

A Study on Enhancement of Language Competence Through Pragmatic Practices

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Abstract—English is unquestionably an international tongue, and it is now more significant than ever due to its widespread use. Students must communicate in English both for academic and professional purposes. To meet the diverse learning demands of Indian students from various age groups, social backgrounds, and cultural backgrounds, a variety of teaching strategies are observed and used. The Grammar Translation method, used up until the 1970s, was teaching linguistic forms and structures with the goal of enhancing grammatical proficiency through memorization of rules, to comprehend the syntax of the second language. However, it disregards the significance of linguistic and socio-cultural factors. Direct utterances hardly ever have room for concealed or suggested meanings when learning linguistic competence, like grammar. However, in normal conversation, speakers typically convey the majority of communicational material through inference rather than explicit language. Having a conversation without using implicit meaning is actually impossible. As a result, it is important to examine an utterance's pragmatic potential or any context-specific latent meanings. In other words, pragmatics is the study of communicative behavior in a socio-cultural context since every utterance is not isolated and has socio-cultural implications based on the goal and manner of speaking. Conversation, debate, and many forms of discourses are examples of communication actions whereas speech acts are requesting, addressing, inviting, apologizing etc. This paper focuses on students' self-learning abilities and various methods that enhance their pragma- linguistics.

Index Terms—pragma linguistics, socio-cultural context, self-learning, communication and syntax

I. INTRODUCTION

English has developed into a universal language that predominates in all interactions, whether they be social or professional. One cannot fathom the world without it because of its essential significance. One and a half billion people use English as a spoken or written language, with 350 million of those individuals using it as their mother tongue and the remaining 1.2 billion using it as a foreign or second language. Braj Kachru illustrates the categorization of English dialects in the diagram below using three circles.

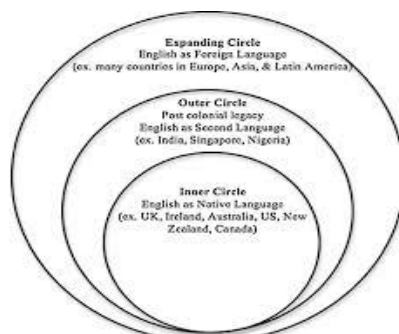


Figure 1 The 'three circles' of the English Family

II. PRAGMATICS

Crystal (1997) defines - "Pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter while using language in social interaction and the effects their use of language has on other participants in the act of communication" (p.240). Pragma-linguistics refers to the tools used to transmit relational or interpersonal meanings as well as communicative behaviors. These tools include routines, a wide variety of linguistic forms, pragmatic tactics including directness and indirectness, and pragmatic techniques that can enhance or soften communication acts. For instance, the contrast in softness between the phrases "Pen, please!" and "Would you mind lending your pen?" clearly demonstrates the difference in attitudes and social interactions.

The pragmatic capacity of non-native speakers is one crucial component that cannot be overlooked easily, and without it, one's language appears to be nothing more than a linguistic utterance. "In Bachman's model, 'language competence' has two components - 'organizational competence' and 'pragmatic competence'. Knowing how to organize language elements into sense groups at the levels of sentences (also known as "grammatical competence") and discourse (also known as "textual competence") is known as organizational competence. Illocutionary competence and sociolinguistic competence are subcategories of pragmatic competence. Illocutionary competence is the understanding of how to attain communication goals through nonverbal or silent means. The ability to utilize language effectively in relation to the situation is referred to as sociolinguistic competence. As a result, it entails the capacity to decide which communicative acts to use and how best to carry them out based on the 'conversational contract's' state at the time" (Fraser, 1990, p.221).

In the Indian context, no research has been conducted in this area and the understanding of the practicality of the branch of linguistics has to be taken up seriously. A linguistic structure may fit in a situation whereas its presence is not when the receiver's intention or culture don't match. In India, much of the language learning is just focused on communication skills such as listening, speaking, reading and writing.

III. ORIGIN OF THE PROBLEM

The need for this kind of study became apparent when the researcher encountered multiple instances when the speaker thought the response was appropriate but not pragmatically. One such instance is when a colleague was questioned about certain information and he simply said, "I don't know." Though it accomplished the objective of a question and response, the answer would be highly appropriate linguistically for the question, but it falls short of the standards for courteous exchanges. The response is appropriate and polite in the speaker's mother tongue. Nevertheless, the speaker's pragmatic English competence has to be focused on, as can be seen in the undergrad classrooms where the researcher works. Nevertheless, they only read the required texts, and in a classroom where the teacher speaks most of the time, pupils only have a passive role. Graduating from a variety of fields, a large number of students are pursuing further study or looking for work. Thus, graduating is crucial to a person's profession. Therefore, having effective communication skills that work in both formal and informal settings is essential for success in the competitive world. The task is made simple by a good communicator. For the study, 250 students were chosen as a sample. They are chosen at random, and participating is at their own discretion.

