Understanding Pragmatic, Sociolinguistic, and Strategic Competence in Teaching Foreign Languages: Exploring specific features.

Ismailova Marifat Bakhrambek qizi
UzSWLU, PhD student

Annotation. In the evolving landscape of English language teaching, the integration of pragmatic, strategic, and sociolinguistic competences into curricula is crucial for developing proficient communicators in a globalized world. Emphasizing these competences in teaching methodologies can significantly enhance the communicative competence of English learners, preparing them better for the challenges of global communication. This paper describes the features that equip learners not only with linguistic proficiency but also with the critical socio-cultural, pragmatic and strategic skills needed in real-world interactions.

Аннотация. Преподавания английского языка интеграция прагматических, стратегических и социолингвистических компетенций в учебные программы имеет решающее значение для развития профессиональных коммуникаторов в глобализированном мире. Акцент на этих компетенциях в методиках преподавания может значительно повысить коммуникативную компетентность изучающих английский язык, лучше подготавливая их к вызовам глобального общения. В этой статье описываются функции, которые снабжают учащихся не только лингвистическими знаниями, но и критически важными социокультурными, прагматическими и стратегическими навыками, необходимыми в реальном взаимодействии.

Annotatsiya. Ingliz tilini o'qitishning rivojlanayotgan davrida pragmatik, strategik va sotsiolingvistik kompetentsiyalarning o'quv dasturlariga integratsiyalashuvi globallashgan dunyoda malakali kommunikatorlarni rivojlantirish uchun juda muhimdir. O'qitish metodologiyasida ushbu kompetentsiyalarni ta'kidlash ingliz tilini o'rganuvchilarning kommunikativ kompetentsiyasini sezilarli darajada oshirishi, ularni global muloqot muammolariga yaxshiroq tayyorlashi mumkin. Ushbu maqolada o'quvchilarni nafaqat til bilimlari, balki real hayotdagi o'zaro munosabatlarda zarur bo'lgan muhim ijtimoiy-madaniy, pragmatik va strategik ko'nikmalar bilan boyitadigan xususiyatlar tasvirlangan.

In the realm of foreign language education, proficiency goes beyond mere grammar and vocabulary knowledge. Pragmatic, sociolinguistic, and strategic competences play crucial roles in effective language learning and communication. Understanding these

competences and their nuances is essential for both language learners and educators alike. In this article, we delve into the similarities and differences among these competences, shedding light on their significance in teaching and learning foreign languages.

Pragmatic competence enables learners to use language effectively in social contexts, understanding both explicit and implicit meanings and adapting to various communicative situations. Strategic competence is essential for managing conversation, especially in non-ideal conditions, allowing learners to overcome language deficiencies and maintain communication through tactics like paraphrasing and circumlocution. According to Rybold sociolinguistic competence involves an awareness of the sociocultural nuances of language use, helping learners navigate different social interactions appropriately. Together, these competences ensure that language instruction goes beyond grammatical and lexical knowledge, fostering learners' ability to use English authentically and appropriately across diverse settings [2,121].

Pragmatic Competence: Pragmatic competence involves the ability to use language appropriately in different contexts, taking into account factors such as social norms, cultural conventions, and speaker intentions. It encompasses skills like understanding implicatures, using appropriate speech acts, and interpreting nonverbal cues. In teaching foreign languages, fostering pragmatic competence involves exposing learners to authentic communicative situations, encouraging role-plays, and providing explicit instruction on pragmatics conventions in the target language [1,41].

Sociolinguistic Competence: Sociolinguistic competence refers to the understanding of social variation in language use, including dialects, registers, and sociolects. It involves the ability to adapt language according to the social context and the interlocutors involved. Sociolinguistic competence encompasses awareness of factors such as age, gender, status, and power dynamics in communication. Educators can enhance sociolinguistic competence by exposing learners to diverse language varieties, discussing language variation and attitudes, and incorporating sociocultural content into language lessons [5,71].

Strategic Competence: The researcher Saramakha defines strategic competence as the ability to compensate for communication breakdowns and to overcome linguistic obstacles using various strategies. These strategies may include paraphrasing, self-correction, circumlocution, and negotiation of meaning. Strategic competence also encompasses metacognitive strategies for planning, monitoring, and evaluating one's language use. In

teaching foreign languages, fostering strategic competence involves providing learners with opportunities to practice problem-solving in communication, encouraging reflection on language learning processes, and teaching specific strategies for communication breakdowns [3].

