

The Reception of Pragmatics and Its Advancement Strategies in Algerian Universities

تلقي اللسانيات التداولية وسبل ترقيةها في الجامعة الجزائرية

Nour el Houda Bekairia¹ *

Educational Laboratory and Discourse Analysis
1 Hassiba Ben Bouali University, chlef, Algeria,

n.bekairia@univ-chlef.dz

Omar Bouguemra²

2 Hassiba Ben Bouali University, chlef, Algeria,

dr.bouguemra@gmail.com

Received 26-05-2025 Accepted 12-08-2025 Published. 16-09-2025

Abstract:

The pragmatic képis our Arab scientists since its reaching the linguistics field, considered to be Important actual theories renewing which in constructing not still at its finality. Its reception in subject is considered of great importance with effect in Arabic language didactics support, the difficult role in discourse analysis and communication forms because of effective contribution outcomes of researchers, mainly Algerians, in basing this course and presenting it to the Arab reader, revealing their original view. In other hand, it is of didactics that should be taught to Arabic language student, but its activating from challenges that obstruct linguistics didactic at the Algeria university.

From this point, we remind about important phases of the subject that we will deal with consisting in linguistics concepts correct at a new view, problematic of Arabic reception of the communicative course, working for discourse linguistics teaching at Algerian University according to suffering from lack in its teaching and in getting its effective objectives despite its cognitive extent. When the stud aimed to knowledge reality lack in communicative discourse, in course and terms. The descriptive method by analytic special way that organize research ideas, and the study gave the following results: Insisting on getting important linguistics data, concentrating on linguistics knowledge development for the student, enabling skills keeping them at a high level of analysis and interpretation at communication and use operation.

Keywords: Linguistic course; Pragmatics; Arabic reception; Linguistics reality; Algeria University.

ملخص:

تجذب التداولية اهتمام علمائنا العرب منذ التحاقها ساحة اللغويات، باعتبارها من أبرز مستجدات النظريات الراهنة التي ما زالت طور التشييد ولم يعرف منتهىها بعد، ويعتبر تلقيها موضوعا في منتهى الأهمية له الأثر في دعم ميدان تعليمية اللغة العربية،

* Nour El Houda Bekairia

والدور الخطير في تحليل الخطابات وتفسير أشكال التواصل، وذلك جزاء حصيلة الإسهامات الفاعلة للباحثين ولا سيما الجزائريين في التأسيس لهذا الدرس وتقديمه إلى القارئ العربي كاشفين عن رأيهم الأصيل بخصوصه، ومن جهة أخرى فإنه من المعارف التعليمية التي يتم تلقينها إلى طلاب اللغة العربية غير أن تفعيلها من التحديات التي تعترض سبيل تعليمية اللسانيات بالجامعة الجزائرية.

ومن هذا المنطلق نذكر المحطات الهامة للموضوع التي سنقف عندها والمتمثلة في: تصحيح المفاهيم اللسانية من منظور جديد، إشكالية التلقي العربي للدرس التداولي، العمل على توصيف واقع تعليم اللسانيات التداولية بالجامعة في ظل ما تعانيه من إحجام وإجحاف في مدارسها والعجز عن تحقيق مقاصدها الفعلية رغم سعتها المعرفية، ولما كانت الدراسة تستهدف معرفة الواقع المغيب للتداولية تواصلًا، درسًا ومصطلحًا، غدا المنهج الوصفي بالإجراء التحليلي آلية متميزة تنظم أفكار البحث، ولقد قادت الدراسة إلى النتائج الآتية: الحرص على الإلمام بأهم المعطيات اللسانية، التركيز على تطوير المعرفة اللسانية لدى الطلاب، تمكينهم المهارات وإيصالهم إلى مستوى عال من التحليل والتأويل في ضوء عملية التواصل والاستعمال.

الكلمات المفتاحية: الدرس اللساني؛ التداولية؛ التلقي العربي؛ واقع اللسانيات؛ الجامعة الجزائرية.

1.Introduction:

The Algerian university holds a prestigious position at the Arab, Islamic, and international levels, serving as a vibrant intellectual space where the past is revisited for reflection and the future is envisioned through a strategic lens. This academic institution is distinguished by the diversity and richness of its scholarly output, as researchers engage in authorship and publication across a wide range of scientific disciplines. Since its inception, the Algerian university has consistently undertaken the task of reassessing existing knowledge, persistently striving for intellectual renewal and reclaiming scientific content that has been forgotten or marginalized.

In this context, linguistic research in Algeria (particularly within the framework of university education) has acquired growing importance. Linguistic knowledge, especially in the field of pragmatics, represents a modern epistemological field originally inspired by Western thought, and later integrated into the Arab academic environment, becoming an essential component of contemporary academic training. Hence, this study seeks to examine pragmatic instruction in terms of its structure, formulation, and reception within a regulated educational environment where the roles of students and instructors converge in an interactive pedagogical process.

