



## **El papel de la competencia pragmática en la enseñanza del idioma inglés**

### **The role of pragmatic competence in english language teaching**

Nadezhda Pirogova<sup>1a</sup>

ITMO University: Saint Petersburg, Russia<sup>1</sup>

 ORCID ID: <https://orcid.org/0000-0002-3030-3366><sup>1</sup>

**Recibido:** 29 de diciembre de 2021

**Aceptado:** 19 de abril de 2022

#### **Resumen**

El presente artículo analiza el papel de la pragmática en el ELT (English Language Teaching) en el estudio de cómo los estudiantes entienden y usan el lenguaje en contextos específicos. Para convertirse en usuarios de idiomas eficientes y competentes, los alumnos tienen que estudiar más que formas y significados lingüísticos. La exposición al lenguaje es insuficiente para la adquisición de habilidades pragmáticas, por lo que las observaciones de los estudiantes de idiomas muestran que existe una gran necesidad de enseñar pragmática. La investigación se centra en el desarrollo de competencias pragmáticas que incorporan conocimientos lingüísticos y culturales, y se presentan diferentes razones para ayudar a los alumnos a mejorar su competencia pragmática. Este estudio tiene un diseño experimental y su objetivo principal es mejorar la competencia pragmática de los estudiantes en inglés. Se llevó a cabo en un grupo mixto de veinte estudiantes que estudian inglés en una universidad. Los resultados de la investigación indican que el enfoque explícito en la pragmática en el aula conduce a mejoras en el desarrollo pragmático.

**Palabras clave:** Competencia pragmática, conocimiento lingüístico, usuario de la lengua, cultura, normas pragmáticas, evaluación, idioma inglés.

#### **Abstract**

This article analyzes the role of pragmatics in ELT (English Language Teaching) in the study of how students understand and use language in specific contexts. To become efficient and competent language users, students have to study more than linguistic forms and meanings. Exposure to language is insufficient for the acquisition of pragmatic skills, so observations of language learners show that there is a great need to teach pragmatics. The research focuses on the development of pragmatic competences that incorporate linguistic and cultural knowledge, and different reasons are presented to help students improve their pragmatic competence. This study has an experimental design and its main objective is to improve students' pragmatic competence in English. It was carried out in a mixed group of twenty students studying English at a university. Research results indicate that explicit focus on pragmatics in the classroom leads to improvements in pragmatic development.

<sup>a</sup>Correspondencia al autor  
E-mail: [nadin040883@rambler.ru](mailto:nadin040883@rambler.ru)

**Keywords:** Pragmatic competence, linguistic knowledge, language user, culture, pragmatic norms, assessment, English language.

### Introduction

When learners use the English language in the real world, it is usually in a particular communicative context which is influenced by different factors. These factors include the information we share with other people, the relations with our interlocutors, the goals, and the place of communication. The context always determines the nature of language that is appropriate for learners to use as well as the way they interpret the language they come across and the assumptions they make about the intentions of other people. The study of how students understand and use language in specific contexts is defined as pragmatics (Crystal, 1985). The key objective of teaching pragmatics is to help students find socially appropriate language for the situations they come across (Bardovi-Harlig & Mahan-Taylor, 2002).

The process of language learning is complex. While studying the foreign language students should develop their communicative competence which incorporates four types of competencies – grammatical, discourse, strategic and pragmatic (Canale & Swain, 1980). First of all, let us briefly have a look at the first three types. Grammatical competence includes the knowledge of the rules of phonetics, phonology, morphology, syntax, and the lexicon (Canale, 1983). Advanced grammatical proficiency in the target language does not necessarily imply developed pragmatic competence. But students need to have some basic grammatical competence before they can even start making pragmatic choices (Kasper & Rose, 2002). Discourse competence is the knowledge of how to create cohesive and coherent texts, both oral and written.

In this context, to become efficient and competent language users, learners should study more than language forms and meanings. They also have to be aware of implied meanings as well. To put it another way, students should develop pragmatic competence (sociolinguistic competence) – the ability to understand the intentions of your interlocutors and proper use of language. Therefore, students should learn about pragmatic norms – standard ways of using language in certain contexts. Some of these norms can be similar to those in learners' cultures and be directly translated from their L1 (first language) into English, other norms can be different. Even in L1, children appear to receive and integrate feedback on pragmatic norms (for example, “Say 'thank you’”). Thus, pragmatic competence involves not only linguistic but also cultural knowledge. An awareness of sociocultural context is vital for L2 (second language) learning – yet developing this understanding is often challenging for many language learners (Ishihara & Cohen, 2010).

