

Developing EFL Learners' Pragmatic Competence through a Blended Learning Paradigm

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In the age of globalization, EFL (English as a Foreign Language) teachers have been designated to combine EFL education and aspects of intercultural competency. However, the literature on the subject indicates that acquiring pragmatic competence remains a top objective for EFL learners globally. This research describes how a blended learning strategy was used to teach pragmatic competency in an EFL context. This research which applied quasi-experimental design attempted to investigate the impact of a blended learning paradigm on participants' levels of pragmatic competence. The study included 37 junior high school pupils. The control group included 19 people, while the experimental group included 18. The primary outcomes revealed that the four-week blended learning model had a statistically significant impact on participants' levels of pragmatic competence; specifically, the experimental group participants outperformed the control group participants on the posttest. This indicates that foreign language teachers are strongly encouraged to prioritize the integration of classroom instruction and the use of interactive websites (blended learning) as a means of developing language learners' pragmatic abilities.

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