● Research Problem:

The rapid epistemological developments in the field of linguistics—particularly in its pragmatic and communicative branches—have generated a set of complex problems that require in-depth investigation. Among the most significant are:

- ✓ What are the most effective approaches for developing linguistic instruction in Arab universities?
- ✓ How can a robust and evolving knowledge base be established to support comprehensive linguistic training?
- ✓ What strategies can be employed to improve the reception and comprehension of linguistic and pragmatic knowledge in light of current pedagogical challenges across the Arab world?

● Research Hypotheses:

This study assumes that contemporary linguistics offers a body of concepts and procedural tools capable of analyzing linguistic phenomena based on rigorous scientific foundations. This makes it a solid cornerstone in the academic formation of university students and specialized researchers. However, field practice reveals concrete difficulties in applying these concepts within the university setting—whether in terms of academic guidance or student reception. Therefore, identifying appropriate pedagogical solutions is not a complementary option but an urgent educational necessity. It requires genuine integration into training programs aimed at improving the quality of linguistics education and strengthening scientific research, thereby positively influencing the university learning experience as a foundational phase in developing both linguistic and methodological skills.

● **Research Objectives:**

This study aims to deepen empirical research into **linguistics pedagogy** within Algerian universities, considering that this field represents a dynamic area of knowledge that requires constant adaptation. It also calls for serious attention as an educational content delivered to university students. Accordingly, this research seeks to achieve the following key objectives:

1. Diagnose the current state of linguistic instruction in Algerian universities by identifying the structural and pedagogical challenges facing the subject and its recipients, and propose mechanisms to overcome them.
2. Enhance the quality of training in the field of pragmatic linguistics and restore the prominence of this specialization among linguistic and literary-critical disciplines.
3. Equip students with a substantial and specialized knowledge base in linguistics that takes into account the specificities of the educational context and the challenges it presents.
4. Enable students to apply linguistic knowledge in both their academic discourse and everyday communication, facilitating the shift from passive reception to creativity and practical implementation.
5. Explore viable strategies for improving the pedagogy of linguistics, particularly in departments of Arabic language and the humanities in Algerian universities.
6. Build a deep linguistic knowledge base characterized by functional, social, and cultural dimensions, while ensuring its flexibility for both educational and research applications.

● **Methodology of the Study:**

To fulfill the objectives of this study, two complementary approaches were adopted:

- **Descriptive Methodology:** This approach was employed to observe pragmatic linguistic concepts and analyze their presence within the university educational context.
- **Statistical Methodology:** Used to examine student responses to linguistic subjects, relying on rigorous statistical tools that help extract generalizable and pedagogically relevant results.

2. Understanding the Nature of Linguistics:

Pioneers of modern Western linguistics remained firmly committed to the principle of a strict separation between **LANGUE** and **PAROLE**—a notion that significantly hindered the vitality and forward movement of linguistic research. This separation posed an obstacle to the emergence of more inclusive and holistic linguistic visions and ultimately slowed the progression of linguistic inquiry in interactive directions. For over half a century, it was widely believed that the primary focus of linguistics was to study human language as an orderly semiotic system, independent of the individual speaker and divorced from contexts of use. Meanwhile, **PAROLE** (speech) was marginalized and excluded from research, with scant attention paid to the conditions surrounding it (Zouaoui Mokhtar, 2017, pp. 200–201).

This marginalization has long been questioned by researchers, particularly concerning the rationale behind omitting one of the core components of linguistic phenomena: speech. This

omission has adversely affected the originality of linguistic thinking, misled numerous scholars and learners, and diverted them from viewing language as a living, dynamic activity rooted in cognitive, communicative, and social dimensions.

Despite their divergent orientations, linguists have consistently sought to affirm the epistemological value of linguistic inquiry, given its recognized status within the human and social sciences. In this context, it is essential to recall what Ferdinand de Saussure emphasized when he stated:

«Language is necessary in order for speech to be intelligible and to produce all its effects; but speech is equally indispensable for the establishment of language itself» (Zouaoui Mokhtar, 2017, p. 200).

This perspective makes it clear that the domain of linguistics cannot be reduced to one component at the expense of the other. Rather, the relationship between **LANGUE** and **PAROLE** is one of mutual dependence and complementarity. While **LANGUE** represents the collective repository of lexical items and grammatical rules, **PAROLE** constitutes the foundation of discourse (discourse being formed through the actual use of this linguistic repertoire in varying communicative situations, according to specific strategies. Thus, discourse is the outcome of an individual's ability to use language consciously and effectively) a capacity that varies from one speaker to another depending on their cognitive resources and pragmatic experience (Zouaoui Mokhtar, 2017, p. 214).

In the same vein, Ahmed Meddah defines discourse as:

«Language as controlled by the speaker during use, with the intent of communication and influencing the other» (Meddah, 2004, p. 37).

This definition underscores the necessity of linking linguistic competence to pragmatic competence in the analysis of language practices.

