

THE IMPORTANCE OF PRAGMATIC KNOWLEDGE AND COMPETENCE IN MAINTAINING COMMUNICATION

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Abstract: *In order to share and deliver ideas or information and exchange knowledge, humans must communicate with one another. However, not all people are good communicators. When a speaker speaks, the listener must pay attention to the context and meaning of the utterances to effectively respond; otherwise, the response will break the communication. For this reason, this paper elaborates on the significance of pragmatic knowledge and pragmatic competence in relation to linguistic communication and linguistic expressions used by the speaker and listener.*

Keywords: *pragmatic competence, pragmatic knowledge, communication, linguistic communication, linguistic expressions*

INTRODUCTION

Imagine a world where words hold the power to bridge cultures, forge connections, and shape relationships. In this realm of communication, the mastery of pragmatic competence and knowledge emerges as the key to unlocking the true potential of language. From deciphering subtle nuances in social interactions to navigating complex professional settings, understanding the context and implications of linguistic expressions becomes paramount.

People can converse in English utilizing social media or messengers across national borders in this day of technology, where communication is effortless everywhere and anytime. It might be challenging for non-native English speakers to comprehend the meanings and context of utterances made by native English speakers. It could result in a breakdown in communication that leaves both the speaker and the listener in the dark. EFL students must understand the context and meanings of native speakers' output as it is covered in pragmatics in order to properly maintain communication. By beginning the debate with the definitions of pragmatic competence and pragmatic knowledge, this paper attempts to elucidate the significance of pragmatics in sustaining communication for EFL learners.



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Pragmatic competence and knowledge have been extensively studied in the field of linguistics and communication, shedding light on their crucial role in successful interactions. Previous research has highlighted the following key points. In terms of pragmatic competence as a component of communicative competence, scholars such as Muria (2007) and Chen (2017) have emphasized that pragmatic competence is an integral part of communicative competence. It involves the ability to use language effectively in social interactions and understand the impact of language use on communication partners. In terms of definition of pragmatic competence, Crystal (1997) defines pragmatic competence as the skill of using language in communication while being aware of constraints and the effects of language use on others. Ifantidou (2011) expands on this notion by highlighting the importance of understanding linguistic and pragmatic phenomena beyond isolated instances. In terms of pragmatic knowledge in communication, pragmatic knowledge refers to the understanding of using language appropriately in communicative contexts. It encompasses knowledge of contextual vocabulary, language patterns, and extralinguistic behaviors that facilitate successful interpersonal communication (Kim & Hall 2002; Javdani and Jadidi 2016). In terms of importance of pragmatic competence for native speakers and EFL learners, native speakers are often exposed to language more frequently, leading to higher pragmatic competence compared to English as a Foreign Language (EFL) learners. The level of pragmatic competence is closely linked to the level of pragmatic knowledge possessed by individuals, emphasizing the need for linguistic and pragmatic proficiency for effective communication. Lastly, in terms of development of pragmatic competence, studies by Rajabia et al. (2015) and Javdani and Jadidi (2016) suggest that pragmatic competence can be enhanced through explicit instruction, particularly in the context of EFL teaching and learning. Understanding speech acts and using language effectively in various social contexts are key components of pragmatic competence.

In this article, we aim to explore the fundamental role of pragmatic competence and knowledge in facilitating effective communication. By delving into the intricacies of pragmatic principles, we seek to underscore their significance in enhancing interpersonal interactions and fostering cross-cultural understanding. Through a comprehensive analysis of pragmatic competence and knowledge, this study endeavors to illuminate their impact on successful communication exchanges. This article presents the introduction to pragmatic competence and knowledge by highlighting definition and significance of pragmatic competence and knowledge in communication also brief overview of previous studies highlighting the importance of pragmatic awareness. Next, it continues to pragmatic competence as a component of communicative competence that discusses the relationship between pragmatic competence and communicative competence as well as explores how pragmatic competence influences language use in social interactions. Then, the discussion continues to the development of pragmatic competence by examining strategies for enhancing pragmatic competence, particularly in EFL teaching and learning

contexts and highlighting the role of explicit instruction in improving pragmatic understanding and speech act performance. The discussion moves to pragmatic knowledge in communication by defining pragmatic knowledge and its relevance in maintaining successful communication. At the end, the discussion ends with challenges and considerations in pragmatic competence by addressing the complexities of pragmatic competence in multilingual contexts and exploring how language distance and intercultural styles influence pragmatic transfer in communication. In the conclusion section, the author tries to summarize the key findings and insights regarding pragmatic competence and knowledge and reiterate the importance of pragmatic awareness in achieving effective communication outcomes.

