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Research Article

The Immediate and Delayed Effects of Structured Input Versus Consciousness-Raising Instruction on EFL learners' Pragmatic Accuracy

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Abstract

This study examined how two forms of input instruction, structured input instruction (SII) and consciousness-raising instruction (CRI) affect EFL learners' pragmatic performance in terms of accuracy both immediately and over time. This was accomplished by using convenience sampling and the Oxford Placement Test (OPT) results to choose 90 intermediate-level students from a language center in Karaj, Iran. The participants were then divided into three groups at random. Next, after administering a written discourse completion test (WDCT) as their pretest, the participants in the two experimental groups (structured input and consciousness-raising) had eight sessions of treatment. To evaluate their pragmatic accuracy, a WDCT posttest was administered immediately after the treatment, and then again two weeks later. The participants were given pragmatic accuracy scores on the pre-test, immediate post-test, and delayed post-test by two raters. The data was analyzed using three two-way ANOVAs with repeated measurements. According to the findings, the experimental groups considerably outperformed the control group on both the immediate and delayed post-tests of pragmatic accuracy. After discussing the findings, the researchers provide implications followed by recommendations for further research.

Keywords: structured input instruction (SII), consciousness-raising instruction (CRI), pragmatic accuracy, EFL learners

Introduction

In order to effectively communicate across spatial and temporal boundaries on a daily basis in today's globalized world, pragmatic competence is necessary (Rasekh Eslami & Zohoor, 2023). Therefore, empirical research into pragmatic competence and its development, as well as pedagogical efforts to teach pragmatic knowledge at various

The Journal of English Language Pedagogy and Practice
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language competence levels and in different instructional settings, are essential for teaching and learning second languages (GonzálezLloret, 2021; Taguchi, 2019; Plonsky & Zhuang, 2019). Three main knowledge and skill domains comprise pragmatic competence, according to Taguchi (2019): a. linguistic and sociocultural knowledge of which forms to use when and in what contexts; b. interactional competence to use the knowledge in a flexible and adaptive manner in response to changing contexts; and c. agency to determine whether to apply what has been learned.

Studies have demonstrated the efficacy of structured input instruction (SII) and consciousness-raising instruction (CRI) in fostering language learning in a number of areas, such as vocabulary, grammar, and pronunciation (Norris & Ortega, 2000; Suhaimi & Musdizal, 2022; Tajeddin & Hosseinpur, 2014). However, little is known about how they affect pragmatic performance, particularly in terms of accuracy. Gaining understanding into how these teaching strategies affect pragmatic development might help create language teaching strategies that are more successful. Hence, the present study was an attempt to investigate the immediate and delayed impacts of structured input instruction (SII) versus consciousness-raising instruction (CRI) on the EFL learners' pragmatic accuracy.

Furthermore, the effectiveness of CRI and SII in promoting pragmatic performance is still poorly understood in the field of instructional techniques (Benati, 2022). Knowing how these teaching strategies affect pragmatic accuracy both immediately and over time is crucial for developing pedagogical strategies that are suited to the unique requirements of EFL students. The purpose of this study was to look into how SII and CRI affected EFL learners' pragmatic performance growth both immediately and over time. Additionally, it sought to advance knowledge of successful teaching strategies for raising pragmatic competency in EFL students, which would guide curriculum creation and pedagogical practices in language education.

Literature review

This study examines how EFL learners' pragmatic performance (PP) in terms of accuracy is impacted by Consciousness-Raising Instruction (CRI) and Structured Input Instruction (SII). Emphasizing the value of pragmatic competence in effective communication which goes beyond language accuracy to incorporate sociocultural appropriateness, the literature review covers both theoretical viewpoints and actual research (Taguchi, 2019). The study reviews ways to improve PP and discusses the importance of teaching strategies in this field. Learners' comprehension and engagement are improved by well-written instructions that make use of both verbal and nonverbal clues (El Kemma, 2019). In order to improve learners' language competency and interactional abilities, form-focused and strategy-focused approaches are essential (Van Batenburg et al., 2019).

The Journal of English Language Pedagogy and Practice
Vol. 17, No.36, Spring and Summer 2025
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Input-based instruction involves manipulating learners' exposure to language to enhance awareness of form-function relationships (Ellis, 2012). Two approaches are highlighted: Consciousness-Raising Instruction (CRI), which directs learners' attention to structural patterns through guided discovery, promoting explicit knowledge (O'Brien, 2015; Tajeddin & Hosseinpur, 2014), and Structured Input Instruction (SII), which strengthens form-meaning connections through referential and affective tasks, enhancing implicit knowledge (Takimoto, 2011; Benati & VanPatten, 2004).

Pragmatic performance refers to the ability to use language effectively in context (Thomas, 1983, p. 23) and is examined here through requests using a Written Discourse Completion Test (WDCT). CRI and SII offer complementary pathways for pragmatic development: CRI fosters awareness and reflection, whereas SII emphasizes meaningful input processing.

Yarahmadzehi et al. (2015) conducted a study to investigate how the use of CRI impacted the grammatical proficiency of high school English learners.The experimental group received instruction in grammar through CRI instruction, focusing on understanding the rule, recognizing, and correcting errors. The control group did not receive any CRI. The results of the research indicated that the experimental group improved their understanding of the target structure more than the learners in the control group, showing that CRI significantly influenced the learners' grammatical knowledge.

