

A Scoping Review of Current Research on Integrating Pragmatic Competence into Task-Based Language Teaching in Chinese Primary EFL Classrooms

Xiaotang Tong

Department of Linguistics, Graduate School, Suan Sunandha Rajabhat University

E-mail: s68584952001@ssru.ac.th

Cholthicha Sudmuk

Department of Linguistics, Graduate School, Suan Sunandha Rajabhat University

E-mail: cholthicha.su@ssru.ac.th

Suwaree Yordchim

Department of Linguistics, Graduate School, Suan Sunandha Rajabhat University

E-mail: suwaree.yo@ssru.ac.th

Abstract

Pragmatic competence is an important part of communicative competence, but it is still not fully developed in many primary EFL classrooms. This review aims to identify major research themes, trends, and methodological characteristics, and to highlight gaps for future research and pedagogical practice in integrating pragmatic competence into TBLT in Chinese primary EFL education. Following Arksey and O'Malley's framework and PRISMA-ScR reporting logic, the study searched Web of Science, Scopus, and CNKI. A total of 371 records were identified. After screening by title, keywords, abstracts, and full texts, 28 studies were included in the final synthesis. The findings show that TBLT has supported pragmatic development through communicative tasks, role-play tasks, collaborative tasks, and meaningful classroom activities. However, most existing studies focus on older learners, while research on Chinese primary EFL classrooms remains limited. The review suggests that task-based pragmatic instruction may support pupils' speaking skills by connecting language forms, communicative purposes, and social situations.

Keywords: Pragmatic Competence, Task-Based Language Teaching, Chinese Primary EFL Classrooms

Introduction

Pragmatic competence, the ability to use language appropriately in social situations, is gradually recognized as a key but not fully developed aspect of communication competence in foreign language teaching, especially in English as a Foreign Language (EFL) teaching. Although learners usually show strong grammatical accuracy in English, research has consistently shown that their pragmatic awareness and performance are still relatively weak, and learners face difficulties in identifying and using pragmatic performance and contextual speech acts. (Bardovi-Harlig & Dörnyei, 1998).

In the Chinese EFL context, the disconnection between formal language knowledge and functional communicative competence has brought big challenges to primary school English education, because it is the foundation stage of language learning. The 2022 English Curriculum Standards addressed this gap by elevating “cultural awareness” and “communication skills” as core competencies (Ministry of Education of the People's Republic of China, 2022). However, because of some reasons such as the exam pressure and large class sizes, these policy objectives have not been fully implemented in classroom practice, especially in public primary schools.



In the EFL context, task-based language teaching (TBLT) as a teaching method to promote the development of pragmatic competence is gradually rising. TBLT focuses on communicative tasks rather than isolated language forms, creating real situations for meaning negotiation and social interaction. These conditions are theoretically conducive to the development of pragmatic competence (Long, 2014; Samuda & Bygate, 2008). However, the extent to which the TBLT teaching method has improved pragmatic competence in Chinese primary school English classrooms remains unclear. The existing research mainly focuses on adult and higher education, leaving a critical gap in understanding how task-based interventions can be designed, implemented, and evaluated within the specific institutional and developmental constraints of Chinese primary education.

Therefore, this paper employs a scoping review to map the current state of research, identify major themes and trends, examine the methodological characteristics of existing studies, and highlight gaps that can inform future research and pedagogical practice on integrating pragmatic competence into TBLT in Chinese primary EFL education.

Research Objectives

1. To identify major themes and trends, and the methodological characteristics of existing studies on the integration of pragmatic competence into TBLT in primary EFL education.
2. To highlight gaps that can inform future research and pedagogical practice regarding the integration of pragmatic competence into TBLT in Chinese primary EFL education.

Research Methodology

1. Research method

This study employs a scoping review (Arksey and O'Malley, 2005) to identify how existing studies on the integration of pragmatic competence into TBLT in Chinese primary EFL education have been conducted. The results are reported in the guidelines of PRISMA-ScR (Tricco et al., 2018).

