Non-Native EFL Lecturers' Strategies in Building Their Pragmatics Competence

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Abstract

This is a qualitative case study that focused on elaborating the strategies used by EFL lecturers in building their pragmatic competence, the benefit they got after using those strategies, and how the lecturers built up students' pragmatic competence in the classroom. Interviews, observation, and document analysis were the techniques of collecting data. Purposive sampling was used. The findings showed that the English lecturers used several strategies to build their pragmatic competence, namely watching western films, reading English novels, building communication with native speakers, and joining international friendship community. Those strategies enriched their vocabulary or choice of words and idioms and trained them to speak natural English in a variety of communication contexts. Students' pragmatic competence was built by using films, top-down approach on pronunciation teaching, pair work speaking and small group discussion, using authentic language in meaningful context, providing corrective feedback, introducing fillers, conversation maintenance cues, and implementing responsive activities. Attaining pragmatic competence should be a primary objective for instructors of ESL/EFL, which also poses a formidable undertaking.

Keywords: communication skills; English teachers; pragmatics competence

Introduction

The attainment of effective communication is significantly shaped by the impact of cultural influences, the contextual nature of interactions, and the handling of the English language itself (Baker, 2019). The dominant opinion which says that speaking English can ignore the rules of grammar, has not been able to increase the confidence of students and lecturers to use English. The tendency to disregard the principles of English grammar is liable to engender erroneous speech patterns. Not infrequently speaking in English does not even have a 'sense of language'. To communicate successfully, knowledge about language and the formulas alongside rules of language itself are not enough. Extralinguistic factors wield a profound impact on an individual's communication proficiency. Among these factors, pragmatic competence stands out as a critical component (Saleem, Saleem, &

Aziz, 2022). Pragmatics is the study of language use in relation to the context in which it is used. The meaning of the language can be understood if the context is known. The field of study known as "pragmatics" investigates how languages are put to practical use (Aqüicultura et al., 2018). The capacity to discern the underlying meanings, assumptions, intentions, and aims of a situation, as well as the kind of activities being taken, is what is meant by "pragmatic competence" (Ishihara & Cohen, 2014). The study of pragmatics focuses on the construction and negotiation of meaning between a speaker and a listener under the restrictions of a particular cultural setting and social norms.

Studies on the acquisition of pragmatic comprehension in EFL have revealed that learners' performance is associated with three primary factors: the impact of within-implicature, learning experiences, and individual traits. Nonetheless, the learning experiences of non-native EFL educators, particularly in rural areas, have not been given ample consideration in the realm of EFL pragmatics. Given the era of globalization, the acquisition of pragmatic competence is deemed an indispensable facet of learning foreign (FL) and second language (L2) (Taguchi, 2015).

Meanwhile, pragmatics is attentive to speech acts occurring within the classroom context, which encompasses (a) representative acts, wherein teachers inform students about something; (b) commissive acts, whereby the teacher declares their intention to take a particular action; (c) directive acts, designed to prompt the addressee (teacher) to perform a specific task; (d) expressive acts, which enable the expression of feelings and attitudes concerning the relationship's state; and (e) declarative acts, utilized to describe a shift in the status of a relationship (Matczak, 2019). The teacher in speech acts must be sure that the ideas he conveys to students can be easily understood to achieve goals. These goals include: (1) conveying information, (2) requesting information, (3) ordering, (4) refusing, (5) expressing feelings, (6) lifting, (7) asking for attention, (8) conveying requests, (9) asks for affirmation, (10) shows a sense of solidarity, and (11) expresses gratitude to the interlocutor (Bäckström, 2020). As a result, the speaker (teacher) must adhere to the rules governing an utterance. These rules are known as 'the principle of cooperation.' According to this theory, language utilized in the learning process must, first and foremost, be functional, serving a purpose and objective (Boux, Margiotoudi, Dreyer, Tomasello, & Pulvermüller, 2022). Secondly, in the