In a study by Fatemipour and Hemmati (2015), the impact of CRI on the grammatical performance of young English language learners was demonstrated. The experimental group received grammar instruction through C-R tasks, while the control group was taught using deductive grammar teaching methodology. Both groups were taught the same grammatical items, underwent the same number of sessions, and had the same teacher. The results of the study revealed that the learners in the experimental group performed better in the posttest. It was found that C-R tasks contributed to the advancement of grammar learning among foreign learners.

Some research studies have indicated that CRI has a positive impact on the teaching and learning of language. In a study by Soleimani et al. (2015), the effects of explicit and implicit instruction on the implicit learning of the simple past tense were investigated. The experimental group received instruction using explicit explanation through CRI, including familiarity with the content, exposure to the target feature, rule persuasion, and identification of examples of the target language in the text. Additionally, they received feedback from the instructor. The control group read the same comprehension text using implicit instruction without any explanation of grammatical points and focused on the features. The research findings showed that explicit instruction did not have a positive impact on implicit instruction.

The Journal of English Language Pedagogy and Practice
Vol. 17, No.36, Spring and Summer 2025
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In another similarly designed study with 110 Iranian undergraduate students majoring in English Translation, Ghavamnia et al. (2014) looked into how different versions of input-based instruction improves the production of request speech act, using oral and written form of Discourse Completion Test (DCT) as pre-test and post-test. Four types of input-based instruction were used over a 16-week course with the use of video clips: metapragmatic explanation, form-comparison, meaning-focused and input-enhancement. In control group they did not receive any type of input-based instruction. According to the result, the treatment groups significantly improved in the post-test in comparison to pre-test, outperforming the control group.

Input-based instruction is central to second language acquisition (Ellis, 2012). Two major approaches are Structured Input Instruction (SII) and Consciousness-Raising Instruction (CRI). While SII develops implicit knowledge through referential and affective tasks that link form and meaning (VanPatten, 2004; Benati & VanPatten, 2004), CRI promotes explicit awareness by encouraging learners to notice patterns and reflect on rules (Ellis, 2003; Willis, 1996).

Previous studies have shown the effectiveness of both approaches in grammar and vocabulary learning (Norris & Ortega, 2000; Tajeddin & Hosseinpur, 2014), and some research has also examined their impact on pragmatics (Takimoto, 2009; Ghavamnia et al., 2014). However, most of this work focused on general development, not on pragmatic accuracy. Since pragmatic competence, especially in speech acts like requests, is crucial for successful communication (Kasper & Rose, 2002; Taguchi, 2011), the present study fills this gap by investigating the immediate and delayed effects of SII and CRI on learners' pragmatic performance.

Previous Studies on Input-Based Instruction

Some studies on input-based instruction (IBI) show positive effects on language learning. Shaban et al. (2024) found that consciousness-raising tasks were most effective for learning speech acts, while Kaivanpanah et al. (2021) showed that output-based tasks improved vocabulary retention more than input-based ones.

Boostan and Saeidi (2018) and Malekshahi and Harsini (2018) found that both input- and output-based methods improved grammar learning. Tabrizi and Koranian (2016) showed input-based instruction improved speaking skills, while Yarahmadzehi et al. (2015) and Fatemipour and Hemmati (2015) found CRI enhanced grammar proficiency.

Soleimani et al. (2015) reported no benefit of explicit CRI for implicit learning. Ghavamnia et al. (2014) showed input-based methods improved speech act production. Takimoto (2009) and Erlam (2003) found that input-based instruction generally outperformed control groups, with output-based methods yielding better results in comprehension and production.

Theoretical Issues

The Journal of English Language Pedagogy and Practice
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Pragmatics examines how context and social factors shape language use. It goes beyond literal meaning to include how language is interpreted in specific situations, often involving body language and social norms (Alfghe & Mohammadzadeh, 2021; Christianto, 2020). Pragmatic competence, essential for L2 learners, encompasses socio-pragmatic norms and context-sensitive interpretation (Flowerdew, 2013; Taguchi, 2011). Since effective communication depends on these skills, pragmatics should be taught alongside grammar and vocabulary (Fukuya & Martínez- Flor, 2008). It is also closely related to intercultural communication, where learners negotiate meaning across diverse cultural norms (Kecskes, 2014).

Within pragmatics, speech acts play a central role. Speech acts can be locutionary (saying), illocutionary (doing), or perlocutionary (effect on others) (Wijana, 2021; Searle, 1969). Cultural variation strongly influences how speech acts are realized, which may cause misunderstandings for L2 learners (Blum-Kulka & Olshtain, 1984). Among speech acts, requests are particularly important. They can be direct or indirect (Trosborg, 1995), and cultural factors shape their use—for instance, Persian speakers tend to be more direct than Canadians (Hashemian, 2014). Cross-cultural studies have shown that L2 learners often struggle with politeness and appropriateness when making requests (Halupka-Resetar, 2015; Cunningham, 2017).