2. Research process

Stage 1: Identifying Research Questions

This review addresses the following exploratory research questions:

- 1) How has TBLT been used to develop pragmatic competence?
- 2) What research designs have been employed?
- 3) What pragmatic features have been investigated?
- 4) What studies have examined pragmatic competence in Chinese primary EFL classrooms?

5) In what specific Chinese primary EFL classrooms (speaking, writing, etc.) have pragmatic competence been applied in teaching?

- 6) What gaps remain in the existing research?

Stage 2: Identifying Relevant Studies

Relevant studies were searched from three main sources: Web of Science, Scopus, and CNKI. These databases were selected because they provided access to both international English-language research and Chinese-language studies related to primary English teaching and pragmatic competence.



The search terms were developed around three major concepts: pragmatic competence, task-based language teaching, and primary EFL classrooms. The search terms of each database and its search result are presented in Table 1.

Table 1: Search string used in this study and its results

Database	Search String	Results
Web of Science	("pragmatic competence" OR "L2 pragmatics" OR "pragmatic instruction" OR "speech acts") AND ("EFL" OR "English as a foreign language" OR "English language teaching")	157
Scopus	TITLE-ABS-KEY (("pragmatic competence" OR "L2 pragmatics" OR "pragmatic instruction" OR "speech acts") AND ("task-based language teaching" OR "TBLT" OR "task-based instruction" OR "communicative tasks") AND ("EFL" OR "ESL" OR "English language teaching"))	13
CNKI	“小学英语”“语用能力”“任务”	201
		371

From Table 1, the search results showed a series of literature related to TBLT, pragmatic competence, young learners, and Chinese primary school English teaching. Since many of the documents had weak connections with the research topics, the first step was to conduct a screening of titles, keywords, and abstracts as a preliminary process. This step is presented in Stage 3

Stage 3: Study Selection

In the screen step, all records identified from the database search were checked for duplication and publication status. The initial search produced 371 records. Among these records, two duplicates were removed. Two retracted records were also removed because they were not suitable for academic synthesis. After removing duplicates and retracted records, the remaining records were prepared for title, keyword, and abstract screening.

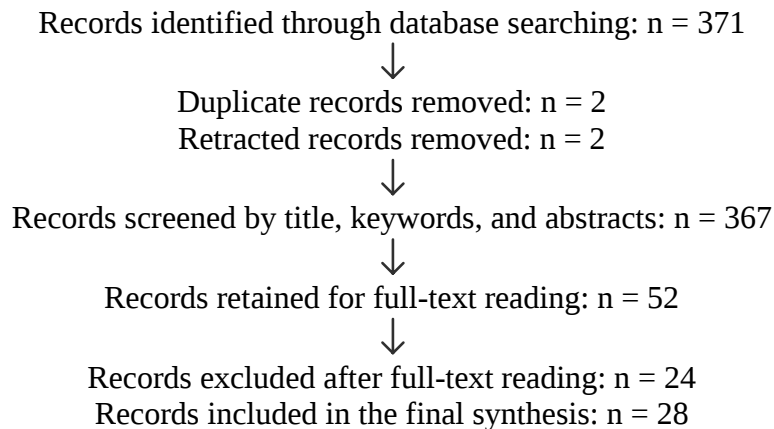
The next step was title, keyword, and abstract screening. At this stage, records were retained if they were related to at least one major area of this review, including pragmatic competence, second language (L2) pragmatics, speech acts, task-based teaching or task-based instruction, young learners, primary English teaching, textbook pragmatics, teacher awareness, classroom discourse, or Chinese primary English classroom practice. After title, keyword, and abstract screening, 52 records were retained for full-text reading.

