

Abstract
of the thesis titled
“Formation of foreign-language pragmatic competence of future English teachers through the use of Web 2.0 technologies”
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The Relevance of the research. The relevance of the study is determined by the need to prepare pedagogical professionals capable of ensuring effective and contextually appropriate foreign-language communication in the conditions of globalization and the digital transformation of education. In today’s highly interconnected world, successful foreign-language proficiency among future teachers is not limited to linguistic knowledge alone but presupposes the development of pragmatic competence, which enables the appropriate use of linguistic resources across diverse sociocultural and professionally significant pedagogical contexts.

The significance of the research is shaped by several factors. *First*, in the context of preparing future foreign language teachers, particular importance is attached to the shift in the teaching paradigm from a grammar-oriented model to communicative language teaching aimed at performing real-life communicative tasks. This shift has led to growing scholarly interest in interlanguage pragmatics (ILP) as an independent field within Second Language Acquisition theory. Interlanguage pragmatics examines the processes by which non-native speakers acquire and use speech acts in a foreign language and the degree of their sociocultural appropriateness. Findings from numerous studies indicate that even grammatically accurate utterances may result in communicative breakdowns due to the neglect of sociocultural context, a phenomenon commonly referred to as *pragmatic failure*. Accordingly, the successful realization of speech acts requires not only mastery of linguistic forms but also the development of skills for the contextually appropriate use of language in accordance with specific communicative situations, communicative goals, and norms of politeness. This, in turn, constitutes a fundamentally important component of the professional training of future English language teachers.

Second, international educational standards and professional regulatory documents recognize pragmatic competence as a key component of foreign language proficiency and teacher education. The Common European Framework of Reference for Languages (CEFR) defines pragmatic competence as an independent subcomponent of communicative competence responsible for successful interaction in specific communicative contexts. Likewise, the standards of TESOL, ACTFL, and CAEP emphasize that a qualified language teacher should be pragmatically competent and capable of engaging in appropriate and effective communication across diverse sociocultural settings. The European Profile for Language Teacher Education also emphasizes the teacher’s responsibility for developing learners’ ability to use the

target language appropriately and in a context-sensitive manner across various cultural and communicative situations.

Third, within the Kazakhstani EFL context, issues of ILP, particularly in the field of English language teaching methodology, are still underrepresented and not fully integrated into educational practice compared to other aspects of language learning, such as grammar or vocabulary. Although certain components of pragmatic competence are reflected in state reforms and strategic educational documents, its systematic and purposeful development in the process of training future English language teachers remains limited.

In this regard, the regulatory documents of the Republic of Kazakhstan clearly emphasize the need to train teachers capable of effective communication in international and intercultural contexts. In the “Kazakhstan-2050” Strategy, the development of human capital, the improvement of education quality, and the training of globally competitive specialists are identified as priority directions of national development. These priorities are further specified in the Professional Standard “Teacher” (Education 4.0), which defines effective communication, respect for cultural diversity, and the regulation of interaction in accordance with professional and sociocultural norms as essential professional requirements.

Taken together, these provisions directly relate to the development of foreign-language pragmatic competence, as this competence ensures the ability to interpret communicative intentions appropriately, take into account sociocultural and situational parameters of interaction, and select contextually appropriate linguistic means in diverse communicative settings. Within this framework, the teacher is viewed not merely as a transmitter of linguistic knowledge but as a mediator of appropriate communication in a multilingual and multicultural educational environment, which points out the particular importance of the purposeful formation of foreign-language pragmatic competence in future English teachers.

