

## **The Importance of Pragmatics in English Language Teaching**

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### **Abstract**

Conveying something to others with the help of exchanging of information by speaking is actually a method of pragmatics. The sense we get from the communication contains verbal and non-verbal essentials which show a discrepancy in line with the perspective to the rapport flanked by speakers as well as to a number of other societal aspects. Its vibrant expansion formulates English a global tongue (language) which fastens nations everywhere in the world. Consequently, English can be looked upon as the general spotlight of every English speaking man and woman that does not carve up either a linguistic or a civilization. In fact, people speak English in different situations & elevations of correspondence or intercommunication. Thus English speaking people ought to know several pragmatic basics as to keep ones away from misapprehensions at the time of communication. However, the maximum usage of English has need of a pragmatic proficiency that would assist all those aspirants who learn or speak this language as L2 (Second language). Thomas explained pragmatic ability like this that “the competence to examine language within a cognizant mode.” (Brown, 2007). So the Pragmatic competence passes on towards the capability in order to understand, assemble expressions which are correct as well as suitable to the societal as well as civilizing state of affairs exchanging of information by speaking takes place. Pragmatics competence ought to be a foremost target for those people who are ESL (English as Second language) teachers, which at the same time characterize an exigent task also.

### **Introduction**

Today English has got the status of global language and it is therefore enjoying the position of number one language in all over the world. It is the key source of global discourse, an accepted language in the world of art, literature, music, international markets for businesses, entrepreneurship, trade, commerce, education, research, movies and sports events which include cricket series too.

Moreover, the English language has attracted the attention of both print and electronic media in almost all the countries of the world except that of social media and a number of newspapers are being brought in this language and many news channels are telecasting news bulletins and holding talk shows in English. In a country like Pakistan where English is enjoying the status of official language and being considered as the guarantee of success in every field; a number of daily newspapers including “Dawn”, “The News”, “The Nation”, “The Age”, “Messenger”, “Pakistan Today”, “Daily Times”, “Regional Times”, “Business Recorder”, “The Frontier Post”, “Express Tribune”, “The Post” and many monthly magazines including “She”, “News Leaf”, “Friday Times” are being brought out regularly.

Moreover, almost all the 60 news channels of Sindhi, Urdu, Punjabi, Pashto, Balochi have also got their websites whereupon the news are also posted in English besides that of these regional languages. Consequently there are many motivating factors which cause people to learn this very important and imperative language. In Pakistan, the trend and predilection of learning English has increased to a great extent and it has really touched the sky. People try their best to admit their children in those private schools where the medium of instruction is English because the parents give much significance to English and consider this language to be a guarantee and assurance of success and big triumph after the completion of their education from any of the college and university in Pakistan. According to Richards (2001), the English language is not being regarded now to be the asset and paraphernalia of only the English speaking nations on earth but this verbal communication has got the importance of a global product. People for establishing international rapport with the international community, starting entrepreneurships, launching businesses, intending trade & commerce, studying abroad or even going abroad for doing jobs learn and use this language. Therefore, it will not be extension to add here that it is really inevitable for the masses of almost all the under developing countries to learn English at all costs for earning suitable livelihood and being affluent and prosperous with the power of higher education coupled with learning this language. The contemporary ways & means, approaches, attitudes as well as methods in both teaching and learning English as a second language (ESL) emphasize this verbal communication to be an applied and functional instrument besides that of global product (world commodity) instead of a cultural expansion and growth. Because of these circumstances and state of affairs, the method that existed in the unique ‘epoch and age’ is conversational language training (CLT). Consequently, the philosophies of the CLT method are given below for more comprehension:

In fact, language learning is conversational proficiency and skill.

Those interested to learn a lingo or verbal communication by using the relevant language towards conversation.

Smoothness as well as exactitude is vital means of effective conversation and genuineness.

A number of multilingual persons (linguists) have brought the word competence in use in various situations in order to mention to numerous kinds of information and lore. The father of linguistics Noam Chomsky initially started using the word ‘competence’. He in one of his books titled “Aspects of the Theory of Syntax” describes the term competence in a very befitting manner by saying that “language concept is largely related with a perfect talker-hearer (speaker-listener) in entirely uniform and unvarying discourse public that is acquainted with the verbal communication (language) without a glitch and is uninfluenced by these sorts of grammatically inappropriate circumstances like that of reminiscence restrictions, interruptions, alteration of care and concentration as well as inaccuracies or the term random or characteristic can be employed in using his acquaintance with linguistic within concrete enactment.” (Chomsky 1965:3). Afterwards, the father of linguistics put the division and distinction amid proficiency (competence) of the talker’s or listener’s acquaintance with tongues and enactment (performance) of the real usage of linguistic in tangle circumstances. The research sets forth the distinction flanked by the information on one hand and employing the same on the other hand; however, Noam Chomsky

