Investigating the Role of Pragmatic Competence in Developing EFL Learner's Oral Proficiency

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Abstract:

This paper aims at "Investigating the Role of Pragmatic Competence in Enhancing and Developing EFL Learner's Oral Proficiency" The researchers have adopted the descriptive Analytical method via questionnaire a main tool of collecting data concerning the study. The sample of this study was (120) undergraduates EFL university students from three Sudanese universities namely; (University of Khartoum, Alzaiem Alazhari University, and Sudan University of Science and Technology). The researchers used simple random sampling method in gathering data of the study. The data that obtained has been processed computationally with statistical package of social science (SPSS) programme to test the hypothesis of this study, and The results have shown that using the pragmatic competence can Developing EFL Learner's Oral Proficiency.

 Keywords: performance, cognitive, context

المستخلص:

تهدف الورقة إلى تقصي دور اللغة التداولية في تطوير كفاءة المخاطبة   لدى الدارسين السودانيين اللغة الانجليزية لغة أجنبية, اعتمد الباحثون المنهج الوصفي التحليلي في جمع البيانات و تحليلها, و استخدم الباحثون ألاستبيان أداة أساسية   لجمع البيانات المتعلقة بهذه الورقة وكانت عينة هذه الدراسة (120) طالب من دارسي اللغة الانجليزية لغة أجنبية في ثلاث جامعات سودانية   هي(جامعة الخرطوم و جامعة الزعيم الازهري و جامعة السودان للعلوم و التكنولوجيا) و أستخدم الباحثون طريقة أخذ العينات العشوائية البسيطة لمعالجة بيانات هذه الورقة بطريقة احصائية . واستخدم الباحثون حزمة من برنامج العلوم الاجتماعية (SPSS) لاختبار فرضية هذه الورقة , فقد أظهرت النتائج أن أستخدام اللغة المتداولة يساعد في تطوير كفاءة المخاطبة لدى الدارسين السودانيين اللغة الانجليزية لغة أجنبية.

الكلمات المفتاحية: أداء ,   الأدراكي , سياق

Introduction:

Communication is an indispensible part in any community life in which people feel the need to interact with each other for certain reasons is necessary. It is through the concept of language that people can communicate with a number of interlocutors in a variety of setting. However, while interacting, people need to follow think beyond sentences and utterances. They need to know how to say it. Therefore, communication is much more than constructing sentences or utter words. In order to form a set up speaking; language uses are supposed to follow some conventions according to which their conversation will be not only meaningful but also appropriate. This analysis of how to say things in appropriate ways and places is basically called pragmatics. Pragmatics mainly deals with what is beyond those dictionary meanings.

In other words it is about what is actually meant with an utterance based on the norms and convention enables the speaker to establish and maintain effective and appropriate communication as well as understanding each other. Clearly Yule, (1996) this ability is generally referred as pragmatic competence. Following the shift in which the emphasis in language pedagogy changed from the linguistic based to communicative-based purpose, the impact and status of pragmatic competence has gradually increased in educational circles. Considering pragmatic competence as a crucial component of language education, this paper is intended to be a review on the value and place of pragmatic competence in general language competence and language education.

Aims and Scope of the Study

This study aims at "Investigating the Role of Pragmatic Competence in Developing EFL Learner's Oral Proficiency". The Scope of the study is limited to EFL Undergraduate University Students .It is conducted in the academic year (2018 – 2019).

The total number of the study sample was (120) Undergraduate EFL University Students.

The result of the study Can be applied to all Sudanese Universities.

Question of the Study:

1- To what extent does the pragmatic competence affect on EFL learner's oral proficiency?

Hypothesis of the Study:

1- Pragmatic competence enhances and develops EFL learner's oral proficiency.

Literature Review

Background of Pragmatics

Pragmatics as a field of linguistics inquiry was initiated in the 1930 by Morris, for whom syntax and addressed the formal relation of signs to one another, semantics the relation of signs to what denote, and pragmatics the relation of signs to their users and interpreters. (Morris 1938) in his program "pragmatics" is the study of those context-dependent aspect of meaning which are systematically abstracted away from in the construction of content or logical form.

Late in the 20th century after linguistics has come to prominence, pragmatics developed as an identifiable branch of linguistics; it emerged as a field of study like syntax and semantics, pragmatics is sub-field of linguistics developed in the 1970 and it became well established as a field of study in 1980. "Pragmatics" is an outgrowth of language study, which is specifically concerned with the **speaker**, **Listener** and **context**.

First; the term "Pragmatics" first appears in linguistic philosophy in 1930s, for then, western philosophers have begun to shift their focus on studies of language symbols, which develops into (Semilogy). Early Pragmatics is just a branch of (Semilogy) under philosopher's studies and this shows clearly that it originates from their study of language interests.

Second; the theoretic basis for Pragmatics is had shifted from general philosophy to be more specific. Pragmatics originates from the following aspects: the study of Semilogy, the study of linguistic Philosophy in 20th century and the study of functional Linguistics on language forms.

Third; the main studies of Pragmatics such as presupposition also have philosophical background at this juncture, it is necessary to mention some philosophers who have played very important roles in the development of Pragmatics Include: (Morris, Austin, Searle, Levinson, Leech, Grice …etc). Austin had once discussed the origin of Pragmatics in England, France and Germany. On his part, Morris who had played the most important role in the first stage of the development of Pragmatics holds an opinion that the study must involve the aspects of society, psychology, culture and other things that affect the symbols and their meanings. In fact, the most influential thing he did on Pragmatics in1938 was his division of Semilogy into three parts: (Syntax, Semantics and Pragmatics).

