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ENHANCING PRAGMATIC COMPETENCE IN ESP: A CORPUS- BASED APPROACH FOR TECHNICAL UNIVERSITY STUDENTS

ABSTRACT

Enhancing the pragmatic competence of language learners is a multifaceted endeavor. Teaching English for Specific Purposes (ESP) presents particular challenges, especially when English is neither the learners' second language nor their primary field of study at the university level. Instruction often relies on traditional methods, emphasizing standard English grammar. However, the development of pragmatic competence is equally crucial for effective communication. Without it, students may struggle to engage in successful conversations.

Although various pedagogical approaches incorporate pragmatic knowledge, their effectiveness varies. Recently, a method known as "corpus technology" has gained prominence in linguistics, playing a significant role in advancing pragmatic competence. This study seeks to experimentally evaluate the efficacy of corpus technologies in enhancing the pragmatic competence of students at technical universities. The objectives include assessing the significance of corpus technologies in this context, testing their effectiveness, and analyzing the outcomes.

The experimental research was conducted among first-year students at the University of Management and Future Technologies, employing qualitative and quantitative data collection methods. Initially, interviewing was used to ascertain students' needs and interests. Subsequently, a questionnaire gathered information on students' abilities, learning levels, and styles, and analyzed the results. Concurrently, observation examined the

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ESP AMALIYOTIDA PRAGMATIK KOMPETENSIYANI OSHIRISH: TEXNIKA UNIVERSITETI TALABALARI UCHUN KORPUSGA ASOSLANGAN YONDASHUV

ANNOTATSIYA

Til o'rganuvchilarning pragmatik kompetensiyasini takomillashtirish murakkab jarayon hisoblanadi. Ayniqsa, ESP talabalariga ingliz tilini o'rgatish yanada murakkab jarayondir, chunki ingliz tili universitetda ularning ikkinchi tili yoki mutaxassislik tili emas. Talabalar, umuman olganda, an'anaviy usullardan foydalangan holda o'qitiladi va ular asosan, ingliz grammatikasini o'rganishadi. Vaholanki, pragmatik kompetensiyani o'quv jarayoniga kiritish ingliz tilini o'rganishda katta ahamiyat kasb etadi, chunki talabalar suhbatda tildan foydalanishadi. Aniqroq qilib aytganda, pragmatik kompetensiyasiz talabalar muvaffaqiyatli suhbat qura olishmaydi.

So'nggi paytlari tilshunoslikda "korpus texnologiyasi" deb nomlangan yangi usul nisbatan faollashdi. Uning ingliz tili mashg'ulotlarida qo'llanilishi o'quv jarayonini osonlashtirishi mumkin. Bundan tashqari, ushbu texnologiya pragmatik kompetensiyani oshirishda alohida o'rin tutadi. Ushbu tadqiqotning maqsadi – texnika universitetlari talabalarining pragmatik kompetensiyasini oshirishda korpus texnologiyalarini tajriba-sinovdan o'tkazish. Tadqiqotning vazifasi – texnika universitetlari talabalarining pragmatik kompetensiyani oshirishda korpus texnologiyalarining ahamiyatini aniqlash, ayni texnologiyalarning samaradorligini sinovdan o'tkazish hamda olingan natijalarni tahlil qilishdan iborat.

Eksperimental tadqiqot "University of Management and Future Technologies" xususiy OTMning 1-bosqich talabalari o'rtasida

classroom process, student participation, and difficulties encountered. To assess students' awareness of pragmatic competence, a test was administered at the beginning and end of the experiment.

The research findings indicate that corpus technology significantly enhances the pragmatic competence of students at technical universities. Given the alignment of corpus content with their areas of specialization, students did not encounter difficulties in utilizing these resources. Furthermore, the current technologically advanced era offers increased opportunities for practicing English through technology, making corpus technology an effective means of improving students' pragmatic competence.

Key words: pragmatics, communication, discourse, corpus technology, context, ESP, foreign language, corpora, competence, speech.

ma'lumotlarni to'plashning sifat va miqdoriy turlaridan foydalangan holda o'tkazildi. Birinchidan, talabalarining ehtiyojlari va qiziqishlarini aniqlash maqsadida sifat usuli – suhbat olib borishdan foydalanildi. Undan so'ng ma'lumotlar yig'ishning ikkinchi turi – miqdoriy, talabalarining qobiliyatlari, o'rganish darajasi va uslubi to'g'risida ma'lumotlarni olish va olingan natijalarni tahlil qilish uchun talabalar orasida so'rovnoma shakli qo'llanildi. Shu bilan birga, kuzatuv metodi orqali dars jarayoni, talabalarining darsdagi ishtiroki, ular duch keladigan qiyinchiliklar o'rganildi. Talabalarining pragmatik kompetensiyadan xabardorligini tekshirish maqsadida tajriba oldidan hamda uning yakunida maxsus test sinovlari o'tkazildi.

Tadqiqot natijalariga ko'ra, korpus texnologiyalari texnika oliy o'quv yurtlari talabalarining pragmatik kompetensiyasini oshirishga sezilarli ta'sir ko'rsatadi. Tuzilgan mashqlar talabalarining o'z ixtisosligiga yaqin va ulardan foydalanishda hech qanday qiyinchilik tug'dirmadi. Shuningdek, biz texnologik jihatdan rivojlangan davrda yashayapmiz, bu texnologiya orqali ingliz tilini mashq qilish amaliyotida ko'proq imkoniyatlarni yaratadi. Shunday qilib, korpus texnologiyasidan foydalangan holda talabalarining pragmatik kompetensiyasini oshirish samarali natijalarni yuzaga chiqarishi ehtimoldan holi emas.