Understanding pragmatic competence

1. Definition of pragmatic competence and its significance in communicative competence.

The study of pragmatics focuses on the meaning that writers and speakers convey as well as the meaning that readers and listeners understand (Yule 1996, pp. 3). The study of pragmatic word meaning extends beyond semantic reality (Horn and Ward 2006, pp. xi). Pragmatics is fundamentally concerned with communication in all contexts. Approaches to theory and methodology that are pragmatic are focused on context and use rather than a particular system (Bublitz and Norrick 2011, pp 3-5). Based on those definitions, it can be said that without acquiring pragmatic knowledge, there is no assurance that a person with sufficient language skills will be able to communicate in a way that is acceptable for the situation.

A speaker possesses pragmatic competence if they are able to effectively communicate and comprehend communicative intent in addition to being proficient in common speech acts and speech act sets (Celce-Murcia, Dornyei, & Thurrell 1995 and Celce-Murcia 2007). One could argue that a crucial element of communication competence is pragmatic competence (Chen 2017). This definition confirms what Crystal (1997) noted, which states that pragmatic competence is the capacity to use language in social interaction, to encounter language-related constraints, and to understand the impact one's language use has on other participants in the communication process.

A novel definition of pragmatic competence was put out by Ifantidou (2011), which goes beyond the mere production or identification of discrete pragmatic and linguistic phenomena. Ifantidou (2011) defines pragmatic competence as the capacity to accurately and pragmatically retrieve inferred effects in the form of implicated conclusions (pragmatic awareness) and the capacity to elucidate (through metalinguistic discourse) the relationship between linguistic indexes and the pragmatic effects that readers regain (metapragmatic awareness). For the purpose of assessment, these two criteria serve as indicators of pragmatic competence. As a result, the evaluation's purpose is to appraise both

metapragmatic explanations for how implicatures are regained and pragmatic comprehension, or the inference of pragmatic implicatures. This test can be used to simultaneously advance language proficiency and pragmatic competence. Explicit genre-based training is not a significant way to build the pragmatic competence of non-native university learners with low-level linguistic skills. Nonetheless, learners with high levels of language competency benefit greatly from the training in terms of the development of genre-focused and convention-specific discourse.

2. Relationship between pragmatic competence and successful communication interactions

The knowledge that a speaker-hearer uses to engage in communication, including how speech acts are successfully performed, is known as pragmatic competence, according to Rajabia et al. (2015). In EFL teaching and learning, pragmatic competence can be developed on EFL learners through explicit instruction. The performance of pragmatic domains, such as speech acts, in the classroom may raise their competence in using the target language appropriately in different social situations with different social values. However, pragmatic competence is also defined as the capacity to use language effectively in order to achieve a specific goal and to comprehend language in context used by a speaker and a hearer in communication (Thomas 1983).

Pragmatic competency in a multilingual setting is more complex than in monolingual or bilingual setting. Multilingual users' pragmatic competence offers insights into the peculiarities of learning a third or additional language. For instance, compared to monolingual learners, bilingual speakers studying English as a third language exhibit their unique intercultural style and have more developed skills in proper request behavior. The perception of one's conversational proficiency in a second language will change as one learns context and situational elements. Pragmatic language transfer is influenced by linguistic distance between the languages (Jorda 2013).

3. Role of pragmatic competence in navigating social contexts and understanding linguistic constraints.

Pragmatic competence plays a vital role in enabling individuals to navigate diverse social contexts with ease and effectiveness. For instance, consider a scenario where a person is attending a business meeting with international colleagues. In this situation, pragmatic competence allows the individual to not only understand the literal meaning of the spoken language but also interpret the underlying intentions, implications, and cultural nuances embedded in the communication. By possessing pragmatic competence, the individual can accurately gauge the appropriate level of formality, adjust their speech acts based on the cultural norms of the participants, and respond in a manner that aligns with the expectations of the social setting. This ability to adapt language use to different social

contexts enhances the individual's communicative effectiveness, fosters rapport with others, and minimizes the risk of misunderstandings or misinterpretations. Furthermore, pragmatic competence empowers individuals to navigate complex social interactions such as negotiations, conflict resolution, or networking events with confidence and cultural sensitivity. By being attuned to the subtleties of language use, non-verbal cues, and contextual factors, individuals with strong pragmatic competence can build rapport, convey their messages effectively, and establish positive relationships in a variety of social settings. In essence, pragmatic competence serves as a valuable tool for individuals to not only communicate their ideas clearly but also to navigate the intricacies of social interactions, fostering successful communication exchanges and promoting harmonious relationships across diverse cultural contexts.

