

RELEVANCE OF PRAGMATICS AT B. ED. LEVEL

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In Partial Fulfillment for the Master of Education in English

Submitted By

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DECLARATION

I hereby declare that to the best my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

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DEDICATION

Dedicated

to

My parents who devoted their entire life to make me what I am today.

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ABSTRACT

The present research work entitled “**Relevance of Pragmatics at B. Ed. Level**” was carried out to find out the perception of students and teachers on the relevance of teaching pragmatics at B. Ed. level. I used both primary and secondary sources of data in this study. I purposively selected four campuses – Babai Multiple Campus, Amar Shahid Multiple Campus, Tikapur Multiple Campus and Birendra Multiple campus. Twenty students and one teacher from each campus were selected using non-random judgemental sampling procedure. They were given questionnaires for the collection of primary data. The secondary sources of data were various books, journals and internet sources related to the study. This study shows that majority of the students and teachers found teaching pragmatics as relevant at B. Ed level, in the sense that, it provided the knowledge of understanding language in context. It also helped to develop language skills and has made multi-lingual literacy works accessible. Likewise, majority of the students, i.e., 87.5% thought that pragmatics was essential for ELT students.

This thesis consists of four chapters. Chapter one introduces the study with general background, i.e., importance and scope of pragmatics, key concepts of pragmatics and teaching pragmatics. It further includes the review of literature, objectives of the study and significance of the study. Chapter two deals with the procedure adopted to carry out the research. It contains the information on the source of data, sampling procedure, tools, process of data collection and limitations of the study. Chapter three consists of the analysis and interpretation of the data collected through questionnaires. Chapter four deals with the major findings of the study on the basis of analysis and interpretation of the data. It also deals with some recommendations made on the basis of findings of the study. Finally, chapter four is followed by the references and appendices.

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LIST OF SYMBOLES AND ABBREVIATIONS

%	-	percentage
&	-	Ampersand
B. Ed	-	Bachelor of Education
CUP	-	Cambridge University Press
D.L	-	Diploma Level
EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
e.g.	-	for example
i.e.	-	that is
No.	-	Number
OUP	-	Oxford University Press
p.	-	page
PCL	-	Proficiency Certificate Level
SLA	-	Second Language Acquisition
S.N	-	Serial Number
T.L	-	Target Language
T.U	-	Tribhuvan University
U.N	-	United Nation

CHAPTER-ONE

INTRODUCTION

This is a study entitled "Relevance of Pragmatics at B. Ed. Level." This chapter includes general background, importance and scope of pragmatics, current interests in pragmatics, key concepts of pragmatics, teaching of pragmatics, literature review, objectives and significance of the study.

1.1 General Background

Language is basically a means of communication, through which one can express one's feelings, emotions, ideas, etc. The child learns to communicate within his community, i.e. Tharu child learns his/her language in Tharu community and so do others, from the early stage of his/her childhood but in the scientific age communication within the community alone is not sufficient. It has become necessary to learn some other languages for international communication.

Similarly, the term 'Pragmatics' is the study of language use in a social context. The modern usage of the term pragmatics is attributed to the philosopher Charles Morris, who was concerned with outlining the general shape of a science of signs or semiotics. Within Semiotics, Morris (1938), distinguished three distinct branches of inquiry: "syntactic, being the study of the formal relation of signs to one another, semantics, the study of relations of signs to the objects to which the signs are applicable and pragmatics, the study of the relation of the signs to interpreter" (as cited in Levinson, 1994, p.1).

We cannot really understand the nature of language itself unless we understand pragmatics: how language is used in communication (Leech, 1983, p.1). Here, what he seeks to comment is that pragmatics is a language how the speaker use it in communication. In other words, pragmatics is the study of the way in which language is used to express what somebody really means in particular

situation, especially when the actual words used may appear to mean something different.

Talking of linguistic pragmatics, Green (1996) opines:

(It) is at the intersection of a number of fields within and outside of cognitive science: not only linguistic, cognitive psychology, cultural anthropology and philosophy (logic, semantics, action theory), but also sociology (interpersonal dynamics and social convention) and rhetoric contribute to its domain (as cited in Cummings, 2005, p.1).

Likewise, Yule (2000) says:

Pragmatics is concerned with the study of meaning as communicated by a speaker or writer and interpreted by a listener or reader. It has consequently more to do with the analysis of what people mean by their utterances than what they mean by themselves (p. 3).

Thus pragmatics is the study of speaker meaning. Pragmatic theory of language is concerned with those aspects of meaning as communicated by a speaker or writer and interpreted by a listener or reader which semantic theories can not interpret. As such, the end of semantics is the beginning of pragmatics.

Crystal (2003) defines:

Pragmatics is the study of language from the point of view of the users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on the other participants in an act of communication (p. 364).

What he intends to say is that the user or speaker should have his own choice in using the language in social context. In other words, pragmatics is defined as the study of communicative action in its socio-cultural context. Communicative action includes not only using speech acts (such as apologizing, complaining,

complimenting and requesting), but also engaging in different types of discourse and participating in speech events of varying length and complexity.

In the mean time, Cummings (2005) presents pragmatics as the best mirror of the human mind (p.15). Here what he wants to presents is, pragmatics is the term it can explains the whole identity of a person.

Generally, pragmatics is considered as the study of the principles which account for why a certain set of sentences are anomalous or more possible utterances in different context. In other words, it looks at the use of language according to the context. Bar-Hillel (1954) expresses "pragmatics is the study of languages, both natural and artificial, that content indexical or deictic terms".

From the functional perspective, pragmatics attempts to explain facets of linguistic structure by reference to non-linguistic factors and causes. It is regarded as restricted scope of pragmatics because it is concerned solely with principles of language uses, and has nothing to do with the description of linguistic structure. Pragmatic is concerned solely with performance principles of language use. Likewise, Katz (1977) says:

Pragmatic theories in contrast, do nothing to explicate the structure of linguistic constructions or grammatical properties and relations . . . they explicate the reasoning of speakers and hearers in working out the correction in a context of a sentence taken with a proposition, in this respects, a pragmatic theory is part of performance (p. 19).

From the structural perspective, pragmatics is the study of those relations between language and context that are grammaticalized or encoded in the structure of language. In other words, it is the study of those aspects of the relationship between language and context that are relevant to the writing of grammars. But Gazdar (1979) criticizes that, "Pragmatics has its topics which deal with those aspects of the meaning of the utterances which can not be accounted for by straight forwards reference to the truth conditions of sentences uttered" (p. 2).

Rose and Kasper (2010) define, “Pragmatics as the study of communicative action in its socio-cultural context” (p.2). Though the definition is vague and complex, it provides us an insight that pragmatics is the study of communication in context. The term ‘communication action’ in this definition refers to:

-) Using speech acts such as requesting, complaining, complimenting, etc.
-) Engaging in different types of discourse such as listening to the news on radio, taking part in conversation, giving a speech, listening to an advertisement, reading a novel, and so on.
-) Participating in speech events such as interview, conversation, shopping, teaching, and so on.

In this way, pragmatics studies overall aspects of contextual communication including speech acts, discourse skills and socio-cultural influence on language use. Pragmatics is, therefore, in very general sense defined as the study of meaning in context.

From the definitions given above by various scholars, we can then conclude that pragmatics is the study of the huge range of psychological and sociological phenomena involved in sign system in general or in language in particular. It is the study of relations between language and context that are basic to an account of language understanding.

1.1.1 Importance and Scope of Pragmatics

Pragmatics is an autonomous discipline and it is growing day by day. In this global age, pragmatics is an emerging issue and it covers broader scope.

Pragmatics is so important to understand a conversation or an utterance but it was neglected in the past and has now been able to warrant the attention of linguists so much. So that it is growing everyday.