Kalit so'zlar: pragmatika, muloqot, diskurs, korpus texnologiyasi, kontekst, ESP, chet tili, korpus, kompetensiya, nutq.

INTRODUCTION

Pragmatic competence is crucial in the acquisition and instruction of the English language. Currently, several novel pedagogical approaches prioritize the development of communicative skills. Conducting English classes that incorporate pragmatic competency can enhance the effectiveness of communication. T. McConachy argues that these paradigmatic assumptions have greatly constrained the concept of pragmatic awareness in second language acquisition, particularly concerning socio-pragmatic awareness [McConachy, 2019].

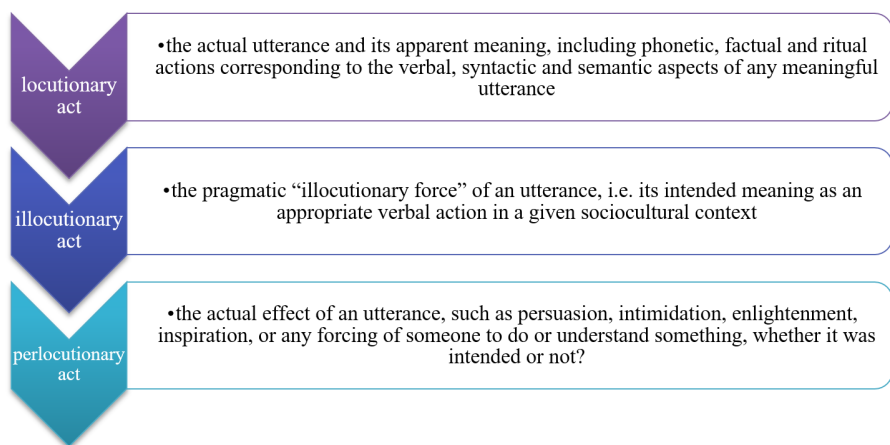
This study, in particular, questions the narrow notion of “appropriateness” that has taken shape in interlanguage pragmatics and the rigid understanding of socio-pragmatic norms. We combine new ideas about pragmatics as a social and moral practice with socio-cognitive views on pragmatic interpretation to highlight the cultural basis of pragmatic judgments and introduce the idea of pragmatic awareness as naturally multicultural. Linguists agree that pragmatics is a component of sociolinguistics.

According to R.Wardhaugh and J.M. Fuller, pragmatics is considered to be separate from sociolinguistics, although there is some degree of overlap between the two concepts [Wardhaugh & Fuller, 2015; 248]. M.J. Serrano has defined the overlap between pragmatics and sociolinguistics as follows: “Pragmatics encompasses the examination of meanings within diverse communicative contexts and circumstances” [Serrano, 2020; 167]. In contrast, pragmatics emphasizes these specific conditions, whereas semantics investigates the meaning of a word by analyzing it independently of its surrounding environment.

A speaker’s “means” can differ significantly from “what she or he says” and are strongly associated with pragmatic considerations [Rizaoğlu & Yavuz, 2017; 818]. The primary emphasis of pragmatics is on using language in communication rather than on prescriptive guidelines for constructing sentences accurately. Communication requires at least two participants: a writer and a reader or a speaker and a listener. Therefore, the relationships between communicators are constantly considered in analytic pragmatics. D.L. Chiesa along with his colleagues defines pragmatics as the capacity to understand and communicate meaning within a context [Chiesa et al., 2019; 27]. Moreover, the theory of meaning in speech must adopt a dialogic methodology. Oral communication is invariably a reaction to preceding events. Consequently, this establishes the context for subsequent events in communication. Verbal or written communication, regardless of its form or scenario, provides background information for the other person’s reaction, which in turn offers further background information for our response, and so forth. As previously mentioned, it is valuable to examine some aspects of pragmatics to enhance understanding of pragmatics as an academic field and, consequently, pragmatic proficiency. Speech act theory is a fundamental concept in the field of pragmatics.

N.M. Mabaquiao mentioned that J.Austin’s concept of speech acts is considered an inseparable part of pragmatics [Mabaquiao, 2018]. J.Austin proposed that speech acts can be examined at three distinct levels: locutionary acts, illocutionary acts, and perlocutionary acts [Oishi, 2006; 3] (See Figure 1):

Figure 1. J.Austin’s speech act theory



As an illustration, the illocutionary force refers to your deliberate purpose to fulfil a promise, whereas the perlocutionary force pertains to the teacher's acknowledgement and approval of the commitment. By uttering the phrase "I promise to do my homework" (locution), you are seeking the belief of your instructor (illocution), which she indeed does (perlocution). Therefore, it is evident that mastery of the pragmatic standards of a foreign language guarantees the acquisition of the intended perlocutionary action from the speaker, ensuring efficient communication. In this scenario, accurate comprehension of speech acts results in seamless communication. Effective communication involves more than just verbal expression and attentive listening. Additional significant characteristics include intention, action, and outcome.

T.S. Alabdali asserts that the Brown-Levinson theory of civility is a core principle of pragmatics [Alabdali, 2019; 73]. The work of P.Brown and S.Levinson is divided into two areas. The first portion of the study examines the essence and mechanisms of the concept of politeness. In the second section, the researchers present a compilation of civility strategies. The literary works of P.Brown and S.Levinson incorporate three distinct languages: Tamil, Tzeltal, and English. The notion of "face" originated in pragmatics, namely in the realm of civilization, owing to the contributions of these two scholars. It is important to remember that during a conversation, all participants are focused on maintaining two distinct types of "faces": "positive face" and "negative face". Positive face, as conceptualized by P.Brown and S.Levinson refers to an individual's desire to be acknowledged and receive favorable comments from others during social interactions. The concept of the "negative face" refers to the inclination to uphold the privacy rights of others.