Full-text screening was then conducted for the 52 records. A record was included in the final synthesis if it met at least one of the following criteria. First, the study examined TBLT, task-based instruction, role-play tasks, or meaningful tasks related to pragmatic competence. Second, the study examined pragmatic competence, pragmatic instruction, speech acts, pragmatic awareness, and language appropriateness in an EFL or ESL context. Third, the study focused on young learners, primary learners, or primary English teaching. Fourth, the study provided evidence on Chinese primary English teaching, such as classroom tasks, authentic contexts, speaking, reading, textbooks, and digital resources. Fifth, the study provided useful background, review, methodological, or assessment evidence for understanding the relationship between pragmatic competence and task-based or classroom-based instruction.

A record was excluded after full-text reading if it was only weakly related to the research questions, did not provide enough information for data extraction, or focused mainly on general English teaching without a clear pragmatic focus.

Stage 4: Charting the Data

The study selection process was as follows:



After full-text screening, 24 records were excluded. Finally, 28 records were included in the final synthesis. The included studies played different roles in the synthesis. Some studies on TBLT or task-based pragmatic instruction provided direct evidence. Some studies on young learners provided support for understanding pragmatic development in younger learning contexts. Chinese studies offered contextual evidence on primary English teaching, such as classroom tasks, textbooks, authentic situations, speaking, reading, picture books, digital resources, and teacher practice.

Stage 5: Collating and Summarizing

The synthesis was organized according to the six research questions. First, it examined how TBLT or task-based instructions have been used to support pragmatic development. Second, it summarized the research designs used in the included studies. Third, it pointed out the pragmatic features examined in previous research, such as requests, refusals, apologies, suggestions, and pragmatic awareness. Fourth, it reviewed studies related to Chinese primary EFL classrooms. Fifth, it examined the teaching domains in which pragmatic competence has been applied, such as speaking, reading, writing, textbooks, picture books, digital resources, and classroom tasks. Finally, it identified the main gaps in existing literature.

Through this process, the review mapped how pragmatic competence has been studied in task-based and classroom-based instruction. It also highlighted the need for further research into how pragmatic competence can be integrated into TBLT in Chinese primary EFL classrooms.

Research Results

Objective 1. Mapping Research Themes and Methods

RQ1: How has TBLT been used to develop pragmatic competence?

Previous studies show that TBLT has mainly been implemented through communicative, role-play, collaborative, meaningful, and task-like classroom activities. These tasks created situations in which learners needed to use language for communication. For

example, learners were asked to make requests, give suggestions, refuse, apologize, negotiate meaning, express opinions, or complete a classroom goal (Bagherkazemi & Harati-Asl, 2022; Bi, 2021; Kim & Taguchi, 2016; Róg, 2024; Timpe-Laughlin et al., 2026).

Some studies compared task-based and task-supported instruction, different task conditions, or different modes of task interaction (Peng, 2026; Róg, 2025; Róg & Urbaniak, 2024). These studies suggest that tasks can provide useful opportunities for pragmatic practice. However, they show that tasks are more effective when learners receive pragmatic input, feedback, or metapragmatic guidance (Glaser & Martínez-Flor, 2025; Kim & Taguchi, 2016). In Chinese primary EFL studies, many studies did not use a strict TBLT framework, but they used some similar activities, such as meaningful tasks, situation-based tasks, oral tasks, reading tasks, picture-book activities, and digital learning activities (Chen, 2026; Huang, 2025; Peng, 2025; Xue, 2018). These activities helped students use English in more meaningful contexts. Among these studies, the link between classroom tasks and formal TBLT theory was not fully explained.

RQ2: What research designs have been employed?