The scope of pragmatics is much broader than the scope which is taken in the pragmatics used in linguistics today.

Later, this broader scope was specified by Carnap (1938) who emphasized the importance of participant's role in a piece of conversation and tried to distinguish the area of syntax, semantics and pragmatics. To quote him:

An investigation explicit reference is made to the speaker or to put it in more general terms, to the user of the language, then we assign it (the investigation) to the field of pragmatics, if we abstract from the user of the language and analyze only the expression and their designate, we are in the field of semantics. And finally if we abstract from the designate also and analyze only the relation between the expressions, we are in (logical) syntax (as cited in Levinson, 1994, pp. 2-3).

The scope of pragmatics is much more specific today. Linguistic pragmatics takes account of what is not dealt with in semantics. It studies meaning in relation to speech situation and user. It is no longer a philosophical speculation but a discipline that helps us understand linguistic communication. Pragmatics thus bridges the gap in the study of the meaning left by semantics and no doubt, it is very much important in the present context.

1.1.1.1 Current Interests in Pragmatics

Pragmatics in the past was neglected by every field but now it has become an emerging issue and its interest among linguists has been growing day by day. Levinson (1994, p. 35) points out two reasons for this growing interest in pragmatics, historically and generally. According to him:

Historical reason: Pragmatics came as a reaction to Bloomfieldian and Chomskian treatment of language as abstract and discarding meaning from the study of language. General reasons: Language usage is more important from communication point of view and without pragmatics communication cannot be fully understood.

Besides this historical reason for growing interest in pragmatics, there were some general motivations for its development. People thought that pragmatics can affect a radical simplification of semantics. It is because pragmatics can go

into the depth to find out some more meaning hidden behind the literal meaning of an utterance.

Since pragmatics studies language use, it is possible that it can offer functional explanations to linguistic facts. Linguists see a clear connection between language functions and pragmatics. They come with another term, speech act which is related to the use of language and it is an important area in pragmatics. Linguists also tried to explore the nature of conversation such as deixis, ethnography of speaking and conversational analysis, etc.

Thus, in this present world pragmatics is an emerging issue and people have curiosity towards it because without having good knowledge of pragmatics no one can understand the language completely what the speaker wants to express.

1.1.2 Key Concepts of Pragmatics

Pragmatics includes the study of deixis, speech act, implicature, anaphora and presupposition.

1.1.2.1 Deixis

The term 'deixis' is borrowed from the ancient Greek word 'deiktikos' for pointing or indication and has prototypical or focal examples of use of demonstrative structure, first and second person pronouns, tense, specific time and place adverbs like how and here and a variety of other grammatical features tied directly to the circumstances of utterance. In the same way, Crystal (2003) states "Deixis refers directly to the personal, temporal or locational characteristics of the situation within which an utterance takes place, whose meaning is thus relative to that situation. It is analogous to the philosophical notion of indexical expression" (p. 127). In other words, deixis is linguistics from or deictic expression which indicates to show people location or time in the immediate context.

Asher (1994) states "Deixis refers to a particular way in which the interpretation of certain linguistic expression is dependant on the context in which they are produced or interpreted" (as cited in Levinson, p. 853).

There are words actually point to the entity that they refer to. This is known as deixis. Deixis can take its meaning from the context outside or inside the text. Cutting (2008, p. 7).

The above discussion implies that deixis focuses the way in which language encode or grammatical features of the context, utterance or speech events and thus also concerns the way in which the interpretation of utterances depends on the analysis of the context of utterance.

According to Cutting (2008) deixis are of three types:

i. Person deixis

Person deixis means the use of expressions to point to a person, with the personal pronouns 'I', 'You', 'he', 'she', 'it', 'we' and 'they'

- We are not amused
- So you went to Arrah
- They are like this.
- Yet, through he feels so weak and ill.

ii. Place deixis

Place deixis is words used to point to a location, the place where an entity is in the context, as in the demonstrative adverbs 'there', 'here', the demonstrative adjectives and pronouns 'this', 'that', 'these', 'those'.

- They were like this.
- That was great.
- Cos there's another one here.
- Right, we've got forty-nine there, haven't we?

iii. Time deixis

Time deixis is expressions used to point to a time, as in ‘next day’, ‘then’ and ‘now’.

- Next day, how look, the picture shows (pp. 7-8).

1.1.2.2 Speech Acts

It is the lowest sociolinguistic unit. The term speech act was invented by J.L. Austin in 1962 in his lectures published as “*How to do things with words*”. Austin (1962) defined speech act as the actions performed in saying something. Similarly, Richards et al. (2009) defines it as an utterance as a functional unit of communication (p. 3). Hudson (1999) defines speech act as a bit of speech produced as part of social interaction (p. 109). In the same time Crystal (2003) defines speech act as a communicative activity defined with reference to intentions of a speaker while speaking and the effects achieved on a listener (p. 427).

From the definitions given above by various scholars we come to know that when we speak we perform a speech act. In other words, simply saying a piece of meaningful utterance is a speech act.

Austin (1962) has discussed the following three facets of a speech act:

a. Locutionary act

This is called the literal or basic meaning. It is the dictionary meaning of words which is also called propositional meaning or referential meaning.

b. Illocutionary act

It is the intended meaning of an utterance by this the speaker wants the listener to understand the message.

c. Perlocutionary act

This is the effect on the listener. It is the act which takes place as a result of saying something. In other words, it is related to the performance of listener on the basis of the speaker's intentions.

Austin has classified the speech act into the following four types:

a. Constative

Constatives are the propositional acts they impart information about fact. In other words, constative states fact things. They are mainly in the form of statements or questions. For example, it is very cold today.

b. Ethical Proposition

Ethical Propositions are related to values of a moral standard. They have a purpose to guide the behavior of the speakers in a speech community. For example, God is Law, to err is human and to forgive is divine.

c. Phatic utterances

These utterances serve the interpersonal relationship. They are mainly used to establish to maintain and to sum up the conversation. For example, good morning, nice to meet you, good bye, etc.

d. Performative Utterances

Austin has classified the performative utterances into two types: broad and detail.

Austin has classified the performative utterance in broad as follows

a. Explicit Performative Utterance

It is the direct way of saying something. For example, don't go to that Jungle.

b. Implicit Performative Utterance

This is the indirect way of saying something. For example; there are tigers in that Jungle.

Austin has classified performative utterances in detail as follows:

i. Behavitives

The utterances which are related to the matters such as apologizing, congratulating, Blessing, etc are called behavitives. For example, I apologize.

ii. Commissives

The utterances which are related to the matters such as promising, committing, etc are called commissives. For example, I Promise that

iii. Exercitives

These utterances are related to exercising the power, right, ordering, warning, etc. For example, I declare the war, I pronounce husband and wife.

iv. Expositives

These utterances refer to how a person makes his utterance fit into the argument. For example, I argue, I agree, etc.

v. Verdictives

The utterances that give a verdict or a decision are called verdictive. For example, we found him guilty.

Searle has classified the speech acts into the following five types:

i. Representatives

Representatives are those acts which represent or describes on action. For example, stating, describing, telling, concluding, claiming, etc.

ii. Directives

Directives are those act which get the addressee to do something. For example, commanding, suggesting, requesting, questioning, etc.

iii. Commissives

Commissives are those speech acts which commit the speaker's future actions. For example, promising, guarantying, swearing, etc.

iv. Expressives

Expressives are those speech acts which express the speakers' psychological attitudes about congratulating, etc.

v. Declaratives

Declaratives are those speech acts which effects immediate changes in the situation and speakers declaring war, firing from job, etc.