declined to describe if the knowledge takes in the notion or view of skill and ability. Hence it occurs that he paralleled the term ability (competence) with information (knowledge), nonetheless the father of linguistics has not presented a flawless difference in the middle of information or knowledge & the knack as well as ability to bring this information or knowledge in use for the purposes of discourse and communication. We can see learning of language like a reasoning (cognitive) and societal process.

According to Richards (2001), L2 (Second Language) acquisition model at present is persuaded by Chomsky's opinion of language ability and global grammar, in addition to Vygotsky's observation supporting method (scaffolding process) that mainly emphasizes on the fissure between what the beginner can do and the second phase in gaining which happens by intervention or negotiation.

Canale and Swain (1980) explained that the ability of discourse (communicative competence) is a uniformity of 4 different characteristics: structural ability also called grammatical competence, the ability of study of language in relation to sociocultural context also called sociolinguistic competence, communication ability that can also be called discourse competence and calculated ability which can also be said strategic competence. Canale (1983) defined that structural ability (grammatical competence) talks about getting to grips with the language code of the linguistic which is to be studied; the meaning of sociolinguistic proficiency is being cognizant with the sociocultural strategies regarding usage of L2 (second language); dialogue ability or discourse competence or communicational capability states the knack to single out & array verbal objects or that of lexical items as well as syntactic constructions so as to attain pleasing scripts; calculated ability or strategic competence signifies the aptitude to get grip spoken and non-spoken verbal maneuvers (verbal, non-verbal devices) with the purpose of recompensing inadequate supremacy or increase discourse. According to Bachman (1990), linguistic understanding takes in two kinds of understandings or knowledge which a learner of L2 (second language) ought to coopt and get on board:

Administrative understanding knows as by what means to govern the proper construction of an L2 in order to yield true sentences and shape the same sentences in scripts. Administrative competence includes structural or grammatical understanding as well as written or textual awareness.

Realistic understanding (Pragmatic knowledge) that includes knowing in what way terms and sounds can be allocated particular connotations in framework and purpose as per the employer's targets. This information and knowledge is too designed in purposeful information (functional knowledge) verbal information (lexical knowledge) and information of the study of language and how it is influenced by such things as class and regional differences and whether it is being used by a man or a woman (sociolinguistic knowledge).

The said notions of discourse ability or communicative competence possess just one object in their dominant which is utilitarian, practical or let's say pragmatics. Actually, Blum Kulka (1982), underscored the necessity during teaching L2 (second language) trainees to particular

features of unambiguous discourse items (speech acts) in the marked tongue or target language in order to execute the same which persuades their enactment in some perspectives; consequently with whom, how, where and when the learners can execute.

### **Various Descriptions & Classifications of Pragmatics**

Leech (1974) defined quoting Charles Morris that he made known to the first contemporary description of pragmatics or no-frills and since then a number of other professionals have persisted in the activities to theorize this division of dialectology (linguistics). He initially explained pragmatics like this that the control, regulation or discipline which studies the bond of marks to translators, whereas the study of language meaning (semantics) studies the ties of marks to the substances which the marks are relevant to). Kasper (1993, p.3) explained the word pragmatics as the study of publics' understanding and creation of language act (linguistic action) in perspective. Now, the terms' perspective and act is included and two vital components of dialogue actions in linguistic. The researcher used the word language act (linguistic action) that describes the dimensions of the novice to yield an expression, utterance or sound. Kasper in his study, also emphasized on understanding in addition to creation; a division which is on the whole pertinent for L2 (second language) learners' everyday survives. Another researcher Crystal (1985: 240) explained pragmatics like this that the reading of verbal communication from the standpoint of the consumers, particularly of the varieties those users create; the limitations the users come across in consuming linguistic in societal dealings and the influences their usage of verbal communication possesses upon the other applicants in a doing of conversation.

