



PERSPECTIVES OF ENGLISH MAJORS AT CAN THO UNIVERSITY ON THE IMPORTANCE OF PRAGMATIC COMPETENCE IN EFFECTIVE ENGLISH COMMUNICATION

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Abstract:

The present research examines English major students' perceptions regarding the role of pragmatic competence in effective English communication. Pragmatic competence — knowing how to use a language under specific social and cultural circumstances — is vital to effective communication; however, it is frequently overlooked in conventional language teaching. The current investigation was designed to investigate the consciousness of pragmatic features among learners, their confidence in their ability to apply these in actual communicative situations, and their preferred way of instruction for developing pragmatic skills. Data were gained through a questionnaire for 94 English-major students. Results show that while students understand the value of pragmatic competence, they often face challenges in applying it due to limited exposure to authentic English and insufficient classroom focus on real-life communication strategies. The findings suggest a gap between students' awareness and their actual communicative performance, highlighting the need for curriculum improvements. This study provides useful insights for teachers and curriculum designers aiming to enhance communicative competence in EFL contexts.

Keywords: pragmatic, pragmatic competence, English majors, effective communication, speaking

1. Introduction

In the English as a Foreign Language (EFL) context, the study of pragmatic competence has been considered to be an important aspect of communicative competence, which is crucial for learners to use language properly and effectively in a wide variety of social

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and cultural contexts. While grammatical competence concerns the linguistic form of language, pragmatic competence covers intimation of meaning, transaction act recognition, use of politeness strategies and knowledge when using the language of language use in context (Taguchi, 2018). Such skills are necessary not only for linguistic precision but also for natural conversation, which heavily relies on interpretation of meaning as based on the context, too. Nevertheless, in many EFL classrooms, which pay more attention to grammar and vocabulary, pragmatic competence is neglected. The imbalance causes students to become structurally competent with meaning blocking to express themselves and to receive communication in a genuine communicative context. This becomes particularly challenging in cross-cultural contexts where customs are at variance with one another. It has been proposed that explicit instruction, in conjunction with target language input, in the form of role-plays, audiovisual materials, and communication with native speakers, yields promising outcomes in the development of pragmatic competence (Ishihara & Cohen, 2012; Martínez-Flor & Usó-Juan, 2006). These strategies allow students to gain more insight into language interaction in different social settings and to become efficient responders. Yet, although the teaching of mere formal aspects has been severely criticised, teaching the use of language in communicative exchange has often not been implemented in a systematic way, and the empirical study of how learners appreciate and make use of the language in a culture-specific manner in a language classroom is still in its initial stage.

This research aims to bridge this research gap with a closer look at how pragmatic competence functions in effective communication as perceived by English major students at Nam Can Tho University. It investigates the level of their knowledge, the attitudes they hold for the importance of pragmatics, the methods of teaching preferred and the problems encountered in learning pragmatic knowledge. Additionally, it takes students' advice on optimising the incorporation of pragmatic features in the curriculum, and investigates the connection between students' pragmatic consciousness and their communicative confidence in different situations.

Since it is concerned with English major students, the research generates valuable implications for practice, curriculum designers, and policy makers. Students' responses can contribute to creating more student-centred, and communicatively oriented language teaching in the future, since the demand for academically- but also real-life-education is high. In this respect, this study adds to the wider debate on communicative competence in EFL settings and corroborates the need to reform language learning to regard the awareness of pragmatics as a basic rather than an additional construct..

2. Research Aims and Research Questions

2.1 Research Aims

This present study aims to explore the perceptions of English major students in Nam Can Tho University regarding the importance of pragmatic competence in effective English communication

2.2 Research Questions

The study was designed to find out the answers to the following questions:

- 1) What are the perceptions of English majors at Nam Can Tho University toward pragmatic competence?
- 2) What learning methods do students prefer for improving their pragmatic competence in English?

