DIGITAL PLATFORMS AND LINGUOPRAGMATIC APPROACH IN TEACHING LOGISTICS TERMINOLOGY: A METHODOLOGICAL PERSPECTIVE

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Abstract. *This article examines the intersection of digital technology and linguopragmatic competence in teaching logistics English for Specific Purposes (ESP). As global supply chain communication increasingly relies on digital platforms, learners of logistics terminology require not only lexical knowledge but also the pragmatic capacity to deploy specialist language in authentic professional contexts. The study argues that digital tools — including corpus-based platforms, authentic online resources, and AI-assisted practice environments — serve as effective mediators for developing linguopragmatic awareness in first-year logistics students. A methodological framework is proposed in which digital resources are integrated into a linguopragmatic instructional sequence, enabling learners to encounter, analyse, and produce logistics terminology within contextually meaningful communicative situations.*

Keywords: *linguopragmatic approach; logistics terminology; ESP; digital platforms; professional communication; language teaching methodology; corpus linguistics; authentic materials.*

Introduction

The digital transformation of international trade has fundamentally reshaped the communicative demands placed on logistics professionals. In contemporary supply chain environments, practitioners routinely engage with cargo tracking dashboards, electronic freight documents, logistics management software, and globally distributed teams — all primarily operating in English. This reality places considerable pressure on higher education programmes to prepare graduates who can not only recognise logistics terminology but also use it with pragmatic precision in varied professional contexts.

Within Uzbekistan's expanding trade and transport sector, demand for English-proficient logistics specialists has grown markedly. Yet existing research indicates that university curricula frequently treat terminology as static lexical inventory rather than as communicatively embedded, pragmatically sensitive language [Hutchinson T., Waters A., 1987, p. 53]. Students acquire terminology for examination purposes but struggle to apply it in real-time professional exchanges — email negotiations, teleconference logistics briefings, or digital procurement platforms.

This gap points to a dual methodological challenge: first, how to teach logistics terminology in ways that foreground its pragmatic dimensions; and second, how to harness digital resources as vehicles for authentic language encounter. The present article addresses both challenges by proposing an integrated linguopragmatic–digital instructional model suitable for first-year logistics students at Uzbek universities.

Theoretical Background

Linguopragmatics and Professional Language Teaching

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Linguopragmatics, as a subfield bridging formal linguistics and pragmatics, concerns itself with how language users select and interpret linguistic forms in context to achieve communicative goals [Mey J. L., 2001, p. 6]. Applied to professional language teaching, a linguopragmatic approach means learners are guided not only to know what a term means but how, when, and why it is used in specific professional speech acts — requests, confirmations, complaints, negotiations, and reports.

In ESP logistics education, this translates into teaching terms such as "incoterms," "lead time," "freight on board," or "just-in-time delivery" not as isolated glossary entries but as communicative tools embedded in genre-specific discourse. Dudley-Evans and St John argue that ESP learners acquire specialist language most effectively when instruction situates vocabulary within the discourse patterns characteristic of the target professional domain [Dudley-Evans T., St John M. J., 1998, p. 41].

This perspective aligns closely with Basturkmen's claim that effective ESP course design requires analysis of target discourse communities and the communicative practices that define them [Basturkmen H., 2010, p. 28]. For logistics students, the target discourse community comprises freight forwarders, supply chain managers, customs officers, and procurement specialists — professionals whose daily communication is saturated with specialist terminology deployed in contextually specific ways.

Digital Technologies as Pedagogical Mediators

The emergence of digital platforms has expanded teachers' capacity to source authentic professional language materials far beyond what print textbooks can offer. Three categories of digital resource are particularly relevant to linguopragmatic logistics ESP instruction.

Corpus-based platforms. Tools such as the Corpus of Contemporary American English (COCA) and the British National Corpus (BNC) allow learners to observe how terms behave in authentic written and spoken discourse — their collocations, syntactic frames, register distributions, and frequency patterns. Reppen notes that corpus tools support data-driven learning by enabling students to discover patterns inductively rather than receiving them as declarative rules [Reppen R., 2010, p. 22]. When a logistics student searches "cargo" and observes its co-occurrences with "manifest," "clearance," "damage," and "tracking," pragmatic insight is gained that no glossary definition can provide.

