



THE ROLE OF PRAGMATIC COMPETENCE EFL CLASSROOMS

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Annotation: *Nowadays, there is a great demand for learning foreign languages. This article describes some methods of learning foreign languages. In addition, the working skills of schoolchildren and teachers in relation to foreign languages are also covered.*

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Over recent years, learning international languages has been evolved quickly, especially English. Hence, it demands effective way of teaching from teachers during the classes. As we know, there are four skills in learning foreign languages: reading, writing, listening and speaking, and most of us are limited only with these skills while learning and teaching process. However, they are not enough to gain complete knowledge. As mentioned, English is a globally spread language that allow variety of cultures to communicate and interact in different places. And this communication requires correctness and politeness among the users. Therefore, pragmatic competence should also be taught and become worthwhile discipline in teaching process in order not to make specific errors regarding cultural differences in language.

We can divide English learners into two types: learners in foreign environments, who learn English as a foreign language and learners who can study English as a second language in countries where English is widely spoken such as BANA countries (Britain, America, New Zealand and Australia).

Learners in foreign countries such as Uzbekistan, Russia or Madrid have difficulties in comprehending language skills in particular, communicative competence and this phenomenon requires to teach pragmatics that can enable learners to understand cultural diversity in language.

In contrast, learners who can study English in BANA countries have opportunity to study not only from textbooks, but also from native or nonnative speaker teachers who have more experience and interaction with the culture. These kinds of learners may notice the use of pragmatic features while communicating process such as greetings, apologies and refusals.

As a resource these multifarious learning experiences, English users could be learners who speak English with British accent and African politeness, or Uzbek citizens who speak English with American accent, but has Eastern behavior.

This assortment makes learners use appropriate language according to the context they will use. Consequently, teaching and learning English involve a new way of teaching including acting feeling which is called "language eho" by D. Brown (2007).

What are effective ways of teaching pragmatics?

To teach a good pragmatic competence to students, there are some concepts that should be taken into consideration:

1. The goals and objectives of the lesson should be designed according to the needs of students should concentrate on more oral activities that would help to improve communicative competence.

2. The teacher should prepare hamdotp engage the learners with pragmatic competence for communicative purposes. As Erton (1997:7) claims, "The functional study language means studying how language is used. For instance, trying to find out what specific purposes that language serves for us, and how the members of a language community achieve and react to these purposes through speaking, reading, writing and listening. "The learners should have ability to pit their knowledge of language into practice.

3. Using interaction methods which are usefor development of pragmatic competence. As Mey (1993:185-6) states, "Linguistic behavior is social behavior. People talk because they want to socialise, in the widest possible sense of the world." Mey would like to say that language is considered an essential tool to express human as the social creature.

According to Bardovi-Harlig's (as cited in Shermanski, 2000) investigation, there are four basic tips to include pragmatic aspect into the curriculum.

These tips are:

- 1) identification of the speech act;
- 2) data collection and description (journals, prediction charts, etc.);
- 3) evaluation of texts and materials (critiquing dialogues, and group discussions);
- 4) development of new materials.

The teacher explains the topic of the lesson and asks students to make prediction of this topic with the help of visual aids or graphic organizers. After that the results of the students' observations are evaluated and discussed. Finally, there is time for active practice and use of the language with appropriate pragmatic elements.

Furthermore, we can point out some effective teaching methods which allow students to determine the optimal way in order to develop pragmatic competence in a foreign classroom.

When students notice communication breakdown while interacting

with the people of another culture, they should tell their teacher what has happened and ask them to present the misunderstanding. The teacher has to create cultural awareness of students which helps them to make comparisons and reflection of pragmatic elements.

The teacher should introduce the accurate subject matter which is based on comparison between students' culture and target culture. This comparison makes a significant role in not using inappropriate pragmatic elements that may come from one's own cultural norms and behaviors.

It can be helpful for students to make some notes or keep records of their difficulties in the process of this. This kind of method can be use in order to draw the student's attention to the pragmatic competence.

Moreover, some factors such as age , cultural background, ang language proficiency is considered as references of pragmatics which should take into consign teaching foreign languages. It also helps teachers to find out the cultural difference of their students.

Focusing on the practice can be beneficial to build fluency in students' oral speech. In tigistage teachers may use some pair work activities like short dialogues, role plays or conversations which represent specific language. In fact, all classroom activities include the pragmatic compone.

Teachers must not correct students' errors in practice time. They need a chance to make mistakes without the distraction of corrections. Teachers should take notes of errors and present them after the practice time.

In conclusion, it can be suggested that pragmatic competence should be taught in foreign language classrooms that would help learners to use appropriate language in different situations. To do so, teachers need to include the pragmatic component in their lesson. Moreover, some pedagogical implications such as selecting optimal classroom materials according to the level of students and effective learning and teaching methods may also help to develop this competence. It is also believed that meaningful materials and classroom activities will capture students' attention and are crucial for the achievement of this goal.

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