Searle's main focus is on felicity condition. It means that an utterance or a speech act should be according to the situation. For example, if we say "sit down" to a person, he must be standing. Searle (1969) also says that to accomplish the goal of our speech act, the listener must be sincere as well and similarly, the speaker must have power to do so. So, felicity condition includes the situation, sincerity of the listener and power of the speaker.

1.1.2.3 Implicature

Implicature is one of the most important ideas in the field of Pragmatics. Implicature means the act of suggesting that you feel or thing something is true, without saying so directly. On the other hand, implicature can be defined as a conclusion which is not asserted by a speaker but which is nevertheless drawn by the listener on the ground that, if the conclusion were not true, the speaker would have said something different. For example, not many Nepali speaks French. (Implicature: a few Nepali speak French) From what the speaker has said (Not many Nepali speak French), the hearer draws the conclusion 'a few

Nepali speak French'. Since, if this was not true, the speaker would surely have said something different in the first place. In other words, the implicature 'a few Nepali speak French' is not explicit in the utterance but hidden or implied, hence called implicature. Implicature is classified into two types, they are: Generalized and Particularized implicature.

1.1.2.4 Anaphora

The use of word or phrase that refers to or replaces another word used earlier in a sentence, for example, the use of 'does' in the sentence *'I disagree and so does John.'* is known as anaphora. Yule (2009) says, “An anaphora can be defined as subsequent reference to an already introduced entity” (p. 23). Likewise, Crystal (2003) says, “It is a way of making the identity between what is being expressed and what has already been expressed” (p. 24).

From the above definitions what we can say is that an anaphora is the use of word or phrase which refers back to another word or phrase which has been used earlier in a text or sentence.

1.1.2.5 Presupposition

One further significant category of pragmatics phenomena is presupposition, i.e. something that you believe to be true and use as the beginning of an argument even though it has not been proved. In other words, we can say that the act of believing it is true.

Hence, presupposition is assumed to be previously known to the speaker and to the addressee. It is dependent on the background knowledge of the speaker and hearer. Supporting, Yule (2009) “presupposition is something the speaker assumes to be the case prior to making an utterance” (p. 25).

To hold any types of talk or communication speaker and listener are needed. Without speaker and listener no communication can be hold or take place. In communication sometimes the listener understands more than what the speaker

actually wants to express. For example, my daughter studies in nursery class. Here, the listener presupposes that, I have a daughter.

In order to be clearer, we can take another example from Cummings (2005):

Mary kissed John. It can be inferred from this utterance that Mary touched John. Moreover, this inference is generated through the use of the verb 'kissed'. Yet, Mary's touching of John is not a presupposition of the above utterance; it is not an assumption that holds in advance of the production of this utterance. Rather, Mary's touching of John is an entailment of this utterance- if it is the case that Mary kissed John and then it must also be the case that Mary touched John (p. 30).

1.1.3 Teaching Pragmatics

Pragmatics has appeared as a significant part of ELT. Without having good knowledge of pragmatics it is difficult for better understanding of language. Under this heading, I have tried to discuss two subheadings, they are: 'semantics and pragmatics' and 'pragmatics and discourse'.

1.1.3.1 Semantics and Pragmatics

Semantics and pragmatics are the disciplines that are related to the study of meaning. Both semantics and pragmatics study meanings but from different perspectives. Semantics deals with the meaning of an individual word or sentence. It is therefore solely linguistics. Pragmatics on the other hand is interested in how meaning is derived from the context.

Semantics is the study of meaning in language. Though semantics deals with meaning aspect of language it does not concern at all the contextual meaning of language. Semantics is the study of meaning usually of individual words and sentences. It does not go beyond linguistic domain. It does not concern the hidden (i.e. intended and contextual) meaning of an expression.

Following Yule (2006), "Semantics is the study of the meaning of words, phrases and sentence. In semantic analysis, there is always an attempt to focus

on what the words conventionally mean rather than on what a speaker might want the words to mean on a particular occasion” (p. 114).

There are many different approaches to the way in which meaning in language is studied. The linguists have investigated the approaches to studying meaning such as componential analysis, semantic features, lexical field theory, etc.

Hurford and Heasley (1988) say, “Semantics is the study of meaning in language” (p. 1). It is the technical term used to refer to the study of meaning and since meaning is a part of language, semantics is a part of linguistics.

When we read or listen to pieces of language, we normally try to understand only what the words mean, but do not try to understand what the writer or speaker of those words intend to convey. The study of ‘intended speaker meaning’ is called pragmatics. Following Yule (2006, p.112):

Pragmatics is the study of ‘invisible’ meaning, or how when it is not actually said (or written). In order for that to happen, speakers (and writers) must be able to depend on a lot of shared assumptions and expectations. The investigation of those assumptions and expectations provides us with some insights into how more gets communicated than is said.

Pragmatics studies invisible meaning, i.e. meaning which the linguistic components of the words do not carry out is studied by pragmatics. The invisible meaning can be perceived by the language users (i.e. speaker and hearer) only when they share information, style, culture and other aspects of communication due to the lack of shared knowledge and assumption.

Trask (1997) defines pragmatics as, “the branches of linguistics which studies those aspects of meaning which derive from the context of an utterance rather than being intrinsic to linguistic material itself.” Pragmatics is concerned with the study of meaning as communicated by a speaker and interpreted by a listener. Therefore, pragmatics is the study of speaker or producer's meaning.

Semantics and pragmatics are hyponyms of semiotics. Semantics deals with language meaning and pragmatics is the study of those aspects of meaning that crucially involve the context of an utterance. Semantic meaning is something static like competence and pragmatic meaning is something dynamic like performance. Semantics is limited to linguistic context whereas pragmatics deals with both linguistic and non-linguistic context.

Showing the relationship between them, Leech (1990, p. 319) states, "The three logically distinct positions" regarding their relationship. According to him, one of the views maintains that semantics includes pragmatics. This view is called semanticism. The other view maintains that pragmatics includes semantics. This view is referred to as pragmatism. The next view asserts that there is no any whole part relationship between semantics and pragmatics but they are distinct and complementary to each other. This view is known as complementarism.

1.1.3.2 Pragmatics and Discourse

Pragmatics and discourse are two sides of a coin. Both deal with language. Levinson (1994) says, "Pragmatics is the study of those relations between language and context that are grammaticalized, or encoded in the structure of a language" (p. 9). We can say that pragmatics is the study of language usage.

Crystal (2003) says, "Discourse is a set of utterances which constitutes any recognizable speech event. For example, *a conversation, an interview, a joke, etc.* (p.141). What he means is talk of anything and anywhere is known as discourse.

Pragmatics and discourse analysis are approaches to studying the relation of language to contextual background features. Both have much in common and they study context, text and function. Cutting (2008) says:

First, let us look at the context. Both pragmatics and discourse analysis study the meaning of words context analyzing the parts of meaning that can be explained by knowledge of the physical and social world, and the

socio-psychological factors influencing communication, as well as the knowledge of the time and place in which the words are uttered or written. Both approaches focus on the meaning of words in interaction and how inter-actors communicate more information than the words they use. The speaker's meaning is dependent on assumptions of knowledge that are shared by both speaker and hearer: the speaker constructs the linguistic message and infers the meaning.

The second feature that pragmatics and discourse analysis have in common is that they both look at discourse or the use of language and text or piece of spoken or written discourse, concentrating on how stretches of language become meaningful and unified for their users. Discourse analysis calls the quality of being 'meaningful and unified' coherence; pragmatics calls it relevance. Both approaches would take into account the fact that Victoria's words were intended to be seen as relevant to the courtiers' joke and to anything that they should say afterwards.

Finally, pragmatics and discourse analysis have in common the fact that they are both concerned with function: the speakers' short-term purposes in speaking, and long-term goals in interacting verbally (pp. 2-3).