Soft skills training programmes are offered in many engineering and under graduate colleges to prepare students for on-campus hiring. It is clear from this that academicians recognised the students' lack of competency. However, because the level of students' proficiency is only assessed by final exams, teachers are constrained to the approved texts and focus mostly on teaching grammar and vocabulary. There is language study laboratories set up, as well as activity sessions with relatively little conversation practise and expressions, like role plays or scenario dialogues, group discussions, debates, mock interviews, etc.

Even though extensive research in this area has been done widely, there is still plenty to learn and explore in our own country. Various regions are engaged in promising research projects, but literature and communication skills have received the majority of attention. Even though teaching pragmatics is necessary but isn't being done, students today need to communicate effectively.

IV. RESEARCH DESIGN

The instruments used in the research methodology for designing the study include a questionnaire, a task requiring students to complete a discourse, discussions with students at different points, assessments of students' pragmatic competence in relation to particular speech acts, the strategies they use to learn language, along with their identification of it. The objective of this descriptive research study was to examine the pragmatic learning practises of undergraduate students. Quantitative data was collected and categorised for the study's evaluation. This study creates new avenues of research in the discipline of applied linguistics. Data were gathered at a variety of engineering colleges, as well as arts and science degree institutions that were chosen at random, with the assistance of the faculty on the premise of not interfering with class work. Prior to meeting, they provided a thorough explanation of the questionnaire. Two autonomous engineering colleges and two non-autonomous engineering colleges that adhere to the curriculum and syllabus provided sample students for this study. Since they had already completed their English studies in their prior years, the students were in their final year of the programme. This made it possible for them to learn enough English so that they could engage in the study and contribute to the analysis of their English language competency levels.

Participants willingly agreed to participate in the study, and they were made aware of the purpose of the test. No student personal information was gathered throughout this procedure. There were 258 students who participated in the questionnaire and discourse completion tasks. Of those, 247 questionnaires were used for the study, and the other 11 were discarded because the data was insufficient.

The quantitative data in the paper were acquired via closed-ended Likert scale questions and responses, while the qualitative data came from Discourse Completion Tasks (DCTs), conversations the researcher had with other teachers of other disciplines as well as with students in general. The study was carried out outside regular business hours. The Statistical Package for the Social Sciences (SPSS) Version 17 was used to code the obtained data, assign numbers, and conduct analysis.

To achieve the study's objectives, the obtained data was coded in accordance with two themes, from which the following two emerged:

1. The function of curriculum and instructors in helping students understand pragmatics
2. Knowledge of the methods used in English language instruction.

In the questionnaire, the first section provided demographic information about the students. The raw data were grouped and statistically transformed into a table reporting frequency and percentages. In the second section, 14 closed ended questions used Likert rating scale. The third section comprises 6 objective type questions to check the students' level of pragmatic competence. The questions were framed based on the real time situations. The answers were selected based on the level of appropriateness students consider for the given question. A mean score equal or above 3.50 means strong degree of impact ($3.50 \leq M \leq 5.00$ = strong); a mean score equal or above 2.50 but below 3.50 was interpreted as having a moderate impact ($2.50 \leq M < 3.50$ = moderate), and a mean score below 2.50 was considered as having a weak degree of impact ($M < 2.50$ = weak). Percentages, means, and standard deviations were used to analyze these statements. Results were presented in tables and figures, as well as described in words.

In the fourth section, the Discourse Completion Tasks (DCTs) in written form were employed in an aim to collect data about students' pragmatic knowledge and the level of pragmatic competence as well as their practices. They don't require interaction which indirectly reveals a participant's accumulated experience within a given situation (Thus, WDCTs represent highly constrained instruments of data collection. The 8 situations were adapted from the real life examples which were the models studied from other works. The three selected speech acts of refusal, compliment response, and apology were applied in DCTs.

V. EVALUATION OF THE DATA

Using SPSS version 17, the information gathered from 247 students from various colleges in the form of questionnaires was thoroughly coded and examined. The method of random sampling was used to choose the students. Two themes were described in research methodology and were found in the questionnaire. The questionnaire was divided depending on the questions. The demographic information for the first portion, represented in table 1, was gathered from several colleges. The selection of the questions took into account the needs of the research. Items including the student's gender, their preferred teaching method, the number of English courses they took before graduating, if they have access to the internet at home, and how frequently they watch English programs on television.

