A REVIEW ARTICLE OF THE PRAGMATICS COMPETENCE IN EFL LEARNING CONTEXT

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Abstract

Cross-cultural communication requires pragmatics. Pragmatics is "the ability to use language appropriately in social settings." Pragmatic competence in another language involves understanding and carrying out communicative activities or speaking and using the language effectively in varied situations. Several relevant literature and library sources were used for this research. According to Kasper et al. "Library research, like its twin, the academic experiment, involves a kind of organized investigation with prescribed instruments, rules, and tactics." Three core library research systems are examined: checking reference sources and databases, finding and utilizing information sources, and assessing information sources according to research objectives. This article analyzes data on pragmatic competence in students of Indonesian and other foreign languages. The author used a public digital search engine to examine scientific literature on pragmatic competency studies in Indonesia to correlate disparate data and find appropriate results. Qualitative research may be more comprehensive. This study found that most studies used a descriptive qualitative approach. The exam is detailed. Most studies used a qualitative approach to characterize L2 practical skills by level and test, while one study assessed learners' cross-cultural awareness during encounters. Most studies on educational participation and the impact of cross-cultural awareness on pragmatic knowledge in EFL learning use qualitative methods, although there are three studies that use quantitative methods. Reviews and debates provide suggestions. Recent research on pragmatic competence in EFL learning settings features a descriptive qualitative approach complemented by Creswell's qualitative approach that provides greater detail about the phenomenon, and all three studies use quantitative methodology. Pragmatic competence improves EFL students' social skills. Al Khadhmi found that the pragmatic meaning of situational utterances was more difficult to interpret compared to lexical stimuli. Therefore, it is better to continuously improve certain areas, such as training EFL students' awareness before they understand a foreign language and activating pragmatic competence and pragmatic components in them, as this affects their communication inside and outside the classroom.
Keywords: Pragmatic Competence, EFL Context, Academic Context

Abstrak

Komunikasi lintas budaya membutuhkan pragmatik. Pragmatik adalah "kemampuan untuk menggunakan bahasa secara tepat dalam lingkungan sosial".[1] Kompetensi pragmatik dalam bahasa lain melibatkan pemahaman dan pelaksanaan kegiatan komunikatif atau berbicara dan menggunakan bahasa secara efektif dalam situasi yang bervariasi.[2] Beberapa literatur dan sumber pustaka yang relevan digunakan untuk penelitian ini. Menurut Kasper dkk. "penelitian kepustakaan, seperti kembarannya, yaitu eksperimen akademis, melibatkan semacam investigasi yang terorganisir dengan instrumen, peraturan, dan taktik yang telah ditentukan." Tiga sistem penelitian perpustakaan inti diperiksa: memeriksa sumber referensi dan basis data, menemukan dan memanfaatkan sumber informasi, dan menilai sumber informasi sesuai dengan

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[1] N. Taguchi, *Pragmatic Competence in Japanese as a Second Language: An Introduction. In N. Taguchi (Ed.), Pragmatic Competence* (Berlin: Mouton de Gruyter, 2009).

[2] G. Kasper and C. Roever, *Pragmatics in Second Language Learning. In Eli Hinkel (Ed.). Handbook of Research in Second Language Teaching and Learning* (Mahwah: Lawrence Erlbaum Associations, 2005).

tujuan penelitian. Artikel ini menganalisis data kompetensi pragmatik pada pelajar bahasa Indonesia dan bahasa asing lainnya. Penulis menggunakan mesin pencari digital publik untuk memeriksa literatur ilmiah tentang studi kompetensi pragmatis di Indonesia untuk menghubungkan data yang berbeda dan menemukan hasil yang tepat. Penelitian kualitatif mungkin lebih komprehensif. Kajian ini menemukan bahwa sebagian besar penelitian menggunakan pendekatan kualitatif deskriptif. Ujian bersifat rinci. Sebagian besar penelitian menggunakan pendekatan kualitatif untuk mengkarakterisasi keterampilan praktis L2 berdasarkan tingkat dan ujian, sementara satu penelitian menilai kesadaran lintas budaya peserta didik selama pertemuan. Sebagian besar penelitian tentang partisipasi pendidikan dan dampak kesadaran lintas budaya terhadap pengetahuan pragmatis dalam pembelajaran EFL menggunakan metode kualitatif, meskipun ada tiga penelitian yang menggunakan metode kuantitatif. Ulasan dan debat memberikan saran. Penelitian terbaru tentang kompetensi pragmatis dalam pengaturan pembelajaran EFL menampilkan pendekatan kualitatif deskriptif yang dilengkapi dengan pendekatan kualitatif Creswell yang memberikan rincian yang lebih besar tentang fenomena, dan ketiga penelitian tersebut menggunakan metodologi kuantitatif.[3] Kompetensi pragmatis meningkatkan keterampilan sosial siswa EFL. Al Khadhmi menemukan bahwa maksud pragmatis dari ujaran situasional lebih sulit untuk ditafsirkan dibandingkan dengan rangsangan leksikal. Oleh karena itu, lebih baik untuk terus meningkatkan area tertentu, seperti melatih kesadaran siswa EFL sebelum mereka memahami bahasa asing dan mengaktifkan kompetensi pragmatis dan komponen pragmatis di dalamnya, karena hal tersebut mempengaruhi komunikasi mereka di dalam dan di luar kelas.