In the following table, it is provided definitions of competencies with their examples:

Strategic competence	Pragmatic competence	Sociolinguistic competence
Strategic competence is the ability to manage and manipulate language in order to achieve communicative goals, especially in situations where communication breakdowns occur. This includes the ability to use communication strategies like paraphrasing, circumlocution, or using fillers and pauses to maintain the flow of speech	Pragmatic competence involves the use of language in social contexts, understanding how meaning is constructed in various communicative situations. This includes knowledge of speech acts, rules of politeness, conversation management, and the ability to use and understand both literal and implied meanings.	Sociolinguistic competence is the knowledge of the sociocultural rules of language and of discourse. This means knowing how to speak appropriately in different social contexts, and understanding the role of context in the interpretation of meaning.
Example: Imagine a scenario where an English learner does not know the word "dentist." They could say, "I am going to the person who fixes teeth." Here, the learner is using circumlocution to	In a business meeting in Japan, instead of directly declining an offer, a speaker might say, "We will consider it," understanding that indirectness can be a polite way to communicate refusal in	An English speaker might use casual language and slang with friends ("Hey, what's up?") but switch to a more formal tone with higher-ups at work ("Good morning, Mr.

convey their message despite the gap in vocabulary.	Japanese business culture.	Smith. How are you today?").

While pragmatic, sociolinguistic, and strategic competences are distinct, they are interconnected and often overlap in language use. For example, effective pragmatic competence requires awareness of sociolinguistic factors and may involve strategic maneuvering in complex communicative situations. Similarly, strategic competence relies on an understanding of pragmatic and sociolinguistic norms to effectively navigate communication breakdowns.

However, each competence also has its unique focus and characteristics. Pragmatic competence primarily deals with appropriateness and felicity of language use, sociolinguistic competence focuses on social variation and adaptation, while strategic competence emphasizes problem-solving and compensatory strategies in communication.

In teaching foreign languages, addressing pragmatic, sociolinguistic, and strategic competences is essential for fostering communicative proficiency and intercultural competence among learners. By integrating activities that target these competences, educators can help learners develop a holistic understanding of language use and become effective communicators in diverse contexts. Moreover, recognizing the similarities and differences among these competences enables educators to design more comprehensive and effective language teaching curricula, ultimately empowering learners to navigate the complexities of real-world communication with confidence and competence[4,113].

The following table provides a structured overview of how pragmatic, sociolinguistic, and strategic competences are integrated into teaching foreign languages, highlighting the specific roles and activities associated with each competence.

Features	Description
Pragmatic competence	
Providing Contextual Examples	Offering authentic scenarios and dialogues to demonstrate how language is used in different contexts
Encouraging Role-plays	Facilitating interactive activities where learners can practice using language appropriately

Explicit Instruction	Teaching specific pragmatics conventions, such as speech acts and politeness strategies
Feedback and Correction	Providing feedback on pragmatic errors and guiding learners to use language more appropriately
Sociolinguistic competence	
Exposure to Diverse Varieties	Facilitating interactive activities where learners can practice using language appropriately
Discussion of Language Variation	Engaging learners in discussions about language attitudes, stereotypes, and the social context of language use
Cultural Integration	Incorporating sociocultural content into language lessons to promote understanding of social norms and values
Adaptation Practice	Providing opportunities for learners to practice adapting language according to different social contexts
Strategic competence	
Problem-solving Activities	Offering tasks that require learners to overcome communication breakdowns using various strategies
Metacognitive Training	Teaching learners how to plan, monitor, and evaluate their language use to enhance strategic competence
Strategy Instruction	Explicitly teaching learners specific communication strategies, such as paraphrasing and negotiation of meaning

All in all, considering all features of strategic, pragmatic and sociolinguistic competences, we can conclude that the integration of these competences into teaching process can enhance learners' cultural awareness and can significantly develop the communicative

competence of English learners, preparing them better for the challenges of global communication.

References:

1.   Celce-Murcia M. Rethinking the role of communicative competence in language teaching // E.A. Soler, M.S. Jordà (Eds.), Intercultural Language Use and Language Learning (pp. 41–57). – Dordrecht: Springer, 2008. https://doi.org/10.1007/978-1-4020-5639-0_3.

2.   Rybold G. Critical-based instructional strategies for second language learners in oral communication classrooms // The European Journal of Applied Linguistics and TEFL. – 2016. – № 5(2). – pp. 121–146.

3.   Saramakha S.I. The cognitive component of a strategic competence in teaching a foreign language // International Research Journal. – 2023. – № 1(127). https://doi.org/10.23670/IRJ.2023.127.14.

4.   Tanner K.D. Promoting student metacognition // CBE-Life Sciences Education. – 2012. – № 11(2). – pp. 113–120. https://doi.org/10.1187/cbe.12-03-0033.

5.   Tatsukawa K. Developing an assessment tool for the strategic competence of Japanese EFL learners // The Journal of Asia TEFL. – 2007. – № 4(3). – pp. 71– 92.