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The Effectiveness AI-Generated Tasks Based on Authentic Texts To Improve Pragmatic Awareness Of University Students In Reading Classes

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Abstract. Pragmatic awareness is an essential dimension of communicative competence that enables language learners to interpret implied meanings, recognize speaker intentions, and understand sociocultural context in authentic discourse. However, in many university-level reading classes, instruction still focuses primarily on literal comprehension, with limited attention to pragmatic meaning. This study investigates the effectiveness of AI-generated tasks based on authentic texts in developing students' pragmatic awareness in reading classes. Using a quasi-experimental design, the study explores how artificial intelligence can support task creation that targets pragmatic features such as implicature, speech acts, politeness strategies, and contextual inference. The participants were 24 intermediate-level EFL university students who engaged in a six-week instructional intervention involving AI-generated reading tasks. Data were collected through pre-test and post-test assessments and task-based classroom observations. The results indicate that AI-generated tasks significantly improved students' ability to interpret implied meanings and analyze pragmatic features in texts. The study concludes that integrating AI-generated tasks into reading instruction enhances pragmatic awareness and supports deeper engagement with authentic texts.

Keywords: artificial intelligence, pragmatic awareness, reading comprehension, authentic texts, task-based learning, EFL

Introduction. Reading comprehension in second language learning is not limited to understanding literal meanings of texts. It also involves interpreting implied meanings, recognizing communicative intentions, and understanding sociocultural context. These skills are closely related to pragmatic awareness, which plays a crucial role in developing overall communicative competence (Kasper & Rose, 2002).

Despite its importance, pragmatic awareness is often underdeveloped in university reading classes. Instruction typically focuses on vocabulary, grammar, and surface-level comprehension questions, while deeper pragmatic interpretation is overlooked. As a result, students may struggle to identify indirect meanings, irony, politeness strategies, and contextual assumptions in authentic texts.

Recent advances in artificial intelligence (AI) in education provide new opportunities for addressing this gap. AI systems such as ChatGPT can generate customized pedagogical tasks based on authentic texts, targeting specific linguistic and pragmatic features. These AI-generated tasks can guide learners to analyze discourse more deeply and interact with texts in a more meaningful way.

This study examines the effectiveness of AI-generated tasks based on authentic texts in developing university students' pragmatic awareness in reading classes.

The objectives of the study are:

1. To examine the impact of AI-generated tasks on students' pragmatic awareness;

2. To analyze how AI-supported reading activities facilitate pragmatic interpretation;
3. To explore students' engagement with authentic texts through AI-based instruction.

Methods

Research Design. This study employed a **quasi-experimental pre-test/post-test design** with both quantitative and qualitative components.

Participants. The participants were **24 EFL university students** at intermediate (B1–B2) level enrolled in a reading comprehension course. The students were aged between 18 and 22 and had studied English for at least 5 years.

Instructional Procedure. A **six-week AI-supported instructional intervention** was implemented. Students worked with authentic texts (news articles, opinion texts, and short essays) accompanied by AI-generated tasks designed to develop pragmatic awareness.

Examples of AI-generated tasks:

- Identify implied meanings (implicatures) in selected paragraphs
- Analyze the speaker's intention in opinion statements
- Detect politeness strategies in dialogues
- Explain indirect requests and suggestions
- Compare literal vs intended meaning of sentences

Example task generated by AI:

Text excerpt: "It might be better if we reconsider our decision."

AI-generated questions:

- What is the speaker indirectly suggesting?
- Is this a direct or indirect speech act?
- What could be the possible intention behind this statement?

Data Collection Instruments

1. **Pragmatic Awareness Test (Pre-test and Post-test)**
   - Text-based interpretation tasks
   - Identification of implied meanings
   - Speech act recognition questions
2. **Classroom Observation Checklist**
   - Student engagement with tasks
   - Ability to interpret pragmatic meaning
   - Interaction during group discussions

Data Analysis. Quantitative data were analyzed using descriptive statistics (mean comparison), while qualitative data from observations were analyzed thematically.

Results

Pre-test and Post-test Performance

Test Stage	Mean Score (out of 30)	Pragmatic Awareness Level
Pre-test	14.6	Limited understanding of implicature and indirect meaning
Post-test	24.2	Improved interpretation of pragmatic features and context

The results show a significant improvement in students' pragmatic awareness after exposure to AI-generated tasks.

Classroom Observation Results

The following changes were observed:

- Increased ability to identify implied meanings in texts

- Improved discussion of speaker intentions
- Greater engagement with reading tasks
- More accurate interpretation of indirect language

Example of Improvement

Pre-test response:

- "The author means we should think again."

Post-test response:

- "The author is indirectly suggesting reconsideration without directly stating disagreement."

This indicates improved ability to interpret pragmatic meaning.

Discussion. The findings suggest that AI-generated tasks based on authentic texts are effective in developing students' pragmatic awareness in reading classes.

One key advantage of AI-generated tasks is their adaptability. Teachers can use AI tools to create tasks that target specific pragmatic features such as implicature, politeness, and indirect speech acts. This allows learners to engage more deeply with texts.

Furthermore, AI-supported instruction encourages analytical reading. Instead of focusing only on comprehension questions, students are guided to analyze meaning at multiple levels, including intention, context, and implied meaning.

However, successful implementation requires careful teacher guidance. AI tools should be used as supportive instruments rather than replacements for pedagogical expertise.

Pedagogical Implications

Teachers should:

- Integrate AI-generated tasks into reading lessons
- Use authentic texts with guided pragmatic analysis
- Encourage group discussion and interpretation
- Provide feedback on pragmatic understanding

Teacher training should include AI literacy and task design skills.

Conclusion. This study examined the effectiveness of AI-generated tasks based on authentic texts in developing university students' pragmatic awareness in reading classes. The results indicate that AI-supported instruction significantly improves learners' ability to interpret implied meanings and analyze pragmatic features.

The study concludes that AI-generated tasks can enhance reading instruction by making it more interactive, analytical, and pragmatically focused. Future research should explore larger samples and experimental designs to further validate these findings.

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