3. Literature Review

3.1 Definitions of Pragmatics

Pragmatics is an essential component of linguistics, focusing on the use of language in real interaction and addressing speakers' options of use for language in context, purpose and society. Pragmatics is more about how meaning depends on context and interaction and is less concerned with sentence and word meaning, according to scholars such as Crystal (1985), Yule (2013), Kasper (1993), and Jacob (2001), pragmatics studies how speakers and writers make choices and how receivers of a particular message interpret the speaker's or writer's intentions in a given communicative situation and relate to it accordingly. It is understood that the speakers are talking about one thing, not just that the words come out a certain way. This would therefore render pragmatics crucial in communication, particularly in a second/foreign language environment where there may be disparate social and cultural practices from one's L1 to which such discourse would be foreign.

Prominent pragmatic concepts include speech acts, implicature, presupposition, politeness strategies, conversational maxims, inference, and turn-taking (Yule, 1996; Levinson, 1983; Thomas, 1995).. These settings shed light on how speakers negotiate indirect messages, implied meanings and the adequacy of response in different social contexts. Pragmatics describes how the context of a conversation can influence the interpretation of the meaning of a sentence (Yule, 2013; Crystal, 1985).. Thus, pragmatic competence is an essential component of language ability when speakers wish to effectively and appropriately communicate in various social and cultural situations. Due to mastering such pragmatic skills, ESL/EFL learners are able to speak correctly and be able to answer in culturally and contextually appropriate ways, so that they can build rapport and refrain from offending interactions between them and their counterparts outside of the classrooms.

3.2 Importance of Pragmatic Competence in Communication

The key elements highlighting the importance of pragmatic competence in communication include miscommunication caused by pragmatic failure, inappropriate tone, incorrect formality, and cultural mismatches.

3.2.1 Miscommunication Due to Pragmatic Failure

Grammatical accuracy alone does not ensure to be successful in communication in a 'second language. Like Thomas (1983), we see that pragmatic failure – the failure to use language appropriately in communicative events – may result in misunderstanding, offence, and lack of communication. So it is not always the case that the grammatically correct instruction, “Open the window”, is even the most appropriate; in English-speaking cultures “Open the window” would be impolite; the correct form would be: “Would you mind opening the window, please?” This example is one of pragmalinguistic failure: the speaker employs the right structure, but the wrong shape for the social context. Another type, sociopragmatic failure, is the misinterpretation of “cultural rules”. A Vietnamese pupil could reply to praise with a “No, I’m not good” to demonstrate humility; whereas to a Western ear the comment could potentially be mistaken as low self-esteem or a refusal of praise. These are valid sentences albeit one that does not match the cultural expectations of English-speaking environments. This kind of faux pas can have a far more deleterious effect on relationships than grammatical mistakes. To address the two aforementioned challenges, scholars, such as Ishihara and Cohen (2012) and Taguchi (2011), suggest the use of direct instruction in pragmatics, namely role plays and video-based exercises in language instruction. It is such techniques that enable learners to understand not only what to say, but how and when to say it, thus facilitating better and more culturally appropriate communication.

3.2.2 Miscommunication Due to Tone, Formality, and Cultural Mismatch

It is not typically grammar or vocabulary errors that lead to breakdowns in second language communication, but tone, formality, or cultural inappropriateness. Such as, say, a grammatically correct but too casual email that reads, “Hey, can you send me a copy of the slides?” might simply sound rude in the more formal style of academia. This is why pragmatic competence, or the skills needed to communicate in context according to social and cultural expectations, is crucial. As Holmes (2013) points out, politeness is marked by tone and formality, and we can create a negative impression even with the correct language if it is not met with tone and formality.

Patterns of cultural mismatches also result in pragmatic errors, especially when learners transfer norms from their first language. Direct refusals, for instance, such as “I don’t want to do that” may be okay in some cultures, but seem impolite in English-speaking cultures. A more culturally appropriate answer would be, “I’m not sure if that will work for me, but thank you for the suggestion. These misconceptions, Kasper and Rose (2002) contend, further demonstrate the importance of teaching the explicit features of pragmatics. Applied linguists, such as Ishihara and Cohen (2010), recommend the inclusion of authentic materials (e.g. emails, dialogues, videos) and contrastive analysis exercises in communicative teaching methodologies. These are strategies that enable learners to: Develop an awareness of tone, etiquette and cultural expectations – the few ingredients needed for using a second language with both effectiveness and respect..