1.1.4 Definition of the Term 'Perception'

Perception is a borrowed term in English from Latin words "Percipere" in 14th century, which means the way people notice things, especially with the senses. According to Robbins (2009, p. 90) "Perception is a process by which individuals organize and interpret their sensory impression in order to give meaning to their environment." On the other hand, perception better describes one's ultimate experience of the individual and typically involves further processing of sensory input. Similarly, Kolasa (1970) says, "Perception is the selection and organization of material which steams from the outside environment at one time or the other to provide the meaningful entity we

experience” (p. 211). Likewise, Newstrom and Davis (1998, p.95) write, “Perception is an individual’s own view of the world. It is the unique way in which each person sees, organizes and interprets things. It gives meaning to information.” In the same time, Luthans (2005) expresses his view that, “perception is a complex cognitive process by which persons make interpretations of the stimulus or situation they are faced with” (p.143).

From the definition given above by various scholars, we can generalize that perception is understanding of how people perceive is needed to understand, predict and manage behavior, people are unique. They have individual difference. Their behavior is based on the perception of what reality is not on reality itself. It is an important determinant of individual behavior it provides individual view of reality. Perception is a cognitive component of human behavior. It is largely learned by individual. Two individuals may perceive the same situation differently. Thus, perception is a cognitive process. It provides a unique picture of the world. Such picture may be quite different from reality as well.

1.2 Review of Related Literature

Pragmatics is a subject that deals with language in context. It has a wider coverage and no discipline and area remain untouched with it. Many research studies on different aspects of pragmatics have been carried out, but my present study is to find out the perception of students and teachers on relevance of teaching pragmatics at B. Ed. level based on attitudinal study. Many attitudinal researchers have been carried out with descriptive findings and recommendations. Among them, I have reviewed some of the research works in my access.

Awasthi (1979) carried out research entitled 'A Study of Attitude of Different Groups of People towards the English Language in the Secondary Schools of Kathmandu District'. The researcher adopted the survey method. He found that the different groups of people had positive attitude towards the English

language and also found the majority of people continuing English as a compulsory subject. Lastly, majority of people did not want English to be replaced by any UN language.

Karki (1989) conducted research entitled 'Attitudes of campus students towards English language' aimed to compare the attitudes of students towards English as foreign language from technical and non-technical institutes. She found that the students of both technical and non-technical institutes of D.L. and P.C.L. have a positive attitude towards English as foreign language.

Bhandari (2007) completed research entitled 'Attitude of B. Ed. students towards learning Compulsory English'. He found that B. Ed. level students have highly positive attitudes towards learning English and they viewed that there should be good correlation between English curriculum of school level and campus level.

Neupane (2008) carried out research entitled 'Relevance of teaching English literature in the compulsory course at secondary level'. She found that literary genres are relevant to the secondary level and also found that stories are the best motivating tools. Lastly, she found that essays, poems, dramas, and short stories can easily develop the four skills.

Acharya (2008) carried out research entitled 'Person and Time Deixis in English and Nepali'. His main objective of the study was to determine Nepali dietic terms and to compare and contrast them with that of the English language. He found out that Nepali is richer than English in Person deixis where as English is richer than Nepali in time deixis.

Lama (2009) completed research entitled 'Spatial Deixis in English and Tamang'. He found that spatial deixis in both English and Tamang have used psychological/emotional proximal and distal deitics but their number is more in Tamang. He also found that English and Tamang have verbs as spatial deitics but Tamang has honorific form of verb as spatical deitics. And lastly, English is richer than Tamang in terms of geographical deictic.

Bohora (2010) conducted research entitled 'Deixis System in English and Bajhangi Dialect of Nepal'. He found different types of Bajhangi deictic expression, and also found out the similarities and differences between English and Bajhangi deictic expression.

Although there are many researchers conducted the research on the perception of different group and level of people towards the English language. And some researchers have carried out the research under pragmatics mostly in deixis; they have completed their study with comparison of two languages by supporting the types of deixis. But this study is completely different from the rest in the sense that no any research has been carried out on perception of students and teachers on the relevance of teaching of pragmatics at B.Ed level.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i. To find out the perception of teachers and students on relevance of teaching pragmatics at B. Ed. level.
- ii. To list some pedagogical implications.

1.4 Significance of the Study

This is the study on relevance of pragmatics at B. Ed. level. No doubt, pragmatics is the emerging issue and a growing discipline and has earned a wider scope. Pragmatics will be useful to language teachers to command over the languages in ELT class. Students can take benefit from pragmatics for better understanding of a language, and it should be updated time to time. It will highly be beneficial to ELT course designers as well.

Similarly, it will be useful to prospective researchers who want to undertake research in pragmatics. It will be one of the reliable sources to verify the wider scope and the importance of pragmatics.

CHAPTER-TWO

METHODOLOGY

I used the survey design in this study. This design enabled me to meet the objectives of the study. The sources of data, sampling procedure, tools of data collection, process of data collection and limitations of the study are specified as follows:

2.1 Sources of Data

I used both primary and secondary source of data to meet the objectives of the study.

2.1.1 Primary Sources of Data

The primary sources of data were the students of B. Ed. second year majoring in English and ELT teachers of related campuses. The samples of the study were eighty four. Eighty students and four teachers from four different campuses were selected and given them a questionnaire.

2.1.2 Secondary Sources of Data

Various books, especially Leech (1983), Levinson (1994), Yule (2000), Crystal (2003), Rai (2003), Cummings (2005), Best and Kahn (2006), Kumar (2006), Yule (2006), Cutting (2008), Rose and Kasper (2010), articles, research studies, internet related to the topic.

2.2 Sampling Procedure

The sampling procedure of my study is mentioned below.

I purposively selected four campuses- Babai Multiple Campus, Gulariya, Amar Shahid Multiple Campus, Rajapur, Tikapur Multiple Campus, Tikapur, Birendra Multiple Campus, Tikapur. I purposively selected 20 students and one teacher from each campus using non-random judgmental sampling procedure.

2.3 Tools of Data Collection

I used a questionnaire in order to collect data for the study. The questionnaire consisted of both open-ended and closed-ended questions.

The students were asked nine questions to find out perception on relevance of teaching pragmatics at B. Ed. level. The first question was asked to students only to test them whether they could differentiate semantics, pragmatics and discourse analysis. The second question was asked to find out the reason behind studying pragmatics at B. Ed. level. Similarly, they were provided two statements from question no. 3 to 5 to find out if pragmatics was important and helpful in developing language skills and aspects. Likewise question no. 6 was asked to find out the attitude on making any multilingual literary works accessible to them. The seventh question was asked to find out the role of pragmatics in making them aware of language in terms of listening, speaking and understanding. The eighth question was asked to find out benefits after studying pragmatics at B. Ed. level. The last question was asked to find out whether pragmatics study bridges the language gap.

The teachers were also asked nine questions to find out perception on relevance of teaching pragmatics at B. Ed. level. The first question was asked to find out the relevance of teaching pragmatics at B. Ed. level. The second question was asked to find out benefits of studying pragmatics. Similarly, third question was asked to find out the role of pragmatics in developing language skills. In the mean time, next question no. four was asked to find out whether semantics and discourse analysis were supporting pragmatics. Likewise, question no. 5, 6 and 7 were asked to find out perception towards pragmatics in terms of understanding, discipline and its scope. The eighth question was asked to find out the role of pragmatics in command over languages. The last question was asked to find out the perception on making any multilingual literary works accessible to them.