The relevance of the study is further reinforced by the processes of digitalization in education. Regulatory documents and state strategies emphasize the need to integrate technologies into the educational process and to train specialists capable of functioning effectively in a digital environment. The 2023 Address of the President of the Republic of Kazakhstan, “The Economic Course of Kazakhstan”, articulates the social imperative for the training of a new generation of specialists equipped with modern digital technologies, capable of effective communication, and internationally competitive in the context of globalization. This priority is further developed in the 2025 Address, “Kazakhstan in the Era of Artificial Intelligence,” where digital transformation and the integration of artificial intelligence technologies are considered key factors in the modernization of the education system. In the Concept for the Development of Higher Education and Science of the Republic of Kazakhstan for 2023-2029, the transition of universities to the smart university model and the integration of digital technologies into the educational process are identified as key priority areas. Under these conditions, Web 2.0 technologies are viewed as a tool that ensures authenticity, interactivity, and reflectivity of learning, thereby creating

additional opportunities for the development of foreign-language pragmatic competence.

However, in comparison with international research experience, in the Kazakhstani EFL context pragmatic subcompetence has not yet received sufficient theoretical systematization and has not been established as a consistently implemented component of the professional training of future English language teachers. This limits the ability of future teachers to ensure appropriate and effective communication in various sociocultural contexts.

Accordingly, the relevance of the research topic is determined by **the following contradictions between:**

- the social demand for training teachers of a “new formation” who are capable of and ready for successful communication in a multilingual and multicultural environment, and the insufficient attention paid within higher pedagogical education to the pragmatic component of communicative competence that ensures the appropriate use of linguistic resources in diverse sociocultural situations;
- the growing interest of teachers in learning and teaching pragmatics and the insufficient development of corresponding methodological approaches and instructional-didactic materials;
- the high potential of Web 2.0 technologies aimed at enhancing the effectiveness of developing foreign-language pragmatic competence and the lack of a systematic approach to their integration into the educational process of professional foreign language teacher training.

The identified contradictions necessitate addressing the scientific and practical **research problem**, which lies in the absence of a theoretically grounded and empirically validated model for the formation of foreign-language pragmatic competence of future English language teachers based on the systematic integration of Web 2.0 technologies into the educational process. The resolution of this problem determined the choice of the dissertation research topic: “Formation of foreign-language pragmatic competence of future English language teachers through the use of Web 2.0 technologies.”

The object of the research is the pedagogical process of forming the foreign language pragmatic competence of future English teachers.

The subject of the research is the model for the formation of future English teachers’ foreign-language pragmatic competence through the use of Web 2.0 technologies.

The aim of the research is to scientifically substantiate, develop, and experimentally verify the model for the formation of future English teachers’ foreign-language pragmatic competence through the use of Web 2.0 technologies.

Research hypothesis:

If didactic decisions in the process of professional training of future foreign language teachers are oriented toward the development of foreign-language pragmatic competence with due consideration of its essence and component composition, as well as toward the use of the potential of Web 2.0 technologies, **then** the design and

implementation of a model for forming future foreign language teachers' foreign-language pragmatic competence will contribute to an increased level of its formation, **since** Web 2.0 technologies ensure the authenticity, interactivity, and reflexivity of learning and create pedagogical conditions for the meaningful acquisition of pragmatically appropriate foreign-language communication across diverse sociocultural contexts.

To achieve the aim and confirm the formulated hypothesis, it is necessary to solve **the following tasks:**

1) To provide a theoretical justification for and formulate an author's definition of the concept of foreign-language pragmatic competence in the context of the professional training of future foreign language teachers, as well as to identify its essence, structure, and component composition;

2) To determine the linguistic and didactic potential of Web 2.0 technologies in the process of forming foreign-language pragmatic competence on their basis;

3) To design and theoretically substantiate a model for forming the foreign-language pragmatic competence of future English language teachers through the use of the proposed Web 2.0 technologies;

4) To conduct a pedagogical experiment aimed at testing and confirming the effectiveness of the developed model for forming foreign-language pragmatic competence through the use of Web 2.0 technologies within the system of professional training of future English language teachers.

The central premise of the research is that the purposeful integration of Web 2.0 technologies into the educational process ensures the effective formation of foreign-language pragmatic competence in future English language teachers by enhancing the development of pragmalinguistic and sociopragmatic skills within an authentic digital communicative environment adapted to the Kazakhstani educational context.

