40.
- Brown, P., & Levinson, S. C. (1978). Universals in language usage: Politeness phenomena. In E. N. Goody (Ed.), *Questions in politeness* (pp. 56–289). Cambridge University Press.
- Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage*. Cambridge University Press.
- Bryant, D. P. (2022). Pragmatic language development in early childhood: A socialization perspective. *Frontiers in Psychology*.
- Canale, M. (1983). From communicative competence to communicative language pedagogy. In J. C. Richards & R. W. Schmidt (Eds.), *Language and communication* (pp. 2–27). Longman.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.

- Celce-Murcia, M. (2007). Rethinking the role of communicative competence in language teaching. In E. Alcón Soler & M. P. Safont Jordà (Eds.), *Intercultural language use and language learning* (pp. 41–57). Springer.
- Cohen, A. D. (2018). *Learning pragmatics from native and nonnative language teachers*. Multilingual Matters.
- Cohen, A. D., & Olshtain, E. (1993). The production of speech acts by EFL learners. *TESOL Quarterly*, 27(1), 33–56.
- Cooper, H. (2010). *Research synthesis and meta-analysis: A step-by-step approach* (4th ed.). SAGE Publications.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). SAGE Publications.
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). Thousand Oaks, CA: SAGE Publications.
- Deardorff, D. K. (2006). The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, 10(3), 241–266.
- Eslami, R. Z. (2005). Raising the pragmatic awareness of language learners. *ELT Journal*, 59(3), 199–208.
- Félix-Brasdefer, J. C., & Hasler-Barker, M. (2017). Elicited data. In A. Barron, Y. Gu, & G. Steen (Eds.), *The Routledge handbook of pragmatics* (pp. 27–40). Routledge.
- Gass, S. M., & Houck, N. R. (2021). *Interlanguage pragmatics*. Oxford University Press.
- Goffman, E. (1967). *Interaction ritual: Essays on face-to-face behavior*. Doubleday.
- Golato, A. (2003). Studying compliment responses: A comparison of DCTs and recordings of naturally occurring talk. *Applied Linguistics*, 24(1), 90–121. <https://doi.org/10.1093/applin/24.1.90>

- Grice, H. P. (1975). Logic and conversation. In P. Cole & J. L. Morgan (Eds.), *Syntax and semantics: Vol. 3. Speech acts* (pp. 41–58). Academic Press.
- Hidayat, A. (2016). Speech acts: Force behind words. *English Education: Jurnal Tadris Bahasa Inggris*, 9(1), 1–12.
- House, J. (1996). Developing pragmatic fluency in English as a foreign language: Routines and metapragmatic awareness. *Studies in Second Language Acquisition*, 18(2), 225– 252.
- Huang, Y. (Ed.). (2017). *The Oxford handbook of pragmatics*. Oxford University Press.
- Hymes, D. H. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269–293). Penguin.
- Ishihara, N., & Cohen, A. D. (2010). *Teaching and learning pragmatics: Where language and culture meet*. Pearson Education.
- Jeon, E. H., & Kaya, T. (2006). Effects of L2 instruction on interlanguage pragmatic development: A meta-analysis. In J. M. Norris & L. Ortega (Eds.), *Synthesizing research on language learning and teaching* (pp. 165–211). Amsterdam, The Netherlands: John Benjamins.
- Kasper, G. (1992). Pragmatic transfer. *Second Language Research*, 8(3), 203–231. <https://doi.org/10.1177/026765839200800302>
- Kasper, G., & Dahl, M. (1991). Research methods in interlanguage pragmatics. *Studies in Second Language Acquisition*, 13(2), 215–247.
- Kasper, G. (1996). Introduction: Interlanguage pragmatics in SLA. *Studies in Second Language Acquisition*, 18(2), 145–148.
- Kasper, G. (1997). *Can pragmatic competence be taught?* (NetWork #6). Honolulu, HI: University of Hawai‘i, Second Language Teaching & Curriculum Center.
- Kasper, G., & Roever, C. (2005). Pragmatics in second language learning. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 317–334). Routledge.

- Kasper, G., & Blum-Kulka, S. (Eds.). (1993). *Interlanguage pragmatics*. Oxford University Press.
- Kasper, G., & Schmidt, R. (1996). Developmental issues in interlanguage pragmatics. *Studies in Second Language Acquisition*, 18(2), 149–169.
- Kasper, G., & Rose, K. R. (2002). *Pragmatic development in a second language*. Blackwell Publishing.
- Kasper, G., & Rose, K. R. (2021). *Pragmatics in language learning and teaching*. Cambridge University Press.
- Kecskes, I. (2014). *Intercultural pragmatics*. Oxford University Press.
- Kecskes, I. (2014). *Intercultural pragmatics*. Oxford: Oxford University Press.
- Lakoff, R. (1973). The logic of politeness; or, minding your p's and q's. In C. Corum, T.C.
- Leech, G. N. (1983). *Principles of pragmatics*. Longman.
- Leech, G. (2014). *The pragmatics of politeness* (Oxford Studies in Sociolinguistics). Oxford University Press.
- Levinson, S. C. (1983). *Pragmatics*. Cambridge University Press.
- Listia, R., & Febriyanti, E. R. (2020). EFL learners' problems in using tenses: An insight for grammar teaching. *IJET: Indonesian Journal of English Teaching*, 9(1), 86–95.
- LoCastro, V. (2012). *Pragmatics for language educators: A sociolinguistic perspective*. Routledge.
- Martínez-Flor, A., & Usó-Juan, E. (2006). A comprehensive pedagogical framework to develop pragmatics in the foreign language classroom: The 6Rs approach. *Applied Language Learning*, 16, 39–64.
- Norris, J. M., & Ortega, L. (2001). Does type of instruction make a difference? A meta-analytic review of research on SLA. *Language Learning*, 51(1), 157–213.
- Patton, M. Q. (1999). Enhancing the quality and credibility of qualitative analysis. *Health Services Research*, 34(5 Pt 2), 1189–1208.

- Petticrew, M., & Roberts, H. (2006). *Systematic reviews in the social sciences: A practical guide*. Blackwell Publishing.
- Plonsky, L., & Zhuang, J. (2019). A meta-analysis of second language pragmatics instruction. In N. Taguchi (Ed.), *The Routledge handbook of second language acquisition and pragmatics* (pp. 287–307).
- Riazi, A. M. (2017). *Mixed methods research in language teaching and learning*. Equinox Publishing.
- Rintell, E. M., & Mitchell, C. J. (1989). Studying requests and apologies: An inquiry into method. In S. Blum-Kulka, J. House, & G. Kasper (Eds.), *Cross-cultural pragmatics: Requests and apologies* (pp. 100–121). Norwood, NJ: Ablex.
- Rose, K. R., & Kasper, G. (Eds.). (2001). *Pragmatics in language teaching*. Cambridge University Press.
- Rose, K. R., & Ng, K. M. (2020). Developing pragmatic competence in English language learners: A focus on politeness. *Journal of Pragmatics*, 163, 105–120. <https://doi.org/10.1016/j.pragma.2020.07.004>
- Roever, C. (2005). *Testing ESL pragmatics: Development and validation of a web-based assessment battery*. Frankfurt: Peter Lang.
- Saleh, S. E. (2013). Understanding communicative competence. *University Bulletin*, 3(15), 101–110.
- Searle, J. R. (1969). *Speech acts: An essay in the philosophy of language*. Cambridge University Press.
- Searle, J. R. (1975). *Indirect speech acts*. In P. Cole & J. L. Morgan (Eds.), *Syntax and semantics: Vol. 3. Speech acts* (pp. 59–82). Academic Press.
- Searle, J. R. (1976). A classification of illocutionary acts. *Language in Society*, 5(1), 1–23.
- Searle, J. R. (1979). *Expression and meaning: Studies in the theory of speech acts*. Cambridge University Press.
- Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics in Language Teaching*, 10(1–4), 209–231.

