

The Effectiveness of Digital Tools in Teaching Pragmatic Language

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Abstract:

Digital tools have become some of the most crucial modern learning aids for teaching and learning languages, particularly pragmatics. These tools have evolved based on the need for communication, shaped by educational goals, curricula, and programs. Given the growing interest and continuous demand for linguistic communication, these tools have become indispensable in pragmatic interactions among individuals and within societies.

The concept of pragmatics, as established in 1955 when the linguist John Austin delivered his lectures at Harvard University, laid the foundation for the philosophical discipline of linguistics. His approach brought a new perspective to linguistic studies, considering pragmatics as a field intertwined with linguistic activity, its users, and how language meanings are used successfully among learners.

Keywords: Language ; Pragmatics ; Communication ; Linguistics ; Effectiveness.

Introduction:

Researchers in pragmatics must delve into a wide range of knowledge areas, including linguistics, sociology, psychology, communication science, semiotics, and linguistics.(Ibn Ali, 2017)

Pragmatics has piqued the interest of linguistic research, particularly in linguistic communication, emphasizing the importance of the receiver over the message or the researcher. As the recipient's tools evolve, pragmatics must adapt to this development. New technology and the introduction of modern techniques and digital devices in communication processes necessitate a rethinking of educational methods, which now extend beyond the traditional textbook and blackboard.(Abdel Mahmoud, 2023, pp. 9–11)

2. The Importance of Digital Tools in Language Learning:

Educational tools have been known by various names, such as visual aids, auditory aids, audiovisual aids, educational tools, and instructional tools, among others (Kudok, 2011, p. 12). These terms have been coined over successive periods, reflecting the means of learning associated with these terms.(Watas, 1988, p. 55)

Mohamed Watass defines educational tools as "every tool that helps the teacher convey new experiences to students more effectively and memorably. They assist the teacher in fulfilling his mission without replacing him and vary according to the educational contexts and the need for them.(1988, p. 55)

They also differ in the materials from which they are made." Educational tools include all the materials that help the student acquire knowledge, methods, or attitudes.(Belaid, 2009, p. 107)

The Dictionary of Educational Sciences defines educational technology tools as "tools that can be used in the educational process, whether technological, like computers and films, or simple, like boards and illustrations, or real environments like experts, exhibitions, and antiquities. This term encompasses everything that can be used with a teacher in education.”(Al-Farabi, 1994, p. 192)

2.1 Classification of Educational Tools:

Educational tools can be classified based on two criteria:

A. Based on Senses:

- _ **Visual:** Tools that rely solely on sight, such as images, illustrations, maps, and silent films.
- _ **Auditory:** Tools that are perceived through hearing, such as spoken language, audio recordings, and radio.
- _ **Audiovisual:** Tools that depend on both hearing and sight, such as educational television and slides accompanied by audio recordings. (Al-Hilah, 2004, pp. 99–100)

B. Based on Presentation Method:

- _ Materials projected on a screen, such as films and computer software.
- _ Materials that are not projected, such as models, graphs, posters, and simulations. (2004, p. 100)

2.2 Digital Tools:

The rapid pace at which modern technologies have entered the education sector has compelled education stakeholders to develop educational methods and keep up with the various fields of life where digital media play a significant role.

Digital tools have imposed themselves on educational processes and can be defined as "a set of technologies and various content controlled mainly by computers. (2004, p. 119) " According to the Arab Organization for Education, as cited by Al-Dabyan, they are defined as the integration of multiple tools that complement each other in display or teaching, including printed materials, videos, slides, audio recordings, computers, transparencies, and various types of films. (2004, pp. 119–120)

These modern digital tools align with the spirit of the times in achieving educational goals, considering the conditions that help teachers fulfill their duties in the shortest time and with the least effort. (Watas, 1988, p. 60)

Digital tools facilitate students' understanding and project preparation quickly and with high quality by: (Al-Hilah, 2004, p. 347)

- _ Allowing learners to utilize their knowledge and skills fully in using technology to solve educational problems.
- _ Encouraging creativity in discovering new ways to interact in classrooms between learners and teachers.