Definition of Pragmatics

Thomas (2006, p.92) refers to pragmatics as "the study of meaning in use" Which is concerned with how language is actually used by non-native speaker to perform diverse function in interaction this include how **politeness** is conveyed, how **speech acts** are realized, the effect of **grammatical structure** of an utterance on it degree of **directness** and utterance interpretation of the **intended meaning.**

Pragmatic is identified and defined by many applied linguists, educators and researchers from a variety of perspectives. Following are some definitions of the term Leech (1983, p.6) defined pragmatics as **meaning in relation to speech situation**, this definition highlights language user's ability to use language in different communicative purposes in different situations.

Crystal (1985,p. 15) defined **pragmatics as the study of language from the point of view of the users**, especially of the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of Language has on the other participants in an act of communication. Yule (1996, p.229) pragmatic deals with the relationship between linguistic forms and the users of these forms This entails the ability to employ linguistic forms to perform particular language functions properly. Mey (2001, p.7) states that**: pragmatics studies the use of language in human communication as determined by the conditions of society**. He holds that communication in society happens chiefly by means of language. However, the users of language, as social beings, communicate and use language on society's premises; society controls their access to the linguistic and communicative means; Pragmatics, as the study of the way humans use their language in communication, bases itself on a study of those premises and determines how they affect human language use. Chapman (2011, p.8) argues **"pragmatics investigates production and interpretation of language in relation to context of use".**

Yule, (1996, p. 127) says that: **Pragmatics is the study of 'invisible' meaning or how we recognize what is meant even when it is not actually said or written.** In other words, Pragmatics is the study of language according to contexts. Fasold,(1990,p.121) defined pragmatics **"pragmatics as a topic in linguistics ,is the study of the use of context to make inference about meaning".**

Thomas (1999, p.14) states that: when pragmatics is discussed in linguistics the common definition of pragmatics is **the meaning in use or the meaning in context.**

Yule (1996,p.3) the field concerned on the way by which interlocutors choose their speech and the impact of their language on other. The study of speaker's meaning and it is interpretation as made by a hearer are central to pragmatics.

Definition of P pragmatic Competence

Defining the term pragmatic competence is a problematic issue.

Through numerous studies were conducted in the subject, yet researchers did not reach an agreed on definition for this term. Scholars studying the field proposed many definitions of pragmatic competence each of which reflects the researcher's perspective many studies regarded pragmatic competence as an essential part of communicative competence that is concerned with production of contextually appropriate utterances.

Simpson (1997, p.3) states that: pragmatic competence "is the skill of knowing the circumstances in which a particular form of utterance is an appropriate this knowledge also demands an understanding of how the speech acts is in true related to the social values of the speech community ". Similarly, Kasper (1997, p.24) defined pragmatic competence as the **knowledge of communicative action and the way to carry it out, and the ability to use language appropriately according to the context.** Bialystok (1993, p.46) pointed out that:

"Speaking appropriately then, is not just a matter of speaking grammatically or matching form in intention with forms in response appropriate language behavior also involves knowledge of the conventional rules, convention and social circumstances governing linguistic interactions". Kasper (1997,p.4) noted that: "pragmatic knowledge is to be understood

as referencing to particular component of language user general communicative knowledge ,mean knowledge of how verbal acts under contextual and discourse constraints".

Similarly ,Rose (1999,p.171) says: **the importance of the linguistic knowledge and the knowledge of how to choose appropriate language that fits various social situations** .He noted that " a basic orientation for pragmatic competence might be **the ability to use available linguistic resources pragma-linguistic in a contextually appropriate fashion socio-pragmatics**, that is how to do things appropriately with words " Leech proposed a model of pragmatic competence that mainly consists of pragma –linguistics and socio-pragmatics the former is defined by Leech cited in Rose (1999,p.170) as "related to grammar and is concerned with the particular resources which a given language providers for conveying particular illocutions the latter is related more to sociology ,and is what Leech has called the sociological interface of pragmatics Pragma-linguistics knowledge is one of the components of pragmatic ability it comprises knowledge of linguistic resources of one language, on the other hand, some researchers found that: pragmatic competence is concerned with **the ability to use the language in different context.**

Chomsky (1980) views pragmatic competence as a system which underlies the ability to use "grammatical competence "for the purpose of achieving certain ends" Other researchers believed that pragmatic competence is considered to include many abilities most important among them are **the ability to use language and ability to comprehend speaker's intentions.**

Some scholars consider **pragmatic competence as a combination of two elements i.e. knowledge and use**. (p.2)<www.exchanges.states.gov/form/vols/vo136/No3/p22htm>
States that "following competence can be defined as one' knowledge and the ability to use it therefore; "competence has two components:

Knowledge and **ability**

Knowledge can be characterized in terms of degrees of accessibility Context is a determinant factor in describing the meaning of an utterance Social ranks, norms, values, and cultural norms in addition to background knowledge are all aids to fully comprehend pragmatic meaning. To be pragmatically competent one need to choose utterance that are appropriate to the context and other social factors in which it was uttered. Cohen distinguished some factors that contribute to the contextual appropriateness of language. Cohen (2004, p.1) **listed** the following aspects that if considered lead to the production of situational appropriate utterances;

1-**what can be said**? 2-**where it can be said** 3-**when it can be said** 4-**how to say it more effectively**

Bachman proposed a model for pragmatic competence this model takes into consideration cultural information and it is interpretation and impact on the verbal act. Kasper (1997, p.1) described Bachman's model of pragmatic competence as divided into illocutionary competence and sociolinguistic competence

The former is closely associated with knowledge of speech acts and how to perform them.