Kata kunci: Kompetensi Pragmatis, Konteks EFL, Konteks Akademik

INTRODUCTION

The key to effective interaction in another language or another culture is pragmatic competence. It is described as "the capacity to employ language properly in a social setting".[4] In addition, pragmatic competence in other language contexts can be defined as a comprehension of communicative behaviors or speech behaviors, how to carry out them, and having the ability to employ a language effectively in accordance with circumstances or contextual variables.[5] The capability of the person who speaks to employ language for different reasons, as well as the listener's the ability to interpret through language and figure out what the speaker is saying's true intentions, such as actions of implied speech, paradox, and wit, are all indications of pragmatic competencies, as defined by Bialystok[6], and the sequence of the principles through which greetings are available collectively to form discourse. Watts claimed that pragmatic competence encompasses both Grice's conversational principles and civility standards.[7] In conclusion,

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[3] J. W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approached* (Thousand Oaks: SAGE Publications, 2014).

[4] Taguchi, *Pragmatic Competence in Japanese as a Second Language: An Introduction. In N. Taguchi (Ed.), Pragmatic Competence*.

[5] Kasper and Roever, *Pragmatics in Second Language Learning. In Eli Hinkel (Ed.). Handbook of Research in Second Language Teaching and Learning*.

[6] E. Bialystok, *Bilingualism in Development: Language, Literacy, and Cognition* (UK: Cambridge University Press, 2001).

[7] R. J. Watts, *Politeness* (Cambridge: Cambridge University Press, 2003).

pragmatic competence entails an understanding of how to use language that is suitable for attaining an objective in an assortment of environments. Further, pragmatic competency has an unbreakable connection to linguistic competence. It is an essential element in one's growth of pragmatic competence. Pragmatics explores the utilization of spoken language and how it communicates with those who use it.

It is the goal of English language instruction for ESL or learners of EFL to enable them to speak properly in English.[8] Though English training is intended to assist students develop proficiency in communicating, insufficient pragmatics education for students learning EFL could result in poor communication skills.[9] In a comparable line, Farahian et al. suggested that in order to acquire communicative competence, participants first need to enhance their pragmatic competence, which may be assisted by educators.[10]

According to Thomas in Grossi, the capacity for successful communication requires knowledge that goes beyond grammar.[11] In the meantime, Brock and Nagasaka characterized pragmatic competence as the capacity of individuals to exchange ideas or comprehend a communication role in certain communicative conditions.[12] Equally, Soler and Flor identify pragmatic competence as a connection underlying pronouncements and the actions accomplished by these phrases, in addition to contextual variables that motivate suitable language consumption.[13]

Language teachers might be even less aware of how to help students build their pragmatic competence in EFL environments, according to Ishihara, who also claims that this is true. In contrast, the stated credentials of a good instructor of L2 the pragmatics involve a comprehension of pragmatic deviation (with respect matter understanding), the capacity to supply pragmatic-focused instruction and evaluation (pedagogical content knowledge), as well as responsiveness to learners' societies and impartiality (the understanding of their backgrounds as well as their

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[8] Noriko Ishihara, "Co-Constructing Pragmatic Awareness: Instructional Pragmatics in EFL Teacher Development in Japan," *The Electronic Journal for English as a Second Language* 15, no. 2 (2011).