Many educators are employing diverse approaches to include pragmatic skills in English classes. Many of these offerings furnish learners with genuine resources, like videos, songs, TV shows, and movies. Teaching pragmatics can be challenging without substantial authentic materials. Nevertheless, a contemporary generation residing in a digitally advanced age would rather opt for simpler and more pragmatic methods of acquiring English language skills. Corpus technologies, which are regarded as one of the most recent and contemporary methods of teaching English, can be applied to the acquisition of pragmatic competence in the teaching process.

A corpus, as defined by M.Abjalova, is an electron basis that consists of organized texts, words, and phrases from various settings. The term "corpus" in corpus linguistics, as defined by J.Sinclair, refers to a compilation of electronic text fragments selected according to external criteria to effectively represent a language or language variety [Abjalova, 2022; 6]. Corpus technology is an advanced method that helps improve mastery of a foreign language and develop practical communication skills. Given that the corpus-based approach produces unbiased data about language usage, it is regarded as a reliable source for representing actual language usage [Biber, 2001]. Based on these definitions, it is evident that learning English can be quite beneficial as even proficient English speakers face difficulties in employing suitable terminology in specific circumstances. Furthermore, it is linked to pragmatics since using suitable vocabulary is crucial in generating speech that aligns with the given situation.

P.V. Sysoev and P.Y. Zolotov noted the absence of a comprehensive study on the development of pragmatic competence in the conventional approach to foreign language instruction [Sysoev & Zolotov, 2020]. The field of pragmatics gained popularity in parallel with the discursive approach to second language instruction, which focused on examining spoken language. The concurrent development of pragmatic competence in students, both in general and specifically in linguistic areas of training, will enhance their mastery of a foreign language and contribute to the efficacy of foreign language teaching and communication. This will facilitate their rapid mastery of a foreign language and enhance the effectiveness of foreign language interpersonal communication.

Moreover, contemporary information and communication technologies create novel linguodidactic dynamics that expedite the acquisition of a foreign language. The integration of corpus technologies with a discursive approach will significantly enhance students' language practice and facilitate the development of pragmatic competence. Simultaneously, the absence of a distinct study on developing a methodology for creating pragmatic competence using corpus technologies highlights the significance of this endeavor. Corpus linguistics is a novel methodology or approach to studying language rather than a distinct field within language studies [Dash, 2024; 224]. In recent decades, the integration of corpus linguistics, which involves the methodical analysis of extensive collections of actual language data, has brought about a fundamental shift in language education. One notable development in vocabulary studies, as highlighted by M.Lackova, is corpus linguistics, which offers direct empirical data for vocabulary research [Lacková, 2021; 135].

S. Granger emphasises that the field is still nascent in linguistics, as it raises numerous concerns that require further investigation [Granger, 2009; 13]. This approach, known as corpus technology, equips teachers with effective tools to enhance language teaching and learning. In particular, corpus technology plays a vital role in fostering the acquisition of pragmatic competence among ESL students at technical universities.

Pragmatic competency is essential for effective professional communication. Text corpus linguistics is the compilation and analysis of extensive collections of texts written in natural language to identify linguistic patterns, frequencies, and conventions [McEnery & Wilson, 2001; 27]. Moreover, the corpus comprises entire or partial texts, words, and collocations extracted from different newspapers [Meyer, 2023; 3]. Regarding language instruction, corpora provide authentic instances of language usage in many contexts and registers, offering valuable insights that are sometimes lacking in conventional teaching resources. Corpus technology encompasses a range of corpora, including learner corpora, general language corpora, and specialized corpora tailored to precise topics or genres. One of the primary virtues of corpus technology is its application in language acquisition. Dictionary lists and definitions are the fundamental components of conventional vocabulary teaching methods, which may not effectively communicate subtle usage variations or contextual suitability [Stubbs, 2001; 55].

Corpora enable students to examine word usage in different settings. of corpora enables students to examine word usage in different contexts, therefore acquiring an understanding of idiomatic expressions, collocations, and lexical variants. Interacting with practical illustrations enables students to gain a more profound understanding of word definitions and usage, enhancing their lexical proficiency. Corpora enhances the effectiveness of grammar instruction by illustrating grammatical structures in authentic contexts [Biber et al., 1998; 112].

Instructors might employ corpora to demonstrate the functioning of grammar in regular language usage rather than relying solely on prescriptive guidelines. Students can observe usage trends, instances of rule exceptions, and differences among different registers and genres. Through the cultivation of a more intuitive understanding of grammar, this approach motivates students to use linguistic structures accurately and efficiently in their communication. Adequate mastery of pragmatic English is crucial for effective communication in professional settings, particularly in technical colleges where students often receive training for careers in fields such as engineering, computer science, and medicine. Discourse conventions, professional communication norms, and politeness strategies are components of pragmatics, a discipline concerned with the use of language in social situations [Holmes, 2013]. Corpus technology provides teachers with valuable tools for teaching pragmatics by offering concrete instances of language use in certain situations [Flowerdew, 2023].