- Urging teachers to think of innovative educational methods that help learners master the specified performance objectives.
- Increasing learners' self-confidence, focus, and attention.

3. Language of Exchange and Communication:

3.1 Genesis:

The concept of pragmatics matured with the American scholar John Austin, who introduced a procedural theory of pragmatics and discourse analysis, known as the theory of speech acts. His theory is based on a set of actions: (judgment acts, decision acts, commitment acts, behavior acts, clarification acts).

He provides a comprehensive procedural approach that elucidates the elements of discourse and text analysis by developing Austin's theory of speech acts. This theory emphasizes signals, presuppositions, the necessity of dialogue, and speech acts composed of (tests, directives, commitments, expressions, and announcements). ("Pragmatics as a Legitimate Extension of Semiotics," 2008, p. 422)

Austin aimed to establish a foundation for Anglo-Saxon analytical philosophy, which he sought to address through the problem that language primarily aims to describe reality. Each declarative sentence can be judged as true or false. Austin began with this hypothesis related to the descriptive nature of sentences, which he termed "descriptive illusion."

Starting from the premise that sentences that are not interrogative, exclamative, or imperative add nothing to the discourse and cannot be judged by standards of truth or falsehood since they are used not to describe reality but to change it. For example, the sentence "I order you to be quiet" or "I promise to come tomorrow" does not state anything about the current or past state of the universe but seeks to change it. The speaker of "I order you to be quiet" aims to impose silence on his interlocutor, possibly to move from a state of noise to one of quietness. (Reboul & Moeschler, 2003, p. 30)

3.2 The Nature and Importance of Pragmatics:

Pragmatics is "a linguistic doctrine that studies the relationship of linguistic activity with its users, and the methods and modalities of successfully using linguistic signs within various situational layers where discourse is accomplished and seeks to identify factors that make discourse a clear and successful communicative message, and investigates the reasons for failure in communication with natural languages." (Sahrawi, 2005, p. 5)

It deals with the concept of intentionality in understanding the speaker's speech and in analyzing linguistic phrases. Speech acts are not merely linguistic meanings and connotations; they are, beyond that, communicative achievements aimed at creating social, institutional, or individual actions and positions with words, influencing the addressee with a sentence to act or move, or inviting him to do so, or to decide a judgment, affirm it, doubt it, deny it, contract or dissolve it, or simply to express a particular psychological state.

From the perspective of pragmatics, language is not merely a tool for communication as functional schools conceive, or symbols for expressing thought as generative-transformational schools conceive, but rather a tool for changing the world, creating events, and influencing it. (2005, p. 11)

The importance of pragmatics lies in its study of linguistic achievement within the framework of communication and not in isolation from it because language only performs its functions within it, not as abstract functions. Since speech occurs in social contexts, it is crucial to understand the impact of these contexts on the discourse system accomplished, considering the context and studying it from one side or analyzing it in the sender's mind from another side is not an easy task due to its importance and complexity. Carnap believed that pragmatics is the foundation of linguistics. (Bin Zafar Al-Shahri, 2004, p. 23)

Pragmatics has been able to find solutions to some problems of structuralism because it is based on the perspectives of both the sender and the receiver.

The receiver seeks the best way to reach the sender's intentions as desired when producing his discourse at the moment of utterance, and these procedures do not crystallize through an abstract algorithmic system as in grammar but through a general mental estimation and potential according to contextual elements. (2004, p. 24)

4. South Korea's Experience in Digital Language Education:

Five years ago, South Korea laid out detailed plans to transform its educational system into one of the most advanced and technologically reliant in the world, with the aim of becoming a leading knowledge hub within a few years, according to a government report.