For the other hand, pragmatics and functional language are sometimes equated (Rose & Kasper, 2001). However, pragmatics is a broader term as it incorporates functional expressions. Firstly, the key role belongs to context. Pragmatics has to do with not only learning some expressions that deal with speech acts (i.e., apologies, promises, or requests), but also with understanding when speakers should use them. Secondly, pragmatics deals with not only fixed expressions but also various language features, such as intonation, grammatical structures, vocabulary, text organization, models of interactions, and choice of topics. As Taguchi notes, pragmatics extends beyond grammar. It includes awareness of forms, as well as their functions and context that determine form-function mapping (Taguchi, 2011).

There are two subtypes of pragmatic competence – pragmalinguistic knowledge and sociopragmatic knowledge (Felix-Brasdefer & Cohen, 2012). Pragmalinguistic knowledge deals with linguistic resources available to perform language functions. For example, what syntactic forms and lexical items to use to perform greetings: *I'm fine, thanks. I'm good, how are you?* Sociopragmatic knowledge is the ability to assess the context of an interaction to determine what linguistic action is appropriate. For instance, deciding if it is acceptable to “tell the truth” in response to “How are you?”

Pragmatic competence is important due to several reasons. First, it has true-to-life consequences. The impression learners make when they socialize is very important. Pragmatic failures happen when they fail to understand the implications of what they hear or read and communicate a message in an appropriate way (Thomas, 1983). Secondly, pragmatic competence is important for receptive (listening and reading) and productive (speaking and writing) skills. When students use language through writing or speaking, they should adapt their language to people they address and the situation. Pragmatic competence is also vital for listening and reading. Thirdly, pragmatic competence is a key component of phonology, grammar, vocabulary, and discourse. Pragmatics is an important aspect of phonology, because such features as stress, intonation, and pitch can greatly affect the meaning of an oral text. Pragmatics is also a significant aspect of grammar. There are usually subtle but important reasons for students to choose this or that structure in definite contexts (Savinton, 1983).

Pragmatic competence develops global skills as it includes understanding the aims, feelings, and communication styles of people from various cultural and social backgrounds (Shively, 2010). Consequently, raising learners' awareness of pragmatics helps to develop such important global skills as cross-cultural competence, empathy, and collaboration and communication skills. For example, it motivates learners to meditate on their own and other cultures and realize that only one right way of communicating doesn't exist. It also teaches

them how to be tactful when providing feedback, giving instructions, or tackling some other sensitive topics (Sykes, 2009). Therefore, the objectives of the research are to justify the use of pragmatics based language learning, explore the reasons for pragmatic errors, identify the problems related to teaching pragmatics, work out efficient assessment methods of pragmatics.

## **Methodology**

### **Design**

The conducted research was a qualitative one and helped to gather in-depth insights of teaching pragmatics in the foreign language classroom. The research included such steps as: planning, engagement in action, results observation, and reflection. The research was conducted in a group of master students who study English at the Russian University. Twenty students in a mixed-ability group were enrolled in General English course and had classes twice a week for one month. The study had an experimental design and primarily aimed at boosting students' pragmatic competence within their English language curriculum. The research was planned as a context based. In each lesson pragmatics was a major focus.

### **Participants**

At the beginning of the language course, learners passed the placement test according to which students had elementary (7 participants), pre-intermediate (8 participants), and intermediate (5 participants) levels of English. The age group of students was 20-22 years.

### **Instruments**

Validation process involved collecting and analyzing data to evaluate the accuracy of the applied instruments. Content validity was assessed through testing and use of rubrics for oral tasks. The main instruments that were applied in the study were testing (standardized placement test at the beginning of the course and ready-made progress test in the middle of it), detailed lesson planning, observation and guidance of students by the teacher in the classroom, and assistance in the course of their self-study, assessment (by the teacher and peers) including evaluation rubric for the presentations, data collection, and analysis of pragmatic mistakes. Two ways of assessment –by the teacher and by the peers– helped to make the research more reliable. Elements of statistical analysis were used to compare the correlation of vocabulary, grammar, and pragmatic errors among students with different English language levels.

