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RESEARCH PAPER

Enhancing Communicative Competence: Pragmatic Instruction in English Language Learning

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ABSTRACT

The main objective of this study is to explore the use of pragmatics in teaching and learning of English at undergraduate level. Pragmatics is known as the science of language in context. However, pragmatic competence is not frequently given more concern in instructional approach to languages where the focus is mainly on grammar and vocabulary. This paper explores how pragmatic features including speech acts, politeness strategies and cultural relevance influence the language acquisition process among undergraduate students. This research is a case study and data are collected through interviews, questionnaires and classroom observations to evaluate the practical dimension of students' pragmatic learning context. The findings raise the awareness of pragmatic awareness in classroom practices. This research offer recommendations in relation to the identified gaps that will enrich the discourse on how best to promote communicative competence and integrate a holistic approach of meaning and form in teaching English.

| **KEYWORDS** | Communicative Competence, English Language Learning, Pragmatic Instruction |

Introduction

Pragmatics is a branch of linguistics which deals with the manner in which language is used or understood with relation to context. Although endorsing and expanding upon the classical language teaching methodologies has always relied on grammar and lacked the adequate consideration of what has come to be known as pragmatics, the importance of pragmatics in the SLA process has become increasingly apparent. Pragmatics competence involves ways of using language effectively within and across social contexts and culture with things such as manners, implication, and use of speech, which are essential in social communication in Social as well as academic contexts (Levinson 1983; Thomas 1983). In ELT generally, the concept of pragmatics has been neglected more frequently than not, while most of focus has been put on the grammatical patterns and the acquisition of new words. However, there has been growing concern on pragmatic knowledge in the growth of communicative competence, particulary in intercultural communication (Bachman, 1990). Drawing from Kasper & Roever (2012), pragmatic competence includes wit and the perception of culturally appropriate language as well as other social characteristics. In the absence of this competence; learners are unable to grasp meaning of conversational implicature, inability to handle politeness and inter-cultural communication. The inclusion of pragmatics into ELT curricula has been shown in recent research as crucial in order to close the gap between knowing language and using it appropriately (Taguchi, 2011). However, most of the ELT programs to this day do not

give adequate information regarding pragmatics and hence learners are always unequipped when facing challenging communicative practices. Lack of sufficient attention to pragmatics in class means that the learners are likely to encounter misunderstandings and social blunders at the intercultural interpersonal communication encounters that are all too familiar in today's globalized world (Chen, 2017). In terms of Akhuwat College for Women, Chakwal English language teaching and learning stress laid mainly on the skills approach and little concern paid on the pragmatic one. Since the university is able to admit students from different parts of the country and the world, the awareness of the use of pragmatics in language teaching process is imperative in order to enhance the overall language comprehensiveness of the students. In ELT, there has been a shift to pragmatic competence as one of the core elements of communicative competence, especially in use of language in contextualized environments; politeness and interactional norms. However, due to its importance, pragmatics is sidelined in standard ELT curricula which are largely based on grammar and acquisition of new lexis. From this gap in the language instruction, learners find it hectic in social related practices where while mastering the linguistic forms, they fail appropriately to convey their messages.

Literature Review

Since second language acquisition and ELT is the study of how learners acquire an L2 and how they use it to communicate in an appropriate context, an individual will always apply pragmatics in teaching a second language. It is interested in how meaning is emerging in interaction, that is, how speakers employ certain speech acts, politeness notions and cultural stock (Levinson, 1983). In the context of the learning or teaching of English as a second language, pragmatic competence seems to be relevant not only for language aids and the vocabulary of grammatical structures but also to apply to real-life sociocultural situations that are to be encountered (Thomas, 1983). However, pragmatics has been a neglected field in the ELT context because grammatical awareness overshadowed other areas of language learning (Kasper & Roever, 2012). This literature review analyses major works that focus on the relevance of pragmatics in language teaching; major difficulties and possibilities of implementing pragmatic standards into ELT. Pragmatics is a way of providing organized structure to language used by person and it also helps in interconnecting the extra languages to the original language. Pragmatic competence can be considered to be one of the multiple elements of what communicative competence means and which refers broadly to the ability of a language user to use that language appropriately and adequately in particular contexts (Bachman, 1990). In SLA, learners not only need to know linguistic rules but also they have to be able to dealing with social pragmatic features including politeness, power, and culture. Pragmatics, according to Kasper and Roever (2012) enables learners to speak in a relevant manner, appropriately, and meaningfully. For instance, learners need to know how to do things with words, including how to do them appropriately in a particular culture (Taguchi, 2011). In cases when learners have no such competence, they might face a problem in expressing one's intention or even being misunderstood most of the time especially in a multicultural environment. In her outstanding book titled 'Cultural Deinscription', Thomas (1983) defines pragmatic failure as misunderstanding of the societal use of language hence lack of interactional competence. For example, learners may be unable to understand some cultural practices such as indirectness; may also miss cultural sensitivity in a certain setting. This issue is highly important in English language acquisition, where learners are from different cultures, and therefore, possess different expected ways of communication. That way, pragmatic awareness is important in the teaching of English, especially in the globalizing world where English is used as the international language with multicultural perspectives (Kasper, 2001). Although the role of pragmatics is acknowledged the practice of including it teaching and learning has been quite minimal. Early models of ELT paid