Authentic digital documents and platforms. Freight invoice templates, digital bills of lading, carrier booking confirmations, and customs declaration interfaces expose students to the genre conventions — formatting, register, standard phrases — that define professional logistics communication. Platforms such as CargoWise or SAP Logistics provide environments in which terminology is embedded in operational workflows, reinforcing the pragmatic meaning of each term through its functional context.

AI-assisted language practice environments. Conversational AI tools and adaptive learning platforms can simulate logistics scenarios — supplier negotiations, customs inquiries, freight forwarder communications — enabling students to practise terminology in low-stakes interactive contexts before engaging in real professional communication. Godwin-Jones observes that AI-powered language tools can offer immediate feedback on lexical accuracy and pragmatic appropriateness, supporting iterative improvement [Godwin-Jones R., 2022, p. 9].

Proposed Methodological Framework

The integration of digital resources into linguopragmatic logistics ESP instruction can be structured as a four-stage cycle. Each stage corresponds to a distinct phase of language learning — encounter, investigation, production, and consolidation — and each makes purposeful use of digital tools.

Stage 1 — Contextual Immersion. Students are exposed to authentic digital logistics texts — shipping notifications, incoterms guidance pages, freight rate quotations — sourced from real industry websites and platforms. The teacher draws attention to recurring specialist terms and initiates discussion of the communicative context in which each text functions, establishing the pragmatic frame before vocabulary instruction begins.

Stage 2 — Corpus Investigation. Using accessible corpus tools, students investigate target terminology: observing collocations, comparing formal and informal usage, and identifying the speech acts in which terms typically appear. This stage develops learners' capacity to notice linguistic patterns and builds metalinguistic awareness of pragmatic function — understanding not only what a term means but how professional communities actually use it.

Stage 3 — Guided Production. Learners produce logistics-relevant texts — professional emails, short operational reports, response messages — using target terminology in assigned scenarios. The teacher provides scaffolding through genre models drawn from authentic digital sources, guiding students to match lexical choice to communicative purpose and to observe the genre conventions governing professional logistics writing.

Stage 4 — Simulated Practice and Feedback. Digital simulation environments or AI-powered conversational tasks present students with interactive logistics communication challenges. Performance is evaluated against criteria encompassing lexical accuracy, pragmatic appropriateness, and genre adherence, with structured peer and instructor feedback completing the learning cycle and informing subsequent iterations.

This four-stage model ensures that digital platforms serve pedagogically meaningful purposes at every instructional phase rather than functioning as incidental technological supplements to conventional teaching.

Pedagogical Conditions for Effective Implementation

Effective implementation of the proposed framework depends on several organisational and instructional conditions. First, teachers require sufficient digital literacy to curate appropriate online materials and guide corpus-based inquiry without overwhelming learners with tool complexity. Professional development in ESP digital pedagogy is therefore a prerequisite for sustainable implementation.

Second, authentic materials must be selected with attention to learners' current proficiency level. Unmediated exposure to highly technical operational logistics documents may impede rather than support language development at early stages of study. Teachers must exercise principled selection and scaffold comprehension before directing students toward independent engagement with authentic resources.

Third, assessment instruments must be designed to capture linguopragmatic gains and not merely vocabulary breadth. This requires evaluation rubrics that assess communicative appropriateness, genre adherence, and pragmatic precision alongside lexical and grammatical accuracy — a shift that may itself require institutional endorsement and curriculum revision.

Conclusion

The convergence of digital technology and linguopragmatic pedagogy offers a productive pathway for developing professional communication competence in logistics students. By situating terminology within authentic digital contexts — corpora, professional platforms, and AI-mediated simulations — instructors can move beyond decontextualised vocabulary teaching toward an integrated approach that prepares graduates for the real communicative demands of the global supply chain industry.

This methodological perspective is particularly relevant to the Uzbek higher education context, where growing integration into international logistics networks demands graduates capable of navigating complex professional communication in English with both lexical precision and pragmatic fluency. Further empirical investigation — including experimental studies measuring linguopragmatic development in digital-integrated ESP logistics courses — is needed to validate and refine the framework proposed here.

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