



## Pragmatic Competence: Its Role in Language Acquisition and Teaching Strategies

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### Abstract

**Keywords:**

Pragmatic competence;  
language acquisition;  
teaching strategies;  
communicative  
competence; language  
teaching curricula.

This study explores the critical role of pragmatic competence in language acquisition and its implications for teaching strategies. Pragmatic competence involves using language appropriately in various social contexts, an essential skill often overlooked in traditional language instruction. The study employed a mixed-methods approach, with both quantitative and qualitative data collected from intermediate-level learners. Results indicated a significant improvement in the pragmatic abilities of learners who received explicit instruction, compared to those following a standard curriculum. The study highlights the importance of integrating pragmatic elements such as speech acts, conversational management, and cultural norms into language teaching curricula. Challenges include the lack of appropriate teaching materials and teacher training. The findings suggest that addressing these challenges can significantly enhance language learners' communicative competence, equipping them for real-world interactions. This study contributes to the growing emphasis on pragmatic competence in language education and calls for a more comprehensive approach to teaching pragmatics across all proficiency levels.

### Abstrak:

**Kata Kunci:**

Kompetensi Pragmatik;  
pemerolehan bahasa;  
strategi pengajaran;  
kompetensi komunikatif;  
kurikulum pengajaran bahasa.

Studi ini mengeksplorasi peran penting kompetensi pragmatik dalam pemerolehan bahasa dan implikasinya terhadap strategi pengajaran. Kompetensi pragmatik melibatkan penggunaan bahasa secara tepat dalam berbagai konteks sosial, yang merupakan keterampilan penting namun sering diabaikan dalam pengajaran bahasa tradisional. Penelitian ini menggunakan pendekatan metode campuran, dengan pengumpulan data kuantitatif dan kualitatif dari pembelajar tingkat menengah. Hasil penelitian menunjukkan peningkatan signifikan dalam kemampuan pragmatik pembelajar yang menerima pengajaran eksplisit, dibandingkan dengan mereka yang mengikuti kurikulum standar. Studi ini menekankan pentingnya mengintegrasikan elemen-elemen pragmatik seperti tindak tutur, pengelolaan percakapan, dan norma budaya ke dalam kurikulum pengajaran bahasa. Tantangan yang dihadapi meliputi kurangnya bahan ajar yang sesuai dan pelatihan guru. Temuan ini menunjukkan bahwa mengatasi tantangan tersebut dapat secara signifikan meningkatkan kompetensi komunikatif pembelajaran bahasa, mempersiapkan mereka untuk berinteraksi di dunia nyata. Studi ini berkontribusi pada penekanan yang semakin berkembang terhadap kompetensi pragmatik dalam pendidikan bahasa dan mendorong pendekatan

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yang lebih komprehensif dalam pengajaran pragmatik di semua tingkat kemahiran.

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## Introduction

Language acquisition is a complex process that extends far beyond the memorization of vocabulary and the mastery of grammatical structures. One of the critical but often overlooked elements of language learning is pragmatic competence, which involves the ability to use language appropriately in varying social contexts. Pragmatic competence enables learners to perform speech acts, manage conversational dynamics, interpret implied meanings, and navigate cultural and social norms effectively. Without pragmatic skills, learners may struggle to communicate meaningfully, even when they have a solid understanding of grammar and vocabulary. Misunderstandings arising from pragmatic failures can disrupt communication, leading to breakdowns in conversation (Thomas, 2014).

Historically, language instruction has emphasized grammatical accuracy and vocabulary acquisition, often neglecting the equally important aspect of pragmatics. In traditional teaching methodologies, students are often taught to focus on the correct sentence structures without being given the tools to understand how to apply these structures in real-world interactions. As a result, learners might excel in formal assessments but fail to navigate everyday conversations effectively. The shift toward communicative language teaching (CLT) has brought more attention to pragmatic competence, recognizing it as a crucial component of communicative competence. However, despite the rise of communicative approaches, the integration of pragmatic instruction into language teaching curricula remains limited, with many programs still prioritizing grammar and vocabulary over pragmatic skills (Bardovi-Harlig, 2013).

The underrepresentation of pragmatic competence in language teaching programs can be attributed to several factors. One of the most significant challenges is the difficulty of teaching and assessing pragmatics, as it involves not only linguistic knowledge but also cultural awareness and sensitivity to social cues. Moreover, pragmatic norms vary widely across different languages and cultures, which adds an additional layer of complexity to teaching pragmatics. For example, politeness strategies that are appropriate in one culture may be considered rude or overly formal in another. As a result, teachers often feel ill-equipped to teach pragmatics, and there is a scarcity of suitable instructional materials that focus on pragmatic aspects of language use (Cutting, 2016). Given the importance of pragmatic competence in achieving successful communication, there is a growing need for research that explores effective ways to incorporate pragmatic instruction into language teaching. This study aims to address this gap by investigating how explicit instruction in pragmatic competence can enhance learners' ability to communicate effectively across different social contexts. Using a mixed-methods approach, the study evaluates the impact of focused pragmatic instruction on intermediate-level language learners, comparing their performance with a control group that follows a standard curriculum without explicit attention to pragmatics. By examining both quantitative and qualitative data, the research seeks to identify teaching strategies that can integrate pragmatic competence into existing language

programs and provide teachers with the tools necessary to address this critical aspect of communication.