- Sharif, M., Yarmohammadi, L., Sadighi, F., & Bagheri, M. S. (2017). Teaching pragmatics in the EFL classroom: Challenges, lacunas, and suggestions. *Advanced Education*, 8, 49–53.
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Soler, E. A., & Flor, A. M. (Eds.). (2008). *Investigating pragmatics in foreign language learning, teaching, and testing* (Vol. 30). Multilingual Matters.
- Spencer-Oatey, H. (2008). *Culturally speaking: Culture, communication and politeness theory* (2nd ed.). Continuum.
- Stadler, S. (2012). Cross-cultural pragmatics. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 1–8). Wiley-Blackwell.
- Taguchi, N. (2011). Teaching pragmatics: Trends and issues. *Annual Review of Applied Linguistics*, 31, 289–310.
- Taguchi, N. (2015). *Context, individual differences, and pragmatic competence*. Oxford, UK: Oxford University Press.
- Taguchi, N. (2017). Interlanguage pragmatics. In A. Barron, P. Grundy, & G. Yueguo (Eds.), *The Routledge Handbook of Pragmatics* (pp. 153–167). New York, NY: Routledge.
- Taguchi, N. (2019). *Pragmatic competence in Japanese as a second language: Assessing, teaching, and testing*. Routledge.
- Taguchi, N. (2019). *The Routledge handbook of second language acquisition and pragmatics* (Ed.). Routledge.
- Taguchi, N. (2020). Assessing L2 pragmatics: Current trends and tools. *Language Teaching*, 53(2), 145–160. <https://doi.org/10.1017/S0261444819000300>
- Taguchi, N. (2023). Mixed methods research in pragmatics: Recent advances and future directions. *Journal of Pragmatics*, 209, 15–25. <https://doi.org/10.1016/j.pragma.2022.12.002>

- Taguchi, N., & Ishihara, N. (2018). *The pragmatics of English as a lingua franca: Research and pedagogy in the era of globalization*. Routledge.
- Taguchi, N., & Roever, C. (2017). *Second language pragmatics*. Oxford University Press.
- Thomas, J. (1983). Cross-cultural pragmatic failure. *Applied Linguistics*, 4(2), 91–112.
- Thomas, J. A. (1995). *Meaning in interaction: An introduction to pragmatics*. Longman.
- Thomas, J. A. (2014). *Meaning in interaction: An introduction to pragmatics*. Routledge.
- Trosborg, A. (1995). *Interlanguage pragmatics: Requests, complaints, and apologies*. Mouton de Gruyter.
- Watts, R. J. (2003). *Politeness*. Cambridge University Press.
- Wierzbicka, A. (2003). *Cross-cultural pragmatics: The semantics of human interaction* (2nd ed.). Mouton de Gruyter.
- Yule, G. (1996). *Pragmatics*. Oxford University Press.
- Yule, G. (1996). *The study of language* (2nd ed.). Cambridge University Press.

REFERENCED THESES

- Ajabshir, A. B. (2016). *A quasi-experimental study of implicatures in course books used at university preparatory schools in Ankara* [Master's thesis]. Gazi University, Department of English Language Teaching.
- Ak, D. (2018). *A comparative analysis of politeness strategies used by Turkish in-service EFL teachers in Turkish and English* [Master's thesis]. İstanbul Sabahattin Zaim University, Department of English Language Teaching.
- Akdoğan, F. (2022). *Exploring interculturality among English language teachers* [Master's thesis]. Muğla Sıtkı Koçman University, Department of Foreign Language Education.
- Al-Dulaimi, H. A. A. (2022). *Pragmatics of compliment speech-act verbs used by Iraqi EFL students* [Master's thesis]. Karabük University, Department of English Language and Literature.
- Alver Yücel, Ö. (2017). *The effects of viewing pre-selected video clips on low-level Turkish EFL learners' use of speech acts* [Master's thesis]. İhsan Doğramacı Bilkent University, Department of Teaching English as a Foreign Language.
- Atasoy, S. (2022). *Young L2 learners' interlanguage pragmatic development in a CLIL context* [Master's thesis]. Bahçeşehir University, Department of English Language Education.
- Ay, N. A. (2018). *A look into teachers' perceptions towards intercultural competence in Turkish EFL context* [Master's thesis]. Çağ University, Department of English Language Education.
- Aybirdi Yazıcı, N. (2024). *Place of sociocultural and intercultural elements in foreign language teaching: Textbook analysis and teachers' perspectives* [Master's thesis]. Kafkas University, Department of Educational Programs and Instruction.

- Aydın, E. (2023). *Formative assessment and speech act development in young foreign learners: A focus on native speakers of Turkish learning English* [Master's thesis]. Middle East Technical University, Department of English Language Teaching.
- Babaylı, I. (2020). *A comparative sociopragmatic analysis of the dialogues in Turkish and Azerbaijani B1-B2 EFL textbooks* [Master's thesis]. Ondokuz Mayıs University, Department of English Language Education.
- Badem, F. (2018). *Interactional resources for restoring understanding of teachers' instructions in an EFL classroom* [Master's thesis]. Gazi University, Department of English Language Teaching.
- Bakırcı, D. (2019). *The investigation of pragmatic competence levels of tertiary level Turkish EFL students with a special focus to their usage patterns of expressions of gratitude* [Master's thesis]. Karadeniz Technical University, Department of Western Languages and Literature.
- Balcı, C. (2023). *An investigation into in-service and pre-service English teachers' intercultural sensitivity* [Master's thesis]. Çanakkale Onsekiz Mart University, Department of Foreign Languages Education.
- Başaran, K. (2024). *Turkish EFL learners' preference for apology strategies across different social variables* [Master's thesis]. Yeditepe University, Department of English Language Teaching.
- Bayındır, S. (2019). *The effects of explicit teaching of speech acts on EFL learners' pragmatic competence* [Master's thesis]. İstanbul Sabahattin Zaim University, Department of English Language Education.
- Binici, E. (2016). *Investigating pragmatic information in an EFL coursebook: A case of "yes you can"* [Master's thesis]. Çağ University, Department of English Language Education.
- Bür Yiğit, B. (2022). *Developing a pragmatic insight into the use of apology strategies for EFL learners* [Doctoral dissertation]. Çanakkale Onsekiz Mart University, Department of Foreign Language Education.