Through analyzing corpora of technical texts and discourse, teachers can discern common pragmatic elements such as appropriate tone in technical reports, norms of civility in professional correspondence, and effective communication strategies in workplace interactions. Therefore, this enables students to understand pragmatics and apply them in their discourse. When used pragmatically, corpora facilitate the development of contextual and cultural knowledge [Yoon, 2008]. Therefore, students at technical universities must develop sensitivity towards cultural differences in pragmatic standards, as they often interact with foreign colleagues and clients. Corpora provides students with illustrations of how pragmatic norms may vary across countries and disciplines, enhancing their ability to navigate diverse professional environments with more proficiency.

Educators can design exercises using corpora that replicate real-life challenges in technical fields [Nesi & Gardner, 2012; 88]. For instance, learners have the opportunity to participate in role plays that are derived from real-life situations extracted from corpora. They can also assess corpus data to ascertain the appropriate language usage in specific technical situations or generate professional documents using language patterns identified in technical corpora. These activities cultivate the cognitive skills of critical thinking and problem-solving necessary for success in the professional environment, as well as practical competence.

Instructors can develop lesson plans based on corpora that align with the requirements of their students and specific learning goals [Sinclair, 1991; 72]. Concordance lines, collocation exercises, and error analysis assignments are examples of instructional resources that can enhance learners' linguistic awareness

and proficiency. Using actual language data, teachers may design engaging activities that promote critical thinking and active learning. By utilizing corpora to enable data-driven language analysis, teachers can identify common learner mistakes, language trends, and areas of difficulty [Nesi & Gardner, 2012; 112].

The analysis of student corpora enables instructors to identify prevalent mistakes and modify their methodology to effectively address specific language challenges. By facilitating personalised learning experiences, this targeted approach assists students in overcoming language barriers and advancing to higher levels of proficiency. The use of corpus technology in teaching methods is guided by evidence-based insights into language usage and learning processes [O’Keeffe et al., 2007; 134]. Teachers can utilise corpus-informed techniques such as task-based learning, fostering learner autonomy, and the implementation of data-driven methodology. These approaches promote motivation, engagement, and sustained language development by equipping students with the necessary tools to take charge of their language-learning journey. The incorporation of corpus technology in technical university English pragmatics training offers several benefits but also presents specific challenges that instructors need to address.

Technical expertise and specialized training may be required to access and traverse specialized corpora relevant to technical institutions. Furthermore, meticulous corpus data selection and adjustment are necessary to ensure that activities derived from it are relevant, engaging, and effective for technical students. Integrating corpora into educational settings presents ethical concerns around copyright and data security that educators need to directly confront.

METHODS

The study included qualitative and quantitative data collection methods to determine the significance of corpus technologies in integrating pragmatic competency into English courses. Participation in this study was limited to students from the University of Management and Future Technologies. Given that this university provides only one year of English education, it attracted first-year students exclusively. An experimental design with different levels was implemented using a single group.

Firstly, a placement test was administered to determine the English proficiency level of the pupils. A1-level students represented the lowest performance level, and B2-level students represented the highest proficiency level. An area of specialization for the students was computer programming. The group consisted of ten students. An experimental research design was implemented, utilizing a single-group pre-test and post-test model. This design enabled the researcher to measure changes in pragmatic competence before and after the introduction of corpus-based learning strategies. Such an approach facilitated the evaluation of the Corpus of Contemporary American English (COCA) as a tool for enhancing learners’ pragmatic skills.

Accurate observations were conducted to verify the students’ needs, interests, strengths, weaknesses, background knowledge, preferred learning methods, and English language ability. During the investigation, the researcher observed three key

lessons. Identifying the topics and teaching methods employed by the lecturer in the classroom proved beneficial. Through careful observation, it became clear that English classes predominantly employ conventional teaching methods. The sessions mostly emphasize the instruction of vocabulary and grammar structures. Lessons place particular attention on terminology. Conversely, the communicative competence of learners is not given any consideration. Furthermore, writing competence is also neglected during lessons.

A test was developed by the researcher to assess participants’ understanding of pragmatic competence and the impact of corpus technology on enhancing pragmatic competence. In total, 20 individuals participated in the study. Both groups were presented with 10 scenarios for the pretest and 10 scenarios for the post-test. The students were instructed to construct a dialogue using pertinent vocabulary. While the experimental group was required to utilize COCA to engage in conversation, the control group was permitted to use a dictionary. The tasks focused on speech acts – locutionary, illocutionary, and perlocutionary – using authentic interactions between employers and employees, professors and students, neighbors, and friends. The experimental group showed a higher success rate (40.75%) compared to the control group (28.75%), especially in quantity, relevance, and quality of speech (See Table 3).

An analysis of the data was conducted using quantitative data analysis. Mixed methods were employed, combining quantitative and qualitative research. The examination of evidence obtained from observations and questionnaire responses allowed for comparison and contrast. The ability to accurately assess participants’ actual competence and verify the hypothesis significantly contributed to achieving precise results. Statistics are presented in Tables 2 and 3 as percentages. The statistics were derived through mathematical analysis of the obtained results. An independent samples t-test was employed to calculate the results. Students were evaluated using the rubric provided in Figure 5. The integration of both qualitative observations and quantitative assessments ensured a comprehensive evaluation of participants’ pragmatic competency. This mixed-method approach not only validated the findings through data triangulation but also enhanced the reliability and accuracy of the research outcomes.