Sociolinguistic competences are described with regard to sensitivity to language and context. It refers to ability to use language that is considered appropriate to the context.

Koike (1989, p. 279) refers to pragmatic competence as **" the speaker's knowledge and use of rules of appropriate and politeness, which dictate the way the speaker will understand and formulate speech acts".**

Pragmatic Competence, Leech (1983, p. 11) states that "the particular resources which a language provides for conveying a particular illocution". Kasper and Rose (2001, p. 3) states that it requires mapping form, meaning, force and sometimes context as in the use of pragmatic strategies prepackaged routines, hedging and indirectness to intensity or soften the communicative . Currently, this term is extensively used in the field of second and foreign Language acquisition and teaching, especially in reference to *pragmatic competence* as one of the abilities subsumed by the overarching concept of communicative competence.

The notion of *pragmatic competence* was early on defined by Chomsky (1980, p.224) as the **"knowledge of conditions and manner of appropriate use of the language, in conformity with various purposes".**

Competence vs. Performance

Chomsky (1965) was the first who proposed and defined the concepts of competence and performance. In his very influential book Aspects of the theory of syntax. He drew a classic distinction between competence and performance, Chomsky says that: **competence is** the knowledge stored in the main of speaker or listeners (knowledge of language).

And **performance is** the actual use of language in real situation. In both linguistics and language learning, definitions of competence have shown a continual development from that first proposed by Chomsky. Underlying current interpretations of the term, three general hypotheses can be found the **first** is the general acceptance that language is essentially a **cognitive phenomenon** and that the use of the linguistic code of a language is competence directed by tacit rule-based knowledge stored in the minds of speakers. This view involves both a Chomsky's modular language-specific view of competence and those theories that can be categorized under the heading of Cognitive Linguistics which find language and cognition in general as an integrated whole sharing similar systems of perception and categorization. The **second** theory is the **recognition** that the subject of linguistic description is not only the mental processes that direct language, but the speech community and culture in which a particular variety of language is used. The **final** view is that **language analysis** must include not only the systems and rules which direct the production of utterances, but also the interactional processes by which human discourse arises and is maintained which is language usage.

In the 1960s and 70s, Chomsky's proposal and definition of the concepts of competence and performance triggered an intensive debate among linguists and ignited the future discussions generated by applied linguists. The competence-performance debate began with Chomsky in 1965 he says famous statement: "We thus make a fundamental distinction between **competence** (the speaker-hearer's knowledge of his language) and **performance** (the actual use of language in concrete situations)". He further states that "observed use of language can not constitute the actual subject matter of linguistics if this is to be a serious discipline". Therefore, it is clear that in his view, it is competence that is to be at the centre of linguistic attention. Linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech-community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors Random or characteristic in applying his knowledge of the language in actual performance. Considering Chomsky's aim at describing the grammar of a language systematically, this statement does not seem to be unreasonable. Nevertheless, terms such as 'homogeneous speech community', and 'grammatically irrelevant conditions' were soon to produce a backlash among those whose descriptive aims lay in a different place. Among the critics of his competence-performance theory, there were advocates for a communicative view in applied linguistics including Sauvignon (1972) who expressed their strong disapproval at the idea of using the concept of idealized, purely linguistic competence as a theoretical ground of the methodology for learning, teaching and testing language. They found the alternative to Chomsky's concept of competence in Hymes' **pragmatic competence** (PC) in (1972) which they believed to be a broader and more realistic notion of competence.

Materials and methods:

The data analysis statistical procedure were conducted using (SPSS) program in order to insure the significant of the results, tables and graphs presented below represent and show the scores gained from the questionnaire.

Tools of the study

Questionnaire

The questionnaire was used as data collection instrument in this study. It was distributed to the teachers for both male and female English language teachers in different universities. The questionnaire includes a covering page which introduces the topic of the research, It was designed according to Likert 5-point scale (strongly agree, agree, neutral, disagree and strongly disagree). It includes (30) statements given to (30) Sudanese English language teachers from different universities, It was judged by experienced professors and doctors from Sudan University of Science and Technology.

Application of the questionnaire

The questionnaire after validity was applied to the teachers who represent the sample of the study .30 teachers responded to the questionnaire. Application was done on 2019.

Statistical analysis

Results

The researcher will present the results according to research question.

To what extent does the pragmatic competence affect on EFL learner's oral proficiency?

Tables show the frequency and percentages of the sample responses to the items of the questionnaire in addition to the mean and Chi square.

The First Hypothesis (1): Pragmatic competence enhances and develops EFL learner's oral proficiency

Statement No (1): Pragmatic competence makes learners more competent in speaking English.