2.4 Process of Data Collection

The following procedures were followed to collect primary data:

- i. I frequently went to English Department of each campuses where I asked permission from Department Chief and I visited language and linguistics (Pragmatics) teachers and students of B. Ed. second year.
- ii. Then I built rapport with them and purposively selected needed number of students from each campus.
- iii. Then I made them clear of the purpose and gave clear instruction about questionnaire.
- iv. After that I distributed questionnaires to them.
- v. After they finished filling in the questionnaires I collected them and thank them. It took about 20 days to collect questionnaires.

2.5 Limitations of the Study

- i. The study was limited to four campuses (i.e. Babai Multiple Campus, Gulariya, Amar Shahid Multiple Campus, Rajapur, Tikapur Multiple Campus, Tikapur, Birendra Multiple Campus, Tikapur).
- ii. It was limited to only B. Ed. second year students majoring in English and teachers of language and linguistics (Pragmatics).
- iii. The questionnaire was the only tool for data collection.
- iv. The sample population was only eighty-four.

CHAPTER -THREE

ANALYSIS AND INTERPRETATION

This chapter is concerned with analysis and interpretation of data collected from primary source. The data was collected from the students of B. Ed second year majoring in English and teachers of language and linguistics (pragmatics) at different campuses, like Babai multiple campus, Tikapur multiple campus, Amar Shahid multiple campus, Birendra multiple campus.

The data was collected through questionnaire. There were two different questionnaires for students and teachers. Both sets of questionnaires were contained open and close ended questions (see appendix – I and II).

The analysis and interpretation of the data collected through questionnaire was done differently into two sections.

- a. Students' perception on relevance of teaching pragmatics at B. Ed. level.
- b. Teachers' perception on relevance of teaching pragmatics at B. Ed. level.

First of all, the data obtained was tabulated, analyzed and interpreted by using simple statistical tools such as percentage, tables and pie- charts.

3.1 Students' Perception on Relevance of Teaching Pragmatics at B. Ed. Level

3.1.1 Reasons behind Studying Pragmatics at B. Ed. Level

The students were asked what reasons they had behind studying pragmatics at B. Ed. level. From their responses, it was commonly found that they studied pragmatics because:

-) It deals with how language elements function and how they convey messages while communicating.
-) It helps to know detail information about different languages.
-) It helps to develop language skills.

) It helps to interpret the message what is generally not said in a context.

) It helps to be a good teacher and speaker.

) It has wider scope in linguistics.

3.1.2 Pragmatics in Developing Language Skills

The students were asked whether pragmatics helps in developing language skills or not. They were asked to mention the skills as well. From their responses, all the students (100%) responded that pragmatics develops language skills. According to them pragmatics helped to develop the following skills:

Table No.1
Pragmatics in Developing Language Skills

S.N.	Language Skills	No. of Students	Percentages
1	Listening	3	3.75
2	Speaking	37	46.25
3	Reading	0	0
4	Writing	5	6.25
5	Listening and Speaking	8	10
6	Listening and Reading	0	0
7	Listening and Writing	0	0
8	Speaking and Reading	5	6.25
9	Speaking and Writing	9	11.25
10	Reading and Writing	0	0
11	Listening, Speaking and Reading	2	2.25
12	Listening, Speaking and Writing	3	3.75
13	Speaking, Reading and Writing	0	0
14	Reading, Writing and Listening	0	0
15	Listening, Speaking, Reading and Writing	8	10

Table no. 1 shows that 3.75% of the students realized that pragmatics developed listening skill for language learning. Similarly, 46.25% of the students stated that pragmatics developed speaking skill for language learning. Likewise, 6.25% of the students opined that pragmatics developed writing skill. In the same way, 10% of the students viewed that pragmatics developed listening and speaking skills. Likewise 6.25% of the students expressed that pragmatics developed speaking and reading skills, while 11.25% of the students opined that pragmatics developed speaking and writing skill. Similarly, 2.5% of the students stated that pragmatics developed listening, speaking and reading skills. Likewise 3.75% of the students thought that pragmatics developed listening, speaking and writing skills and 10% of students held opinions that pragmatics developed listening, speaking, reading and writing skills for language learning. None of them thought that pragmatics contributes to the development of reading skill.

3.1.3 Importance of Pragmatics for ELT Students

The fourth question was asked to find out whether pragmatics was important for ELT students or not. The data presented shows the responses of the students:

Figure No. 1
Importance of Pragmatics for ELT Students

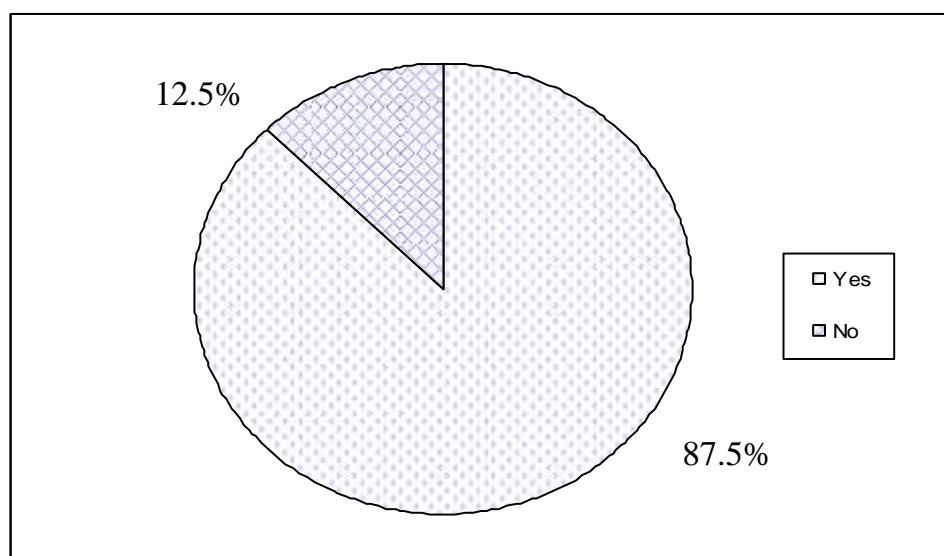


Figure no. 1 shows that 87.5% students thought that pragmatics was important for ELT students and 12.5% students do not think that pragmatics was important for ELT students. Thus, it can be said that pragmatics is more important for ELT students.

3.1.4 Role of Pragmatics in Developing Vocabulary Achievement

In this section, the students were asked whether pragmatics helped them to develop vocabulary achievement in the target language learning or not. The data has been presented as below:

Figure No. 2
Pragmatics in Developing Vocabulary Achievement

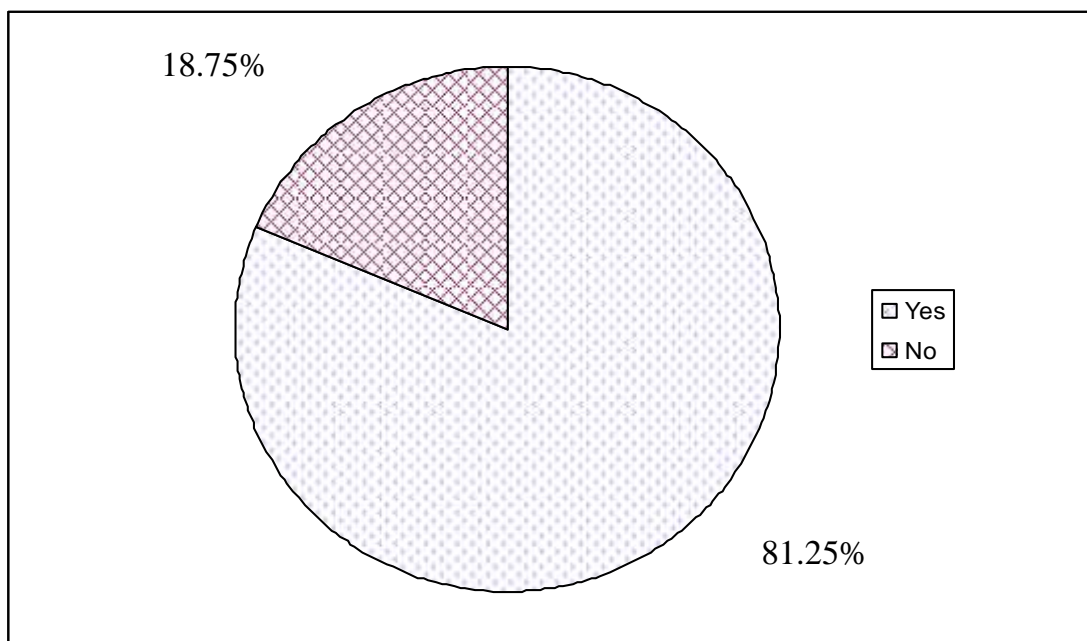


Figure no. 2 shows that 81.25% students expressed that pragmatics developed vocabulary achievement and 18.75% students did not express pragmatics develop vocabulary achievement.