- Canbolat, H. C. (2022). *The effects of metapragmatic and conventional instruction of pragmatics on Turkish EFL learners' pragmatic competence and the use of apology strategies* [Master's thesis]. Bahçeşehir University, Department of English Language Education.
- Cereci, A. (2022). *Exploring language teachers' beliefs about intercultural competence and their cultural practices* [Master's thesis]. Çağ University, Department of English Language Education.
- Civan, İ. (2023). *Perception of impoliteness in Turkish and English by Turkish university EFL students* [Doctoral dissertation]. Eskişehir Anadolu University, Department of English Language Teaching.
- Civelek, M. (2023). *An experimental study on enhancing EFL learners' pragmatic awareness and performance through web 2.0 tools online: Is teacher presence necessary?* [Master's thesis]. Bursa Uludağ University, Department of English Language Education.
- Çakır, S. (2022). *Teaching pragmatics and idealized pragmatic norms in English: Exploring non-native speaker teachers' perceptions* [Master's thesis]. Bahçeşehir University, Department of English Language Education.
- Çalman, M. (2017). *An evaluation of a course book in the development of intercultural competence* [Master's thesis]. Çağ University, Department of English Language Education.
- Çandırılı, B. (2018). *A study on intercultural competence of pre-service EFL teachers through short stories* [Master's thesis]. Muğla Sıtkı Koçman University, Department of Foreign Language Education.
- Çetin, H. (2021). *Developing EFL teachers' actional competence through language functions: A suggested reflective model for CPD* [Doctoral dissertation]. Gazi University, Department of English Language Teaching.
- Çetinavcı, U. R. (2016). *The effects of explicit film-based instruction on English as a foreign language teacher trainees' interpretation of implied meanings* [Doctoral

dissertation]. Çanakkale Onsekiz Mart University, Department of English Language Teaching.

Çelikbaş, M. (2016). *Analysis of Turkish EFL students' use of refusal strategies in different levels* [Master's thesis]. İstanbul University, Department of English Language Teaching.

Çiloğlu, F. (2018). *The relationship between intercultural sensitivity and English language achievement* [Master's thesis]. Gaziantep University, Department of Foreign Languages Teaching.

Demirkol, T. (2015). *Pragmatic development of Turkish EFL learners in terms of speech acts: Refusals, requests, and suggestions* [Doctoral dissertation]. Çukurova University, Department of English Language Education.

Doğan, A. (2015). *English language instructors' beliefs towards the objectives of English language teaching regarding culture teaching and culture teaching activities at university contexts* [Master's thesis]. Çağ University, Department of English Language Teaching.

Doğru, S. (2022). *An investigation of the speech act of request in English textbooks for young learners in state schools* [Master's thesis]. Middle East Technical University, Department of English Language Teaching.

Duman, F. D. (2023). *The presentation of speech acts in ELT textbooks* [Master's thesis]. Ankara University, Department of Linguistics.

Düşünceli Keleş, E. (2023). *An evaluation of the pragmatic competence of pre-service English language teachers: Politeness strategies used in making requests in the academic context* [Master's thesis]. Başkent University, Department of English Language Education.

Elmeddahim, F. (2022). *Investigating pre-service EFL teachers' perceptions and conceptualizations of pragmatic competence and integration of pragmatics in EFL teaching process* [Master's thesis]. Başkent University, Department of English Language Education.

- Erdoğan, S. B. (2015). *Acquiring intercultural competence from coursebooks: An analysis of learning tasks in the coursebook "The Big Picture."* [Master's thesis]. Çağ University, Department of English Language Teaching.
- Fettahoğlu, D. (2023). *A comparative study on the impact of implicit and explicit instruction on Turkish EFL learners' pragmatic competence* [Master's thesis]. Maltepe University, Department of English Language Education.
- Gazioğlu, T. (2015). *The effect of pedagogical intervention in pragmatics on Turkish EFL high school students* [Master's thesis]. Bahçeşehir University, Department of English Language Education.
- Gül, B. (2023). *Evaluating the EFL coursebooks used in Türkiye in terms of intercultural perspectives* [Master's thesis]. Hakkari University, Department of Foreign Language Education.
- Günay, C. (2019). *Refusal strategies of preservice EFL teachers in four speech acts: Requests, suggestions, invitations, offers* [Master's thesis]. Yeditepe University, Department of English Language Education.
- Güneri, A. (2021). *EFL teachers' opinions on culture teaching activities in Mardin context* [Master's thesis]. Çağ University, Department of English Language Education.
- Güneş, G. (2019). *The attitudes of English language teachers towards culture* [Master's thesis]. Ondokuz Mayıs University, Department of Foreign Language Education.
- Güngör, M. A. (2022). *The pragmatic analysis of speech act competences in second language acquisition* [Doctoral dissertation]. Ankara University, Department of Linguistics.
- Hammoodi, S. S. (2018). *The pragmatic transfer of requestive speech acts by Arab and Turkish EFL learners at the preparatory school* [Master's thesis]. İstanbul Aydın University, Department of English Language and Literature.
- Hammoodi, S. S. (2023). *A pragma-linguistic and socio-pragmatic analysis of Arab and Turkish EFL learners' performance in the area of advice and promising speech acts*

[Doctoral dissertation]. İstanbul Aydın University, Department of English Language and Literature.

Kaplan, S. (2019). *University preparatory school students' awareness about grammar and pragmatics* [Master's thesis]. Yeditepe University, Department of English Language Education.

Karataş, Y. (2023). *Evaluating speech acts elements in English as a foreign language textbooks published in Turkey* [Master's thesis]. Çukurova University, Department of English Language Teaching.

Kaya, Ç. (2018). *The effect of explicit instruction on the English preparatory class students: An analysis of request realization patterns* [Master's thesis]. Çağ University, Department of English Language Education.

Kıyançiçek, E. (2023). *The relationship between motivation and pragmatic awareness: A case study of Turkish EFL learners* [Master's thesis]. Bursa Uludağ University, Department of English Language Education.

Koç, G. (2018). *Intercultural competence and foreign language teachers: a case study of three teachers in a Turkish high school* [Master's thesis]. Çağ University, Department of English Language Education.

Köse, S. M. (2022). *An analysis of instructions given in online courses by EFL instructors from the perspective of politeness strategies* [Master's thesis]. Gazi University, Department of English Language Teaching.

Kural, F. (2015). *Significance of intercultural competence development for study-abroad students: Preparing Turkish international sojourners to undertake graduate programs in English L1 countries* [Doctoral dissertation]. Yeditepe University, Department of Foreign Language Education.

Kurt, Ş. (2018). *Raising EFL learners' awareness of suprasegmental features as an aid to understanding implicatures* [Master's thesis]. İhsan Doğramacı Bilkent University, Department of Teaching English as a Foreign Language.

- Kuzu, F. Ö. (2018). *English language instructors' views and practices of intercultural competence activities at university contexts* [Master's thesis]. Çağ University, Department of English Language Education.
- Mitrani, Ç. (2016). *Investigating pragmatic competence of Turkish EFL instructors: Request realizations and perceptions* [Master's thesis]. Bahçeşehir University, Department of English Language Education.
- Mohammed, Z. A. A. (2023). *The role of pragmatic competence plasticity in EFL students' communication* [Master's thesis]. Karabük University, Department of English Language and Literature.
- Najmalddin, N. O. (2017). *Raising pragmatic competence in foreign language classrooms* [Master's thesis]. İstanbul Aydın University, Department of English Language and Literature.
- Osmancık, G. (2021). *English teachers' perceptions of teaching culture in the EFL classroom* [Master's thesis]. Bursa Uludağ University, Department of English Language Education.
- Önal, C. (2016). *Examining refusal strategies of Turkish EFL students and their perceptions* [Master's thesis]. Bahçeşehir University, Department of English Language Teaching.
- Öz, Y. D. (2022). *Analysis of speech acts in student to student and teacher to student interaction in oral proficiency interviews* [Master's thesis]. Süleyman Demirel University, Department of Western Language and Literature.
- Özet, M. N. (2019). *Developing pragmatic competence of B level tertiary students in English preparatory classes* [Master's thesis]. Hacettepe University, Department of English Language Education.
- Özışık, B. Z. (2018). *A study on English language lecturers' attitudes towards developing intercultural awareness in language teaching* [Doctoral dissertation]. Atatürk University, Department of Foreign Languages Teaching.