## **Data collection**

Appropriate in terms of vocabulary and grammar spoken or written texts were prepared for every lesson. The texts were studied by learners by using the following sequence of tasks. The first one was activation when learners discussed their experiences and reflected on possible results of pragmatic failure in similar situations. Reflection was an important step for students. As Dewey notes, people don't learn from experience. They learn from reflecting on experience (Dewey, 1938). The key idea that stands behind these words is that experience is not the source of learning, but rather it is reflection on this experience.

The second one was presentation. Learners explored the text, analyzed a particular situation and the relations between people. Then the students paid attention to the pragmatic norms that the text showed. Several methodological approaches were used. In the first case, an inductive approach was implemented. The learners were asked to study examples from the paragraphs and explore the norms themselves. In the second case, a deductive approach was applied. The pragmatic norms were explained to the students and then they were asked to find examples in the article (Hymes, 1972).

The third one was production. Learners practiced what they had studied through a variety of writing and speaking tasks, moving from guided to freer tasks. These included multiple-choice activities, correcting pragmatic mistakes, discourse completion tasks, role-plays on some topics, followed by discussion and feedback from groupmates and the teacher. The students were carefully observed and guided at each of the stages described above. Activities for teaching pragmatics offered to students included awareness-raising tasks. Several examples of activities for teaching pragmatics used in the course of research are presented below.

### ***Refusals in English and Russian***

*Objective:* Identify the similarities and differences between how refusals are expressed in British and Russian culture by analyzing standard refusals in both cultures. *Procedure:* As a lead-in, the teacher asks learners to identify some stereotypes about Russian and British culture. The teacher then guides the discussion ensuring that learners understand that some of the stereotypes stem from the differences in how people from Russia and Britain communicate in their L1.

### ***Giving and receiving compliments***

*Objectives:* (1) Identify various compliment norms across cultures; (2) Assess sincerity,

appropriateness, and spontaneity of compliments and answers to compliments, taking into account the social status of interlocutors, their familiarity with each other, and appropriateness of the topic.

*Procedure:* Discussion: How do you give and receive compliments in English compared with your L1? What do people usually say when giving and receiving compliments in English? Write a few conversations. Learners observe complimenting patterns of other people in the community and record several compliments in a personal diary.

### ***Data collection can be modeled using a movie clip***

*Data collection instructions:* For the upcoming week, pay attention to all compliments that you give, get and overhear in English. Note them as accurately as you can after the dialogue has finished. Observe attentively the context in which the compliments were given and received in terms of gender, age, distance, and compliment themes. Fill in the form on your handout and then identify how efficient the interaction was.

### ***Analysis of collected data in class.***

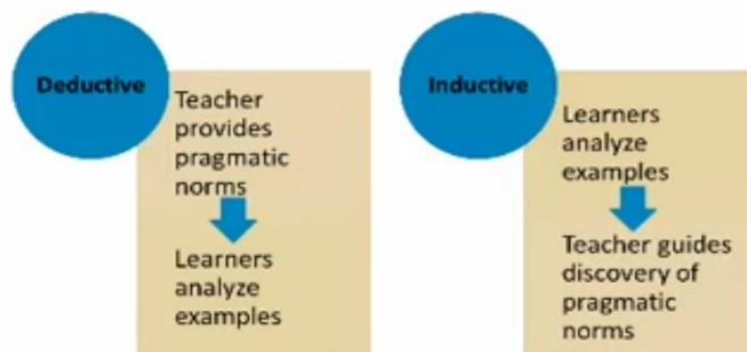
Interactive practice — learners practice giving and receiving compliments in pairs. As home assignments learners were offered to work as ethnographers or researchers. In the first case, students were encouraged to collect and analyze samples of particular pragmatic targets. In the second case, learners were supposed to interview native speakers about their pragmatic behaviors.

### **Analysis of data**

In the middle of the course all students passed a progress test that included three key aspects – vocabulary, grammar, and functional language (to check pragmatic knowledge). The results will be presented in the section below. At the end of the course students in pairs prepared and delivered presentations on the topic “Differences in cross-cultural communication between Russian and British people”. The evaluation rubric for the presentation included such criteria as content, structure, and language. The learners were encouraged to incorporate all knowledge and skills they developed in the course. The presentations were assessed by the teacher as well as peers.