The theoretical-methodological basis of the research is provided by:

- Studies in the field of pragmatics and Interlanguage Pragmatics (ILP) (Ch. Morris, Ch. S. Peirce, J. Katz, Levinson, Crystal, Kasper, Leech, Blum-Kulka, Mey, Thomas, Kasper, Dahl, Schmidt, Taguchi, and others; Speech act theory: Austin, Searle, Liefer, Bierwisch, Stalnaker; Politeness theory (Brown, Levinson, Thomas, Martinez-Flor); Noticing Hypothesis (Schmidt); Cooperative Maxims (Grice);

- Studies on pragmatic competence and its role in the communicative competence models in foreign language education process (S. Kunanbayeva, D. Kulibayeva, A. Chaklikova, Shalshykbayeva et. al, Aimoldina et. al, Karabayeva, Zhussubalina and Tleuberdiyev, Seitkhan and Kassymbekova, Zhanysbekova and Syrlybayeva, D. Hymes, M. Canale, M. Swain, L.F. Bachman, Yule, Taron, A.S. Palmer, and others)

- Studies addressing the important role of pragmatic competence in the context of professional training of English teachers (teachers as pragmatic models): Verschueren, Hergüner, Çakır, Glasgow, Liu, Bardovi-Harlig, Hartford, Rose, Cohen, Denny, Baştürkmen, Ishihara, Sachtleben, Ekin, Damar, etc.; teachability of

pragmatics and role of pragmatic instruction: Taguchi, Plonsky, Ishihara, Glaser, Eslami, Eslami Rasekh, Vázquez, Tajeddin, Khodaparast, Korkmaz, Karatepe, etc.

- Studies on the linguodidactic potential and application of Web 2.0 tools for foreign language teaching and pragmatic development (F.K. Atabayeva, A.K. Mynbayeva, B.A. Zhetpisbayeva, G.B. Sarzhanova, G.S. Akybayeva, A.M. Tulegenova, S.G. Kurymbayev, V.A. Burmistrova, A.V. Filatova, P.V. Sysoev, O.O. Zakharova, A.V. Titova, S. Geddes, S. Kumar, W. Mark, P. McGee, J. Bloch, R. Poth, B. Dodge, N. Peachey, A. Antonio, D. Tuffley, A. Hill, L. Johnson, O. Reilly, Pop, Wang, Vázquez, Lee, Dettinger, Mai, Hashim, Rosen, Girgin, Cabaroglu, Light, Polin, Cunningham, Furniss, Zhang, Gonzalez-Lloret, Derakhshan, Garcia-Gomez and others).

The sources of the study include normative legal acts of the Republic of Kazakhstan in the field of education (the Law of the Republic of Kazakhstan “On Education”, the Concept for the Development of Higher Education and Science of the Republic of Kazakhstan for 2023-2029, the Law of the RK “On informatization”, and other strategic documents), documents regulating the content of future English language teacher education (state compulsory educational standards, model curricula, and study plans), textbooks and teaching aids, as well as scholarly theoretical and psychological-pedagogical works addressing issues of interlanguage pragmatics, foreign-language pragmatic competence, foreign language teaching methodology, digital pedagogy, and the integration of Web 2.0 technologies into the foreign language education process.

The main stages of the research:

The first stage (2021-2022) involved studying the literature on the research problem, determining the level of progress, and developing the scientific research apparatus. Methodological foundations and research methods were identified. The international English-language works regarding the theory and methodology of pragmatic competence, teaching and assessing pragmatics, and a review of domestic research on pragmatic competence were conducted, along with scientific studies in the field of integrating Web 2.0 technologies into the educational training of future foreign language teachers.

The second stage (2022-2023) involved the development of an experimental research program, the testing and generalization of the study’s overarching hypothesis, and the design of a model aimed at forming foreign-language pragmatic competence in future English teachers, a set of exercises was developed to test the effectiveness of the model, and the development of “English in Context: Communicating with Pragmatic Awareness” course based on the Nearpod platform using digital educational content.

