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PLANNING SPEECH ACT LESSONS USING A LINGUOPRAGMATIC METHOD WITHIN THE CONTEXT OF LANGUAGE THEORY

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ABOUT ARTICLE

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Abstract: The theory of language in the modern linguistic context differs from the traditional one in that the modern linguistic context implies a discussion of cultural aspects in language teaching. This article examines the theory of language (functional linguistics) within the framework of a linguopragmatic approach, which involves the establishment of several sources for collecting authentic information in order to organize classes from the point of view of a specific communicative situation, taking into account different social contexts and cultures, consider how, within the framework of language theory in a modern linguistic context, it is possible to structure authentic materials with points of view of the expression of refusals.

INTRODUCTION

In this article, we will consider how, within the framework of language theory in a modern linguistic context, it is possible to structure authentic materials from the point of view of expressing refusals. For this purpose, it is necessary to touch upon the following points for structuring classes.

– the choice of speech acts for a thorough discussion. In our case, this is an expression of refusals.

– determine the purpose of classes. Within the framework of the discussion, the "expression of refusals" can be developed both receptive (listening and reading) and productive (writing and speaking). For example, if students read a certain text where they perform tasks related to the recognition and analysis of speech acts, these attempts are aimed at developing receptive skills. If

students demonstrate through role-playing games how a particular speech act occurs between the addressee and the addressee from the point of view of a certain culture, then these efforts are aimed at developing production skills.

– determination of factors for the analysis of speech acts. Such factors include communicative functions (n.p., when, for what and in what authentic situations refusals are used), grammatical structures (n.p., which grammatical categories are often used when expressing refusals in a particular culture), semantic structures (n.p., which words and special phrases are often used when expressing refusals in one culture or another).

– what kind of infrastructure will be required for the organization of classes (n.p., handouts, authentic films, a projector, etc.).

– communicative assessment of receptive and productive skills of students regarding the use of speech acts of expressing refusals.

MATERIALS AND METHODS

It should be noted that in the process of structuring speech acts, the transition from linguistic competence to sociolinguistic and pragmatic competence is important. The theory of language in the modern linguistic context differs from the traditional one in that the modern linguistic context implies a discussion of cultural aspects in language teaching. At the same time, it discusses how a particular culture defines the rules for syntax, semantics, grammar and stylistics. Let's look at one example, comparing Chinese culture and Western culture (using the example of the USA) in the context of expressing refusals.

One day, a Chinese woman who worked as a teacher in the USA invited her Chinese colleague, who also works in the USA, to her home, saying "We'd like to invite you to our home sometime soon (we'd like to invite you home in a blissful time). To this proposal, she replied: "That'll be great!" (it would be great!), as everyone does in English-speaking countries. However, the Chinese woman who invited frowned after this response from her colleague. The fact is that, according to Chinese customs of expressing refusals, a person must refuse two or three times before accepting an invitation. The Chinese woman who invited, knowing about her colleague's Chinese roots, expected that she would do exactly as they do in China [6. p.195].

From this example, it can be concluded that even if people communicate in English, their communicative behavior is expected to conform to the norms of the culture that the addressee and the addressee share. Consequently, the theory of language in the modern linguistic context turns its attention to culture (linguopragmatic aspect), which coordinates linguistic rules during communicative interaction. This linguistic-pragmatic aspect should be structured and integrated into the lesson plan (Second Language Acquisition classes) within the framework of modern pedagogy.

When the curriculum is structured from the point of view of the integration of the linguopragmatic approach, the strategies (language learner strategies) are also highlighted, which should be taken into account in the educational process. The sources of such strategies include, for example, the collection of empirical information through observation and interviews on the subject of how certain speech acts are performed in a particular linguistic community (n.p., the expression of refusals among colleagues, to refuse a person, senior status, etc.). When collecting this information, it is necessary to pay attention to the fact that what they say, how they say it (tone, choice of language structures), and what paralinguistic features manifest themselves when expressing refusals.

The second way to collect information for the organization of classes within the framework of the linguopragmatic approach is the implementation of cross-cultural analysis. Within the framework of this analysis, attempts will be made to find those communicative nuances that are considered "normal" (appropriate) in the native language, depending on different circumstances. Further, what was found in the native language must be compared to understand what is the norm (what kind of communicative behavior) in the same situation that was analyzed in a non-native language. In this analysis, those words/phrases that are used and considered the norm can also be considered. For example, when expressing a refusal in Uzbek to an elderly person, the one who refuses will not use words that express the refusal itself. In English, this refusal is expressed using those words that directly express the refusal.

Another source of collecting material for organizing classes within the framework of the linguopragmatic approach is the observation of a native speaker regarding his/her communicative behavior when expressing refusals in different social situations. At the same time, it will be necessary to pay attention to the following points of linguopragmatic analysis. Firstly, the seriousness of the situation in which the refusal is expressed. That is, exactly which situations cause rejection and between whom. Secondly, the social status and social distance between those people among whom rejection occurs.

A review of the literature on speech acts of expressing refusals is another source of information collection. Such literature can be available both in electronic and printed form. This literature can also include authentic letters/emails. Let's look at some examples of emails in English. These letters are available on the Internet and can be used to structure classes (pragmatics lesson-planning) within the framework of a linguopragmatic approach.

Example #1.

Refusal letter to the candidate to accept a job in English [2].

[Month Day, Year]

[Name of Applicant]

[Street Address]

Dear Mr./Ms/ [Applicant last name]:

Thank you for your interest in the [name of position] at [company name]. We interviewed a number of qualified candidates and have unfortunately decided to proceed with other applicants who more closely fit our needs at this time.

We appreciate you taking the time to submit an application and come in to meet our team. We wish you the best of luck in your job search and thank for your continued interest in our company.

