



استكشاف الأنشطة القائمة على علم التداولية في كتب "صن رايز" المستخدمة في فصول اللغة الإنجليزية كلغة أجنبية في المدارس الحكومية في كردستان العراق

استكشاف الأنشطة القائمة على علم التداولية في كتب "صن رايز" المستخدمة في فصول اللغة الإنجليزية كلغة أجنبية في المدارس الحكومية في كردستان العراق
إبراهيم محمد علي مراد 1
بخشة لطيف عبد المجيد أحمد 2

1. أستاذ مساعد في اللغويات التطبيقية - جامعة جرمو، كلية التربية، قسم اللغة الإنجليزية - السليمانية، إقليم كردستان - العراق
2. طالب ماجستير في اللغويات التطبيقية - جامعة حلبجة، كلية التربية الأساسية، قسم اللغة الإنجليزية - حلبجة، إقليم كردستان، العراق

bakhchalatif3@gmail.com

murad53murad@gmail.com

الكلمات المفتاحية: الكفاءة البراغماتية؛ كتب تعليم اللغة الإنجليزية كلغة أجنبية؛ الكفاءة التواصلية؛ متعلم اللغة الإنجليزية كلغة أجنبية من اللغة الكردية

كيفية اقتباس البحث

مراد، إبراهيم محمد علي ، بخشة لطيف عبد المجيد احمد , استكشاف الأنشطة القائمة على علم التداولية في كتب "صن رايز" المستخدمة في فصول اللغة الإنجليزية كلغة أجنبية في المدارس الحكومية في كردستان العراق،مجلة مركز بابل للدراسات الانسانية، آذار ٢٠٢٦، المجلد:١٦، العدد:٣.

هذا البحث من نوع الوصول المفتوح مرخص بموجب رخصة المشاع الإبداعي لحقوق التأليف والنشر (Creative Commons Attribution) تتيح فقط للآخرين تحميل البحث ومشاركته مع الآخرين بشرط نسب العمل الأصلي للمؤلف، ودون القيام بأي تعديل أو استخدامه لأغراض تجارية.

Registered مسجلة في
ROAD

Indexed في
IASJ

استكشاف الأنشطة القائمة على علم التداولية في كتب "صن رايز" المستخدمة في فصول اللغة الإنجليزية كلغة أجنبية في المدارس الحكومية في كردستان العراق



Exploring the Pragmatics-Based Activities in the Textbooks of Sunrise Used in the EFL Classes in Iraqi Kurdistan's Public Schools

Ibrahim Mohammed Ali Murad¹

Bakhcha Latif Abdulmajeed Ahmed²

bakhchalatif3@gmail.com

murad53murad@gmail.com

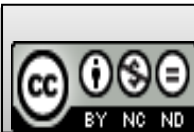
1. Assistant Professor Applied Linguistics – Charmo University, College of Education, Dep. of English Language- Sulaimaniyah, Kurdistan Region- Iraq
2. M.A. Candidate in Applied Linguistics –University of Halabja, College of Basic Education, Dep. of English Language- Halabja, Kurdistan Region, IRAQ

*The paper is an extraction of an M.A. thesis at the Department of English, University of Halabja, Kurdistan Region, Iraq

Keywords : Pragmatic competence; EFL textbooks; Communicative competence; Kurdish EFL learner

How To Cite This Article

Murad , Ibrahim Mohammed Ali Bakhcha Latif Abdulmajeed Ahmed , Exploring the Pragmatics-Based Activities in the Textbooks of Sunrise Used in the EFL Classes in Iraqi Kurdistan's Public Schools , Journal Of Babylon Center For Humanities Studies, March 2026, Volume:16, Issue 3.



This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>)

[This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.](http://creativecommons.org/licenses/by-nc-nd/4.0/)





Abstract

This article explores the pragmatics-based activities in the SUNRISE textbook used in Iraqi Kurdistan schools for teaching English as a Foreign Language (EFL). Pragmatics—the study of language in context—has a basic role in assisting learners to improve their communicative competence. Thus, the study underlines the importance of integrating activities that focus on practical language use and the regularly focused language skills aiming to help the learners communicate more naturally and effectively in real-world situations. To conduct the study, a theoretical framework derived from Bardovi-Harling and Dörnyei (1998) has been relied on and an analytical descriptive method was used.

Alongside this, the investigation, in its findings present insights into the weaknesses of the textbook series in approaching this core component of communicative competence mainly due to its implicit approach in dealing with the development of the pragmatic competence of the learners via its activities and drills. Additionally, the study's results revealed that another real challenges to develop the Kurdish EFL high school students could be the teachers' gap of knowledge their lack of training especially in teaching the pragmatic aspect of English language as well as in introducing its sociocultural norms to the learners. The study also concludes with a bunch of recommendations to practically develop the students' pragmatic competence.