Consequently, linguistics today is defined as the scientific study of natural languages at all levels, grounded in a rigorous methodology based on objectivity, a precise conceptual apparatus, and analytical tools informed by contemporary theoretical frameworks. Ahmed Kaddour affirms this view, stating:

«Linguistics is the scientific, systematic study of language, based on observation, analysis, and objective regularity»(Kaddour, 2001, p. 7).

This methodological foundation has led to the emergence of linguistics as a multidisciplinary field that combines theory and application. It intersects with other domains in the study of language phenomena, including structuralism, generativism, functionalism, pragmatics, and other approaches that have broadened research horizons and enhanced scholarly output. These developments reflect the cumulative and interdisciplinary nature of modern linguistic knowledge.

3. On the Emergence of Pragmatic Studies

Pragmatic linguistics represents one of the most prominent contemporary linguistic trends that emerged in the second half of the twentieth century, particularly during the 1950s. At this time, linguistic studies underwent a paradigmatic shift in their approach to language. The focus shifted from examining purely structural aspects—syntax and semantics—to analyzing the contexts in which language is used, along with the intentions and communicative goals embedded in specific speech situations (Hamdawi, 2015, p. 18).

This shift involved a profound reevaluation of the boundaries of linguistic analysis. No longer confined to internal structures (**SYNTACTIC** and **SEMANTIC**), analysis came to encompass external factors such as the social, cultural, and psychological contexts of both speaker and listener. This evolution gave rise to what is now known as pragmatics: the study of language in actual use. The development of this perspective was fostered by contributions from multiple disciplines, including semiotics, sociolinguistics, cognitive psychology, functional linguistics, and analytic philosophy (Hamdawi, 2015, pp. 32, 36).

The term **PRAGMATICS** itself was first introduced by American semiotician Charles W. Morris in 1938, when he proposed dividing the study of language into three dimensions: syntax, semantics, and pragmatics. He defined pragmatics as the study of the relationship between signs and their users—that is, the relationship between language, speaker intent, and sociopsychological context (Balbaa, 2021, p. 116). This definition laid the theoretical groundwork for what would later evolve into pragmatics as an independent field of inquiry.

However, the real philosophical and linguistic foundation of pragmatics is commonly traced to 1955, when British philosopher J.L. Austin delivered his famous lectures entitled **HOW TO DO THINGS WITH WORDS**, which were later published in 1962. In these lectures, Austin introduced the concept of **SPEECH ACTS** as a framework for understanding how language functions to perform actions in real-life situations (Robuel & Moeschler, 2003, pp. 28–29).

This trajectory was subsequently advanced by thinkers such as John Searle, who further developed speech act theory, and Paul Grice, who articulated the “*Cooperative Principle*” and maxims of conversation, concepts now foundational to contemporary pragmatics.

4. **The Concept of Pragmatics:**

Pragmatics is distinguished by its interdisciplinary openness, making it one of the most diverse and intersecting branches of linguistics in terms of methodologies and concepts. It studies language not as a closed system but as a dynamic communicative tool shaped by context, interacting with speakers' intentions, roles, situational settings, and sociocultural backgrounds. Consequently, pragmatics resists a singular, all-encompassing definition, as conceptual approaches vary according to theoretical and methodological frameworks.

From a semiotic perspective, Charles Morris broadly defined pragmatics as "the branch of semiotics that examines the relation between signs and their users" (Balbaa, 2021, p. 116), thereby extending beyond linguistics into philosophical and cognitive dimensions.

From a strictly linguistic standpoint, François Recanati views pragmatics as "the study of language use in discourse, demonstrating its pragmatic and functional capacity" (Baali, 2016, p. 53).

Meanwhile, Teun A. van Dijk, a pioneer of contemporary discourse analysis, expanded the scope of pragmatics, considering it "the linguistic study of discourse, which must align its objectives with major linguistic theories (particularly syntax and semantics) without neglecting the social and functional dimensions of language." He further asserts that pragmatics examines speech acts, i.e., the communicative functions of utterances (van Dijk, 2000, p. 17).

Karl Bühler's contributions to pragmatics are equally noteworthy, particularly his expansion of language functions to include the appellative function (appeal/influence). Language, in this view, transcends mere information transmission, becoming a tool for persuasion, direction,

and rhetorical impact within communicative interactions—later paving the way for theories of argumentation and pragmatic inference (Mouilhi, 2022, pp. 606–607).

Thus, pragmatics emerges as a discipline concerned with analyzing language in functionally and communicatively oriented discourses. It represents a critical response to earlier formalist approaches by shifting the analytical focus:

- From text to discourse,
- From structure to context,
- From semantics to intentionality.

This paradigm shift was driven by pioneering scholars who established its foundational theories and analytical mechanisms

5. The Objectives of Pragmatics: Toward a Communicative Understanding of Speech Acts:

Pragmatics arose as a modern linguistic approach focused on how language is used in real-world contexts, emphasizing the communicative dimension of speech acts rather than limiting analysis to formal or lexical sentence structures. As a subfield of linguistics, pragmatics redefined language as a functional human activity, shaped by contextual, psychological, and social factors. In this sense, it is fundamentally concerned with the intentions underlying communication, not just what is said, but what is meant within a specific communicative situation.

