

# Pragmatic-Discursive Competence in Foreign Language Teaching

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# Introduction

- ▶ Pragmatic and discursive competence gained importance after the communicative turn.
- ▶ Shift from grammar-only to real communication.
- ▶ Foundations: Hymes (1966, 1972), Habermas (1971), Wilkins (1972).

# Background and Challenges

- ▶ Early models simplified communication.
- ▶ Pragmatics and sociolinguistics were still emerging.
- ▶ Limited integration in early language teaching.

# Grammar vs. Pragmatics

- ▶ Grammar is part of interaction, not only rules.
- ▶ Includes locutionary, illocutionary, perlocutionary acts.
- ▶ Accuracy ≠ successful communication.

# Examples (Helbig)

- ▶ Grammatically correct answers may be pragmatically wrong.
- ▶ 'Can you tell me the time?' → 'Yes, I can' = inappropriate.
- ▶ Shows need for pragmatic awareness.
  
- ▶ (1) A: Можеш ли да ми кажеш колку е часот? / *Kannst Du mir sagen, wie spät es ist?*
- ▶ B: \*Да, можам да ти кажам. / \**Ja, ich kann es dir sagen.*
  
- ▶ (2) A: Можеш ли да го отвориш прозорецот? / *Kannst du das Fenster öffnen?*
- ▶ B: \*Да, можам да го отворам прозорецот. / \**Ja, ich kann das Fenster öffnen.*
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# Discourse Competence

- Understanding language beyond sentences.
- Turn-taking, coherence, structure.
- Recognizing phases of conversation.

# Pragmatic-Discursive Competence

- ▶ Combines pragmatic + discourse skills.
- ▶ Interpreting intentions and producing context-appropriate language.
- ▶ Based on Becker-Mrotzek & Brünner (2004) model.

# Teaching Implications

- ▶ Cannot be acquired spontaneously.
- ▶ Use authentic materials, role plays.
- ▶ Analyze real conversations.

# Importance for Learners

- ▶ Prevents fossilization.
- ▶ Improves communicative and intercultural skills.
- ▶ Essential for philology students.

# Conclusion

- ▶ Grammar alone is not enough.
- ▶ Pragmatic-discursive competence is essential.
- ▶ Balance explicit knowledge + practice.