International studies were more likely to use experimental or quasi-experimental designs. They often used pre-tests, post-tests, delayed post-tests, discourse completion tasks, role-play tasks, questionnaires and interaction analysis (Bagherkazemi & Harati-Asl, 2022; Barón & Celaya, 2022; Bi, 2021; Lai et al., 2026; Lin & Wang, 2022; Omar & Razi, 2022). While Chinese primary EFL studies were mostly teaching practice reports, case studies, textbook analyses, or action research (Fan, 2025; Huang, 2025; Li et al., 2020; Yang, 2020, 2023). These studies provided useful classroom examples, but many of them did not include clear research procedures or measurable learning outcomes. This suggests that Chinese primary EFL research has strong practical value, but more systematic empirical studies are still needed.

RQ3: What pragmatic features have been investigated?

The most common pragmatic features were speech acts and pragmatic appropriateness. The speech acts included requests, refusals, apologies, suggestions, compliments, compliment responses and invitations (Bagherkazemi & Harati-Asl, 2022; Lai et al., 2026; Lin & Wang, 2022; Omar & Razi, 2022; Savić, 2015). Requests appeared most often because they are common in communication and are closely related to social factors (Kim & Taguchi, 2016; Savić, 2015).

In Chinese primary EFL studies, pragmatic competence was usually understood more broadly. It was often described as the ability to use English appropriately in real or meaningful contexts (Chen, 2026; Fan, 2025; Huang, 2025). The focus was not always on specific speech acts. Instead, many studies discussed students' ability to communicate, express meaning, understand context, take part in classroom activities, and use language in speaking, reading, stories, picture books, or digital situations (Li et al., 2020; Peng, 2025; Yang, 2020).

RQ4: What studies have examined pragmatic competence in Chinese primary EFL classrooms?

Previous studies point out that Chinese teachers have paid increasing attention to pragmatic competence in primary English classrooms. These studies covered oral teaching, reading lessons, picture-book teaching, textbook analysis, digital learning, AR-supported teaching, meaningful tasks, situation creation, and teacher practice (Chen, 2026; Huang, 2025; Peng, 2025; Shi, 2026; Tu et al., 2025; Yang, 2020, 2023). These studies show that many Chinese primary English teachers are aware of the importance of pragmatic competence. They argue that English teaching should not only focus on vocabulary, grammar, and sentence

patterns. Students should also learn how to use English appropriately in real or meaningful situations (Fan, 2025; Zeng, 2020). Classroom tasks, authentic contexts, stories, picture books, and digital resources were often used to help students move from “knowing English” to “using English” (Chen, 2026; Huang, 2025; Yang, 2020).

However, most Chinese studies did not directly combine TBLT and pragmatic competence. They often used terms such as tasks, situations, activities, or language use, but they did not always explain these ideas through a clear TBLT framework (Chen, 2026; Xue, 2018). Also, few studies used systematic tools to assess students’ pragmatic development.

RQ5: In which teaching domains in Chinese primary EFL classrooms has pragmatic competence been applied?

In Chinese primary EFL classrooms, pragmatic competence has been applied mainly in speaking, reading, textbooks, digital resources, classroom tasks, and teacher practice. Speaking was the most common domain. Studies on oral teaching emphasized real communication, role-play, task-based oral activities, and classroom interaction. They suggested that students need chances to express real meanings instead of only repeating fixed sentence patterns (Peng, 2025; Zeng, 2020.). Reading was also important. Studies on reading lessons, stories, and picture books showed that students can develop pragmatic understanding by reading texts in context, identifying communicative intentions, understanding characters’ feelings, and performing or continuing stories (Li et al., 2020; Yang, 2020). Textbook studies examined whether primary English materials provided enough pragmatic input, contextual information, speech acts, and communicative tasks. These studies suggest that textbooks can support pragmatic development, but only when language is presented with clear contexts and opportunities for use (Jakupčević & Portolan Ćavar, 2024; Yang, 2023). Digital resources and AR-supported teaching were newer areas. These studies showed that technology can create richer contexts and more interactive learning experiences (Huang, 2025; Tu et al., 2025). Teacher practice was also important, especially in lower-primary classrooms where teacher input, body language, and classroom atmosphere can support pupils’ pragmatic use of English (Glaser & Martínez-Flor, 2025; Shi, 2026).

