

Die bewertungsgrundsätze pragmatischer kompetenz in ksl (kommunikative sprache
lehren)

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Anmerkung: Dieser Artikel widmet sich der Bedeutung des Assessments für den englischsprachigen Pragmatikunterricht. Lehrende können mit Hilfe von Assessment-Prinzipien die Neugierde ihrer Schüler steigern und ihnen helfen, ihre Stärken und Schwächen in der pragmatischen Kompetenz zu erkennen. In dieser Studie werden die erhobenen Daten des während der Pandemie-Zeit aktiv genutzten Moodle-Systems analysiert, um die Bewertungskriterien für pragmatische Kompetenz zu überprüfen. Das Ziel dieser Studie ist es, die Art und Weise zu definieren, wie Studenten fair beurteilt werden können und wie wichtig Tests sind, um die pragmatische Kompetenz Ihrer Studenten herauszufinden.

Schlüsselwörter: Bewertung, qualitativ, Prinzip, Bedarf, Validität, Reliabilität, Praktikabilität

The assessment principles of pragmatic competence in clt (communicative language
teaching)

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Abstract

This article is devoted to show the importance of assessment in teaching pragmatics in the English language and teachers can increase the curiosity of their students as well as help them detect their strength and weak points in pragmatic competence with the help of assessment principles. In this study the data collected from the moodle system which was used actively during the pandemic period, is analyzed to check the assessment criteria for pragmatic competence . The aim of
10.5281/zenodo.5564637

this study is to define the way how to assess students fairly and how testing is crucial to find out your students' competency in pragmatics.

Keywords: assessment, qualitative, principle, needs, validity, reliability, practicality

INTRODUCTION

In order to enhance the students' knowledge in target language the teachers cannot ignore the value of assessment in their teaching process. Classroom assessment is a way to analyze the improvement of learners, to encourage students to study, to evaluate teachers' ability, to rank students' capabilities. Another positive side of assessment is that the objectives of the lesson, course or curriculum can be estimated through the students whether they are achieving these required objectives or not. When we have to speak assessing pragmatic competence of learners we encounter other two terms such as evaluate and test which are interconnected with our discussing theme. In order to clarify and differentiate these three terms we can look up them in the e-book of "Oxford Dictionary of English":

Test -a short written or spoken examination of a person's proficiency or knowledge: *a spelling test*

Asses - evaluate or estimate the nature, ability, or quality of something: *the committee must assess the relative importance of the issues* / [with clause] *it is difficult to assess whether this is a new trend*

Evaluate -form an idea of the amount, number, or value of: *assess the study will assist in evaluating the impact of recent changes* / [with clause] *a system for evaluating how well the firm is performing*

From these definitions we can define that evaluation is the broadest term which define the value of whole program by using assessment and test which are specific. Since the assessment is the most significant which a tight chain between other two terms and it facilitates to make better any learning process because with the result of assessment materials the teacher can define the learners' needs to develop their pragmatic competence and what action to take as suggestion for language

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learners. Pragmatic competence lies within the term of communicative competence, which has been the main approach in language teaching for the several decades. It is also stated in CEFR document that “Communicative competence in this narrower sense has the following components:

- linguistic competences;
- sociolinguistic competences;

• pragmatic competences. [4;108]. Although this document outlines all necessary instructions to assess the communicative competence of students, there are sometimes a lot of challenges how to take pure and objective results from students and design further materials to avoid the mistakes which are done by them. In other words, when the most teachers compare the score of continuous assessment and final assessment a huge difference appears. Consequently, a lot of students moan about unfairness of teachers. These concerns may be the result of being unaware of the principles of assessment.

The aim of the current study is to examine teacher’s materials which are used to check students communicative competence including pragmatic competence and its assessment principles . These objectives require to put forward the following research questions:

1. What type of assessment criteria is used in checking pragmatic competence?
2. What are the components of pragmatic competence in CEFR?
3. How can be achieved the validity, practicality and reliability of pragmatic competence of students?