considerable proportions in terms of importance and time in the teaching of grammar and acquisition of new vocabulary with very little or no regard to the social aspects of the use of a language, according to Levinson (1983). Yet, in the last several decades, the focus has been made on the communicative language teaching (CLT), more inclined to the utilitarian goal and practice in language usage. In this approach, pragmatics takes a central position, given that the objective of pragmatics is to enable learners to use language appropriately in real situations (Canale & Swain, 1980). In an attempt to fill the existing void on pragmatic teaching and learning, several authors have suggested how to mainstream pragmatics in ELT. These include role plays, discourse completion tasks and analysis of real-life materials such as video or real-life dialogues (Taguchi, 2011). For instance, during role-plays, students can only use pragmatic strategies of request, offer or refusal in social scenarios. Like DCTs, which require learners to fill in blanks in dialogues or sentences, the completion of a certain speech act within a particular context improves learners' ability to produce contextually appropriate speech acts (Kasper & Roever, 2012). Besides, working with the authentic materials students can find out how pragmatics are used by native speakers in everyday communication and the opportunity to receive more usage-based input. Stefanowich (2004) and Kormos and Kontra (2012) revealed that inducting learners on pragmatic moves enhances their pragmatic knowledge and use of language. For instance, Chen (2017) found out that comprehension focused pragmatic instruction group had better performance in politeness strategies and speech act performance than students in the unfocused pragmatic instruction group. Similarly, the study conducted by Barron (2003) established that learner who were taught about cultural differences in language use were well equipped to deal with cross cultural communication barrier. Kasper (2001) has also pointed out that pragmatic knowledge should be context specific and thus instruction should address the needs linked to culturally different learners and their language use. This requires comprehension of the sociolultural practices of the target language and the learner`s first language, which may not be easy in diverse learning environment. However, many language instructors are not well-prepared qualified to teach pragmatics, and typically, there is hardly any availability of resource or text books for this component of language learning (Bardovi-Harlig, 2001). This adds to a lack of teacher training and teaching resources that hinders the capture of pragmatics in ELT programs even further. In response to this, some scholars have suggested that faculty members should improve the systematicity of the teaching of pragmatics like designing curriculum comprising of pragmatic awareness and language accuracy (Levinson, 1983). In addition, learners are also able to practice the pragmatic features through various technology sources like internet resources and technology assisted platforms which are offered to learners and can be used in practice of pragmatic features out of classroom (Chen, 2017).

The literature also has emphasized the place of pragmatics in language instruction and the issues of implementing the course in ELT curricula. Nevertheless, a number of researches have shown that pragmatic skills could be enhanced by pragmatic instruction and such instruction would facilitate learners in the manner in which they cope with other complicated aspects of social interactions. As the need for pragmatic competence among ELLs increases, it is important to determine to what extent pragmatics can be better integrated into instruction, especially in settings such as Akhuwat College for Women, Chakwal, where pragmatic sensitivity apparently might be low.