3.3 Relationship between Pragmatic Competence and Effective Communication

Pragmatic competence is an important aspect of communicative competence as it enables language users to produce and interpret meaning in the appropriate way in a given social and cultural setting. Although pragmatic factors were originally subsumed under sociolinguistic factors in the communicative competence model of Canale and Swain (1980), Bachman (1990) subsequently identified the importance of identifying a separate, yet essential aspect of pragmatic competency. His model is divided into two main components: sociolinguistic competence—understanding how language varies according to situational factors, norms of politeness and cultural norms—and illocutionary competence—efficiencies in expressing communicative functions, such as requests or thanks.

This competence supplements other grammatical and discursual competencies in order to guarantee properly not only of accuracy and coherence but also of appropriateness of language use. Without a sense of pragmatics, learners might be able to produce well-formed sentences that do not fit the social situation, or are even misinterpreted. Thus, the theoretical status of pragmatic competence reflects the extent to which it should be a central part of language teaching and language assessment. This explanation also underlies the emphasis that the present study places on students' views about and feelings for the importance of pragmatic competence in their learning of English.

3.4 Methods that Enhance Pragmatic Competence

3.4.1 Role-Play Activities

Role-play, a common pedagogical strategy in Communicative Language Teaching (CLT), can encourage real communication as students can practise different speech acts—e.g. requesting, apologising, and using polite forms—in a simulated, interactive situation. The approach contributes to developing learners' linguistic competence and pragmatic appropriateness by leading them to have an idea of what to say, how and when, the context, and to whom to communicate (Taguchi, 2011). Based on Vygotsky's (1978) Sociocultural Theory, role-play focuses on the social nature of learning and scaffolding, that is, it enables learners to internalize the pragmatic norms with the help of teachers or more proficient peers. It raises some awareness of vital communicative features such as turn-taking, politeness, indirectness and context sensitivity — skills which are intrinsic to communicative competence — real communication skills we all need to function effectively in the world.

3.4.2 Watching Films or Videos

The use of movies and video is also connected to Krashen's (1985) Input Hypothesis, which states that Comprehensible Input should be presented at one level above the learner's language level. Movies provide both verbal and non-verbal information, facial expressions, and expressions of culture that are needed to infer meaning for pragmatics (Rose, 2005). In addition, the Noticing Hypothesis (Schmidt, 1990) claims that unless

learners pay conscious attention to some of the pragmatic devices (e.g., politeness or sarcasm), they would not be able to learn these. The characters can be animated by film, especially with the support of a teacher or discussion. Students get a sense of how down native speakers are to turn on and turn off language according to context, relationship, and intention, and emerge as more mindful and formidable language users.

3.4.3 Communicating with Native Speakers

The interactions with native speakers are particularly useful to the development of pragmatics since they provide the learner with authentic chances to negotiate and interpret meaning, receive instantaneous reactions to that meaning, and provide insights into the native culture. The Interaction Hypothesis (Long, 1996) posits that interaction, particularly interaction involving correction and/or miscommunication, facilitates learners' pragmatic development. These interactions are valuable resources for socioculturally mediated learning, given that they bring learners into contact with authentic norms, politeness systems, and cultural behavior (Ishihara & Cohen, 2010). Hence, learners develop sensitivity to the social purposes of language use and learn how to vary language use accordingly, acquiring pragmalinguistic and sociopragmatic competence along with developing intercultural competence.