- Özkaya, B. G. (2015). *Developing intercultural competence of foreign language learners by using awareness-raising classroom activities* [Master's thesis]. Çağ University, Department of English Language Teaching.
- Özmen, P. (2016). *Apology strategies of Turkish EFL university students* [Master's thesis]. Bahçeşehir University, Department of English Language Education.
- Pehlivan Şişman, E. (2022). *Plurilingual and intercultural competence from the perspectives of English language teachers* [Master's thesis]. Süleyman Demirel University, Department of Foreign Language Education.
- Salih, Z. Q. (2016). *The role of watching English subtitled programs in the development of second language pragmatic competence* [Master's thesis]. İstanbul Aydın University, Department of English Language and Literature.
- Saral Çalışkan, K. (2022). *Evaluation of a local EFL coursebook in terms of intercultural communicative competence* [Master's thesis]. Başkent University, Department of English Language Teaching.
- Shark, P. F. A. (2018). *The effects of explicit/implicit instructions on the development of advanced EFL learners' pragmatic knowledge of English: Apology speech act* [Master's thesis]. İstanbul Aydın University, Department of English Language and Literature.
- Sobacı, E. (2023). *The impact of negotiation role-play on the development of EFL preparatory class students' intercultural competence* [Master's thesis]. Amasya University, Department of Foreign Language Education.
- Solak, E. (2023). *Pre-service EFL teachers' views regarding intercultural competence and culture teaching in foreign language education* [Master's thesis]. Yıldız Technical University, Department of Foreign Languages Education.
- Şafak, H. (2021). *Realization of request speech act by EFL students* [Master's thesis]. İstanbul Aydın University, Department of English Language and Literature.

- Şanal, M. (2016). *Conceptual socialization in EFL contexts: A case study on Turkish EFL learners' request speech acts realization* [Master's thesis]. İhsan Doğramacı Bilkent University, Department of Teaching English as a Foreign Language.
- Takkaç Tulgar, A. (2016). *Students' and faculty members' perceptions of teaching and assessing pragmatic competence in EFL context* [Doctoral dissertation] Atatürk University, Department of English Language Education.
- Toscu, S. (2018). *The impact of telecollaboration on learners' intercultural communicative competence and ideal L2 self* [Doctoral dissertation]. Hacettepe University, Department of Foreign Language Education.
- Türkyılmaz, S. (2023). *An exploratory study into the use of discourse markers by Turkish EFL students in English-speaking exams and its relation with their exam scores* [Master's thesis]. Eskişehir Anadolu University, Department of Foreign Language Education.
- Türnük, T. (2021). *The use of speech acts in Turkish EFL classes* [Master's thesis]. İstanbul Medeniyet University, Department of Foreign Language Education.
- Uyar, A. C. (2022). *A sociopragmatic analysis of the address forms in Turkish high school EFL textbook dialogues* [Master's thesis]. Ondokuz Mayıs University, Department of English Language Teaching.
- Ünal, B. (2022). *An investigation into pragmatic content of B1-level local and global EFL textbooks in Turkey* [Master's thesis]. Ondokuz Mayıs University, Department of Foreign Language Education.
- Üstünbaş, Z. (2021). *The effects of flipped instruction through authentic videos on Turkish EFL learners' use of speech acts and willingness to communicate* [Master's thesis]. Bursa Uludağ University, Department of Foreign Languages Teaching.
- Yağcı, M. (2016). *Intercultural competence and its reflection in the beliefs of Turkish teachers of English with regard to their teaching practices* [Master's thesis]. Çaç University, Department of English Language Teaching.

- Yakut, İ. (2019). *A corpus-based approach to pragmatic markers: Comparison of Turkish learners of English and native speakers of English* [Doctoral dissertation]. Erciyes University, Department of English Language and Literature.
- Yıldırım, M. (2015). *EFL students' perceptions of pragmatics and their level of pragmatic competence* [Master's thesis]. Çağ University, Department of English Language Education.
- Yıldız, Z. (2024). *A qualitative analysis of writing tasks in EFL high school textbooks: Exploring intercultural communicative competence* [Master's thesis]. İhsan Doğramacı Bilkent University, Department of English Language Teaching.
- Yurchak, M. (2016). *The role of culture in a young learner's EFL context* [Master's thesis]. Bahçeşehir University, Department of English Language Teaching.
- Zerey, Ö. G. (2019). *Exploring pragmatic competence of preschool children with a specific reference to the speech act of apology in Turkish* [Doctoral dissertation]. Çukurova University, Department of English Language Teaching.

Appendix 1: Table of the Detailed Analysis of M.A. Theses and Ph.D. Dissertations Examined in the Study

Table 9: Detailed Analysis of M.A. Theses and Ph.D. Dissertations Examined in the Study

(N)	Year	Author	Title	Thesis Type	University and Department	Research Design	Data Collection Tools	Participants / Materials
1	2015	ARZU DOĞAN	<i>“English language instructors' beliefs towards the objectives of English language teaching regarding culture teaching and culture teaching activities at university contexts.”</i>	M.A.	Çağ University Department of English Language Teaching	Quantitative Research	Web-Based Questionnaire	Preparatory school instructors, both Turkish and other nationalities (N=100).
2	2015	BUKET GÜLLÜ ÖZKAYA	<i>“Developing intercultural competence of foreign language learners by using awareness-raising classroom activities.”</i>	M.A.	Çağ University Department of English Language Teaching	Mixed-Methods Research	-Survey -Questionnaire -Checklist -Field Notes -Observation	3rd-grade university Ss (N=28).
3	2015	FARUK KURAL	<i>“Significance of intercultural competence development for study-abroad students: Preparing Turkish international sojourners to undertake graduate programs in English L1 countries.”</i>	Ph.D.	Yeditepe University Department of Foreign Language Education	Mixed-Methods Research	-Demographic Questionnaire -Videoclip Responses -E-mail Interview -Needs and Attitude Analysis -ISS -Field Notes	Turkish international Ss (including graduates) who attended English preparatory program.
4	2015	MUSTAFA YILDIRIM	<i>“EFL students' perceptions of pragmatics and their level of pragmatic competence.”</i>	M.A.	Çağ University Department of English Language Education	Quantitative Research	Questionnaire	University 1st year Ss (N=130).
5	2015	SAYCAN BORA ERDOĞAN	<i>“Acquiring intercultural competence from coursebooks: an analysis of learning tasks in the coursebook “The Big Picture”.”</i>	M.A.	Çağ University Department of English Language Teaching	Descriptive Study	Checklist	Coursebook named “The Big Picture”.

Table 9: Detailed Analysis of M.A. Theses and Ph.D. Dissertations Examined in the Study (cont.)

