The talk starts with the premise that for many learners, second-language learning means the memorization of lots of vocabulary and lots of grammar rules, possibly without the knowledge of how to make use of this information in actual communicative situations. The talk will consider some teachable but often neglected areas in second-language pragmatics, issues involved in actually providing instruction in these areas, the assessment of the pragmatics that is taught, and strategies for students in the learning and performance of pragmatics.