Previous studies has shown that input-based instruction can enhance second language learning (Ellis, 2012). Two key types of input-based instruction are Structured Input Instruction (SII) and Consciousness-Raising Instruction (CRI). SII develops implicit knowledge by engaging learners in referential and affective tasks that connect form and meaning (VanPatten, 2004; Benati & VanPatten, 2004), while CRI raises explicit awareness of language patterns and rules (Ellis, 2003; Willis, 1996). Studies have demonstrated their effectiveness in grammar and vocabulary learning (Norris & Ortega, 2000; Tajeddin & Hosseinpur, 2014). For pragmatics, Takimoto (2009) found that both SII and CRI improved learners' use of requests, and Ghavamnia et al. (2014) reported similar gains through input-based approaches. However, most of these studies focused on general proficiency, leaving the role of SII and CRI in pragmatic accuracy largely underexplored.The following are the research questions:

Q1: Does SII have an immediate effect on pragmatic performance accuracy?
Q2: Does CRI have an immediate effect on pragmatic performance accuracy?
Q3: Does SII have a delayed effect on pragmatic performance accuracy?
Q4: Does CRI have a delayed effect on pragmatic performance accuracy?

Q5: Is there a significant difference between the immediate and delayed effects of SII and CRI?

Method

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This study looked at how structured input instruction (SII) and consciousness-raising instruction (CRI) affected EFL learners' pragmatic accuracy both immediately and over time.

Participants

Ninety EFL students, ranging in age from 19 to 35, were chosen for the study using convenience sampling. The participants were split up into one control group (30) and two experimental groups (30 each). The Oxford Placement Test (OPT) verified that all of them were intermediate-level students. They were attending a language school in Karaj twice a week to study English.

Instrumentation

The research utilized several instruments to evaluate the participants pragmatic accuracy at different stages.

Pre-test: This initial assessment measured the participants' ability to make requests before receiving treatment.

Immediate Post-test: Conducted right after the treatment, this test evaluated the immediate effects of the intervention.

Post-test delay: Administered two weeks after the treatment, this test measured longer-term impact of the intervention.

Oxford Placement Test (OPT)

To determine the participants' English language proficiency level and check their homogeneity, an Oxford Placement Test (OPT) was employed (Allen, 2004). The test was developed by Oxford University Press (OUP) as a simple and effective way to distinguish the exact level of EFL learners. Indeed, the OPT was designed to provide a quick and precise measurement of a test taker's English language ability on the CEFR scale. The test consists of reading, vocabulary, and grammar sections. It comprises of 60 questions in two parts. The second part of this test includes two sub-sections; for the first one, the learners are required to read two cloze passages and select the correct option, and the second section tapped the learners' vocabulary. The participants were allotted 60 minutes to answer the questions. The participants of the present study took only the first part due to their proficiency level. According to the test guidelines, the students scoring between 30-39 are classified as intermediate, and therefore, were eligible to participate in this research. The results were classified based on OPT ranking rubric.

Written Discourse Completion Test (WDCT)

The participants' pragmatic performance was evaluated using the Written Discourse Completion Test (WDCT), developed by Blum-Kulka in 1982. The participants had to respond in writing to scenarios that took into account things like imposition, power relations, and social distance (Jianda, 2006). They had sixty minutes to finish the test, which consisted of five situations. The pretest, immediate posttest, and delayed posttest versions of the test were given. The percentage of error-free T-units (Larsen-

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Freeman, 2006) was used to gauge response accuracy, and inter-rater reliability was examined which was found to be greater than 0.8.

In this research, the researcher utilized eight request letters. The topics and tasks were taken from valid and well-known websites (http://www.blairenglish) and a book by Aghvami and Amini (2009). Over the span of eight weeks, the participants in both experimental groups received two types of treatment (SII and CRI) during their regular classroom activities. The SII and CRI aimed to enhance the participants' ability to write requests accurately and effectively, thus, improving their pragmatic performance in learning.

The scenarios in the study included the speech act of request. This was the focus of all the pretests, immediate posttests, and delayed posttests. the same types of scenarios were used in all three test phases (pretest, immediate posttest, and delayed posttest). Each test (pre, immediate post, and delayed post) consisted of five scenarios where learners had to respond to different request situations, considering social distance, power relations, and degree of imposition all of which are key to assessing the pragmatic accuracy of requests. Finally, it should be noted that there were five scenarios in each test. The task involved writing full, polite request responses considering social distance, power, and imposition; it likely needed more time than just multiple-choice items. The WDCT required written responses in realistic contexts with pragmatic appropriateness, at least a paragraph or more in length. The accuracy was measured by the proportion of error-free T-units (complete grammatical units) and the tests had high inter-rater reliability (above 0.8) across all versions. This suggests that the five scenarios were considered sufficient by the researchers for assessing pragmatic accuracy in a controlled study. In short, 60 minutes were provided due to the complexity of writing polite, context-sensitive request responses.

Materials

The researcher used eight letter topics from reputable websites and a book by Aghvami and Amini (2009) to conduct the study over eight weeks. These materials were used in the SII and CRI treatments to improve the participants' ability to write accurate and effective request letters. The topics of the request letters in the WDCT tasks were based on everyday life situations where learners had to make polite and appropriate requests. These topics varied across the pretest, immediate posttest, and delayed posttest.