6	2015	TUBA DEMİRKOL	<i>"Pragmatic development of Turkish EFL learners in terms of speech acts: Refusals, requests, and suggestions."</i>	Ph.D.	Çukurova University Department of English Language Education	Mixed-Methods Research	-DCT -Scenarios -Role Plays -SSI	Preparatory class Ss (N=22).
7	2015	TÜLAY GAZİOĞLU	<i>"The effect of pedagogical intervention in pragmatics on Turkish EFL high school students."</i>	M.A.	Bahçeşehir University Department of English Language Education	Mixed-Methods Research	-DCT -Student Based Questionnaire -Ss' Reflective Papers -Field Notes	Turkish EFL Ss (N=26).
8	2016	AREZOO BABAEI AJABSHIR	<i>"A quasi - experimental study of implicatures in course books used at university preparatory schools in Ankara."</i>	M.A.	Gazi University Department of English Language Teaching	Quasi - Experimental Research	-Content Analysis Criteria -Questionnaire -Pre-test -Post-test	-The upper intermediate level books as materials (N=14), -Preparatory school Ss (n=47) and language instructors.
9	2016	AYŞEGÜL TAKKAÇ TULGAR	<i>"Students' and faculty members' perceptions of teaching and assessing pragmatic competence in EFL context."</i>	Ph.D.	Atatürk University Department of English Language Education	Mixed - Methods Research	-DCT -Perception Questionnaire -Open-ended Questions	- Faculty members (N=50), - Ss (N=554).
10	2016	CANAN ÖNAL	<i>"Examining refusal strategies of Turkish EFL students and their perceptions."</i>	M.A.	Bahçeşehir University Department of English Language Teaching	Qualitative Research	-WDCT -Interview	Preparatory EFL Ss (N=80).
11	2016	ÇAĞLA MİTRANİ	<i>"Investigating pragmatic competence of Turkish EFL instructors: Request realizations and perceptions."</i>	M.A.	Bahçeşehir University Department of English Language Education	Qualitative Research	-WDCT -Interview	Turkish EFL instructors (N=55).

Table 9: Detailed Analysis of M.A. Theses and Ph.D. Dissertations Examined in the Study (cont.)

12	2016	ELÇİN BİNİCİ	<i>"Investigating pragmatic information in an EFL coursebook: A case of "yes you can"."</i>	M.A.	Çağ University Department of English Language Education	Quantitative Research	Data Sheet for Types of Speech Acts	EFL coursebook.
13	2016	MARİNA YURCHAK	<i>"The role of culture in a young learner's EFL context."</i>	M.A.	Bahçeşehir University Department of English Language Teaching	Qualitative Research	-Interview -Questionnaire -Classroom Observation	- Teachers (N=6), - Parents (N=93) - Ss (N=96), - Administration staff (N=2).
14	2016	MEHMET ÇELİKBAŞ	<i>"Analysis of Turkish EFL students' use of refusal strategies in different levels."</i>	M.A.	İstanbul University Department of English Language Teaching	Mixed-Methods Research	-DCT -Interview	University Ss (N=108).
15	2016	MERVE ŞANAL	<i>"Conceptual socialization in EFL contexts: A case study on Turkish EFL learners' request speech acts realization."</i>	M.A.	İhsan Doğramacı Bilkent University Department of Teaching English as a Foreign Language	Mixed-Methods Research	-WDCT -ODCT	- English preparatory Ss (N=25), - NSs of English who work for the same preparatory school (N=10).
16	2016	MİRAY YAĞCI	<i>"Intercultural competence and its reflection in the beliefs of Turkish teachers of English with regard to their teaching practices."</i>	M.A.	Çağ University Department of English Language Teaching	Quantitative Research	Questionnaires	Turkish EFL teachers (N=76).
17	2016	PELİN ÖZMEN	<i>"Apology strategies of Turkish EFL university students."</i>	M.A.	Bahçeşehir University Department of English Language Education	Qualitative Research	-VEDCT -DCT	Preparatory Ss (N=44).
18	2016	UĞUR RECEP ÇETİNAVCI	<i>"The effects of explicit film-based instruction on English as a foreign language teacher trainees' interpretation of implied meanings."</i>	Ph.D.	Çanakkale Onsekiz Mart University Department of English Language Teaching	Quasi - Experimental Research	MDCT	- 1st year EFL teacher trainees (N=144), - NSs of English (N=127).

Table 9: Detailed Analysis of M.A. Theses and Ph.D. Dissertations Examined in the Study (cont.)

19	2016	ZHIKAL QADER SALIH	<i>“The role of watching English subtitled programs in the development of second language pragmatic competence.”</i>	M.A.	İstanbul Aydın University Department of English Language and Literature	Experimental Study	-Sit-Down Test Designed by the Researcher -MDCT	4th year Ss of English Language and Literature program (N=20).
20	2017	METİN ÇALMAN	<i>“An evaluation of a course book in the development of intercultural competence.”</i>	M.A.	Çağ University Department of English Language Education	Mixed-Methods Research	Checklists	English coursebook for 9th grade Ss.
21	2017	NADHİM OTHMAN NAJMALDDIN	<i>“Raising pragmatic competence in foreign language classrooms.”</i>	M.A.	İstanbul Aydın University Department of English Language and Literature	Quantitative Research	-Sit-Down Tests -WDCT	Senior university Ss who are English L2 speakers (N=50).
22	2017	ÖZNUR ALVER YÜCEL	<i>“The effects of viewing pre-selected video clips on low-level Turkish EFL learners' use of speech acts.”</i>	M.A.	İhsan Doğramacı Bilkent University Department of Teaching English as a Foreign Language	Mixed-Methods Research	-DCT -Perception Questionnaire -SSI	Low-intermediate level Ss (N=42).
23	2018	BELKIS ZEYNEP ÖZİŞİK	<i>“A study on English language lecturers' attitudes towards developing intercultural awareness in language teaching.”</i>	Ph.D.	Atatürk University Department of Foreign Languages Teaching	Mixed-Methods Research	-Questionnaire -SSI	EFL lecturers in Turkey (N=172).
24	2018	BÜŞRA ÇANDIRLI	<i>“A study on intercultural competence of pre-service EFL teachers through short stories.”</i>	M.A.	Muğla Sıtkı Koçman University Department of Foreign Language Education	Mixed-Methods Research	-The Expanded Cultural Intelligence Scale -ISS -Written Reflections -Individual SSI	3rd-year university Ss who are pre-service EFL teachers (N=27).

Table 9: Detailed Analysis of M.A. Theses and Ph.D. Dissertations Examined in the Study (cont.)

25	2018	ÇİLEM KAYA	<i>“The effect of explicit instruction on the English preparatory class students: an analysis of request realization patterns.”</i>	M.A.	Çağ University Department of English Language Education	Quasi-Experimental Research	Open-ended WDCT	Preparatory school Ss (N=60).
26	2018	DEMET AK	<i>“A comparative analysis of politeness strategies used by Turkish in-service EFL teachers in Turkish and English.”</i>	M.A.	İstanbul Sabahattin Zaim University Department of English Language Teaching	Quantitative Research	-Tests -Questionnaire -Interview -Classroom Observations -Diaries	EFL teachers (N=96).
27	2018	FATMA BADEM	<i>“Interactional resources for restoring understanding of teachers' instructions in an EFL classroom.”</i>	M.A.	Gazi University Department of English Language Teaching	Conversation Analysis	31Hours of Video Recording	EFL Classroom.
28	2018	FATMA ÇİLOĞLAN	<i>“The relationship between intercultural sensitivity and English language achievement.”</i>	M.A.	Gaziantep University Department of Foreign Languages Teaching	Quantitative Research	-ISS -Final Exam of the Preparatory School	Preparatory class Ss (N=325).
29	2018	FUNDA ÖZBAKIR KUZU	<i>“English language instructors' views and practices of intercultural competence activities at university contexts.”</i>	M.A.	Çağ University Department of English Language Education	Quantitative Research	Questionnaire	EFL instructors (N=50).
30	2018	GAMZE KOÇ	<i>“Intercultural competence and foreign language teachers: a case study of three teachers in a Turkish high school.”</i>	M.A.	Çağ University Department of English Language Education	Mixed-Methods Research	-Questionnaire -SSI -Focus Group Interview	EFL teachers (N=6).
31	2018	NİYAZİ ALKAN AY	<i>“A look into teachers' perceptions towards intercultural competence in Turkish EFL context.”</i>	M.A.	Çağ University Department of English Language Education	Descriptive Quantitative Study	Questionnaire	EFL teachers (N=215).

