



XORIJY TILLARNI O'QITISHDA INNOVATSION YONDASHUVLAR NAZARIYANING AMALIYOTGA TATBIQI

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THE ROLE OF AUTHENTIC VIDEO MATERIALS IN DEVELOPING PRAGMATIC COMPETENCE IN EFL LEARNERS

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Abstract. Pragmatic competence is a crucial aspect of communicative proficiency in a foreign language, enabling learners to use language appropriately in different social contexts. Authentic video materials provide a valuable resource for exposing learners to real-life language use, including speech acts, conversational implicatures, and sociocultural norms. This article explores the theoretical foundations of pragmatics in second language acquisition (SLA) and examines how authentic videos enhance learners' understanding of pragmatic aspects such as politeness, indirectness, and contextual appropriateness. The study also discusses various instructional strategies for incorporating authentic video materials into EFL classrooms and their implications for developing pragmatic awareness.

Keywords: Pragmatic competence, authentic videos, EFL learning, speech acts, sociocultural norms, second language acquisition.

Introduction

Pragmatic competence is the ability to use language effectively in social interactions, considering context, intention, and cultural norms (Kasper & Rose, 2002). Unlike grammatical competence, which focuses on structure and rules, pragmatic competence emphasizes meaning-making in real-life communication. Traditional EFL instruction often neglects pragmatics, focusing primarily on vocabulary and grammar. However, authentic video materials, such as films, TV shows, interviews, and social media content, provide learners with exposure to natural discourse and pragmatic features in various communicative settings (Taguchi, 2015). This article examines how authentic videos support pragmatic development and how they can be effectively utilized in EFL classrooms.

Theoretical Foundations of Pragmatic Competence in SLA

Pragmatics in SLA is grounded in theories of communicative competence (Canale & Swain, 1980) and interactionist approaches to language learning. According to Schmidt's (1993) Noticing Hypothesis, learners must consciously notice pragmatic features in input to acquire them. Authentic videos offer



opportunities for noticing through rich contextual cues such as tone, gestures, and situational dynamics.

Key aspects of pragmatic competence include:

- **Speech Acts:** Expressions of requests, apologies, refusals, and compliments vary across cultures and contexts (Searle, 1969).
- **Conversational Implicature:** Understanding indirect meaning, sarcasm, and humor (Grice, 1975).
- **Politeness Strategies:** Navigating formal and informal interactions (Brown & Levinson, 1987).
- **Turn-Taking and Backchanneling:** Managing conversations effectively (Yule, 1996).

Authentic Video Materials as a Tool for Pragmatic Instruction

Authentic videos serve as an effective medium for pragmatic instruction due to their contextual richness. Some benefits include:

- **Exposure to Natural Discourse:** Unlike scripted textbook dialogues, real-life videos feature spontaneous language use, including hesitations, interruptions, and informal expressions (Bardovi-Harlig, 2013).
- **Cultural Insights:** Videos from different cultural backgrounds help learners understand variations in pragmatic norms (Ishihara & Cohen, 2010).
- **Visual and Nonverbal Cues:** Body language, facial expressions, and intonation play a crucial role in conveying pragmatic meaning (Kecskes, 2014).

Instructional Strategies for Teaching Pragmatics with Authentic Videos

To maximize the effectiveness of authentic videos, EFL instructors can use the following approaches:

- **Explicit Instruction:** Teaching learners about pragmatic rules before exposing them to video content (Taguchi, 2011).
- **Guided Noticing Tasks:** Encouraging students to identify and analyze speech acts and politeness strategies in videos.
- **Role-Playing and Simulation:** Allowing students to practice pragmatic expressions based on video scenarios.
- **Discussion and Reflection:** Comparing pragmatic features across cultures through video analysis.

Challenges and Considerations

Despite their benefits, using authentic videos for pragmatic instruction presents challenges, such as:



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- **Linguistic Complexity:** Some videos may contain advanced vocabulary and idiomatic expressions that hinder comprehension.
- **Cultural Sensitivity:** Pragmatic norms vary significantly, requiring careful selection of video content to avoid misinterpretation.
- **Technological Constraints:** Access to high-quality video materials and appropriate classroom technology may be limited.

Conclusion

Authentic video materials offer an effective means of enhancing pragmatic competence in EFL learners by providing exposure to real-world language use. By integrating videos with explicit instruction and interactive learning strategies, educators can help students develop a deeper understanding of speech acts, politeness, and cultural norms. Future research should explore the long-term effects of video-based pragmatic instruction and the role of emerging technologies, such as AI and virtual reality, in supporting pragmatic development.

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