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The analyses of the texts (situations) outlines were introduced in relevant to the previous information.

Pragmatics focus on what is not explicitly stated and on how we interpret utterances in situational contexts. They are concerned not too much with the sense of what is said as with its force, that is with what is communicated by the manner and style of an utterance.

### 4. 2 Conclusions

Teaching pragmatics in English language classroom for avoiding miscommunication caused by cultural difference. In other words, the teaching and learning of pragmatics would release the difficulties of communication for students. Also, teaching pragmatics will raise student' pragmatic awareness and give them choices about their interactions in English language, and gain control of it and enable them to communicate effectively in many situations.

We as teachers do not live in an English speaking environment. So, we have to use every lesson (grammar, conversation, listening or reading) in order to enhance students' pragmatic awareness. Before the reading class, teachers should thoroughly select the reading text, which is rather a difficult task due to the limited range of books available in our libraries.

Definitely, teaching pragmatics will lead to certain benefits which help in avoiding pragmatic mistakes, thus reducing the number of embarrassing situations. Meaning, context, and communication are the underlying principles behind pragmatics. The pragmatic approach has been used in analyzing some texts (situations) in order to clearly understand what the certain text was trying to say.

Finally, the classroom is the ideal place in which learners are helped to interpret language use. Instruction can help learners understand when and why certain linguistic practices take place. It can help learners to better comprehend what they hear (What does this formula mean?) and better interpret it (How is this used? What does a speaker who says this hope to accomplish?). The classroom in which discussion of pragmatics takes place is also a good area to explore prior impressions of speakers.

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### 3.2 How Can Pragmatics Be Taught?

The teaching of pragmatics aims at facilitating the learners' ability to find socially appropriate language for the situations they encounter. The explicit instruction of pragmatic concepts may have a beneficial result on learners, even if the course is very short, or if teachers at least reserve several minutes for such activities but on a regular basis. A lot of textbooks, lack pragmatic information, that is why the importance of a reading class is becoming more significant and the obtained experience is indisputable. (Brown, 1994: 33)

It is emphasized that there is not a single best way to teach pragmatics. Because pragmatics directs how to teach (whether the student- centered or teacher- centered, use what techniques and so on). But, since pragmatics is an area of language instruction in which teachers and students can learn together, teachers should use well elected ways in teaching pragmatics and avoid depending on their intuition. "It is important to take into account the fact that, just as teachers cannot rely on their intuition in teaching pragmatics, neither can learners do so in their second/ foreign language prior to instruction" (Ibid: 33).

Most of teachers try to raise students' pragmatic awareness during conversational classes, but it is common knowledge that the reading class is also a perfect place for it. Any reading passage/text could be discussed pragmatically.

All languages have pragmatic systems, and with a little encouragement all learners will recognize that their first languages also have 'secret rules'.

The process of teaching pragmatics may be useful for the first language learners as well as the foreign language learners. Demonstrations may include the use of space, such as where people stand in a line, or nonverbal gestures that accompany certain types of talk, such as shaking hands during greetings or introductions. (Brown, 1994: 34- 35).

## Section Four: The Result and Conclusions

### 4. 1The Result

One of the main problems in any pragmatic analysis is the interpretation, and it's sometimes very difficult to isolate the exact meaning of a certain word, especially with words that can have more than one meaning and the interpretation will depend heavily on the contexts in which they are used.

throughout a spoken or written situation. (Al-Abbasi & Al-Azzawi, 2008: 34- 35).

## Section Three: Pragmatic Difficulties Encountered by Foreign Language Learners

### 3. 1 The Pragmatic Difficulties Face Foreign Language Learners

Some of the pragmatic [functional and sociolinguistic] aspects of language are very subtle and therefore very difficult. Make sure your lessons aim to teach such subtlety (Brown, 1994: 30).

Language classrooms are especially well suited to provide input and interpretation. Instruction addresses the input problem by making language available to learners for observation- the first problem.