3.4.4 Explicit Instruction and Teacher Explanation

One theory that recommends the teacher-explanation strategy in teaching pragmatic competence is DeKeyser's (1995) skill acquisition theory, which suggests that learners, especially those learning complex items such as pragmatic competence, benefit from explicit instruction and meaningful practice. According to this theory, the learning process begins with the learner acquiring declarative knowledge (knowledge of rules, norms) through direct, unstructured explanation, which later becomes procedural knowledge through practice and sustained use of declarative knowledge. On a practical level, it would mean that explicit, teacher-fronted explanations of cultural norms, politeness strategies, speech acts and context-specific language use would provide the firm foundation that learners could dip into when using language authentically outside the classroom. Feedback can make learners conscious of the fact that they ignore the rules of politeness in the L2 natural input. Rose and Kasper (2001) also support explicit instruction in teaching pragmatics. They argue that pragmatic features are not always salient in the input and that the teacher must make them prominent in order to ensure the students' attention and interpretation. This is especially important in the case of learning foreign languages since there might be little or no exposure to natural interaction among the students.

3.3 Related Studies

Some studies stressed the value of focusing on the development of pragmatic competence in general, while in the field of EFL, the exposure to authentic language was limited. Bardovi-Harlig and Dörnyei (1998) showed that learners are more sensitive to

grammatical errors than to pragmatic errors, e.g., inappropriate requests or refusals, as more disruptive to communication. Pragmatic development is also often overlooked in the formal language classroom, which limits learners' ability to navigate real-life communicative situations. (Kasper and Schmidt, 1996). To fill this gap, Ishihara and Cohen (2010) called for explicit instruction in pragmatics that included role-plays and video analysis to develop both awareness and ability. Similarly, Taguchi (2011) focused on the advantages of task-based and Taguchi (2011) highlighted the benefits of task-based and interaction-focused approaches, which help learners internalize appropriate language use across various social contexts. Rose and Kasper (2001) also contributed to such a discussion by combining quite a number of case studies as well as practical models for incorporating pragmatic instruction in the language classroom and stressing the significance of language and its alignment with cultural expectations. In a series of experiments, Schauer (2006) observed that learners in EFL vs. ESL contexts (where exposure to interaction is more likely to be natural) differed significantly in the extent to which they develop pragmatic awareness, emphasizing the relevance of authentic input and language use. In combination, these studies highlight the importance of a pragmatic-based teaching approach in an EFL setting, which helps learners not only to be grammatically correct but also to be socially and culturally sensitive in using the language.

4. Materials and Methods

4.1 Research Instruments

In the current study, questionnaires and semi-structured interviews were utilized to collect the information to answer the research questions.

4.1.1 Questionnaire

A questionnaire consisting of 22 Likert-scale items was used to collect information on students' perceptions of pragmatic competence, the importance they perceived of pragmatics in communication, and their preferences for learning pragmatics in the classroom. The items were adapted from established research instruments used in previous studies by Bardovi-Harlig & Dörnyei, 1998; and Ishihara & Cohen, 2010.

Table 4.1.1: The layout of the questionnaire

Cluster 1	Personal information	Question 1 - 4
Cluster 2	Awareness and Understanding of Pragmatic Competence	Question 5 - 15
Cluster 3	Perceived Importance of Pragmatic Competence	Question 16 - 19
Cluster 4	Learning Experience and Preferences	Question 20 - 22

4.1.2 Interview

Patton (1990) argued that the purpose of interviewing is to find out what is going on in the minds of others. Therefore, interviewing is a useful way to gain insight into the

thinking of others. Through interviews, researchers can collect information that is directly related to the researcher's goals. The purpose of the interview in this study was to explore students' thoughts about pragmatics, the learning methods that they think will be more interesting when learning pragmatics. Five main questions were asked in Vietnamese to better understand the participants' perspectives. These questions were based on the results of qualitative data. The questions were asked one by one, followed by prompts and explorations. Each interview lasted about 20 - 30 minutes.

The topics of the questions were:

- 1) In your opinion, what is the role of pragmatic competence in successful communication?
- 2) Can you share an example of when you or someone you know had a communication problem due to inappropriate language use (e.g., tone, politeness, misunderstanding)?
- 3) What kind of classroom activities or experiences do you think would help improve your pragmatic competence in English?