[9] Abdullah Ahmed Zughaibi, "The Barefoot Shoemaker's Son: Examining EFL Teachers' Pragmatic Competence in a Saudi Context," *Saudi Journal of Language Studies* 2, no. 2 (June 3, 2022), https://doi.org/10.1108/SJLS-02-2022-0013.

[10] Majid Farahian, Mehrdad Rezaee, and Afshin Gholami, "Does Direct Instruction Develop Pragmatic Competence? Teaching Refusals to EFL Learners of English," *Journal of Language Teaching and Research* 3, no. 4 (July 1, 2012), https://doi.org/10.4304/jltr.3.4.814-821.

[11] Vittoria Grossi, "Teaching Pragmatic Competence: Compliments and Compliment Responses in the ESL Classroom," *Prospect* 24, no. 2 (2009).

[12] Mark N. Brock and Yoshie Nagasaka, "Teaching Pragmatics in the EFL Classroom? SURE You Can!," *TESL Reporter*, April 1, 2005, https://www.semanticscholar.org/paper/Teaching-Pragmatics-in-the-EFL-Classroom-SURE-You-Brock-Nagasaka/feda22e199daf6bc9c788541bb5eafef2d2ea39d.

[13] E. Alcon Soler and A. Martinez Flor, *Investigating Pragmatics in Foreign Language Learning, Teaching and Testing* (Great Britain: Cromwell Press Ltd, 2008).

educational the setting), according to Ishihara.[14] But because the evidence is still scant and ambiguous, further research should be considered. As a consequence, this investigation seeks to convey a broad perspective on pragmatic competence methods in EFL environments of learning within Indonesia as well as nations abroad where English is commonly taught as a foreign language through assessing the current research generated by Indonesian and worldwide scholars.

LITERATURE REVIEW

Pragmatic Competence

According to Rasekh, language proficiency is separated into two categories: "organizational competence" and "pragmatic competence." Administrative knowledge comprises understanding the elements of language and the regulations for interconnecting them at both sentence (grammatical competence) and discourse (textual competence) layers.[15] Fraser talked about practical skill as being capable of express our goal in mind with all its necessary complexities regardless of the socio-cultural environment, as well as comprehending our interlocutor's intentional meaning.[16] Despite its potential for interpersonal achievement, pragmatic competence rarely receives the attention that it requires in the instruction of a second or additional language. Since a consequence, external or second-language learners whose lack pragmatic competence can come up with grammatically perfect language that however fails to accomplish its interpersonal aims. Pragmatic ability is necessary for successful interaction because a lack of this ability might result in problems with communication, which in certain circumstances may have serious consequences.[17,18] As a consequence, pragmatic as well as linguistic characteristics of the target language should be incorporated into language training. To provide learners with the required pragmatic knowledge, it has been suggested for them to first comprehend the relevance of pragmatic competency.

Pragmatic Competence in Teaching L2

Kulka et al. found that even highly skilled students of a language frequently make pragmatic blunders or weaknesses in their communicative acts, failing to transmit or comprehend

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[14] Ishihara, "Co-Constructing Pragmatic Awareness: Instructional Pragmatics in EFL Teacher Development in Japan."

[15] Zohreh Eslami-Rasekh, "Raising the Pragmatic Awareness of Language Learners," *ELT Journal* 59, no. 3 (July 2005).

[16] Bruce Fraser, *Pragmatic Competence: The Case of Hedging* (Emerald Group Publishing Limited, 2010).

[17] Hamid Allami and Amin Naeimi, "A Cross-Linguistic Study of Refusals: An Analysis of Pragmatic Competence Development in Iranian EFL Learners," *Journal of Pragmatics* 43 (January 1, 2011).

[18] Xuedong Shi, "On Cross-Cultural Pragmatic Failures in C/E Interpretation," *Theory and Practice in Language Studies* 4, no. 5 (May 1, 2014), https://doi.org/10.4304/tpls.4.5.1033-1037.