Consequently, in the classroom setting, a teacher may wish to identify the most common misunderstanding on the part of learners and emphasize more accurate interpretation of foreign language pragmatic norms.

The second problem of input that instruction addresses is salience. Some necessary features of language and language use are quite subtle and not immediately noticeable by learners, such as the turns that occur before speakers actually say 'goodbye' and the noises they make when encouraging other speakers to continue their turns (Ibid: 30)

Furthermore, many pragmatic difficulties face foreign language learners, these are:

1. The pragmatic knowledge should be got independently.
2. Consequences of pragmatic differences are usually interpreted on a social or personal level rather than as a result of the language learning.
3. The making of pragmatic mistakes may lead to various unpleasant consequences.
4. Such mistakes may hamper good communication between speakers.
5. They may even make the speaker appear rude or indifferent in social interactions.
6. One of the goals in foreign language teaching is to adopt pragmatic context.
7. There is an urgent need for pragmatic knowledge.
8. Pragmatic knowledge will help learners to understand why native speakers use certain structures in different speech situations.

(Al-Abbasi & Al-Azzawi, 2008: 35- 36)

As concrete ideas, some situations are employing in pragmatics in foreign language teaching. These are as follows:

## Situation (1):

In teaching comprehension, the teacher is going to teach a lot of vocabularies. Through the teaching process of some vocabularies, he/she will face the pragmatic difficulty which definitely affects the understanding of the students. For instance:

1. This book is /red/. (spoken)
2. He has a hard will. (written)

The above two examples include the pragmatic impact, because in the first one, if the teacher said (orally) 'This book is /red/', the students may have a misunderstanding due to the multi- meanings of the word /red/. So that, the first meaning is: someone reads this book. And the second meaning is: the color of this book is red.

Thus, to have a full understanding for this example, it should be put in a certain situation to clarify the meaning of /red/ whether it is 'red' or 'read'.

Moreover, concerning grammar, the students will face a kind of confusion related to pragmatics. However, they have to specify whether this example is passive or active voice. So, if it is an active, the word /red/ means the red color (as an adjective). And if it is passive, the word /red/ means the past participle of read (as a verb).

Meanwhile the second example is 'Has a hard will'. The teaching of 'hard' and 'will' , causes confusion for the students, because it has more than one meaning, that is:

- He has an order to be roughly recommended.
- He has a strong desire.

(Al-Abbasi & Al-Azzawi, 2008: 33- 34)

## Situation (2):

During the correction of the homework, the teacher tells his/her students that he/she has no pen. That is to say, the teacher wants a pen to correct the homework. Through this situation, the pragmatic knowledge has been understood by the student. The student understands the teacher's speech as: 'Give me a pen to correct your homework'. As a result, the teacher should make a suitable situation to illustrate the closest meaning of the used vocabularies or structures.

The teacher should explain the use of these vocabularies or structures in its intended meaning within a certain context and accurate position

and renewing hypotheses about foreign language pragmatic use, they need to learn to monitor and evaluate their own foreign language pragmatic comprehension and production. (Al-Abbasi & Al-Azzawi, 2008: 32)

### 2. 2 The Significance of Teaching Pragmatics

Teaching pragmatics can enhance pragmatic awareness which will lead to certain benefits, and help to avoid pragmatic mistakes, thus reducing the number of embarrassing situations; make students feel more certain; help them better understand the connotative messages in each situation, and make correct presuppositions. (Ibid: 32)

Richard and Schmidt (1984: 77) contends that in order to teach learners to truly understand what foreign language speakers mean, it is necessary to integrate an explanatory perspective in the teaching of foreign language pragmatics.

### 2. 3 Pragmatics and Language Teaching

Teaching pragmatics explores the teaching of pragmatics through lessons and activities created by teachers of English as a foreign language. In order to be successful in communication, it is essential for foreign language learners to know just grammar and text organization but also pragmatic aspects of the target language.