A key distinction in pragmatics lies between the literal meaning of a sentence and the speaker's intended meaning (pragmatic meaning). This dichotomy traces back to J.L. Austin's (1962) speech act theory, which differentiated:

- ✓ Locutionary acts (the utterance itself),
- ✓ Illocutionary acts (the intended function, e.g., promising, requesting),
- ✓ Perlocutionary acts (the effect on the listener).

John Searle (1969) later refined this framework, classifying speech acts into five categories:

- ✓ Assertives (statements of fact),
- ✓ Directives (requests, commands),
- ✓ Expressives (emotive utterances, e.g., apologies),
- ✓ Commissives (commitments, e.g., promises),
- ✓ Declarations (speech that changes reality, e.g., "I pronounce you married").

While Austin and Searle laid the theoretical groundwork, pragmatics expanded beyond speech acts to study implicatures—unspoken meanings derived from context and shared assumptions. This was developed in H.P. Grice's (1975) theory of conversational implicature, which introduced the cooperative principle and its four maxims:

Quantity,

Quality,

Relation,

Manner.

In addition, pragmatics seeks to answer fundamental questions about speech acts: What are we doing when we speak? What do we really mean? Who is speaking? To whom? Why? How can we say one thing and mean another? These questions are central to understanding actual language use and have been explored by Austin (1962), Searle (1969), Ducrot (1984), and Kerbrat-Orecchioni (1990), among others.

Many scholars have emphasized the importance of context in constructing pragmatic meaning. Discourse comprehension, they argue, can only occur in light of situational and communicative contexts, where meaning is built upon speaker intentions and shared presuppositions rather than linguistic structure alone (Saleh Ghanoua Hassan, 2023).

Pragmatics has also enriched discourse analysis by encouraging researchers to examine not only what is said, but how, why, for what purpose, and with what intended effect on the listener. As such, it has become a vibrant field at the intersection of linguistics, philosophy, psychology, sociology, and anthropology, reflecting its prominent interdisciplinary character.

With the development of pragmatic studies, several subfields have emerged, including:

- ✓ Formal Pragmatics,
- ✓ Cognitive Pragmatics,
- ✓ Sociopragmatics,
- ✓ Indexical Pragmatics.

These branches reflect diverse perspectives on the interplay between language, context, meaning, and users.

6. The Problematics of Studying and Teaching Pragmatic Linguistics in University Settings:

Arab scholars have consistently endeavored to localize Western linguistic theories. Hardly any linguistic theory has emerged without Arab researchers striving to introduce it, contextualize it, and create an academic environment adapted to the specificities of the Arabic language. These efforts aim to advance research and establish a modern Arabic linguistic tradition through intercultural knowledge exchange, all while preserving the vitality of the Arabic language and safeguarding the authentic values of the classical Arab linguistic heritage—a heritage that reflects the deep historical roots of one of the world's most significant cultures.

There is no doubt that pragmatics is among the linguistic paradigms that have flourished in Western academia, expanding its theoretical and methodological currents. Yet, its trajectory has recently shifted, finding a new home within contemporary Arab linguistic studies, where it has been received with increasing interest. In particular, many Arab scholars—Moroccans among them—have played a significant role in transferring this emerging field into Arabic academic contexts, disseminating its key terminology, theoretical frameworks, and practical methodologies to specialized readers and students. Arab universities have thus become crucial in introducing and legitimizing pragmatics as a field of study.

Accordingly, this research focuses on the role of Algerian university professors in teaching pragmatic linguistics and on the ways in which they make this knowledge accessible to students. Given that theoretical perspectives alone are insufficient for drawing comprehensive conclusions—being inherently one-dimensional—it became essential to incorporate a field-based investigation. This study draws on the insights and lived experiences of seasoned professors who are directly involved in teaching linguistics, thereby anchoring the research in the realities of the educational context.

7. Field Study Procedures:

7.1 Research Methodology

Methodological design is one of the foundational steps in conducting any empirical research. Since this study involves data collection, statistical processing, interpretation, and analysis, we adopted a descriptive-analytical approach supported by an inferential-statistical methodology. This mixed-methods design enabled rigorous data treatment and the derivation of accurate and reliable conclusions.

7.2 Study Sample:

The study sample comprised two target groups: (1) university professors who teach general linguistics or closely related courses, and (2) second-year Master's students majoring in Language Education at Abdelhamid Ibn Badis University, Mostaganem.

7.3 Sample Description:

The final sample consisted of 25 out of 30 university professors specialized in linguistics and pragmatics from various Algerian universities. These participants were selected for their subject-matter expertise, with the objective of capturing their scholarly and pedagogical perspectives on pragmatics. The student group included 40 Master's students from the Arabic Language Department at Abdelhamid Ibn Badis University. These students were specifically chosen based on their academic exposure to pragmatic linguistics during their graduate coursework.