The third stage (2023-2024) comprised the implementation of experimental research, including testing and data analysis; the completion of the diagnostic, formative, and evaluative phases of the experiment; the processing and interpretation of the collected data; the writing of the dissertation; and the practical implementation of the research findings.

To implement the tasks and provide evidence for the research hypothesis, a mixed-methods research design (quantitative and qualitative analysis) was employed, along with a set of **research methods**:

- *Theoretical methods*: review and analysis of scientific and scientific-methodological literature and normative documents; methods of comparison and modelling;
- *Empirical methods*: pedagogical observation, survey, and pedagogical experiment;
- *Statistical methods*: Student's T-test, Wilcoxon Signed-Rank test, McNemar criterion, and Likert scale.

The scientific and theoretical significance of the research consist of:

- refining and introducing into the scholarly discourse the author's concept of "foreign-language pragmatic competence," as well as specification of its essence and constituent components;
- determination and theoretical substantiation of the linguistic and didactic potential of Web 2.0 technologies in the process of forming the foreign-language pragmatic competence of future English language teachers;
- the design and conceptual substantiation of a model for forming foreign-language pragmatic competence through the use of Web 2.0 technologies;
- the development of a scientifically grounded system for assessing pragmatic competence that ensures objective and reliable diagnosis of the level of its formation.

The practical significance of the research consists of:

- *the practical course "English in Context: Communicating with Pragmatic Awareness" on the Nearpod platform* based on the developed model for the formation of foreign-language pragmatic competence, which can be used as a ready-made instructional module in university teacher training programs, as a supplementary component in methodology and intercultural communication courses, and directly in regular EFL lessons to integrate pragmatic instruction into communicative classroom practice;

- *the Electronic Study-guide "Interlanguage Pragmatics: Raising Pragmatic Awareness in the EFL Classroom"*, which can be used as a ready-made instructional module in university teacher-preparation programs, as a supplementary component in methodology and intercultural communication courses, and directly in regular EFL language lessons to integrate pragmatic instruction into communicative classroom practice. The study-guide provides structured, technology-enhanced activities for the phased development of pragmatic competence across key SAs and implicatures;

- *the Methodological Recommendations for forming foreign-language pragmatic competence* provide specific algorithms, task types, digital tool integration strategies, and assessment guidelines for current and future teachers. These recommendations can be used in teacher training programs, advanced professional development programs, methodological units within schools and higher education institutions, individual professional self-development, as well as the professional practice of future teachers.

- *the developed set of assessment tools*, including instruments for diagnosing the level of foreign-language pragmatic competence and analytic rubrics for assessing pragmatic comprehension and pragmatic production, can be directly applied in teaching basic English, in courses on foreign language teaching methodology and intercultural communication, as well as within the professional pedagogical practice of future English language teachers. Its implementation (including on platforms such as Nearpod and Flip/Padlet, as well as in role-play tasks) ensures objective measurement of competence development, provides systematic and transparent feedback, and enhances the effectiveness of monitoring and assessing learning outcomes.

The main scientific provisions submitted for the dissertation defense are:

1. *The theoretical and methodological foundations* for the formation of foreign-language pragmatic competence in future English teachers:

- The definition of foreign-language pragmatic competence developed in this study reveals its essence as a set of knowledge, skills, and abilities that ensure the effective and appropriate use of a foreign language, as well as its accurate interpretation in a variety of real-life communicative situations within the context of intercultural communication;

- Foreign-language pragmatic competence is considered an integral component of teachers' professional competence and includes pragmalinguistic and sociopragmatic sub-competences, realized through the aspects of pragmatic comprehension and pragmatic production. Its content encompasses speech acts, pragmatic markers, and conversational implicatures, which enable future English language teachers to use and interpret language appropriately in diverse communicative situations.