Procedure

The aim of the study was to assess how SII and CRI affected EFL learners' pragmatic performance in writing requests, both immediately and overtime. The original objective was to verify the homogeneity of the participants, who were chosen from

The Journal of English Language Pedagogy and Practice
Vol. 17, No.36, Spring and Summer 2025
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among 110 students who took the Oxford Placement Test. Then out of the 110 initial pool, 90 intermediate participants were selected. After that, the 90 remaining participants were randomly put into two experimental groups and one control group. The first experimental group (n=30) underwent structured input instruction and the second group (n=30) experienced consciousness-raising instruction and the control group (n=30) received regular instruction procedures.

In the first experimental group (structured input instruction or SII), the treatment was carried out with one type of input-based instruction consisting of structured input instruction. In structured input tasks, language learners are encouraged to comprehend and use the targeted form by engaging in activities that require them to rely on the form to understand the intended meaning. In the first session of the treatment, the format of letter writing including what a letter is, was explained. After that, different parts of a letter were explained to learners such as heading, address, salutation, and complementary closing, and also the main style of punctuation was explained to them. The second session was mainly concerned with the explanation of the speech act of request which included what a formal and informal request is, when the learners should request, what the purpose of the request is, how the learners start a letter of request, how the learners can begin and end the body paragraphs in a request letter. Then, in the third session, the learners were asked to recognize request sentences and phrases in the formal and informal request letter writing in the provided samples and after that, the researcher explained thoroughly to the participants how to write sample request letters.

In the second experimental group (consciousness-raising instruction or CRI), the researcher did not teach learners directly and they had to rely on self-discovery. Teaching was totally in an indirect way. In the third session, different parts of request letter writing were written on a colorful wheel, and the learners had to define the word and gave their opinions. The purpose was teaching to raise the learners' awareness. In the fifth session, the learners matched each of the informal words in the left column to its more appropriate formal word in the right column. In the sixth session, they wrote formal and informal request letters. In the eighth session, the format and structure of a request letter writing and all the main points about this type of letter were reviewed. While the experimental groups experienced various types of activities based on their instruction, the control group (CG group) did not receive any treatment on the request letter writing and was solely exposed to regular instruction of formal and informal request letter writing. In this group, the format of letter writing… including what a request letter is, was taught. After each class session, the students were asked to write a request letter based on the samples and explanation of the teacher. Writing request letters was the main emphasis of the treatment sessions for both experimental groups; SII group enjoyed direct teaching on letter format and

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Vol. 17, No.36, Spring and Summer 2025
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request language while CRI group promoted self-discovery through communicative language exercises.

Design

With a pretest, treatment, immediate posttest, and delayed posttest, this study employed a quasi-experimental approach. Ninety Iranian EFL students participated, split into three groups: SII (n = 30), CRI (n = 30), and CG (n = 30), which served as the control group. The accuracy of pragmatic performance was the dependent variable whereas the two forms of input instruction (CRI and SII) were the independent variables. To investigate the long-term impacts of SII and CRI on the participants' capacity to sustain pragmatic accuracy, the study additionally included a delayed posttest.

Data Analysis

The data was analyzed using both descriptive and inferential statistics in SPSS version 27. The hypotheses were tested using three two-way repeated measures ANOVAs. Based on their pretest scores, the groups' homogeneity was examined using a one-way ANOVA. Since the tests were evaluated by two raters, inter-rater reliability was exmined using Pearson correlation. The current study employed a mixed-design (between-within) ANOVA to investigate the effects of two types of input instruction Structured Input Instruction (SII)and Consciousness-Raising Instruction (CRI) on the accuracy of EFL learners' pragmatic performance over time. The design included one between-subjects variable (instruction type: SII, CRI, Control) and one within-subjects variable (time: pretest, immediate posttest, delayed posttest). The use of repeated measures allowed for the analysis of changes within the participants across the three time points, while also comparing differences between the instructional groups. Although referred to as "repeated measures two-way ANOVA" in the original text, the analysis aligns with the structure of a between-within(mixed) ANOVA, which is the appropriate method for this type of experimental design.

Results

The objective of the study was to investigate the immediate and delayed effects of Consciousness Raising Instruction (CRI) and Structured Input Instruction (SII) on the accuracy of pragmatic performance (PP) among EFL learners. The statistical methods utilized to examine the data are described.

First, as indicated in Tables 1 and 2, the normality of the data was examined. Second, the reliability of the data was investigated; the findings are shown in Tables 3, 4, and 5. Third, a one-way ANOVA and descriptive statistics were used to examine

The Journal of English Language Pedagogy and Practice
Vol. 17, No.36, Spring and Summer 2025
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the homogeneity of the three groups. Lastly, three two-way ANOVAs with repeated measures were performed to answer the research questions.

