



Pragmatic Competence within the Perspective of the Communicative Competence Models and its Role in English Language Teaching

Amin Abdullah Al-Mekhlafi^{1,*}, Khulood Khalid Al-Ademi²

¹ Department of English ,Faculty of Education - Sana'a University, Sana'a, Yemen.

² Department of English ,Faculty of Languages - Sana'a University, Sana'a, Yemen.

*Corresponding author: k.k.aladimi14@gmail.com

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Abstract:

This paper is aimed primarily at investigating the position of pragmatic competence in the five main models of communicative competence and its significant role in English language teaching. Pragmatic competence, as defined by LoCastro (2012: 307), is the "knowledge that influences and constrains speakers' choices regarding the use of language in socially appropriate ways" and plays a vital role in cross-cultural communication. In the past few decades, the notion of pragmatic competence has attracted attention and gained in importance in terms of EFL teaching. All this has led to a shift from traditional language teaching approaches that focus on the linguistic forms rather than the pragmatic functions of sentences to communicative approaches that give priority to the functional aspects of language and thus aim to enable L2 learners to use that language effectively and appropriately as is required by the context where a given interaction is taking place. The usage of English, like that of any other language, is dictated by its own contextual norms, be it textual or socio-cultural ones. Thus, EFL learners need to be familiar with those norms should they want to avoid misunderstandings when communicating with native speakers. That is, effective and appropriate use of English necessitates the development of learners' pragmatic competence to ensure a proficient use of it.

الكفاية التداولية في إطار نماذج الكفاية التواصلية ودورها في تدريس اللغة الإنجليزية

أمين عبدالله المخلافي^{1*} , خلود خالد الأديمي²

¹ قسم اللغة الإنجليزية ، كلية التربية - جامعة صنعاء ، صنعاء ، اليمن.

² قسم اللغة الإنجليزية ، كلية اللغات - جامعة صنعاء ، صنعاء ، اليمن.

* المؤلف: k.k.aladimi14@gmail.com

الكلمات المفتاحية

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| 1. الكفاية التواصلية | 2. الكفاية التداولية |
| 3. تدريس الإنجليزية كلغة أجنبية | 4. نماذج الكفاية التواصلية |
| 5. تدريس التداولية | |

الملخص:

تتناول هذه الورقة البحثية بشكل أساسي موضوع الكفاية التداولية في النماذج الخمسة الرئيسة للكفاية التواصلية وأهميتها البالغة في تدريس اللغة الإنجليزية، وتلعب الكفاية التداولية، التي أشار إليها لوكاسترو (2012، ص 307) باعتبارها "المعرفة التي تؤثر على خيارات المتحدثين فيما يتعلق باستخدام اللغة بطرق مناسبة اجتماعيًا"، دورًا حيويًا في التواصل عبر الثقافات. وفي العقود القليلة الماضية، اكتسبت الكفاية التداولية عناية وأهمية ملحوظتين في تدريس اللغة الإنجليزية كلغة أجنبية، وهذا أدى إلى التحول من التركيز على الأساليب التقليدية التي تركز على الجوانب الشكلية (أي القواعد النحوية وبناء الجملة) وتهمل الوظيفة التداولية، إلى التركيز على الأساليب التواصلية التي تعطي الأولوية للجوانب الوظيفية والمعنى دون إهمال للشكل (القواعد النحوية وبناء الجملة)، وبذا يتمكن المتعلمون من استخدام اللغة بشكل فعال ومناسب وفقًا للسياقات الاجتماعية.

1. Introduction

In these days, the term 'pragmatic competence' is often referred to in the context of target language (TL) acquisition as one of the communicatively crucial abilities defined under the overall concept of communicative competence. Kasper (1997) states that pragmatic competence constitutes an essential part of a learner's communicative competence. Thus, for a language learner to be successful in communication, it is fundamental for him/her not only to know grammar and text organization, but also to be familiar with the pragmatic aspects of the target language (Bachman 1990). Pragmatic competence can then be defined as knowledge of how to use language appropriately in relation to context (Kasper, 1997). "Pragmatic competence has a close relationship with sociocultural values and beliefs of the country or the community where the target language is spoken" (Kondo, 2004, p. 49).