In teaching pragmatics the materials must reflect authentic [foreign language use and] …. The materials must be carefully selected, modified, or created for second language instruction (Judd, 1999: 12). If the pragmatic features are present, then the validity of the research and the materials is enhanced. In the light of the spoken data, Ishihara (2003: 55) determines whether the research findings about certain… [foreign] language pragmatic features are credible and worthwhile teaching. Prior to data collection (recording of … [foreign] language samples), Ishihara had considered what varieties (e.g., gender, age, and regional varieties) of foreign language pragmatic norms should be presented as models and recruit model speakers accordingly. We focused mostly on the language use among college students as a standard variety. Learners might need some paralinguistic scaffolding, such as a vocabulary explanation or other related pragmatic information. Teachers might give learners individual feedback about their foreign language pragmatic use and discuss more extended conversational routines. (Ibid)

Jacques Derrida remarked that some work done under pragmatics aligned well with the program he outlined in his book Of Grammatology.

Emile Benveniste (1971) argued that the pronouns “I” and “you” are fundamentally distinct from other pronouns because of their role in creating the subject.

From Austin, some linguists draw three conclusions: (1) a performative utterance does not communicate information about an act second- hand it is the act; (2) every aspect of language (semantics, syntactic, or even phonetics) functionally interacts with pragmatics; (3) there is no distinction between language and speech.

### 1. 9 Pragmatics and Semantics

The boundary between what counts as semantics and what counts as pragmatics is still a matter of open debate among linguists.

Both pragmatics and semantics deal with meaning, so there is an initiative sense in which the two fields are closely related. There is also an initiative sense in which the two are distinct: Most people feel they have an understanding of the ‘literal’ meaning of a word or sentence as opposed to what it might be used to convey in a certain context. Upon trying to disentangle these two types of meaning from each other, however, things get considerably more difficult.

## Section Two: Goals of Teaching Pragmatics

### 2.1 Introduction

One may ask what are the goals of teaching pragmatics? What are the ultimate benefits to learners? The chief goal of instruction in pragmatics is to raise learners’ pragmatic awareness and give them choices about their interactions in the target language. The goal of instruction in pragmatics is not to insist on conformity to a particular target- language norm, but rather to help learners become familiar with the range of pragmatic devices and practices in the target language. With such instruction, learners can maintain their own cultural identities, participate more fully in target language communication, and gain control of the force and outcome of their contributions.

The ultimate goal of teaching pragmatics is to install in learners skills with which they can improve their pragmatic ability autonomously, a pragmatic curriculum should assist learners in developing metapragmatic awareness and strategies. For learners, in order to be constantly, making

**1. 7 Related Fields**

There is a considerable overlap between pragmatics and sociolinguistics, since both share an interest in linguistic meaning as determined by usage in speech community. However, the sociolinguists tend to be more interested in variation in language within such communities.

Pragmatics helps anthropologists relate elements of language to broader social phenomena; it thus pervades the field of linguistic anthropology. Because pragmatics describes generally the forces it plays for a given utterance, it includes the study of power, gender, race, identity and their interactions with individual speech act. For example, the study of code switching directly relates to pragmatics since a switch in code effects a shift in pragmatic force.

According to Charles W. Morris, pragmatics tries to understand the relationship between signs and their users, while semantics tends to focus on the actual objects or ideas to which a word refers, and syntax or “syntactic” examines the relationships among signs or symbols. Semantics is the literal meaning of an idea where as pragmatics is the implied meaning of the given idea.

Speech Act Theory pioneered by J.L. Austin and further developed by John Searle centers around the idea of the performative type of utterance that performs the very action it describes. According to Kent Bach (1987), "almost any speech act is really the performance of several acts at once, distinguished by different aspects of the speaker's intention: there is the act of saying something, what one does in saying it, such as requesting or promising, and how one is trying to affect one's audience."