Material and Methods

The paradigms of research used in this study on the role pragmatics in ELT and learning are qualitative and quantitative data collection procedures to ascertain the pragmatic instruction impact of Akhuwat College for Women, Chakwal. This approach enables a broad evaluation of pragmatic teaching occurring in the classrooms as well as its

impacts on the learning achievement of the learners. This research work employs an explanatory sequential mixed-methods approach. The quantitative phase was the first phase to be implemented and succeeded by the qualitative phase. The qualitative actions help to elaborate quantitative results in terms of qualitative factors (Creswell, 2014, p.46). The population of this study comprises of the undergraduate students who are studying the English at Akhuwat College for Women, Chakwal. A purposive sampling technique will be adopted in order to recruit participants, and the participants were taken from different years of study and different language proficiency levels (basic, intermediate and advanced). It is intended that for the survey phase, among the four schools, 100 students were selected, and for the focus group interviews, 10 students wiere chosen among them. The data was collected using the following instruments: Survey Questionnaire: Semi-structured interviews with 20 postgraduate students, and questionnaires with 100 randomly selected undergraduate students were used to measure their attitudes to pragmatic instruction given in the context of their English language classes. To this end, items on the Likert scale was employed to assess the extent to which pragmatic principles are implemented in their learning. Interviews: Hence, 10 students were interviewed in detail using semi-structured interviews in order to have a better understanding of their perspective regarding pragmatic learning and their insight of the relevance of pragmatic knowledge in communication. Interview data and classroom observations wiere used in thematic analysis which is a technique from Braun and Clarke (2006). The themes concerning the students' perception of pragmatics, pragmatics implementation into the learning process, and the difficulties of pragmatics acquisition was discussed and analyzed. All the participants provided written consent. Data will be kept safely and names, address and other unique identifiers were removed to ensure participant anonymity. The framework for this research is based on Pragmatic Competence and Communicative Language Teaching (CLT). These two theories informed the assessment process of how, and to what extent, pragmatics is introduced in the teaching and learning of English at Akhuwat College for Women, Chakwal and the effects this may have on the communicative ability of learners. 1. Pragmatic Competence Interpersonal competence is defined as the ability to employ language correctly and appropriately within social relationships & knowledge of speech acts politeness and culture (Canale & Swain, 1980). Pragmatics competence deals with use of language for getting to known people and environments as well as managing interactions; comprehending indirectness in speech; and knowing when and how to speak or write (Kasper & Roever, 2012). This framework was useful in making sense of how pragmatic instruction enables students to engage in intercultural communication interactions without necessarily offending others through disregarding cultural protocols.

Results and Discussion

The analysis of data collected from undergraduate students at Akhuwat College for Women, Chakwal, through surveys, interviews, and classroom observations is organized into three key areas: Looking at the objectives formulated, the research shall focus on students' attitudes towards pragmatic instruction; the extent to which pragmatics is implemented or integrated into the English as a Foreign Language (ELT) programme; the impact and effects of pragmatic teaching on students' communicative efficiency. The survey results, interviews, and classroom observations made enabled emergence of the following conclusions.

A New Study on: Perceptions of Instruction on Pragmatic Skills

The data collected from a survey of 100 students (n=100) enhanced understanding of their perceptions of pragmatic teaching and its relevance to learning English. The

responses to the survey were analyzed using descriptive statistics, and the key findings are summarized below:

Awareness of Pragmatics

About 78% of the students indicated that they had prior knowledge of pragmatics as a sub facet of language acquisition; 22% of the students had no prior exposure to pragmatics before becoming part of this study.

For the knowledge of pragmatics, 65% of the students stated that they had come across it during their English language courses; nonetheless, only 37% of the students stated they thought pragmatic competence was given adequate emphasis in their learning.

Importance of Pragmatics

According to the findings, students' satisfaction of pragmatics in English language learning came to an impressive 85%, and the compilation highlighted how compelling they found pragmatics to be for communication in social as well as professional spheres. They focused on the topic of acceptable and polite behavior at work, politeness, and other matters necessary for multicultural communication.

Nevertheless, 53% of students said that knowledge of pragmatic skills was not checked during English language classes.

Perceived Benefits

Seventy two percent of the students said that the acquisition of pragmatics enhanced their ability to promote more contextualized communication. The major accomplishments mentioned by the students were concerning constructive change for BW, development of learning materials for writing, refined recognition of indirect speech acts, politeness markers and the management of conversation turns.

Challenges

As many as 63% of the respondents reported self to some extent experienced difficulties in properly comprehending and integrating pragmatic norms in organizing actual communication. The two biggest challenges directly related to communication was; explaining how to change language to accommodate for culture (58%); and navigating power dynamics (48%).

Pragmatics in ELT classroom context has been seen as an important factor in the overall curriculum

Classroom observations were conducted in 3 different English language courses, and the following findings were noted regarding the integration of pragmatics into the curriculum:

Explicit Instruction

Generally, out of the observed classes, known explicitly in course syllabi was only in 2 out of 3 classes as pragmatics. During these classes, the information covered included speech acts, politeness strategies, and cross cultural communication and exercises such as role play and discussions were adopted. However, these classes were only accounting for 30% of the overall observed sessions.