TABLE 1
DEMOGRAPHIC DATA

<i>Items</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Gender</i>		
Male	111	44.9%
Female	136	55.1%
<i>Medium of Instruction</i>		
English	226	91.5%
Telugu	21	8.5%
<i>Course in Graduation</i>		
Engineering	160	64.8%
Arts and Sciences	87	35.2%
<i>Number of Completed English Courses</i>		
One	24	9.7%
Two	153	61.9%
Three	26	10.5%
More than 3	44	17.8%
<i>Availability of Internet at home</i>		
Yes	207	83.8%
No	40	16.2%
<i>English Channels or Programmes</i>		
Yes	219	88.7%
No	28	11.3%

Male participants (N=111) and female participants (N=136), or 44.9% and 55.1% respectively, of the student body, supplied their personal demographic information. The bulk of the participants (91.5%) had English as their primary language of instruction since they were young. Graduates in engineering, the arts, and the sciences participated at rates of 160 and 87, respectively. The following query concerns the number of English courses taken as part of the graduating degree, with 61.9% of the students having taken two courses and 17.8% having taken more than three. There are advantages to having access to more resources and content on the World Wide Web at home, and more students (N=207) than ever before watch English-language programs or channels 88.7%, while the rest do not.

Responses from students to Closed-Ended Questions

The following component of the survey consists of 14 questions using a Likert-Scale format to evaluate students' judgments of language usage and pragmatic skills. The themes drawn from the study were used to group the questions.

The questions in this table attempt to glean information regarding how students view language learning both within and outside of the classroom, as well as the role that teachers play in it. The theme of this table is "Role of Courses and Teachers in Learning Pragmatics."

The researcher's preparation of the generic and straightforward questions was aided by the conversations she had with teachers and students both within and outside of the classroom.

These issues are covered by the aforementioned theme.

- What exactly do you do in an English class?
- What is it that you wish to learn about English the most?
- How do you learn languages outside of the classroom?

TABLE 2
ROLE OF COURSES AND TEACHERS IN LEARNING PRAGMATICS

<i>Question</i>	<i>SD</i>	<i>D</i>	<i>N</i>	<i>A</i>	<i>SA</i>	<i>Mean</i>	<i>Standard Deviation</i>
<i>Q11 Frequency</i>	8	6	13	106	114	4.2632	.91486
<i>Percentage</i>	3.2%	2.4%	5.3%	42.9%	46.2%		
<i>Q13 Frequency</i>	2	6	47	110	82	4.0688	.83088
<i>Percentage</i>	0.8%	2.4%	19.0%	44.5%	33.2%		
<i>Q14 Frequency</i>	–	10	47	115	75	4.0324	.81085
<i>Percentage</i>	0%	4%	19%	46.6%	30.4%		
<i>Q15 Frequency</i>	4	7	58	106	71	4.0526	1.87876
<i>Percentage</i>	1.6%	2.8%	23.5%	42.9%	28.7%		
<i>Q16 Frequency</i>	3	7	47	123	67	3.9879	.82876
<i>Percentage</i>	1.2%	2.8%	19.0%	49.8%	27.1%		
<i>Q18 Frequency</i>	17	31	68	87	44	3.4453	1.12801
<i>Percentage</i>	6.9%	12.6%	27.5%	35.2%	17.8%		
<i>Q20 Frequency</i>	73	48	34	46	46	2.7733	1.50515
<i>Percentage</i>	29.6%	19.4%	13.8%	18.6%	18.6%		

Note: SD= Strongly Disagree, D = Disagree, N= Neutral, A= Agree, SA= Strongly Agree

According to the results of question 11, 114 students (46.2%) strongly agreed that having a voice in the class discussion will be to their advantage, and 42.9% of students agreed. The reported impact level was higher (Mean=4.2632). Students think that participating in classroom activities rather than simply listening to the teacher is detrimental. Teachers should act as facilitators and encourage active participation from students in all learning activities.

With a mean score of 4.0688 from the agreement of 110 students and 82 students strongly agreeing to it, Question 13 reported a larger degree of influence; the corresponding percentages are 44.5% and 33.2%. A significant portion of students think that teachers should teach them interpersonal communication skills in the classroom and their belief in the teachers' responsibility is larger and should be taken into account. Therefore, the position also includes assigning assignments and leading activities that aid in their realization of their linguistic shortcomings and aid in their undoing of ingrained habits.

With a mean of 4.0324 and a percentage of 46.6% agreeing and 30.4% strongly agreeing, students were asked to rate the impact of teaching difficult language structures in the mother tongue. This was the emphasis of question 14, and the results showed a larger degree of impact. When dealing with issues that pupils perceive to be extremely challenging to understand, the importance of the mother tongue cannot be overlooked. But doing this for an extended period of time in a classroom is not advised. Students frequently rely on mother tongue intervention since it is a much more comfortable instrument to use. For instance, a teacher reading a notification that is also in English can be considered a language-learning opportunity.

In response to statement question number 15, 42.9% of students agreed, and 28.7% strongly agreed, that classroom activities assist students improve their language skills. However, 23.5% of students, or 58 students, disagreed. With a mean score of 4.0526, it has a greater degree of influence. This shows that pupils are content with their assignments in the classroom, but the opinions of the neutral group of 58 students should also be taken carefully because education is not intended for just one group of students.