4.2 Participants

According to the questionnaire result, the study consists of 94 students, including 60 (63,8%) females and 34 (36,2%) males. Based on the data from the students' background information, they are from the 1st to 4th year students. The first year students accounted for only 7 (7,4%) of the total, with the 3rd year students was 76 (80,9%), and the 4th year students were 11(11,7%). There were no 2nd year students participating in the survey.

Besides, there is no students got Test of English as a Foreign Language (TOEFL) certificates, 2,1% of students got International English Language Testing System (IELTS) certificates, 2,1% of students got Test of English as a Foreign Language (TOEFL) certificates, 9,6% got Vietnamese Standardized Test of English Proficiency (VSTEP) B2, 12,8% of students got Vietnamese Standardized Test of English Proficiency (VSTEP) B1 certificates, 73,4% of students haven't got any English certificates.

4.3 Data Collection and Data Analysis

For the purpose of investigating students' perceptions of pragmatic competence and its role in achieving effective communication, as well as conveying and interpreting social and cultural meanings in various EFL contexts, this study has been conducted following both quantitative and qualitative methods. The combination of quantitative and qualitative approaches was chosen to provide both breadth and depth in understanding learners' awareness, attitudes, and learning preferences related to pragmatic competence. A questionnaire to explore students' perception, how they understand pragmatic competence, as well as how important it is in communication. In-depth interviews with some English major students have also been conducted to collect more insightful qualitative data regarding their learning preference toward pragmatic competence. In particular, the quantitative data collected by using questionnaires will explore students' awareness, learning experience and preferences. Besides, the qualitative interview was

conducted to gain insight into the details of which activities students prefer to approach pragmatic competence.

5. Results

5.1 Students perceived the importance of pragmatic competence in communication

Four important statements were subjected to frequency analysis in order to find out how important students thought pragmatic competence was. The findings showed that students' perceptions were largely favourable.

First, most students agreed (54.3%) or strongly agreed (30.9%) with the statement, "Pragmatic competence is as important as grammar and vocabulary in learning English," accounting for 85.2% of the total respondents. Just 3.2% and 1.1% of students disagreed and strongly disagreed, respectively, with 10.6% remaining neutral. This suggests that, like grammar and vocabulary, the majority of students consider pragmatic competency to be an essential part of learning the English language.

Second, 52.1% of students agreed and 31.9% strongly approved of the statement that "pragmatic competence is necessary for effective communication with native speakers," which accounted for 84% of the total. Just 4.3% of individuals disagreed, while 11.7% took a neutral position. This lends more credence to the notion that students view pragmatic abilities as crucial for effective communication in the real world in English. 51.1% of respondents agreed with the third statement, "I want to learn how to use English more naturally and appropriately in different social situations," and 37.2% strongly agreed, for a total of 88.3%. Just 4.3% of respondents disagreed, and 7.4% were indifferent. This demonstrates the students' great desire to acquire practical abilities that will enable them to successfully navigate a variety of social situations.

Finally, when asked if they would say, "I think understanding cultural norms and values helps improve my communication in English," a large percentage of students gave a positive rating. Of those surveyed, 35.1% strongly agreed and 50% agreed. Just 4.3% disagreed, while 10.6% were indifferent. These findings highlight how students see the importance of comprehending cultural nuances in improving communication.

Students place a high importance on pragmatic ability, linking it to effective communication, cultural awareness, and real-life language use, according to the frequency analysis's overall findings. The needs and expectations of language learners would be better served by integrating pragmatic elements into language training, according to these findings.

