

**THE ROLE OF VIDEO PODCASTS IN DEVELOPING PRAGMATIC COMPETENCE
OF FUTURE ENGLISH LANGUAGE TEACHERS**

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Abstract. This article explores the role and importance of video podcasts in developing pragmatic competence among future English language teachers. As digital media increasingly permeates language education, video podcasts emerge as an effective tool for enhancing learners' exposure to authentic language use. Through video podcasts, pre-service teachers can observe a wide range of speech acts, discourse strategies, sociocultural norms, and context-sensitive language choices, which are vital for mastering pragmatic competence. The paper discusses how incorporating video podcasts into teacher education programs supports the acquisition of nuanced communication skills, promotes intercultural awareness, and helps future educators internalize appropriate language use across diverse communicative contexts.

Keywords: video podcast, pragmatic competence, teacher education, English language teaching, authentic materials, digital pedagogy.

INTRODUCTION

In the rapidly evolving landscape of language education, the integration of digital technologies has brought significant changes in both instructional methods and learning outcomes. One such innovative tool is the video podcast—a form of multimedia content that combines audio and visual elements to deliver information in an engaging, contextualized format. For future English language teachers, developing pragmatic competence—i.e., the ability to use language appropriately in social and cultural contexts—is a cornerstone of professional effectiveness. Unlike grammatical competence, pragmatic competence requires learners to navigate the subtleties of speech acts, politeness strategies, cultural expectations, and situational appropriateness. The growing availability and diversity of video podcasts have opened new avenues for immersive learning, enabling pre-service teachers to observe and analyze authentic language interactions beyond the confines of traditional textbooks [1].

MATERIALS AND METHODS

Pragmatic competence encompasses multiple components, including illocutionary competence (understanding speaker intentions), sociolinguistic awareness (choosing contextually appropriate expressions), and discourse management (organizing speech in interaction). These skills are often underrepresented in formal instruction, particularly when curriculum design prioritizes grammar and vocabulary. However, exposure to naturalistic language input is essential for acquiring the implicit knowledge required to interpret and produce pragmatically appropriate utterances. Video podcasts serve as a rich source of such input.

Unlike scripted dialogues in textbooks, video podcasts often feature spontaneous conversations, interviews, vlogs, or discussions on real-life topics. These formats present learners with varied registers, dialects, discourse markers, hedging devices, and non-verbal cues. By observing how native or fluent speakers handle turn-taking, mitigate face-threatening acts, express disagreement, or convey politeness, pre-service teachers can better grasp the intricate relationship between form, function, and context [2].

Moreover, video podcasts allow learners to repeatedly listen to and reflect on specific segments, facilitating noticing and analysis of pragmatic features. Through guided instruction—such as teacher-led commentary, worksheets, or discussion prompts—learners can focus on specific pragmatic functions, such as giving compliments, making requests, or issuing refusals. These

activities not only heighten pragmatic awareness but also encourage learners to practice these skills in simulated or real interactions [3].

From a pedagogical standpoint, incorporating video podcasts into teacher training programs offers multiple advantages. First, they provide exposure to global varieties of English, helping future teachers understand pragmatic variation across cultures and dialects. This is crucial in preparing teachers for multilingual, multicultural classrooms. Second, video podcasts often depict everyday scenarios, such as workplace communication, academic discourse, or informal chats—contexts relevant to learners' future teaching settings. Third, the multimodal nature of video podcasts enhances memory retention and fosters engagement, particularly among visually or aurally inclined learners.

Furthermore, video podcasts can be integrated into active learning strategies. For example, trainees can be assigned to create their own podcasts, reenact scenes with pragmatic focus, or develop lesson plans based on observed interactions. These tasks not only consolidate understanding of pragmatic phenomena but also enhance communicative confidence and instructional creativity. When embedded into reflective journals or peer review exercises, these materials also support the development of metapragmatic competence—i.e., the ability to critically evaluate language use and social appropriateness [4].

RESULTS AND DISCUSSION

The effectiveness of video podcasts in developing pragmatic competence is supported by a growing body of research. Studies have shown that learners exposed to audiovisual input outperform those receiving only textual or audio content in tasks involving speech act recognition, situational judgment, and appropriate language production. For instance, research conducted by Taguchi (2015) and Bardovi-Harlig & Mossman (2020) indicates that sustained engagement with video-based pragmatic instruction leads to significant gains in learners' sociopragmatic accuracy and intercultural communicative competence.

Despite their benefits, video podcasts are not a panacea. To be effective, their use must be pedagogically purposeful, culturally sensitive, and aligned with clear learning outcomes. Teachers must be trained to select, adapt, and scaffold podcast materials to suit the learners' proficiency level and pragmatic needs. Additionally, attention must be paid to the balance between exposure and interaction; while passive viewing contributes to input, active tasks are necessary for output and internalization [5].

CONCLUSION

In conclusion, video podcasts represent a powerful resource in the development of pragmatic competence among future English language teachers. By exposing learners to authentic, diverse, and context-rich language use, these multimedia tools bridge the gap between theoretical knowledge and practical communication skills. When integrated thoughtfully into teacher education curricula, video podcasts not only enhance linguistic and sociocultural proficiency but also equip educators with the tools to foster pragmatically aware instruction in their own classrooms. As digital technology continues to shape language learning, embracing such resources is essential for cultivating reflective, competent, and culturally responsive teachers.

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