7.4 Study Scope and Delimitations:

- ✓ **Temporal Scope:** The research was conducted during the fifth academic semester, spanning from **September 23, 2024**, to **November 10, 2024**.
- ✓ **Geographical Scope:** The fieldwork was carried out in the city of **Mostaganem**, at the **Department of Arabic Language, Abdelhamid Ibn Badis University**.

7.5 Research Instruments:

To enrich the study and ensure comprehensive data collection, we employed three primary research instruments:

- ✓ **Observation:** As a fundamental qualitative research tool, observation allows for direct access to field data and facilitates the documentation of contextualized educational phenomena (Cohen et al., 2007).
- ✓ **Questionnaire:** This instrument was designed to elicit the views of university professors regarding the teaching of pragmatic linguistics in higher education. It included 22 questions, featuring both closed-ended and open-ended items to provide participants with the opportunity to freely express their thoughts.
- ✓ **Interviews:** Conducted with selected students in classroom settings, the interviews aimed to identify cognitive difficulties and gauge students' understanding of key pragmatic concepts, particularly in relation to the "Linguistics and Discourse Analysis" specialization.

A- QUESTIONNAIRE THEMES

The items in the questionnaire were organized into four main thematic domains:

- ✓ **Educational Objectives**
- ✓ **Curriculum Content**
- ✓ **Instructional Methods**
- ✓ **Assessment and Evaluation Strategies**

8. Findings Related to Educational Objectives: Analysis and Interpretation

Educational objectives constitute a central axis in curriculum design, as they guide pedagogical practices and shape learning outcomes (Bloom, 1956). The analysis of professors' responses in this domain yielded the following key findings:

- **Emphasis on Cognitive Objectives:** Most professors prioritized the development of students' understanding of pragmatic phenomena such as communication, speech acts, and argumentation. They highlighted the practical utility of such knowledge in real-life discourse analysis and in uncovering implicit meanings (Mey, 2001).
- **Development of Pragmatic Competence:** Many educators adopted a pedagogical approach aimed at enhancing students' interpretative and inferential skills, including critical reading, textual analysis, reasoning, expression, interaction, and communication (Sperber & Wilson, 1995).
- **Attention to Affective Objectives:** Some instructors sought to cultivate students' cultural awareness and positive attitudes, as evidenced by:
 - An appreciation for the contributions of classical Arab scholars in analyzing pragmatic phenomena (rhetoric, grammar, legal theory, and Qur'anic studies);
 - A recognition of the continuity and relevance of Arabic pragmatic heritage within modern linguistic contexts;
 - Encouragement of a favorable and intellectually open attitude toward contemporary linguistic sciences and their real-world applicability.
- **Neglect of Individual Differences:** A portion of the respondents reported limited consideration for students' cognitive and intellectual variability, which could hinder comprehension of abstract and complex concepts. This finding underscores the need to reassess teaching strategies (Vygotsky, 1978).
- **Lack of Continuous Professional Development:** Several professors expressed concern about the absence of opportunities for ongoing pedagogical training. This gap was identified as a major obstacle to improving teaching practices in a rapidly evolving educational landscape shaped by cognitive and technological transformations (Fullan, 2007).

9. Analytical Recommendations:

Based on the findings obtained, the following analytical recommendations can be proposed:

- Promote the integration of pragmatic approaches in the teaching of linguistics, due to their applied nature and their ability to shift learners from rote memorization toward effective interpretive comprehension.
- Establish an Arab intellectual environment capable of transforming pragmatic knowledge from a purely theoretical construct into a practice with scientific, pedagogical, and functional dimensions that meet societal needs. This aligns with practices in Western contexts, where such theories are actively employed in language education and in the assessment of learners' discursive performance (Crystal, 2003).
- Enhance teachers' competencies through continuous professional development programs focused on how to address contemporary pedagogical variables and raise awareness of the importance of adapting curricula to students' needs.

10. Findings on Educational Content: Observation and Analysis:

The acquisition of scientific knowledge contributes significantly to students' personal development and supports their academic, research, and professional success. The relationship between the learner and knowledge is fundamentally investigative: it is rooted in understanding, construction, and practical application of concepts through the development of tangible skills and competencies.

In this context, interviews were conducted with a group of students to assess their familiarity with pragmatic linguistics. They were asked probing questions to evaluate their knowledge level and background understanding of the subject. These were complemented by interviews with faculty members in order to identify the challenges students face when engaging with this field of knowledge.

Based on the data collected from both groups (students and professors), the following table summarizes the most significant challenges identified:

Table 1: Key Challenges Faced by Students in Pragmatic Linguistics:

Obstacle Type	Frequency	Percentage
Obstacles related to the student's self-development	12	48%
Obstacles related to the nature of the content	9	36%
Obstacles related to the learning environment	2	8%
Obstacles related to the curricula	2	8%

The analysis of these findings reveals that a substantial number of students struggle to understand the content of this discipline, failing to grasp the core principles of pragmatics or how to apply them. These observations highlight the urgent need to provide students with real opportunities to explore this linguistic model, which reflects a communicative approach to

language study and aims to correct misconceptions by emphasizing the discursive dimension of linguistic phenomena.