3.1.5 Pragmatics in Making Literary Works Accessible

In this section, the question was asked to find out whether pragmatics study made any literary works accessible to them. Their response can be presented as follow:

Figure No. 3
Pragmatics in Making Literary Works Accessible

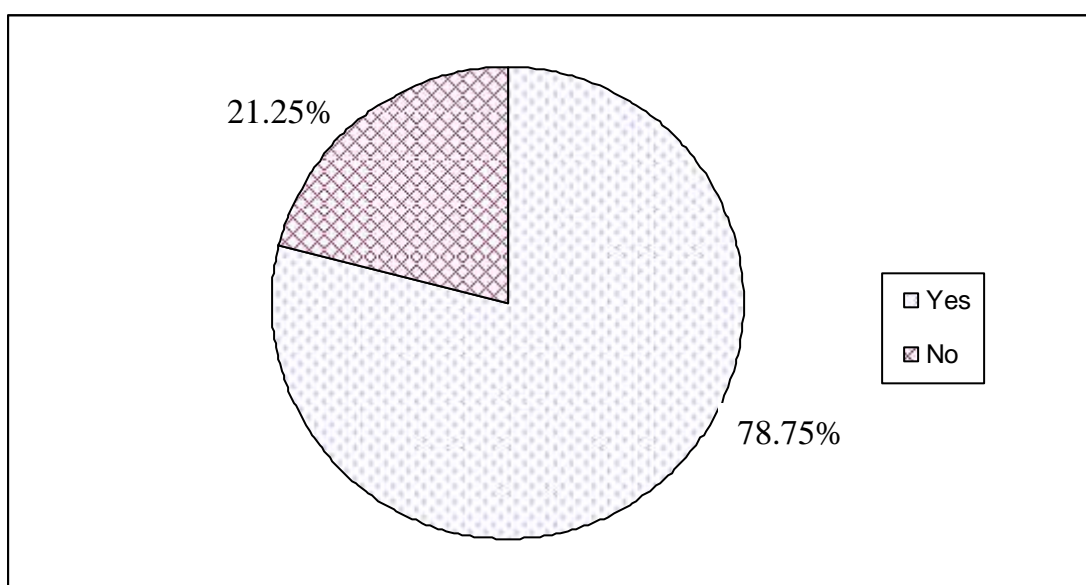
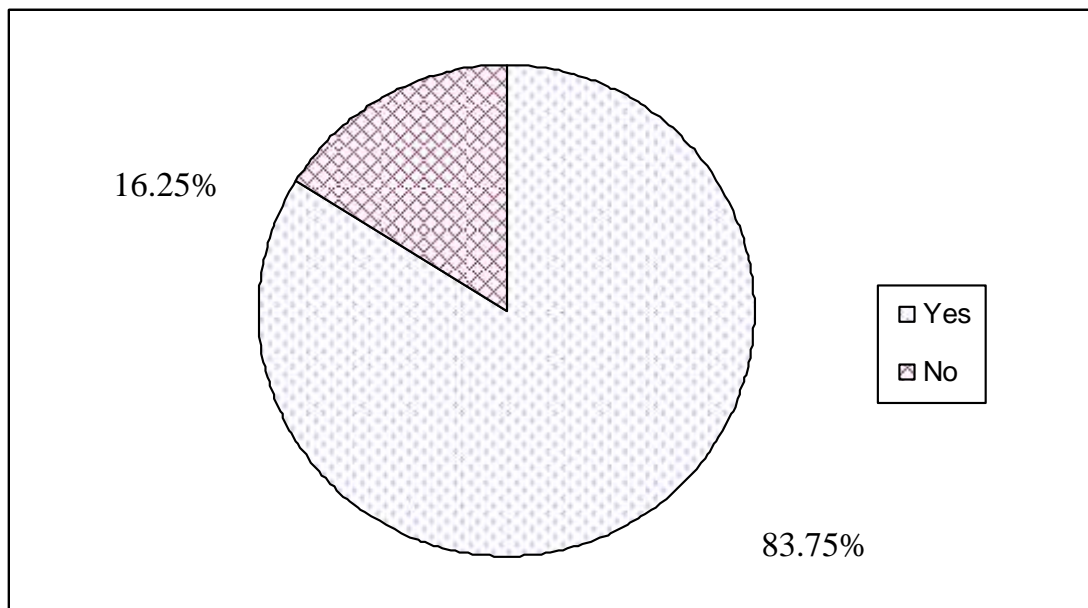


Figure no. 3 shows that majority of the students, i.e. 78.75% realized that studying pragmatics made multi-literary works accessible to them where as a few of them, i.e. 21.25% did not think so.

3.1.6 Role of Pragmatics in Raising Language Awareness

The students were asked whether pragmatics made them aware of language in terms of listening, speaking and understanding. Their responses are presented in the figure overleaf.

Figure No. 4
Pragmatics in Raising Language Awareness



The above figure shows that 83.75% students stated that study of pragmatics made them aware of language in terms of listening, speaking and understanding, whereas 16.25% students did not state so.

3.1.7 Benefits After Studying Pragmatics

In this section, the question was asked to find out whether they were benefited by studying pragmatics at B. Ed. level. The responses are in the figure:

Figure No. 5
Benefits after Studying Pragmatics

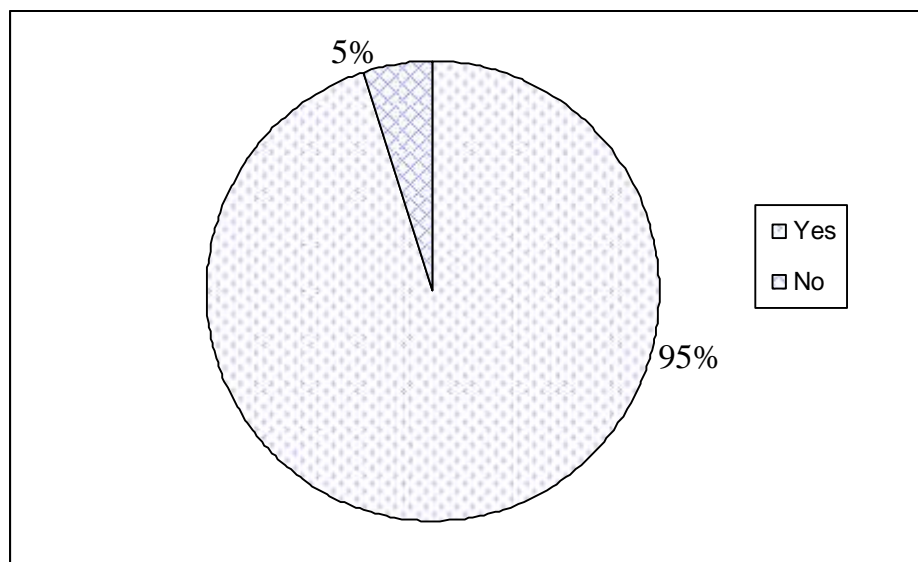


Figure no. 5 shows that 95% of the students thought that they were benefited after studying pragmatics at B. Ed. level. They pointed out the following reasons to support their view:

-) They were benefited in vocabulary achievement, i.e. meaning words and sentences in a context.
-) They were benefited in developing language skills mainly speaking, writing and listening.
-) They were benefited in understanding and interpreting the message which were invisible, intended and contextual.
-) They were able how languages used in different purposes and made communication fruitful.
-) They got clear information in multilingual literary work.