المخلص

تقوم هذه الدراسة المعنونة (استكشاف الأنشطة المبنية على التداولية في منهج Sunrise المستخدمة في صفوف اللغة الإنجليزية بوصفها لغة أجنبية في المدارس الحكومية بإقليم كردستان العراق) الى سير غور الأنشطة المبنية على التداولية في الكتاب المنهجي لسلسلة SUNRISE المستخدم في مدارس إقليم كردستان العراق لتعليم اللغة الإنجليزية بوصفها لغة أجنبية . وتعدّ التداولية—وهي دراسة اللغة في سياقها—عاملاً أساسياً في مساعدة المتعلمين على تطوير كفاءتهم التواصلية. لذلك، يؤكد هذا البحث أهمية دمج الأنشطة التي تركز على الاستخدام العملي للغة والمهارات اللغوية التي يتم التركيز عليها عادة في دروس اللغة الانكليزية، بهدف مساعدة متعلمي اللغة الاجنبية على التواصل بصورة أكثر طبيعية وفعالية في المواقف الحياتية الواقعية.

وبالإضافة إلى ذلك، فإن الدراسة تقدم صورة عن نقاط الضعف الموجودة في منهج سلسلة SUNRISE فيما يتعلق بتناول هذا المكوّن الجوهرى من الكفاءة التواصلية.

1- Introduction

Pragmatics, is how meaning is interpreted based on the context in the process of communication. It is essential component of competence for using language naturally. Pragmatic competence helps learners to engage in authentic social interaction, and effective communication, by



interpreting the interlocutor's intended meaning, and responding appropriately. Traditional EFL courses used to focus on the linguistic competence via developing the learners' grammar and vocabulary. There is an integration in Series of Sunrise textbook in Kurdistan region of Iraq between pragmatics-based activities which are designed to bridge the gap between skills of real-world communication and linguistic knowledge instead of keeping them in separate sections. Thus, this integration is realized in certain activities such as role-plays, gap filling, and speech acts like making request, giving advice or apologizing, which motivate the students to use English naturally in the class.

This paper examines the challenges related to material design and teaching practices with respect to the development of Kurdish EFL learners' communicative competence. Drawing on both empirical evidence and theoretical perspectives, the study calls for a more structured integration of pragmatics into EFL instruction to develop learners' communicative effectiveness and sociocultural understanding.

The framework from which is this study springs is basically instructional pragmatics which is embraced by Bardovi-Harlig and Dörnyei (1998) that investigated EFL pragmatic awareness compared to their grammatical awareness. In their study, found that the learners were more aware of the grammatical errors in the material they had been exposed to than the pragmatic ones. The researchers attributed this finding to the instructional practices followed their teachers in the classroom. Importantly, they identified the grammatical competence and the pragmatic competence as two separate types of awareness requiring different instructional strategies to approach in the EFL classes.

Believing in the fact that pragmatic conventions are culture specific and context dependent, Bardovi-Harligh (1996) stresses the need to develop EFL learner' pragmatic awareness overtly and explicitly in the EFL classes.

Methodologically, the researcher has adopted a descriptive analytical approach, which can be marked as qualitative in essence. In light of the existing studies conducted in the area, the researcher has addressed the pragmatic aspects in the content of SUNRISE series textbook used for teaching high school EFL learners in Kurdistan of Iraq and shed light on the instructional orientations of the teachers as well as the teacher's guide that they follow for teaching the textbook.

2- Background and Previous Studies

2.1 Definitions of pragmatics





Pragmatics has an essential role in explaining how speakers can properly convey messages and how listeners can successfully interpret their meanings in daily social situations (Morris, 1938). Pragmatics is concerned with understanding what people mean in their communications without relying only on the literal meaning the utterance's words but also by considering intonation, body language and the interlocutors' shared knowledge related to the context (Yule, 1996; Grice, 1975; Thomas, 1995). Thus, pragmatics deals with invisible meaning in a conversation, which is the meaning intended by speakers considering such factors as where they are, whom they talk to, also what the listener already know. When people communicate, much of what they mean to convey is not directly stated, yet can be understood by the addressees (Levinson, 1983; Verschueren, 1999). Grice's theory of *implicature* further emphasizes that, in a conversation, we often mean more than what we actually express and say. By focusing on and understanding what the speaker intends to say rather than the utterance per se, we can understand each other depending on the context (Horn & Ward, 2004; Searle, 1969).

2.2 Types of pragmatics

Pragmatics has two main parts which are micro-pragmatics and macro-pragmatics. Macro-pragmatics deals with the general or the big picture of how our culture and social norms can affect the way we communicate with each other. On the other hand, micro-pragmatics investigate how we understand what is said to us and interpret it accurately relying on the situational factors of the interaction (Thomas, 1995). For instance, deixis and presuppositions are essential linguistic elements that may show how we understand what people say in the context and how to figure out their actual meaning (Grice, 1975). Almost similar to the categorization of pragmatics into macro and micro, Leech (1983) has coined the term sociopragmatics to refer the conventional norms and social rules that may govern our use of the language effectively in various contexts, and the term pragmalinguistics to refer to the tools provided by the language in the appropriate tone and politeness (Thomas, 1983; Leech, 2016).

Kasper and Rose (2002) clarify the core distinction between pragmalinguistic knowledge, which refers to the linguistic forms used to perform speech acts, and sociopragmatic knowledge, which concerns the social rules and contextual expectations that determine when and how those forms are appropriate. They also describe how L2 learners develop pragmatic competence gradually, moving from limited formulaic use toward more flexible, context-sensitive choices as they gain exposure,

awareness, and interactional experience. In addition, their framework outlines key models for evaluating pragmatic development such as examining learners' ability to select appropriate forms for specific social situations, assessing their sensitivity to variables like power and distance, and analyzing their performance of speech acts through tasks like role-plays and discourse-completion tests, making this reference foundational for understanding how to measure learners' progress in pragmatics.