Speech act theory’s examination of illocutionary acts has many of the same goals as pragmatics, as outlined above.

**1. 8 Pragmatics in Literary Theory**

Pragmatics (more specifically, speech act theory’s notion of the performative underpins Judi Th. Butler’s theory of gender performativity. In gender trouble, she claims that gender and sex are not natural categories, but socially constructed roles produced by “reiterative acting”.

In Excitable speech, she extends her theory of performativity to hate speech and censorship, arguing that censorship necessarily strengthens any discourse it tries to suppress and therefore, since that state has sole power to define hate speech legally, it is the state that make speech performative.

Referential: singular count

Indexical: close by

A pure indexical sign doesn't contribute to the meaning of the propositions at all. It is an example of "non- referential use of language".

**1. 6 Non- Referential Uses of Language**

Silverstein's "pure" indexes

Michael Silverstien has argued that "non- referential" or "pure" indexes do not contribute to an utterance's referential meaning but instead "signal some particular value of one or more contextual variables". Although non-referential indexes are devoid of semantic- referential meaning, they do encode "pragmatic" meaning"

The sorts of context that such indexes can mark are varied. Examples include:

Sex Indexes: are affixes or inflections that index the sex of the speaker, e.g. the verb forms of female Koasati speakers take the suffix "-s"

Deference Indexes: are words that signal social differences (usually related to status or age) between the speaker and the addressee. The most common example of a difference index is the V form in a language with a T.V. distinction the widespread phenomenon in which there are multiple second- person pronouns that correspond to the addresses relative status or familiarity to the speaker.

Honorifics are another common form of difference index and demonstrate the speaker's aspect or esteem for the addressee via special forms of address and/or self-humbling first- person pronouns.

An Affinal Taboo Index is an example of avoidance speech that produces and reinforces sociological distance, as seen in Aboriginal Dyirbal language of Australia. In this language and some others, there is a social taboo against the use of the everyday lexicon in the presence of certain relatives (mother-in- law, child-in- law, paternal aunt's child, and maternal uncle's child). If any of those relatives are present, a Dyirbal speaker has to switch to a completely a separate lexicon reserved for that purpose.

In all of these cases, the semantic-referential meaning of the utterances is unchanged from that of the other possible (but often impermissible) forms, but the pragmatic meaning is vastly different.

Signified: the concept cat

Signifier: the word “cat”

The relationship between the two gives the sign meaning. This relationship can be further explained by considering what we mean by “meaning”. In pragmatics, there are two different types of meaning to consider: Semantic-referential meaning, and indexical meaning.

Semantic-referential meaning refers to the aspect of meaning which describes events in the world that are independent of circumstance they are uttered in. an example would be propositions such as:

“Santa Claus eats cookies”

In this case, the proposition is describing that Santa Claus eats cookies. The meaning of this proposition does not rely on whether or not Santa Claus is eating cookies at the time of its utterance. Santa Claus could be eating cookies at any time and the meaning of the proposition would remain the same.

Semantic-referential meaning is also present in Meta semantically statements such as:

Tiger: carnivorous, a mammal

If someone was to say that a tiger is carnivorous animal in one context and a mammal in another, the definition of tiger would still be the same. The meaning of the signer tiger is describing some animal in the world, which doesn’t change in either circumstance.

Indexical meaning, on the other hand, is dependent on the context of the utterance and has rules of use. By rules of use, it is meant that indexicals can tell you when they are used, but not what they actually mean.

Example “ I “

Whom “I” refers to depends on the context and the person uttering it.

As mentioned, these meanings are brought about through the relation between the signified and the signifier. One way to define the relationship is by placing signs in two categories: referential indexical signs, also called “Shifters”, and pure indexical signs.

Referential indexical signs are signs where the meaning shifts depending on the context hence the nickname “Shifters”.