Table 9: Detailed Analysis of M.A. Theses and Ph.D. Dissertations Examined in the Study (cont.)

32	2018	PASAND FARHAD ABDULKAREEM SHARK	<i>"The effects of explicit/ implicit instructions on the development of advanced EFL learners' pragmatic knowledge of English: Apology speech act."</i>	M.A.	İstanbul Aydın University Department of English Language and Literature	Mixed-Methods Research	-Proficiency Test -Background Information Questionnaire - Pre-test -Post-test -MDCT -Videotaped Role-Plays	- English NSs (N=10), - Advanced Ss of grade 12 from British International School (N=40).
33	2018	SALİHA TOSCU	<i>"The impact of telecollaboration on learners' intercultural communicative competence and ideal L2 self."</i>	Ph.D.	Hacettepe University Department of Foreign Language Education	Explanatory Sequential Mixed Methods Research	-Self-Reflection Papers -SSI -Questionnaires	Preparatory class Ss (N=22).
34	2018	SAMIRA SHAKIR HAMMOODI	<i>"The pragmatic transfer of requestive speech acts by Arab and Turkish EFL learners at the preparatory school."</i>	M.A.	İstanbul Aydın University Department of English Language and Literature	Mixed-Methods Research	-DCT -MCQ -Proficiency Test -Interview	Arab and Turkish EFL Ss (N=70).
35	2018	ŞEBNEM KURT	<i>"Raising EFL learners' awareness of suprasegmental features as an aid to understanding implicatures."</i>	M.A.	İhsan Doğramacı Bilkent University Department of Teaching English as a Foreign Language	Mixed-Methods Research	-Pronunciation Background and Attitude Questionnaire -Implicature Recognition Test -Evaluation Form -Implicature Recognition Post-test	Ss from different faculties who are A1-level English learners (N=36).
36	2019	CANSET GÜNAY	<i>"Refusal strategies of preservice EFL teachers in four speech acts: Requests, suggestions, invitations, offers."</i>	M.A.	Yeditepe University Department of English Language Education	Qualitative Research	-Background Survey -WDCT -MDCT	- Pre-service EFL teachers (N=62), -NSs of English (N=6).

Table 9: Detailed Analysis of M.A. Theses and Ph.D. Dissertations Examined in the Study (cont.)

37	2019	GAMZE GÜNEŞ	<i>“The attitudes of English language teachers towards culture.”</i>	M.A.	Ondokuz Mayıs University Department of Foreign Language Education	Quantitative Research	Questionnaire	EFL teachers (N=160).
38	2019	DERYA BAKIRCI	<i>“The investigation of pragmatic competence levels of tertiary level Turkish EFL students with a special focus to their usage patterns of expressions of gratitude.”</i>	M.A.	Karadeniz Technical University Department of Western Languages and Literature	Mixed-Methods Empirical Study	-DCT -SSI	- Tertiary level Ss (N=150): NSs of Turkish who are learning English (N=80), - Non-NSs of English who live in European countries (N=70).
39	2019	İLYAS YAKUT	<i>“A corpus-based approach to pragmatic markers: Comparison of Turkish learners of English and native speakers of English.”</i>	Ph.D.	Erciyes University Department of English Language and Literature	Contrastive Interlanguage Analysis	-WordSmith Tools -Log Likelihood Statistics -IBM SPSS Statistics	Corpus (LINDSEI-TR and LOCNEC).
40	2019	MERVE NUR ÖZET	<i>“Developing pragmatic competence of B level tertiary students in English preparatory classes.”</i>	M.A.	Hacettepe University Department of English Language Education	Mixed-Methods Research	- Open-ended WDCT -ODCT -Focus Group Interview	Preparatory class Ss (N=60).
41	2019	ÖZGE GÜL ZEREY	<i>“Exploring pragmatic competence of preschool children with a specific reference to the speech act of apology in Turkish.”</i>	Ph.D.	Çukurova University Department of English Language Teaching	Mixed- Methods Research	-Scenarios (N=8) -ODCT	Children aged between 4 to 6, who were monolingual NSs of Turkish (N=100).
42	2019	SİNEM BAYINDIR	<i>“The effects of explicit teaching of speech acts on EFL learners' pragmatic competence.”</i>	M.A.	İstanbul Sabahattin Zaim University Department of English Language Education	Experimental Study	WDCT	Preparatory class Ss (N=34).

Table 9: Detailed Analysis of M.A. Theses and Ph.D. Dissertations Examined in the Study (cont.)

43	2019	SİNEM KAPLAN	<i>“University preparatory school students' awareness about grammar and pragmatics.”</i>	M.A.	Yeditepe University Department of English Language Education	Mixed-Methods Research	-DCT -Focus Group Interviews	Preparatory school Ss (N=50).
44	2020	ISGANDAR BABABAYLI	<i>“A comparative sociopragmatic analysis of the dialogues in Turkish and Azerbaijani B1-B2 EFL textbooks.”</i>	M.A.	Ondokuz Mayıs University Department of English Language Education	Quantitative Research Method	Assessment Rubric	Turkish (N=3) and Azerbaijani (N=3) EFL textbooks.
45	2021	AHMET GÜNERİ	<i>“EFL teachers' opinions on culture teaching activities in Mardin context.”</i>	M.A.	Çağ University Department of English Language Education	Quantitative Research	Questionnaire	EFL teachers (N=110).
46	2021	GÜLİN OSMANCIK	<i>“English teachers' perceptions of teaching culture in the EFL classroom.”</i>	M.A.	Bursa Uludağ University Department of English Language Education	Mixed-Methods Research	-Questionnaire -SSI	EFL teachers (N=250).
47	2021	HANDE ÇETİN	<i>“Developing EFL teachers' actional competence through language functions: A suggested reflective model for CPD.”</i>	Ph.D.	Gazi University Department of English Language Teaching	Mixed- Methods Research	-Questionnaire -SSI -Likert Scale -DCT	EFL teachers: sampling group (N=190), experimental group (N=32).
48	2021	HANDE ŞAFAK	<i>“Realization of request speech act by EFL students.”</i>	M.A.	İstanbul Aydın University Department of English Language and Literature	Mixed-Methods Research	-DCT - Questionnaire	-M.A. Ss of different nationalities studying ELT (N=30), -English NSs (N=10).
49	2021	TÜLİN TÜRÜK	<i>“The use of speech acts in Turkish EFL classes.”</i>	M.A.	İstanbul Medeniyet University Department of Foreign Language Education	Qualitative Research	-Video Recordings of the Instructors (N=10).	- Preparatory school instructors (N=8), - Preparatory school Ss of three different levels (N=129).

Table 9: Detailed Analysis of M.A. Theses and Ph.D. Dissertations Examined in the Study (cont.)