Table No (4.1)

The Frequency Distribution for the Respondent's Answers of Question No (1)

Valid	Frequency	Percent
Strongly Agree	14	49.1%
Agree	5	15.3%
Not sure	1	1.9%
Disagree	2	7.7%
Strongly Disagree	8	26.0%
Total	30	100%
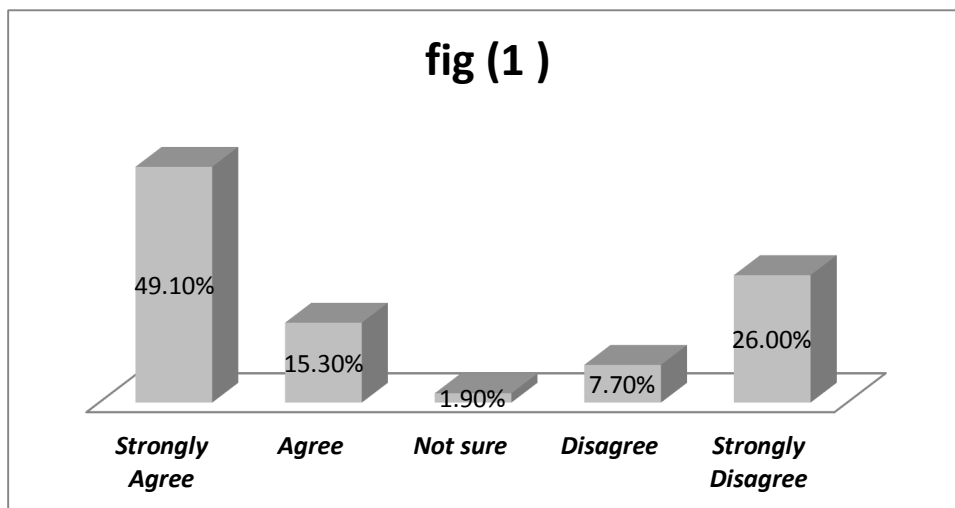
It is clear from the above table No (4.1) and figure No (4.1) that there are (14) persons in the study's sample with percentage (48.1%) strongly agree with "Pragmatic competence makes learners more competent in speaking English" There are (5) persons wi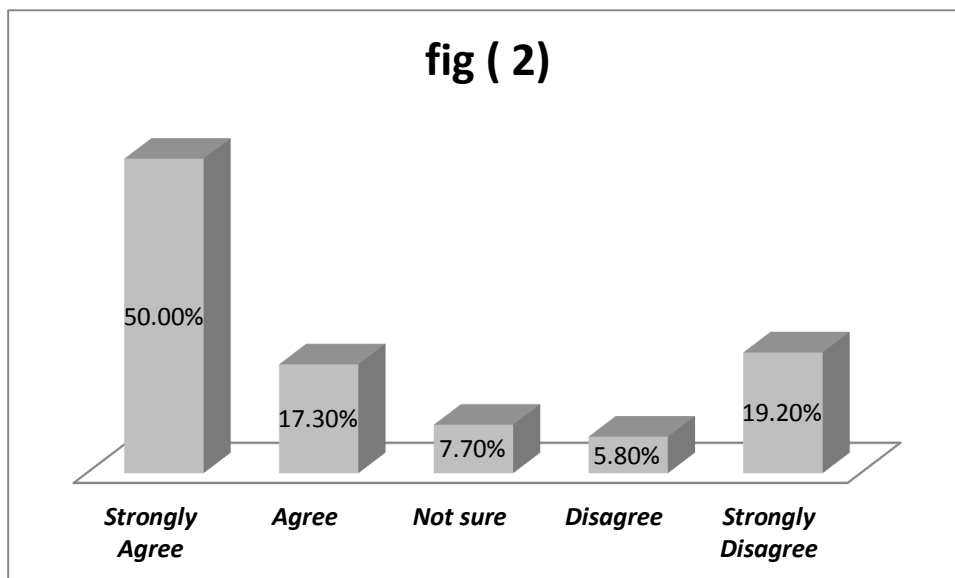th percentage (15.3%) agreed, and (1) person with percentage (1.9%) were not sure, and (2) persons with percentage (7.7%) disagree, while (8) persons with percentage (26.0%) strongly disagreed.

Statement No (2) Pragmatic competence develops the level of sociolinguistic competence.

Table No (4.2).

The Frequency Distribution for the Respondent's Answers of Question No (2).

Answer	Number	Percent
Strongly Agree	15	50.0%
Agree	5	17.3%
Not sure	3	7.7%
Disagree	2	5.8%
Strongly Disagree	6	19.2%
Total	30	100%

fig (2)

Strongly Agree	50.00%
Agree	17.30%
Not sure	7.70%
Disagree	5.80%
Strongly Disagree	19.20%

It is clear from the above table No (4.2) and figure No (4.2) that there are (15) persons in the study's sample with percentage (50.0%) strongly agreed with "Pragmatic competence develops the level of sociolinguistic comp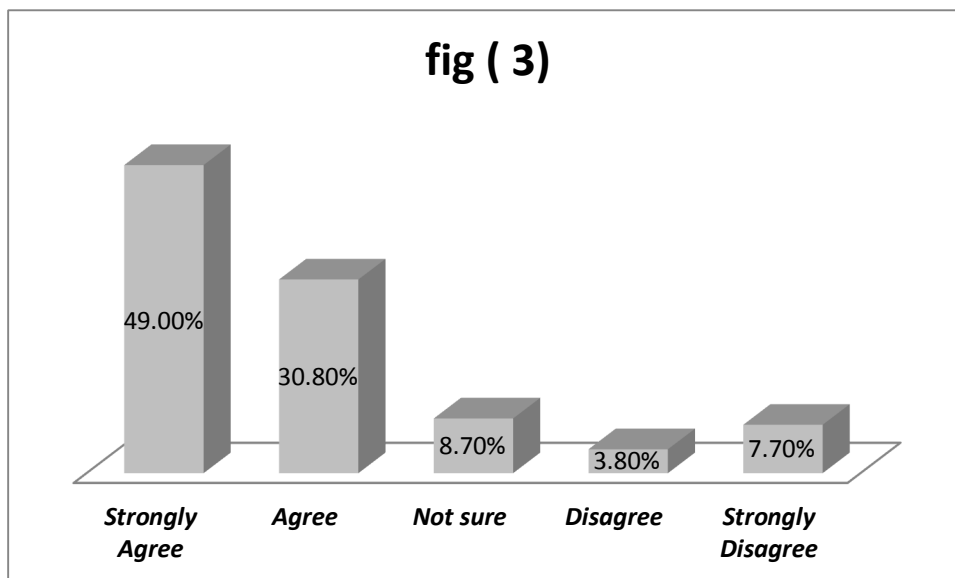etence" There are (5) persons with percentage (17.3%) agreed, and(3) persons with percentage (7.7%) were not sure, and (2) persons with percentage (5.8%) disagree, while (6) persons with percentage (19.2%) strongly disagreed.