Sincerely,

[Name of sender]

[Sender's title]

[Company name]

RESULTS AND DISCUSSIONS

Within the framework of the theory of language in the traditional linguistic context, the main attention was paid to the analysis of linguistic factors. For example, the structure of the letter was analyzed (for example, the introductory part, the main part, the final part), the use of cliches (stable phrases such as "we appreciate", "thank you for your interest") and the like. It was noted that these factors play a huge role in language learning, but, nevertheless, they were not analyzed within the framework of the cultural characteristics of the native and foreign languages. This, in turn, did not allow students to study the language from the point of view of its authenticity, more precisely, how a certain social phenomenon is actually transmitted through language. That is, how a certain pragmatic phenomenon occurs in a particular language through language. For this purpose, let's look at the same example (i.e. a rejection letter to a candidate to hire) in Russian.

Пример №2.

Отказное письмо кандидату принять на работу на русском языке [1] .

Добрый день, Ирина Анатольевна!

Большое спасибо за Ваш интерес к нашей вакансии.

К сожалению, в настоящий момент мы не готовы сделать Вам предложение.

Мы внимательно ознакомились с Вашей кандидатурой, и, возможно, рассмотрим ее, когда у нас возникнет такая потребность.

Надеемся, что в самое ближайшее время Вы сможете себя реализовать на работе в другой компании.

С уважением, Горбунков А.И.

19.06.2019 г.

As you can see, in both languages there are certain standard phrases (cliches) that convey the meaning in the official form. Similar phrases include: - «Большое спасибо за Ваш интерес к нашей вакансии» и «Thank you for your interest in the [name of position] at [company name] »;

- "We hope that in the very near future you will be able to realize yourself at work in another company" and "We wish you the best of luck in your job search and thank you for your continued interest in our company".

It can be seen that standard phrases are mainly used in the introductory and final parts of the rejection letter. At the same time, the main part of the letter is expressed in different ways, where linguistic and pragmatic differences manifest themselves. Language learners, having studied these standard phrases, cannot correctly write the main part from the point of view of cultural and pragmatic features of the Russian and English languages. So the literal translation of the Russian sentence:

"Unfortunately, at the moment we are not ready to make you an offer. We have carefully read your candidacy, and perhaps we will consider it when we have such a need."

«Unfortunately, at present we are not ready to make you an offer. We carefully considered your candidature, and probably, will consider it when such a necessity arises for it».

It sounds rude and inauthentic, since in English it would be pragmatically correct to express a refusal without pointing to "You" (i.e. "we are not ready to make you an offer"). While in Russian the word "You" (with a capital letter) shows respect, in English such an indication of "You" can be rude in this pragmatic context. Therefore, in English, this refusal is expressed as follows: "We interviewed a number of qualified candidates and have unfortunately decided to proceed with other applicants who more closely fit our needs at this time."

It is also interesting to consider how such a refusal in a similar situation occurs in the Uzbek language. It should be noted that during our research, we could not find authentic materials in Uzbek regarding the expression of refusals by the employer to someone who applied for a job. This is due to the fact that in Uzbekistan, basically, this refusal is carried out orally, and the employer does not provide a refusal letter. What to do in such situations when there are no materials in a certain language? Since the linguopragmatic approach to language learning involves the analysis of authentic materials for language learning, namely, for which a particular language is native, they can reproduce through intuition and introspection the communicative situation that needs to be considered from the point of view of pragmatics [6, p.38].

So, using the technique of collecting pragmatic information "intuition" and "introspection", an experiment was conducted among our colleagues. We asked a colleague from Ferghana State University to intuitively write a rejection letter in Uzbek to the following situation:

"Imagine that you are the head of the Personnel Department of Fergana State University. You currently have a vacancy for a lawyer position, and therefore you have received several written requests from law firms to fill this vacancy. You have chosen one, and you must refuse the other in writing. How would you do it right?"

It should be noted that this situation should be answered by a person who is a native speaker of the language in which he/she writes. This is due to the fact that not only a person's linguistic abilities, but also non-linguistic (i.e., cultural, pragmatic) ones are reproduced in the process of intuition and introspection. My colleague wrote the following rejection letter:

“Фарғона Давлат Университети томонидан 2019 йил 20 июль куни юрисконсулт лавозимига ўтказилган тендерда иштирок этганлигиниз учун ўз миннатдорчилигимизни билдирамыз. Хозирда тендер натижаларига кўра “XXX” адвокатлик бюроси ёлиб деб топилганини Сизга маълум қиламыз.”

Our linguistic and pragmatic analysis of the Uzbek version of the expression of refusal showed the identity of the Russian and Uzbek languages in terms of the use of the pronoun "Sizga – You". Also, the reason for the refusal is not explained in Uzbek to alleviate the tension that may arise on the part of the applicant in connection with the refusal. On the other hand, in English, the refusal is compensated by politeness, which is manifested through phrases such as "We interviewed a number of qualified candidates and have unfortunately decided to proceed with other applicants who more closely fit our needs at this time".

CONCLUSION

Assessment within the framework of the linguopragmatic approach differs from assessment within the framework of the traditional theory of language. If the assessment of a student's linguistic competence can be carried out within the framework of multiple-choice tests, then the assessment of his/her pragmatic abilities goes beyond these simple tests. In the linguistic-pragmatic approach, it is assessed, for example, how correctly (appropriately) the student picked up certain speech acts, how much he/she was able to recognize the socio-cultural features of a particular language and how these features affected the character, tone, style and grammar of communication. In this context, such ways of evaluation as evaluating each other (pragmatics peer assessment) and/or (oral) role-playing games (role plays) are considered. In the latter situation, students are given instructions regarding various communicative situations, and they reproduce speech acts in practice.

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