However, this stands in contrast to the perceptions of some instructors who believe that students possess sufficient command of the subject and can apply its principles effectively. Accordingly, the identified obstacles can be categorized as follows:

A- LEARNER-RELATED CHALLENGES:

- ✓ Many students express frustration or resistance when studying pragmatic linguistics, largely due to its conceptual complexity and its links to multiple disciplines such as philosophy, logic, language, and sociology.
- ✓ A lack of autonomous learning and limited engagement in effective reading practices, alongside a weak capacity to apply pragmatic frameworks in practice.
- ✓ Low levels of classroom participation, lack of enthusiasm, and insufficient preparation before lessons, all of which negatively impact the dynamics of the learning process.
- ✓ Excessive reliance on the professor's input, with minimal personal research or knowledge development, resulting in significant comprehension gaps.
- ✓ The learning environment plays a pivotal role in either supporting or discouraging students—particularly when interactive support mechanisms are absent.
- ✓ Limited interaction and discussion between students and instructors regarding course material, which deprives learners of opportunities for clarification and deeper understanding.

These represent the main internal obstacles that students must overcome in order to effectively acquire and engage with pragmatic knowledge.

B- CONTENT-RELATED CHALLENGES:

- ✓ The philosophical foundations of pragmatics constitute a major barrier to understanding many of its concepts and terminologies, given their roots in complex and often opaque logical and intellectual traditions.
- ✓ An overemphasis on theoretical dimensions at the expense of practical application, despite pragmatics being fundamentally tied to real-world discourse and communication practices.
- ✓ Weaknesses in curriculum design, particularly the lack of methodological clarity in selecting topics appropriate to students' cognitive and academic levels.
- ✓ Unsystematic attempts to relate Arab linguistic heritage to Western pragmatic theories without considering cultural and linguistic specificities, which generates confusion and conceptual inconsistency.
- ✓ Pragmatics, though well-established in Western academia, faces challenges in Arabic studies due to conceptual and terminological instability. The Arabic translation of "pragmatics" varies—*TADĀWULIYYA*, *TAKHĀṬUBIYYA*, *ILM AL-TAKHĀṬUB*, etc.—while inaccurate terms like *DHARĀ'IYYA* and *NAF'ĪYYA* cause semantic fragmentation (Hamdaoui, 2015, p. 6).

This confusion hinders academic adoption. Key works were translated late and inconsistently, often distorting core concepts. Structuralist traditions in Arabic linguistics further limit pragmatic integration. Although some recent efforts exist, they remain fragmented and uncoordinated.

These challenges—both subjective and structural—constitute substantial obstacles that hinder the learning process and impair students' ability to effectively engage with pragmatic studies. They also represent a barrier to developing students' competence in applying linguistic knowledge within academic and social contexts. Addressing these issues requires a

reconsideration of the pedagogical methods and linguistic approaches currently adopted, in a manner that aligns with students' realities and their cognitive development.

C- DISCUSSION OF RESULTS RELATED TO THE FIELD OF TEACHING METHODS: OBSERVATION AND ANALYSIS:

Teaching methods receive considerable attention from educators, as they represent the essential bridge between the learner and the instructional content. It is widely acknowledged that there are pedagogical approaches tailored to suit different types of content and learning contexts. Without question, the instructor's expertise plays a crucial role in the success of the teaching process and in influencing students' academic achievement. In the field of linguistics, the instructor is expected to adopt the most suitable method to present linguistic phenomena in a clear and meaningful manner.

In this light, we sought to examine instructors' proficiency in presenting pragmatics-related content, their ability to employ the most appropriate strategies to enhance linguistic understanding, and their methods for introducing new lessons. This investigation was conducted through in-person classroom observation during instruction, as well as data obtained from a structured questionnaire. The findings are summarized below:

Table 2: Main Stages in Teaching Linguistics:

Teaching Method	Purpose of Implementation
Lecture	Reviewing prior knowledge and introducing new lessons
Explanation	Enriching the learner's knowledge through a distinctive approach characterized by elaboration and simplification.
Discussion	Training learners in dialogue and achieving communicative linguistic competencies
Exploratory Approach	Guiding learners to identify components of new lessons

Classroom observations revealed that most instructors continue to adopt traditional, lecture-centered teaching approaches, heavily relying on explanation. They justified this choice by referencing the students' limited prior knowledge and the expansive nature of the new material, which renders students passive recipients of information rather than active participants in critical inquiry and discussion of complex linguistic topics.

However, the questionnaire responses revealed some divergence among instructors. Some emphasized the need for a logical and structured teaching sequence—beginning with an introductory phase, followed by in-depth explanation not based on dictation but on engaging presentation techniques to capture students' attention. This is followed by group discussions designed to encourage exploration, analysis, and synthesis of ideas, leading to the co-construction of knowledge between teacher and student. This strategy, supported by the

teacher's experience, proves effective in guiding learners toward problem-solving and deeper understanding.