learning process, teacher communication should ideally incorporate Grice's maxim, wherein conversations between community members are based on fundamental principles (Guo, & Li, 2017). This basic principle is known as the Cooperative Principle which is manifested in four kinds of maxims of speech namely the maxims of quality, quantity, relevance, and manner (Xiaoqin, 2017). The maxim of quality encompasses: (a) ensuring the accuracy of the learning material; (b) refraining from uttering statements believed to be incorrect; and (c) abstaining from conveying information lacking solid evidence. The maxim of quantity entails: (a) ensuring that learning materials align with students' needs, and (b) ensuring that learning materials do not exceed students' needs. The maxim of relevance involves efforts to link learning material to the topic of discussion. The maxim of manner is related to endeavors to simplify the learning material, comprising (a) avoiding ambiguity, (b) avoiding double meanings, (c) being concise, and (d) maintaining regularity.

The third is implicature. Not all teachers' utterances and languages are 'nice and comfortable' expressed directly like the principle of cooperation. Under certain conditions, teachers can 'violate' these principles by conveying ideas indirectly (implied meaning). Disregarding the cooperative principle maxim may result in implicatures, wherein ideas or messages are conveyed indirectly, utterances carry an underlying meaning different from what was explicitly stated, and comprehending the meaning of such ideas is heavily reliant on the context of the discourse (Li, 2022). For example, if the blackboard is dirty, the teacher will not say: "please clean the blackboard", but "it is more convenient" to say: "I will write something on the blackboard", indirectly asking students to clean the blackboard. Implicatures are believed to facilitate a harmonious teacher-student relationship as it requires constant consideration and mutual respect in communication. It is further posited that teachers who exhibit strong implicature skills demonstrate an understanding of their students' cultural backgrounds, as implicatures are most effective when shared cultural knowledge is present between communicators. When it comes to communication, it is impossible to separate individuals from dialogues in which there is genuinely anything to be implied on. Instruments such as speech occurrences, references, cultural context, and everyday experience are used in order to get an understanding of the implicature (Amrullah, 2015). The fourth is politeness. The notion of politeness pertains to an individual's perception of their social and public identity, reputation, and self-respect (Mirzaei, 2019). This suggests

that during the process of learning, the use of politeness by both teachers and students serves as a representation of authority, which forms the basis of communication and subsequently enhances the motivation of both parties to learn. Politeness can be exhibited through various means such as greetings, expressions of gratitude, proper forms of address, apologies, and conversational fillers (Mahmud, 2019). It could be argued that a teacher's level of politeness is positively correlated with students' level of engagement in the learning process. The act of being polite necessitates a high degree of emotional sensitivity and respect towards others. Your interactions with other people, as well as your ability to develop respect and rapport, raise your self-esteem and confidence, and improve your communication skills. The foregoing represents the benefits you get from your politeness (Decca & Charles, 2018). Those who are tasked with teaching English as a foreign language, which is in and of itself a difficult endeavor, should have one of their primary focuses in a way of developing their students' pragmatic competence. Teachers of English require an understanding of pragmatics in order to comprehend how language is used in a particular setting and to be able to utilize language in an appropriate manner. To sum up, the study of pragmatics encompasses a set of competencies that empower individuals to determine what, how, to whom, and when to express messages appropriately within various contexts. These proficiencies are commonly referred to as "pragmatics."