Statement No (3): Pragmatic competence develops learner's grammar.

Table No (4.3).

The Frequency Distribution for the Respondent's Answers of Question No (3)

Answer	Number	Percent
Strongly Agree	14	49.0%
Agree	9	30.8%
Not sure	4	8.7%
Disagree	1	3.8%
Strongly Disagree	2	7.7%
Total	30	100%

fig (3)

It is clear from table No.(4.3) and figure No (4.3) that there are (14) persons in the study's sample with percentage (49.0%) strongly agreed with " Pragmatic competence develops learner's grammar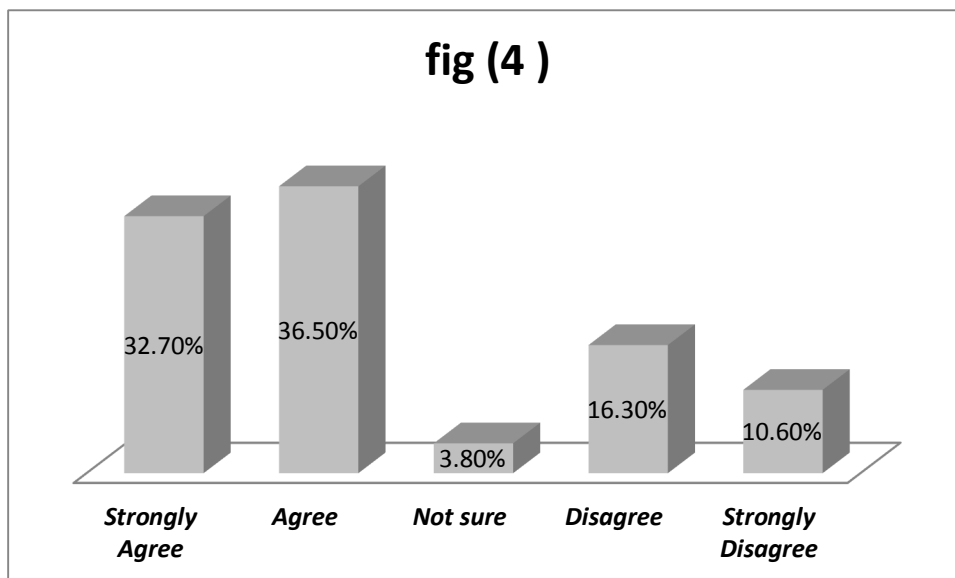" There are (9) persons with percentage (30.80%) agreed with that and (4) persons with percentage (8.7%) were not sure about that and (1) person with percentage (3.80%) disagreed, while (2) persons with percentage (7.7%) strongly disagreed.

Statement No (4): Pragmatic competence develops learner's pronunciation.

Table No (4.4).

The Frequency Distribution for the Respondent's Answers of Question No (4).

| Answer	Number	Percent
Strongly Agree	9	32.7%
Agree	11	36.5%
Not sure	1	3.8%
Disagree	6	16.3%
Strongly Disagree	3	10.6%
Total	30	100%

fig (4)

It is clear from the above table No (4.4) and figure (4.4) that there are (9) persons in the study's sample with percentage (32.7%) strongly agreed with "Pragmatic competence develops learners' pronunciation" There are (11) persons with percentage (36.5%) agreed with that and (1) person with percentage (3.8%) were not sure. and (6) persons with percentage (16.3%) disagreed, while (3) persons with percentage (10.6%) strongly disagreed.

Statement No (5): Pragmatic competence develops learner's self-confidence.

Table No (4.5)

The Frequency Distribution for the Respondent's Answers of Question No (5).

Answer	Number	Percent
Strongly Agree	10	31.7%
Agree	11	36.5%
Not sure	2	6.7%
Disagree	4	9.6%
Strongly Disagree	3	15.4%
Total	30	100%