A proportion of 49.8%, or 123 out of the total participants, agreed that the priority of the English classroom should be on teaching and practicing communicative language, while 67 students (or 27.1%) strongly agreed. The effect level is higher here, at 3.9879 (Mean), yet 47 (19%) students chose to remain neutral. Therefore, we can conclude that simply teaching grammar won't help people learn languages; they require additional practice with exercises based on real-world scenarios.

In the past, employees, students, and housewives crowded traditional spoken English sessions in an attempt to acquire the language quickly—which is virtually impossible—where they were primarily taught stock phrases to be used in specific contexts. However, the sharp drop in their company recently indicates that they were unsuccessful in doing so, and there are plenty of free resources and colleges that have made communicative competence a priority. However, when such a question was posed, a moderate influence of 3.4453 Mean values was noted. A Smaller amount of pupils, 35.2%, agreed to it, and 17.8% strongly agreed, which is less than the percentage of students who couldn't explain it. Students who strongly disagreed with the statement are 17 (6.9%) and 31 (12.6%) respectively.

According to the results of question 20, 73 students (29.6%) strongly disagreed with the statement that the English course required for graduation serves as an exam preparation tool, while 19.4% of students agreed. They therefore believe that the English course must offer more than what their textbook recommended. The moderate influence of a mean value of 2.7733 is felt closer to the lower interval. A sizable portion of the 92 total students agreed and strongly agreed with the statement, while 13.8% of the students were undecided.

The researcher attempts to determine the students' understanding of the language learning practices they encountered during the course of language learning in this table 3, which addresses the theme Understanding of the practices in English language learning. This table provides data for questions that connect to the theme, and the questions from the conversations are also included below.

- What suggestions do you have for learning English?
- When learning English, what skills do you hope to hone the most?

TABLE 3
UNDERSTANDING OF THE PRACTICES IN ENGLISH LANGUAGE LEARNING

Question	SD	D	N	A	SA	Mean	Standard Deviation
Q7 Frequency	6	17	59	115	50	3.7530	.93690
Percentage	2.4%	6.9%	23.9%	46.6%	20.2%		
Q8 Frequency	1	5	24	86	131	4.3806	.77624
Percentage	0.4%	2.0%	9.7%	34.8%	53.0%		
Q9 Frequency	4	17	69	115	42	3.7045	.88672
Percentage	1.6%	6.9%	27.9%	46.6%	17.0%		
Q10 Frequency	4	18	57	111	57	3.8057	.92980
Percentage	1.6%	7.3%	23.1%	44.9%	23.1%		
Q12 Frequency	5	19	68	97	58	3.7449	.96889
Percentage	2.0%	7.7%	27.5%	39.3%	23.5%		
Q17 Frequency	2	11	34	122	78	4.0648	.83851
Percentage	0.8%	4.5%	13.8%	49.4%	31.6%		
Q19 Frequency	20	29	77	92	29	3.3279	1.08657
Percentage	8.1%	11.7%	31.2%	37.2%	11.7%		

Note: SD= Strongly Disagree, D= Disagree, N= Neutral, A= Agree, SA= Strongly Agree

The majority of the students, 115 (46.6%), agreed with the statement that practicing grammar, vocabulary, and pronunciation is equivalent to learning a language, according to question 7, but 23.9% of the students (N=50) disagreed, which is slightly higher than the percentage of students (20.2%) who agreed. The data's Mean = 3.7530 influence is more pronounced. The data reveals that students' understanding of the importance of pragmatic competence, which is equally vital to linguistic knowledge and is heavily stressed in lectures and subsequent exams, is lacking. In fact, the majority of hiring organizations and businesses continue to require students to take linguistic proficiency exams such as grammar test, vocabulary test, etc. However, pragmatic competence makes them understand the exact context.

More than half of the students, or 53.0% (N=131), strongly agreed that pragmatic knowledge is very essential and is good for their professional growth and higher studies as well, according to the report from the eighth question. It also

boosts their self-confidence. While 9.7% of the students disagreed with the statement, 34.8 students agreed with it. It was conceived that 4.38.16 members had a greater impact. They thought that interacting with others was crucial. When students were asked whether they could identify their lack of practical knowledge in any situation in question number 9, 46.6% of students (N=115) agreed, and 17.0% (N=42) strongly agreed. However, a sizeable portion of students (27.9%) remained neutral, possibly because they did not want to share the information. According to a report, language proficiency alone will not result in communicative competence. It is impossible to persuade someone with feeling if the words used do not fit the social situation.

In response to question number 10, 44.9% of students agreed, and 23.1% strongly agreed, that the courses required for graduation offered opportunities to advance communication skills. However, 23.1% of the students had no opinion on the matter. With a mean of 3.8057, it has a greater influence. However, the larger classes, strict deadlines for finishing the curriculum, and final exams make it impossible for teachers to give much authentic content in the classrooms. The majority of the activities are carried out in lab sessions, where it does not happen very often for each student to receive a turn.