50	2021	ZAFER ÜSTÜNBAŞ	<i>"The effects of flipped instruction through authentic videos on Turkish EFL learners' use of speech acts and willingness to communicate."</i>	M.A.	Bursa Uludağ University Department of Foreign Languages Teaching	Mixed-Methods Research	-DCT - Questionnaire -Interviews -Study Logs & Reports	University Ss who study English (N=50).
51	2022	AHMET CAN UYAR	<i>"A sociopragmatic analysis of the address forms in Turkish high school EFL textbook dialogues."</i>	M.A.	Ondokuz Mayıs University Department of English Language Teaching	Content Analysis	-Rubric Designed by the Researcher	EFL Textbooks.
52	2022	ARZU CERECİ	<i>"Exploring language teachers' beliefs about inter-cultural competence and their cultural practices."</i>	M.A.	Çağ University Department of English Language Education	Quantitative Research	Questionnaire	EFL teachers (N=122).
53	2022	BİLAL ÜNAL	<i>"An investigation into pragmatic content of B1-level local and global EFL textbooks in Turkey."</i>	M.A.	Ondokuz Mayıs University Department of Foreign Language Education	Mixed-Methods Research	-Deductive Content Analysis -Inductive Content Analysis	Local and global B1 level English textbooks used in Turkey.
54	2022	BURCU BÜR YİĞİT	<i>"Developing a pragmatic insight into the use of apology strategies for EFL learners."</i>	Ph.D.	Çanakkale Onsekiz Mart University Department of Foreign Language Education	Convergent Parallel Mixed Methods Design	-DCT -SSI	1st and 2nd grade university Ss, who use English actively (N=134).
55	2022	EMİNE PEHLİVAN ŞİŞMAN	<i>"Plurilingual and intercultural competence from the perspectives of English language teachers."</i>	M.A.	Süleyman Demirel University Department of Foreign Language Education	Mixed-Methods Research	Scales	EFL teachers (N=156).
56	2022	FATİMA ELMEDDAHİM	<i>"Investigating pre-service EFL teachers' perceptions and conceptualizations of pragmatic competence and integration of pragmatics in EFL teaching process."</i>	M.A.	Başkent University Department of English Language Education	Mixed- Methods Research	-Open-ended Questionnaire -Likert Scale	Turkish pre-service EFL teachers (N=122).

Table 9: Detailed Analysis of M.A. Theses and Ph.D. Dissertations Examined in the Study (cont.)

57	2022	HUDA ABDULATIF AHMED AL- DULAIMI	<i>“Pragmatics of compliment speech-act verbs used by Iraqi EFL students.”</i>	M.A.	Karabük University Department of English Language and Literature	Quantitative Research	DCT	Iraqi EFL university Ss (N=150).
58	2022	FIRAT AKDOĞAN	<i>“Exploring interculturality among English language teachers.”</i>	M.A.	Muğla Sıtkı Koçman University Department of Foreign Language Education	Explanatory Sequential Mixed Methods Research	-The Scale of Recognising Intercultural Competence - Tasks -SSI	EFL teachers (N=52).
59	2022	HÜSEYİN CANER CANBOLAT	<i>“The effects of metapragmatic and conventional instruction of pragmatics on Turkish EFL learners' pragmatic competence and the use of apology strategies.”</i>	M.A.	Bahçeşehir University Department of English Language Education	Quasi- Experimental Research	-Online MDCT via Google Forms -Role Plays	7-8 years old Turkish EFL Ss (N=55).
60	2022	KÜBRA SARAL ÇALIŞKAN	<i>“Evaluation of a local EFL coursebook in terms of intercultural communicative competence.”</i>	M.A.	Başkent University Department of English Language Teaching	Qualitative Research	Checklists	Local EFL Coursebook
61	2022	MUSTAFA AKIN GÜNGÖR	<i>“The pragmatic analysis of speech act competences in second language acquisition.”</i>	Ph.D.	Ankara University Department of Linguistics	Mixed-Methods Research	-Tools for Testing Explicit and Implicit Knowledge -Tools for Examining Politeness Strategies -Speech Act Appropriateness Assessment Tools -One-Sample t-Test -Paired Samples t- Test - ANOVA	- Preparatory class Ss (N=63), - Instructors (N=6).

Table 9: Detailed Analysis of M.A. Theses and Ph.D. Dissertations Examined in the Study (cont.)

62	2022	SAHRA MİNE KÖSE	<i>“An analysis of instructions given in online courses by EFL instructors from the perspective of politeness strategies.”</i>	M.A.	Gazi University Department of English Language Teaching	Mixed-Methods Research	-Video Recordings - SSI -Background Information Collection Survey	EFL instructors (N=5).
63	2022	SEMANUR DOĞRU	<i>“An investigation of the speech act of request in English textbooks for young learners in state schools”.</i>	M.A.	Middle East Technical University Department of English Language Teaching	Quantitative Research	-Checklist -Item Frequency Analysis	EFL textbooks provided by MoNE.
64	2022	SUEDA ÇAKIR	<i>“Teaching pragmatics and idealized pragmatic norms in English: Exploring non-native speaker teachers' perceptions.”</i>	M.A.	Bahçeşehir University Department of English Language Education	Mixed- Methods Research	-Questionnaire -SSI	Turkish non-NS EFL teachers (N=202).
65	2022	SÜMEYYE ATASOY	<i>“Young L2 learners' interlanguage pragmatic development in a CLIL context.”</i>	M.A.	Bahçeşehir University Department of English Language Education	Exploratory Cross-Sectional Study Design	ODCT	Young EFL Ss (N=144).
66	2022	YASEMİN DENİZ ÖZ	<i>“Analysis of speech acts in student to student and teacher to student interaction in oral proficiency interviews.”</i>	M.A.	Süleyman Demirel University Department of Western Language and Literature	Mixed-Methods Research	-Interviews -Audio Recordings of Oral Exams	Ss in English Language and Literature Department (N=11).
67	2023	BUSE GÜL	<i>“Evaluating the EFL coursebooks used in Türkiye in terms of intercultural perspectives.”</i>	M.A.	Hakkari University Department of Foreign Language Education	Qualitative Research	Content Analysis	EFL Coursebooks.

Table 9: Detailed Analysis of M.A. Theses and Ph.D. Dissertations Examined in the Study (cont.)

68	2023	CANSIN BALCI	<i>"An investigation into in-service and pre-service English teachers' intercultural sensitivity."</i>	M.A.	Çanakkale Onsekiz Mart University Department of Foreign Languages Education	Mixed-Methods Research	-ISS -Teacher Multicultural Attitude Survey -SSI	EFL teachers (N=200): - in-service (N=100), - pre-service (N=100) teachers.
69	2023	DİLEHAN FETTAHOĞLU	<i>"A comparative study on the impact of implicit and explicit instruction on Turkish EFL learners' pragmatic competence."</i>	M.A.	Maltepe University Department of English Language Education	Quantitative Research	WDCT	Preparatory class Ss (N=66).
70	2023	ELİF DÜŞÜNCELİ KELEŞ	<i>"An evaluation of the pragmatic competence of pre-service English language teachers: Politeness strategies used in making requests in the academic context."</i>	M.A.	Başkent University Department of English Language Education	Qualitative Research	DCT	Pre-service EFL teachers (N=89).
71	2023	EMRE SOBACI	<i>"The impact of negotiation role-play on the development of EFL preparatory class students' intercultural competence."</i>	M.A.	Amasya University Department of Foreign Language Education	Quasi - Experimental Research	-ICS -SSI	Preparatory class Ss (N=24).
72	2023	ESRA AYDIN	<i>"Formative assessment and speech act development in young foreign learners: A focus on native speakers of Turkish learning English."</i>	M.A.	Middle East Technical University Department of English Language Teaching	Mixed-Methods Research	- Pre-Test -Post-Test -Role Play -Video Recordings -Teacher Observation Form -Self-Assessment Form -Questionnaire	2nd grade Ss (N=87).
73	2023	ESRA SOLAK	<i>"Pre-service EFL teachers' views regarding intercultural competence and culture teaching in foreign language education."</i>	M.A.	Yıldız Technical University Department of Foreign Languages Education	Quantitative Research	-Questionnaire	Pre-service EFL teachers (N=228).