2.2. Pragmatic competence

“Pragmatics is the study of language use in interpersonal communication. It is concerned with the choices made by speakers and the options and constraints which apply in social interaction.” [7;2]

Even though the studies in pragmatics began in the middle of last century which was mostly focused on the theory, the interlanguage pragmatics has been in 10.5281/zenodo.5564637

discussion for nearly three decades. These discussions are mostly devoted to the difference of NNS (non-native speakers) from NS (native speakers) “in the range and contextual distribution of strategies and linguistic forms used to convey illocutionary meaning and politeness precisely the kinds of issues raised in comparative studies of different NS communities”. [5;234]

In fact, most students only concerns about arranging grammatically correct sentences and they are prevalently unaware about their pragmatic failure. According to Kathleen Bardovi-Harlig “pragmatic failure differs from other types of failure because it is not easily recognizable by interlocutors who may judge the speaker as being impolite or uncooperative or attribute the pragmatic errors to the speaker's personality. Moreover, pragmatic failure is common not only among students with low proficiency in the target language but also among advanced language learners presenting a good command of grammatical and lexical elements.” [1;23]

Pragmatic competences are concerned with the user/learner’s knowledge of the principles according to which messages are:

- a) organised, structured and arranged (‘discourse competence’);
- b) used to perform communicative functions (‘functional competence’);
- c) sequenced according to interactional and transactional schemata (‘design competence’). [4;123]

2.3. The importance of Grice’s “co-operative principle” in the criteria of assessing pragmatic competence

The ‘*co-operative principle*’ (Grice 1975): ‘make your contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged, by observing the following maxims:

- quality (try to make your contribution one that is true);
- quantity (make your contribution as informative as necessary, but not more);
- relevance (do not say what is not relevant);
- manner (be brief and orderly, avoid obscurity and ambiguity)’. [4;123]

Departure from these criteria for straightforward and efficient communication should be for a specific purpose rather than because of inability to meet them. The action-oriented approach, recommended by the CEFR, fulfills the current needs of modern language teaching. It “views users and learners of a language primarily as ‘social agents’, i.e. members of society who have tasks (not

exclusively language-related) to accomplish in a given set of circumstances” [4;. 9]. The task is defined as “any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfill or an objective to be achieved” [4;10]. The nature of the task can vary in creativity, complexity, and level of language difficulty. The notion of *task* is similar to *activity* [7;25].

The pandemic situation causes a lot of changes in education, too, most teachers have to conduct their lessons through different online platforms. Below there is an example which was used as a home task in the moodle platform.



1.1. A sample assignment of moodle-platform.

The analyses of the task illustrates that this home task is practical to check student’s ability to give directions in English, this task is based on real life situation, as stated in CEFR: “any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfill or an objective to be achieved”. For the given task most students answered in a length, and below there are some examples of the answers

1. student X.

One day I saw a lot of tourists staring at something for a long time. They couldn't find the place .This situation surprised me and made me go to them. I really wanted to help me. I went to them and they were surprised to see me and I asked you how I could help them after I introduced myself.

They asked me : "Can you show me where the Siyab bazaar is? and I explained to them .Which way to go to the bazaar .They asked me to go with them and I showed them many places along the way. Thus we reached the Siyab bazaar they thanked me. And went inside bazaar .I was glad to help them and went home

2. student X

FROM SAMMI HOSPITAL TO SIYAB BAZAAR

You can take any transport you want from the hospital to bazaar. Such as you can take a taxi, bus, tram, or walk. If you want to go on the bus you can take any bus because everything goes from there. I recommend you to walk for the proximity of the road. You walk straight you go a little and then you can see medical college and you walk again. Then you will cross the road. After passing it you will walk straight without turning anywhere and you will see the Siyab bazaar.

3. student X

Now I give you the direction how you can get to Siyaab bazaar. Now we are at the beginning of Pushkin's street, front of SamSU's russian faculty. Firstly you should go to the bus station. You should 10m and you can see bus station and there are a lot of busses which go to Siyaab bazaar for example number 66 1 3 9 and others and you can also ask to the conductor is you get on one of that busses, it passes from 3 bus station you must get off to the 4 th bus station in front of Siyaab bazaar you can see Siyaab bazaar.

4. student X

Good morning dears! Let me explain to you how to get to the Siyab Bazaar.