Communicative competence is an essential aspect of second language acquisition (SLA), and thus the main aim of a foreign language (FL) classroom has become to offer ample opportunity for learners to be communicatively competent in the given TL. The significance of communicative competence has been highlighted by its impact on EFL teaching and learning, as it has been the basis for the teaching approach known as communicative language teaching. In the words of Cook (2003: 46):

The biggest single influence, however, as is so often the case in applied linguistics, has been upon the teaching of English as a foreign language. Inspired by Hymes, the communicative approach [...] aimed to develop learners' capacity to use the language effectively. Given the narrowness of the methods which preceded it, with their excessive emphasis upon grammatical accuracy, this approach should have been beneficial, allowing teachers and learners to achieve a more balanced view of what successful communication involves

Savignon (1972: 8) describes communicative competence as "the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors." Savignon (1972), Canale and Swain (1980), Skehan (1995 and 1998), and Bachman and Palmer (1996) all emphasize the point that the nature of communicative competence is not static but dynamic, it is more interpersonal than intrapersonal, relative rather than absolute, and largely defined by context. Savignon (1972) equates communicative competence with language proficiency. Due to this, Taylor (1988) suggests to replace the term 'communicative competence' with the term 'communicative proficiency'. Bachman (1990) proposes using the term 'communicative language ability', claiming that this term combines in itself the meanings of both language proficiency and communicative competence. He defines communicative language ability as a term consisted of knowledge or competence and capacity for using knowledge appropriately in a contextual communicative language use. To elaborate more on this definition, Bachman devoted a special attention to the aspect of language use; the way how language is used for the purpose of achieving a particular communicative goal in a specific situational context of communication. Yule (1996) states that the notion of communicative competence can be defined in terms of three competences, namely "the ability to use the L2 accurately, appropriately, and flexibly" (197).

2. Some Definitions of Pragmatic Competence

Thomas (1983) provides one of the first and most frequently cited definitions of pragmatic competence. According to her, pragmatic competence is "the ability to use language effectively in order to achieve a specific purpose and to understand language in context"

(92). This ability is reflected in pragma-linguistic and socio-pragmatic competences. The former is related to selecting the right language function to convey a particular illocutionary force, and the latter refers to the appropriate use of language in certain social conditions (e.g., social distance, social power, and level of imposition). According to Leech (1983: 10-11), socio-pragmatic competences form the "sociological interface of pragmatics", while pragma-linguistic competences are related to "the more linguistic end of pragmatics." The ability to use utterances in an effective and efficient manner is described as communicative or pragmatic competence (Francis, 1997). Barron (2003) also illustrates these two competences in his definition of pragmatic competence as "knowledge of the linguistic resources available in a given language for realizing particular illocutions, knowledge of the sequential aspects of speech acts, and finally knowledge of the appropriate contextual use of the particular languages' linguistic resources" (10). Another similar definition is that of Murray (2009), that is, "Pragmatic competence can be defined as an understanding of the relationship between form and context that enables us, accurately and appropriately, to express and interpret intended meaning."

3. Major Models of Communicative Competence

Various models of communicative competence have been presented by different scholars over years. In this section, five major models of communicative competence will be presented and discussed:

- Hymes' (1967, 1972) model
- Canale and Swain (1980) and Canal's (1983) model
- Bachman and Palmer's (1990, 1996) model
- Celce-Murcia, Dörnyei and Thurrell's (1995) model

- Littlewood's (2011) model

3.1 Hymes' (1967, 1972) Model

Before talking about the notion of communicative competence as presented by Hymes, some explanations of the term 'competence' are in order here. The concept 'competence' was originally proposed and defined by Noam Chomsky (1965) in his book *Aspects of the Theory of Syntax*:

Competence is the innate knowledge or mental capacity that allows a speaker to generate and understand an infinite number of sentences in their language. It refers to the ideal speaker-listener's ability to use and understand their language correctly, independent of performance factors like memory limitations or social interactions. (p. 4)

Chomsky makes a classic distinction between competence (what one knows about a language) and performance (the actual use of a language in real situations). He points out that "We thus make a fundamental distinction between linguistic competence (the speaker-hearer's knowledge of his language) and performance (the actual use of language in concrete situations)" (ibid: 3). According to him (1957, 1965), communicative competence only concerns linguistic competence and any consideration of social factors is outside the domain of linguistics. As pointed out above, it is competence that should be at the center of linguistic attention. As Cook (2003) states,

Chomsky's claim is that this internal language is essentially biological rather than social and is separate from, and relatively influenced by, outside experience. It is to be investigated not through the study of actual language use but rather through the consideration of invented sentences intuitively felt to be acceptable instances of the language. (p. 9)