The said definition scrutinizes realistic and practical (pragmatics) from the viewpoint of the consumers. This allows for the diverse varieties which the utterers can make while consuming the bull's eye verbal communication, relying upon the societal contact and dealings of their conversation. Therefore the concept of option takes ahead to alternative feature into deliberation convenient as well as fruitful to etymological beginners (language learners), viz. increasing the aptitude in order to prepare the accurate adoptions as well as choices surrounded by a diversity of realistic or practical (pragmatic) features. Moreover, Crystal reflected pragmatics, for instance the learning, training, study or research of the loquacious act (communicative action) within its socio-cultural perspective. Consequently, the communicative action can be believed that people possess certain kinds of practical ability or pragmatic competence that permits them to employ verbal communication in diverse and tangible states in changeable perspectives. As a result, practical ability (pragmatic competence) is mostly premeditated at the societal extent inside the borders of language doings (speech acts) and societal deeds (social acts), people to people contacts (interactions) or at the extent of intercommunication.

### **Kinds of Competences in the Process of ELT**

Since this was deliberated previously, the loquacious method or communicative approach & the word ability or competence was discussed from diverse features of the talkative capability or the communicative competence. These complete features (aspects) are interlinked, thus these all can be contained within a comprehensive word, practical ability or pragmatic competence; subsequently it was quantified earlier that realistic or pragmatics is stated like this way that "a science that premeditates & ponders synchronously over the speaking and the speaker, the accomplishment (action) and the tenacity or intention. So as to comprehend fully, the growth and

expansion of realistic ability or pragmatic competence or practical capability during ELT (English language teaching), consequently the ability kinds have been momentarily investigated which are given below, established upon numerous polyglots' opinions.

### **Socio-linguistic Competence**

The ability of the study of language in relation to social factors, including differences of regional, class, occupational dialect, gender differences and bilingualism (Socio-linguistic competence) is the capability to take to mean the societal sense of a language element (linguistic item), resolve and bring lingo in use in a suitable societal connotation for talkative drives (communicative purposes). Savignon (1983:37) defined that the ability of the study of language in relation to social factors (sociolinguistic competence) is the rules of knowledge of combining social and cultural factors (sociocultural) of dissertation and verbal communication. This needs a comprehension of the societal perspective wherein language is employed (used); the characters of partakers, the info and the gen the participants tell and the purpose of networking. Erton (2007) explained that the information of the study of language in relation to social factors, including differences of regional, class, and occupational dialect, gender differences and bilingualism (sociolinguistic info) that the utterers express to one another share a practical ability (pragmatic competence) that assists them to take to mean and action in diverse circumstances by using of diverse background signs. Elements such as ethos, culture, values, interaction and contact are too contained within that mirror the major perceptions of formal and informal languages (verbal and non-verbal) communications & conversations.

### **Interactional Competence**

According to Kramsch (1986), the interface or interaction involves discussing envisioned connotations that are modifying someone's discourse to the influence one anticipates obliging on the hearer. This involves lagging behind the hearer's answer and conceivable misapprehensions, misunderstandings and errors, illuminating one's specific & the other objectives and incoming at the sealed likely lookout between envisioned, professed, and expected connotations.

Erton (2007) discovers, bearing in mind this description, that reciprocal ability (interactional competence) which not only causes usage or employment of fundamental rubrics (rules) related to verbal communication, but turns the psycho & socio language tasks, meanings, purposes or verbal communication also that assists to arrange for correctness, accuracy, exactness and make it clear to the reciprocated understanding of the discourse performances (speech acts) shielded in the sequence of a dialogue. Consequently, the self-styled and avowed purposeful ability (functional competence), entails the capability to create the connection between the query & its sameness in specific actual life state of affairs, identifying the utterer's purpose by assessing one's body language, wakefulness of the study of the way in which people communicate through signs (semiotic symbols) brought in use, kinds of societal interface, interaction or communication which is greeting, welcoming, introducing, receiving, farewell, etcetera, the chatty purposes of verbal communication, performing for that reason and properly.

### **Cultural Competence**

According to Lyons (1990:302), ethos or culture or philosophy might be defined as communally attained gen or knowledge which is by way of the knowledge or gen that one

possesses as a result of ones being an association with a specific civilization. Therefore, ethnic ability (cultural competence) may be explained by way of “the capability to comprehend & bring the verbal communication in use in a technique which will be comprehended by the associates of the said ethos and culture. Le Page (1978:41) defines it as when it comes to the fundamental query of ability or competence, one has to inquire like this that what is competence a person wants to distinguish so as to activate as a associate of the civilization, society or social order? No doubt the general public only occurs in the ability, competence and capability of its associates to cause it to work as it does. A linguistic only happens in the ability, competence and capability of those learners that bring in use & respect themselves as employers of the verbal communication & the latter ability or competence is the indispensable interceding structure for the former. At this juncture, the word ability or competence is observed as a breathing societal action that influences societal conduct permissible for the second to be attained vividly & to shun misapprehensions.