Objective 2. Identifying Research Gaps and Implications

RQ6: What gaps remain in the existing research?

Several gaps were identified. First, few studies directly connect pragmatic competence, TBLT, and Chinese primary EFL classrooms. International studies often focus on TBLT and L2 pragmatics, but they mainly focus on university students, adult learners, or secondary learners rather than primary school students or young learners (Bagherkazemi & Harati-Asl, 2022; Peng, 2026; Róg, 2024, 2025). Chinese studies are closer to the target classroom context, but many of them lack a clear TBLT framework (Chen, 2026; Fan, 2025; Xue, 2018). This shows that previous studies have not fully examined how pragmatic competence can be integrated into TBLT in Chinese primary EFL classrooms. In particular, there is still limited research on how teachers can design task-based activities with clear pragmatic goals, guide primary school students’ language use during tasks, and assess their pragmatic development after task completion.

Second, international studies usually have stronger research designs, while Chinese studies often provide classroom reflections or practice reports. More empirical classroom studies are needed in Chinese primary schools. Third, many studies claim that tasks, situations, picture books, or digital resources can improve pragmatic competence, but they do not clearly show how this improvement is measured (Huang, 2025; Tu et al., 2025; Yang,

2020). This also suggests a need for further research into the practical process of integrating pragmatic competence into TBLT, including task design, teacher support, classroom interaction, feedback, and assessment. Overall, the review shows that task-based learning has potential for developing pragmatic competence. However, more focused research is needed on how TBLT can be used to support young learners or primary school students’ pragmatic competence in Chinese primary EFL classrooms.

In sum, the findings of this scoping review suggest that TBLT has considerable potential for developing learners’ pragmatic competence. The studies reviewed generally showed that task-based activities can provide meaningful communication opportunities and help learners use language more appropriately in different social situations. Because both TBLT and pragmatic competence emphasize communication in context, they appear to be highly compatible. However, the existing literature has not yet provided enough evidence on how this compatibility can be translated into systematic classroom practice in Chinese primary English education. Therefore, future studies should explore how pragmatic competence can be built into task goals, task procedures, classroom interaction, and speaking activities for young EFL learners. Table 2 presents a brief comparison between international studies and Chinese primary EFL studies.

Table 2: Comparison Between International Studies and Chinese Primary EFL Studies

Aspect	International Studies	Chinese Primary EFL Studies
Research focus	TBLT, L2 pragmatics, speech acts, and pragmatic performance	Primary English teaching, pragmatic competence, classroom tasks, textbooks, speaking, reading, and digital resources
Research design	Often experimental or quasi-experimental, with pre-tests, post-tests, role-play tasks, and interaction analysis	Mostly teaching reports, case studies, textbook analyses, or action research
Pragmatic focus	Often focuses on specific speech acts, such as requests, refusals, apologies, and suggestions	Often focuses on general language use in meaningful classroom contexts
Use of TBLT	TBLT is usually used as a clear teaching framework	Task-like activities are used, but the link with TBLT is not always clear
Assessment	More likely to measure pragmatic development	Often lacks clear tools to assess primary school students’ pragmatic development

Conclusion and Discussion

This scoping review examined current research on integrating pragmatic competence into Task-Based Language Teaching in primary EFL education, with a focus on the Chinese context. The study followed a scoping review process. It searched Web of Science, Scopus, and CNKI, screened the records by title, keywords, abstracts, and full texts, charted the data, and synthesized 28 core studies. Overall, the review shows that this topic is important, but how pragmatic competence has been integrated into TBLT in Chinese primary EFL



classrooms remains unclear. Although there are many studies on TBLT, pragmatic competence, and primary English teaching, few studies directly connect these three areas in Chinese primary EFL classrooms.