RESULTS

The placement test, according to CEFR, revealed students’ level of English language. Table 1 shows the results of the placement test:

Table 1. Levels of the students according to CEFR (self-made)

CEFR level	The number of students
A1 (Basic user) At this level the learner can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type; he/she can introduce himself/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has; he/she can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.	10 students

<p>A2 (Basic user)</p> <p>At this level the learner can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment); he/she can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters; he/she can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>	4 students
<p>B1 (Independent user)</p> <p>At this level the learner can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.; he/she can deal with most situations likely to arise whilst travelling in an area where the language is spoken; he/she can produce simple connected text on topics which are familiar or of personal interest and can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</p>	4 students
<p>B2 (Independent user)</p> <p>At this level the learner can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization; he/she can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible without strain for either party; he/she can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>	2 students

In this study, students were divided into small subgroups, specifically the control group and the experimental group. Both groups comprised students with varying levels of proficiency. Given the professional demands of working in global firms, the majority of students expressed a strong desire to attain proficiency in the English language. The student cohort consisted exclusively of males. Most respondents identified speaking proficiency as their primary need, citing difficulties during interviews. However, a minority acknowledged challenges in writing, whether in developing program codes or in email correspondence with employers from major multinational corporations. Each student expressed a preference for interactive learning, particularly when it involved technology-based tasks.

Table 2. *The success rate of the controlled and experimental groups in pre-test*

Groups	Quantity	Relevance	Quality	Manner	Total success rate
Control group	25%	20%	35%	25%	26.25%
Experimental group	30%	25%	25%	20%	25%

The pre-test showed that both groups demonstrated similar results, almost 26% by the control group and 25% by the experimental group. Students were given the same scenarios and 45 minutes to manage it. They were permitted to use dictionaries or the internet to do the task.

The control group faced challenges in time management due to their reliance on a dictionary and insufficient examples of word usage. In contrast, the experimental group was able to collect a diverse range of sample settings for the usage of important words. This contributed to the design of accurate dialogue which is appropriate to the context. A selection of important terms extracted from COCA (<https://www.english-corpora.org/coca/>) is provided in Figures 2, 3, and 4.

Figure 2. The uses of the word sorry in COCA

Corpus of Contemporary American English			
SEARCH	FREQUENCY	CONTEXT	ACCOUNT
instructables.com	1	the economy and politics? 300 words or less! # Reading your feedback, sorry about that. I copied-and-pasted an internship we had here, and forgot to include	
nomadicmatt.com	1	where the ship stops, it leaves one sorely remiss. # And I'm sorry for hijacking your thread comments with my own soapbox rant here. I will step	
blog.jgc.org	1	to programming languages, and they want their rankings to be universally applicable, but sorry , some men *like* fat chicks and you're just going to have to deal!%>	
womenshealthmag.com	1	quick text message: " Crazy week. Just left work in total shambles. Sorry I can't make it tonight. Happy b-day! " I feel a little	
offtracklempire.com	1	undefeated. Conspiracy Level: Ungodly High Penn State (4-2) # Sorry , that was a mean jab. Nobody at Penn State really believes there is	
offtracklempire.com	1	of course Northwestern would do that... # Northwestern fans have just nodded solemnly. Sorry about that. On an upside, you are going to a decent bowl and	
xojane.com	1	Lloyds TSB, for practicing irresponsible lending and taking advantage of someone in despair and sorry , MasterCard -- I'm sure you'll get more money out of us in	
thestrir.cafemom.com	1	how she'll fare in the real world one day. And I do feel sorry for her future teachers! Does it make you crazy when moms let their kids	
redstate.com	1	only of the Christian faith, but many others as well. # I feel sorry for you that you are so full of hatred for those who belief differently than	
redstate.com	1	twist words when they clearly call it a perversion that sickens God. # And sorry , homosexuality is a lifestyle choice no matter how much you try to deny it	
redstate.com	1	you resort to baseless attacks and continually call names. # I truly do feel sorry for you. That is a lot of hatred and prejudice you are showing towards	
...identificamerican.com	1	a denial mechanism, and denial mechanisms are a trait of borderline personalities. (Sorry , I put almost the same comment before, but there are things that admit	
...identificamerican.com	1	human or group of humans and it is all written through there perspectives. # Sorry this line " Many people on this forum are calling people who have religious/spiritual belie	
...identificamerican.com	1	to focus on and " explain " the motivation of the victims (oh, sorry , I meant to say " followers "). Better to focus on the	
...identificamerican.com	1	see an even greater and quicker decline in all religions in the land. # Sorry , but while applauding scientists for showing interest is fine: that they start by	
...ard.cprogramming.com	1	the General Programming Boards category; Hello Everyone, This is my first post so sorry if it's bad. Here is my code: Code: #include <stdio.h> #include <unistd.h>	