Pragmatic competence in EFL settings requires attention to sociopragmatic variability, as learners must navigate differences in power, distance, and cultural expectations (Rueda, 2006). Bardovi-Harlig (2010) emphasizes that in order to be good at foreign language, people need to have both sociopragmatic awareness, which shows how language is used in different contexts and situations and pragmalinguistic ability, which shows how to effectively use strategies of language. Thus, to be a good language user, not only the syntactic rules are required to master, but also internalizing societal factors like how close are people with each other, who has more power, and what might culture specific (Al-Khafaji, 2023; Haugh et al., 2021).

2.3 Importance of Pragmatics for EFL Learners

Developing the pragmatic competence is very significant to help EFL learners enhance their ability to talk in English well. It helps learners use vocabulary and grammar in properly in various cultural and social contexts. Thus, it includes familiarity with social rules, understanding body language, managing who speaks and when, and keeping conversations flowing smoothly – things that regular language classes often do not focus on (LoCastro, 2012; Rose & Kasper, 2001). Even if the EFL learners be good at English grammar, it does not mean they can speak fluently and in a good way; they needs to understand how the language is used in real-life situations. Hence, without pragmatics, EFL learners may face difficulties and struggle to communicate effectively. So, mastering grammar alone is not sufficient to avoid communication breakdowns (Cook, 2016).

2.4 Teaching Pragmatics

Nowadays, in modern EFL classes, grammar and vocabulary are not the main elements to equip the learners with. The focus has shifted to teaching how one can use language in a correct way in various contexts in daily-life. Thus, using language well in different social settings shows the importance of that shift (Oyedokun-Alli & Farinde, 2020).





Effective teaching is that process involves the integration of practice and learning. According to Bardovi-Harlig and Mahan-Taylor (2003) and Castillo (2009), effective pragmatics instruction requires raising learners' awareness of how language is used in context, exposing them to multiple authentic models, giving them structured opportunities to practice, and providing feedback that supports their development.

Foundational work on pragmatics pedagogy demonstrates that explicit metapragmatic explanation, guided practice, and performance-based assessment significantly enhance learners' ability to use language appropriately (Ishihara & Cohen, 2010).

Moreover, Task-based Language Teaching (TBLT) is a popular method for developing how to use language in real-life. It helps learners sharpen their communicative skills. Thus, the activities designed by this method can create situations that mimic conversations of our real-life (Taguchi & Kim, 2018). On the other hand, Ishihara and Cohen (2010) emphasize that it is essential to teach pragmatics in direct ways, specifically for English learners. They believe that this strategy plays a crucial role because learners naturally do not have that enough time and chance to use English. Teaching children pragmatics in their early ages can be a crucial idea. This means introducing the EFL learners to things for example performing such speech acts like making offers, apologies and requests can help them become better communicators (Schauer, 2019). Roever (2022) thinks that instructors should integrate pragmatics in our both tests and teaching processes. He recommended the use of practical activities such as role-play and real-life materials.

Explicit instruction, where teachers directly present pragmatic rules and contextual norms, consistently leads to better learner outcomes than implicit exposure, where learners are expected to infer pragmatic patterns on their own. Task-based approaches, which require learners to use speech acts within meaningful, goal-oriented activities, are especially effective because they create opportunities for real-time choice, negotiation, and feedback. Through empirical comparisons, pragmatic competence is not only teachable but also measurable, as learners show clear improvement in performing speech acts when instruction includes explicit guidance and task-based practice, making it central to understanding effective methods for developing L2 pragmatics (Taguchi, 2011; 2015).

Instructional models such as SURE (See, Use, Review, Experience) demonstrate how structured cycles of input, guided practice, and reflection can effectively raise learners' pragmatic awareness and improve performance (Erlinda, 2019).

To achieve the integration of theoretical information of the language and their application in real-life situations, EFL teachers use different techniques in the class to motivate the EFL learners get engaged in practically use English in situations designed to resemble those in real world.

Barón, Celaya & Watkins (2024), discuss several proper techniques that teachers can use to cultivate pragmatic competence of learners. These authors link theory to practice by proposing hands-on classroom activities grounded in empirical research. These consists of tasks that make students explicitly aware of pragmatics (e.g., grammatical awareness and raising pragmatic), contextualized role-plays, and discourse-completion tasks, all designed to highlight real-world uses of speech acts (such as requests, refusals, and apologies). They also recommend integrating these activities into a curriculum, advising teachers how to scaffold and sequence pragmatics instruction over time, tailor tasks to different ages or proficiency levels, and even embed pragmatic focus within existing syllabus frameworks. By doing so, teachers move beyond implicit exposure: they use explicit instruction, contextualized tasks, and reflective practice to help learners internalize pragmatic norms rather than just grammatical forms.

Also, Gesuato, Bianchi, and Cheng (2017) believe that if English learners improve their social skills and cultural understanding through pragmatics that will help them a lot and can be very effective. However, they show that teachers often lack training and do not have enough time to do this process effectively. To fix this, they recommend to integrate those activities that are pragmatics into their classrooms regularly such as role-play, authentic materials, and group work. Thus, this will help students enhance their English use in real-world situations. Moreover, including some other things like rhythm and intonation while teaching pragmatics can play a vital role in helping learners. This can improve learners' ability to understand what the speakers intends to say and help them also understand that context in which they have the conversation better (Romero-Trillo, 2012).