When asked (no. 12) if they were aware of the resources available to learn English independently, 39.3% of the students agreed, and 23.5% of the students strongly agreed. However, 27.5% of students didn't reply, indicating that they either didn't know them or don't seek it online. With a mean that is little higher than the lower interval taken into account, 3.7449, the influence is stronger.

When asked whether reading literary works and picking up language can help students become more pragmatically competent, the majority of students—49.4% (N=122)—agreed, and 78 students (31.6%) strongly agreed. It reports a higher impact level of 4.0648. The question was included because most professors advise their pupils to study well-known works of literature so they can access and absorb language in a variety of contexts.

According to the data from question 19, 37.2% of students and 11.7% of students strongly agreed that they first consider the issue in their native tongue before translating it into spoken English. Twenty students strongly disagreed with it, and the same number of students (N=29) did as well. A moderate level of influence, with a mean value of 3.3279, was identified. 31.2% of the kids were in the middle of the spectrum. These statistics demonstrated that a sizable portion of pupils were influenced by their mother tongue, which led to grammatical errors and cultural influences on their language, which obviate the need for pragmatic errors to occur.

Students' pragmatic competence was examined in this area of the questions by having to respond to situations that were posed, such as saying you're sorry for the error, thanking someone, asking for directions, responding to an inquiry, responding to a request, and responding to a reason. Students' only responsibility was to choose one of the four options to determine whether the question's response was appropriate. This is how the alternatives were presented.

1. Very Appropriate 2. Appropriate 3. Inappropriate 4. Completely inappropriate

The results of this test, which was designed to ascertain their level of communicative proficiency, are shown in table 4 below. For the questions, see appendix II.

TABLE 4
RESPONSE QUESTIONS

<i>Responses</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>Mean</i>	<i>Standard Deviation</i>
<i>Apology</i>	14	53	126	24	2.8907	.80660
	5.7%	21.5%	51.0%	21.9%		
<i>Thankful</i>	16	84	111	36	2.6761	.80165
	6.5%	34.0%	44.9%	14.6%		
<i>Direction</i>	14	96	115	22	2.5870	.73218
	5.7%	38.9%	46.6%	8.9%		
<i>Inquiry</i>	12	51	160	24	2.7935	.67616
	4.9%	20.6%	64.8%	9.7%		
<i>Request</i>	8	91	118	30	2.6883	.72414
	3.2%	36.8%	47.8%	12.1%		
<i>Reason</i>	24	89	106	28	2.5587	.81873
	9.7%	36.0%	42.9%	11.3%		

In response to an apology

A passenger was injured when Chaitanya's large bag, which was resting on the bus shelf, fell on them.

The passenger exclaimed: Oh my gosh! And what is that?

Chaitanya: It is my bag. It's all right.

126 students chose the choice for the aforementioned question as improper, and 24 students thought it was really inappropriate, yet 21.5% (N=53) of students identified the option as appropriate. The mean value was 2.8097, which was moderate.

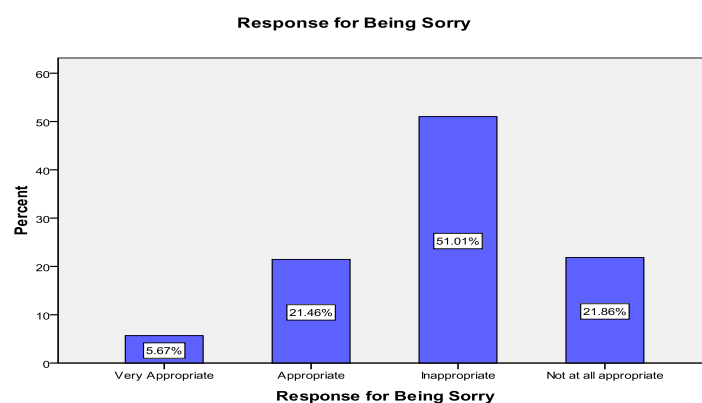


Figure 2 Bar Graph Representing Students' Response for Apology

Response to a thank-you

B. Your friend thanked you for lending him your pen.

Friend: Thank you very much.

You: Sure.

In response to this question, the majority of students (44.9%) chose improper, while 14.6% chose not at all acceptable. However, 6.5% of students chose extremely appropriate, while 34.0% chose appropriate. A value of 2.6761 indicated a significant degree of influence.