Pragmatic competence plays a crucial role in helping individuals understand and overcome linguistic constraints in communication interactions. Consider a situation where a non-native English speaker is conversing with a native speaker in a professional setting. Despite having a strong grasp of English grammar and vocabulary, the non-native speaker may encounter challenges in interpreting subtle nuances, implied meanings, and cultural references embedded in the conversation. In this scenario, pragmatic competence enables the non-native speaker to navigate linguistic constraints by interpreting speech acts, understanding implied meanings, and adapting their communication style to align with the expectations of the native speaker. By being aware of pragmatic principles such as politeness strategies, indirect speech acts, and conversational implicatures, the non-native speaker can effectively decode the intended meaning behind the words spoken and respond appropriately. Moreover, pragmatic competence empowers individuals to overcome linguistic constraints by providing them with the tools to clarify ambiguities, seek clarification when needed, and adjust their language use based on the context of the interaction. By leveraging their understanding of pragmatic principles, individuals can bridge communication gaps, resolve misunderstandings, and ensure that their messages are accurately conveyed and understood by others. In essence, pragmatic competence serves as a valuable resource for individuals seeking to navigate linguistic constraints in communication interactions. By honing their pragmatic skills, individuals can enhance their ability to comprehend subtle nuances, adapt their communication style, and effectively overcome linguistic barriers, ultimately fostering clearer and more effective communication exchanges across diverse linguistic contexts.

From childhood to adulthood, pragmatic competence develops gradually. Even if they are natural speakers, children acquire their pragmatic ability differently than adults. They employed less tactics in their speaking acts. The improvement of this competency will contribute to the improvement of communicative competence in learners of foreign languages (Chen 2017). The general pragmatic skill of the students is actually quite low. There are a number of recommendations in EFL teaching for fostering and preserving students' enthusiasm for pragmatic learning.

According to Chen (2017), the recommendations include making pragmatic learning the aim of language learning, increasing students' pragmatic awareness through instruction, honing L2 pragmatic abilities to ensure pragmatic development, preserving students' motivation to learn English pragmatically, and taking pragmatic ability into account as a teaching goal. In summary, mastering the concepts of implicature, presupposition, speech acts, reference, deixis, definiteness, and indefiniteness constitutes mastering pragmatics. A speaker of a language is considered to have native-speaker pragmatic competence after they have mastered all pragmatic concepts. Understanding the meaning sent by the speaker, the context, meaning beyond what is said, and the expression of relative distance are all components of pragmatic competency.

Pragmatic knowledge in communication

The ability to use language in a communicative setting and within the proper context is known as pragmatic knowledge. A speaker can achieve successful interpersonal communication with the help of this expertise. Pluralistic knowledge encompasses extralinguistic behavior, rote language patterns, and vocabulary words with specific context (Kim & Hall 2002). Understanding multiword units is also seen as a component of pragmatic knowledge since a lack of understanding of these units may make it difficult to learn and communicate successfully. Consequently, in numerous instances of intercultural communication, the speaker would encounter pragmatic failure (Javdani and Jadidi 2016). From the definitions mentioned above, it can be concluded that pragmatic knowledge is all knowledge regarding the use of language in an appropriate context in order to maintain communication in an appropriate acceptable manner.

This knowledge can be gained by EFL learners through exposure. The more exposure that they get, the more pragmatic knowledge that they will have. The exposure can be given by giving implicit and explicit instruction to the learners. In EFL teaching and learning, explicit instruction is proven to be more beneficial in increasing pragmatic knowledge of EFL learners especially in teaching requests (Rajabia et al. 2015). Explicit instruction refers to instruction that serves to direct learner's attention to the target forms with the objective of discussing those forms. It is used by intentional learning of form via presentation and association of rules in gradually communicative practice. The opposite of this instruction is implicit instruction which means instruction that lets learners to infer rules without awareness. Explicit instruction may work more effectively than implicit instruction, that is used in many earlier pragmatics studies, in increasing learners' pragmatic knowledge (Nguyen, Pham, & Pham 2015).