On the other hand, in as much as pragmatic was noted in 30% of the lessons and teaching practices, it was either orally taught alongside language activities, or completely omitted in the curriculum of 70% of the observed lessons. For example in one of the classes politeness strategies were not modeled and taught but rather they coincidentally formed part of other areas such as social interactions or writing skill domains without reference to their pragmatic content.

Classroom Activities:

As for the pragmatics, 65 per cent of the lessons included role play, pair and group work was specified in fifty per cent of the lessons, and discussion tasks — in forty per cent. These activities of completion facilitated body-pragmatics training and received appreciation from learners during the interview session.

But still, in every statement, students mentioned that many of the tasks performed in the classroom contain little if any realistic and practical components pertaining to communication practices.

Instructor Role:

The authors' presented the instruction of pragmatics from the instructor's prospective and it was seen that there were differences in instructors' responsibilities concerning the teaching of pragmatics. There were also differences in how the instructors approached culture and language as the following excerpts from teachers' accounts illustrate: The first teacher-student-exchange excerpt shows how some of the instructors directly involved students in the discussions of cultural differences and/or the effects of language on relationships: The instructors who included pragmatics made examples from the daily use of language and literature explaining to the students how pragmatic knowledge is useful in real life.

Effects of Pragmatic Study on Students' Communicative Fluency

Interview data with ten students (n=10) gave more rich information about the way pragmatic instruction benefits to their communicative EFL/ESL competence. Thematic analysis of the interviews revealed the following key themes:

Improved Communication Skills

In the present study, all the interviewees expressed that the pragmatic instruction had enhanced their communication in the respective areas. Concerning the intercultural communicative competence, students reported increased confidence in managing various communication interactions including request negotiation, apologies, and compliments.

One student noted: ''Pragmatics', before I never really knew what to do especially when posing requests in English but now, it is not as complicated to me as it used to be .

Cultural Sensitivity

From the investigation, students said that they had increased knowledge on cross cultural communication during their pragmatic involvement. This was more apparent in their case in terms of contagion of politeness, performative indirectness, and the mitigation of power relations in talk.

A student explained: It is very important in my community to be able to speak politely and the knowledge of pragmatics has really made me sensitive and concern about the way I address my professors or elder people.

Real-Life Application

Concerning the limitation of the knowledge obtained from the class few of the student observed that; pragmatic knowledge is hard to apply in real-world situations. While the participants said that they had learned about the theory of pragmatics, they also expressed their frustrations on how they were equally hard pressed to apply the skills especially in daily informal interactions.

One student shared: I know in class we discuss on how we are supposed to speak to others politely and even respect them, but I sometimes forget to apply those things when talking with friends. Lastly it was said, "It's difficult to use at times and is best for more formal situations It is less effective in informal settings."

Some of the issues in Pragmatic Teaching and Learning

A few significant challenges were identified in the analysis of classroom observations and interviews:

Limited Focus on Pragmatics

Nevertheless, from the current survey it can be seen that pragmatics is poorly addressed in many ELT programs at Akhuwat College for Women, Chakwal, with little time allocated for instruction. In fact, in the observed classes, pragmatics remained an insignificant part of the teaching process and was not given the same importance as grammar and wordlists.

Lack of Authentic Materials

Some student mentioned the lack of conversation (and specifically, media) materials where real life practical application of specific pragmatic scenarios can be observed and imitated. Rather, most of the content used was in form of dialogs, or posed situations and not close to real-life activities and treatments.

Instructor Preparedness

A few of the instructors reported a lack of preparation to teach patients pragmatics well. Some respondents pointed out to the fact that professors themselves were not trained to teach cultural and social dimensions of language usage and to blend them into the learning process appropriately.

Discussion

The findings of this research provide valuable insights into the role of pragmatics in English Language Teaching (ELT) and learning at Akhuwat College for Women, Chakwal, Shikarpur. The study reveals both the potential benefits and the existing challenges surrounding pragmatic instruction, highlighting its significant impact on students' communicative competence. The discussion below connects these findings with existing research on pragmatics in ELT and considers the implications for pedagogy.