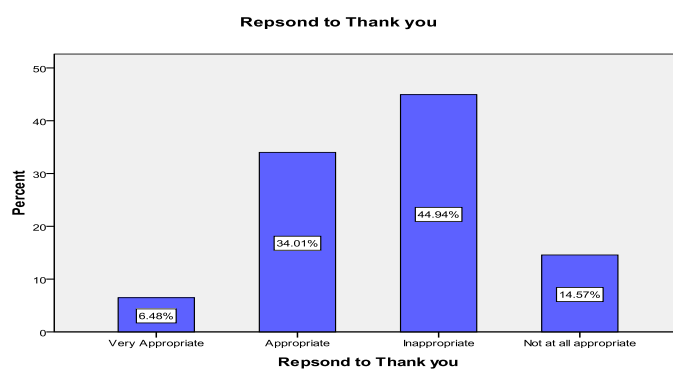


Figure 3 Bar Graph Representing Students' Response to Thank You

Response to direction

C. An elderly woman reached you and enquired an address which you were not aware of.

Elderly Woman: Excuse me. Where would I find this address?

You: Sorry, I don't know.

Most of the students, i.e., 46.6% opted inappropriate, 38.9% answered appropriate, and 8.9% chose not at all appropriate. The mean was reported with a moderate degree of impact.

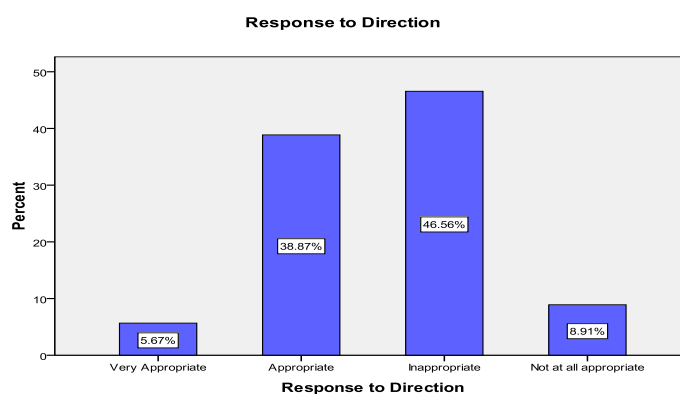


Figure 4 Bar Graph Representing Students' Response to Direction

Response to inquiry

Your teacher met you in the corridor of the college and asked the whereabouts of one of your classmates.

Teacher: Chaitanya. Did Ravi come to college today?

You: He skips college every day.

The answers recorded for this question were like 160 students responded as inappropriate and only 9.7% (N=24) as not at all appropriate whereas 20.6% of students answered as appropriate. The mean reported a moderate degree of impact at 2.7935.

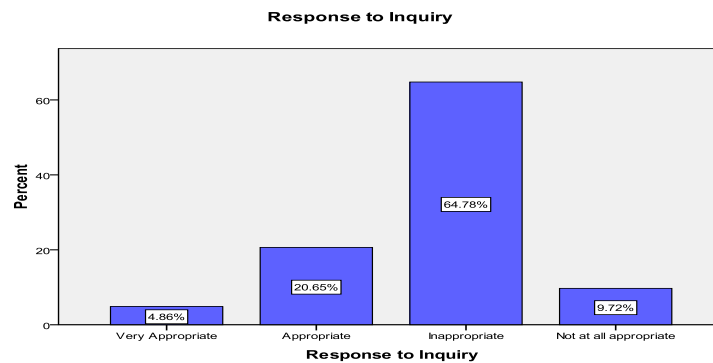


Figure 5 Bar Graph Representing Students' Response to Inquiry

Response to request

b. You, with your colleagues went to a hotel for lunch. Kumar who sat next to you could not reach the salt and requested it from you.

Kumar: Could you just pass the salt, please?

You just passed the salt without responding.

The answers were that a significant share of students i.e., 47.8% answered it as inappropriate, but a considerable number 36.8% opted appropriate. A moderate degree of impact was reported, Mean = 2.6883.

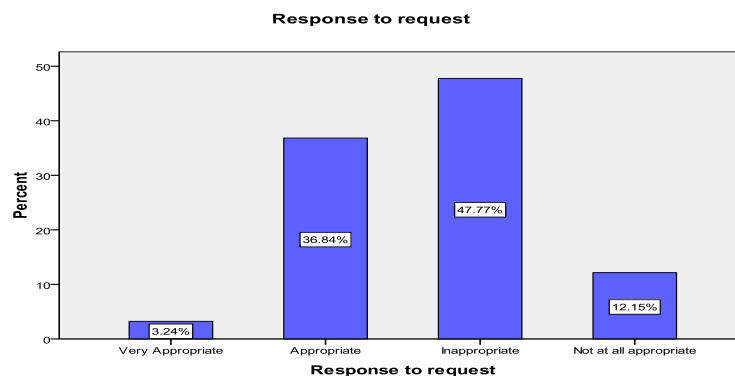


Figure 6 Bar Graph Representing Students' Response to a Request

Response to a question at work place

D. Your boss asked you for the urgent work he assigned to you on the previous day

Boss: Chaitanya, did you finish the report?