“I” would be considered a referential indexical sign. The referential aspect of its meaning would be ‘1$^{st}$ person singular’ while the indexical aspect would be the person who is speaking (refer above for definitions of semantic- referential and indexical meaning). Another example would be:

“This”

speakers conventionally use the language as they do, why certain meaning is conveyed differently in the foreign language, and how underlying foreign language ideologies, shared cultural values, beliefs, morals, and assumptions, i.e., subjective culture, influence the pragmatic behavior of natives. Although objective culture (e.g., cultural artifacts) has conventionally been incorporated into culture learning in the foreign language education, subjective culture is central to pragmatics, informing pragmatic use of language (Meier, 2003; Richard & Schmidt, 1983). Although current foreign language teaching tends to simply present target forms, expecting learners across the board to adopt them, learner interviews in a study by Ishihara (2003), revealed that learners were unwilling to accommodate to certain pragmatic norms until they began to understand why native speakers use them, that is, the cultural reasoning behind the foreign language use. Learners revealed that they came to understand the cultural assumptions behind the pragmatic foreign language use gradually as they were exposed the foreign language culture or obtained native-speaking informants who would explain why they spoke the way that seemed democratic; unfair; or even discriminatory to the learners.

Knowledge of subjective foreign language culture is likely to benefit learners in understanding foreign language pragmatic use, particularly when learners' first language, beliefs and values are incompatible with those in the foreign language.

However, as Mangubhai (1997, 24) states, "Nonetheless, it is possible to discern certain patterns of behavior, or primary tendencies within a cultural or sub-cultural group that permit one to address learners as a group." He evidently draws attention to variation within culture.

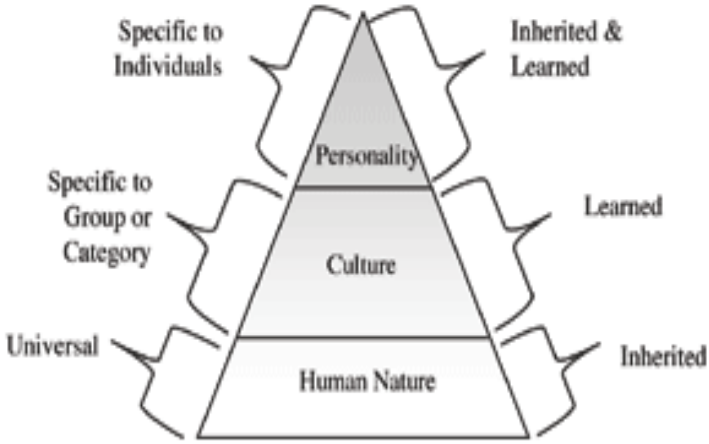
Instructions should allow students to choose how much of the pragmatic norms of the culture they would like to include in their own repertoire. They will also enjoy greater insights into the target culture. (Ibid: 24).

**1. 5 Referential Uses of Language**

When we speak about the referential uses of language, we are talking about how we use signs to refer to certain items. Below is an explanation of, first, what a sign is, second, how meanings are accomplished through its usage.

A sign is the link or relationship between a signified and the signifier as defined by Dassurre and Huguenin. The signified is some entity or concept in the world. The signifier represents the signified. An example would be:

latter, broader view, culture is seen as patterns of thinking, feeling and acting. He visualized the position of culture in the following diagram:




A central problem to the study of pragmatics (and culture) is the distinction between what is desirable and what is desired.

“Desirable” refers to how people think the world ought to be. In this case the norm of behavior is absolute—right/ wrong, agree/disagree. On the other hand, “desired” is what people want for themselves. In this case the norm is statistically—based on actual behavior. The gap between desirable and desired behavior is parallel to some extent with the competence and performance distinction in that the performance of language users (even native speakers) do not exactly match their competence. What we know (our knowledge) and what we do (our behavior or performance) is not always the same. Pragmatics-as- use research strives to clarify which of the observed (primarily linguistic) behaviors exemplify collective values and which of the observed behaviors are individual expressions.