This view faced criticisms from proponents of the communicative approach. Hymes was one of the first to attack Chomsky's view. In his popular paper 'On Communicative

Competence' (1972), Hymes argues that Chomsky's notion of competence is limited in that it deals with the ideal speaker-listener in a homogenous speech community and provides no place for language use. In other words, Chomsky's theory fails to account for the importance of socio-cultural aspect of language use. Unlike Chomsky, Hymes was interested in the notion of performance, which he sees as "the product of social interaction" (271). Proposed by a sociolinguist, Hymes' (1972) communicative competence is a wide term that includes not only linguistic competence (the knowledge of vocabulary), but it also includes the sociolinguistic competence (ability to appropriately use language in context.). In Hymes' words, communicative competence is "the most general term for the speaking and hearing capabilities of a person – competence is understood to be dependent on two things: (tacit) knowledge and (ability for) use" (16). Developing his own model, Hymes (1972) introduces four parameters for communicative competence. According to him, "What is needed for successful communication [...] is four types of knowledge: possibility, feasibility, appropriateness, and attestedness" (qtd in Cook 2003, 42). By possibility Hymes means the grammatical possibility of an utterance in a language. Feasibility refers to the ability to make use of an instance; this parameter can be affected by psycholinguistic factors (e.g. memory limitation) and the speaker's ability or inability to expand a noun phrase to a relative clause. The third parameter (i.e. appropriateness) concerns the relationship between language and context. The fourth and last parameter of communicative competence is attestedness; this refers to whether or not an utterance is used by native speakers. By way of illustration of these parameters, let us consider the phrase 'chips and fish' cited by Cook (2003). This phrase is "possible (it does not break any grammar rule), feasible (it is easily processed

and readily understandable), and appropriate (it does not contravene any sensitive social convention). Nevertheless, it does not occur as frequently as 'fish and chips'" (45-6).

Hymes' parameters of communicative competence, as opposed to Chomsky's linguistic competence, emphasize the point that linguistic competence per se is not enough for communicating effectively, but there is a need for social context. This indicates that, to be able to communicate in an efficient fashion with native speakers of a language, it is necessary for learners to be aware of sociocultural norms having a bearing on the appropriate uses of that language in given social settings.

3.2 Canale and Swain (1980) and Canale's (1983) Models

Michael Canale and Merrill Swain (1980) present the first comprehensive model of communicative competence in relation to teaching and assessment, developing Hymes' notion of communicative competence. Canale and Swain's (1980) model initially consisted of three main competences: grammatical competence, sociolinguistic competence, and strategic competence. In 1983, Canale further developed this model by adding a fourth component, namely, discourse competence.

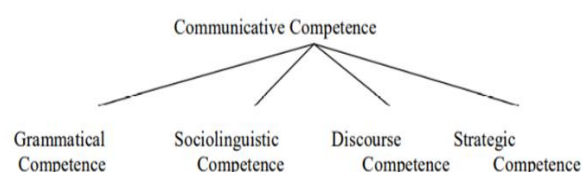


Figure 1: Canale's Components of Communicative Competence (1983)

The notion of grammatical competence refers to one's knowledge of a given language in terms of phonetics and phonology, morphology, syntax, and linguistic semantics. Sociolinguistic competence "addresses the extent to which utterances are produced and understood appropriately in different

sociolinguistic contexts depending on contextual factors such as status of participants, purposes of the interaction, and norms or conventions of interaction" (Canale, 1983, p. 7), that is, the knowledge of the appropriate use of language in specific situational contexts. This competence involves the combination and interaction of a set of factors, namely the communication setting, the topic of discourse, the discourse participants' (speaker and hearer) relationship, the socio-cultural principles (e.g. politeness). The third type of competence (i.e. discourse competence) concerns the ability to produce (and comprehended) cohesively and coherently unified spoken or written texts in the target language. Lastly, strategic competence refers to the knowledge of verbal and non-verbal communication strategies utilized in any interaction to enhance communication efficiency and enable the learner to repair communication breakdowns when they occur. As far as the concept of communicative competence assessment is concerned, Canale and Swain (1980) proposed an integrative approach that takes both competence and performance into account. The authors argue that "communicative testing must be devoted not only to what the learner knows about the second language and about how to use it (competence), but also to what extent that learner is able to actually demonstrate this knowledge in a meaningful communicative situation (performance)" (34).

