Foreign Language Teaching and Higher Education in Algeria Reconsidering the Pragmatic Ability as a Teaching Goal

Farida Lebbal
Department of English Language and Literature
University of Batna
Algeria

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ABSTRACT

Over the past few years, important strides have been made toward recognizing the development of pragmatic competence as a less peripheral component of foreign Language proficiency. Current research questions have extended beyond the confines of how important is integrating pragmatics in Language syllabi to addressing issues like what strategies, techniques and kind(s) of instruction should be implemented for a more sustained pragmatic competence. The contribution of the present paper is threefold; First, revisiting the different Pragmatics developmental models that proved thriving and productive in other-than-Algerian Foreign Language contexts. Second, reviewing third year students’ (Department of English and Literature, University of Batna, Algeria) perception of the place the pragmatic objective holds in their oral and written courses syllabi and, finally, making a case for a more pragmatics-oriented language teaching at the university level, not only by an explicit instructed learning but by situating pragmatics at the heart of Foreign Language Teaching.

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