For the other hand, the conducted research helped to identify the key reasons for pragmatic errors in the foreign language classroom. They will be described in detail in the next section. The research showed that deductive approach might be useful for teaching pragmatics to

elementary students. An inductive approach turns to be more effective for intermediate learners.



### Ethical criteria

The key ethical issue for the research was validity. The main objectives of the research were formulated, the study was thoroughly planned, the key methods were developed. The study was gradually implemented and finally the results were analyzed. The participants (students involved) were orally informed on the aims of the research and actively participated in the classes as usual. There was no necessity to obtain the written informed consent from students as the study was carried out within regular classroom practices and the learners attended and participated in the lessons within traditional learning environment.

### Results

While teaching English as a foreign language, instructors often pay attention to grammar and vocabulary errors as well as pronunciation mistakes made by learners. Unfortunately, they rarely pay attention to pragmatic errors. According to the conducted research, the reasons for pragmatic mistakes can be divided into several groups.

The first is limited linguistic ability / grammatical competence. Students at elementary level often lack the linguistic means to express what they want to say (for example, overuse of “need/want” statements when making a request). Learners also decide to guess according to what they think most speakers would say, but it turns out to be atypical in each context.

The second reason is the effect of instruction or instructional materials for students of all English levels. Classroom instruction sometimes emphasizes unauthentic language use, such as using Past Perfect tense in oral language or responding in incomplete sentences. Generalizations found in some instructional materials can be misleading for students as well.

These can be cultural notes that focus on stereotypes such as “Germans are direct”.

The third reason is that languages and cultures differ in their pragmatic norms. Students at elementary and pre-intermediate levels might have limited noticing of pragmatics norms in the target language. They may also have a negative transfer of pragmatic norms from their L1 (for instance, “No, that's not true” in response to a compliment). This finding corresponds to the idea that a lot of studies on pragmatic transfer have suggested that second language learners transfer their L1 forms and norms to their L2 (Saito & Beecken, 1997). The fourth reason is that students even at intermediate level can have inner resistance to using target language pragmatic norms. Their personal beliefs and principles may conflict with pragmatic norms or behaviors in their L2. The distribution of three types of errors according to the results of the progress test is presented in table 1.

**Table 1**

English level	Vocabulary errors	Grammar errors	Pragmatic errors
A2 (elementary)	27 %	40 %	33%
B1 (pre-intermediate)	37%	38 %	25%
B1+ (intermediate)	35%	48 %	17%

As we can see from the table above pragmatic errors dominate among students who have limited experience of studying English, less typical for students who have been studying English for several years, and are minimized at the intermediate stage. At the same time, experienced learners make more grammar mistakes as they have to study a lot of new grammar constructions. The results indicate that teachers should pay special attention to the development of pragmalinguistic competence of students at the early stage of language learning and further develop their socio-pragmatic knowledge.

The conducted research confirmed the idea that grammar proceeds pragmatics (Kasper & Rose, 2002) and that the relation between them is complex because this relation transfers from pragmatics to grammar and from grammar to pragmatics (Kasper & Rose, 2002) in three different situations. In the very beginning stages students use the available pragmatic knowledge they have with whatever L2 grammar they know and at the same time acquire the grammar necessary to do actions in the second language (Kasper & Rose, 2002).

The second situation is when students have good grammar skills, but are not able to put them into correct target-like pragmalinguistic use. The third situation is when students know a grammatical structure and its pragmalinguistic functions, but they lack the ability to



use it sociopragmatically in a target-like way. The study was carried out in the group of mixed-ability students. It helped to identify which types of pragmatic activities are most suitable for students at different learning levels. The information is presented in table 2.

**Table 2**

<i>Types of activity/ Language level</i>	<i>Elementary</i>	<i>Pre-intermediate</i>	<i>Intermediate</i>
3-stage work with oral or written text	+	+	+
Comparison of L1 and L2 pragmatic norms based on data sets, self-reflection, or observations			+
Sharing personal stories about communication challenges	+	+	+
Self-reflection on own pragmatic behaviours		+	
Pragmatic logs		+	+
Work with authentic materials – podcasts, TV programs, online articles, films, discussion forums.	+	+	+

---

Analyzing the data in the table above, we can see that not all types of activities for development of pragmatic competence are suitable for elementary English learners. These learners don't have an extensive vocabulary, their speaking skills are not good enough and tasks with elements of reflection in English may be rather difficult for them.