the intended illocutionary force.[19] Therefore, there is a demand for EFL education which emphasizes the pragmatics of the language as a whole. Yet Amaya commented if many students are astonished when they learn that they have issues getting started conversations with native speakers.' Thus, she believed that pragmatics is a crucial component of language capacity for learners.[20] Nevertheless, due to the difficulties of teaching pragmatics, teachers frequently ignore it and instead emphasize the grammatical elements of language. The ensuing lack of pragmatic competence may result in pragmatic loss and, more crucially, a complete breakdown of communication. Ming and Yan suggested in a comparable way that pragmatic failure is an important concern since it creates miscommunication and even animosity both native speakers and foreign language learners.[21] Recognizing and decreasing operational failure is undeniably one of the prerequisites for language learners' effective interaction. Thomas defined pragmatism failure as erroneously of a phrase in context. Because it is brought about by a shortage of pragmatic competence, that can be defined as "the incapacity to comprehend to use communication efficiently and to comprehend exactly what is envisioned by whatever is spoken."[22] When foreign language learners do not understand pragmatic meaning, even are unsure of what they should say and therefore say something improper. From a pedagogical standpoint, educators have to enhance their students' understanding of pragmatic inadequacy and assist them to accomplish pragmatic competence in order to be able to use their second language effectively.

Implicature and Presupposition.

Brown & Yule define implicature as elements outside of the text.[23] According to the fundamental concept, it is apparent that the link connecting the two predicaments - discourse and inference - does not constitute a definitive conclusion.[24] In the opinion of Grice, the principle of cooperation (CP) utilizes 4 maxims—Quality, Quantity, Relation, and Manner—to evaluate if a conversation extension is acceptable, incorporating one trust to be taken into account of the CP's four primary collaborate portions. Quality maximization demands individuals to maintain accurate, not erroneous or inadequately demonstrated. In the words of Grice, the quality maxim is "where someone attempts to be genuine so refrains from providing knowledge which is untrue or not backed up by facts." The following maxims fall under the category of quantity, which refers to

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[19] B. Shoshana Kulka, *Cross-Cultural Pragmatics: Request and Apologies* (USA: Abica Publishing Corporation, 1989).

[20] Lucía Fernández Amaya, "Teaching Culture: Is It Possible to Avoid Pragmatic Failure?," November 2008, https://doi.org/10.14198/raei.2008.21.02.

[21] Yan Li Ming and Yan Zhuang, "Reflections on the Nature of Pragmatic Failure," in *US-China Foreign Language*, vol. 8, 2010, https://www.semanticscholar.org/paper/Reflections-on-the-nature-of-pragmatic-failure-Yan-Li-ming/3065ee0d36527c29c4d5937d7e52cc636d966c35.

[22] J. Thomas, "Cross-Cultural Pragmatic Failure," *Applied Linguistics* 4, no. 2 (1983).

[23] G. Brown and G. Yule, *Discourse Analysis* (Cambridge: CUP, 1983).

[24] Frank Parker, *Linguistics for Non Linguist* (London: Taylor and Francis, 1986).

the quantity of information that must be presented: 1. In your contribution, include every bit of information that's possible (for the purpose of the present exchange). 2. Don't provide greater detail in your essay than really essential. In response to the Maxim of Relationship, commitment should "Be pertinent" to the interaction.

A definition provided by Huang, a "presupposition is an assumption or statement that's true is predicated in the speech of a sentence."[25] Keenan classified presuppositions into pragmatic and semantic presuppositions, albeit precisely both of these kinds of presuppositions ought to be merged had been debated by multiple scholars in the following decade.[26] Levinson characterized pragmatic presumption simply the link between a speaker and the suitability of the punishment in a specific setting. The conventions of taking turns in speech are the prerequisites for language interaction.[27] Abusch's revolutionary respond to advances the notion that straightforward presuppositions are equivalent in common knowledge.[28]

Pragmatic Competence in EFL Learning

Effective communication in the target language requires pragmatic comprehension and production. Instead of being proficient and academically perfect, students who study EFL address multiple challenges in understanding and executing successful communication in the target language. For efficient communication, it is vital to have understanding of the target culture and social norms, along with grammatical ability, since the intended meaning can't be conveyed and determined with no the context of society and culture within the language of the intended recipient.[29] In the words of Hui Chin Lin, pragmatics can pay greater consideration on the obstacles of interacting internationally for people of all backgrounds during learning and instruction.[30] For L2 learners, pragmatic competence is usually obtained in educational circumstances.[31] At that point, educational environments have shortcomings in an assortment different way.[32] The EFL/ESL educational environment can limit pragmatics acquisition and teaching in a wide range of ways. At the outset, due to the predominant position of structural schedules in the ESL/EFL setting, micro-level grammatical correctness takes preference over

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[25] Y. Huang, *Pragmatics* (Oxford: Oxford University Press, 2007).