fig (5)
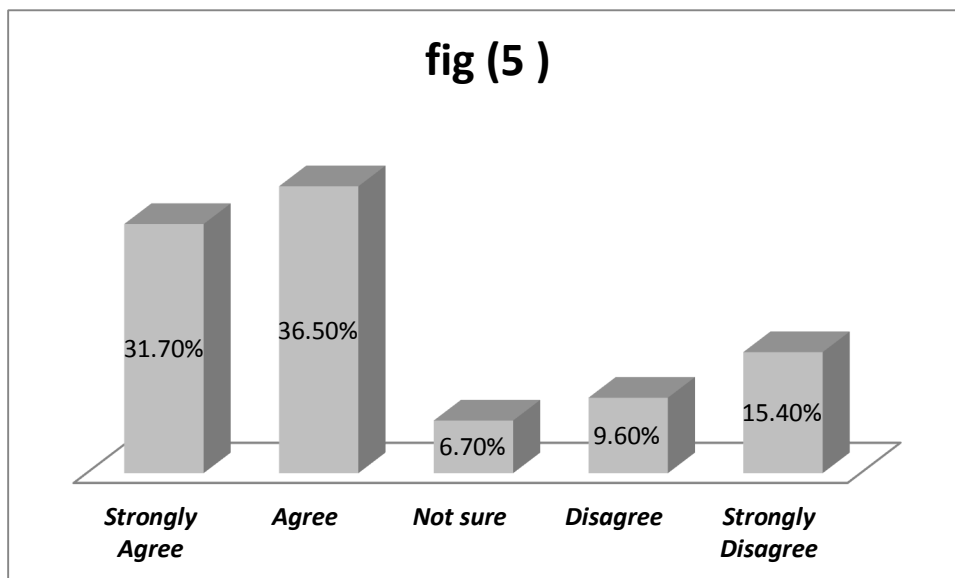
It is clear from the above table No (4.5) and figure (4.5) that there are (10) persons in the study's sample with percentage (31.7%) strongly agreed with "Pragmatic competence develops learners' self-confidence" There ar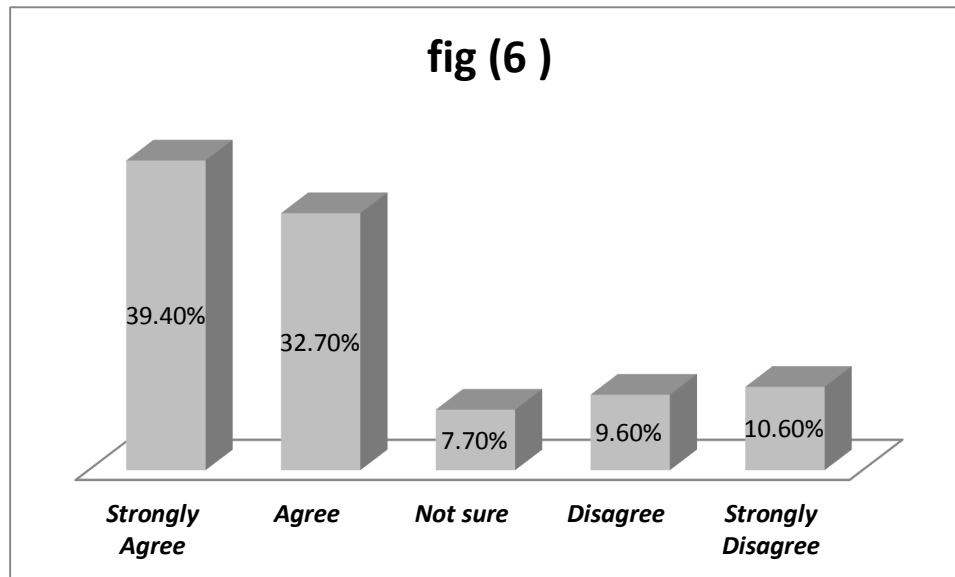e (11) persons with percentage (36.5%) agreed with that and (2) persons with percentage (6.7%) were not sure. and (4) persons with percentage (9.6%) disagreed, while (3) persons with percentage (15.4%) strongly disagreed.

Statement No (6): Pragmatic competence enables learners to understand speaker's intended meaning.

Table No (4.6).
The Frequency Distribution for the Respondent's Answers of Question No (6)

| Answer	Number	Percent
Strongly Agree	12	39.4%
Agree	9	32.7%
Not sure	2	7.7%
Disagree	3	9.6%
Strongly Disagree	4	10.6%
Total	30	100%

fig (6)

It is clear from the above table No(4.6) and figure (4.6) that there are (12) persons in the study's sample with percentage (39.4%) strongly agreed with Pragmatic competence enables learners to understand speaker's intended meaning

There are (9) persons with percentage (32.7%) agreed with that, and (2) persons with percentage (7.7%) were not sure. and (3) persons with percentage (9.6%) disagreed, while (4) persons with percentage (10.6%) strongly disagreed.

Question No (7): Pragmatic competence develops learner's skills in comprehending the speaker's meaning.

Table No (4.7)

Answer	Number	Percent
Strongly Agree	8	29.8%
Agree	11	32.7%
Not sure	5	14.4%
Disagree	3	11.5%
Strongly Disagree	3	11.5%
Total	30	100%