The research revealed that there is no one best way to teach pragmatics in the language classroom. The activities described above represent a variety of teaching approaches and styles. The research showed that the language learners use themselves can be a perfect starting point for studying pragmatics in contexts that are relevant and familiar to them. Just as the teacher can note down mistakes that learners make while writing or speaking and work with these errors for delayed correction, it can be beneficial to note down examples of learner language that could be presented in a better way, or that is very efficient.

The teacher can later discuss these examples with the group of students. For example, if the teacher hears a learner says 'I don't agree' rather rudely during a group assignment, it is a good idea to elicit opinions from students about how to express disagreement more politely. The conducted research showed that pragmatic assessment in class can be rather challenging for the language teacher. Although the teacher can prepare a special test of pragmatic competence, the best way to assess pragmatics is to include it into the skills assessment. Combining assessments with appropriate descriptors will ensure that learners get feedback on the correctness of the language they use as well as on their fluency and accuracy. If the learners are getting ready for specific examinations, the teacher can include the evaluation rubric for writing and speaking, which usually incorporates elements of pragmatics with the aspects of 'communicative achievement' and 'task completion'. In case the learners' objectives are more diverse or general, the teacher can use the CEFR (Common European Framework of Reference) descriptors (CEFR, 2018), the main aim of which is to help English language learners to use their skills in real-life contexts. At more advanced level, pragmatics can also be included into listening and reading assessment through tasks which require learners to identify the attitudes and intentions of speakers or writers.

Peer assessment and self-assessment are as important as teacher-led assessment. Learners can assess not only fluency and accuracy of each other's language but also provide feedback on each other's pragmatic competence. Pragmatics can be smoothly incorporated into peer assessment and self-assessment activities such as learner diaries, commentaries in a student portfolio, peer reviews (learners assess each other's speaking and writing assignments

according to certain criteria).

Whatever method of assessment the teacher uses, it is important to keep in mind that pragmatic principles are variable and subjective and can seldom be considered strict norms. Therefore, teachers should not force learners to behave in ways that are incongruent with their cultural identity.

### **Discussion**

The study confirmed that it is important for students to develop their pragmatic competence and that teaching pragmatics can be very efficient. It supports the idea of Bardovi-Harlig that observation of language learners shows that there is a demonstrated need for it and that instruction in pragmatics can be successful (Bardovi-Harlig, 1996). Bardovi-Harling and Mahan-Taylor emphasize that pragmatics even does not get the attention in language teacher development programs that other aspects of language do (Bardovi-Harling & Mahan-Taylor, 2003).

Rose and Kasper explore some studies that tested the efficiency of explicit teaching versus no instruction. They conclude that pragmatics has revealed that explicit instruction of the target language pragmatic rules is efficient in getting pragmatic competence (Rose & Kasper, 2002). Thus, pragmatics should be included into the language curriculum from the very beginning. The classroom is a perfect place for students to study and experiment. During classes students have an opportunity to practice new patterns and forms of communication in an appropriate environment.

The key objective of teaching pragmatics is to boost students' pragmatic knowledge and provide them choices in terms of their communication in L2. Being pragmatically competent, students can support their cultural identities and actively take part in L2 interactions with better communication outcomes. For L2 learners to develop pragmatic competence, they have to acquire cultural understanding and communication skills (Barron, 2003). Pragmatics proves to be an aspect of language instruction where learners and teachers can really study together and benefit from practicing authentic language. The use of authentic language samples is important because as Wolfson stated, the intuitions of native speakers in terms of language use are extremely poor in contrast to intuitions about language form or grammar (Wolfson, 1998).

Nevertheless, while teaching pragmatics the language instructors may face some problems. The first is identifying pragmatic norms that should be taught. Students cannot know exactly in what situations they will use English, and some of them will use the language

as a lingua franca to interact with people from various cultures. Even within a culture or country, pragmatic norms may differ greatly between individuals and social groups, and it is necessary to avoid stereotypes.