In Taguchi (2015), Pragmatics in Language Teaching, the author argues that pragmatic competence can and should be taught explicitly in second language (L2) classrooms. Drawing on a wide range of empirical studies, she shows that instruction , especially when it includes metapragmatic explanations and opportunities for practice,) may significantly improve the L2 learners' pragmatic skills, such as performing speech acts , using discourse markers, and managing routines. Further, Taguchi emphasizes that assessment of pragmatics is possible and important advocating for





more systematic integration of pragmatic teaching in language curricula, rather than leaving it to incidental or immersion experiences.

Moreover, Sharif et al. (2017) explain that EFL teachers commonly struggle with limited metapragmatic knowledge, insufficient training, and curricular gaps that leave pragmatics underrepresented in classroom practice. They note that these difficulties often lead instructors to avoid teaching pragmatics altogether, despite its importance for communicative competence. To address these issues, the authors recommend incorporating explicit instruction, teacher modelling, and consistent feedback, along with curricular adjustments that integrate pragmatic objectives more systematically.

Also, Darong (2024), shows some methods in the classroom for explicitly teaching speech acts such as apologies, offers, and requests. Methods like explicit presentation method, consciousness-raising (noticing) tasks, explicit modeling by the teacher, structured / controlled practice activities, contextualized role-play tasks, awareness-raising through L1–L2 comparison, pragmatic recasts and explicit feedback, use of authentic dialogue materials, and task-based pragmatics activities. Darong also identifies teacher difficulties like lack of models and limited awareness which influence their teaching process. The author gives strategies EFL teachers can implement, they are explicit modeling of speech acts, metapragmatic explanation, guided practice through role-plays, scaffolded input → output progression, awareness-raising tasks, feedback focused on pragmatic appropriateness, use of authentic materials, task-based speech-act activities. However, despite pedagogical developments, teachers continue to struggle with insufficient training courses, lack of time, and lack of materials for pragmatics teaching (Wu, 2024).

Moreover, Kanik et al., (2023) have observed classes and found that the frequency of pragmatic instruction is very low, often less than 10%. Their study identify a real gap in the classroom between practice and theory. In the same vein, Almegren (2023) indicate that many EFL learners lack pragmatic awareness without even noticing it. Thus, the authors highlights the needs for those activities in the class which help learners such as comparison and noticing tasks.

Additionally, intercultural classroom studies emphasize that learners' pragmatic choices are strongly shaped by inquiry patterns and cultural norms, affecting how they ask questions and interpret responses (Zeeshan et al., 2023). In a study by Clerk (2011), the need for teaching cultural norms of the L2 explicitly is highlighted to prevent pragmatic failure, suggesting classroom techniques that compare learners' L1 and

L2 norms. Suggested techniques are L1–L2 pragmatic comparison tasks, culture-based role-play scenarios, analysis of cross-cultural misunderstanding cases, teaching sociocultural variables directly, exposure to authentic intercultural dialogues, explicit instruction on politeness norms in both cultures, reflection tasks on learners' cultural assumptions, and contrastive awareness worksheets (Pamungkas & Wulandari, 2020).

Al-Tarawneh (2015) provides a practical and theoretically grounded guide for both teaching and assessing pragmatics in EFL/ESL classrooms by outlining clear principles for evaluating learners' sociopragmatic understanding, pragmalinguistic choices, and appropriateness within context-based tasks. The reference explains how teachers can design assessment activities—such as situational role-plays, discourse-completion tasks, and context-sensitive judgment tests—that reveal whether learners can choose suitable expressions and adjust their language according to power, distance, and cultural expectations.

More recent theoretical works also highlight the role of digital tools and technology-enhanced tasks in supporting pragmatic development, showing that learners can acquire pragmatic competence even outside study-abroad contexts (Halenko, 2020).

Thus, for younger EFL learners, pragmatic development should be supported by multimodal resources such as storybooks, songs, and picture-based tasks, which help children internalize routines and politeness norms (Schauer, 2019).

2.5 Pragmatics in EFL Textbooks

EFL textbooks typically focus on teaching the four language skills with explicit emphasis on such details related to grammar and vocabulary but often without giving pragmatic and sociocultural aspects the same interest. Textbooks do not provide ample authentic pragmatic materials to develop the EFL learners' communicative skills that may enable them use English fluently outside the classroom. Vellenga (2004) goes deeper complaining that metapragmatic explanations are almost always missing, which make learners unable to pick up appropriate pragmatic use from textbooks alone).

Although, Ren & Han (2016) examined recent, modern ELT textbooks and found that textbooks today include more pragmatic components than older ones but the representation is still incomplete, especially in variability across contexts, natural discourse, and sociocultural explanations. Also, many textbooks still rely on simplified dialogues that do not represent real-life pragmatics.





Moreover, dialogues in the textbooks do not have natural conversational features like turn-taking, hesitations, repair strategies, and indirectness. The dialogues are perfect and do not serve actual spoken interaction. Thus, this leads to pragmatic failure because learners study conversations which are unrealistic (Boxer & Pickering, 1995). Comparative textbook analyses show that many materials include speech acts but frequently oversimplify their pragmatic features, limiting learners' ability to understand contextual variation (Aksoyalp & Toprak, 2015).

