

IMPROVING STUDENTS' PRAGMATIC AWARENESS THROUGH INNOVATIVE PEDAGOGICAL FRAMEWORK IN ENGLISH LANGUAGE EDUCATION

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Abstract. *This research article investigates the enhancement of pragmatic competence in English language learners through the application of innovative pedagogical technologies. Pragmatic competence is crucial for effective communication, particularly in oral interactions where context and social norms play significant roles. This study reviews existing literature and presents methodological design recommendations and teaching activities tailored to improve students' pragmatic skills. The findings suggest that innovative pedagogical technologies can create immersive learning environments that foster pragmatic awareness and competence among learners.*

Key words: *pragmatic awareness, context, targeted instruction, communicative approach, formative assessment, feedback, collaborative learning, implicature*

INTRODUCTION


Pragmatic competence refers to the ability to use language effectively in context, which encompasses understanding social norms, cultural nuances, and the appropriate use of language in various situations. For students, developing this competence is essential for successful oral communication in English. Recent studies highlight the importance of integrating innovative pedagogical technology which allows learners to engage in realistic situations that mimic real-life interactions, thereby facilitating the development of pragmatic awareness and competence.

Literature Review

Research indicates that pragmatic competence is a critical component of overall communicative competence. It involves both pragmalinguistic and sociopragmatic knowledge, which are essential for understanding and producing language in context (Hussein et al., 2020; Fatah & Ibrahim, 2020).

Studies have shown that learners often struggle with pragmatic markers and speech acts, leading to misunderstandings in communication (Pan, 2023; Al-Ghamdi, 2019). For instance, Pan (2023) found that Thai ESL learners exhibited a





lack of pragmatic markers in their interlanguage communication, highlighting the need for targeted instruction in this area (Pan, 2023).

According to (Chen, 2023), integrating pragmatic instruction within the framework of communicative competence can enhance learners' understanding of language use in context (Chen, 2023). This involves designing activities that focus on speech acts, conversational implicatures, and the appropriate use of language in various social situations. Additionally, incorporating technology into these activities can further enrich the learning experience, as evidenced by the positive impact of web-cam chat on learners' pragmatic skills (Bataineh & Hussein, 2015).

Methodology

This study is bound to apply a good range of investigation methods which fit B2 level students to assess their perceptions of innovative pedagogical technologies and their impact on their pragmatic competence. Additionally, data can be gathered through the implementation of interactive activities in language classrooms.

Results and Discussion

The findings from current English language instruction practices in Uzbekistan underscore the effectiveness of innovative pedagogical technologies in enhancing students' pragmatic competence. Incorporating technology in language instruction aligns with the communicative approach, emphasizing the importance of context and interaction in language learning (Littlewood, 2004). Furthermore, this study contributes to the growing body of literature advocating for the integration of innovative pedagogical technology in English language education, suggesting that it can effectively address the gaps in traditional instruction.


The following activities can be suggested to implement best practices in improving students' pragmatic competence using English through innovative pedagogical instructions.

1. **Multimodal Resources:** Utilize multimedia resources, such as videos and interactive simulations, to provide learners with diverse examples of pragmatic language use. This can help students understand the nuances of communication in different contexts (Beltrán-Planques & Querol-Julián, 2018).

2. **Peer Feedback Sessions:** Incorporate peer feedback sessions where students can reflect on their use of language in situation cards. This encourages collaborative learning and helps students identify areas for improvement in their pragmatic competence.

3. **Assessment Strategies**





Formative Assessments: Implement formative assessments throughout the learning process to gauge students' understanding of pragmatic concepts. This can include quizzes, reflective journals, and peer evaluations.

Performance-Based Assessments: Design performance-based assessments that require students to demonstrate their pragmatic competence in oral communication. This could involve presenting a situation to peers and receiving feedback on their language use.

Teaching Activities

Complaints and Requests: Develop activities focused on making complaints and requests in various contexts. Students can practice using polite language and appropriate speech acts to convey their messages effectively (Nuridin, 2019).

Negotiation Simulations: Create negotiation situations where students must reach an agreement while using pragmatic language effectively. This activity encourages the use of conversational implicatures and understanding of social norms in communication (Kentmen et al., 2023).

Conclusion

The integration of innovative pedagogical technologies in language education presents a valuable opportunity to enhance B2 level students' pragmatic competence in oral communication. By creating immersive learning experiences that reflect real-life interactions, educators can foster students' understanding of language use in context. The instructional design recommendations and teaching activities outlined in this article provide a framework for effectively implementing interactive learning technologies in language classrooms, ultimately contributing to enhanced communicative competence among learners.


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