The findings show a clear connection among the three key topics of this review. Pragmatic competence means using language appropriately in context. TBLT provides meaningful tasks and interaction for language use. In the context of Chinese primary English education, this relationship is especially significant because classroom instruction has traditionally emphasized grammatical accuracy, vocabulary acquisition, sentence structures, and examination preparation. Integrating pragmatic competence into task-based activities provides opportunities for students to develop communicative speaking skills through authentic language use. As a result, students learn not only to produce grammatically accurate sentences but also to use language appropriately according to the listener, communicative purpose, and social context.

The review also found that most existing studies focus on university students or adult learners. Studies on young learners, especially primary school students, are still limited. Many studies focus on speech acts, such as requests, apologies, refusals, suggestions, and compliments. In the Chinese context, many studies provide useful classroom examples, such as oral tasks, reading lessons, picture-book teaching, and digital resources. However, few studies clearly connect these practices with TBLT or young learners' pragmatic development systematically.

Overall, the review highlights the need for more research on young learners and primary school settings. Future studies should investigate how task-based approaches can be adapted for primary learners and explore the long-term effects of pragmatic instruction in Chinese EFL classrooms.

References

- Arksey, H., & O'Malley, L. (2005). Scoping studies: Towards a methodological framework. *International Journal of Social Research Methodology*, 8(1), 19–32.
- Bagherkazemi, M., & Harati-Asl, M. (2022). Interlanguage pragmatic development: Comparative impacts of cognitive and interpersonal tasks. *Iranian Journal of Language Teaching Research*, 10(2), 37–54.
- Bardovi-Harlig, K., & Dörnyei, Z. (1998). Do language learners recognize pragmatic violations? Pragmatic versus grammatical awareness in instructed L2 learning. *TESOL Quarterly*, 32(2), 233–259.
- Barón, J., & Celaya, M. L. (2022). ‘May I do something for you?’: The effects of audio-visual material (captioned and non-captioned) on EFL pragmatic learning. *Language Teaching Research*, 26(2), 238–255.
- Bi, N. Z. (2021). Cognitive processes of ESL learners in pragmatic role-play tasks in academic settings. *Frontiers in Psychology*, 12, Article 586588.
- Chen, J. (2026). A practical exploration of promoting the development of primary school students' English pragmatic competence through meaning-focused tasks. *Qiuzhi Daokan*, (6), 95–97.
- Fan, C. (2025). Analysis of problems in cultivating students' pragmatic competence in primary school English teaching and exploration of countermeasures. *New Curriculum Research*, (23), 92–94.