Figure 3. The uses of the word buffet in COCA

Corpus of Contemporary American English			
SEARCH	FREQUENCY	CONTEXT	ACCOUNT
1 2012 BLOG kellymivard.com	1	she was offended by my reaction to her use of the litter box as a buffet ... she always forgives me. I'm human, and she loves me despite	
2 2012 BLOG ...tionalgeographic.com	1	of those sharks would be attacking the humans in the all they can eat human buffet . last time i checked in sand ego Shark attacked very rarely happen,	
3 2012 BLOG ...tour84.wordpress.com	1	by our group of nearly 30 people. They served great beer and an amazing buffet for dinner, so naturally everybody was very happy this evening. Especi	
4 2012 BLOG ...dbelord.blogspot.com	1	to carbs. You probably have an idea if you have been to an Indian Buffet . You have White Rice, Basmati Rice, Biryani, Pulav/Pilaf, Cumin Rice	
5 2012 BLOG nomadicmatt.com	1	on an all-inclusive resort. They can take their towel animals and 24 hour pizza buffet and show it # Great post Matt! I feel the same way about	
6 2012 BLOG nomadicmatt.com	1	to see the world. When the daily schedule revolves around what time the next buffet is, that is not how I want to spend my time! If your	
7 2012 BLOG ...alternativeright.com	1	honestly believe your view of the world is equal in weight to those of Warren Buffet . George Soros, or Lloyd Blankfein on that magical November day. #	
8 2012 BLOG daillykos.com	1	credit to investors who hold a stock without selling for 2+ years. # Warren Buffet said # Only buy something that you'd be perfectly happy to hold if the	
9 2012 BLOG daillykos.com	1	down when a boy gave the lord fish five loaves God showed up and a buffet came down when Jesus went to the cross God showed up Satan's kingdom	
11 2012 BLOG joetaxpayer.com	1	buck or two. # Check into inexpensive buffets for meals. The Circus Buffet at Circus Circus is one of the best deals in town. Some of the	
12 2012 BLOG joetaxpayer.com	1	in town. Some of the casinos also feature budget buffets. The Garden Court Buffet , which you'll find at Main Street Station, is also relatively inexpensive	
13 2012 BLOG lasvegassweekly.com	1	services at the restaurant, myself and chef Lowell McCain of Paris' Le Village Buffet . It was kinda crazy, like one, two, three, here's	
14 2012 BLOG ...sowsgigardenhome.com	1	seating and dining area. The sofa table can be also used as a buffet or bar area. One of the eight dining chair (DC) was placed	
15 2012 BLOG oregonlive.com	1	wade through tender slices of sashimi, braised ribs or shrimp salad at the dinner buffet . Or tackle the legendary seafood tower, a delightfully exhausti	
16 2012 BLOG dlisled.com	1	. Yeah I saw on one of those food shows Bellagio just opened up a buffet that's regarded as the current " Best of Vegas ". So I will	
17 2012 BLOG ...e.crooksandliars.com	1	they eat that stuff right up. Like it was an all you can eat buffet for free. To think that the the CIA, the FBI, the NSA	

Figure 4. The uses of the word program in COCA

Corpus of Contemporary American English			
SEARCH	FREQUENCY	CONTEXT	ACCOUNT
8 2012 BLOG addictinginfo.org	1	. http://myti.ms/gIqN66 http://bbc.in/gWSSKA # Created the Joint Virtual Lifetime Electronic Record program for military personnel, in order to improve	
9 2012 BLOG addictinginfo.org	1	for more mental health professionals. http://bit.ly/gIzTxX # Completely reformed the student loan program , to make it possible for students to refinan	
10 2012 BLOG addictinginfo.org	1	of Americans living with paralysis. http://bit.ly/IOI2rb # He expanded the Nurse-Family Partnership program , which provides home visits by trained reg	
11 2012 BLOG addictinginfo.org	1	and manufacturing centers into new clean technology centers. http://bit.ly/mjnz2R # He created a program to develop renewable energy projects on t	
12 2012 BLOG addictinginfo.org	1	tax write-offs for purchases of hybrid automobiles, and later he and Democrats morphed that program into one that includes electric cars. http://bit.ly	
13 2012 BLOG forusa.org	1	Peace Caravan. Listen, and urge your local public radio station to run the program . Pacifica 3233210 #	
14 2012 BLOG ...rossfitcharlotte.com	1	endurance bias programs can be done any time at CrossFit Charlotte. Have your own program or Coach A will help you with one. # Make up a workout	
15 2012 BLOG daillykos.com	1	the Apprentice over the years, however, his usefulness may have waned. The program debuted twelve seasons ago in 7th place with more than twenty	
16 2012 BLOG daillykos.com	1	a Muslim, a socialist, and a poor student, as contributing to the program 's loss of viewers. # Mr. Trump is well known for his outspoken personality	
17 2012 BLOG daillykos.com	1	of the drama, humor, and personal struggles for excellence that have made the program a hit for so many years. The new star is anxious to assume th	
18 2012 BLOG ...wenclass.blogspot.com	1	the University of Hawaii, where her mother taught biology, directed the Womens Studies program , and served as Vice President for Academic Affairs. #	
19 2012 BLOG news.ucdavis.edu	1	Collegiate Inventors and Innovators Alliance (NCIA) and the National Science Foundation Innovation Corps program , allowing them to develop a proof	
20 2012 BLOG galleristny.com	1	on the show's first two episodes. Stay tuned for further musings on the program from Mr. Schachter, whose writing has appeared in books on architec	
21 2012 BLOG galleristny.com	1	I have the attention span of a flea, but a few minutes into this program I wished I were doing just about anything else, including having my teeth drille	
22 2012 BLOG galleristny.com	1	# Before watching it, I'd been under the impression that this was a program about art. As it turns out, it might be a program about "	
23 2012 BLOG galleristny.com	1	was a program about art. As it turns out, it might be a program about " slap shots. " The girls do this in one scene; it	

Neither group had a clear idea of pragmatic competence until this experiment, which hindered their ability to engage in relevant discussion. The researcher provided them with an explanation. Students completed the assigned job within 45 minutes. The experimental group could compare and check their dialogue reading full text in the COCA. The control group had to rely only on descriptions and sentences in the dictionary and checked them through Google Translator, which was not validated. The researcher evaluated dialogues using the following rubric [Rizaoğlu & Yavuz, 2017] (See Table 3):

Table 3. *Pragmatic rating rubric*

Score	Explanation
(0)	no response provided
(1)	response is unacceptable pragmatically given the context
(2)	response is generally unacceptable pragmatically in this context, though perhaps not in all contexts
(3)	response is generally appropriate given the context, but contains one or more noticeable pragmatic flaws that affect the intended meaning
(4)	near perfect close to native responses in context, syntax and lexicon; there is almost no error

The finding indicates that the experimental group achieved greater success than the control group. The duration of a single conversation was 45 minutes, and students encountered difficulties in using pragmatics. Indeed, the outcomes did not meet expectations, although corpus technology facilitated the process, and students made substantial advancements.