fig (7)
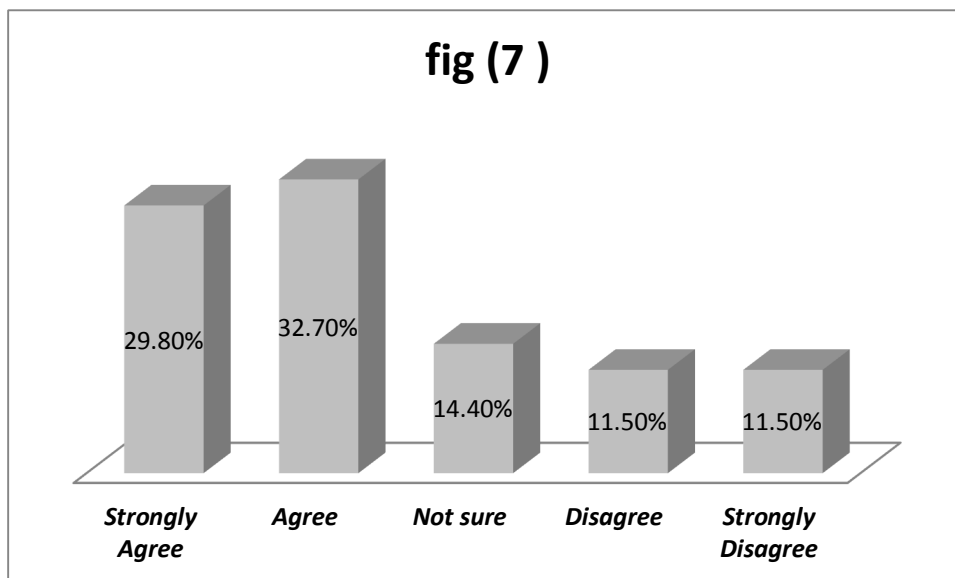
It is clear from the above table No.(4.7) and figure (4.7) that there are (8) persons in the study's sample with percentage (29.4%) strongly agreed with "Pragmatic competence develops learner's skills in comprehending the speakers' meaning" Th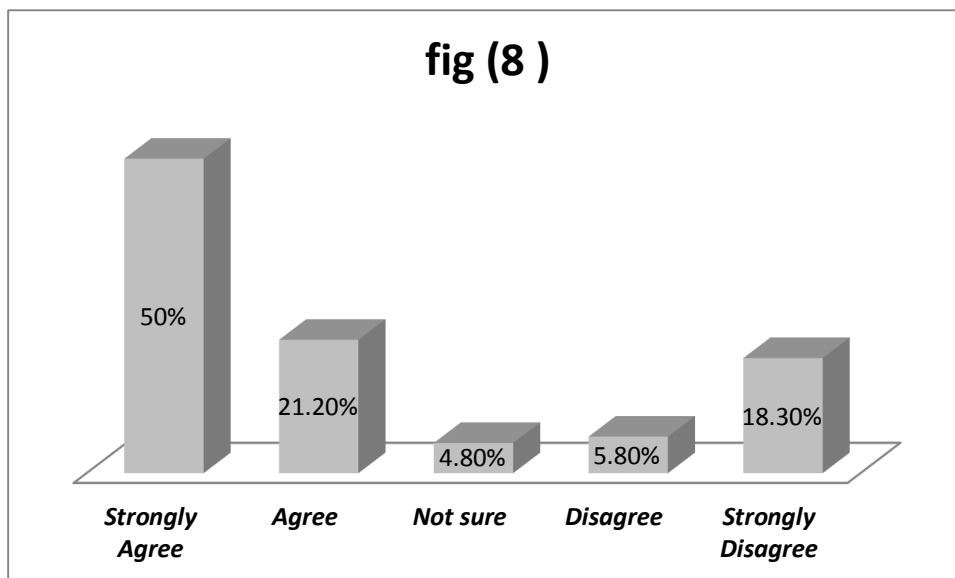ere are (11) persons with percentage (32.7%) agreed with that , and (5) persons with percentage (14.4 %) were not sure and (3) persons with percentage (11.5%) disagreed , while (3) persons with percentage (11.5%) strongly disagreed.

Statement No (8): Pragmatic competence helps speakers use language in contextualized interaction.

Table No (4.8).

The Frequency Distribution for the Respondent's Answers of Question No (8)

| Answer	Number	Percent
Strongly Agree	15	50%
Agree	5	21.2%
Not sure	2	4.8%
Disagree	3	5.8%
Strongly Disagree	6	18.3%
Total	30	100%

fig (8)

It is clear from the above table No (4.8) and figure (4.8) that there are (52) persons in the study's sample with percentage (50.2%) strongly agreed with "Pragmatic competence helps speakers use language in contextualized interaction" There are (22) persons with percentage (21.2%) agreed with that and (5) persons with percentage (4.8 %) were not sure. and (6) persons with percentage (5.8%) disagreed, while (19) persons with percentage (18.3%) strongly disagreed.

Statement No (9): Pragmatic competence allows learners to investigate how meaning beyond the words can be understood.

Table No (4.9).

The Frequency Distribution for the Respondents' Answers of Question No (9).

Answer	Number	Percent
Strongly Agree	10	34.6%
Agree	9	31.7%
Not sure	3	9.6%
Disagree	5	14.4%
Strongly Disagree	3	9.6%
Total	30	100%