### **Communicative Competence**

According to H.G. Widdowson (1989), discourse ability (communicative competence) does not carry problems regarding getting cognizant with rubrics (rules) aimed at structuring paragraphs or sentences & can work such kinds of rules to accumulate words, expressions or terms from abrasion as & when circumstance needs. However, it is actually a problem of knowing a store of partly pre-accumulated designs, prescribed structures, and a tool of procedures, so to express & can rub on the procedures to prepare whatsoever modifications are essential consistent with circumstantial or contextual demands. Conversational ability (communicative competence) within the outlook seems to be fundamentally some kind of substance of variation in addition that of the rules which are not reproductive rather compliant, submissive, acquiescent and docile. Therefore, Widdowson believes, conversational ability (communicative competence) possesses the capability in placing linguistic for talkative reasons. However, the conversational ability or communicative competence or chatty capability ponders verbal communication as an instrument intended for discourse. So this capability underscores the growth of all four linguistic expertises & upon the connection among the abilities. Canale and Swain (1980) define “conversational ability or communicative competence by means of a facilitator that talks about the rapport between structural ability (grammatical competence) which also means a good acquaintance with the rules of verbal communication and the knowledge of study of language in relation to social factors, including differences of regional, class, and occupational dialect, gender differences, and bilingualism (sociolinguistic competence) which means an awareness of the procedures of linguistic usage.

### **Strategic Competence**

There are many definitions for this planned ability too. In this regard, Canale and Swain (1980) explained planned ability (strategic competence) like this way that a capability that handles with the understanding and knowledge of verbal communication and the capability to bring the said gen or knowledge in use efficiently and suitable to resolve so as to take a key part in discourse interface (communicative interaction).

According to Erton (2007:64), the planned ability or strategic competence is the bond which links everything laid-back. In this regard, a distinctive instance for the situation might be: in case you delayed to attend a convention and provided that you require discovering a worthy justification, a little lie which you talk at the moment is an invention of your planned ability

(strategic competence) that replicates a benchmark of the ability kinds that the lingo consumer partakes. Nevertheless, under the heading planned ability (strategic competence) the acute and the original features of the mortal cognizance can also be reflected. Consequently, under these communication expressions, there is harmony between the planned ability and precarious intellectual or this can be called ‘critical thinking’ in linguistics point of view. As Richards (1998:95) declares that perilous or critical replication talks about a bustle, process or activity wherein experience is brought to mind, reflected and assessed, ordinarily with regard to a wider drive and reason. This responds to a previous understanding and includes sensible memory and inspection of the practice as the foundation for the assessment & the policymaking and as a basis for formation and act. Richards also stated that acute intellectual or critical thinking is part and parcel of an assessment of verbal communication and knowledge; the two being founded on practice and information. There can be contained within further elements for instance: correctness, exactness, accuracy, consistency, unity, harmony and coherence. Intrinsically, this procedure and process might be reflected as a plan between queries and responses, motivating acute intellectual or we can say critical thinking.

### **Discourse Competence**

Erton (2007: 64) declares that dialogue ability or discourse competence handles the capability in organizing the sentences hooked on unified construction and cohesive structures. However, within dialogue breakdown and discourse analysis, the word dialogue ability is considered within the boundaries of informal communication where lingo is reflected an instrument for up-and-coming discourse. These communicational designs may be of prodigious diversity. According to the examples and definition of Akmajian (1997:369) dialogue possesses many forms and numerous procedures of conversation altercation. Eruditions, letters, literacies, witticisms, stories, addresses, homilies, sermons, treatises, speeches and vocalizations are altogether groups of dialogue; influences, arguments, opinions, interviews, conferences, sessions, commercial dealings, business transactions, education and dialogues are groups of conversation interactions.

Dialogues and conversation- interactions at large are frequently organized significances of terminologies in excess of a solitary utterer. Consequently, the growth of treatise ability assists the linguistic beginner to achieve acumen by coming into contact with diverse dialogue outlines (interactional patterns) in fluctuating perspectives of combining social and cultural factors (socio-cultural) and somatic backgrounds.