Students' Awareness and Perceptions of Pragmatics

The results from the survey reveal a notable awareness of pragmatics among students, with 78% of respondents recognizing its importance in language learning. This is consistent with previous studies that emphasize the critical role of pragmatics in achieving communicative competence (Thomas, 1983; Bardovi-Harlig, 2001). Students acknowledged that an understanding of pragmatics helps in effective communication, particularly in managing social interactions, addressing politeness strategies, and understanding cultural norms.

However, a significant gap exists in the extent to which pragmatic competence is taught in the curriculum, with only 37% of students feeling that pragmatic principles were sufficiently integrated into their courses. This finding echoes the concerns raised by Kecskes (2013), who argued that pragmatics is often marginalized in many language programs, overshadowed by grammar and vocabulary instruction. The lack of emphasis on pragmatics in the curriculum could be contributing to the observed gap between students' awareness and their practical application of pragmatic principles in communication.

Integration of Pragmatics in the Curriculum

The data from classroom observations show that pragmatic instruction is inconsistently integrated into the ELT curriculum at Akhuwat College for Women, Chakwal. In the observed classes, while some instructors explicitly included pragmatic elements such as politeness strategies and speech acts in their lessons, others focused primarily on grammar and vocabulary, with only peripheral references to pragmatic considerations. This supports findings from previous research by Félix-Brasdefer (2010), who observed that although pragmatics is essential for successful communication, it is often overlooked in language instruction.

Furthermore, the integration of pragmatic content into ELT materials was limited. The observation that only 30% of the observed classes had explicit pragmatic content underscores a key issue in language teaching: the need for a curriculum that balances grammatical competence with pragmatic competence. As highlighted by Holmes (2008), the development of pragmatic awareness is integral to acquiring communicative competence, and instructors should be trained to recognize and address this need in their teaching practice.

Classroom Activities and Pragmatic Instruction

The research found that interactive and communicative activities, such as role-plays and group discussions, were frequently used to teach pragmatics. These types of activities are widely recognized as effective methods for enhancing students' ability to use language appropriately in different social contexts (Bardovi-Harlig & Dörnyei, 1998). The students in this study reported positive feedback on these activities, suggesting that they provided valuable opportunities to practice pragmatic strategies in context.

However, many students also expressed challenges in applying pragmatic knowledge in real-life situations, particularly in informal contexts. This is consistent with a study by House (2003), which found that while learners may grasp theoretical concepts of pragmatics, they often struggle to transfer this knowledge to everyday communication. This issue highlights the importance of integrating more authentic materials and real-

world communication scenarios into language lessons, which could help students better bridge the gap between theory and practice.

Challenges in Pragmatic Teaching and Learning

Several challenges emerged from the research findings, particularly in relation to the limited focus on pragmatics in the ELT curriculum, the lack of authentic materials, and the instructors' preparedness to teach pragmatic skills. Although pragmatics is recognized as important, its teaching often lacks consistency and depth. This finding aligns with research by Kecskes (2013) and Taguchi (2011), who noted that pragmatic instruction is frequently neglected in favor of more traditional language components like grammar and vocabulary.

Another major challenge identified was the lack of real-life application of pragmatic principles. Despite the positive impact of role-play and group discussions in the classroom, students found it difficult to apply these strategies outside of academic settings. This suggests that pragmatic instruction should be more closely tied to real-world communication, emphasizing the dynamic and context-dependent nature of language use (Cohen & Shively, 2007).

Finally, the issue of instructor preparedness is crucial. Some instructors in this study lacked the training or confidence to effectively teach pragmatics, which may have hindered students' learning experiences. This finding supports previous research by Bardovi-Harlig (2001), who argued that many language teachers are not adequately trained in pragmatics, which can lead to inconsistent teaching and learning outcomes.

Discussion

The research highlights the crucial role of pragmatics in English language teaching and learning, emphasizing its importance for effective communication. Despite the recognition of pragmatics' value, there is a need for more comprehensive integration into the ELT curriculum at Akhuwat College for Women, Chakwal. By addressing the challenges identified in this study and incorporating pragmatic instruction into language teaching more explicitly, educators can better equip students with the skills necessary for successful communication in a globalized world.

From the research findings several challenges arose concerning the availability and teaching of pragmatics in ELT classroom, lack of authentic materials and readiness of instructors to teach pragmatic skills. On the one hand, pragmatics is acknowledged to be significant in foreign language learning and teaching; on the other hand, the implementation of pragmatics instruction may be inadequate in both comprehensiveness and intensity. This finding supports Kecskes (2013) and Taguchi (2011) about the fact that pragmatic input gets the least attention despite the calls for focus on the pragmatic aspects of language.