Students should not merely act as passive recipients of linguistic knowledge; they must be active contributors—engaged, inquisitive, and capable of utilizing acquired knowledge in real-life contexts. It can be said that each linguistic topic or phenomenon requires a pedagogical approach tailored to its specific aims and learning outcomes. Pragmatics, for example, aims at analyzing speaker intentions and interpreting encoded meanings within discourse (Balbaa, 2021).

D- DISCUSSION OF RESULTS RELATED TO THE FIELD OF ASSESSMENT:

Assessment is a core and systematic component of any educational curriculum. It involves the collection and analysis of data to determine the extent to which general educational objectives have been achieved. Its role extends beyond diagnosing deficiencies; it also aims to address and remediate them (Souileh, 2021).

From the analysis of responses to the section on assessment methods, the following results emerged:

Formative assessment—intended to gauge students' skills and track their progress in understanding course content, while reinforcing learning through timely feedback and correction—is frequently overlooked by many instructors in linguistics courses. This omission results in diminished student engagement and a superficial understanding of the subject matter, ultimately impairing their academic performance. Linguistics, with its diverse schools and theoretical frameworks, poses significant challenges, particularly for novice learners (Souileh, 2021).

Examinations, as part of summative assessment, are critical for measuring comprehension, knowledge application, and academic achievement in relation to specific learning objectives. In the case of pragmatics, however, students often perceive exam questions as overly complex and difficult to answer. This perception is largely due to their inadequate grasp of linguistic theories and concepts, as well as their incomplete understanding of the subject (Balbaa, 2021).

11. Conclusion and Findings:

Pragmatics possesses epistemic legitimacy as the study of linguistic communication phenomena, aiming to generate mutual influence and interaction. Thus, it rightly merits the designation "the science of linguistic communication." This paradigm has revitalized linguistics by addressing dimensions overlooked by other studies, rendering it indispensable and impossible to marginalize or disregard.

Accordingly, the principal recommendations derived from this study can be summarized as follows:

- **Advancement of Arabic Readers' Linguistic Cognition:**

Updating and enriching the linguistic knowledge of Arabic readers in line with recent research and contemporary linguistic studies.

- **Interdisciplinary Attention:**

Focusing on contemporary issues closely related to pragmatics, which share common research objectives, such as literary criticism, semiotics, clinical psychology, sociology, and interdisciplinary fields connecting linguistics with law and computer science.

- **Practical Utilization of Scientific Knowledge:**

Emphasizing the application of acquired linguistic knowledge rather than mere theoretical acquisition, as the true value of science lies in its practical implementation. Linguistic topics

and methodologies should be activated within real-life contexts tied to society, culture, and intellectual life to achieve practical goals and developmental aims.

- **Bridging Theory and Epistemic Practice:**

Moving beyond theoretical confinement towards applied epistemology in linguistic studies by engaging with other sectors central to linguistic research, notably employing pragmatics to resolve language issues and speech disorders prevalent in societies, particularly within the Algerian context.

- **Integrating Arab Heritage with Western Linguistic Studies:**

Revitalizing Arabic linguistic scholarship through dialogue with Western research traditions, showcasing the achievements of Arab scholars in pragmatics and their contributions to establishing and enriching Arabic linguistic knowledge. This includes diligently uncovering the nuances of pragmatic linguistics within cultural, educational, and psycholinguistic domains.

- **Raising Linguistic Awareness:**

Adapting linguistic knowledge to social realities and everyday life to facilitate better learning outcomes and effective communication with others.

- **Enriching the Academic Curriculum:**

Incorporating conceptual frameworks and procedural mechanisms that support the analysis and interpretation of various discourse types in diverse life situations, by introducing students to a variety of socially and interactively oriented discourse strategies such as argumentation, directive communication, solidarity, and implicature.

- **Enhancing Linguistics Professors' Competencies:**

Developing linguistics instructors' abilities in planning, organizing, critical analysis, theoretical grounding, adaptive and clear presentation of material, and fostering students' analytical skills to convey knowledge effectively and engagingly, thereby motivating students' interest and dedication to the subject.

- **Curriculum Review and Continuous Development:**

Regularly revising selected course contents and continuously renewing and enhancing programs in both form and substance, guided by emerging theories that continue to hold promise within contemporary linguistics. This is crucial to improving assessment outcomes, which constitute a vital component of the educational process.

- **Promoting Arabic Language at the Global Level:**

Elevating the Arabic language to creative and international standards by expanding scientific and scholarly communication, and developing research that reveals Arabic's unique features and capabilities in light of modern linguistic sciences and theories.

- **Demonstrating Arab Success in Linguistic Research:**

Validating the achievements of Arab scholars by steering linguistic research towards embracing the right to intellectual divergence and constructing an Arabic linguistic discourse based on a scientific methodology with its own concepts, subjects, and research tools.