3.3 Bachman (1990) and Bachman & Palmer's (1996) Models

Another model of communicative competence (or a theoretical framework of communicative language ability) is the one that was first proposed by Bachman (1990). This framework comprises three major categories of language knowledge: language competence, strategic competence, and psycho-physiological factors. And this model is the first one to overtly

represent pragmatic competence as a major category of communicative language

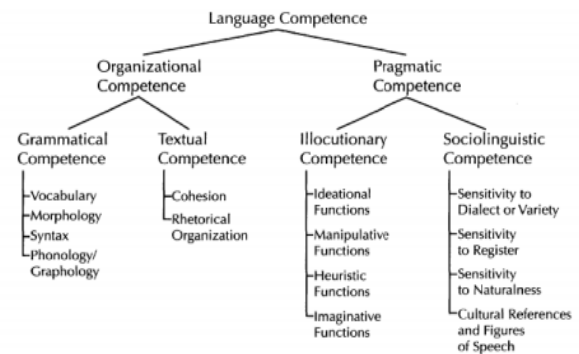


Figure 2: Bachman's Components of Language Competence (1990)

As is evident from Figure 2 above, organizational competence includes elements of the norms that are involved in producing and comprehending language. It is further divided into grammatical competence (i.e. the knowledge of vocabulary, phonology, morphology, and syntax) and textual competence (i.e. the knowledge of cohesion and coherence); the notion of textual competence corresponds to Canale's discourse competence. Pragmatic competence is concerned with "the relationship between utterances and the acts or functions they perform in communicative situations" (Bachman 1990, p. 89). In Bachman's model, pragmatic competence comprises illocutionary competence and sociolinguistic competence. In a modified version of this model by Bachman and Palmer (1996), illocutionary competence is labelled 'functional competence'. It refers to the intended meaning of the speaker; the ability to understand the meaning behind the literal words. This competence refers to the knowledge of four language functions: ideational, manipulative, heuristic, and imaginative. The ideational function is concerned with the use of language to express or exchange information about ideas, thoughts, and information. The manipulate function refers to the use of language to affect

the behavior and attitude of the listener(s). The heuristic function involves the use of language to extend our knowledge of the world around us, for instance, when using language for teaching and learning, for solving problems. Finally, the imaginative function enables language users to create an imaginary world for humorous or aesthetic purposes like figures of speech, poetry, or jokes (Bachman and Palmer 1996, pp. 69-70). Bachman and Palmer (1996) point out that these four language functions do not usually occur solely in utterances; rather, they act in combination in connected discourse. The following quote concludes Bachman's (1990) original views on these four functions and how they are related to sociolinguistic competence:

While illocutionary competence enables us to use language to express a wide range of functions, and to interpret the illocutionary force of utterances or discourse, the appropriateness of these functions and how they are performed varies from one language use context to the next, according to a myriad of sociocultural and discoursal features. (p. 94)

Sociolinguistic competence, on the other hand, as Bachman explains, "is the sensitivity to, or control of the conventions of language use that are determined by the features of the specific language use; it enables us to perform language functions in ways that are appropriate to that context" (94). In other words, this competence enables language users to use language efficiently in accordance with the given sociocultural context and the participants in the same communication. This competence covers sensitivity to language varieties, register, naturalness, and the ability to interpret cultural references and figures of speech.

The second major component of communicative competence in Bachman's framework is strategic competence. As opposed to Canale's and Canale and Swain's models where strategic competence is at the

same level as grammatical competence, Bachman's strategic competence is a major component at the same level as language competence. Bachman illustrates that, unlike previous models in which communicative strategies are necessarily linguistic, his strategic competence is significant because it is at the level of language competence rather than a subdivision of it. That is why it may include non-linguistic strategies. Furthermore, Bachman (1990: 100) confirms that strategic competence is "an important part of all communicative language use, not just that in which language abilities are deficient and must be compensated for by other means."

Bachman's (1990) new model of communicative competence was later slightly developed by Bachman and Palmer (1996). The primary feature in their model is the notion of language ability, which is divided into two broad categories: language knowledge and strategic competence. Language knowledge falls into two categories: organizational knowledge and pragmatic knowledge that work in line to achieve communicatively successful language use. In Bachman and Palmer's model, organizational knowledge includes grammatical knowledge and textual knowledge, and pragmatic knowledge comprises lexical knowledge, functional knowledge, and sociolinguistic knowledge. Figure 3 below shows an outline of Bachman & Palmer's (1996) model and is followed by a brief discussion of the categories of language knowledge.