***Siyab Bazaar** is located not far from The **Registan Square**, near **Bibi-Khanym Mosque**. A few minute the way from the registan to the Bibi-Khanym Mosque and next to it is Siyab Bazaar. The entrance to the bazaar is a high arch decorated with*

blue and dark blue mosaic at the top. It is hard to name everything you can see at bazaars in these seasons: colorful fruits, berries, vegetables, gourds, cereals, salad greens... In other seasons the bazaar is not poor either.

*The produce sold is divided by types: **vegetables**; **fruits**; dried fruit and nuts and stones - **raisins**, **currants**, **sultanas**, dried apricots, nuts in dried apricots, salted cracked apricot stones baked in ash, **almonds**, **hazelnuts**, **pistachios**; and **Asian sweetmeats** - **navat** (grape sugar crystals), **kazinaki**(pressed nuts or seeds with sugar or honey), **parvarda** (white hard candies), **pashmak** (mass of thin sugar threads) and many others.*

The analyses of answers are not satisfied most teachers, because most students faces pragmatic failure which is more concerning than grammatical errors. The more concerning side of this is that the results of students are not sufficient for group of tourists to find out the way for Siyaab bazaar. This mistake can be attributed to the student's misunderstanding of assessment criteria in Communicative Language Teaching. Knowing language doesn't mean only to speak in one language, but speaking should be to achieve a purpose. Therefore in the assessment of most skills there is a criterion of task achievement.

Kathleen Bardovi-Harlig stated that "Although it may be possible to introspect on one's own grammatical competence, it is not possible to do the same for language use. The bottom line is that we need to observe language use in order to provide reasonably authentic and representative models of language use".[1;27] In other words the learners can examine carefully about the grammar, but it is difficult with the usage of language. In fact if the teachers and learners are aware of the norms and the principles of functional usage of language, they can introspect on their pragmatic competence, too. The exact criteria of the assessment pragmatic competence can contribute to deal with this problem. In fact, in teaching English assessment plays a crucial role because it helps teachers to find out how well are students are doing in the process of learning. Furthermore, with the help of assessment teachers can analyze the needs of students which are important thing to design teaching materials.

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“Assessment presumes the following principles: validity – measuring the learning outcomes that are supposed to be obtained during the lesson(s); reliability – meaning that the same piece of work is assessed with the same grade by two or more markers; fairness – any biased decisions are excluded while assessing works...; authenticity – assessing student’s knowledge which will further be applied in their practice”. [1;5] These principles of assessment ensure that the task which is under our discussion (Giving direction) is practical, because it coincides with all demands of assessment. It can be applied in real life of students which is appropriate for the authenticity. The task is organized correctly, but the answers are not satisfied, because in **performance assessment** requires the learner to provide a sample of language in speech or writing in a direct test which involves relevant performance. But most students tried to give long answers which results misunderstanding. Due to the Grice’s “cooperative principle” language users must interact in true, relevant, informative (but no more) and in a brief and orderly way. Controversy, the answers as can be seen in the examples are very long, and there is a lot of irrelevant information which may distract people’s attention towards their destination. The more worrying thing is that most teachers accepted the answers as correct ones. It can be judged that the teachers should rethink about their way of assessment. Most teachers only take into consideration the linguistic competence of learners and their input consists of only the knowledge of grammar, vocabulary and other linguistic elements. That’s why most learners in real life encounter pragmatic failure which is the result of no elements of communicative competence in teachers’ input. “Regarding the issue of language acquisition, one question that comes to the mind of both researchers and teachers is whether learners are exposed to appropriate and sufficient input. In our work on learnability in pragmatics, we have hypothesized that at least in part, learners either don't receive the relevant input or don't receive it from sources they consider relevant, or they may not notice the relevant input due to either lack of pragmatic awareness or possibly even grammatical competence.”[3;25]

CONCLUSION

This article is aimed to show a way of assessment which involves to consider pragmatic knowledge of students which is important to be successful in real life for different social interactions. The assessment of pragmatic competence enables both students and teachers: 1) to find weaknesses in communication and 2) to identify language functions. Assessing students' knowledge by authentic situation contributes the learners to pay attention to the usage of language and to choose correct speech acts in given context. Besides, choosing correct input enables learners to better their results as well as boost their credibility to assessment.

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