Learners' needs usually help teachers to decide whether to concentrate on the pragmatic norms of certain contexts or take a wider perspective. It is often more useful to raise learners' awareness of pragmatics, teaching them to stick to norms that work in various situations so that they can quickly get used to new settings. Teachers should also remind learners that pragmatic norms are not strict rules but tendencies, and that correct use of language depends on different factors – not only the cultural setting but individuals and the specific context. Raising pragmatic awareness can enhance what Kramersch names 'intercultural competence', where speakers of other languages can get awareness of what she calls 'the third place' (Kramersch, 1993: 236)

The second challenge is acknowledging learners' pragmatic choice. Learning about the standards of a language community is not equal to following them. Students may neglect some conventions due to their personalities, values, social identities, and beliefs. To teach pragmatics the language instructor should adopt a culturally sensitive and critical approach which takes into account students' identities. The aim is not to teach learners how they should behave or communicate, but to encourage reflection and observation so that they can better interpret the intentions of their interlocutors and understand the results of their language choices. For instance, instead of telling learners to be polite, the teacher should explain what can be perceived as respectful and polite in a particular situation. Teachers should interact with learners using real-life situations and various strategies like role-playing that gives access to pragmatic skills and knowledge in the target language (Kim & Hall, 2002).

Teaching pragmatics at elementary level can be one more challenge. Students need a rather high level of proficiency in order to socialize in pragmatically correct ways and interpret the implicit meaning of a text. Therefore, not all aspects of pragmatics are appropriate for students at low levels. Nevertheless, learners at beginner level can start to develop their pragmatic competence. For instance, while learning elementary phrases such as invitations and greetings, students may think about situations in which these phrases can or cannot be used.

Another problem is related to finding appropriate language models. According to Huth and Nikazm, conversations in ESL coursebooks do not follow patterns of naturally occurring talk and are primarily designed to introduce new vocabulary and grammar (Huth & Nikazm, 2006). The teacher may find it difficult to choose appropriate examples of language to

explain pragmatics, especially if learners have no opportunities to communicate with users of English on an everyday basis. One solution is to use learning materials which were carefully prepared to take into account pragmatic aspects and which motivate learners to study English in understandable social contexts. Mey notes that such a context naturally presupposes the existence of a particular society, with its explicit and implicit rules and norms, and with all its social, economic, cultural, and political conditions (Mey, 1993).

The final problem deals with time constraints. Allocating time for pragmatics may be challenging. Some coursebooks contain a focus on pragmatics and the teacher should help learners develop it by incorporating some simple tasks, for example, offering learners to reflect on the pragmatic aspects of an assignment or language activity in the lesson. Such kind of reflection will be conducive to the development of students' pragmatic competence.

Pragmatics appears to be one of the most difficult aspects of a language to master, even for advanced learners, and it has a crucial role in L2 teaching (Krulatz & Dixon, 2016). Although students can implicitly develop some pragmatic competence by using their L2, research indicates that they can greatly benefit from explicit instruction. This finding confirms the idea expressed by Blum-Kulka that language learners should be trained to special aspects of speech acts in the target language in order to perform them (Blum-Kulka, 1984). This will help learners get awareness of models of language use. It will also help students understand what is not transferable or appropriate from their L1.

### ***Research limitations***

The research was carried out in one group of students with language levels from elementary to intermediate. The study involved 20 participants and future research in the area can be conducted in several separate groups that include learners with similar English level. Advanced language learners were not involved in the research. The enhancement of their pragmatic competence can be a good topic for the future research. The study was conducted for a month and future research in the sphere of pragmatics may last for a longer period, for example, a semester, and involve several groups of bachelor, master, and postgraduate students.

### **Conclusion**

The importance of the conducted research lies in the pedagogical implication for L2 teachers who would like to improve their students' pragmatic competence. There are various reasons to help learners enhance their pragmatic competence. It is the main part of efficient communication and of almost every aspect of English learning. The key objectives of

pragmatics-focused language instruction are raising students' pragmatic awareness, giving them choices about their interactions in L2, expanding learners' perception of the target language community. Teaching pragmatics in an explicit way can foster learners' confidence and motivation by demonstrating to them how they can use the language efficiently in real-life situations. Teaching pragmatics also helps students develop such global skills as communication and collaboration, intercultural competence, and empathy. Mastering these skills will allow them to succeed as English language learners and in their lives outside the classroom.