While some textbooks present speech acts and polite strategies, they do not satisfactorily teach contextual variation or metapragmatic understanding necessary for adapting language based on social relationships, status, and cultural expectations (Ton Nu & Murray, 2020; Almegren, 2024).

Along with the same lines, studies in Vietnam and Saudi Arabia complain that, in their contexts, the materials designed for teaching English only scratch the pragmatics surface. Instead of engaging the EFL learners with deeper meanings and cultural aspects of using language they, they focus on set phrases or formulaic expressions. Besides, the activities such as role-play, often lack accuracy of real-life and understanding culture which can leave the EFL students unskilled enough for real life conversations (Almegren, 2024; Vellenga, 2004).

Emiliasari et al., (2024) analyze how an EFL textbook incorporates pragmatic skills by examining the treatment of speech acts, politeness strategies, and context-dependent expressions. Their study evaluates whether the pragmatic input is delivered explicitly through clear explanations, implicitly through dialogues, or contextualized within communicative situations that mirror real-life interaction. By reviewing the textbook's tasks and examples, they identify its strengths—such as providing some situationally based activities—as well as weaknesses, including limited authenticity in dialogues and insufficient metapragmatic guidance for learners, which together suggest that the textbook offers only partial support for developing robust pragmatic competence.

2.6 Pragmatics in the SUNRISE Textbook Series

Similar to many modern EFL textbooks, Sunrise English series textbook, which is used in Kurdish high schools, integrates pragmatic elements into a range of its lessons and activities. Examples of such activities are role-plays and dialogues. Apparently, Sunrise aims to help EFL students enhance their English proficiency in a more natural way and strengthen

w their social communication and cultural understanding (Qadir, 2023; Saeed, 2022).

Basically, Sunrise series textbook's activities that may implicitly familiarize the Kurdish EFL learners with such pragmatic issues as politeness and turn-taking with appropriate language use for various situations. This can enhance their confidence in everyday interactions. The series textbook program also includes group discussions and lessons that help learners understand how language is used in 10-12 grades, alongside fostering their cultural sensitivity (Al-Zeebaree & Ameen, 2023).

Pedagogically, applied linguists recommend that EFL learners need to develop natural communicative skill equally to their lexical and syntactic proficiency (Savignon, 1983; Stern, 1983). If students do not have this kind of training, they face difficulties and struggle to grasp meaning or have proper respond in conversation (Thomas, 1995).

Generally, Sunrise includes tasks related to real-life communications. Some activities such as problem-solving exercises and role-play, are very beneficial. Such activities allow learners to practice their language and interact with others. Thus, according to Ismail (2024) such activities may improve the learners' language use in daily situations of their real-life. Ultimately, these kinds of activities boost their social skills of communication). However, this needs teachers to have training courses to refine their teaching methods and techniques. On the other hand, the textbook lacks sufficient culture-based materials. Thus, the program could be enhanced by providing more training courses for teachers and include more activities that are culture-based (Qadir, 2023; Saeed, 2022). Current EFL studies stress underline the importance of equipping the EFL learners using English language effectively in daily life. This persistent pedagogical recommendation has been echoed in many modern EFL textbooks. However, the controversy of exposing the leaners to the pragmatic-based material explicitly or implicitly is still unsettled as the contents of the course-books display. This issues is reflected in the series of SUNRISE as the pragmatic aspect is overtly approached in the majority of the activities that may a teacher rely on to raise pragmatic issue in the class. This limitation may be attributed to insufficient teacher training, as instructors may be unable to identify the pragmatic core of such activities when it is not explicitly indicated in the SUNRISE teacher's guide.

Thus, in the context of Kurdistan, there are some procedures to be considered to practically sharpen the pragmatic competence of the EFL





learners in light of the modern studies' recommendations. Among such procedures are the following:

1. Holding training course for the English instructors equipping them with the proficient strategies for teaching the pragmatic aspects as well as developing the learners' sociocultural norms of English native speakers.
2. Using supplementary authentic materials that can make up for the gaps left in SUNRISE series with reference to the pragmatic knowledge.
3. Revising the SUNRISE series' teacher's guide-book adding openly identifying the pragmatics-based activities, clarifying their objectives and the best strategies to teach them.
4. Holding workshops to review the official local language policies and thoroughly re-evaluate the timing issues related to class duration considering the quality rather than the quantity of the knowledge delivered to EFL learners.



3- Conclusion

For effective use of English language by EFL students outside the class, pragmatic competence is basically essential to guide the learners to engage in successful interactions in different cultural and social settings. The study has underlined the importance of pragmatic awareness for Kurdish EFL learners. Being a basic element in the teaching process, the English textbook of SUNRISE has been investigated exploring its activities and gauge them from the perspective of their effectiveness to strengthen the learners' pragmatic competence. The study has found that Sunrise includes decent number of pragmatics-based activities. However, due to their implicit nature, such activities cannot be smoothly accessed by the EFL learners. Remarkably, even the majority of the instructors could face difficulty in accessing the pragmatic essence of the activities. Thus, in order to strengthen the communicative competence of learners', there should be a complemented, explicit, and clear guidance with a professional development plan for all teachers with an integration of pragmatic instruction through authentic tasks, role-play activities, and interactive exercises in EFL programs in Kurdistan.