Table 9: Detailed Analysis of M.A. Theses and Ph.D. Dissertations Examined in the Study (cont.)

74	2023	EZGİ KIYANÇİÇEK	<i>“The relationship between motivation and pragmatic awareness: A case study of Turkish EFL learners.”</i>	M.A.	Bursa Uludağ University Department of English Language Education	Mixed- Methods Research	-Motivation Questionnaire -AJT -SSI	Preparatory class Ss (N=235).
75	2023	FATMA DİLA DUMAN	<i>“The presentation of speech acts in ELT textbooks.”</i>	M.A.	Ankara University Department of Linguistics	Qualitative Research	Documentation Analysis	National (N=4) and international coursebooks (N=4).
76	2023	İLKNUR CİVAN	<i>“Perception of impoliteness in Turkish and English by Turkish university EFL students.”</i>	Ph.D.	Eskişehir Anadolu University Department of English Language Teaching	Mixed-Methods Research	-Impolite Action Rating Questionnaire -Impoliteness Strategy Questionnaire -Open-ended Questions -DCT	Turkish EFL speakers (N=154).
77	2023	MUSTAFA CİVELEK	<i>“An experimental study on enhancing EFL learners' pragmatic awareness and performance through web 2.0 tools online: Is teacher presence necessary?”</i>	M.A.	Bursa Uludağ University Department of English Language Education	Mixed-Methods Research	-Online DCT (Pre- Test and Post-Test) -SSI	Language preparatory course Ss, college-level EFL Ss (N=40).
78	2023	SAMIRA SHAKIR HAMMOODI	<i>“A pragma-linguistic and socio-pragmatic analysis of Arab and Turkish EFL learners' performance in the area of advice and promising speech acts”</i>	Ph.D.	İstanbul Aydın University Department of English Language and Literature	Mixed-Methods Research	-WDCT -ODCT	Three groups of university Ss (N=45): Arab Ss in Turkey (N=15), Turkish Ss (N=15), and English NSs (N=15).
79	2023	SİNEM TÜRKYILMAZ	<i>“An exploratory study into the use of discourse markers by Turkish EFL students in English-speaking exams and its relation with their exam scores.”</i>	M.A.	Eskişehir Anadolu University Department of Foreign Language Education	Quantitative Research	-Recordings of Speaking Exam -Speaking Exam Scores -Overall Proficiency Scores	Intermediate-level preparatory Ss (N=90).

Table 9: Detailed Analysis of M.A. Theses and Ph.D. Dissertations Examined in the Study (cont.)

80	2023	YAREN KARATAŞ	<i>“Evaluating speech acts elements in English as a foreign language textbooks published in Turkey.”</i>	M.A.	Çukurova University Department of English Language Teaching	Mixed-Methods Research	Page-by-Page Analysis	A2 level MoNE EFL coursebooks.
81	2023	ZAHRAA ABD ALAMIR MOHAMMED	<i>“The role of pragmatic competence plasticity in EFL students' communication.”</i>	M.A.	Karabük University Department of English Language and Literature	Quantitative Research	DCT	Iraqi EFL Ss (N=170).
82	2024	KEREM BAŞARAN	<i>“Turkish EFL learners' preference for apology strategies across different social variables.”</i>	M.A.	Yeditepe University Department of English Language Teaching	Mixed-Methods Research	-WDCT -MDCT	- EFL Ss (N=20), - NSs of English (N=8).
83	2024	NURDAMLA AYBİRDİ YAZICI	<i>“Place of sociocultural and intercultural elements in foreign language teaching: Textbook analysis and teachers' perspectives.”</i>	M.A.	Kafkas University Department of Educational Programs and Instruction	Mixed-Methods Research	-Documentation Analysis -SSI -Questionnaire	EFL teachers (N=90).
84	2024	ZEYNEP YILDIZ	<i>“A qualitative analysis of writing tasks in EFL high school textbooks: Exploring intercultural communicative competence.”</i>	M.A.	İhsan Doğramacı Bilkent University Department of English Language Teaching	Qualitative Research	Coding Frame	Anatolian High School English textbooks published by MoNE.

Appendix 2: Ethics Committee Approval

Evrak Tarih ve Sayısı: 19.02.2024-316666



T.C.
BAŞKENT ÜNİVERSİTESİ REKTÖRLÜĞÜ
Akademik Değerlendirme Koordinatörlüğü



Sayı : E-62310886-605-316666
Konu : Merve Gültekin'in Etik Kurul Onayı

19.02.2024

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 29.01.2024 tarih ve 308763 sayılı yazınız.

Enstitünüz İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Merve Gültekin'in, Dr. Öğretim Üyesi Sevgi Şahin danışmanlığında yürütmekte olduğu, "Türkiye'de Yabancı Dil Olarak İngilizce Eğitimi Bağlamında Pragmatik Çalışmaların İncelenmesi: Bir Derleme Çalışması" adlı tez çalışması değerlendirilmiş ve bilgilerinize ekte sunulmuştur.

Prof. Dr. Sadegül AKBABA ALTUN
Kurul Başkanı

Ek: Değerlendirme Formu

Sayı : 17162298.600-44
Konu : Tez Çalışması

5 Şubat 2024

İlgili Makama

Üniversitemiz Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Merve Gültekin'in, Dr. Öğretim Üyesi Sevgi Şahin danışmanlığında yürütmekte olduğu, "Türkiye'de Yabancı Dil Olarak İngilizce Eğitimi Bağlamında Pragmatik Çalışmaların İncelenmesi: Bir Derleme Çalışması" adlı tez çalışması değerlendirilmiş ve yapılmasında bir sakınca olmadığı tespit edilmiştir. Bilgilerinize saygılarımızla sunarız.

Başkent Üniversitesi Sosyal ve Beşeri Bilimler ve Sanat Alan Araştırma Kurulu

Ad, Soyad	Değerlendirme	İmza
Prof. Dr. Gözen Güner Aktaş	Olumlu/ Olumsuz	
Prof. Dr. Sadegül Akbaba Altun	Olumlu/ Olumsuz	
Prof. Dr. Fatih Çetin	Olumlu/ Olumsuz	
Prof. Dr. Hasan Tahsin Fendoğlu	Olumlu/ Olumsuz	
Prof. Dr. Filiz Kalelioğlu	Olumlu/ Olumsuz	
Prof. Dr. Hidayet Hale Künüçen	Olumlu/ Olumsuz	
Prof. Dr. Özcan Yağcı	Olumlu/ Olumsuz	

Bu belge,güvenli elektronik imza ile imzalanmıştır.