## References

- Bardovi-Harlig, K. (1996). *Pragmatics and language teaching: Bringing pragmatics and pedagogy together*. University of Illinois, Urbana-Champaign: Division of English as an International Language.
- Bardovi-Harlig, K. & Mahan-Taylor, R. (2002). Introduction to teaching pragmatics. *English Teaching Forum*, 41 (3), 37-39.  
[https://americanenglish.state.gov/files/ae/resource\\_files/intro.pdf](https://americanenglish.state.gov/files/ae/resource_files/intro.pdf)
- Badrovi-Harling, K. & Mahan-Taylor, R. (2003). *Teaching pragmatics*. Washington, DC: US Department of State, Office of English Language Programs.
- Barron, A. (2003). *Acquisition in Interlanguage Pragmatics. Learning how to do things with words in a study abroad context*. Philadelphia: John Benjamins Publishing Company.
- Blum-Kulka, S. (1984). Requests and Apologies: A Cross-Cultural Study of Speech Act Realization Patterns (CCSARP), *Applied Linguistics*, 5 (3), 196–213,  
<https://doi.org/10.1093/applin/5.3.196>
- Canale, M. (1983). *From Communicative Competence to Communicative Language Pedagogy*. In J. C. Richards and R. W. Schmidt (eds.) *Language and Communication*. London: Longman.
- Canale M., Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1 (1), 11–47  
<http://dx.doi.org/10.1093/applin/1.1.1>
- Crozet, C. (2003). A conceptual framework to help teachers identify where culture is located in language use. In J. Lo Bianco & C. Crozet (Eds.), *Teaching invisible culture: Classroom practice and theory*. Melbourne: Language Australia, 34-39.  
<http://hdl.handle.net/1885/75510>
- Crystal, D. 1985. *A Dictionary of Linguistics and Phonetics*. 2nd edition. Oxford: Blackwell.
- CEFR Companion Volume with New Descriptors (2018) <https://rm.coe.int/cefr-companion->

volume-with-new-descriptors-2018/1680787989

- Dewey, J. (1938). *Experience and Education*. New York: Macmillan.
- Edwards, M., & Csizer, K. (2004). Developing pragmatic competence in the EFL classroom. *English Teaching Forum*, 42 (3), 35-41. [https://americanenglish.state.gov/files/ae/resource\\_files/04-42-3-e.pdf](https://americanenglish.state.gov/files/ae/resource_files/04-42-3-e.pdf)
- Felix-Brasdefer, J. C. & Cohen, A. D. (2012). Teaching pragmatics in the foreign language classroom: Grammar as a communicative resource. *Hispania*, 95 (4), 650-669. <https://pragmatics.indiana.edu/textbook/articulos/FelixBrasdefer-Cohen2012TeachingL2pragmatics.pdf>
- Huth, T. & Nikazm, C. (2006). How can insights from conversation analysis be directly applied to teaching L2 pragmatics? *Language Teaching Research*, 10 (1), 53-79. <https://doi.org/10.1191/1362168806lr184oa>
- Hymes, D. H. (1985) "On Communicative Competence." *Sociolinguistics: Selected Readings*, edited by John Bernard Pride and Janet Holmes, Penguin, 269-293. <https://www.whomes.uni-bielefeld.de/sgramley/Hymes-1.pdf>
- Ishihara, N. & Cohen, A (2010). *Teaching and learning pragmatics. Where language and culture meet*. Great Britain: Longman Applied Linguistics. 10.4324/9781315833842
- Kasper, G. & Rose, K. (2002). *Pragmatic development in a Second language*. Oxford, Malden: Blackwell Publishing.
- Kilickaya, F. (2004). Authentic materials and cultural content in EFL classrooms. *The Internet TESL Journal*, 1 (7). <http://iteslj.org/Techniques/Kilickaya-AuthenticMaterial.html>
- Kim, D. & Hall, J. (2002). The role of an interactive book reading program in the development of second language pragmatic competence. *The Modern Language Journal*. 86 (3), 332-348. <https://doi.org/10.1111/1540-4781.00153>
- Kramsch, C. (1993). *Context and culture in language teaching*. Oxford: Oxford University Press.
- Krulatz, A. & Dixon, T. (2016). Fostering Pragmatic Competence: Focus on Refusals, in J. Dobson and M. Savage (Eds.), *Tri-TESOL 2015 – Transcending Boundaries and Interweaving Perspectives: Conference Proceedings*, 47-58. [https://www.researchgate.net/publication/305473709\\_Tri-TESOL\\_2015\\_Conference\\_Proceedings\\_Promoting\\_Pragmatic\\_Competence\\_Focus\\_on\\_Refusals](https://www.researchgate.net/publication/305473709_Tri-TESOL_2015_Conference_Proceedings_Promoting_Pragmatic_Competence_Focus_on_Refusals)
- Lyons, J. (1990). *Language and Linguistics*. Cambridge: CUP.
- Martinez-Flor, A. & Uso-Juan, E. (2006). A comprehensive pedagogical framework to