Together with the interview questions, four students presented their views on the role of pragmatic competence in communication. They reported:

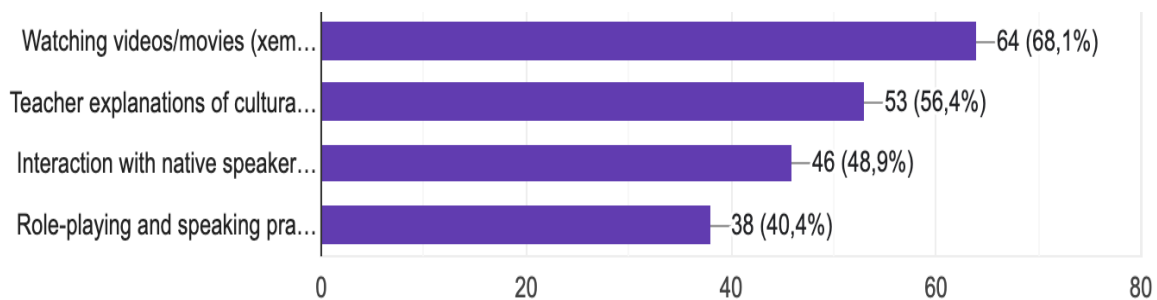
"[...] pragmatic competence plays a very important role in communication because it helps us understand language and use it appropriately in the context as well as the purpose and the one we communicate with." (Student 1)

"[...] I learned that it is very necessary in real communication – hmm to understand the meaning of the speaker, sometimes we need to combine the words with the gestures, actions and emotions expressed by that person about a problem or in a certain social context" (Student 2)

"[...] pragmatics is very practical, and very useful in communication because it helps us understand the speaker more clearly, I mean... sometimes the speaker implies in their words, they don't directly tell us about that issue, but we need to infer the real meaning they want to refer to." (student 3)

"[...] it is quite important because it helps us understand the real meaning of the speaker. We can only really communicate well when we can understand the real meaning of the person we interact with." (student 4)

5.2 Students' Learning Experience and Preferences



Students' preferences for studying pragmatics in English lessons are depicted in the bar chart. With 64 respondents (68.1%) choosing this option, viewing videos or movies is the most popular technique. This implies that students find video resources interesting and useful for comprehending language use in authentic social settings. The favourite method selected by 53 participants (56.4%) was instructor explanations of cultural and social standards. This illustrates how much value students place on guided learning, especially when it comes to comprehending the subtleties of language use related to various cultures and social norms. 46 students (48.9%) chose engagement with native speakers as the third-place option, indicating that many students consider real-world communication experiences as a means of developing pragmatic competence. Lastly, 38 individuals (40.4%) selected role-playing and speaking practice, suggesting that although this approach is still widely used, it is marginally less favoured than the others. It is still a useful tactic, nevertheless, particularly for exercising social etiquette in many contexts.

According to these results, learners clearly prefer hands-on, context-rich learning activities, especially those that expose them to real-world language usage. They also back up the notion that multi-modal instruction—which combines interactive practice, direct

instruction, and media—is crucial for helping English language learners enhance their communication abilities.

As mentioned in the Methodology chapter (see Section 4.1.2), to gain deeper insights into students' experience and preference, the interviews were conducted with 4 participants. They were the final year students. They were randomly selected from the participants who took part in the questionnaire. Then, in order to obtain the expected information from the participants, semi-structured interviews were employed. Thanks to the gained information, which made it possible to interpret the collected data and to draw the later conclusion from the findings. The data showed that most of them prefer learning pragmatically by watching videos, studying with native speakers or role-playing. Below are some typical accounts:

"[...] role-playing is probably the most suitable activity, because when I role-play, I can put myself in that situation to understand what the speaker wants to say and how I should respond." (student 1)

"[...] it's probably watching videos of situations where native speakers communicate with each other, ...because we can see them solve the situation in a real way. Ah...then we can imitate when we encounter similar situations, I think" (Student 2)

"[...] watching videos or communicating with native speakers will help you learn more." (student 3)

"[...] watching short videos of native speakers communicating, and then having the teacher explain it to me, I think it would be more effective." (student 4).

6. Discussions

The findings of this study point to a clear need for English teachers to pay more attention to students' pragmatic skills, especially when planning lessons. The strong correlations between students' ability to recognize socially inappropriate language and their confidence in choosing appropriate language for various social contexts, it becomes clear that pragmatic competence is a critical component of communicative language ability. Therefore, teachers should consider pragmatic awareness not as an extra topic but as one of the main goals whenever they help learners communicate.