Normality of the Data

Normality was assessed using the One-sample Kolmogorov-Smirnov (K-S) Test. To address the research questions, this study employed statistical analysis to evaluate the reliability of the measures, the normality of the data, and the homogeneity of the groups. First, the proficiency test results for the Control (Co), Consciousness Raising Instruction (CRI), and Structured Input Instruction (SII) groups were checked for normality using the one-sample Kolmogorov-Smirnov test. The results demonstrated that the data were normally distributed ($p > 0.05$), enabling parametric analysis. The normality of the data distribution was assessed using the Kolmogorov-Smirnov test. All pretest, immediate posttest, and delayed posttest scores were normally distributed ($p > 0.05$), justifying the use of parametric tests in the analysis. This validated the validity of employing parametric tests to further analyze the data.

Addressing Research Questions 1 and 2

The first and second research questions focused on the pragmatic performance of EFL learners in terms of accuracy in SII, CRI and control groups. A repeated-measures two-way ANOVA was conducted to determine the potential immediate effects of structured input instruction and consciousness-raising instruction. Prior to presenting the results, it was confirmed that the assumption of homogeneity of variances was satisfied. Specifically, the results of Levene's test indicated no significant differences in the variances of the groups' scores (Pretest: $F(2, 87) = 0.12$, $p = .88$; Immediate Posttest: $F(2, 87) = 0.05$, $p = .94$; Delayed Posttest: $F(2, 87) = 2.54$, $p = .08$), all of which exceeded the .05 threshold. To examine the effects of the structured input instruction (SII) and consciousness-raising instruction (CRI), however, a repeated-measures two-way ANOVA was conducted, and the results are presented in Table 1.

Table 1

Tests of within and between Subjects Effects of Pragmatic Accuracy Scores in the Pretest and Immediate Posttest of the Three Groups

Effect		Value	F	Sig.	Partial Eta Squared
Time	Pillai's Trace	.72	231.38	.00*	.72
Group			36.74	.00*	.45
Time * Group	Pillai's Trace	.45	35.68	.00*	.45

The Journal of English Language Pedagogy and Practice
Vol. 17, No.36, Spring and Summer 2025
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The values in the first row of Table 1, which displays the within-subjects effect of the three groups on accuracy, indicate that the three groups did significantly better on their immediate posttest, especially since the sig value of time is.00 and below the standard threshold, p=.00; α=.05; $p<\alpha$ .With a Partial Eta Squared level of.72, this effect size is significant. This decision is supported by Pallent's (2016) classification of the Partial Eta Squared, which classifies it as small if it is.01, moderate if it is.06, and large if it is.14. Again, the group in the second row has a significance value of.00, which is below the critical value, p=.00; α=.05; $p<\alpha$. It indicates that there is a notable variation in the three groups' performance on the pretest or the immediate posttest. Once more, the control group's performance did not significantly improve, as illustrated by the minimal change in their mean scores and supported by the post-hoc results. This lack of improvement accounts for the significant group effect observed. Furthermore, the partial eta squared value of .45 indicates a large effect size.

The time and group interaction value in the third row of Table 1 is also noteworthy, as it is .00, below the standard threshold, p=.00; α=.05; $p<\alpha$. The findings indicate that there was a significant difference in the progress of all groups' participants from the pragmatic accuracy pretest to the immediate posttest, with a big effect size for the Partial Eta Squared of .45. The performance differences between the students in the three groups are displayed in Table 2 below.

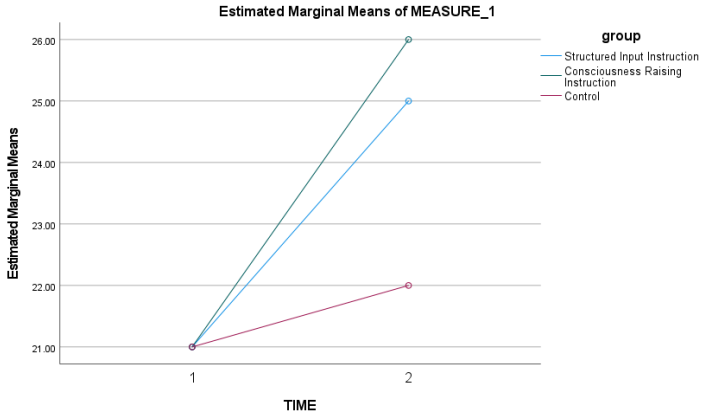
Table 1
Scheffe Post-Hoc Test on Pragmatic Accuracy Scores of the Three Groups in the Immediate
Posttest

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.
SIIG	CRIG	-.37	.30	.47
	CoG	2.05	.30	.00*
CRIG	CoG	2.42	.30	.00*

As reported in Table 2 above, the two groups of SII and CRI did not perform significantly different, p=.47; α=.05; $p>\alpha$. However, they differ considerably from the control group in their immediate posttests since the interaction of the SII and control groups' value as well as the CRI and control groups' are both .00, lower than the critical level, p=.00; α=.05; $p<\alpha$. The upshot, therefore, is that although the SII and CRI groups had a significantly better performance on their pragmatic accuracy in their immediate posttests, this did not apply to the control group, as also demonstrated in Table 2 above. Figure 1 demonstrate this vividly.

Figure 1
Estimated Marginal Means of Measure_1

The Journal of English Language Pedagogy and Practice
Vol. 17, No.36, Spring and Summer 2025
DOI: 10.71586/jal.2024.11271191737



Despite having comparable pretest scores, Figure 1 demonstrates that the three groups' immediate posttest results differed significantly. The consciousness-raising instruction (CRI) and structured input instruction (SII) groups both outperformed the control group.