Table 4. *The success rate of the control and experimental groups in the post-test*

Groups	Quantity	Relevance	Quality	Manner	Total success rate
Control group	25%	23%	37%	30%	28.75%
Experimental group	45%	50%	40%	28%	40.75%

The table indicates that the results obtained did not meet expectations. However, there is a significant distinction between the controlled and experimental groups regarding the use of pragmatic competence. The experimental group achieved a total success rate of around 41%, while the control group obtained less than 29% out of a possible 100%. Compared to pre-test results, the experimental group showed significant improvement from 25% to 41%.

DISCUSSION

The study's findings demonstrate how the experimental group and the control group developed pragmatic competence differently, highlighting the usefulness of corpus technology as a teaching tool. The experimental group fared better than the control group in every evaluated criterion, including quantity, relevance, quality, and method, with a total success rate of 40.75% as opposed to the control group's 28.75%, even though both groups initially lacked a clear concept of pragmatic competence.

Utilizing tools significantly facilitated the acquisition of quantitative data and subsequent analysis. By administering a placement test, the researcher accurately determined the participants' English proficiency level based on the CEFR. As English

for specified purposes (ESP) learners, the majority of them were at a low proficiency level. Pragmatic competence in ESP refers to the capacity to understand and use the specific discourse patterns, registers, and genre conventions of a certain field of study, which are essential for successful communication in specialized topics.

The literature review demonstrates that pragmatic competence is an essential component of language learning since it promotes efficient communication by taking contextual appropriateness and linguistic accuracy into account. The study supports the claims of R.Wardhaugh and J.M. Fuller [Wardhaugh & Fuller, 2015; 248] and T.McConachy [McConachy, 2019] that pragmatic competence incorporates sociopragmatic awareness and communication techniques in addition to grammatical knowledge. Because they were only using dictionaries, the control group found it difficult to organize their time and had no access to real-world instances of language use, which made it difficult for them to create dialogues that were pragmatically suitable. This corroborates M.J. Serrano's finding that pragmatics emphasizes the connection between context and meaning, which the control group was unable to completely understand in the absence of real resources [Serrano, 2020; 167].

On the other hand, by using the Corpus of Contemporary American English (COCA), the experimental group was able to collect a variety of word usage instances and see pragmatic tendencies in authentic settings. This supports the claims made by M.Abjalova [Abjalova, 2022; 6] and J.Sinclair [Sinclair, 1991; 72] that corpus linguistics provides empirical data for language learning, giving students direct access to real-world language usage. The experimental group's superior performance in quantity (45%) and relevance (50%) can be ascribed to their use of COCA, supporting D.Biber's assertion that corpus technology helps students comprehend idiomatic expressions, word collocations, and proper register usage [Biber, 2001].

Furthermore, because the tasks featured interactions that required attention to social norms, such as conversations between professors and students and between employers and employees, the study follows the Brown-Levinson theory of politeness as stated by T.S. Alabdali [Alabdali, 2019; 73]. The experimental group outperformed the control group in navigating these practical methods because they were exposed to real-world situations.

A thorough understanding of contextual factors, audience expectations, and communication objectives is essential. ESP training that incorporates real-world materials, role-plays, and simulations fosters the development of pragmatic competence. This facilitates students effectively navigating and actively engaging in their academic or professional environments, therefore fostering formal interactions and effective communication. M.V. Zakharova highlighted that pragmatics in English for specific objectives is derived from the integration of several concepts and theories [Zakharova, 2020]. These include the theoretical framework of speech actions, communicative competence, the principle of cooperation, and the philosophy of politeness. Therefore, courtesy fosters constructive dialogue irrespective of nationality and culture, within any language. Through careful observation, it became evident that the curriculum lacks enhancement of pragmatic competence, which is essential for acquiring the use of

speech acts in conversation. Thus, students lacked awareness of this aspect of competency.

Nevertheless, both groups' total success rates were below expectations, suggesting that even with sophisticated tools, pragmatic competence cannot be quickly established. This supports S.Granger's claim that corpus linguistics is still a young discipline in need of more study [Granger, 2009; 13]. Despite having access to COCA, students still struggled to completely utilize pragmatic tactics, indicating a gap in practical application despite the substantial benefits of corpus technology.

The participants' desire for technology-based tasks in conjunction with interactive learning is another crucial consideration. In line with A.O'Keeffe [O'Keeffe et al., 2007; 134] and H.Nesi and S.Gardner [Nesi & Gardner, 2012; 88], who support data-driven approaches and task-based learning, this illustrates the contemporary trend toward integrating digital technologies in language acquisition. The comparatively greater success rate of the experimental group emphasizes how technology can improve learning outcomes and engagement, but it also emphasizes the necessity of further training in their efficient use.