It is said that positive or negative input enhancement and recast are two types of implicit instruction that are proven may increase pragmatic knowledge of the learners especially in constructive criticism in L2 (Nguyen, Pham, & Pham 2015). Thus, both explicit and implicit instruction can be used to increase pragmatic knowledge of EFL learners in performing the speech act set, especially the one of constructive criticism in academic writing. However, this does not mean that implicit instruction is ineffective to

improve pragmatic knowledge of EFL learners. This instruction can be added to the variety of methodological options that are available to teachers because the potential of each individual varies with the amount of practice (Nguyen, Pham, & Pham 2012).

Kinds of pragmatic knowledge that a speaker may have and the use of them in linguistic communication

A proficient native language learner should possess a high degree of pragmatic language proficiency. In addition to linguistic proficiency, EFL learners need to possess strong pragmatic knowledge to use the language appropriately in context and comprehend native speakers' comments and respond accordingly. It begins with implicatures, which are parts of the speaker's meaning that are not part of what is stated but rather an aspect of what is meant in the speaker's utterance. Put differently, a speech that provides meaning beyond its proposition is referred to as implicature. An implicature is a sign that the speaker has concluded what has been said (Yule 1996, pp. 35-38; Horn 2006, pp. 3-29).

There are two kinds of implicature namely conversational and conventional implicatures. Conversational implicature involves cooperative principle under an assumption that a speaker wants to cooperate. The conclusion is made from what is said. Conventional implicature does not involve cooperative principle and it is made to make a point about contrast (Yule 1996, pp. 35-38). Generalized conversational implicature happens in a noun phrase 'a house' in a sentence "The arsonist put a house on fire" which does not mean it is his own house apparently. It could be any house but not his. Particular conversational implicature could happen in the conversation as follows:

A: Do you want to go to the cinema tonight?

B: My little sister is coming for a visit.

Context is important in order to infer right implicature. For an EFL learners, what B said seems irrelevant to what A said. From this conversation, a native speaker who has complete pragmatic knowledge would understand that B cannot go to the cinema tonight. Scalar conversational implicature as one type of conversational implicature that we denote a degree of something, thereby implicating the negation of all degrees above the chosen one. In a sentence I had some buttered scones for tea. The word 'some' gives an implicature that you had some buttered scones not all buttered scones because you do not want to eat them all regarding the high fat content. EFL learners who do not have adequate pragmatic knowledge would not understand the implicature of a native speaker who said this. As a result, the learners might give impolite response to the native speaker. For example, a statement "Even Ken knows it's unethical" has a meaning that Ken is the least likely to know it's unethical (Horn 2006, pp.3-29). If the EFL learners does not gave good pragmatic knowledge on implicature, he would not be able to understand what the native speaker has said. Ifantidou (2013) has proved that implicature is

appreciably more complex and cognitively more demanding than using a few short formulas. It is found that EFL learners have problems in dealing with implicature.

Presupposition is the practical knowledge that English as a foreign language (EFL) learners need to possess in order to interact with native speakers in a situation that is acceptable for them. A presumption is anything that the speaker believes to be true before uttering a word. A presumption is an assertion that is not stated but is nevertheless thought to be true. Instead of sentences, a speaker has presuppositions. Entailment, on the other hand, is defined as something that logically flows from the assertion made in the utterance (Atlas 2006, Yule 1996, pp. 25-33). Sentences lack a speaker; they have entailment. Take the line, "Mary's brother bought three horses," as an example. One could argue that the speaker is presumed to know that there is a person named Mary and that she has a sibling. The more specific presupposition that the speaker may have been Mary has only one brother and that he has a lot of money. Another illustration comes from a sentence "The king of France has red hair". The speaker is expected to have presupposition that there exists a king of France. Therefore, a presupposition may come from the existence of something, or some event occurred, or some property exists.

To be able to communicate effectively, EFL learners should possess the third form of pragmatic knowledge, which is speech acts. Speech acts are actions carried out by vocalizations. Apologies, complaints, compliments, invitations, promises, and requests are only a few examples of the various speech acts. While "halo" can be used to welcome someone, it can also be used to express dissatisfaction when someone takes your seat. The speaker would believe that the hearer is rude rather than having a poor degree of pragmatic competence if the hearer was unable to understand the speaker's concern. For EFL learners, compliments are thought to be the most challenging speech act out of all the different types. According to a study by Duan (2011), there are specific speech actions of complementing that EFL learners perform that almost always involve a direct compliment. Despite having studied English for eight years, he still only possesses elementary language skills and pragmatic ability. He mostly used upgrading, grounding, suggested equipment, gender difference awareness, sensitivity to D factor, and unconsciousness to R factor as pragmatic techniques. The student responds to compliments with the interjection "oh" in an upgraded setting. In a different tactic, he provided a justification (grounding) before making a straight compliment and made some recommendations (recommended devices) to avoid doing so.

