

THE EFFECTIVE WAYS OF INVOLVING PRAGMATICS INTO ENGLISH CLASSROOM

Mamajonova Manzura Ne'matjon qizi

manzurawebster94@gmail.com

The teacher of Uzbekistan State World Languages University

Annotation. The importance of pragmatics in second language classrooms has been already proved by numerous linguists. According to Kaiser (2012) teacher should take into account not only language needs but also cultural needs of learners which became real problem of many teachers. In this case applying pragmatic competence into L2 classroom serves to provide learners with awareness of thinking way of native speakers. In order to achieve this, the classroom activities should cover real-life situations requiring students to make up dialogues, role-plays, speeches in mini groups for different situations. This paper presents several ways of using effective strategies to improve pragmatic competence in the process of second language acquisition.

Key words: *pragmatic competence, motivation, L2 (second language), authenticity.*

Recent years pragmatic competence has taken its significant place in the process of acquiring second language. Unfortunately, still most teachers and learners skip it and only emphasize on language skills. However, as Ishihara and Cohen (2010) stated even being advanced level L2 learners fail to produce successful speech in front of native speakers and communicate with them in spontaneous situations. Therefore, improving awareness of pragmatics efficiently increase the effectiveness of the L2 acquisition. It improves learners' motivation simultaneously. Rost (2006) pointed out that motivation also called as "neglected heart" in teaching process as instructors often do not consider that students usually filter every activity through their motivation. It depends on students how effective the lesson will be. Motivation creates desire to learn language and energize them during

activities. Moreover, as Ishihara and Cohen (2010) mentioned providing contradictory situations help learners to avoid overgeneralization and be ready to various situations (p.82). For example, authentic materials which include video materials from TV show, films, sitcoms noticeably helps learners to visualize usage of L2 in real life conditions. Bachman and Palmer (1996) mentioned that authenticity is the essential characteristics of the test of a target language as they represent different situations which are taken from real-life conversations and dialogues. Moreover, such kinds of materials are more beneficial as Thornbury (1999) claimed textbooks are not interesting for learners and they cannot provide the usage of language in real-life context. Cundell (as cited in Yassaei 2012) pointed out that video materials are accepted as the most powerful source. They provide learners with visual presentation of theoretical concepts. One of the effective way of using video material in teaching purposes using different techniques. For instance relying on Harmer's (2007) techniques of using videos and films can be very helpful in this case. Students firstly watch video with closed screen which is covered with some item like newspaper by teacher. Then discuss their guesses about video like its characters, situation, place and problem. After this they watch full video and again discuss their answers. It attracts learners to discussion making it more interesting rather than just watching and discussing video. Additionally, learners can learn the behavior and manner of native speakers through video sources. Brown (2007) stated that the way producing speech differs in terms of nonverbal communication which makes people outstanding and unique. Learners need to master non-verbal communication skills, using appropriate gestures, body language while speaking in front of people in order to achieve native like speech. Apart from speaking and listening it is important to involve other skills like reading and writing in order to achieve higher results as all skills are connected to each other. Besides, learners should be fluent not only in speaking but also in writing to be perfect in L2. The reason of underestimating writing skill is that it is always complicated for learners. Unfortunately, not all teachers gain a patience to teach writing, check their works and provide constructive feedback. However, Ellis (as cited in Ishihara and Cohen

2010) argued that not much attention is given to writing skill and this cause to be unaware of students' writing ability, appropriateness of delivering speech in written discourse. Thus students face myriad of troubles in writing skill. It is possible to make this process fun and not difficult through choosing appropriate material. There is very helpful and reliable recourse which is widely used by English teachers nowadays <https://en.islcollective.com>. This website is really helpful as teachers can also create their video quiz, power point presentations and games from authentic videos and songs. Here teacher can find necessary reading material according to the topic. Of course, learners need some instructions before practice in terms of writing topic or teacher can use inductive method which requires learners to understand new theme through practice by themselves. Both ways are effective if they are used taking into consideration learners' level, interests, ability. After reading task learners need to write paragraph based on reading text. Logical connectivity of activities makes lesson more productive. It is better to start practicing with short paragraphs to make ready learners to become used to practice writing without difficulty. The effectiveness of learning pragmatic behavior is proved by Kumaravadivelu (2002). He stated that in the classroom some non-native students in target context may behave themselves inappropriately. However, it is possible that it may be proper in their context. For example, the way of making compliment, apologizing, asking something, responding seems as a simple task but in practice not all L2 learners can make it successfully. These kinds of speech acts can be acquired through pragmatic awareness. This proves why it is essential to apply activities which improve pragmatic competence in SLA.

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