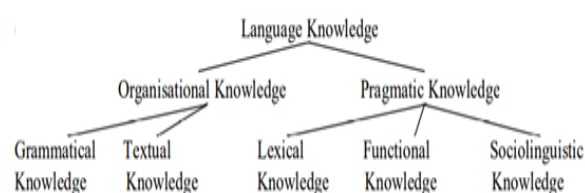


Figure 3: Bachman and Palmer's Model of Language Knowledge (1996, p. 68)

Organizational Knowledge: This category refers to the knowledge of the formal structure of a language that ensures the production of grammatically correct sentences and the sequencing of them to form texts.

Grammatical Knowledge: this subcategory refers to the knowledge of vocabulary, morphology, syntax, semantics and phonology.

Textual Knowledge: this refers to one's know-how to create the cohesion and coherence of discourse.

Pragmatic Knowledge: This is the speaker's awareness of linguistic variations from which he/she can choose to communicate efficiently in different contexts and for different purposes/intentions. As stated by Bachman & Palmer (1996), this type of language knowledge "enables us to create or interpret discourse by relating utterances or sentences and texts to their meanings, to the intentions of language users, and to relevant characteristics of the language use setting" (69). It encompasses the following subcategories:

Lexical Knowledge: is the knowledge of the meaning of words and the ability to use figurative language.

Functional Knowledge: is the knowledge of the relationship between utterances and language users' intentions.

Sociolinguistic Knowledge: is similar to Canale & Swain's sociolinguistic competence.

It is worth noting that Bachman and Palmer's (1996) model treats language knowledge as a separate component from the general cognitive skills involved in language use (i.e. strategic competence), the skills which are better understood as ability rather than knowledge. That Bachman and Palmer's model differentiates between knowledge (which denotes competence) and skills (which denotes proficiency) renders it more rigorous than Canale and Swain's. It also draws attention to a more accurate definition of the concept language ability, a definition that appears to be

more suited to every testing situation; and this stands in contrast to Canale and Swain's view of communicative competence. Another merit of Bachman and Palmer's model is the replacement of the term 'competence' with 'knowledge', which helps avoid any ambiguities that may surround the notion of competence.

3.4 Celce-Murcia, Dörnyei and Thurrell's (1995) Model

A more recent model of communicative competence attempting to capture the true nature and essential components of this competence was proposed by Celce-Murcia, Dörnyei and Thurrell (1995). As is evident from Figure 4 below, this model uses the term discourse competence to refer to the language knowledge required for efficient communication in a given language. This umbrella competence falls into three categories: sociolinguistic competence, linguistic competence, and actional competence. A complementary component to these types of language knowledge is what Celce-Murcia and her associates termed strategic competence.

This model of communicative competence differs from the previous ones in that actional competence is treated as a component of language learning on its own right. It corresponds to Bachman & Palmer's (1990) functional knowledge; however, it has been named differently just to show the authors' different point of view. In the authors' words, "actional competence can be described as the ability to perform speech acts and language functions, to recognize and interpret utterances as (direct or indirect) speech acts and language functions, and to react to such utterances appropriately" (Celce-Murcia et al.,18); that is, pragmatic competence is referred to as actional competence.

Actional competence has two main roles. The first one has to do with performing language

functions. These functions are classified by Celce-Murcia et al. (1995) into seven types: interpersonal exchange, information, opinions, feelings, suasion, problems, and future. According to the authors, this classification is a useful organizational structure and a practical guide for teachers, materials writers, and language testers. The other role of actional competence concerns the interpretation of illocutionary meaning, particularly the intended meaning of indirect speech acts.



Figure 4: Celce-Murcia et al.'s (1995) Model of Communicative Competence

A brief discussion of the components of the communicative competence model developed by Celce-Murcia et al. (1995) is in order here.

Discourse Competence: This term refers to the overall knowledge of and ability to use cohesive devices, well-structured sentences, and appropriate expressions necessary for meeting the requirements of the generic structure of a text as well as the given context. This competence also includes being aware of the amount of coherence needed to achieve a unified effective spoken or written communication.

Linguistic Competence: This competence is parallel to Canale and Swain's (1980) grammatical competence. It involves the basic elements of communication, i.e., the syntactic and morphological knowledge, and all sorts of lexical and grammatical systems needed to recognize communication as spoken or written.

Actional Competence: This refers to the knowledge of speech acts by matching the

linguistic utterances to their intended meaning. To put it simply, this competence enables language users to realize the illocutionary force of an utterance in a given setting.

