TEACHING PARADIGMATIC POSSIBILITIES IN GRAMMAR OF LANGUAGE-RELATED COMPETENCIES

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ABSTRACT

In this paper we deal about the paradigm, grammatical structure of paradigmatic sentence and the method of teaching paradigmatic possibilities.

Key words: paradigm, Pragmatic competence, 'paradigmatic relation, Pragmatic norms, Paradigmatic contrasts.

INTRODUCTION

In recent years, linguists have become aware of the significance of lexical structure as a means of ascertaining and exploring the organization of concepts in the mind. In science and philosophy, a paradigm is a distinct set of concepts or thought patterns, including theories, research methods, postulates, and standards for what constitutes legitimate contributions to a field. Pragmatics is the way we convey the meaning through the communication. The meaning includes verbal and non verbal elements and it varies according to the context, to the relationship between utterers, also to many other social factors. Use paradigmatic when you're talking about things that are archetypal or representative of some category and you want to sound impressive.

LITERATURE REVIEW AND METHODOLOGY

You'll come across it if you study the subject of linguistics, where "paradigmatic analysis" is one way of analyzing a text, by examining patterns within it. The Greek word for "pattern," paradigm, is the root of paradigmatic. Its dynamic growth makes English an international language that connects people all around the world. As a consequence, English can be regarded as the common focus of all English speakers who do not share a language or a culture. As a matter of fact, English is spoken in different settings and levels of intercommunication. As a result, speakers must know many pragmatic elements in order to avoid inaccuracies and misunderstandings during communication. Such a great usage of English language requires a pragmatic competence which will help all those who speak or learn English as a second language. Thomas defined pragmatic competence as "… the ability to analyze language in a conscious manner." (as cited in Holmes & Brown, 2007, p 524). Pragmatic competence

refers to the ability to comprehend, construct utterances which are accurate and appropriate to the social and cultural circumstances where the communication occurs. Pragmatic competence should be a leading goal for all those who teach English as a second language, which simultaneously represents a challenging task as well.[1] A paradigmatic relation is a relation that holds between elements of the same category, i.e. elements that can be substituted for each other. It contrasts with syntagmatic relation, which applies to relations holding between elements that are combined with each other. The opposition between 'paradigmatic' and 'syntagmatic' relations is an important dichotomy of structuralist linguistics.

The term 'paradigmatic relation' was introduced by Louis Hjelmslev. Ferdinand de Saussure, who established the opposition between the two types of relations in structuralist linguistics, used the term associative relation for what Hjelmslev called paradigmatic relation.[2] Paradigmatic contrasts at the level of sounds allow one to identify the phonemes (minimal distinctive sound units) of a language: for example, bat, fat, mat contrast with one another on the basis of a single sound, as do bat, bet, bit, and bat, bap, ban. Stylistically, rhyme is due to the paradigmatic substitution of sounds at the beginning of syllables or words, as in: ‘Tyger! Tyger! burning bright / In the forests of the night.’

RESULTS AND DISCUSSION

On the lexical level, paradigmatic contrasts indicate which words are likely to belong to the same word class (part of speech): cat, dog, parrot in the diagram are all nouns, sat, slept, perched are all verbs.[4] Successful communication entails much more than following the rules of grammar, having a large lexicon, and speaking in a way that is intelligible to the listeners. What language learners also have to attend to is how meaning is constructed in context. They have to select appropriate language forms depending on the situation and the person they are speaking with. *Pragmatic competence* (sometimes also called pragmatic ability) refers to using language effectively in a contextually appropriate way. People who interact with each other work jointly to co-construct and negotiate meaning depending on factors such as their respective social status, the social distance between them, the place of interaction, and their mutual rights and obligations.*Pragmatic norms* vary across languages, cultures and individuals. They are so deeply intertwined with our cultural and linguistic identities that learning pragmatics norms of another speech community, especially in adulthood, can be quite challenging. This is because culturally appropriate linguistic behaviours in the target language may differ in many ways from those in the first language (or languages). Think about the language and culture you identify with most

closely (it can be your first language or another language that you use extensively in your daily life). If your language is like Russian, German or French, and makes a distinction between formal and informal ways of addressing another person (i.e., ты/вы, du/sie, tu/vous), it may be difficult for you to use informal ways of addressing people of higher status such as your boss, supervisor or professor. Conversely, if your language makes no such distinction and you are learning a language that does, it may be unnatural for you to differentiate the forms of address you use depending on whether you speak to a friend or to someone of a higher social status. Languages also differ in regards to *speech acts*, or utterances that are intended to perform an action, such as apologies, requests, invitations, refusals, compliments and complaints. Think about compliments. How would you respond in your first or strongest language if a good friend complimented you in the following way?

Friend: *"Your hair looks great! Did you just get a haircut?"*
You: **"…?"**

A native speaker of American English is likely to say something along these lines, "Oh thanks, I just styled it differently today. I'm glad you like it." On the other hand, a Russian may say something like, "Oh really? It's a mess. I spent a whole hour this morning trying to style it, and that's the best that came out of it."

CONCLUSION

It is all good if these speakers are interacting with someone of the same language background or someone who is well versed in the pragmatic norms of the same language. But put an American and a Russian together, and the interaction may end in an awkward silence because the compliment was turned down (if it's the Russian responding to the compliment), or a bewilderment at the other person's immodesty (if it's the American who is responding). This and other instances of *pragmatic failure* can cause much more misunderstanding than grammatical or lexical errors. [3]

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