You: I am afraid that the computer got crashed and it got delayed.

Students responded to this question were 42.9% opted inappropriate and 36.0% opted appropriate and the mean value was 2.5587, moderate degree of impact.

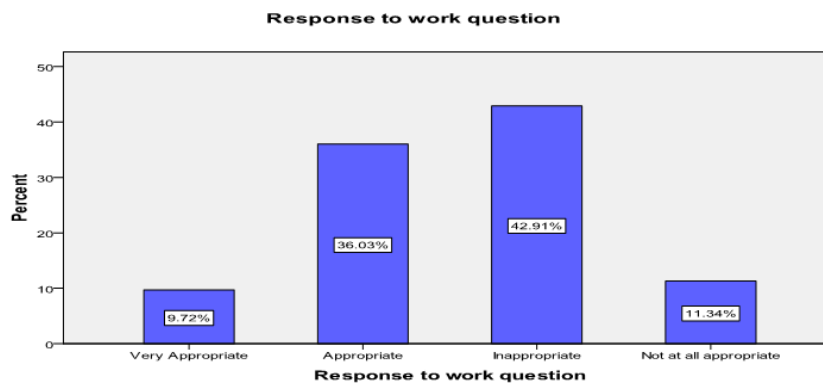


Figure 7 Bar Graph Representing Students' Response to Question at Workplace

Discourse Completion Tasks

Students had to read a written description of a circumstance in the DCTs utilized in the study and then write comments. The responses were taken into account as the practical knowledge that the pupils had acquired while learning the language. These responses were analyzed, appraised, and summarized. The most frequent regular expressions used by the students were also offered, along with more possibilities that were suitable for the social context. See the appendix for the questions.

There were 8 speech actions in total developed for various scenarios that we encounter frequently.

Acts of Refusal

You are at your home and preparing for your examinations and your friend called you on your mobile and invited you to the party. You have exam on the next day and you are unable to attend.

Friend: Hello, Chaitanya.

You: Hi, Rajesh. How are you?

Friend: I am fine. Hey, we are having party on Friday at my home. I am inviting you.

You invited your colleague for coffee and refused, as he had already had.

You: Would you come for coffee?

Colleague: No thanks. I have just had. We will go some other time.

For the first situation of act of refusal, some of the responses chosen were listed below based on the common usage.

- "I'm sorry."
- "Oh, Sorry. I am busy."
- "I am very busy on that day. I have an exam tomorrow. I am really sorry."

They look very usual and don't show much warmth. Instead of simpler answers, it would be rather good if they convey the same in much well organized and polite way. Possible answers can be

- I'd like to, but...
- Thanks / Thank you for inviting.
- I'd love to/glad to/want to come, but...
- It sounds good, but...
- That's great/wow. But.....

For the second situation, they chose

- It's ok.
- No problem.
- Sure. We will go some other time.
- Okay. No problem. Have a nice day.
- Fine.
- It's alright.
- Okay sure.

Above answers report how students gave refusals and respond to a refusal. They can give extended responses that are much more courteous to be friendlier and we care for them.

- Fine. Bye.
- How is it going?
- Fine catch up later.
- Good. Is everything fine?

Acts of Compliment

You did very well in the exams. One of your friends come to you and congratulated you.

Friend: Hey, congrats. You stood first in the class.

You attended an even at your relatives' house. One of your uncles complimented you of the shirt you have worn.

Uncle: That's a nice shirt! You look so great.

You gave a presentation in the class and your teacher came to you at the end of the class.

Teacher: That was a very good presentation. I really enjoyed it. You have got good ease.

The generalized answered were listed below.

- Thanks.
- Thank you.
- Thank you very much.
- Thank you so much.
- I worked hard and I got it.
- I toiled hard.
- It is all you support.
- Hey, if I got first, I am not special or something.
- It is nothing. You can also do well.
- Thank you. Congrats. You too did well.
- So nice of you. Thank you.
- Thank you and your shirt is also good.
- Thank you. It is new one. Bought it yesterday.

Many students were unable to make extended responses in this act of compliment response. Much of them were what they learn usually.

Acts of Apology

- You borrowed a novel from one of your teachers. You ripped a few pages by accident at the time of returning
- Teacher: Oh, what happened to the novel? It is very expensive.
- Your boss is telling something about an important work and you got confused of the details.
- Boss: Have you got it?
- You were asked about an address which you have got no idea.
- Stranger: Excuse me. Would you please help in finding the address?

Apology Act I

- Sorry ma'am. It happened by mistake.
- I'm very sorry.
- I am so sorry. Can I replace with a new one?
- Please forgive me.
- It is my mistake.
- Excuse me.
- I Apologize
- Please forgive my mistake.
- It was an accident.