Regarding the first research question —Does structured input instruction have any immediate significant effect on intermediate EFL learners' pragmatic performance in terms of accuracy? — the response was affirmative. Accordingly, the pertinent null hypothesis was rejected since structured input instruction significantly improved the participants' pragmatic accuracy. Likewise, regarding the second research question —Does consciousness-raising instruction have any immediate significant effect on the pragmatic performance in terms of accuracy of intermediate EFL learners? — the answer is yes since CRI significantly increased pragmatic accuracy as well. Therefore, the second null hypothesis also was rejected.

Addressing Research Questions 3 and 4

To find out if SII and CRI had any delayed significant effects on EFL learners' pragmatic performance (as addressed in questions 3 and 4), another repeated-measures two-way ANOVA was conducted. Initially, the pragmatic accuracy scores for the SII, CRI, and control groups have been subjected to descriptive statistics, which revealed that the participants' pragmatic accuracy performance improved in both the SII and CRI groups. In particular, the CRI group shown significant improvement from 21.80 to 26.71, while the SII group's mean score rose from 21.78 on the pretest to 25.80 on the delayed posttest. However, there was no noticeable improvement for the control group, as their mean score rose from 21.45 on the pretest to 22.10 on the delayed

The Journal of English Language Pedagogy and Practice
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posttest. The statistical significance of the gains in the SII and CRI groups was evaluated using a repeated-measures two-way ANOVA (Table 3).

Table 2

Tests of within and between Subjects Effects of Pragmatic Accuracy Scores in the Pretest and Delayed Posttest of the Three Groups

Effect		Value	F	Sig.	Partial Eta Squared
Time	Pillai's Trace	.70	211.17	.00*	.70
Group			30.41	.00*	.41
Time * Group	Pillai's Trace	.44	34.89	.00*	.44

Based on the significance value of time (i.e., the time interval between the pretest and delayed posttest) in Table 3, which is .00 (p=.00; α=.05; $p<\alpha$),it can be concluded that there was a significant difference between the groups' pragmatic accuracy performance from the pretest to the delayed posttest. This suggests that the treatment had a major effect on their performance because the participants in all three groups showed a significant improvement in pragmatic accuracy from the pretest to the delayed posttest. Additionally, Pallant (2016) reports that the partial eta squared of.70 indicates a significant influence on the learners' progress.

There was a notable distinction between the three groups' performance on the pretest and the delayed posttest, as indicated by the significance value for the group in the second row, which is .00, less than the standard, p=.00; α=.05; $p<\alpha$ .Given that the partial eta squared was .41 in Table 3, the effect magnitude was substantial.This discrepancy might arise from the SII and CRI groups' mean scores differing from those of the control group, which is shown in Table 3. In other words, because the three groups' improvements in pragmatic accuracy varied during the course of the current study, the groups' significant values reflect this variation. Furthermore, the most important result, the interaction of time and group (Table 3), had a significance level of .00, which is below the threshold, p = .00; α = .05; p < α. This indicates that the development of pragmatic accuracy across the three groups from pretest to delayed posttest was not uniform. The Partial Eta Squared value of .44 reflects a large effect size. The performance of the three groups is further examined in Table 4 below.

Table 3

Scheffe Post-Hoc Test on Pragmatic Accuracy Scores of the Three Groups in the Delayed Posttest

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.

The Journal of English Language Pedagogy and Practice
Vol. 17, No.36, Spring and Summer 2025
DOI: 10.71586/jal.2024.11271191737

SIIG	CRIG	-.46	.33	.39
	CoG	2.01	.33	.00*
CRIG	CoG	2.48	.33	.00*

In support of the data presented in Table 4, two groups of SIIG and CRIG performed significantly differently from the control group (p of SIIG and CRIG=.00; α=.05; p<α) on their delayed posttests, but there was no discernible difference between their pragmatic accuracy scores, *p*=.39; α=.05; *p*>α. Figure 2 below provides a clearer picture of what has been mentioned thus far regarding the three groups' performance in terms of pragmatic correctness in their pretests to the delayed posttests.

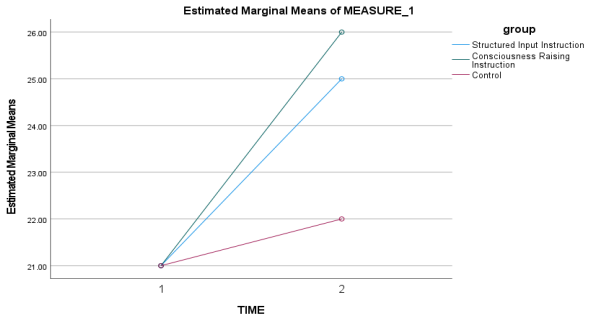

Figure 2. *Estimated Marginal Means of Measure_1*

In Figure 2, the performance of the CRI group is displayed on the left, that of the SII group in the middle, and that of the control group on the right. Although all three groups initially performed equally, the data in Tables 2, 3, and 4 show that the control group did not show as much growth in pragmatic accuracy as the CRI and SII groups.