- Glaser, K., & Martinez-Flor, A. (2025). Tracing a pre-service primary English teacher's development in teaching L2 pragmatics: Knowledge, beliefs, and perceived challenges. *System*, 131, Article 103655.
- Huang, R. (2025). Design and practice of primary school English learning activities aimed at improving pragmatic competence in the digital context. *Educational Communications and Technology*, (5), 91–96.
- Jakupčević, E., & Čavar Portolan, M. (2024). An analysis of pragmatic content in EFL textbooks for young learners in Croatia. *Language Teaching Research*, 28(1), 114–137.
- Kim, Y., & Taguchi, N. (2016). Learner–learner interaction during collaborative pragmatic tasks: The role of cognitive and pragmatic task demands. *Foreign Language Annals*, 49(1), 42–57.
- Lai, S., Economidou-Kogetsidis, M., & Savvidou, C. (2026). Long-term effects of pragmatics strategy instruction: Email invitation-requests and Chinese EFL learners. *International Review of Applied Linguistics in Language Teaching*. Advance online publication.
- Li, M., Qin, H., & Gong, P. (2020). Research on cultivating primary school students' pragmatic competence in English reading classes. In *Proceedings of the 2020 Academic Symposium on Science and Education Innovation* (Vol. 2, pp. 254–256).
- Lin, M. F., & Wang, Y. F. (2022). Effects of pragmatic instruction on EFL teenagers' apologetic email writing: Comprehension, production, and cognitive processes. *International Review of Applied Linguistics in Language Teaching*, 60(3), 759–797.
- Long, M. H. (2014). *Second language acquisition and task-based language teaching*. John Wiley & Sons.
- Ministry of Education of the People's Republic of China. (2022). *English curriculum standards for compulsory education* (2022 edition). Beijing Normal University Press.
- Omar, F. R., & Razi, Ö. (2022). Impact of instruction based on movie and TV series clips on EFL learners' pragmatic competence: Speech acts in focus. *Frontiers in Psychology*, 13, Article 974757.
- Peng, W. (2025). Strategies for cultivating students' pragmatic competence in primary school English speaking instruction. In *Proceedings of the 8th Academic Symposium on Educational Information Technology Innovation and Development* (pp. 721–723).
- Peng, Y. (2026). Competition or synergy? Effects of task complexity and social demand on Chinese EFL learners' interactional pragmatic performance. *System*, Article 104039.
- Róg, T. (2024). Teaching L2 pragmatics: The effects of different types of task implementation vs a PPP framework. *Neofilolog*, 62(2), 502–520.
- Róg, T. (2025). The impact of task-based and task-supported instruction on the acquisition of L2 hedge phrases. *Moderna Språk*, 119(3), 43–59.
- Róg, T., & Urbaniak, A. (2024). Impact of task-based and task-supported L2 teaching on the use of connective markers in learners' written performance. *Theory and Practice of Second Language Acquisition*, 10(2), 1–22.
- Samuda, V., & Bygate, M. (2008). *Tasks in second language learning*. Palgrave Macmillan.
- Savić, M. (2015). “Can I very please borrow it?”: Request development in young Norwegian EFL learners. *Intercultural Pragmatics*, 12(4), 443–480.
- Shi, L. (2026). Exploring the synergistic cultivation of teaching charisma among lower-grade primary school English teachers and students' comprehensive pragmatic competence: Taking the new PEP primary school English textbook as an example. *English on Campus*, 94–96.



- Timpe-Laughlin, V., Dombi, J., Sydorenko, T., & Sasayama, S. (2026). L2 learners' pragmatic output in a face-to-face vs. a computer-guided role-play task: Implications for TBLT. *Language Teaching Research*, 30(3), 1593–1618.
- Tricco, A. C., Lillie, E., Zarin, W., O'Brien, K. K., Colquhoun, H., Levac, D., Moher, D., Peters, M. D. J., Langley, T., Weeks, L., & Straus, S. E. (2018). PRISMA extension for scoping reviews (PRISMA-ScR): Checklist and explanation. *Annals of Internal Medicine*, 169(7), 467–473.
- Tu, Y., Peng, L., & Yao, R. (2025). Contextual reconstruction and interactive innovation: A study on paths to improving primary school English pragmatic competence supported by AR technology. In *Proceedings of the Symposium on Inheriting Chinese Culture and Integrating Innovative Education & the 2025 Annual Academic Conference on Educational Theory and Management* (Vol. 2, pp. 321–323).
- Xue, Z. (2018). "Three-step" task inquiry to improve pragmatic competence: Taking the teaching of Unit 7 "At Weekends" in the Yilin Press Grade 5 (Volume 1) primary English textbook as an example. *Reference for Elementary Teaching*, (30), 49.
- Yang, B. L. (2020). *A practical study on cultivating primary school students' English pragmatic competence based on English picture books* [Master's thesis, Tianshui Normal University]. CNKI. <https://doi.org/10.27312/d.cnki.gshsu.2020.000563>
- Yang, S. (2023). A study of pragmatic knowledge in primary school English textbooks from the perspective of new curriculum standard—Take English textbooks of the Yilin edition as an example. *English Teachers*, 23(5), 46–50.
- Zeng, S. (2020). Discussing the cultivation of primary school English pragmatic competence from three common questions. *Fujian Education*, (31), 53–54.