### **Pragmatic Competence**

Practical ability or pragmatic competence talks about the capability to create, understand, make and transport connotations which are equally correct, accurate, exact and suitable for the societal as well as traditional conditions (cultural circumstances) wherein discourse happens. Blackman (quoted in Barron, 2003, p. 173) recognized practical ability or pragmatic competence by way of one component of talkative ability, putting practical ability or pragmatic competence in place of part of unambiguous ability (illocutionary competence), that carries mixture of discourse performances or speech acts or communication items and dialogue meanings (speech functions) accompanied by suitable usage of linguistic in perspective. In a roundabout way, practical or pragmatics is all about ethos, philosophy, culture, discourse and when it comes to L2 (second

languages) regarding the ability to communicate effectively and appropriately with people of other cultures or intercultural communication. So as for L2 (second language) beginners to obtain practical ability or pragmatic competence, the learners are required to obtain traditional comprehending and conversational ability or communication skills. Watzlawick, on Novinger (2001, p.19) concludes that the individuals cannot interconnect. Whole conduct is discourse and human cannot obey the rules, behave or do anything. Each conduct or act can be reflected discourse and our every deed replicates our ethnic setting (cultural background) comprising of our sentiments en route for sex, gender, belief, religion, faith, voluptuous coordination, way of life, politics and even private interplanetary.

### **Why Is Pragmatics Taught in Language Classes?**

This research discovers the aptitude of linguistic employers to match sounds with backgrounds wherein the same are suitable. According to Stalnaker (1972, p. 383) practical or pragmatics is actually the study of language performances (linguistic acts) & the perspectives wherein these are executed and implemented. The coaching of pragmatics is aimed at facilitating the beginners' sagacity of becoming able to discover generally suitable verbal communication for the circumstances that they come across. In L2 (second language) studies as well as teaching, pragmatics incorporates language performances (speech acts), communicational building (conversational structure), communicational action of implying (conversational implicature), communicational controlling (conversational management), conversational management (discourse organization) and the features of the study of language in relation to social factors, including differences of regional, class, and occupational dialect, gender differences, and bilingualism (sociolinguistic aspects) of linguistic usage for example choice of speech methods. Bardovi-Harlig (1996) supports the idea that schooling practical or pragmatics as quite easy, remark of verbal communication apprentices expresses that there is a validated necessity for this while the coaching in realistic or pragmatics may turn to become efficacious. Kasper & Schmidt (1996) elucidate like this that beginners express important alterations from natural utterers in the range of linguistic usage in the implementation and understanding of some language performance (speech acts) in communicational purposes for example hello hi or greetings & taking leave and in communicational organization for instance vertebral controlling and little replies. The objectives of instruction within practical or pragmatics are not merely to maintain upon orthodoxy or conformity towards certain specific target linguistic model, nonetheless somewhat to assist beginners of language turn out to be acquainted with the variety of pragmatic strategies and performances within the periphery of target lingo. Beginners can keep up their own ethnic values (cultural identities) with the instruction and partake and participate further entirely in target discourse conversation with further switch over equally envisioned strength and result of their charities.

Making verbal communication available to the beginners for their thought is the only issue which persists. Certain language performances (speech acts), for instance: solicitations, summonses, invitations, denials, negations, refusals, rebuttals, apologies, regrets and confessions frequently happen among the persons and therefore the beginners may not have the chance to detect such verbal communication devoid of being unswervingly involved in the communication. According to Gallow, even continuation of communication in English language needs some information and knowledge essential replies which prompt an utterer to carry on, express

comprehension, extent support, point out covenant, demonstrate robust expressive reply, enhance or ensure accuracy of utterer's gen, or solicit additional info. Berry too underlined the significance of erudition (learning) as how to rotate and establishes that hearing behaviors which are well-bred in a single verbal communication (language) might not be respectful or identifiable in another one. Another matter is of obvious (salience); certain essential structures of linguistic and linguistic usage are rather understated in the contribution and not proximately visible by beginners; e.g. the opportunities which happen previously utterers in fact utter 'cheerio, bye, goodbye, farewell' & the sounds which people make while boosting new utterers to carry on their goes are of that kind. Dissimilarities in doing appeals by saying 'may I, can I, do I' (utterer- adapted to) against 'may you, can you, do you' (listener- adapted to) may not be instantaneously noticeable to learners. The tuition or learning can update the beginner by underlining the topographies and structures of a verbal communication and its usage.