Addressing Research Question 5

The accuracy of Iranian EFL learners' pragmatic performance (PP) is the subject of the fifth question. The researcher used a third repeated-measures two-way ANOVA to see whether the immediate and delayed effects of SII and CRI differ in a way that is statistically significant. Figure 3 and Table 5 present the related findings. The mean pragmatic accuracy scores for the three groups have increased from the pretest (Mean of SIIG=21.78; Mean of CRIG=21.80; Mean of CoG= 21.45) to the immediate posttest (Mean of SIIG=25.95; Mean of CRIG=26.68; Mean of CoG=22.18) to a fair extent, and have remained high in the delayed posttest (Mean of SIIG=25.80; Mean of CRIG =26.71; Mean of CoG= 22.10), according to the descriptive statistics for the SII, CRI, and control groups. To put it another way, the control group did not make as

The Journal of English Language Pedagogy and Practice
Vol. 17, No.36, Spring and Summer 2025
DOI: 10.71586/jal.2024.11271191737

much progress as the SII and CRI groups did from the pretest to the immediate posttest, which was retained in the delayed posttest. A repeated-measures two-way ANOVA was used to determine the significance of the difference just discussed, and the results are shown in Table 5.

Table 5

Tests of within and between Subjects Effects of Pragmatic Accuracy Scores in the Pretest, and Immediate and Delayed Posttest of the Three Groups

Effect		Value	F	Sig.	Partial Eta Squared
Time	Pillai's Trace	.76	135.97	.00*	.76
Group			76.34	.00*	.63
Time * Group	Pillai's Trace	.50	14.62	.00*	.25

The immediate and delayed posttest scores of the three groups' participants differed significantly from the pretest, and the size of this variation is substantial, as indicated by the partial eta squared of.76. The significant value for time (i.e., the time between the pretest, immediate, and delayed posttest) in Table 5 is.00 (p=.00; α=.05; $p<\alpha$) which supports this conclusion.

There was a notable distinction between in the three groups' performance on the pretest, immediate posttest, and delayed posttest, as indicated by the significance value for the group in the second row, which is.00 and less than the standard (p=.00; α=.05; $p<\alpha$). Given that the partial eta squared was .63 (Table 5), the effect magnitude was substantial. This discrepancy may arise from the SII and CRI groups' mean scores differing from those of the control group. In other words, because the three groups' improvements in pragmatic accuracy varied during the course of the current study, the groups' significant values reflect this variation.

Furthermore, the interaction between time and group, the most crucial piece of information in Table 5, has a level of significance of.00, which is once more below the requirement, p=.00; α=.05; $p<\alpha$. Consequently, it can be said that the pragmatic accuracy development of the three groups was not similar between the pretest and the immediate and delayed posttests. This effect was significant, as the Partial Eta Squared of .25 in Table 5 showed. Because the test findings indicated that the differences were significant, a post hoc analysis was carried out. Table 6 displays the findings.

Table 6

The Journal of English Language Pedagogy and Practice
Vol. 17, No.36, Spring and Summer 2025
DOI: 10.71586/jal.2024.11271191737

Post-Hoc Comparisons of the Pretest, Immediate Posttest, and Delayed Posttest of the Learners' Pragmatic Accuracy

Measure	(I) time	(J) time	Mean Difference (I-J)	Std. Error	Sig.[b]
Pragmatic Accuracy	pretest	immediate posttest	-3.26	.21	.00*
		delayed posttest	-3.19	.22	.00*
	immediate posttest	delayed posttest	.06	.19	.72

The learners on the immediate posttest of pragmatic accuracy Having a mean score that was noticeably higher than the pragmatic accuracy pretest (Mean Difference = 3.26, p=.00 <.05), according to the results of post-hoc comparison tests (Table 6). Furthermore, the mean score of the pragmatic accuracy delayed posttest was substantially higher than that of the pragmatic accuracy pretest (Mean Difference = 3.19, p=.00 <.05). The mean score of the pragmatic accuracy immediate and delayed posttests, however, did not differ significantly (Mean Difference =.06, p=.72 >.05). Figure 3 below provides a better picture of what has been mentioned thus far regarding the three groups' performance in terms of pragmatic correctness in their pretest to the immediate and delayed posttests.

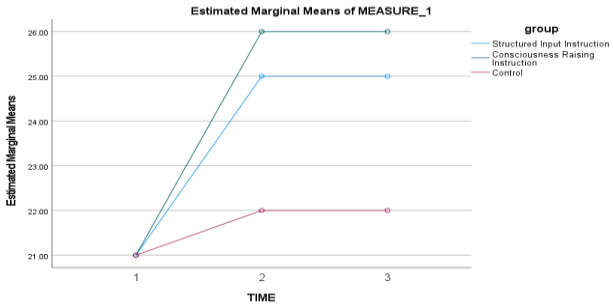

Figure 3. *Differences between the Pretest, and Immediate and Delayed Posttest of Pragmatic Accuracy Scores of the Three Groups*

Last but not least, Figure 3 demonstrates that although the pretest results for all three groups were similar, only the SII and CRI groups significantly improved on the immediate and delayed posttests, whereas the control group performed poorly on both. This is in line with the results shown in Table 5. When asked if there was a

The Journal of English Language Pedagogy and Practice
Vol. 17, No.36, Spring and Summer 2025
DOI: 10.71586/jal.2024.11271191737

significant difference between the immediate and delayed effects of SII and CRI, the fifth research question was answered "no," as both experimental groups showed similar improvements and the control group showed no change. Thus, the fifth null hypothesis was not refuted.

