

PRAGMATIC ELEMENTS IN TEACHING – THE TEACHER’S ROLE & THE LEARNER’S ROLE

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Abstract: Fortunately, when talking about the process of English teaching, learning and using, in most cases, we do not need to start with “unfortunately”. The fact that we are dealing with a significantly large number of variables does not come as a revelation. No matter what happens in the course of the process, there is always something good to learn and use. In spite of this “methodological painkiller”, maximizing the efficiency is determinant. In the practical, very general, day-to-day management of classes, it is said that it is more difficult for a teacher to do something “wrong” than to do it “right”. Nevertheless, taking into account that almost everything counts, teachers’ undivided attention to the process comes as a must. As for the rest, the saying mentioned above is to be understood a little differently. Natural English usage gives of fluency and the impression that English is not difficult to learn and activate. Needless to say that this is a determinant aspect in motivating students be part of the “effort”. On the other hand, artificial, highly mechanized English tends to turn into an ordeal for both teachers and learners.

Keywords: pragmatics; teaching; teacher; learner; class-management; motivation

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