

PRAGMATIC INSTRUCTIONS IN THE CLASSROOM

by:

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Teachers ask students to open their books, complete assignments, and listen carefully, ensuring they understand their responses as part of the daily classroom schedule. Pragmatic instructions are context-sensitive and socially conscious, more than just straightforward directions. Students' responses can be affected by a teacher's tone, choice of words, and respect. A teacher might say, "Let's lower your voices so all of us can concentrate," rather than "Stop talking." Both statements aim for the same result, but the first one respects the students' dignity and fosters cooperation (Yule, 2020).

For language learners who may understand words but have difficulties with polite expressions or implied meanings, pragmatic instructions are helpful. Instead of stating the students' answer is incorrect, the teacher might say something like, "You might want to check that answer again." Students who have learned these cues are capable of communicating more easily (Ishihara & Yabuki-Soh, 2021).

Pragmatic language in the classroom is generally employed in a more friendly and courteous manner. Teachers who are more mindful of their language have a greater connection with their students. (Derakhshan and Shakki, 2021).

To put it briefly, students who obtain pragmatic instructions feel guided rather than ordered. They support better understanding, improve speech, and create an atmosphere of mutual respect in the classroom. Being mindful of how we give instructions is a simple yet powerful way to have better learning.

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