Apology Act II

- Please repeat it.
- Sorry sir, come again.
- Sorry. I couldn't get it.
- I am unable to get it.
- No sir. I am confused.

Apology Act III

- Sorry. I don't know the address.
- I don't know. Please ask someone.
- I have no idea.
- No idea.
- I'm sorry sir.
- Oh sure / Yeah, why not? (seemed didn't read the question well)

This is for examining and understanding students' knowledge of pragmatics, their levels of pragmatic competence as well as the practice of language learning strategies in selected situations. Many students used repetitive responses and used stock responses in the speech acts.

VI. CONCLUSION

The study's findings demonstrate the importance of classrooms in the process of developing pragmatic competence. Students are aware of their responsibility for encouraging pragmatic behaviors, but they lacked the necessary skill. The majority of students think that teachers play a crucial role in introducing them to the opportunities that lie ahead, and

that language classes should not only aim to improve students' test scores, which only test their memorization, but also to help students identify their language weaknesses and lead them in their exploration of the resources that are available. Furthermore, because of the tight academic timetables and value placed on grades, overcrowded Indian classrooms are unable to provide personalized instruction for each individual learner. However, the outside world anticipates that its employees will be well-equipped to satisfy the demands of both their profession and of society as a whole.

Rather than only imparting knowledge, a teacher's responsibility should also include facilitation. By leaving a vacuum in the information, their instinct should be aroused. By grading the subject, teachers can expand their roles, become more objective, and make the most of their skills. Students must be made aware of their lack of pragmatic knowledge and educated on the socio-cultural diversity that each language possesses. According to the report, teachers need to be aware of the problems with the current system of teaching and learning; they must make an effort to understand the needs of their students in terms of acquiring communicative competence, and they must conduct English language instruction more successfully to suit those needs.

According to the data gathered from the response questions, it was found that more students in India lacked pragmatic competence because a sizable proportion of them chose responses that were inappropriate for the circumstance. Understanding language structures is only a small part of being able to communicate effectively. A language student cannot become proficient in a language without becoming proficient in pragmatics. There will be significant expansion in trade, commerce, industry, and other sectors develops in Andhra Pradesh. It requires proficient English speakers to support a variety of businesses and professions.

A good example of how to raise awareness of the rising demand for communication skills is through job advertisements. Therefore, it is essential to emphasize the value of pragmatics in undergraduate English classes. Students, however, are unable to acquire the pragmatic knowledge they need for communication since neither classroom instruction nor textbooks give them access to enough pragmatic knowledge. Students' perceptions of pragmatic knowledge are constrained because they have little opportunities to use their English in real-world situations. Although they are aware of the value of gaining pragmatic competence, they are not well-versed in the tools that can help. If they aren't given structures that facilitate learning, they'll unavoidably revert to earlier paradigm. If they do not receive structure facilitation, they will unavoidably revert to previous paradigms where they believe that English classes are solely for exam preparation.

We can infer from the study that educators and students concentrated on learning language structures because great emphasis has been placed on practicing grammar and vocabulary from an early age. Textbooks and classroom instruction could not impart enough information about various civilizations. They must acquire them because the majority of students who intend to pursue higher education overseas struggle to communicate in a variety of social settings. A wider variety of media, including podcasts, apps for mobile devices, conversations from movies, short tales by English authors, and videos, can be presented to the learners in the classroom.

Computer-Aided Language Labs are tremendously helpful to students, but until recently, only engineering colleges and a very small number of independent degree-granting institutions employed them extensively. Additionally, the software created for the pupils placed a lot of emphasis on linguistic proficiency and mock interviews. Grading them in accordance with the needs enables the provision of more authentic and current content. The researcher would advise teachers to take advantage of possibilities to give pupils access to such information as an addition to their textbooks.

Because the city can still be put in a semi-urban setting, a pupil cannot practice much in an outdoor setting. There are therefore no possibilities for the students to check, develop, or apply the knowledge they have learned in a classroom. Additionally, languages are frequently overlooked in institutions where disciplines always receive the proper credit. But to close the gap, schools and other organizations that recognized the necessity for communication skills provide more additional classes. Only engineering institutions use pragmatic tasks like role playing, group discussions, and debates; conventional degree-granting universities do not. Learning pragmatic competence in the classroom may be hampered by linguistic attention. The study showed that although most students were proficient in grammar, undergraduates are not proficient language users. Students lacked sufficient understanding about how to acquire pragmatic knowledge on their own. Therefore, classroom instruction should be more encouraging so that kids can develop their independence and learn to use language outside of the classroom. Academics and text book authors should concentrate on adding more real-world tasks to teaching and learning resources.

While linguistic proficiency and pragmatics cannot be taught separately, they can be used in tandem to assist students succeed in competitive exams for graduate school, government employment, and corporate job selection. Therefore, it is imperative to acknowledge the urgency of emphasizing pragmatic skill.

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