- **Fostering Students' Critical Abilities:**

Encouraging and motivating students to delve deeply into linguistic issues, aiming to transform the reality of Arabic linguistic research through innovation and renewal.

- **Highlighting Assessment and Evaluation:**

Stressing the importance of evaluation processes conducted by linguistics instructors to improve student achievement and develop the educational process.

- **Raising Student Awareness and Encouragement:**

Making students aware of the significance of contemporary linguistics alongside other scientific fields, and encouraging them to specialize in this domain to advance linguistic studies in general, and Arabic linguistics in particular.

● Facilitating Collaborative Learning:

Establishing student groups interested in exchanging knowledge and benefiting from professors' expertise, which motivates students to investigate research issues and find solutions to complex questions raised during discussions, positioning them as central actors in the educational process.

Pragmatics constitutes the cornerstone for understanding language as a living, dynamic communicative phenomenon. Therefore, prioritizing its study and reinforcing research in this field is an academic imperative. The applied scientific approach serves as a key driver for advancing Arabic linguistic studies and fulfilling contemporary society's aspirations for deeper and more effective communication

12. List of references

1. **Austin, J. L.** HOW TO DO THINGS WITH WORDS. Oxford: Clarendon Press. America, (1962).
2. **Baali, Hafnawi.** "Pragmatics... the New Pragmatism: Postmodern Discourse", **AL-NASS JOURNAL** Vol. 1, No. 17, (2016) , p 53.
3. **Belba', Eid.** PRAGMATICS: THE THIRD DIMENSION IN MORRIS'S SEMIOTICS FROM LINGUISTICS TO LITERARY CRITICISM AND RHETORIC: Dar Kunooz Al-Ma'rifa, 2nd ed, Jordan. (2021), p116.
4. **Bloom, B. S.** TAXONOMY OF EDUCATIONAL OBJECTIVES: THE CLASSIFICATION OF EDUCATIONAL GOALS. HANDBOOK I: COGNITIVE DOMAIN. New York: David McKay, (1956)
5. **Cohen, L., Manion, L., & Morrison, K.** (2007). RESEARCH METHODS IN EDUCATION (6th ed.). London: Routledge.
6. **Crystal, D.** ENGLISH AS A GLOBAL LANGUAGE. Cambridge: Cambridge University Press, (2nd ed.), England, (2003).
7. **Ducrot, O.** LE DIRE ET LE DIT, Minuit, Paris, (1984), p40.
8. **Fullan, M.** THE NEW MEANING OF EDUCATIONAL CHANGE New York: Teachers College Press (4th ed.), (2007).
9. **Grice, H. P.** "Logic and Conversation." In SYNTAX AND SEMANTICS, edited by Peter Cole and Jerry Morgan, Vol. 3 SPEECH ACTS, New York: Academic Press, (1975).
10. **Hamdaoui, Jamil.** PRAGMATICS AND DISCOURSE ANALYSIS, Al-Muthaqqaf Library, 1st ed, Morocco, (2015).
11. **Kerbrat-Orecchioni, C.** LES INTERACTIONS VERBALES, Armand Colin Vol. I, Paris (1990).
12. **Mey, J. L.** PRAGMATICS: AN INTRODUCTION.), Oxford: Blackwell Publishing, (2nd ed), (2001).
13. **Mouileh, Soumiya.** "Pragmatics: Essence and Concept." **AL-NASS JOURNAL**, Vol. 9, No. 2, Algeria, (2022). pp. 606–607.
14. **Robuel, A., & Moeschler, J.** PRAGMATICS: A NEW SCIENCE IN COMMUNICATION. Trans. Saif al-Din Daghfous & Mohamed Al-Shaibani, Arab Organization for Translation, Beirut, (2003).
15. **Saleh, Ghinwa Hassan.** (2023). FEATURES OF PRAGMATICS. **AL-BAATH UNIVERSITY JOURNAL – SERIES OF ARTS AND HUMANITIES**, <https://journal.homs-univ.edu.sy/index.php/Arts/article/view/3814> 2025/05/23- 15;34pm.
16. **Searle, J.** RSPEECH ACTS: AN ESSAY IN THE PHILOSOPHY OF LANGUAGE. Cambridge University Press, Cambridge, (1969).

17. **Sperber, D., & Wilson, D. RELEVANCE: COMMUNICATION AND COGNITION.** Oxford: Blackwell, (2nd ed.) America,(1995).
18. **Van Dijk, T. ATEXT AND CONTEXT: EXPLORATIONS IN THE SEMANTICS AND PRAGMATICS OF DISCOURSE.** Trans. Abdelkader Qannini, Africa Orient, Beirut, Lebanon, (2000).
19. **Vygotsky, L. S. MIND IN SOCIETY: THE DEVELOPMENT OF HIGHER PSYCHOLOGICAL PROCESSES,** MA: Harvard University Press, Cambridge (1978).