References

- Aksoyalp, Y., & Toprak, T. E. (2015). Incorporating pragmatics in English language teaching: To what extent do EFL coursebooks address speech acts? *AIAC Journals*.
- Al-Khafaji, H. (2024). *A socio-pragmatic study of persuasive strategies in selected names of shops in Karbala city* [PDF]. University of Kerbala. <https://uokerbala.edu.iq/wp-content/uploads/2024/10/Rp-A-Socio->





[Pragmatic-Study-of-Persuasive-Strategies-in-Selected-Names-of-Shops-in-Karbala-City.pdf](#)

Al-Khafaji, H. (2023). *A socio-pragmatic study of position as power dynamic in the American political discourse* [PDF]. University of Kerbala. https://uokerbala.edu.iq/wp-content/uploads/2023/02/Rp_A-Socio-Pragmatic-Study-of-Position-as-Power-Dynamic-in-the-American-Political-Discourse.pdf

Almegren, A. (2023). Pragmatic awareness among Saudi EFL learners. *Journal of Language and Linguistic Studies*. <https://www.jlls.org/index.php/jlls/article/view/3447/1007>

Almegren, A. (2024). *Pragmatics in the Saudi EFL classroom: Investigating textbook content and teachers' perceptions and practices*. University of Cambridge Repository. <https://www.repository.cam.ac.uk/items/09a62134-1684-4ab9-a49e-7399a1871bcc>

Al-Tarawneh, M. Q. (2015). A useful guide to the teaching and testing of pragmatics in the EFL/ESL classroom. *EA Journals*. https://www.researchgate.net/profile/Mohammad-Altarawneh/publication/335925168_A_USEFUL_GUIDE_TO_THE_TEACHING_AND_TESTING_OF_PRAGMATICS_IN_THE_EFLESL_CLASSROOM/links/5d83f328a6fdcc8fd6fafefbc/A-USEFUL-GUIDE-TO-TEACHING-AND-TESTING-OF-PRAGMATICS-IN-THE-EFL-ESL-CLASSROOM.pdf

Al-Zeebaree, S., & Ameen, Sh. (2023). An In-Depth Analysis of the English Language Teaching Coursebook "Sunrise 12" Utilized by Twelfth Graders in Kurdistan Schools. *Migration Letters*, 20(S5), 828-835. <https://content.sciendo.com/view/journals/migration/20/S5/article-p828.xml>

Bardovi-Harlig, K., & Mahan-Taylor, R. (Eds.). (2003). *Teaching pragmatics*. Washington, DC: United States Department of State, Office of English Language Programs. https://americanenglish.state.gov/files/ae/resource_files/03-41-3-h.pdf

Bardovi-Harlig, K., & Dörnyei, Z. (1998). Do language learners recognize pragmatic violations? Pragmatic versus grammatical awareness in instructed L2 learning. *TESOL Quarterly*, 32(2), 233–262. https://citeseerx.ist.psu.edu/document?doi=58843defdc9ae6df616d3053b84b4857a05e518e&repid=rep1&type=pdf&utm_source=chatgpt.com

Bardovi-Harlig, K. (1996). *Pragmatics and language teaching: Bringing pragmatics and pedagogy together*. In L. F. Bouton (Ed.), *Pragmatics and language learning* (Vol. 7, pp. 21–39). Urbana-Champaign:

University of Illinois.

https://eric.ed.gov/?id=ED400702&utm_source=chatgpt.com

Barón, J., Celaya, M. L., & Watkins, P. (2024). *Pragmatics in language teaching: From research to practice*. Routledge.

<https://doi.org/10.4324/9781003180210>

Boxer, D., & Pickering, L. (1995). Problems in the presentation of speech acts in ELT textbooks. *ELT Journal*, 49(1), 44–58.

https://files.eric.ed.gov/fulltext/EJ1033746.pdf?utm_

Cook, V. (2016). *Second Language Learning and Language Teaching* (5th ed.). New York, NY: Routledge.

Darong, H. C. (2024). Teaching speech acts in the EFL context. *Frontiers in Education*.

<https://www.frontiersin.org/journals/education/articles/10.3389/educ.2024.1423498/full>

Echeverria Castillo, R. E. (2009). *The role of pragmatics in second language teaching* (MA thesis). SIT Graduate Institute.

https://digitalcollections.sit.edu/ipp_collection/479

Emiliasari, R. N., Kailani, A., & Lukmana, I. (2024). How an EFL textbook teaches learners' pragmatic skill. *CALL: Journal of Critical Theory, Art, Language, and Literature*.

<http://103.55.33.27/index.php/jcall/article/download/37663/11984>

Erlinda, R. (2019). SURE: Developing learners' language awareness through pragmatics instruction in the EFL classroom. *E-Journal Universitas Negeri Padang*.

Farinde, R. O., & Oyedokun-Alli, W. A. (2020). Pragmatics and language teaching. *Journal of Language Teaching and Research*, 11(5), 769–775.

<https://www.academypublication.com/issues2/jltr/vol11/05/21.pdf>

Gesuato, S., Bianchi, F., & Cheng, W. (Eds.). (2017). *Teaching, learning and investigating pragmatics: Principles, methods and practices*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Grice, H. P. (1975). Logic and conversation. In P. Cole & J. L. Morgan (Eds.), *Syntax and Semantics* (Vol. 3, pp. 41-58). Academic Press.