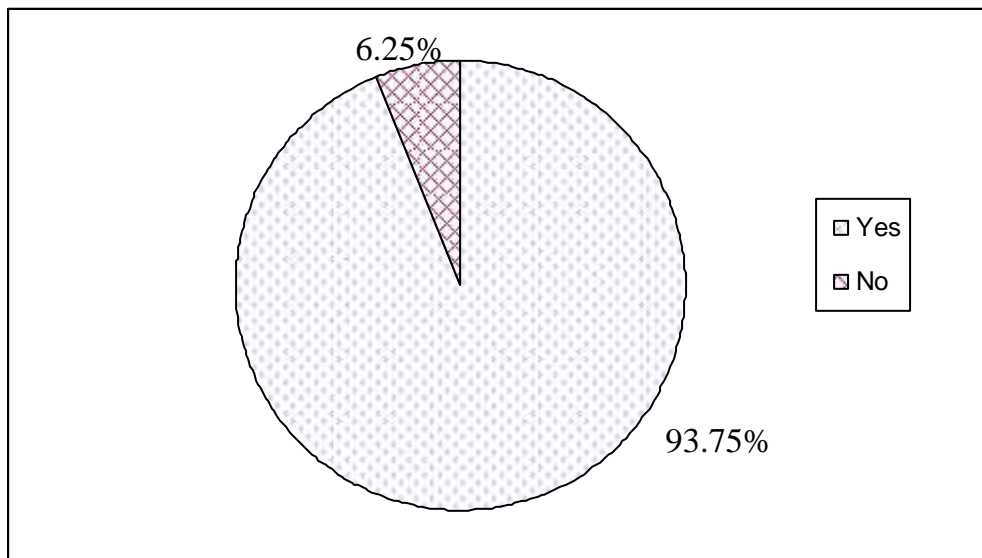
On the other hand, 5% of the students responded that they were not benefited after studying pragmatics at B. Ed. level for the following reasons:

-) Pragmatics has its broader scope but very limited contents were given in B. Ed. level. Limited contents were not enough to make them able to use language according to context.
-) Misunderstanding or misinterpretation of the context created the problems.

3.1.8 Role of Pragmatics in Bridging Language Gap

In this section, the question was asked to find out whether pragmatics bridges language gap or not. Their responses can be presented as follows:

Figure No. 6
Role of Pragmatics in Bridging Language Gap



The above figure shows that the very majority of students, i.e. 93.75% expressed that pragmatics bridges the language gap and only a few students, i.e. 6.25% did not express that pragmatics bridges the language gap.

3.2 Teachers' Perception on Relevance of Teaching Pragmatics at B. Ed. Level

3.2.1 Relevance of Teaching Pragmatics

The first question was asked to find out whether teaching pragmatics at B. Ed. level was relevant or not. All the teachers responded that teaching pragmatics at B. Ed. level was relevant. They gave the following reasons to support their view were as follows:

-) Study of pragmatics involves the interpretation of what people mean in a particular context and how the context influences what was said.
-) Language is never used in a vacuum. So, the teaching of pragmatics helps the learners to know how the messages should be interpreted as per the given context.
-) Pragmatics has broader scope in linguistics and growing discipline.

3.2.2 Benefits of Studying Pragmatics

In this section, the teachers were asked a question to find out whether the students were benefited or not after studying pragmatics at B. Ed. level. From their responses, it was found that all the students were benefited. They have given their reasons as to how students were benefited.

The complete meaning of an utterance cannot be obtained from the mere meanings of the individual words and phrases. After studying pragmatics, the learners know how the context influenced the message to be conveyed and it helped them believe the good interpretation of what was said. They know how we trusted to our language to best fit the occasion we were in and the people who we were talking to. It also provides good knowledge of interlocutors with the sound judgment and obedience of politeness and formality.

3.2.3 Role of Pragmatics in Developing Language Skills

The third question in this section was asked to find out whether pragmatics develops language skills and they were also asked to mention the skill. The data can be presented as:

Figure No.7

Pragmatics in Developing Language Skills

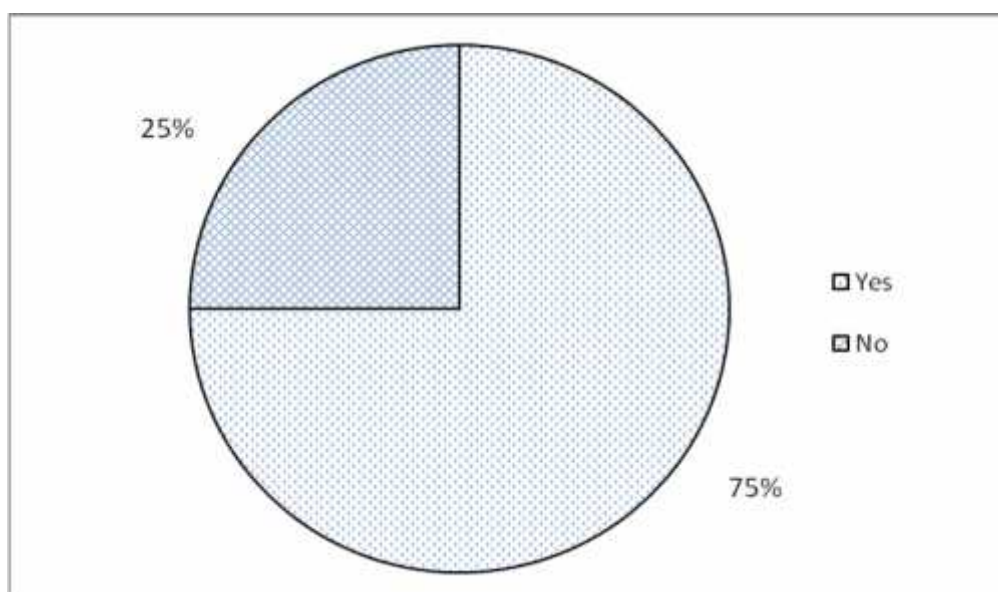


Figure no. 7 shows that 75% of teachers viewed that pragmatics developed language skills whereas 25% of teachers did not view so. The teacher who thought pragmatics developed language skills replied that speaking and listening skills were mainly developed. Thus, the less number of teachers, i.e. 25% thought that invisible and abstract meaning did not play any role in developing any skill.

3.2.4 Semantics and Discourse Analysis in Supporting Pragmatics

In this section, a question was asked to find out whether semantics and discourse analysis were supporting pragmatics or not. All the teachers responded that semantics and discourse analysis were supporting pragmatics. In the same time, without having help of semantics and discourse analysis, the course contents of pragmatics will be incomplete.