Pragmatics- as- effect research examines the changes and adaptations that people make as they develop language from childhood to maturity as well as those which learners make as they use a new language. The direct benefit to language learners of both types of researches is reliable information about language use in defined contexts and the effects of such use (Ibid.).

When learners encounter new foreign language norms that conflict with their already existing first-culture based values, they are likely to feel resistant to the foreign language norms. Thus, it may be beneficial to provide learners an explicit explanation as to why foreign language

Information structure, the study of how utterances are marked in order to efficiently manage the common ground of referred entities between speaker and hearer.

Formal pragmatics, the study of those aspects of meaning and use, for which context of use is an important factor, by using the methods and goals of formal semantics.

**1. 3 Pragmatic Information Processing**

The basic idea of pragmatics is that when we are speaking in certain contexts we also accomplish certain social acts. Our intention of such actions, as well as the interpretations of actions of other speech participants, is based however on sets of knowledge and belief. A characteristic of communicative contexts is that these sets are different for the speaker and hearer, although largely overlapping, and that the knowledge set of the hearer changes during the communication, ideally according to the purpose of the speaker. Trivially, when we make a promise or give advice, we want the hearer to know that we make a promise or give advice. This knowledge is the result of a correct interpretation of the intended illocutionary act. At the same time, we want the hearer to know what we are asserting, promising or advising, what is the case, what we wish to be the case, what is to be done or what we will do, in some possible world (mostly the actual one). By uttering the sentence: “John is ill” I may express the propositional concept that John is ill and so doing accomplish a referential act if I denote the fact that John is (now) ill. These, as we saw, fairly complex arts have a social point as soon as I have the intention to demonstrate that I have this particular knowledge about this particular fact. But as long as my observer- hearer also has this knowledge, there is little more than such a demonstration, and nothing changes beyond the fact that my hearer understand that I have some knowledge. (Van Dijk, 1977: 218-9).

**1. 4 Pragmatics and Culture**

In order to visualize the place of pragmatics in the teaching of language and culture, one must start by defining and locating culture. To do this is helpful to refer to the pioneering work by Geert Hofstede who looked at the way local culture was expressed in corporate culture. Hofstede (1991: 68-70) differentiates between culture in the narrow sense of education, art, or literature, and culture as viewed in social or cultural anthropology. In the

**1. 2 Approaches to Pragmatics**

Basically, the study of pragmatics deals with areas such as deixis, conversational implicature, presupposition, conversational analysis, and speech acts. In linguistic pragmatics, speech acts remain, along with presupposition, implicature and deixis, one of the central phenomena that any general pragmatic theory must account for. Therewith issues of truth and falsity have always been of central interest throughout much of the literature focused on these elements that do remind us of the strict limitations to what can be captured in a truth – conditional analysis of sentence meaning.

Pragmatics is a broad approach to discourse that deals with the widely vast concepts of meaning, context and communication. Due to the wide scope of pragmatics, experts have failed to reach an agreement on the best definition of this approach. Gricean pragmatics is highly recommended since it forms the center of pragmatics research. This type of pragmatics focuses on speaker meaning and the cooperative principle. While speaker meaning deals with the distinction between two different meanings, the cooperative principle is concerned with the relationship between logic and conversation (Schiffrin, 1994. p.190). There is a clear distinction between natural meaning and non-natural meaning. Non-natural meaning assumes that the listener is able to deduce some secondary meaning from a speaker's words.

The study of the speaker's meaning, not focusing on the grammatical form of an utterance, instead it focuses on what the speaker's intentions and beliefs are. The study of the meaning in context, and the influence that a given context can have on the message. It requires knowledge of the speaker's identity, as well as the place and time of the utterance.

Metapragmatics means to understand the context in which the speed event took place. Without the context, pure meanings cancel the complexities of the any speech utterance.

The study of implicature, i.e. the things that are communicated even though they are not clearly expressed.