2. *The linguistic and didactic potential of Web 2.0 technologies* in forming foreign-language pragmatic competence in future English teachers is identified as a structured set of interrelated components. The linguistic potential includes authentic input, synchronous and asynchronous interaction, cross-cultural communication, awareness of politeness strategies, speech act practice, and productive output. The didactic potential comprises flexible modes of delivery, learner-centered learning, a variety of tasks, collaborative learning, monitoring of the learning process, as well as feedback and assessment. The integration of Web 2.0 technologies into a unified digital learning environment ensures the effective formation of foreign-language pragmatic competence in future English language teachers.

3. *The developed model for forming foreign-language pragmatic competence in future English teachers* through Web 2.0 technologies includes the following components:

- Target block, which defines the strategic guidelines for the training of future foreign language teachers based on international and national standards;

- Conceptual block, which incorporates the theoretical foundations of interlanguage pragmatics (ILP) and digital pedagogy, as well as a set of scientific approaches (competence-based, communicative-cognitive, task-based language

teaching (TBLT), sociolinguocultural, and connectivist) and instructional principles (general didactic and methodological-technological);

- Content block, which represents the didactic and methodological content, including its component structure (pragmalinguistic and sociopragmatic components), pragmatically oriented learning elements (speech acts, pragmatic markers, and conversational implicatures), as well as content presented through the developed instructional materials (Nearpod course, textbook, and methodological guidelines) aimed at developing foreign-language pragmatic competence;

- Procedural block, which ensures the implementation of the model through a set of pedagogical conditions (motivational and value-based readiness, a minimum level of A2 in foreign-language communicative competence, basic ICT competence, an authentic digital learning environment, and methodological coherence), the staged organization of instruction (diagnostic, formative, and reflective-evaluative stages), as well as the implementation of blended learning through the integration of Web 2.0 technologies using appropriate teaching methods and tools (Nearpod, Padlet, Interactive YouTube, Collaborate Board, etc.);

- Evaluation and outcome block, which includes the author-developed system for assessing foreign-language pragmatic competence based on the Discourse Completion Task (DCT), aimed at diagnosing pragmatic comprehension and pragmatic production, as well as determining the achieved level of competence (A2-C1).

4. *The findings of the experimental study confirm the effectiveness of the proposed model* for developing foreign-language pragmatic competence in future English language teachers through the use of Web 2.0 technologies, as evidenced by increased levels of pragmatic comprehension and pragmatic production, as well as the development of the ability to communicate appropriately across diverse sociocultural contexts.

Experimental research base. Karaganda National Research University named after academician E.A. Buketov, Faculty of Foreign Languages

Approbation and implementation of the research results. The results of the present dissertation were reflected in 8 scientific publications: in scientific publications included in the Scopus database – 1, in publications recommended by the Quality Assurance in the field of Science and Higher Education in the Ministry of Science and Higher Education of the Republic of Kazakhstan – 3, and in the materials of international scientific conferences – 4. In addition, an electronic student's guide "Interlanguage Pragmatics: Raising Pragmatic Awareness in the EFL Classroom" was developed and certified (Certificate of entry of information into the state register of copyrighted objects No. 42812 dated January 8, 2024) and implemented in the context of experimental pedagogical work on the basis of Karaganda National Research University named after E.A. Buketov. "Methodological recommendations for technology-enhanced teaching of foreign language pragmatic competence" for foreign language teachers were developed and certified (Certificate of entry of information into the state register of copyrighted objects No. 37257 dated July 16,

2023). A practical course “English in Context: Communicating with Pragmatic Awareness” based on the Nearpod platform was developed and implemented in the educational process as an effective educational material for the formation and development of foreign language pragmatic competence.

The structure and scope of the dissertation. The dissertation consists of an introduction, two chapters, a conclusion, a list of references, and appendices. The dissertation comprises 187 pages and cites 366 references. The study contains 20 tables, 42 figures, and 8 appendices.