A consideration noted was an absence of pragmatic application of normative principles, in which an inability was cited to expose subjects to authentic pragmatic concepts. While at school, students guaranteed that role-play and group discussions were useful in learning, but it hard for them to apply the methods outside class. This implies that, pragmatic instruction should be better aligned to actual communication use of language and therefore reflect the social nature of communication (Cohen & Shively, 2007).

However, the readiness of instructors is another important question to be discussed. In this study, some of the instructors were not well trained or could not teach

pragmatics with confidence, which seemed to have influenced learners' chances for benefiting from pragmatic knowledge in an L2. This study corroborates Bardovi-Harlig's (2001) work that identified the lack of pragmatics in language teachers, which results in fragile teaching and learning practices.

The conclusion of this research has some significant implications for enhancing the status of the pragmatics in ELT in Akhuwat College for Women, Chakwal, and other institutions. There is thus a pressing necessity for explicit instruction of pragmatics in the areas of ELT. Language programs should pay adequate attention to grammatical accuracy but pay even more attention to the lack of competence students have in the use of language in the specific societal and cultural situations. Education colleges should ensure they teach the trainers about pragmatics so that they can be in a position to explain it to their students. If adequate support is given to teachers namely resources needed to teach pragmatics, then pragmatic competence among the learners is likely to improve. Regarding the problem of linking pragmatic knowledge to actual communication, it is suggested to use as many video clips, transcripts of natural speech, case, etc., as possible to give students an idea of effective communication.

Conclusion

The findings conclude that pragmatic knowledge contributions to ELT and learning have been discussed with special regard to Shikarpur students of Akhuwat College for Women, Chakwal. The results indicate that, although students appreciate pragmatics in the expansion of communicative abilities, educators' practice of prescribing the inclusion of pragmatic features into the ELT curriculum still lacks sufficient execution. The study reveal the importance of Pragmatics where the learner is given guidelines, rules, and enable to operate in social context and learn about the culture of politeness as well as compensate social interaction across two different cultures. However, there were barriers like lack of emphasis on pragmatics content, few use of authentic material and necessary preparations of teacher were determined. Pragmatics is said to require attention in the teaching and learning of English language, with the research arguing that an integration of both linguistic and pragmatic skills will provide a sound solution in the competing terrain of Language Education.

Recommendations

- The pragmatic approach should be introduced more systematically into language courses of ELT curriculum in Akhuwat College for Women, Chakwal. Rather than simply adding pragmatics as some extra feature or a mere appendicitis to the language skills as a speaking, listening, reading and writing skills, the author wishes to incorporate the pragmatics in all the language skills to enable the students to acquire an all rounded manner in which language works in social communities.

- University lecturers should be trained in a way that they get acquainted with knowledge and strategies that will enable them to teach pragmatics. Indeed, the idea of infusing pragmatic instruction into teachers only training means supplying the educators with knowledge that can be applied in the teaching process to have the students acquire the intended language knowledge that they can apply in their day to day communication.

- To facilitate the interactional use of pragmatic knowledge, it is crucial that aspects of real-life language communication (i.e., transcripts or videos of natural-language-use or realistic scenarios) should be included in class. These materials will make it

possible for the students to encounter real life use of language and grasp its role that changes from one context to the other, thus making their learning much more realistic.

- More frequent use of learner activities like role play, simulation, and discussions is recommended because they offer students chances to apply pragmatic strategies in situ. Such techniques useful to enable learners to apply the pragmatic rules in their context and improve unique communication skills.

- There is a need for other more or less practical tests, which would show students' pragmatic performance. Currently, the process of evaluation fails to address pragmatic competence and emphasizes more on grammatical and lexis usages than anything else. The importance of pragmatic principles in learning will be enhanced by developing assessments that can determine students' comprehension and application of pragmatic variables.

- In order to enhance the understanding of pragmatics more attention should be paid to cross cultural communication within courses. Differences in the norms of communication and other cultures will improve students' efficiency in dealing with other people in other linguistic situations and correctly assessing their behavior.

- To supplement the classroom experience, students can count on the help of certain technologies like online discussion boards and other external digital sources that can offer the student more practice in pragmatic aspects. Communication with peers and native speakers as well as practice in the available media help students get exposure to different pragmatic standards and improve the regulative Concern further.

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