The important of Pragmatic competence in teaching English is undoubtable. By using pragmatic approach, students English abilities in introducing self and others developed significantly (Ubaidillah, 2020). The Pragmatic approach in English Language Teaching also influenced students' Listening abilities (Suryani, 2020). Training for teachers in order to improve English teachers' abilities in teaching English has become a training program for English teachers (Dewi, 2019). As a reflection and motivation, in terms of proficiency in English, based on the release of the 2019 EF EPI which lists the rankings of 100 countries with English proficiency, Indonesia is ranked 61st with status at the low level proficiency with an index value of 50.60. The first rank is the Netherlands (70.27), Sweden (68.74), and Norway (67.93). As a comparison of the position of neighboring ASEAN countries, Singapore is ranked 5th (66.82), and the Philippines is ranked 20th (60.14) and Malaysia is 26th (58, 56). This release illustrates that the level of English mastery in Indonesia is still way lower than those of neighboring countries at the ASEAN level. This condition is of course

influenced by the curriculum policies implemented by the governments in order to increase the quality of education (Madyaning, 2020). Raising students' sensitivity to pragmatic distinctions may be aided by the use of real-world language examples and a classroom discussion. Pragmatic competence could be taught in the class through language digital resources (Kaliska, 2018). All studies above have been done in the field of pragmatic competence, in fact, it is rarely found the research on what strategies are used by EFL lecturers in building their pragmatic competence, how those strategies help them, and how the lecturers build pragmatic competence in the classroom. In addition, the subjects of this study are non native EFL Lecturers in small town or rural area, where English is rarely used in their daily life. The only space to practice English is only in the classroom but not even in a full meeting during teaching and learning process. The EFL students of this town come from variety of mother tongue; however, they use their first language in their daily conversation. The use of English is very limited. Moreover, Most research in the field of pragmatic competence were experiments on some approaches or strategies to teach pragmatic competence in the classroom and it is still rarely found researches on how non native EFL lecturers build their own pragmatics competence.

Pragmatic competence could possibly be developed by providing exposure of the native natural communication. The ability to use language appropriately in various social situations is known as pragmatic competence, which is enhanced by being conscious of and critically aware of the sociolinguistic and sociocultural factors that underlie the pragmatic behavior of native speakers. In essence, learners are expected to have a better understanding and appreciation of native speakers' pragmatic behavior once they comprehend the cultural system of beliefs, values, and norms that govern such behavior. Some classroom activities such as Role-playing can show students how to introduce themselves, explain something, complain, and make a request also promote pragmatic competence (Vandergrift & Goh, 2018). Instead of focusing solely on imparting vast amounts of vocabulary and grammar to their students, teachers should create some scenarios that will allow the students to put their language skills to use. Additionally, students should take advantage of any opportunity to put what they have learned—whether it is linguistic or pragmatic knowledge—into practice. It is recommended to utilize genuine language samples and initiate a classroom discourse that examines pragmatic distinctions as a means of increasing students' cognizance (Alsuhaibani, 2020).

Educators ought to offer a wide range of activities that can serve as pragmatic models for students, thereby enabling them to acquire authentic pragmatic input (Taguchi, 2015).

The English lecturers at IAIN are all non-native English speakers. They only speak English when they are engaged in academic pursuits. Inevitably, they will connect the pragmatic competence that they have in their first language (L1), the language that is currently their dominant language if it is not their first language, or possibly some other language (if they are multilingual) to the pragmatics of the community that speaks the target language. To some extent, it requires calling on the dormant knowledge that they already have in order to assist in sorting out the pragmatics of the L2, and to some extent, it necessitates the learning of new information. Initially, their understanding of the English language was limited to its syntax, which focused only on the linguistic structure of sentences, such as noun phrases (NP), verb phrases (VP), and so on (Brown, K., & Miller, 2020). However, it was later realized that examining only the logical meaning of sentences in addition to their structure was necessary. The refinement of language studies further acknowledges that merely studying the structure (syntax) or logical meaning (semantics) alone cannot produce communicative meanings, and context (pragmatics) must also be considered. Through the pragmatic study of language, both the semantic and syntactic aspects of sentences are unified and understood. Semantics, which is essentially concerned with context, is restricted to logical meaning, as seen in its components that are influenced by the context of speech acts and their functions. In contrast, pragmatics expands the context. Pragmatics is highly dependent on semantic representations, which are formed from structures, though they are not always syntactically correct.