fig (9)
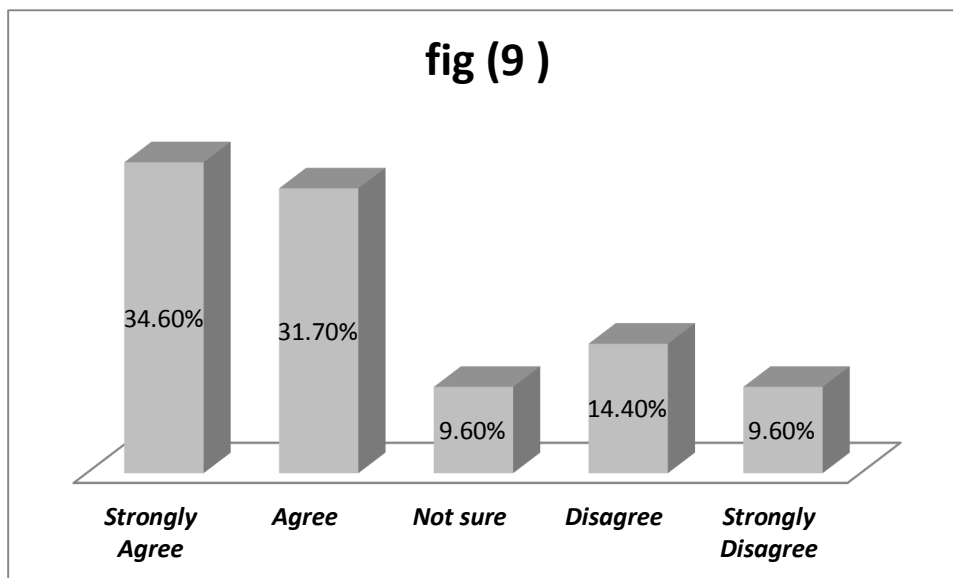
It is clear from the above table No (4.9) and figure (4.9) that there are (10) persons in the study's sample with percentage (34.6%) strongly agreed with "Pragmatic competence allows learners to investigate how meaning beyond the words can be understood" There are (9) persons with percentage (31.7%) agreed with that and (3) persons with percentage (9.6 %) were not sure. and (5) persons with percentage (14.4%) disagreed, while (3) persons with percentage (9.6%) strongly disagreed.

Statement No (10): Pragmatic competence helps learners to use language appropriately in accordance with contextual factors.

Table No (4.10).

The Frequency Distribution for the Respondent's Answers of Question No (10)

Answer	Number	Percent
Strongly Agree	9	27.9%
Agree	14	47.1%
Not sure	4	13.5%
Disagree	3	11.5%
Strongly Disagree	0	0%
Total	30	100%

fig (10)
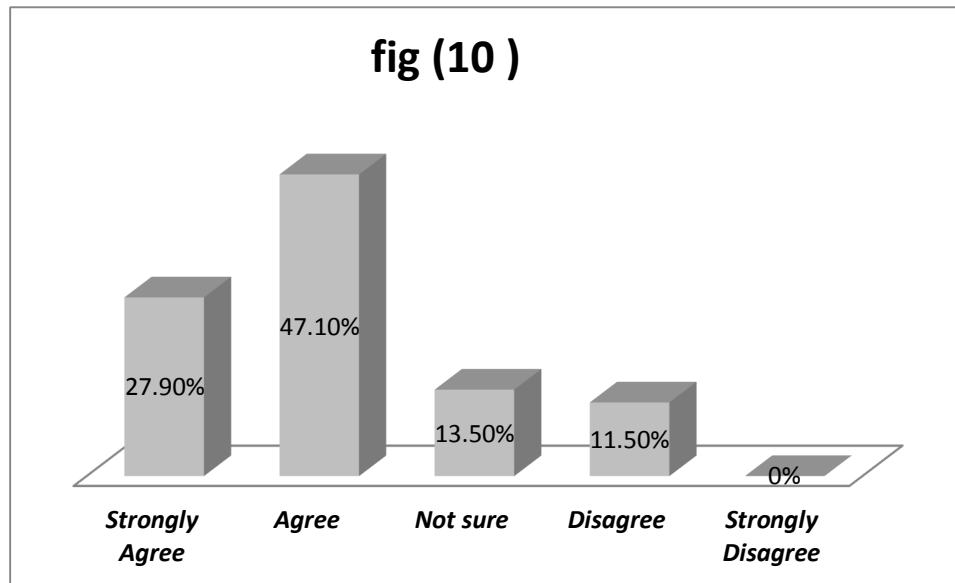
It is clear from the above table No.(4,10) and figure (4.10) that there are (9) persons in the study's sample with percentage (29.9%) strongly agreed with "Pragmatic competence helps learners to use language appropriately in accordance with contextual factors" There are (14) persons with percentage (47.1%) agreed with that and (4) persons with percentage (13.5 %) were not sure. and (0) persons with percentage (0.0%) disagreed.

Discussion:

The discussion represents an effective tool to elected realistic and reliable data about the role of pragmatic competence in Enhancing and developing EFL learner's oral proficiency the data collected was analyzed in relation to the hypothesis of the study the data was collected via questionnaire which had been administered to University teachers. Having analyzed and compare the results with the main hypothesis the results have shown that pragmatic competence enhances EFL learner's oral proficiency

Findings:

The main findings of this study are: pragmatic competence enhances learner's oral proficiency it makes learners more competent in speaking, develops the level of sociolinguistic. The findings also indicate that pragmatic competence develops learner's grammar, pronunciation and fluency. The responses of the questionnaire show that pragmatic competence enhances EFL learner's oral proficiency.

Recommendations:

Based on the findings of the paper, the researcher recommends the following:

• Speech acts can be used as a tool to develop oral proficiency.

• English Language teachers at Universities can attain more awareness to present pragmatic in real contexts.

• University students should be provided with guidelines that would help them in using pragmatic.

• Intensive activities in using pragmatics are recommended.

• Exposing students to a wide range of pragmatic and the way they are implemented by English language teachers can help students improve pragmatic competence.

Suggestions for further studies:

Based on the findings of the present study, the researcher suggests that further research can be carried out in the following areas.

- Further research can investigate student's perception of pragmatic competence.
- Researches can be done to assess EFL learner's attitudes towards learning pragmatics in context.
- A study to investigate the methods and techniques adopted by teachers in teaching pragmatics competence is needed.

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