[26] Elinor Ochs Keenan, "The Universality of Conversational Postulates," *Language in Society* 5, no. 1 (April 1976), https://doi.org/10.1017/S0047404500006850.

[27] S. Levinson, *Pragmatics* (Cambridge: Cambridge University Press, 1983).

[28] Dorit Abusch, "Lexical Alternatives as a Source of Pragmatic Presuppositions," 2002.

[29] Kasper and Roever, *Pragmatics in Second Language Learning. In Eli Hinkel (Ed.). Handbook of Research in Second Language Teaching and Learning*.

[30] Grace Hui Chin Lin, "The Significance of Pragmatics," *Online Submission*, vol. 3, 2007, https://eric.ed.gov/?id=ED503682.

[31] Wang Xue Fei, *Pragmatics Perspective of Teaching Reading in High School* (China Normal University (People's Republic of China), Publishing, 2010).

[32] V. LoCastro, *Pragmatics for Language Educators: A Sociolinguistic Perspective* (New York: Routledge, 2012).

broad categories pragmatic consistency.[33] Second, there are relatively not many chances for socializing in the English as a Foreign Language (EFL) setting since language is viewed more as a thing than a tool to express oneself.[34] Third, the instructional setting has grown used to a number of speech acts that cannot totally develop language students for communicating swiftly in the community of target languages.[35] In the end, within the EFL the surroundings, educators are the most important source for guidance for EFL/ESL learners. Regardless, non-native educator communication possesses multiple features.

Previous Studies

The research investigation of the instruction and acquisition of second languages has a significant pragmatics basis.[36] It has proven an essential characteristic of language learners in L2. The vast majority of the remaining research regarding this subject has focused on multiple pedagogies in English teaching and learning, as well as methods to integrate practicality into language classes education. Professionals in the instruction and acquisition of languages such as English as an additional language have proven all through time that comprehending the level of practical ability experienced by pupils in the context of Pakistan students who are learning EFL is essential to creating coursework for teaching pragmatic competence. As a result, this study examines this issue and drives the case ahead with the goal to acquire more insight. The present research seeks to explore the pragmatic competence level among Pakistani students who have been classified as second-language learners or speakers, in addition to the impact of ethnicity and educational institution in determining their functional competency level. In regard to institution type, the findings indicate significant variations in cognitive and communicating acts. The contextual procedures indicate no modification depending on the sort of school.

The ability to communicate in a foreign language with the intended meaning has been studied by Retnowaty.[37] The study's goal is to describe the pragmatic competency of Indonesian EFL learners. The descriptive qualitative approach was used in this investigation. The people who took part were EFL learners, especially first-year undergraduates from Balikpapan College focusing in math and Safety and Health in the Environment. In addition, a pragmatic assessment

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[33] K. Bardovi-Harling et al., *Developing Pragmatic Awareness: Closing the Conversation*, 1991.

[34] D. Boxer and L. Pickering, *Problems in the Presentation of Speech Acts in ELT 17 Materials: The Case of Complaints*, 1995.

[35] C. J. Kramsch, *The Applied Linguistic and the Foreign Language Teacher: Can They Talk to Each Other? ING. Book & B. Seidlhofer (Eds.), Principles and Practice in Applied Linguistics* (Oxford: Oxford university press, 1996).

[36] Ayman Riheel Alnaas Taha et al., "The EFL Students' Pragmatic Competence Level in Pakistan," *International Journal of Social Science, Education, Communication and Economics (SINOMICS JOURNAL)* 1, no. 2 (May 29, 2022), https://doi.org/10.54443/sj.v1i2.14.

[37] Retnowaty Retnowaty, "Pragmatic Competence of Indonesian EFL Learners," *JELE (Journal of English Language and Education)* 3, no. 2 (December 19, 2017), https://doi.org/10.26486/jele.v3i2.260.

taking the shape of several-choice the DCT was implemented to evaluate the pragmatic competency of the learners. The majority of students show moderate pragmatic competence in the involvement and spoken word components, depending to the assessment. Despite background culture typically constitutes an important concern for us, it is controllable with substantial collaboration and practical understanding both the person who speaks and the person listening. As a consequence, although English remains an additional language in Indonesia, we ought to enhance our pragmatic aptitude in daily interactions by an assortment of English exercises.

Chen, J. examines significant theoretical research on BELF, also referred to as Business English as a primary language, and evaluates its pragmatic features.[38] The study requests for a reassessment of pragmatic competence in the framework of BELF, in addition to an overhaul of the institutional features of BELF encounters and the functioning of pragmatic skill, pragmatic tactics, and consciousness in this environment.