Because he is unfamiliar with the hearer, the learner does not utilize the exclamation "oh" when executing the upgrade strategy in the sensitive to D factor approach. An interjection is a language device used to convey extreme emotion. When the speaker and the listener are unfamiliar with one another, a strong emotional expression is not required. When a student is reluctant to compliment men, the gender difference awareness method is applied. When a learner appears tough to compliment, the unconscious to R factor technique is applied.

A reference is an act that a writer or speaker uses in language to help a reader or listener recognize something. Stated differently, reference is linked to the speaker's purpose, such as identifying something, and their conviction over language use. Reference is typically employed when narrating a story. To successfully employ referring expressions, which might be proper nouns, definite or indefinite noun phrases, and pronouns, EFL learners must understand the function of inference (Yule 1996, pp. 17–22; Carlson 2006). For EFL learners, references continue to be a challenge. Ryan (2016) suggests that teaching second languages should prioritize emphasizing the intricate motion structure and interactional practices of prosodic reference. An important locus of miscommunication in both EFL-native speaker and native speaker-native speaker interactions is referent introductions.

Deixis, a technical name for one of the most things we do with utterances, is the other pragmatic knowledge. Put differently, deixis refers to the act of pointing through language, utilizing any type of language known as an indexical or deictic phrase to achieve this pointing. People are indicated by person deixis (me, you), places are indicated by spatial deixis (here, there), and time is indicated by temporal deixis (now, then). Terms that indicate something that is close to the speaker are called proximal terms (this, here, now), whereas terms that indicate something that is far from the speaker are called distal terms (that, there, then). The context, the speaker's aim, and the relative distance they indicate all influence how deixis is interpreted (Yule 1996, pp. 9-15). It presents subjective, attentional, intentional and context-dependent properties into natural languages. There are so many kinds of deixis namely exophoric, exophoric gestural, exophoric symbolic, gestural contrastive, transposed, discourse deictic, anaphoric, recognitional, and empathetic (Levinson 2006).

Defining definiteness and indefiniteness is the final pragmatic concept. For English as a foreign language learner, the employment of prototypes for definiteness and indefiniteness can occasionally cause issues. In terms of definiteness and indefiniteness, the definite article the, the indefinite article a/an, and singular noun phrases determined by them are discussed.

In my opinion, a language is used by people to send messages to others. In delivering the messages, people should have linguistic knowledge even in their native language. Linguistic knowledge should be mastered by the hearer also to get what the speaker wants to say. As a result, good communication can be well maintained between the speaker and the hearer. If one of them does not have enough linguistic knowledge, the messages cannot be conveyed successfully. There will be a misconception or misinterpretation. The linguistic knowledge that the speaker and the hearer have will determine their linguistic competence. Sometimes, the sentence that the speaker makes does not only have semantic meaning. The sentence may also have pragmatic meaning which is beyond the real meaning of the words in the sentence.

It is known that people do not have similar linguistic knowledge and competence. This difference may lead to some problems in communication

which also needs pragmatic knowledge. The problems would arise when the speaker or the hearer does not understand the context because pragmatics deal with meaning of words beyond the real meaning of those words. Even a native speaker may have problems in communication if the speaker lacks knowledge about the word meaning and context. As a result, the hearer may assume that the speaker is impolite, and this would lead to a misunderstanding and misinterpretation.

Does a speaker who has good systematic grammar of the language know how to use linguistic expressions in a contextually appropriate manner?

It is not sufficient for a natural speaker or someone learning a language as a second language to just understand and be proficient in the language system (linguistic competence). In order to possess pragmatic competence and be able to employ language expressions in a contextually appropriate way, they should also need to acquire or master pragmatic domains (Paradis 1998). A speaker must possess pragmatic competence in order to know how to employ language expressions in a way that is acceptable for the context. According to the sociocultural norms of the language community, the speaker is able to use language responsibly because of this competency (Rajabia, Azizifara, & Gowhary 2015).

It has been stated that some Japanese English speakers struggle to employ polite language expressions in a way that makes sense for the situation. When requesting something, they frequently say "I want you to" rather than "I would like you to" (LoCastro 1997). The linguistic politeness signals are missing from this sentence pattern, even though it is accurate. Put another way, even though their sentence structure is proper, their lack of politeness prevents them from using this language expression in a way that is appropriate for the situation. This fact demonstrates that a speaker's mastery of systematic grammar alone does not imply that they are adept at using language expressions in a way that makes sense in the given context.