- develop pragmatics in the foreign language classroom. The 6Rs approach. *Applied Language Learning*, 16, 39-64. <https://eric.ed.gov/?id=EJ1069320>
- McKay, S. (2004). Western culture and the teaching of English as an international language. *English Teaching Forum Online*, 42 (2), 10-15. [https://americanenglish.state.gov/files/ae/resource\\_files/04-42-2-f.pdf](https://americanenglish.state.gov/files/ae/resource_files/04-42-2-f.pdf)
- Mey, L. J. (1993). *Pragmatics: An Introduction*. Oxford: Blackwell Publishers.
- Rose, K. R. & Kasper, G. (2001). *Pragmatics in language teaching*. Cambridge, UK: Cambridge University Press.
- Rose, K. R. & Kasper, G. (2002). *Pragmatic Development in a second Language*. Blackwell Publishing.
- Saito, H. & Beecken, M. (1997). An approach to instruction of pragmatic aspects: Implications of pragmatic transfer by American learners of Japanese. *The Modern Language Journal*, 81 (3), 363-377. <https://eric.ed.gov/?id=EJ550700>
- Savignon, S. J. (1983). *Communicative Competence: Theory and Classroom Practice*. Reading, MA: Addison-Wesley Publishing Company.
- Shively, R. (2010). From the virtual world to the real world: A model of pragmatics instruction for study abroad. *Foreign Language Annals*, 45, 105-137. <https://doi.org/10.1111/j.1944-9720.2010.01063.x>
- Sykes, J. (2009). Learner request in Spanish: Examining the potential of multi-user environments: User-driven design and implementation for language learning. In G. Vincenti and J. Braman (Eds.), *Teaching through multi-user virtual environments: Applying dynamic elements to the modern classroom*, Hershey, PA: iGI Global, 238-305. [https://www.academia.edu/5560310/2009\\_Sykes\\_J\\_Learner\\_Requests\\_in\\_Spanish\\_Examining\\_the\\_Potential\\_of\\_Multiuser\\_Virtual\\_Environments\\_for\\_L2\\_Pragmatic\\_Acquisition\\_In\\_L\\_Lomika\\_and\\_G\\_Lords\\_Eds\\_The\\_Second\\_Generation\\_Online\\_collaboration\\_and\\_social\\_networking\\_in\\_CALL\\_2009\\_CALICO\\_Monograph\\_199\\_234](https://www.academia.edu/5560310/2009_Sykes_J_Learner_Requests_in_Spanish_Examining_the_Potential_of_Multiuser_Virtual_Environments_for_L2_Pragmatic_Acquisition_In_L_Lomika_and_G_Lords_Eds_The_Second_Generation_Online_collaboration_and_social_networking_in_CALL_2009_CALICO_Monograph_199_234)
- Taguchi, N. (2011). Teaching pragmatics: Trends and issues. *Annual Review of Applied Linguistics*, 31, 289 – 310. <https://doi.org/10.1017/S0267190511000018>
- Thomas, J. (1983). Cross-cultural pragmatic failure. *Applied Linguistics*, 4, 91–112. <https://doi.org/10.1093/applin/4.2.91>
- Wolfson, N. (1988). *Perspectives: Sociolinguistics and TESOL*. Cambridge, MA: Newbury House.