RESEARCH METHODS

A wide range of pertinent books and library resources were used to produce this study. According to George, "library studies, like its twin, academic experiment, involves a sort of organized investigation with specified instruments, regulations, and tactics."[39] The present investigation covered three fundamental library research systems: (a) checking reference resources and exploring the form of databases, (b) finding and using sources of information, and (c) reviewing resources in accordance with the study's goals. This article examines a range of studies on pragmatic competency on EFL learners in Indonesia and other nations as research data. The writer conducted a thorough review of the scientific literature on pragmatic competency research performed in the Indonesian setting employing any publicly accessible digital search engines with the objective to tie together divergent fragments of data and get the accurate data.

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[38] Jialiang Chen, "A Review of Pragmatic Competence in BELF Interactions," *International Journal of English Linguistics* 11, no. 6 (October 26, 2021), https://doi.org/10.5539/ijel.v11n6p98.
[39] M. W. George, *The Elements of Library Research: What Every Student Needs to Know* (Princeton: Princeton University Press, 2008), 1.

RESULTS AND DISCUSSION

No.	Author	Research & Method	Focus	Result
1.	Retnowaty (2017)[40]	A descriptive qualitative technique was used, as well as a DCT assessment to measure the participants' pragmatic competence.	assessing the participant's practical competency in light of her prior knowledge and experience.	Students demonstrate a lack of pragmatic skill in involvement and the act of speech aspect. When it pertains to indirect criticism via implicature, students tend to be unreliable. Students in the speech act course learn the fundamentals of speech act and how to connect with others as well.
2.	Zughaibi (2022)[41]	Twelve closed Likert-type items were included in a quantitative research design, along with participant demographic data.	Examine the pragmatic knowledge and methods of instruction of non-native English as a Second Language teachers in Saudi Arabia who have various credentials and cultural experiences.	The majority of the language instructors were aware of PC. However, there were also a few distinctions in their perspectives on the significance of pragmatics in classroom instruction and learning, as well as in the real pragmatic methods of instruction.

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[40] Retnowaty, "Pragmatic Competence of Indonesian EFL Learners."

[41] Zughaibi, "The Barefoot Shoemaker's Son."

3.	Riheel Alnaas Taha, et.al (2022)[42]	A quantitative evaluation technique; a DCT evaluation of the respondents' pragmatic competency	examines the influence of gender and the type of school to the pragmatic knowledge competency level of Pakistani students who are L2 learners or speakers, as well as the level of pragmatic competence of these students.	Speaking of discussing acts versus implication, there is a clear distinction. The situational routines show no changes based on the sort of school.
4.	Al Khadhmi & M. B (2022)	A quantitative method of analysis	looking at the pragmatic understanding of Yemeni non-native speakers of English (YNNSs) to comprehend colloquial implication (CI) and presupposition in the desired language.	The results of this research showed that Yemeni NNSs considered it more challenging to understand the pragmatic purposes of contextual speeches compared to what they did to understand linguistic stimuli.
5.	Brubaek (2013)	A qualitative descriptive technique was used, as well as a DCT assessment to measure the respondents' pragmatic competence.	Examine the pragmatic English proficiency of Norwegian EFL students at the VG1 level, as well as their grasp of politeness and their capacity to use it in a variety of situations.	In classrooms where EFL is taught, pragmatic skill is undervalued. They voiced concern about imparting pragmatic competence and indicated that other components of spoken language,

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[42] Taha et al., "The EFL Students' Pragmatic Competence Level in Pakistan."

				including grammar, comprehension, and written form, proved more essential.

When it comes to research design, the information provided above provides in-depth details on pragmatic practices studies conducted by researchers in the context of EFL learning in various nations. In general, the investigations took different kinds of methodologies. Some use an alternative theme and device, such as an assessment exam and qualitative analysis.[43] While Al Khadhmi, Riheel Alnaas Taha et al, and Zughaibi applied a quantitative method. As a result, implementing qualitative research methods could end up in a more thorough investigation of a phenomenon.[44,45] The outcomes of the review revealed that roughly all of the investigations used strategies associated with descriptive qualitative approaches, according to the data findings. The examinations are outlined in depth. The bulk of these studies used qualitative research approaches because almost all of them centered on characterizing L2 practical skills with respect to level and examination, whilst one worked on grading learners' cross-cultural awareness as observed in the learning environment throughout a meeting. The majority of the studies utilized the qualitative method on the types of involvement in educational settings and the impact of developing multicultural awareness on pragmatic knowledge in EFL acquiring knowledge, which were followed by a further three publications that looked at different results with quantitative techniques.