IAIN English lecturers are not familiar with the social use of English in native culture. They may not have adequate exposure to natural English and, as a result, they might not necessarily have a high level of competence in English. Since the English lecturers at IAIN Curup do not often travel to English-speaking countries or interact with native English speakers, they do not consider themselves to be experts in cultural facets. Additionally, it is possible that they were never taught the pragmatic features of English grammar themselves, which means that their teaching performances are mostly impacted by the culture of their original language. Nevertheless, in order to attain the objective of English language instruction, which is

to enhance students' communicative competence in using the language, instructors should emphasize the development of pragmatic competence as a crucial component of communicative competence within the classroom.

Pragmatics is a linguistic discipline that focuses on the use of language in communication, encompassing not only verbal but also nonverbal aspects. It recognizes the close relationship between language and culture, highlighting the importance of considering cultural factors in interpreting meaning. To facilitate natural communication, teachers should incorporate these principles into their instruction. A teacher who possesses strong pragmatic competence can assist students in developing their communication skills across diverse interactive contexts.

Teachers will be able to communicate effectively if they have pragmatic competence (Deda, 2013). This set of knowledge equips teachers to be 'good at' conveying messages that are meaningful to students. The term meaningful pertains to the teacher's speech being comprehensible to students as a primary source of information for them to ponder, as the essence of the learning process is to stimulate students' thinking. In one case, a 'very difficult' learning material will be easily understood by students if the teacher can discuss it well and measurably, on the other hand a very easy topic will confuse students if the teacher discusses it in a convoluted, uncommunicative way. The notion of pragmatics emerges as a practical and applicable science that help teachers to develop students' communication skill. This paper tries to investigate strategies used by non-native EFL lecturers in building their pragmatics competence, the benefits they get in using the strategies and how they build students' pragmatic competence in the classroom

Research Methodology

This is a qualitative case study that used semi-structured interview as the techniques of collecting data in order to investigate the strategies used by non native EFL lecturers in building their pragmatics competence and the benefit they get from the strategies. Observation and document analysis are to investigate the way the lecturers build their students' pragmatic competence in the classroom. Interview guideline was built based on the characters of pragmatic competence: real/natural communication, contextual meaning of words, non verbal language, correct pronunciation, word stress, intonation and context of interaction (Szczepaniak-Kozak & Wąsikiewicz-Firlej, 2018) and fieldnotes were taken during observation. All data were analyzed qualitatively by using Miles and Huberman's

theory (Sugiyono, 2020) namely data collecting, data reducing, data classifying, reporting and concluding. The data from recorded interviews, document analysis, in this case lecturers' lesson plan, and some fieldnotes from classroom observation were collected based on their purposes, then classified based on the research questions.   Data collected which did not answer the research questions were reduced. Afterward data that consist of most used strategies; the benefit and how the lecturers build students pragmatic competence in the classroom were reported and analyzed by guiding the supported theories. Finally, the conclusion was made based on the findings and analysis. The analysis data were proceed at the same time data were collected (Sugiyono, 2020). There were 7 (seven) non-native EFL lecturers selected as the subjects, because they used to teach speaking subject, and from a grand tour, those 7 lecturers high frequently used English in the classroom during teaching and learning process. The study spanned a single semester, during which measures were taken to minimize bias, including triangulation, member checking, consultation with experts, and systematic explanations. To analyze the interview transcripts, a four-step analysis approach developed by Holliday (2015) was utilized, involving an initial reading of the transcripts, identification of themes based on the research questions, comparison of transcripts among research subjects to identify dominant data, and finally, constructing an argument and reviewing data using relevant theories to discuss the findings.

Findings and Discussion

Findings

1. The Strategies used by Non Native EFL Lecturers in building their Pragmatic competence.

Table1. The strategies used by English speaking lecturers in building their pragmatic competence and the benefit the lecturers get.