The conventional method of acquiring grammatical rules and speaking is through rote memorization, which is not an efficient approach for enhancing communication abilities. The absence of understanding of pragmatic competency presented additional challenges to this investigative procedure. While participants faced difficulties in comprehending pragmatic competence, they showed a keen interest in using it in practical situations. They exhibited an interest in acquiring knowledge and applying this concept in practical situations. The questionnaire significantly enhanced the assessment of participants' understanding of pragmatic competence and the usefulness of employing COCA in this process.

The researcher developed a task with discussions in various situations and instructed participants to consider their pragmatic skills. An evaluation of pragmatic ability was conducted using P.Grice's four conversational maxims. This theory is derived from the cooperation principle. The notion is defined as the mechanism by which individuals achieve success in conversation within various social settings. Within his pragmatic theory, linguist P.Grice initially introduced the concept of the cooperative principle. P.Grice investigated the process by which individuals derive meaning from discourse [Betti, 1993, 2021]. P.Grice delineated the four primary concepts or principles of conversation in his essay "Logic and Conversation" (1975) and book "Studies in the Way Words" (1989): quantity, quality, attitude, and style. More specific maxims and manners are included within these categories [Betti, 2021; 3]. Evaluation of participants was conducted based on these criteria. Quantitatively, the control group provided fewer revealing results than the experimental group. While the control group used a greater number of words during communication, the experimental group was more informative. Furthermore, in terms of relevance and quality, the experimental group demonstrated notably superior results.

The control group used their native language, while the experimental group could use real contextual information in COCA. The controlled group attained superior

results in terms of manner. While the participants had challenges in demonstrating pragmatic competence during real conversations, the use of COCA significantly enhanced the overall performance of the experimental group, leading to noticeable success. Participants encountered no challenges with grammatical structure as they largely acquired knowledge of grammar during the classroom sessions. Their sentence construction was free of significant errors. In addition to grammatical accuracy, pragmatic competence in ESP pertains to a learner's ability to effectively and appropriately use language in specific contexts. Sociocultural competence refers to the understanding and application of sociocultural practices, norms, and communication strategies in formal or academic settings.

Empirical illustrations provided in COCA facilitate the learning process. At the core of corpus-based research lies the use of a “concordance program”, which enables the identification of language patterns [Conrad, 2000; 6]. The application of corpus linguistics methods, such as concordance and keywords in context (KWIC), helps to effectively generate successful dialogues. For example, V.Seretan and E.Wehrli introduce an improved concordance that combines syntactic information on sentence structure with statistical information on word co-occurrence [Seretan & Wehrli, 2013; 158]. Hence, the participants in the experimental group took charge of the experiment since they had the opportunity to see the Key-Word Identity Check (KWIC) or concordance in the COCA dataset. The objective of this study was to ascertain the significance of corpus technology in enhancing pragmatic competence.

The implementation of corpus technology proved to be effective in acquiring English language skills. Although participants struggled with pragmatic competence, corpus technology can be a valuable tool for introducing the use of pragmatic competence in speech actions across many contexts. Further studies are required to enhance pragmatic ability in ESP, as grammar and speaking are considered the main areas of focus in the classroom. Writing is another crucial productive skill in their business, particularly for composing letters and emails. While constructing conversations, the researcher observed many errors in the writing proficiency of the pupils. The participants' errors in word order and word formation indicate a deficiency in writing practice within the classroom.

Pragmatic competency is essential in both written and spoken communication. In most studies, corpus technology is exclusively used in research methodology rather than as a teaching aid in the classroom. G.G. Radjabova's recent study demonstrates that despite the clear deficiencies in students' writing abilities, the use of corpora has significantly enhanced their writing practice [Radjabova, 2023; 101]. The constraints arose from the infrequent use of the corpus due to the scarcity of writing tasks in the classroom. Hence, the practical application of a corpus often results in proficiency in oral communication and written expression. Although the study shows how corpus technology enhances pragmatic ability, it also highlights the need for more thorough instruction and consistent practice. Beyond traditional grammar and vocabulary classes, pragmatic tactics must be incorporated into English training through the use of interactive methodologies and real-world resources. Future studies should examine

the long-term effects of corpus-based learning as well as methods for assisting students in using pragmatic information more effectively in practical settings.

CONCLUSION

Instruction of ESP entails customizing language sessions to meet the specific needs of learners, such as those found in academic or professional environments. A practical ESP class integrates the students' goals while highlighting activities, vocabulary, and skills relevant to the topic under study. This approach encourages applying practical language skills by including real-life situations and genuine resources. Specialized language functions and discourse patterns are often incorporated into ESP language instruction to enhance learners' communication skills in their selected domains.

Effective ESP training equips students with the necessary practical skills to excel academically or professionally in their respective fields by addressing their specific language requirements. In the realm of teaching English as a second language, corpus technology represents a groundbreaking advancement, particularly in enhancing students' pragmatic proficiency within technical colleges. By employing corpus-based methodologies, teachers can create dynamic and captivating learning environments that facilitate students' meaningful and real interaction with language.

Following the investigation, the practical application of the corpus was deemed acceptable. Although the outcome did not meet expectations due to other external parameters, participants progressively learned how to use the corpus and benefited from it in the communication process. It facilitated pupils in enhancing their vocabulary and effectively implementing it in practical situations.

Although the corpus-based method has a substantial impact on the teaching process, further study is required to establish its significance. Particularly in the field of ESP, studies on the application of corpus technology have been hardly undertaken up to now. The methodology employed in the given work has the potential to stimulate more research endeavors in the field of corpus technology studies. The remarkable potential of corpus technology to revolutionize language teaching and learning will enable great advancements in applied linguistics and educational research.

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