Socio-cultural Competence: This competence refers to the speaker's knowledge of how to convey messages appropriately within a given social and cultural context of communication in accordance with the pragmatic requirements for variation in language use. For instance, a person is expected to use a formal variety of language when giving a speech in a conference.

Strategic Competence: This involves the knowledge of communication strategies and how to use them. It corresponds to the strategic competence in Canale and Swain's (1980) model of communicative competence. Both emphasize the crucial role of communication strategies in the process of establishing an effective and felicitous exchange of meaning in communication.

It should be noted here that this functional-relational model of communicative competence was refined by Celce-Murcia (2007) who added two more components concept, namely interactional competence and formulaic competence. The former encompasses actional competence and conversational competence; the latter focuses on the importance of routines, collocations, idioms and lexical frames in a discourse.

3.5 Littlewood's (2011) Model

The fifth and last model of communicative competence is the one proposed by Littlewood (2011). The author appears to have drawn heavily on the models proposed by Canale and Swain (1980) and Canale (1983), with the only addition of the component sociocultural competence. As illustrated in the diagram below, the components of Littlewood's model are: (1) linguistic competence refers to the knowledge of phonology, morphology, syntax, and semantics, all of which are often the main focus of L2 learning; (2) discourse competence

concerns the speaker's ability to realize complex ideas in both spoken and written texts, participate well in an interaction, and open and end conversations; (3) pragmatic competence is L2 learners' ability to use linguistic rules to convey and interpret meanings in real-life situations, as well as their ability to overcome difficulties in interaction; (4) sociolinguistic competence has to do with the appropriate use of language in social situations, that is, the use of the formal or informal varieties of a language depending on the type of the occasion, discourse participants, and setting of a given interaction; and finally (5) sociocultural competence is the cultural knowledge and assumptions essential for a successful intercultural communication. The last type of competence is related to psycholinguistic aspects of second language proficiency, the aspects that are not included as a component in Canale and Swain's framework, though important for the communicative efficiency of language use.

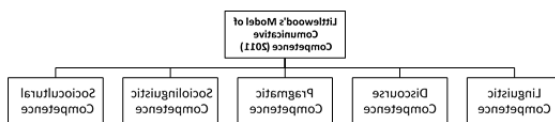


Figure 2: Littlewood's Model of Communicative Competence (2011)

4. Pragmatic Competence in the Models of Communicative Competence

Based on the models of communicative competence discussed above, it is noticeable that the notion of pragmatic competence is not always treated in the same way. In the models proposed by Hymes' (1967, 1972), Canale and Swain's (1980), and Canale's (1983), pragmatic competence is treated as part of sociolinguistic competence. In Bachman and Palmer's (1996) model, it involves lexical, functional, and sociolinguistic knowledge. In other words, in Canale and Swain's (1980) model, pragmatic competence is subsumed under sociolinguistic knowledge, whereas in Bachman and Palmer's (1996) model, it is treated as a major component encompassing sociolinguistic

knowledge. This is of course due to the researchers' different views and interpretations of the essence of pragmatic competence.

In addition, we can notice the inclusion of lexical knowledge as a component of pragmatic competence in the more recent models of communicative competence, which stands in stark contrast to the earlier models proposed by Hymes (1972) and Canale and Swain (1980), who treat lexical competence as a subcategory of grammatical competence. In Celce-Murcia et al.'s (1995) model, the notion of pragmatic competence has been treated as a language knowledge component comprising three subcategories, namely, sociolinguistic competence, discourse competence and actional competence. The introduction of the new notion of actional competence is the main difference between this model and the other ones; however, as argued by Celce-Murcia et al. (1995), actional competence is only capable of addressing speech acts among all several aspects of pragmatic competence. In Littlewood's (2011) model, pragmatic competence has been categorized separately next to other four competences (see Figure 5 above).

The different treatments of the notion of pragmatic competence in the five models in question highlight the difficulties associated with the inclusion of this concept in any model of communicative competence. It is quite hard to decide whether it is pragmatic competence that is part of sociolinguistic competence or vice versa.

5. Pragmatic Competence versus Linguistic Competence

It is necessary to make a distinction between the two notions of pragmatic competence and linguistic competence. Bachman (1990) illustrates the significance of the two in language competence:

Language competence is subdivided into two components, 'organizational competence' and

'pragmatic competence'. Organizational competence comprises knowledge of linguistic units and the rules of joining them together at the level of sentence 'grammatical competence' and discourse 'textual competence'. Pragmatic competence subdivides into 'illocutionary competence' and 'sociolinguistic competence'. (87) The appropriate use and correct interpretation of performative acts (e.g. requesting and refusing) in the TL involves awareness of various types of knowledge (Felix-Brasdefer and Cohen, 2012). These include both linguistic and pragmatic knowledge, which are both essential for effective and efficient communication in the TL.