The study of relative distance, both social and physical, between speakers in order to understand what determines the choice of what is said and what is not said.

The study of what is not meant, as opposed to the intended meaning. i.e. that which is unsaid and unintentional.

meaning of the words and strings of words or, I should say, meanings, because there may be several. Then pragmatics tells us about which of several meanings to assign the given context of a sentence. Context takes into account things like:

Who the speaker/ writer is,

Who the audience is,

Where the communication takes place before and after a sentence in question,

Implied vs. literal meaning,

Styles and registers.

In addition, Poole (2000, 11) states, “the disparity between what we intend to communicate and what we actually say is central to pragmatics”. Hornby (2001: 990) defines pragmatics as “the study of the way in which language is used to express what somebody really means in particular situations, especially when the actual words may appear to mean something different”. Besides, the study of pragmatics explores the ability of language users to match utterances with contexts in which they are appropriate.

Charles Morris (cited in Verschueren 1999: 6) distinguishes between syntax, semantics and pragmatics in terms of three correlates: signs, the objects to which signs are applicable, and sign users or interpreters. Syntax studies the relationship of signs to other signs; semantics deals with the relations of signs to the objects to which signs are applicable; and pragmatics studies whatever relations there are between signs and their users or interpreters.

Besides, the definition that appeals to the researchers, because of its significance for foreign language pedagogy, has been presented by Crystal (2001: 364) who pinpoints that pragmatics is “the study of language from the point of view of users, especially of the choices they make, the constrains they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication”.

Pragmatic rules for language use are often subconscious, and even native speakers are often unaware of pragmatic rules until they are broken (and feelings are hurt, offense is taken, or things just seem a bit odd) (Al-Abbasi & Al-Azzawi, 2008: 28).

Pragmatics helps us to make sense of our world. Even in academic research, it has lately been given a higher status. Pragmatics also has the power to reach deep within us into areas that regular teaching may not visit, thereby validating the language classroom for reasons that go beyond first language learning. Our students tell and show us that they have changed beliefs, attitudes and behaviors after hearing our illustrations and interpretations. This deep impact makes language learning an enriching experience that students find intrinsically valuable.

Pragmatics directs what to teach and selects which syllabus. It also directs teaching while teaching experiences are the practical material for pragmatics research. However, this paper gives a deep discussion about pragmatic context, referential uses of language, and cultural pragmatics which is an important factor in the study of pragmatics and foreign language teaching.

However, foreign language instructors cannot always attribute learners' poor performance with respect to certain pragmatic competence to deficiency of pragmatic knowledge. Instead, this kind of poor performance may be attributable to a lack of its corresponding linguistic knowledge (Kasper, 1997).

## Section One: What is Pragmatics?

### 1.1 Introduction

Pragmatics is defined in various ways, reflecting authors' theoretical orientation and audience. Stalnaker (1972: 383) clarifies that pragmatics is "the study of linguistic acts at the context in which they are performed". Leech (cited in Thomas, 1983, 92) separates pragmatics from semantics by describing the former as "intended meaning" and the other as "sentence meaning". For some linguists, this may seem a simplistic delineation without further development, as sentence meaning, at times, could be the intended meaning. Hatch (1992, 260) seems to narrow pragmatic meaning to "that which comes from context rather than from syntax and semantics".

Moreover, Freeman (cited in Brown, 1994: 348) points out that grammar is one of three dimensions of language that are interconnected. Grammar gives us the forms or the structures of language, but those forms are literally meaningless without a second dimension, that of meaning/ semantics, and a third of dimension, pragmatics. In other words, grammar tells us how to construct a sentence (word order, verb and noun system, modifier, phrases, clauses, etc.). Semantics tells us something about the

تحليل بعض النصوص (المواقف) لكي يفهم القارئ بوضوح ماذا يحاول أن يبين لنا كل نص أو كل موقف معين.