Table 1
Strategies used by English lecturers in building their pragmatic competence

No	Lecturers				
	Questions	**Strategies**		**Benefit**	
1	How do you recognize native English real communication?	Films, internet	7	Understand the natural English used in real communication	7
2	How do you	Reading English	5	Understand the use of	7

	differentiate the meaning of words in different context?	Novels, newspapers, magazines (literacy)		words in appropriate contexts, improve word choices		
3	How do you see the nonverbal communication performed by native?	Films, internet, building communication with native friends	5	Understand the meaning of non-verbal communication used by native in real communication	7	
4	How do you learn the correct pronunciation, word stress and intonation during speaking?	Films, music and online chatting with native English friends	4	Can Implement the correct pronunciation, word stress and intonation which appropriate to the context of speaking	7	
5	How do you recognize variety of interaction context of English communication?	Films and reading, internet	7	apply the use of suitable words for suitable context (the form and to whom I speak)	7	

It was found that English speaking lecturers used several strategies to build their pragmatic competence, namely watching western films, reading English novels, building communication with native speakers and joining international friendship community. These strategies show that the lecturers have already had a pragmatic awareness which is important in building their pragmatic competence. The following are some of the lecturers' answers:

English novels introduce me the real English in real communication, including the stress, the dialect, intonation and in what context they are used (Lecturer 1).

I rarely use English and communicate with native, so I force myself to watch movie, first by seeing the subtitles and then without it. I learn how they pronounce the word and the way native use the utterances. Movie help me a lot. (Lecturer 3)

From I was high school students, I was movie maniac, but at that time I had to rent cd. Now I watch them from my android whenever I have time. I learn much from that hobby. I use English more natural, imitate the way native speak, and correct my pronunciation, enrich my vocabularies, and many other advantages. (Lecturer 4)

Surely from internet, there are many tools in it. I can talk directly to native and ask them questions. I know how they say the words correctly. I learn their conversation in variety of context. We often find that some utterances have

different meaning and we can use many utterances for one message. For instance native do not always say 'thank you' to thank others. (Lecturer 5)

It's almost impossible for me to go abroad, while studying English also studying how to use it in real communication. ***The simple way for me to get that real communication is through internet, films, and building friendship with friends overseas.*** *I often ask my students to bring the real conversation that they should get from movies to the class, then we discuss together. We use the same way to study English idioms. Besides, I like reading; I also get a lot of lesson from my reading. (Lecturer 6)*

From the lecturers' answers above, it can be concluded that they strategies in building their communicative competence are reading novels, Films/movies, using internet, and building friendships overseas.

2. The benefit the Lecturers get from the strategies

All lecturers state that they take benefit from their strategies in building their pragmatic competence. The benefit are correcting their pronunciation, intonation, improve their language class, enrich their vocabulary or choice of words and idioms in appropriate context, and train them to speak natural English in a variety of communication contexts, for example, as seen in the following interviews:

I improve my pronunciation and intonation while speaking English directly from the first source. Films show us the real life environment, don't they? We know that in expressing our ideas while speaking, native speakers do not always use complete sentences, such as: "Door, please" to send a message that he wants someone to close the door, or "Am I the only one who feel hot here?" to send a message that she wants someone to open the window for fresh air or turn on the air conditioner. I, then practice those real way when speaking to my students in class. (Lecturer 2)

I've got a lot of lesson about non verbal communication through films. Sometimes with no words at all. How can I explain it to you? about how native send a message of "don't know", "don't agree", "disappoint", "angry" and many others. Like Bahasa Indonesia, we use non verbal language too, don't we? But different culture surely performs different nonverbal language. (Lecturer 3)

From watching films in internet, I can replay some native utterances while speaking, I imitate their intonation, their pronunciation, even their body language. I'm a good imitator. I learn that we should choose the suitable words for suitable context. These examples are difficult to be understood from reading. It's easier for me to see them directly in films. (Lecturer 4)

The benefits the lecturers get can be concluded as follow:

1. Understand the natural English used in real communication

2. Understand the use of words in appropriate contexts, improve word choices

3. Understand the meaning of non-verbal communication used by native in real communication

4. Can Implement the correct pronunciation, word stress and intonation which appropriate to the context of speaking

5. Can apply the use of suitable words for suitable context (the form and to whom I speak)

3. The Lecturers' Way in Building Students' Pragmatic Competence in the Classroom

From observation in the class, the lecture 1 presents some ways to introduce the use of English naturally. Lecturer 1 explains the lesson from two aspects, the usage and the use of English in real communication, for instance, when the class is studying about greeting, the lecturer explains some expression that can be used to greet people,

A   : *"Hello, How are you?"*
B   : *"I'm fine, thank you, and you?"*
A   : *"I'm fine too, thank you."*

Then she elaborates more that in real communication native English rarely use those utterances, the more common utterances are as:

A   : *"Hi, how's it goin?"*
B   : *"Hello, great. Where have you been?"*

Meanwhile lecturer 3, often practices the incomplete sentence to send messages and see whether the students get the message, such as follow:

Lecturer 3   : *"Re, board marker, please." Instead of "Re, will you get me a Boardmarker, please?"*

(commands Rezi to give him a boardmarker, and the student immediately get the boardmarker from his bag.

Lecturer 3   : *(staring at the whiteboard which full of handwriting from the previous lecturing, putting his hand under his cheek, squinting his pupils at the same time, instead of saying "Will someone help me clean the whiteboard, please?"*

Next, one of the students stand up and get an eraser to immediately clean the whiteboard

The use of fillers such as uh, I mean, well, hmmm, yeah are often performed by all lecturers. Small group and classroom discussion, where the students often interact and communicate each other, are dominant activities done by the 7 lecturers.

The following are the findings from interviews on how the lecturers build the pragmatic competence in the classroom.

Table 2
How the lecturers' build students' pragmatic competence in the classroom

No	Lecturers' Strategies	Answers
1	Using films	4
2	Using top-down approach on pronunciation teaching, focus on pronunciation-stress, rhythm and intonation	3
3	Accuracy, focus on grammar and discourse	7
4	Motivate the students to speak actively through pair work speaking and small group discussion	7
5	Role Play (Use authentic language in meaningful context)	7
6	Corrective feedback	4
7	Role Play) Introducing using fillers such as Uh, I mean, well	7
8	Role Play (Introducing the way how to get someone's attention such as hey, say, so)	7
9	Role Play (Introducing conversation maintenance cues such as uh uh, right, yeah, okay, hmmm)	7
10	Role Play (Using mime and non-verbal expression to convey meaning)	7
11	Implementing responsive activity	7

The ways lecturers build students' pragmatic competence in the classroom are also practiced by putting the pragmatic aspects through practice, such as in the following situation:

Andi, Could you, please? Thank you

(asking Andi to close the classroom door, while pointing out the window by her eye contact) (Lecturer 3)

Yess?
(Instead of do you have any questions?) (Lecturer 6)

Direct correction is presented by lecturer 5, when a student does an incorrect pronunciation, as well as corrective feedback.

Furthermore, realizing that films could give a lot of contexts of real life English, 4 lecturers share these strategies to build their students pragmatic competence. The students are told to watch their favorite films and observe some utterances used by the actors and then explain to their classmates through presentation and discussion.

Discussion

Foreign language learners, such as those who are learning English in Indonesia, frequently lack opportunities for direct interaction with native speakers of the language. While learners of English can communicate with native speakers in the virtual realm through the internet, this option is accessible only to those with information and communication technology resources.