The interplay of these competences and the impact on language learning have become a fertile territory of inquiry for researchers interested in the area of teaching and learning English as a foreign or second language. Hamidi and Khodareza (2014), for example, investigated the relationship between Iranian EFL learners' language proficiency and pragmatic competence. The findings of the study reveal that Iranian EFL learners with higher language proficiency performed better on the test of pragmatic competence. The researchers concluded, therefore, that EFL learners' language proficiency has a significant impact on their pragmatic competence. Geyer (2007) investigated the grammar-pragmatics interface in Japanese L2 learners' language, focusing specifically on contrastive expressions. The findings of this study indicate that the development of learner's grammatical and pragmatic competence is complex and interrelated.

Each of these two perspectives is grounded in valid foundations, with both being supported by relevant research findings. However, there exist other studies that approached the correlation between linguistic and pragmatic competences from another perspective. Rueda (2006) states that,

Notwithstanding the contradictory character of these two hypotheses, they can be reconciled when considering them under a developmental perspective in which adult L2 or FL learners initially rely on L1 pragmatic transfer and pragmatic universals to communicate linguistic action in the TL, even with a limited command of the TL grammar. As their interlanguage development progresses, their learning task changes and they start figuring out not only the primary functions of the TL grammatical forms they have achieved, but also their secondary meanings, so the order reverses, and form precedes function. (175)

Rueda (2006) further argues that the development of language learners' pragmatic competence should be an integral component in L2 or FL teaching programs from early language proficiency stages. Thus, it can be claimed that language learners can depend on their available linguistic competence to perform pragmatic functions, and as their linguistic level improves, they start recognizing and comprehending different linguistic realizations used to convey pragmatic functions. Thus, both linguistic and pragmatic competences will develop.

Niezgoda and Röver (2001) replicated Bardovi-Harlig and Dörnyei (1998) to explore the relationship between learning environment, grammatical competence, and pragmatic competence in L2 learners. The researchers found that ESL learners viewed pragmatic errors as more serious than grammatical ones, whereas EFL learners perceived grammatical errors as more serious. Moreover, they found that the development of pragmatic and grammatical awareness tends to be affected by the type of learning context.

Neddar (2011) also investigated the relationship between linguistic proficiency and pragmatic competence. On one hand, he argues that language proficiency plays a vital role in the development of pragmatic competence; on

the other hand, he believes that pragmatic mastery does not guarantee efficient communication in the TL. To achieve communicative competence in FL learning, the development of pragmatic competence must go hand in hand with that of linguistic competence. In the terms of Neddar, While developing knowledge and understanding of how the new language works, the learner must also develop an awareness of, and sensitivity to, sociocultural patterns of behavior. It is only skillfully combined linguistic and pragmatic knowledge that can lead to communicative competence in foreign language learning (6).

In sum, the findings of the aforementioned studies do confirm that linguistic competence is an essential factor for the development of pragmatic competence; however, linguistic proficiency, even if high, cannot guarantee pragmatically successful communication in the TL.

6. The Role of Pragmatic Knowledge in English Language Teaching

English is now used as a lingua franca almost all over the world. To be an efficient user of English, it is not enough for L2 learners to have a high level of linguistic proficiency. Pragmatic competence is a *sine quo non* for communicatively successful encounters across a wide range of social settings.

Many studies have demonstrated that L2 learners' pragmatic awareness enhances their ability to communicate appropriately and efficiently with native speakers. It is thus imperative for English language teachers to incorporate pragmatics into their teaching materials in all English language classrooms. As asserted by Felix-Brasdefer and Cohen (2012), "Like phonology, morphology, and syntax, which are necessary for learning a L2, pragmatics should be integrated into the language curriculum from the beginning levels of language instruction" (650). Similarly,

Bardovi-Harlig (1996) advocates the view that instruction on pragmatics can be successful and thus its inclusion in language pedagogy offers opportunity for learners to expand and experience their cultural knowledge and to interact successfully through language.