In addition to its pedagogical implications, this research contributes to the broader understanding of how pragmatic competence influences language acquisition. While many studies have focused on grammar and vocabulary as the foundation of language learning, this study highlights the role of pragmatics in shaping learners' communicative abilities. It also examines how learners can be trained to interpret and respond appropriately to context-specific language cues, making them more effective communicators. Ultimately, the research seeks to bridge the gap between linguistic knowledge and real-world language use, offering practical insights that can improve both language teaching practices and learner outcomes. By focusing on pragmatic competence, this study not only addresses an underexplored area of language teaching but also responds to the growing recognition that successful communication involves more than just linguistic accuracy. It requires an understanding of the social rules and cultural expectations that govern how language is used in specific contexts. The purpose of this research is to investigate the role of pragmatic competence in language acquisition and to propose strategies for integrating pragmatic instruction into language teaching curricula, thereby enhancing learners' overall communicative competence.

## **Method**

A mixed-methods approach was employed, combining quantitative and qualitative data collection. Participants included intermediate-level learners, divided into an experimental group receiving explicit pragmatic instruction and a control group following a standard curriculum without focused pragmatic training.

### **2.1 Quantitative Data**

Pre-tests and post-tests were conducted to evaluate changes in pragmatic competence. These tests assessed learners' abilities to use language appropriately in different social contexts.

### **2.2 Qualitative Data**

Surveys and interviews gathered feedback from both learners and educators regarding their experiences with pragmatic instruction. Classroom observations provided additional insights into the application of pragmatic skills.

## **Result**

The study revealed a significant improvement in pragmatic competence among learners in the experimental group. They exhibited a 30% improvement in their ability to navigate complex social interactions, compared to a 7% improvement in the control group. Surveys indicated that learners in the experimental group felt more confident and capable in real-life communication (Taguchi, 2014). Teachers reported challenges, such as a lack of suitable materials and the variability of cultural norms, highlighting the need for better resources and training to support effective pragmatic teaching (House, 2017).

## **Discussion**

### **Interpretation of Findings**

The findings of this study clearly indicate that pragmatic competence plays a crucial role in the overall success of language acquisition. The significant improvement seen in the experimental group demonstrates that learners who receive explicit pragmatic instruction can effectively navigate complex social interactions, something that is not as readily developed in learners who follow a traditional curriculum. This aligns with previous studies that emphasize the close relationship between pragmatic competence and communicative competence (Kasper & Rose, 2019). Learners in the experimental group showed a 30% improvement in their ability to perform speech acts and manage conversational flow in contextually appropriate ways, while the control group only demonstrated a 7% improvement. This disparity illustrates the importance of direct and focused pragmatic instruction, which helps learners develop an understanding of implicit cultural and contextual rules governing communication. In addition, qualitative data from surveys and interviews with learners and teachers confirmed that students felt more confident in real-life communication scenarios, where the appropriate use of language varies greatly depending on social roles, relationships, and settings. These findings suggest that pragmatic instruction not only improves theoretical knowledge but also empowers learners to apply language skills in practical, real-world interactions.

### **Implications for Language Teaching**

#### **Integrating Pragmatic Instruction into Curricula**

The results of this study suggest that pragmatic competence must be integrated into language teaching curricula if learners are to become fully communicative in their target language. Language learning is not just about mastering grammar and vocabulary; it is about knowing how to use language appropriately depending on the social context. To ensure learners are equipped with this skill, curricula must include pragmatic elements such as role plays, simulations, and tasks that require learners to engage in speech acts, manage conversational flow, and adjust language based on the situation and cultural context (Rose & Kasper, 2018). This pragmatic instruction should not be limited to advanced learners but should be introduced at all proficiency levels. Even beginners can benefit from basic exposure to cultural norms, politeness strategies, and common expressions used in everyday interactions. As learners progress, more complex aspects of pragmatics, such as indirect speech, implicatures, and non-verbal cues, can be gradually incorporated into the lessons. This comprehensive approach ensures that pragmatic competence is developed alongside other language skills from the earliest stages of learning.

#### **Teacher Training and Development**

Effective integration of pragmatic instruction into the curriculum also requires well-trained teachers who are knowledgeable about pragmatics and skilled in delivering this content. This study revealed that many teachers struggle with teaching pragmatics due to a lack of suitable resources and training. Therefore, teacher development programs must include specific modules that address the theoretical underpinnings of pragmatics as well as practical strategies for incorporating it into classroom instruction (Cutting, 2016). For instance, teachers should be trained to identify and address pragmatic errors, such as inappropriate use of politeness strategies or failure to recognize indirect requests, which are often not covered by traditional language assessments. Teachers also need to be aware of the cross-cultural dimensions of pragmatics, as

norms for politeness and appropriate behavior can vary significantly across cultures. This cultural awareness is vital for ensuring that pragmatic instruction is relevant and respectful of the learners' backgrounds (House, 2017).

