PRAGMATIC NORMS INTO LANGUAGE

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ABSTRACT

This article is illustrated   pragmatic norms rooted in different kinds of styles and norms. In addition, activities are given for clear understanding.

Today's world where we live in, we bump into new comers everywhere and everytime, for this reason pragmatic should be used in every culture. Moreover, activities rooted in students' language level, materials are used with the help of friends.

KEY WORDS: *pragmatic norms, limited grammatical ability, socio-pragmatic, instructional materials.*

INTRODUCTION

When people run into communication with foreigners, they come across a variety of confusions that make them unexpectedly generate diverse language norms although they think they have adequately learned the target language. In such certain occasions, they stay baffled what to say or how to react to the preconceived context that might result from five known causes of learners' divergence from pragmatic norms (Ishihara and Cohen, 2010). Consequently, they in most cases have to rely on their own speculation about what the speakers of the target language would usually say which is sometimes appropriate or inappropriate in the particular setting. According to Ishihara and Cohen (2010), the five causes are negative transfer of pragmatic norms, limited grammatical ability in the L2, overgeneralization of L2 pragmatic norms, effect of instruction or instructional materials and resistance to using L2 pragmatic norms, the last of which is considered due to learner choice. These problems of pragmatic divergence can be up to an extent tackled with classroom instructions including awareness raising tasks directed to both linguistic focus and socio-pragmatic focus (Cutting, J, 2015).

THE MAIN RESULTS AND FINDINGS

Considering the topic, the two categories, negative transfer of pragmatic norms and limited grammatical ability in the target language may influence learners most. As far as negative transfer of

pragmatic norms is considered, it occurs in situations where the linguistic and cultural norms of the L2 are partly or completely different from those of the L1. Consequently, L1 speakers have to rely on the transfer of behavior same as L1 norms, which causes a misinterpretation and confusion between communicators (Ishihara and Cohen, 2010). This, as mentioned above, can result from unawareness of L2 norms and its culture. For example, imagine an Uzbek learner of Russian is visiting his friend in Moscow. He needs a help from someone to find the address. So, he faces a middle-aged woman and asks "Excuse me aunt, can you tell me …?" which is the usual equivalent of asking from a middle aged-woman in his first language. However, asking in this way causes awkwardness or rejection in Russian and result with the failure of the conversation. As for limited grammatical ability in the L2, "Learners' grammatical control and pragmatic ability are not necessarily on a par with each other. Learners who can understand and produce highly accurate language forms from a grammatical point of view are not necessarily able to use language in a pragmatically appropriate manner. Even if they have flawless control of grammar, they may fail to understand the listener's

intended meaning. Conversely, learners who demonstrate very little grammatical accuracy may still be able to interpret messages as intended and produce pragmatically appropriate utterances" (Ishihara & Cohen, 2010, p.80). However, according

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to Ishihara and Cohen (2010), knowing more linguistic forms helps learners understand better and decipher the intended meaning of pragmatics by using grammatical forms. If one's grammar ability is limited up to an extent lower than advanced, they may partly or hardly make out the intended meanings of advanced structures. For instance, the simple sentence of this request "Could you help me, please" may not be a problem for lower level learners, but this one "I was wondering if you could help me, (please)" may probably. So, if they are unaware of these main challenges of both linguistic and pragmatic norms, they still I think find themselves confused not knowing what the intended meaning of the conveyed message is. These two learners' divergences being exceptionally potential reasons for misconceptions of requesting, learners should experience the versatile variations like real-world situations with the classroom exercises which reflect both language and culture simultaneously.

So as to address the two divergences of pragmatic norms, the tasks given below are designed according to the linguistic and socio-pragmatic norms.

Activities: The tasks help learners differentiate the norms of the L1 and L2 cultures in order to decrease the risk of inadvertent transferring from one culture into the other and get to more acquainted with the target linguistic forms.

Target learners: the students of the language center at "Study Bridge"

Level: Intermediate, upper-intermediate

Type of the instruction: Semi-deductive or semi-inductive – teacher starts the lesson with a enquiry statement about requests, then after a little discussion in L2, he starts with explicit information about pragmatics, then discussion of language and culture. Next, students practice with the activities and produce role-plays.