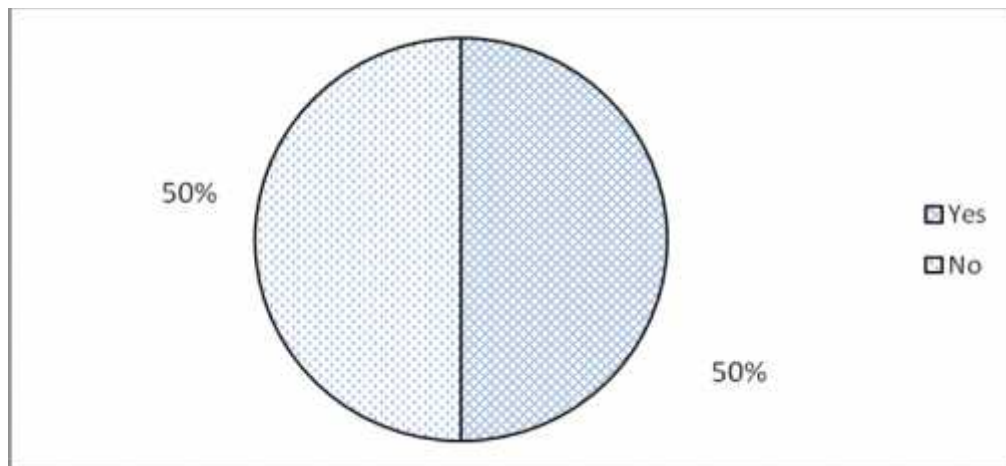
3.2.5 Role of Pragmatics in Bridging Language Gap

In this section, the teachers were asked whether pragmatics bridges the language gap. All the teachers responded that pragmatics can play a vital role in bridging language gaps existed in understanding different languages. They presented some reasons to support their views, i.e. without knowing what types of language structure used in what context, the language learning is never complete. Languages differ in their use, and the study of pragmatics helps to lessen the gaps created by context and culture related factors and facilitates the beautiful use of language.

3.2.6 Pragmatics as an Autonomous Discipline

The sixth question was asked to find out whether pragmatics was an autonomous discipline. The responses are presented in the following figure:

Figure No. 8
Pragmatics as an Autonomous Discipline



The above figure shows that equal number of teachers, i.e. 50% realized that pragmatics was an autonomous discipline. They supported their view with reasons:

-) There are several things in pragmatics. The field of pragmatics must be developed as a separate discipline so that deeper researches can be carried out and new findings can be brought to light.
-) Pragmatics as an autonomous discipline in the sense that it has its wider scope, history and development.

On the other hand, it cannot be an autonomous discipline because it cannot stand without the relation of semantics and discourse analysis.

3.2.7 Expansion of Pragmatics

In this section, the teachers were asked to find out whether the scope of pragmatics was growing day by day. All the teachers responded that pragmatics was growing day by day.

3.2.8 Role of Pragmatics in Command over Languages

In this section, a question was asked to find out whether pragmatics was important to have command over languages. The responses are presented in the following figure:

Figure No. 9
Pragmatics in Command over Languages

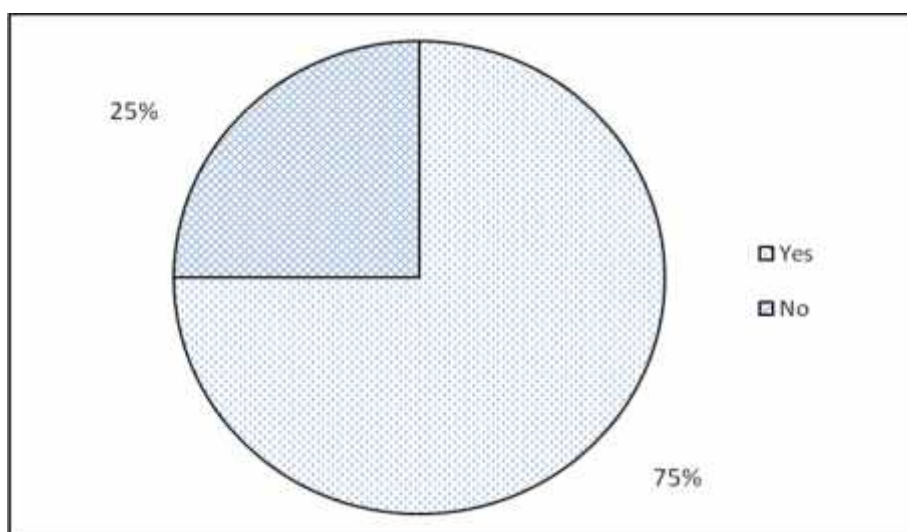


Figure no. 9 shows that 75% of teachers thought that pragmatics was important to have command over languages. They supported their view giving the reasons like- conversation can only take place in context and to make conversation fruitful a person should have good knowledge of pragmatics.

Whereas few of them, i.e. 25% did not think so and said that it does not have any direct functional impact of any communicative exponents. Instead, it studies language from the point of view of the users, i.e. focuses on contextual meaning.

3.2.9 Pragmatics in Making Literary Work Accessible

In this section, the teachers were asked to find out whether pragmatics has made any multilingual literary works accessible or not. According to their response it was found that all the teachers realized that it has made the multilingual literary works accessible.

CHAPTER- FOUR

FINDING AND RECOMMENDATIONS

This chapter deals with the major findings of the research. It also presents with some recommendations based on the basis of the findings.

4.1 Findings of the Study

After the analysis and interpretation of the data collected through questionnaires, the following findings have been derived:

- i. It was found that students study pragmatics at B. Ed. level for the following reasons:
 - a. They studied pragmatics to know the detailed information about different languages.
 - b. They studied pragmatics to develop language skills and to interpret the message what generally is not said in context.
 - c. They studied pragmatics to be a good teacher and speaker.
 - d. They aimed to know how language elements function and how they convey message while communicating.
 - e. It has broader scope in linguistics.
- ii. It was also found that study of pragmatics helps to develop language skills. Students, i.e. 46.25% agreed that pragmatics develops mainly speaking skill in language learners.
- iii. It was found that the majority of students, i.e. 87.5% thought that pragmatics is important for ELT students.
- iv. From the interpretation of data it was found that pragmatics has a great role to play in development of vocabulary in the target language. Since, all the students responded positively towards the role of pragmatics in vocabulary building.
- v. Majority of the students, i.e. 78.75% agreed that pragmatics has made multilingual literary works accessible to them.

- vi. It was found that pragmatics studies play a vital role to raise language awareness in term of listening, speaking and understanding since, 83.75% of the students agreed to this fact.
- vii. It was found that 95% students have been benefited from pragmatics at B. Ed. level in the sense that they understood and interpreted the messages which were invisible, intended and contextual.
- viii. Most of the students, i.e. 93.75% thought that pragmatics bridges the language gap and helps to understand different languages.
- ix. All those who (teachers) completed the questionnaires opined that the relevance of pragmatics was very high.
- x. It was found that 50% of teacher realized that pragmatics was an autonomous discipline.
- xi. It was found that all the teachers who completed the questionnaires were thought that pragmatics can play important role to command over languages.

In conclusion, what can be said is that teaching pragmatics at B. Ed. level is relevant, as the majority of the students and teachers opined that it has a great role in contextual language and also found that it also helps in developing language skills.

4.2 Recommendations

The following are recommendations made on the basis of findings obtained from the analysis and interpretation of the collected data.

- i) Since pragmatics is an emerging issue and it covers the wider scope, it should be introduced in junior level as well.
- ii) Pragmatics at B. Ed. level should be introduced as a course. It should not be limited as a part of another subject.
- iii) Since pragmatics would be important for ELT students, the experienced and trained teachers should only give the chances to handle the class.

- iv) The field of pragmatics is growing day by day, so the students as well as the teachers should have to update to date.
- v) The teachers and the students realized that pragmatics plays vital role to have command over languages. So, it should be focused to separate as an autonomous discipline.

Since there are a very few researches carried out so far in the field of pragmatics in the Department of English Education, T.U., students should be encouraged to carry out further researches in this field.