The connection within pragmatic capacity and second-language learners communication, that could be amongst instructors and pupils or in between students and classmates in EFL learning, highlighted the vital role of pragmatics in the advancement of second- and foreign-language acquisition. Because pragmatic understanding is concerned with comprehending how language interacts with the environment in which it is utilized. Retnowaty observed that English as a Foreign Language students exhibit poor ability to produce in their present study.[46] The majority of learners exhibit extremely inadequate pragmatic ability in implication and the spoken element. Even if our cultural backgrounds are typically a challenge for us, they can be overcome with good cooperation and a knowledge of pragmatic issues between the speaker and the hearer. Another noteworthy issue connected to pragmatic competence is Riheel Alnaas Taha et al.,

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[43] Retnowaty, "Pragmatic Competence of Indonesian EFL Learners."
[44] Taha et al., "The EFL Students' Pragmatic Competence Level in Pakistan."
[45] Zughaibi, "The Barefoot Shoemaker's Son."
[46] Retnowaty, "Pragmatic Competence of Indonesian EFL Learners."

despite the fact that they employed DCT evaluation, the findings failed to demonstrate any variations for the sort of school.[47]

Pedagogical Implication

The acquisition of pragmatic competence ought to concentrate on developing language awareness and understanding of English as the target language (L2). In this case, educators should be knowledgeable, innovative, and mindful whenever they relate to employing instructional resources (textbooks), instruction in learning, and the method of assessment deploying English as the language of target.[48] In keeping with this assertion, the shift in the teaching paradigm from teaching to learning encourages a teacher to be conscious of the role of target culture in the classroom. What is being taught is inevitably constantly tied to the intended culture of the language being studied (English). Each lesson, as indicated by Mahmoud and Siegel, pertains to a certain thing, while that everything is culturally.[49,50] Additionally, Yang & Li and Tin pointed out that acquiring about others and environment must be learned if somebody wants to become proficient in their native tongue.[51,52] Therefore, in order to acquire a language successfully, it needs to be imparted alongside with the cultural setting and take account of its multitude, complexity, and influence.

CONCLUSION

A few recommendations are developed according to the review results and discussion. Initially in recent study designs, the exhibit of actual research on pragmatic competence in EFL instructional settings has connections to descriptive qualitative approaches bolstered by Creswell qualitative that delve more deeply and providing more detail upon the phenomenon, along with all three investigations employed the quantitative approach.[53] The interpersonal skills of learners learning EFL are additionally enhanced by the consequences of pragmatic competence. a study by Al Khadhmi and M. B, one faces greater difficulties in comprehending the pragmatic objectives of situational expressions than lexical stimuli. As a consequence, it is more desirable to keep moving forward with certain points for enhancement, such as educating EFL student

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[47] Taha et al., "The EFL Students' Pragmatic Competence Level in Pakistan."

[48] N. S. Snodin, "Rethinking Culture Teaching in English Language Programmes in Thailand," *RELC Journal*, 2016, https://doi.org/10.1177/0033688215609231.

[49] Montasser Mahmoud, "Culture and English Language Teaching in the Arab World," *Adult Learning* 26 (March 17, 2015), https://doi.org/10.1177/1045159515573020.

[50] Aki Siegel, "What Should We Talk about? The Authenticity of Textbook Topics," *ELT Journal* 68, no. 4 (October 1, 2014), https://doi.org/10.1093/elt/ccu012.

[51] W. Yang and H. Li, "Changing Culture, Changing Curriculum: A Case Study of Early Childhood Curriculum Innovations in Two Chinese Kindergartens," *Curric. J.* 30, no. 3 (2019).

[52] Tan Bee Tin, "A Look into the Local Pedagogy of an English Language Classroom in Nepal," *Language Teaching Research* 18, no. 3 (July 1, 2014), https://doi.org/10.1177/1362168813510387.

[53] Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approached*.

consciousness before they start mastering a foreign language and enabling pragmatic competence as well as pragmatic a component within it as these influences how well they communicate within as well as outside of the educational setting.

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