<https://plato.stanford.edu/entries/implicature/>

Halenko, N. (Ed.). (2020). *Teaching pragmatics and instructed second language learning: Study abroad and technology-enhanced teaching*. Dokumen.

<https://knowledge.lancashire.ac.uk/id/eprint/36418/1/36418%20chapter%202.%20Why%20research%20L2%20pragmatics.pdf>

Haugh, M., Kádár, D. Z., & Terkourafi, M. (2021). Sociopragmatics. In M. Haugh, D. Z. Kádár, & M. Terkourafi (Eds.), *The Cambridge*





handbook of sociopragmatics (pp. 15–29). Cambridge University Press.
<https://doi.org/10.1017/9781108954105.003>

Horn, L. R., & Ward, G. (Eds.). (2004). *The Handbook of Pragmatics*. Malden, MA: Blackwell Publishing.

https://coehuman.uodiyala.edu.iq/uploads/Coehuman_library_pdf/English_library%D9%83%D8%AA%D8%A8

[https://coehuman.uodiyala.edu.iq/uploads/Coehuman_library_pdf/English_library%D9%83%D8%AA%D8%A8%D8%A7%D9%84%D8%A7%D9%86%D9%83%D9%84%D9%8A%D8%B2%D9%8A/english_books/Laurence_Horn,_Gergory_Ward-Handbook_of_Pragmatics_\(Blackwell_Handbooks_in_Linguistics\)-Wiley-Blackwell_\(2004\).pdf](https://coehuman.uodiyala.edu.iq/uploads/Coehuman_library_pdf/English_library%D9%83%D8%AA%D8%A8%D8%A7%D9%84%D8%A7%D9%86%D9%83%D9%84%D9%8A%D8%B2%D9%8A/english_books/Laurence_Horn,_Gergory_Ward-Handbook_of_Pragmatics_(Blackwell_Handbooks_in_Linguistics)-Wiley-Blackwell_(2004).pdf)

Ishihara, N., & Cohen, A. D. (2010). *Teaching and Learning Pragmatics: Where language and culture meet*. New York, NY: Routledge.

Ismail, N. Y. (2024). The role of pragmatic language activities in improving preparatory school students' achievement. *Journal of the Iraqia University*, 69(1). <https://iasj.net/iasj/issue/2776>

Kanık, M., Tasong, G. M., & Kasapoğlu, S. M. (2023). The (non-)teaching of pragmatics in an EFL context. *Journal of Language Education & Research*. <https://dergipark.org.tr/en/download/article-file/2842487>

Kasper, G., & Rose, K. R. (2002). *Pragmatic development in a second language*. Blackwell.
<https://lenguasmodernas.uchile.cl/index.php/LM/article/view/45411/47472>

Leech, G. N. (2016). The impact of pragma-linguistic & socio-pragmatic components. *Lingcure*, 1(1), 1-15.
<https://lingcure.org/index.php/journal/article/download/2197/995/1029>

Levinson, S. C. (1983). *Pragmatics*. Cambridge, UK: Cambridge University Press. <https://archive.org/details/pragmatics00levi>

Li, J. (2018). *An evaluation of pragmatic elements in university EFL textbooks in China* (Master's dissertation, University of Liverpool). British Council ELT Master's Dissertation Awards.
https://www.teachingenglish.org.uk/sites/teacheng/files/jiaying_li_university_of_liverpool_dissertation.pdf

LoCastro, V. (2012). *Pragmatics for Language Educators*. New York, NY: Routledge.

Mustafa Abbas, A. (n.d.). Investigating assessment tools used for learning in Sunrise textbook in high schools of Sulaimani City. *Journal of Language Studies*, 6(2), 123-141.
<https://iasj.rdd.edu.iq/journals/uploads/2024/12/22/b51c4aa7b6fd6bb34e636bba00bb0707.pdf>



- Morris, C. (1938). Foundations of the Theory of Signs. *International Encyclopedia of Unified Science*, 1(2), 161-234. https://www.flf.vu.lt/dokumentai/ELL_Pragmatics_Overview.pdf
- Pamungkas, N. R., & Wulandari, L. T. (2020). Pragmatics in the EFL classroom: Avoiding pragmatic failure in cross-cultural communication. *English Education: Journal of English Teaching and Research*. <https://ojs.unpkediri.ac.id/index.php/inggris/article/view/14310/1558>
- Qadir, N. (2023). A theoretical overview on teaching Sunrise program to Kurdish EFL learners: Sunrise 1 and Sunrise 2 as examples. In *Proceedings of the 3rd International Conference On Language And Education at Cihan University-Erbil*.
- Ren, W., & Han, Z. (2016). The representation of pragmatic knowledge in recent ELT textbooks. *ELT Journal*, 70(4), 424-434. https://academic.oup.com/eltj/article-abstract/70/4/424/2452824?utm_source=chatgpt.com&login=false
- Roever, C. (2022). *Teaching and Testing Second Language Pragmatics and Interaction: A practical guide*. New York, NY: Routledge.
- Romero-Trillo, J. (Ed.). (2012). *Pragmatics and prosody in English language teaching*. Heidelberg, Germany: Springer.
- Rose, K. R., & Kasper, G. (Eds.). (2001). *Pragmatics in Language Teaching*. Cambridge, UK: Cambridge University Press.
- Rueda, Y. T. (2006). Developing pragmatic competence in a foreign language. *Redalyc*. https://www.researchgate.net/publication/262665923_Developing_Pragmatic_Competence_in_a_Foreign_Language
- Saeed, K. (2022). Evaluation of the Sunrise coursebook series by teachers in the Sulaymaniyah governorate in the Kurdistan Region of Iraq. *Arab World English Journal (AWEJ) Proceedings of KUST, Iraq Conference 2022*, 59-74. https://awej-kust.org/wp-content/uploads/2022/11/AWEJ_Proceedings_2022.pdf
- Searle, J. R. (1969). *Speech Acts: An Essay in the Philosophy of Language*. Cambridge University Press. <https://www.cambridge.org/core/journals/journal-of-linguistics/article/speech-acts/4FE170123C5462324AAF238649B8E0AA>
- Savignon, S. J. (1983). *Communicative competence: Theory and classroom practice*. Addison-Wesley Publishing Company. <https://videa.ca/wp-content/uploads/2015/08/Communicative-language-teaching2.pdf>