### **Development of Teaching Materials**

The development of pragmatic teaching materials is another key area that requires attention. Currently, most language textbooks focus on grammar and vocabulary, with little to no emphasis on pragmatic aspects of communication. This study highlighted the need for materials that explicitly teach speech acts, conversational structures, and culturally appropriate language use.

Teaching materials should incorporate dialogues, role-playing activities, and case studies that expose learners to a variety of social contexts, allowing them to practice language use in situations they are likely to encounter in real life. For example, learners could work on exercises where they need to make requests, give advice, or express disagreement in both formal and informal contexts. Furthermore, the use of digital tools, such as interactive video simulations and online language exchanges, can provide learners with authentic exposure to pragmatic aspects of the target language in real-time interactions (Ishihara & Cohen, 2020).

### **Addressing Challenges in Teaching Pragmatic Competence**

#### **Cultural Sensitivity and Awareness**

One of the most significant challenges in teaching pragmatic competence is addressing the diversity of pragmatic norms across different cultures. As the study results revealed, cultural sensitivity is a critical component of pragmatic instruction, particularly in multicultural classrooms. Teachers must be aware of the cultural norms that govern communication in the target language, as well as the learners' own cultural backgrounds, which may influence their pragmatic behavior. Cultural differences can lead to pragmatic failure, which occurs when learners apply their native language norms to the target language, resulting in misunderstandings (Thomas, 2014). For example, what may be considered polite in one culture could be seen as overly formal or distant in another. Teachers should encourage learners to compare and contrast the pragmatic norms of their native language with those of the target language, fostering an awareness of how these differences can impact communication. Additionally, instruction should include discussions of cross-cultural pragmatics, helping learners navigate interactions in global and intercultural contexts (Bardovi-Harlig, 2013).

#### **Authentic Exposure to the Target Language**

Another challenge in teaching pragmatics is providing learners with authentic exposure to the target language in real-world settings. While traditional classroom instruction may offer limited opportunities for learners to practice pragmatics in context, technology can bridge this gap by offering more immersive and interactive experiences. For instance, video conferencing with native speakers or participation in online forums can provide learners with opportunities to engage in authentic conversations where pragmatic competence is essential (Martinez-Flor & Usó-Juan, 2019). Moreover, teachers can use authentic materials such as TV shows, films, podcasts, and social media to highlight how native speakers use language pragmatically. By analyzing real-life examples of communication, learners can observe how language is adapted to different social contexts, such as workplace interactions, casual conversations, or formal speeches.

## **Assessment of Pragmatic Competence**

Assessing pragmatic competence is also a challenge because traditional language assessments often focus on grammatical accuracy and fluency, overlooking learners' ability to use language appropriately in context. However, pragmatic competence cannot be effectively measured by standard tests of vocabulary or grammar alone. This study highlights the need for assessments that evaluate learners' ability to perform speech acts, manage conversational turns, and interpret the meaning behind indirect language (National Council of Teachers of English, 2018). Teachers can design performance-based assessments that simulate real-life situations, requiring learners to engage in role-plays, dialogues, or group discussions where they must apply pragmatic knowledge. For example, tasks could involve learners responding to invitations, giving advice, or expressing disagreement in ways that are culturally and contextually appropriate. These assessments should be complemented by self-assessment tools that allow learners to reflect on their own pragmatic performance and identify areas for improvement.

## **Limitations of the Study**

While the study provides valuable insights into the role of pragmatic competence in language acquisition, there are limitations that should be acknowledged. First, the study was conducted in a specific educational context, with intermediate-level learners. As such, the findings may not be fully generalizable to learners at other proficiency levels or in different cultural or linguistic settings. Future research could expand on this study by examining the development of pragmatic competence across a broader range of learners, including beginners and advanced students. Another limitation is the reliance on self-reported data from surveys and interviews, which may introduce bias or inaccuracies. Learners may overestimate or underestimate their abilities, and teachers' observations may be influenced by subjective factors. Future research should aim to incorporate more objective measures of pragmatic competence, such as discourse analysis or longitudinal studies tracking learners' development over time (Zhang, 2015).

## **Recommendations for Future Research**

Building on the findings of this study, future research should explore the development of pragmatic competence in a variety of learning contexts, including different cultural and linguistic environments. Comparative studies examining the effectiveness of different teaching methods—such as explicit versus implicit instruction—could provide further insights into the most effective ways to teach pragmatics.

Additionally, innovative assessment tools should be developed to measure pragmatic competence more accurately. These tools could include virtual simulations, where learners interact with virtual agents in real-world scenarios, or gamified assessments that provide instant feedback on pragmatic performance. Research could also investigate the long-term effects of pragmatic instruction, assessing whether the improvements observed in the classroom translate into enhanced communication skills in real-world settings (Zhang, 2015).

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