Kasper (1997) also points out that "The most compelling evidence that instruction in pragmatics is necessary comes from learners whose unsuccessful pragmatic performance is not likely to be the result of cultural resistance or disidentification strategies" (2). In other words, L2 learners fail to carry out successful communication due to their pragmatic incompetence but there are no problems on their linguistic and cultural levels. Rose and Kasper (2001), in their book *Pragmatics in Language Teaching*, provide an overview of studies on teaching pragmatics in both EFL and ESL classroom settings in seven different countries. The authors have cited a substantial amount of experimental evidence that teaching pragmatics, explicitly or implicitly, facilitates learning a great deal of L2 pragmatics. In their own words,

Many aspects of L2 pragmatics are not acquired without the benefit of instruction, or they are learned more slowly. There is thus a strong indication that instructional intervention may be facilitative to, or even necessary for, the acquisition of L2 pragmatic ability. (8)

Bardovi-Harlig and Taylor (2003: 4) state a number of benefits of teaching pragmatics:

Instruction can help learners understand when and why certain linguistic practices take place. It can help learners interpret the input that they hear, in both actual comprehension (what this formula means) and interpretation (how this is used, or what a speaker who says this hope to accomplish).

A classroom discussion of pragmatics is also a good place to explore prior impressions of speakers.

Pragmatics instruction provides the opportunity to discuss the lack of some types of politeness makers in English as well as the presence and function of others that may not be immediately recognizable to learners.

As mentioned earlier, pragmatics, just like other branches of linguistics, is teachable. And as Bardovi-Harlig and Taylor state, "There is no single approach to the teaching of pragmatics. The variety of approaches means that pragmatics can be integrated easily into any classroom whether traditional or communicative" (1). Since the current study is undertaken in an EFL context, it is mainly focused on pragmatics awareness-raising in the classroom. This is one of the effective approaches to teaching pragmatics in L2 settings. As cited in Kondo (2004),

Rose (1994) introduced active video-viewing activities and suggested that an approach using pragmatic consciousness-raising had the distinct advantage of providing learners with a foundation in some of the central aspects of the role of pragmatics, and it could be used by teachers of both native speakers and non-native speakers. (50)

For the development of pragmatic skills, Kasper (1997) suggests some activities that are classified into two types: (1) activities designed for raising pragmatic awareness, such as observation tasks and authentic-based input (e.g. audio-visual media) and activities for offering learners opportunities to practice like role plays, simulations, and dramas. Rueda (2006: 178) mentioned three purposes that teaching pragmatics in an FL classroom should aim to achieve:

1. exposing learners to appropriate TL input;
2. raising learners' pragmatic and metapragmatic awareness about the instructed aspect; and
3. arranging authentic opportunities to practice pragmatic knowledge.

In her attempt to bring pragmatics alongside pedagogy, Bardovi-Harlig (1996) suggests not to "evoke the image of the teacher-centered classroom where the teachers 'tell' and the learners 'receive' the information" (11). She urges, instead, that language learners be helped to increase their pragmatic awareness by listening to interactions, watching for reactions, and exploring what may result from choosing one utterance over another.

7. Conclusion

Based on the discussion above, it can be concluded that pragmatic competence should be treated as an integral component of communicative competence. In the words of Safont Jordà (2005), pragmatic competence is "one of the main components of the global construct of communicative competence" (66). The shared concept among the models mentioned above signifies that communicative competence is not only about knowing the rules of grammar and learning a large number of vocabulary items; it is also about the ability of language learners to use what they have acquired as is required by the pragmatic dynamics of social encounters.

Since pragmatic competence is associated with the awareness of sociocultural values of the community where the TL is spoken, ESL learners are more fortunate with their being immersed in the native society. That is, ESL learners have a better opportunity of having adequate input than do EFL learners. It is this reason why there is an urgent need to help EFL learners compensate for the lack of English-speaking community by teaching pragmatics in the EFL classrooms (Kondo, 2004; Alcon and Martinez-Flor, 2008). EFL teachers need to take into account the socio-cultural aspects of learning English to ensure effective and successful communication in the TL. And learners need to understand these aspects to produce utterances (express various types of speech acts) that are appropriate to various

contexts. Developing the learners' pragmatic ability has to be one of the primary teaching goals. The main purpose of applying a variety of pragmatic activities is to help learners be more fluent and effective communicators in the TL. As Harlow (1990) states, "both teachers and textbooks alike need to emphasize to the learners that language is composed of not just linguistic and lexical elements; rather, language reflects also the social context, taking into account situational and social factors in the act of communication" (348).

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