## Abstract

This paper intends to discuss the place of pragmatics in English teaching. It mainly deals with the relationship between pragmatics and teaching, as well as it deals with the widely vast concepts of meaning, context and communication as pragmatics is abroad approach to discourse.

Pragmatics in language teaching examines the acquisition of pragmatics – language use in social contexts – in second and foreign language classrooms. Pragmatics in language teaching offers a comprehensive and essential introduction to a rapidly growing area, and should be of interest to researchers, graduate students, and language teachers.

In this paper, pragmatics is presented as the linguistics of language use, and having neither its own units of analysis nor its own correlational objects. Practicing pragmatic abilities in a classroom requires student-center interaction. The teaching materials should provide a relatively wide range of exercises designed especially to repeat and check the pragmatic knowledge of students.

Although language teachers have the right to develop their own materials, knowledge about how conversations work and what are the social cultural criterion and practices in each communication culture is often taught, so teaching pragmatics, definitely will lead to certain benefits which help in avoiding pragmatics mistakes, thus reducing the number of embarrassing situations. Meaning, context, and communication are the underlying principles behind pragmatics. The pragmatic approach has been used in analyzing some texts (situations) in order to clearly understand what the certain text was trying to say.


## Introduction

There are many reasons why we want to teach pragmatics in our classes. Pragmatics provides students with opportunities to listen to language in context rather than in bits and pieces. Teaching of some concepts in pragmatics introduces new vocabularies within a rich network of associations. Equally important, pragmatics equals linguistics can have a deep impact on persons' constructions of knowledge.

# The Place of Pragmatics in English Language Teaching

# دور البراغماتية في تدريس اللغة الانكليزية

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## الخلاصة

يناقش هذا البحث دور و أهمية البراغماتية في تدريس اللغة الانكليزية. يتعامل هذا البحث اساساً مع العلاقة بين البراغماتية و التعليم, كما يناقش بعض مفاهيم البراغماتية على نطاق واسع حسب السياق وأسلوب التواصل بما أن البراغماتية هي أسلوب ونهج للتخاطب و الحوار.

تختبر البراغماتية في تدريس متعلمي اللغة الانكليزية كلغة ثانية و اجنبية الاستحواذ على أسلوب البراغماتية, أي استخدام اللغة الانكليزية في سياقات إجتماعية.

تعرض هذه الدراسة مقدمة شاملة و جوهرية لموضوع سريع النمو من المفترض أن يكون موضع إهتمام الباحثين و طلاب الدراسات العليا و مدرسي اللغات.

يتم في هذا البحث تقديم البراغماتية كـأسلوب لغوي كجزء من علم اللغة, لعدم احتوتئها على وحدات خاصة لتحليل النصوص و المواقف بدون الرجوع إلى السياقات و علاقاتها بالظروف و ألاوضاع و التفسيرات المختلفة.

يتطلب تدريس البراغماتية في الفصول الدراسية تفاعل مركز وكبير من قبل الطلبة لغرض الممارسة و إختبار القابلية. و يجب على المواد التعليمية توفير مجموعة واسعة نسبياً من التمارين و الأمثلة المصممة خصيصاً لغرض التكرار و التحقق من معرفة وفهم وقدرة الطلبة.

على الرغم من أن لمعلمي اللغة الحق في تطوير المواد التعليمية الخاصة بهم, إلا أن معرفة كيفية تكوين المحادثات و تحليلها و فهم ثقافة كل مجتمع و عاداته وممارسات كل ثقافة حسب تقاليدها سيساعد في تطوير التعليم و التدريس بشكل ملحوظ, لذلك فإن تدريس البراغماتية بالتأكيد سوف يساعد على نجنب الأخطاء البراغماتية و بالتالي تجنب أو تقليل سوءالفهم و بعض المواقف المحرجة. المبادئ الكامنة وراء البراغماتية هي المعنى, وفهم السياق, بالإضافة إلى كيفية التواصل. و قد تم إستخدام المنهج العلمي في

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