

# **Examining Greek EFL Teachers' Pragmatic Competence, Beliefs, and Challenges in Integrating L2 Pragmatics Instruction**

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## **Abstract**

Teaching pragmatics in EFL classrooms is a crucial issue since it prepares second language learners to communicate effectively within an intercultural and multicultural context, which is, in fact, the ultimate goal of second language learning. Yet, in Greek EFL classrooms, pragmatics instruction is often absent. This thesis aimed to investigate non-native EFL teachers' pragmatic competence, their beliefs on L2 pragmatics instruction, and the challenges they face in integrating it into their EFL classroom. To achieve the thesis objectives, a mixed-methods research design was employed, using questionnaires (pragmatic comprehension scenarios, DCT, self-reports) and semi-structured interviews to collect data, which were then analyzed quantitatively and qualitatively. The present thesis showed that the 72 Greek EFL teachers who participated in the questionnaire have a relatively high level of pragmatic competence. This thesis also identified no correlation between teachers' pragmatic competence and their years of teaching experience or their stay abroad using the target language. Moreover, it is found that although most teachers do not include structured pragmatic instruction in their lesson plans, they do value L2 pragmatics teaching. Finally, teacher and learner factors, as well as the Greek EFL context itself, pose significant challenges in incorporating L2 pragmatic instructions in Greek EFL classrooms.

**Keywords:** attitudes, EFL classrooms; intercultural communication; NNTs; SLA