Schauer, G. A. (2019). *Teaching and Learning English in the Primary School: Interlanguage pragmatics in the EFL context*. Cham, Switzerland: Springer.

Sharif, M., Yarmohammadi, L., Sadighi, F., & Bagheri, M. S. (2017). Teaching pragmatics in the EFL classroom: Challenges, lacunas, and suggestions. *Advanced Education*.

<https://ae.fl.kpi.ua/article/view/108300/114295>

Smith, J. A., & Lee, M. K. (2019). Enhancing pragmatic competence in language lessons for schoolchildren. *Language Teaching Research*, 23(4), 456–475.

<https://ecohumanism.co.uk/joe/ecohumanism/article/download/5306/5036/13762>

Stern, H. H. (1983). *Fundamental Concepts of Language Teaching*. Oxford University Press.

<https://www.cambridge.org/gb/academic/subjects/languages-linguistics/english-language-and-linguistics-general-interest/fundamental-concepts-language-teaching-oxford-paperback?format=PB>

Taguchi, N. (2011). Teaching pragmatics: Explicit vs. implicit learning. *AVYS*.

https://www.researchgate.net/publication/320020473_Teaching_pragmatics

Taguchi, N., & Kim, Y. J. (Eds.). (2018). *Task-Based Approaches to Teaching and Assessing Pragmatics*. Amsterdam: John Benjamins Publishing Company.

Taguchi, N. (2015). *Pragmatics in language teaching*. Cambridge University Press.

<https://www.cambridge.org/us/academic/subjects/languages-linguistics/applied-linguistics/pragmatics-language-teaching>

Taguchi, N. (2022). Pragmatic language development: Analysis of mapping knowledge domains. *Frontiers in Psychology*, 13.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9497940/>

Thomas, J. (1983). Cross-cultural pragmatic failure. *Applied Linguistics*, 4(2), 91-112. <https://fac.umc.edu.dz/fll/images/expressions/nouichi.pdf>

Thomas, J. (1995). *Meaning In Interaction: An Introduction to Pragmatics*. Longman. <https://www.pearson.com/store/p/meaning-in-interaction-an-introduction-to-pragmatics/P100001631043>

Ton Nu, A. T., & Murray, J. (2020). Pragmatic content in EFL textbooks: An investigation into Vietnamese national teaching materials. *The Electronic Journal for English as a Second Language*, 24(3), 1–19.

<https://www.tesl-ej.org/pdf/ej95/a8.pdf>

استكشاف الأنشطة القائمة على علم التداولية في كتب "صن رايز" المستخدمة في فصول اللغة الإنجليزية كلغة أجنبية في المدارس الحكومية في كردستان العراق



Understanding Pragmatic Skills: Enhancing Classroom Communication. (n.d.). *Everyday Speech*. <https://everydayspeech.com/self-implementation/understanding-pragmatic-skills-enhancing-classroom-communication>

Vellenga, H. E. (2004). Learning pragmatics from ESL & EFL textbooks: How likely? *TESL-EJ*, 8(2), 1–18. <https://files.eric.ed.gov/fulltext/EJ1068092.pdf>

Verschueren, J. (1999). *Understanding Pragmatics*. London, UK: Arold. <https://repository.uantwerpen.be/docman/irua/03eb70/20735.pdf>

Wu, X. (2024). A literature review on teaching pragmatics in the EFL context: Challenges and implications. *International Journal of Education and Humanities*. https://www.researchgate.net/profile/Hicham-Sabiri/publication/383124756_A_Literature_Review_on_Teaching_Pragmatics_in_the_EFL_Context_Challenges_and_Implications/links/66bdf191311cbb09493ce467/A-Literature-Review-on-Teaching-Pragmatics-in-the-EFL-Context-Challenges-and-Implications.pdf

Yule, G. (1985). *The Study of Language*. Cambridge, UK: Cambridge University Press.

Yule, G. (1996). *Pragmatics*. Oxford, UK: Oxford University Press.

Zeeshan, M., Khan, I. U., & Ahmed, A. (2023). Pragmatics of teaching intercultural communication in EFL classrooms. *Pakistan Journal of Language Studies*.

<https://pjls.gcuf.edu.pk/index.php/pjls/article/view/220/40>



مجلة مركز بابل للدراسات الإنسانية ٢٠٢٦ المجلد ١٦ / العدد ٣