### **The Importance of Pragmatic Ability Involved in Training by Means of L2:**

Dewey (1938, p. 13) established that people do not pick up from the experience but they pick up from shimmering upon experience. Here Dewey indicates a self-effacing but influential opinion: as according to him, experience is not the foundation of learning but somewhat this is just a replication upon the know-how (experience). There are four main skills to get command on a language which in language learning include speaking, listening, reading and writing. These skills don't happen separately in chatty or conversational writings, texts, activities or goings-on. With the purpose of shaping a decent practical ability (pragmatic competence) for the linguistic beginner, three points are essential which must be taken into consideration. These are given below:

i) The aims and purposes of a linguistic sequence (course) ought to be planned to cater to the desires of the linguistic beginners in order to assist them to grow as well as improve such aspirants' conversational ability or communicative competence rather. Meanwhile the key objectives of getting knowledge of L2 (second language) are about having eloquence, accuracy, articulacy and coherence in transliterated and vocalized means of conversation. For this, initially, the language teacher and his apprentice ought to pay heed to plan conversational goings-on (communicative activities) that will assist in developing the conversational ability (communicative competence).

According to Stern (1983:346), the points under consideration may be summarized as:

- (a) Instinctive mastery of shapes relating to linguistic.
- (b) Spontaneous mastery of the language, reasoning, sentimental and sociocultural connotations communicated by the linguistic shapes.
- (c) Certain dimensions to make use of the verbal communication with all-out heed to conversation and smallest amount of heed to shape.
- (d) The vision of linguistic usage.

Apparently, the word *ability* or *competence* offers the educator and the beginner simultaneously to improve the language and sociolinguistic abilities and skills so as to attain comprehensive and perfect conversation.

ii) The linguistic instructor ought to plan the sequential or progression substantial to involve beginners in the periphery of pragmatic, comprehensible as well as well-designed usages of verbal

communication for conversational reasons. According to Erton (1997:7), the purposeful learning of linguistic means revising as to how verbal communication is employed. Such as making efforts to discover what the unambiguous drives (purposes) which linguistic supports individuals as to how the adherents of linguistic communities attain & respond towards the said drives by writing, reading, listening as well as speaking. So the practical ability or pragmatic competence instead, coupled with the beginner ought to be strong and clear; therefore people could communicate with one another with correctness. The growth of consistency and the capability to respond in altered circumstances indicate an excellent stage of purposeful ability. So the syntax, grammar and sentence structure of the target verbal communication must not be imparted separately with its usage. The educated one must place ones understanding (knowledge) of verbal communication into rehearsal.

iii) Obviously, for the growth and expansion of practical ability or pragmatic competence, the teachers and learners can find many goings-on which are useful for the purpose. Besides, these activities ought to elevate the beginners' wakefulness of the significance of such ability, competence or capability to acquire the bull's eye linguistic. According to Mey (1993:185-6) language performance is a societal behavior. Folks speak as these people want to mingle with one another in the broadest probable logic of the world i.e. either for amusing or to show themselves to other beings or for certain grave determinations, for example constructing an abode, concluding a contract, resolving a matter and bringing some relations to an end. Consequently, Mey asserts that "verbal communication is an instrument for people to express themselves as societal living being and the linguistic employed in the said specific perspective is significant in terms of language conversation (linguistic interaction) which occurs".

So the said perspective obviously assumes the survival of a specific social order along with its implied and unambiguous (implicit & explicit) morals, values, ethics, norms, tenets, rules, integrities, laws, rules & regulations as admitted by Mey (1993:186-7). He further maintained that with entire its specific state of affairs of existence: monetary, economic, commercial, social, societal, political, dogmatic, cultural and traditional.

## **Conclusion**

It is concluded that the objectives of the submission of unlike training, teaching, coaching, learning and tutoring activities are to help learners get command on the language or become efficient, well-organized, fluent, effective and uninterrupted conversationalists within the bull's eye linguistic. Harlow (1990) defines that significantly, instructors as well as course books both identical require to underscore to the apprentice which verbal communication consists of not mere language & philosophical components (linguistic and lexical elements); somewhat, verbal communication replicates too the societal perspective, with regards to circumstantial as well as situational and societal elements in the deed of discourse, communication and conversation. Subsequently realistic ability or pragmatic competence instead possesses certain mixture of the said elements; the growth of practical ability ought to be conceded as one of the key training objectives.

Learners could act diverse conversational designs and they would discover themselves energetic, full of zip and entailed in tangible deeds in the classroom at Schools, colleges or universities.

Realistic ability (pragmatic competence) will also shelter such learners an excellent level of structural and practical abilities. These learners would be able to respond confidently, smoothly, fluently, rationally, coherently, consistently and correctly. Moreover, realistic ability or pragmatic competence would stress their perilous philosophy or we can say their critical thinking.

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