DEVELOPING PRAGMATIC COMPETENCE OF NON-NATIVE STUDENTS

Suraganova Asem

PhD student at Nukus State Pedagogical Institute named after Ajiniyaz

https://www.doi.org/10.5281/zenodo.8073224

ABSTRACT

This article discusses several strategies that can be implemented to improve pragmatic competence of foreign language learners. Pragmatic competence is an essential element of communicative competence in FLT. Developing pragmatic competence can help non-native speakers communicate effectively in social contexts, understand cultural differences, enhance language proficiency and achieve professional success.

Pragmatic competence is an essential element of communicative competence in foreign language teaching (FLT). Here are some reasons why pragmatic competence is important in FLT:

1. Effective communication: Pragmatic competence is necessary for effective communication in social contexts. Shu, X.Y. (2018) says non-native speakers who lack pragmatic competence may have difficulty understanding and producing speech acts appropriately, which can lead to misunderstandings and communication breakdowns.

2. Cultural awareness: Pragmatic competence involves understanding the cultural norms and expectations surrounding speech acts in the target language. Yined Tello Rueda (2006)explains that developing pragmatic competence can help non-native speakers understand the cultural differences between their own language and the target language.

3. Language proficiency: Pragmatic competence is an important component of language proficiency. Non-native speakers who have high levels of pragmatic competence are more likely to be perceived as fluent and competent in the target language.

4. Professional success: Pragmatic competence is essential for professional success in international contexts. Non-native speakers who have high levels of pragmatic competence are more likely to be successful in international business, diplomacy, and other fields that require effective communication in a foreign language as Takkaç Tulgar, A. (2016) suggests.

Pragmatic competence is an essential aspect of language learning that enables learners to communicate effectively in social contexts. It refers to the ability to use language appropriately in different social situations, taking into account the speaker's intentions, the context, and the cultural norms and expectations. Non-native speakers face challenges in developing pragmatic competence due to differences in cultural backgrounds and linguistic

resources. However, with the right strategies, they can improve their pragmatic competence and communicate more effectively in the target language.

Non-native speakers can use various strategies to improve their pragmatic competence in speech acts. Here are some strategies found in the search results:

One of the most effective strategies for improving pragmatic competence is discourse completion tasks (DCTs). DCTs involve presenting participants with hypothetical situations and asking them to complete a dialogue that reflects an appropriate response to the situation. Researchers use DCTs to study the strategies employed by native speakers when responding to different speech acts and to identify the linguistic resources used to realize these speech acts. Billmyer, K., & Varghese, M. (2000) have investigated and suggest non-native speakers can benefit from DCTs by understanding the appropriate linguistic resources to use in different social situations. DCTs can also help non-native speakers develop their pragmatic competence by providing opportunities to practice using language in realistic contexts.

Another strategy for improving pragmatic competence is explicit pragmatic instruction. Explicit instruction in pragmatics involves teaching learners the rules and conventions of language use in social contexts. Yined Tello Rueda (2006) claims that this type of instruction can be used as a facilitative tool to develop pragmatic competence in non-native speakers. Explicit instruction can help learners understand the underlying principles of language use and how to apply them in different social situations.

Role-plays are another useful strategy for improving pragmatic competence in non-native speakers. Role-plays involve simulating real-life social situations and practicing language use in these contexts. Tiaoyuan Mao (2021) reported role-plays can help non-native speakers practice using language in realistic contexts and to respond appropriately to different social situations. Role-plays can also provide opportunities for feedback and reflection, allowing learners to identify areas for improvement and to develop their pragmatic competence further.

Self-assessment is a strategy that involves learners reflecting on their own language use and identifying areas for improvement. Carmen Pérez Sabater (2014) showed that non-native speakers can assess their own pragmatic competence by reflecting on their language use in different social situations and identifying areas where they struggle. Self-assessment can help learners develop self-awareness and take ownership of their learning. It can also provide opportunities for feedback and reflection, allowing learners to track their progress and make adjustments as needed.

Observation is another effective strategy for improving pragmatic competence in non-native speakers. According to Elsayed Mahmoud (2013) observing native speakers' interactions in a natural setting can help learners understand the cultural norms and expectations surrounding speech acts in the target language. Observation can also provide opportunities for learners to identify the linguistic resources used by native speakers to realize speech acts and to apply these strategies in their own language use.

Finally, non-native speakers can improve their pragmatic competence in specific speech acts such as requesting and apologizing strategies. Requesting and apologizing are essential speech acts in social communication, and non-native speakers often struggle with these speech acts due to cultural differences and linguistic resources. However, by learning the

requesting and apologizing strategies used by native speakers, non-native speakers can improve their pragmatic competence in these speech acts and communicate more effectively in social contexts.

In conclusion, pragmatic competence is an essential aspect of language learning that enables learners to communicate effectively in social contexts. Non-native speakers face challenges in developing pragmatic competence due to differences in cultural backgrounds and linguistic resources. However, by using strategies such as discourse completion tasks, explicit pragmatic instruction, role-plays, self-assessment, observation, and specific speech act strategies, non-native speakers can improve their pragmatic competence and communicate more effectively in the target language.

References:

1.   Billmyer, K., & Varghese, M. (2000). Investigating instrument-based pragmatic variability: Effects of enhancing discourse completion tests. *Applied Linguistics*, *21*(4), 517-552. doi:10.1093/applin/21.4.517

2.   Carmen Pérez Sabater (2014). Pragmatic competence and social power awareness: The case of written and spoken discourse in non-native English environments, December 2014 International Journal of English Studies 14(2):21-38 DOI:10.6018/j.191071

3.   Elsayed Mahmoud (2013), Speech acts' requesting and apologizing strategies by native and non-native adolescents English speakers. A comparative research on pragmatic competence, Munich, GRIN Verlag, https://www.grin.com/document/351007

4.   Shu, X.Y. (2018) Promoting Pragmatic Competence in Teaching English as a Foreign Language. Open Access Library Journal, 5: e4398. https://doi.org/10.4236/oalib.1104398

5.   Takkaç Tulgar, A. (2016). The role of pragmatic competence in foreign language education. Turkish Online Journal of English Language Teaching (TOJELT), 1(1), 10–19.

6.   Tiaoyuan Mao (2021). Investigation of L2/Ln Pragmatic Competence: Its Core and Route Map. Front. Psychol., 17 August 2021, sec. Psychology of Language Volume 12 - 2021 | https://doi.org/10.3389/fpsyg.2021.690550

7.   Yined Tello Rueda (2006). Developing Pragmatic Competence in a Foreign Language January 2006 Colombian Applied Linguistics Journal DOI:10.14483/22487085.177