Another key implication is that instructors should give learners straightforward, guided lessons on sociolinguistic and cultural norms. Participants repeatedly said that teacher-led explanations of social rules made it much easier for them to judge which language is suitable in a given situation. By spelling out the line between formal and informal speech, describing varying levels of politeness, and chatting about culturally expected speech acts, it can clear up many common misunderstandings. Using clear examples, comparing contrasting cases, and telling real-life stories will show students

just how pragmatic slips, even in grammatically perfect sentences, can lead to awkward or even offensive moments.

Lastly, the research suggests that the promotion of students' consciousness of the social implications of the way they speak is necessary. Because the students with greater ability to notice deviations in how direct or indirect language is typically used also show more confidence in communicating, teachers should aid their students in acquiring means for monitoring and modifying their own language production in situ. Reflective exercises, peer feedback and practical self-evaluations may be employed as a vehicle for the development of these metacognitive dimensions of communication.

7. Recommendations

Future research could also look into the efficacy of particular teaching strategies for fostering pragmatic competence. For example, researchers may create experimental studies that contrast implicit, input-based approaches (like learning through media) with explicit instruction methods (e.g., teaching politeness strategies or speech acts). This research would aid in identifying the instructional approaches that significantly increase students' pragmatic awareness and output. Examining how these teaching strategies affect students of various ages or skill levels might also provide useful information for language teachers. Furthermore, cross-cultural research has the potential to greatly advance the area. Comparative studies that look at learners from various cultural backgrounds can provide insight into how social norms and one's native language impact pragmatic competence because pragmatic norms range greatly between languages and cultures. Teachers should create curricular materials that are more culturally inclusive and sensitive to the requirements of different learners with the aid of such research. Lastly, more research is required to determine how students' views of pragmatic competence change over time. The emergence of pragmatic awareness and its timing may be better understood through longitudinal studies that monitor learners' progress over time. Examining how learner identity, motivation, and exposure to real-world language use—both within and outside of the classroom—play a part could also help us better understand what influences pragmatic development.

8. Conclusions

The association between pragmatic ability and successful communication among English language learners was investigated in the current study. Strong evidence that pragmatic competence has a major impact on learners' communication success in social circumstances may be found in the quantitative results of the SPSS correlation study. "I can recognize when my use of language is socially inappropriate, even if the grammar and vocabulary are correct" was the main measure of pragmatic competence. Numerous additional measures of successful communication showed statistically significant positive relationships with this variable.

First, pragmatic awareness and the belief in the significance of knowing the difference between formal and informal language were somewhat positively correlated. This implies that learners are more likely to prioritize sociolinguistic appropriateness in various communication contexts if they are more sensitive to pragmatic nuances. Additionally, there was a strong correlation between pragmatic competence and the capacity to identify overly direct or indirect communication, which is another crucial aspect of pragmatic awareness. This lends credence to the notion that pragmatically aware students are more adept at adapting their speech to the situation, which is essential for successful interpersonal communication.

Pragmatic skill and learners' confidence in choosing suitable language in a variety of real-life contexts (such as formal settings, talks with friends, and job interviews) were found to be strongly correlated. Students with better pragmatic competence tend to feel more capable and confident while using English in a variety of social contexts, according to this connection. The importance of pragmatic sensitivity for efficient, context-aware language use is further supported by the significant correlation between pragmatic awareness and the capacity to recognize when speech might be regarded as inappropriate or overly direct.

Considered collectively, these results illustrate two main issues. One is that pragmatic competency is not only crucial to language proficiency, but it is also closely related to the learners' ability to communicate interactively in a manner that is context-based and appropriate, and in effect, confident. Second, students clearly are in favor of pragmatic training incorporating interactive, real-world, culturally based learning activities. These findings highlight the importance of incorporating pragmatic instruction in the teaching of English along with various teaching approaches, including media-based teaching, cultural teaching and interactive speaking tasks that are both complex and sophisticated to simulate the complexity and nuances of real communication.

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Conflict of Interest Statement

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