This restriction places significant limitations on the teaching that occurs inside the classroom. According to (Toro, Camacho-Minuche, Pinza-Tapia, & Paredes, 2019), The language input provided in the classroom setting alone is insufficient for students to develop the necessary language skills for effective communication in the target language. Thus, in a foreign language classroom, specifically in spoken English classes, pragmatic instruction must serve three key purposes. These include (1) providing learners with suitable language input, (2) enhancing learners' pragmatic sensitivity, and (3) organizing genuine opportunities for learners to apply their pragmatic knowledge. The requirements may be satisfied in a few different ways. Active video-viewing activities are presented in (Culbertson, Shen, Jung, & Andersen, 2017) research. Learners will get a first-hand understanding of how specific actions are carried out through utterances as a direct result of participating in this exercise. A research conducted by (Nassar, Saad, & Mohd Nordin, 2020) suggested several tactics that may be used to increase learner's pragmatic awareness in the context of declining invitations made by native speakers of American English. Listening for snippets of rejection realizations is one of them, as is changing speech to make it more understandable and promoting peer input.

Using authentic material by reading English novel is also a way to build pragmatic competence (Taguchi, 2015). Literacy introduces learners to recognize a variety of communication contexts and to take the context into consideration in building their pragmatic competence. Same sentences may have different meanings and functions in different context. Pragmatic competence may also

cultivate sensitivity toward the culture diversity in English teaching and then promote students' pragmatic competences (Krisnawati, 2011).

Moreover, film media is one of the authentic materials that is often used as a medium of learning English as a foreign language. The learners will learn a foreign language directly from native speakers by listening and watching the dialogue that occurs in movie scenes. They can understand different meanings of sentences between their mother tongues and the natives. They will also understand verbal and non-verbal communication used by native. Film, as an audio visual media in learning English is significantly influenced the students' understanding on speech acts and culture directly from the native speakers. Film also build learners' understanding of the natural context because it is equipped with pictures, sounds, as well (Salwa & Sari, 2015).

Over the course of many years, the education of language had focused primarily on correct grammar; as a result, the communicative role of language seemed to be neglected. The aim of research in the field of second or foreign language learning has been to reveal the mechanisms by which learners acquire specific linguistic and extralinguistic features of the language. This has shed some light on the process by which language learners ultimately attain proficiency in a second language. Other investigations into the speech act performance of learners of a second or foreign language have demonstrated that there are discrepancies between the performance of these learners and that of native speakers (Derakhshan, 2021).

The educators derive significant advantages from the techniques they employ to cultivate their pragmatic competence. They acknowledge the critical role of pragmatics in language acquisition, as it enables learners to avoid misinterpretation and communicate effectively across various cultures and languages. The primary objective of pragmatics education is to heighten learners' awareness of pragmatics. Rather than insisting on conformity to a specific target-language norm, instruction in pragmatics aims to familiarize learners with the full range of pragmatic tools and practices in the target language. Through such instruction, learners can maintain their cultural identity, actively engage in target-language communication, and take control of the force and outcome of their contributions (Sanulita, 2019). Pragmatics encompasses more than just grammar, as it also involves understanding how language is used to convey meaning. English

language learners must be aware of how certain expressions are used appropriately in the language. In particular, foreign language learners exhibit significant disparities from native speakers in their use of language, particularly in executing and comprehending certain speech acts, conversational functions such as greetings and leave-taking, and conversational management, such as back channeling and short responses. Differences in pragmatic competence are evident in the English of learners, irrespective of their language proficiency or first language background, in the absence of instruction. Therefore, learners with high levels of grammatical proficiency may not necessarily show an equivalent level of pragmatic development. As a result, learners with advanced levels of grammatical proficiency often demonstrate a broad range of pragmatic competence. Experiencing the benefit of the ways the lecturers build their pragmatic competence, it is important to also promote the students' pragmatic awareness to the students and help them to develop their pragmatic competence in order to develop their communication ability. As (Black, 2019) has elucidated, the study of language function involves examining how language is utilized. This is demonstrated by analyzing the specific purposes for which language is used, and how members of a language community use speaking, reading, writing, and listening to achieve and react to these purposes. The English language is employed in diverse contexts and at various levels of intercommunication. As a consequence of this, speakers are required to be familiar with a wide variety of pragmatic factors in order to prevent errors and misunderstandings throughout the communication process.