Discussions

This study examined the immediate and delayed effects of Consciousness-Raising Instruction (CRI) and Structured Input Instruction (SII) on Iranian EFL learners' pragmatic performance accuracy. The findings showed that both SII and CRI significantly improved learners' pragmatic accuracy in the short and long term. However, the statistical analysis revealed no significant difference between the two methods, indicating that both had comparable impacts on enhancing pragmatic performance.

These results are consistent with earlier studies. For example, Zereshki and Rezaie (2018) found that both CRI and SII positively influenced EFL proficiency, while Derakhshan and Eslami (2015) reported that CRI improved learners' pragmatic performance in speech acts such as apology and request. Similarly, Birjandi and Derakhshan (2014), Jernign (2012), and Rose (2005) confirmed the effectiveness of awareness-raising activities for developing pragmatic competence. Derakhshan and Arabmofrad (2018) further emphasized the importance of considering both linguistic forms and social contexts in pragmatics. In line with these findings, the present study also demonstrated, like Alcón-Soler and Pitarch (2013), that input-based instruction fosters pragmatic competence, particularly in the speech act of request.

The findings also support Schmidt's (1993, 1995, 2001) noticing hypothesis, which highlights the role of attention-drawing activities in pragmatic development. Alfghe (2021) similarly noted that SII enhances both receptive and productive knowledge of requests by facilitating the internalization of target forms. Additional evidence from Ghavamnia et al. (2018), Wong and Ito (2018), and Nguyen et al. (2017) supports the positive role of input-based instruction in developing pragmatic competence and accuracy through techniques such as oral repetition and typographic emphasis.

In conclusion, both CRI and SII proved to be effective for improving EFL learners' pragmatic accuracy. Their comparable effects suggest that either method can be applied successfully in language teaching to strengthen learners' pragmatic abilities. These approaches therefore offer valuable implications for instructional practices that aim to integrate pragmatic competence with other language skills.

Summary of the Findings

The purpose of this study was to investigate the effects of structured input instruction (SII) and consciousness-raising instruction (CRI) on the pragmatic performance of Iranian EFL learners in terms of accuracy at an intermediate level. This study

The Journal of English Language Pedagogy and Practice
Vol. 17, No.36, Spring and Summer 2025
DOI: 10.71586/jal.2024.11271191737

addressed five major research concenrns regarding the immediate and delayed effects of SII and CRI. Ninety intermediate-level EFL students were selected and divided into three groups: control, SII, and CRI. The two experimental groups received eight sessions of instruction after a pretest, whereas the control group received traditional instruction. Following the treatments, students' pragmatic accuracy was evaluated using both immediate and delayed posttests.

Conclusion

The study's findings demonstrated that both SII and CRI significantly improved learners' pragmatic performance. Both approaches had a beneficial impact on pragmatic accuracy, as evidenced by the rejection of the null hypotheses regarding the immediate and delayed impacts of both instructions. The study supports the idea that both explicit and implicit education can be beneficial for second language pragmatics and emphasizes the significance of input-based instruction. The results further emphasize how important SII and CRI are in helping students identify and use relevant pragmatic elements in context.

The results of the study have several implications for EFL teachers, learners, and content producers: The study's findings can be used by EFL teachers to choose effective teaching strategies that will increase their students' pragmatic accuracy. By integrating CRI and SII activities into their teaching, teachers can help learners understand and apply pragmatic rules. Pragmatics instruction should be explicit, involving both metapragmatic information and structured activities. Teachers should also provide students with opportunities to practice pragmatic skills through tasks that mirror real-world language use.

For EFL learners, understanding the importance of pragmatic competence is essential. This study suggests that different instructional techniques can cater to various personality types and learning preferences, motivating learners to enhance their pragmatic skills. Learners should be encouraged to recognize the nuances of pragmatic rules, such as the concepts of status and imposition, when making requests and other speech acts.

The findings suggest that materials developers should incorporate pragmatically focused content into language curricula. By providing teachers with a range of instructional options, such as CRI and SII activities, curriculum designers can support teachers in enhancing learners' pragmatic performance. Pragmatic-focused activities should be included in teacher's guidebooks or digital resources to aid in effective teaching.

The study concludes with several recommendations for future research:

1-Investigating the impact of other instructional techniques on pragmatic improvement.

2-Exploring the psychological effects of SII and CRI on EFL learners across different age groups and genders.

3-Studying the effects of SII and CRI on fluency and complexity in addition to accuracy.
4- Expanding the study to include more speech acts including thanks, apologies, and complaints.
5-Investigating the effects of SII and CRI on oral pragmatic performance.
6-Examining the effects of SII and CRI across a range of skill levels and age groups (e.g., young learners).

Declaration of interest: none

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