The Philippine English speakers in Philippine which is the third largest English-speaking country in the world may not perform linguistic expressions in contextually appropriate manner. In using speech acts of complimenting, they tend to use explicit compliments plus a bound semantic formula (information question which should be attached to an explicit or implicit compliment) most frequently. The second most frequently used compliment strategies are information questions and non-compliments. When the complimenter is interested in or curious about the object of compliment, he would ask question such as 'Where did you buy it?'. However, this curiosity or interest, which is commonly used in Philippine English, may sound strange in other varieties of English. They also perform non-compliments in relatively high frequency which may be due to the fact that they were not able to distinguish expression of thanks from expression of compliments (Jin-pei 2013). Therefore, a speaker who has good systematic grammar of the language may not know how to use linguistic expressions in a contextually appropriate manner.

To what extent can we rely on grammar in order to communicate successfully?

To communicate successfully we need grammar because grammar includes syntactic categories, functions and rules, grammatical constructions, and their realization in terms of forms and patterns of linearization. We also need pragmatics in order to communicate successfully because pragmatics refers to the use of language in context. It encompasses cognitive precondition, categorization, inference, interactional uses such as transfer of knowledge, turn-taking, speech acts, and rhetorical functions, displays of emotion and epistemic stance, and indexing social identities and relationships. In fact, the choice and some aspects of the interpretation of grammatical structures are determined by pragmatic considerations. It seems that grammar and pragmatics are intertwined deeply in case grammatical analysis needs to attend to pragmatic factors (Deppermann 2011).

It is argued that in generative grammar, the referential and predicative intents ascribed to the speaker determine whether a sentence is acceptable. It implies that the hearer may not accept all of the information on which we rely when it comes to grammar. When it comes to indices for the speaker, hearer, time, and place of an act of saying anything that the sign symbolizes, all pragmatic information is ultimately indexical information. Words, morphemes, and expressions are examples of linguistic constructs that do not convey pragmatic information. The facts of their statements are the ones that include practical knowledge. According to Green (2006), pragmatic information pertains to the relationship between the form's user and the act of utilizing it.

Grammar is regarded as the building block of communication. It is simpler to comprehend the goal and meaning of a communication when it is conveyed using proper language. To successfully communicate in a language, a learner must be aware of its grammar. People can more easily grasp what learners are trying to say, convey, and contribute when they use proper language. Grammar is a necessary component of effective communication; therefore, we may rely on it while writing or speaking to ensure good communication. When writing, a sentence's meaning alone is taken into account along with its truth conditions. The meanings of a sentence's constituents and their arrangement define the sentence's meaning. In speaking, the meaning of sentence is related to the context where the meaning of what the speaker says and the meaning of what the interlocutor interpret exists (Recanati 2006).

CONCLUSION

The article explores the significance of pragmatic competence and pragmatic knowledge in successful communication, particularly focusing on the challenges faced by English as a Foreign Language (EFL) learners. In terms of pragmatic competence, there are some key findings and insights from the discussion. First, pragmatic competence is essential for understanding the speaker's intended meaning, contextual nuances, and

social implications in communication interactions. Second, native speakers often exhibit higher pragmatic competence due to greater exposure to the language, highlighting the importance of pragmatic knowledge in achieving communicative excellence. Third, pragmatic competence involves the ability to use language appropriately in various social contexts, considering cultural norms and linguistic conventions.

In terms of pragmatic knowledge, the key findings and insights from the discussion are as follows. Pragmatic knowledge encompasses the understanding of language use in context, including contextually situated vocabulary, language patterns, and extralinguistic behaviors. Mastery of pragmatic knowledge enables individuals to navigate linguistic constraints, interpret implied meanings, and adapt their communication style to different social settings effectively.

In terms of implications for EFL learners, there are some points from the discussion. EFL learners may face challenges in using linguistic expressions contextually, leading to communication breakdowns and misunderstandings. Explicit and implicit instruction in pragmatic knowledge can significantly improve EFL learners' communicative competence and enhance their ability to use language appropriately in diverse social situations.

Therefore, there are some importance of pragmatic competence. Pragmatic competence is a crucial component of communicative competence, allowing individuals to convey messages clearly, interpret implicit meanings, and engage in successful interpersonal communication. Understanding and applying pragmatic principles, such as politeness strategies, speech acts, and cultural norms, are essential for effective communication across linguistic and cultural boundaries.

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