Outlines for activities

Activity 1: "Review time"

Time: 30 minutes

Aim: to check the students' knowledge about linguistic structures used for requesting and knowledge of pragmatics; to learn new words and phrases used for direct or indirect requests; to perfect their oral performances about requesting

"Can I take your pen for a moment?"
"Could I take your pen for a moment?"
"Would you mind taking your pen for a moment?"

Teacher Directions:

- Start the lesson with these questions referring to the students' belongings.
- Encourage students with your gestures and elicit to answer

- Ask students what type of speech act it is
- Ask students to work in pair and do as you did
- Ask students about types of requests in terms of politeness, directness and formality
- Explain the types in terms of politeness, directness and formality
- Write pre and post phases and words on the board and explain

Student directions:

- Answer the questions of the teacher
- Refer back to the previous lesson about requests
- Tell some variations from your culture
- Work in pairs and practice requesting with your partner
- Write down important phrases and words from the board

Activity 2: Listening to requests from different culture

Time: 20 minutes

Aim: to enhance and strengthen pragmatic awareness and grammar competence as well as listening skill

Student directions:

- Tell the students they are going to listen three short dialogues in different situations
- Link to the site https://m.youtube.com/watch?v=77184l_zQ9U and play the recording
- Facilitate and encourage them to watch and listen attentively
- Play again the dialogue for discussion

Student Directions:

- Watch and listen carefully.
- Make some notes about requests and responses from the video.
- Ask the students what they have just watched and elicit key points.
- Ask them what they wrote down and why they did so.
- Discuss those target forms with the students and pragmatic meanings

Activity 3: Read and analyze

Time: 20 minutes

Aim: to differentiate the pragmatic meaning and grammar forms and get to know pre and post phrases

Teacher directions:

- Divide the students into four groups
- Distribute the handouts and ask the students to compare two dialogues in the handout
- Explain what to do and give clear directions

- Monitor the groups and facilitate them if needed

Student directions:

- Read and analyze these short parts from dialogues in terms of social status, distance and intensity

- Find out whether the requests are direct, polite, formal or not

- Underline the target linguistic forms and pre and post phrases

Handouts

Dialogue 1

Nilufar and Nasiba are Webster University undergraduates and they get on well with each other. Nilufar missed one class last week because she had her own wedding party. Every class of the University is of great importance to all and Nilufar feels sorry for it and asks the class notes of Nasiba. Besides, she also wants Nasiba to give her a brief overview of the missed class.

Nasiba: Hoy, What is up?

Nilufar: Nothing, well. You know I missed one class because of my wedding. Umm, so I want to take your notes of the last lesson. Can I ... ohh no can you give it to me, please?

Nasiba: Mmm, Ok, no problem, would you mind giving it later because I haven't got it with me.

Nilufar: Ok, when you have it, then I can take. Thank you very much, anyway.

Nasiba: Okay. Let's meet later, then.

Nilufar: Nasiba opa! You know because of being absent in class, I don't know umm, how to do the tasks and ...

Nasiba: I see what you mean. You were wondering if I could help you with it, is it?

Nilufar: You bet! Could you ...umm, please?

Nasiba: Possibly, I can give you some directions.

Dialogue 2

Ravshan is in the evening class taught by Dr. Vino from America. She gave an amazing lesson to class. She said that anyone could go and ask any questions regarding the topic if there was any confusions about how to make a language proposal. So, Ravshan missed some points because he was feeling under the weather at that time. Hence, he decides to visit her in her office after class to clarify some points in his proposal. It is the first time for him to talk to Dr. Vino privately.

Ravshn: Good afternoon, Professor Andersen, I was wondering if you could possibly give some feedback what I wrote about my Language Proposal. Because I hardly got what you said in class today for the reason I was under the clouds.

Dr. Vino: Oh, my God. Umm, you know I was just about to go to dinner.

Ravshan: Oh, it is okey, then. Could you do it later after your dinner or ...?

Dr. Vino: Sure, no problem. I can.

Ravshan: Thank you very much. Have a good appetite, then.

Dr. Vino: Thanks a lot. See you

Follow-Up Activities:

1. Make up a dialogue in different situations using the phrases and certain structures from the pervious dialogues , keeping in mind the politeness, directness and formality.

2. Generate a role-play in groups:
   Tom with two students shares one room in the dormitory. Tom is passionate about studying whereas the other two are coach potatoes and always sit in front of Magic box watching movies. This night Tom is hitting the books and preparing for his

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recent exams but his friends are watching TV loudly, which is hindering him from his studies. Tom goes and asks them.

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