The way the lecturers build their students pragmatic competence in the classroom is vary. Pair work and small group discussion gives opportunities for students to initiate oral communication, present the lesson, ask questions, and control the discussion and imitating the real-life utterances used by native actors. Furthermore, there are three lecturers who put pronunciation practice as one of the ways to build students' pragmatic competence in the classroom. They focus on pronunciation-stress, rhythm and intonation. From observation, the lecturers teach grammar by motivating the students to use the rules to form sentences and utterances contextually. Sometimes the lecturers use students' first language to ensure whether the rules really convey the meaning. All lecturers always motivate students to speak actively and get engaged in conversations. As the participants in conversations, the students will negotiate meanings. In addition, the lecturers also

make responsive activities. Research has demonstrated that instruction has a significant impact on learners' functional competence in English, enabling them to produce and comprehend it in various contexts. This is due to the limited opportunities for exposure to English for real-life communication in the classroom (Huang, 2022). In addition, it was found that the teaching of pragmatic characteristics that was given explicitly was more effective than the instruction that was given implicitly (Brown, 2001). In a certain case, role play or drama would be more helpful in training the pragmatic competence (Szczepaniak-Kozak & Wąsikiewicz-Firlej, 2018). Hence, it is recommended that EFL instructors and professors, who play a crucial role in facilitating the teaching and learning process, create more avenues for students to gain exposure to the English language, especially in terms of cross-cultural communication. The objective is to enhance the students' cultural sensitivity and awareness of cultural differences. The results of the study suggest that the students' responses to tasks and interactions with instructors were affected by Indonesian culture.

Conclusion and Suggestion

As non-native English who live in a country where English is as a foreign language, English is not used in everyday life, and in order to achieve the goal of teaching English that is to build students' abilities in using English to communicate, English lecturers realize that they have to also build their pragmatic competence. English lecturers use several strategies to build their pragmatic competence, namely, watching western films, reading English novels, building communication with native speakers and joining international friendship community. The benefits the lecturers get in using the strategies are correcting their intonations, improve their language class, enrich their vocabulary or choice of words and idioms, and train them to speak natural English in a variety of communication contexts. This finding also shows that the strategies used by lecturers in building students' pragmatic competence in the classroom are using films, using top-down approach on pronunciation teaching, focusing on pronunciation-stress, rhythm and intonation, accuracy, focusing on grammar and discourse, motivating the students to speak actively through pair work speaking and small group discussion, using authentic language in meaningful contexts, providing corrective feedback, introducing the use of fillers (Uh, I mean, well), introducing the way how to get someone's attention (hey, say, so), introducing

conversation maintenance cues (uh uh, right, yeah, okay, hmmm), using mime and non-verbal expressions to convey meanings, and implementing responsive activities.

For future researchers, it is hoped that they can expand the genres used, such as pragmatic learning with drama media, talk shows, and etc. Another alternative is that films can be applied as supplementary materials in teaching Semantics, Morphology, and other fields of linguistics. Teachers are expected to pay more attention to techniques and media in teaching pragmatics so that this knowledge can be easily absorbed because pragmatics is considered a difficult set of knowledge and also considering that the function of English in Indonesia is as a foreign language where this foreign language is not used in daily communication, then the application of pragmatics will be easier to do by adding authentic materials in the form of films that can describe how native speakers use their language in everyday life. Finally, students are expected to be more independent and freer to improve their pragmatic competence by watching films and find their own ways that can be used to understand pragmatic concepts, even though this is not done in the class but indirectly this will improve students' learning abilities independently (autonomous learning). All those who teach English as a second or foreign language need to have a primary focus on developing their students' pragmatic competence, despite the fact that this is a difficult undertaking.

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