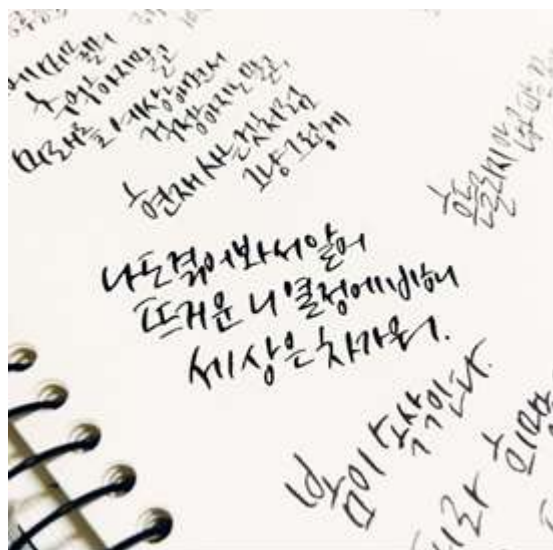
One of the other goals of this ambitious plan is to prepare students for the future and to qualify them. In detail, students will move away from the large traditional textbooks familiar to a previous generation of parents, and instead, they will transition to digital textbooks accessible through screens on multiple devices, with less burden on their shoulders, by developing programs aimed at replacing existing textbooks with digital textbooks as a key part of the required transformation of the educational system.

South Korea tries to anticipate the future and prepare for it, especially considering the rapid spread of tablets, smartphones, and various e-book programs.(Harlan, 2012)

Higher education institutions in South Korea are categorized as follows:

- _ Preparatory colleges (duration of study ranges from 2-3 years).
- _ Universities (duration of study 4 years).
- _ Graduate colleges (specialize in postgraduate studies).

In recent years, South Korea has begun implementing distance education policies by assessing and developing the technological system through accredited e-universities.



Source: Study in South Korea: <https://aljawaz.com/category>

Korean Universities:

Korean universities are classified into three types:

1. **National Universities:** These are under the management and supervision of the central government.
2. **Public Universities:** These are under the management and supervision of local governments.
3. **Private Universities:** These are managed and supervised by non-governmental private entities.

General Information on Academic Affairs for Studying in South Korea:

- **Registration for the Course:** Students must register each year before they commence their studies in South Korea.
- **Course Evaluation:** Students are required to grade and comment on the courses taken each semester.
- **Programs Offered in English:** Like most Korean universities, foreign students from around the world are keen on studying in South Korea. Some universities offer 30% of their programs in English, while others offer exclusively full programs in English.
- **Courses Offered in Korean:** Many Korean universities offer courses in Korean, ranging from short-term courses of 3 to 4 weeks designed to improve your Korean communication skills, to long courses lasting from 10 to 40 weeks.
- **Seasonal Semester (Summer/Winter):** Students wishing to study for just one month during the summer and winter vacations can do so.
- **Leave of Absence:** If a university grants a student a leave of absence, they must leave South Korea within two weeks of the issuance of the permit.
- **Re-registration:** To resume studies after the end of a leave period, you will need to reapply for registration.
- **Dual Study:** Students can study another major simultaneously with their foundational studies as long as they have the required qualifications. Example: Studying Civil Engineering and Applied Arts at the same time.
- **Academic Warning:** Students will receive an academic warning letter if their GPA falls below 2.0 out of 4.0 (the percentage may vary by Korean university). After receiving three warning letters, a student may be dismissed (which can cause issues related to the extension of the residence visa).(Alya, 2022)

5. Conclusion:

Through this research, we have reached the following conclusions:

- The diversity and evolution of digital educational media in the educational field have developed with varying educational situations and the needs of learners.
- Digital tools do not replace the teacher in the educational-learning process but are a means to develop this process, as both complement each other.
- The pragmatic doctrine has contributed as a linguistic procedure in analyzing discourse and communication among community members.

- Pragmatics has provided an important dimension to linguistic communication, serving as a linguistic reference that has helped define linguistic activity among its users.
- Pragmatics occurs within the framework of communication and is not isolated from contexts.
- The educational system in South Korea has kept pace with the digital evolution of communication tools and tried to anticipate the future, moving from traditional to modern teaching methods.

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