



BASIC ACTIVITIES FOR TEACHING THE PRAGMATICS OF COMPLAINING TO L2 LEARNERS

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Annotation: In this article, basic activities of teaching pragmatics of complaining and its steps and strategies as well are given in order to make L2 learners be aware of using the language appropriately. It is also provided with examples and some exercises which can be useful in teaching pragmatics of complaint.

Key words: pragmatic competence, critical skill, appropriate strategy, justification, request, complain, pragmatic error

“ОСНОВНЫЕ ЗАНЯТИЯ ПО ОБУЧЕНИЮ ПРАГМАТИКЕ ЖАЛОБ ДЛЯ ИЗУЧАЮЩИХ АНГЛИЙСКОГО ЯЗЫКА КАК ВТОРОЙ ЯЗЫК”

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Аннотация: В этой статье приведены основные действия по обучению прагматике жалоб, а также ее шагам и стратегиям, чтобы учащиеся, изучающие второй язык, знали, как правильно использовать язык. Это также обеспечено примерами и некоторыми упражнениями, которые могут быть полезными в обучении.

Ключевые слова: прагматическая компетенция, мышление, подходящая стратегия, жалобы, прагматическая ошибка.

“INGLIZ TILINI IKKINCHI TIL SIFATIDA O`RGANUVCHILAR UCHUN SHIKOYAT PRAGMATIKASINI O`QITISHDA ASOSIY KO`RSATMALAR”

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Annotatsiya: Ushbu maqolada ingliz tilini ikkinchi til sifatida o`rganuvchilarda shikoyat qilishning qabul qilingan pragmatik kompetensiyalarini rivojlantirish masalari va ularga doir mashqlar berilgan. Shuningdek, maqolada nutq jarayonida



shikoyat qilishning samarali usullari ham keltirilgan. Suhbat davomida shikoyat qilishning pragmatik jihatdan mos bo`lgan strategiyalari misollar bilan boyitilgan

Kalit so`zlar: pragmatik kompetensiya, tanqidiy mahorat, mos strategiyalar, asoslash, shikoyat, pragmatic xato

In our lives we are usually dissatisfied with the service we got, the behavior of a friend of ours and so on. In order to show what we feel and what we want to change with it we, human being, automatically complain about the issue. As a native speaker we may not have any problems in behaving politely to show our reaction to the situation, however, it is not always the same with L2 learners. In this article complaining in an appropriate way is apparent now to help L2 learners develop their pragmatic competence for communication on complaining. Pragmatic competence, or the ability to use language appropriately in a variety of contexts, is a critical skill for communication in a second language. Thus, teaching that focuses on developing students` abilities to communicate effectively in an L2 must also include a focus on developing students` pragmatic competence. Although pragmatic differences can result in positive transfer if the speech act is similar in the first and second languages, it can also result in negative transfer if there are cultural and pragmatic differences between two languages. Non-native speakers may seem rude or aggressive as they do not know the steps or let`s say, strategies of complaints. It is because of cultural and pragmatic differences.

This study asks puts some questions to be answered like,

- 1) Do L2 learners know how to complain in an appropriate way?
- 2) Are they aware of the effective methods of complaining?
- 3) What are the appropriate strategies of complaining pragmatically?

There are given some experiments to be sure about the effect of cultural difference on the behavior while complaining. In the appropriate strategy of complaints we can see four steps:

1. Initiation and explanation of purpose: "Excuse me, professor, but I wanted to talk to you about my grade."
2. A complaint: "My grade is too low."
3. A justification: "I come to every class, and I study hard. I just didn't do well on one test."
4. A request: "Can I do an extra credit assignment to improve my grade?"[2;3]



Above mentioned strategy is provided with examples. This is the most formal and perfect way of showing your reaction, but depending on the relationship of the speakers, the situation, and the context, not every complaint will include every strategy. However, in most cases, L2 speakers fail in delivering their opinion politely and appropriately as they are not aware of the stages of complaint.

It is possible to get about pragmatically inappropriate complaint to a teacher by an L2 student. It consists of aggressive complaint, criticism of teacher, distrust of teacher, threat. I have to admit that there were times I was also one of these L2 learners who reacted like this unintentionally.

Table 1 Common (but wrong) steps of complaint

Problem	Example
Aggressive Complaint	“Is there something wrong with me?” “Why you hate me?”
Criticism of Teacher	“And you put me low grade. And you, you didn’t grade me that well”
Distrust of Teacher	“I have my American friend, he always helps me. So I’m sure 100 percent of my answers, they are correct. So don’t tell me it’s wrong or something, because I am sure” “”But when you check and you write on blackboard, are you sure this is my name? You put my grades in my name, you don’t put somebody else? Because you have some guys, you know they are lower grade, but you put for them A.
Threat	“I will go to the office and complain about you. I will wait till tomorrow. Nothing change, I will go to the office and complain. I don’t want to do that, but...”

In the table above we can clearly see that the student who is complaining does not have proper knowledge or experience of complaining. As we have noticed, when complaining, L2 learners who lack pragmatic competence in their second language may appear rude, impolite or aggressive, particularly if they are speaking to someone with higher status.

The first activity was the discussion of the speech act in which learners are asked to compare complaints in the L1 and English. The task is complaining in the native



language and directly translating into English. After comparing the complaints in both languages in the second activity, the procedure of reading texts or listening to passages about complaining in other cultures begins. It is one of the effective ways of making learners aware of pragmatically. A teacher in Korea used the way of giving English passages about Chinese and Japanese cultural norms to complaining, students took notes and discuss as a class. This activity will raise students` pragmatic awareness for complaining with other non-native English speakers in the region.[1;130-133] The other activities are also very interesting and useful as well. Presenting L2 strategies for complaining and developing pragmalinguistics through grammar and vocabulary instruction give us precious experience. Students will feel more confident complaining in their second language once they have the appropriate pragmalinguistic knowledge to complete the speech act.

Discussion questions for complaining:

1. What is a complaint? What are some situations in which you might complaint to someone?
2. What do people say to express a complaint in your first language? How is it different from what people say to express a complaint in English?
3. Is it common to complain about bad service in your country? Is it common to complain to a parent, a boss, or a teacher? Why or why not?
4. Would you complain differently to a friend, a server, and a teacher? Why or why not?

Table 2 Exercise for discussion

Instructions: imagine you are complaining to someone in your first language. Write down what you would say for the three situations in the chart below, and then translate them directly to English without changing anything. How does the English version sound?		
	Your first language	English
Situation 1: Your classmate always comes late to group meeting and is not helping at all with your group`s presentation. Complain to that classmate.		
Situation 2:		



Your son was supposed to clean his room and take out the trash. He has not done either of the chores. Complain to your son.		
Situation 3: Your supervisor has been giving you a lot of extra work and projects, but your coworkers are not busy. Complain to your supervisor		

When comparing the L1 response with the English translation, students notice which responses may be inappropriate in their L2. Moreover, as the situations include three different power relations, the translation may reveal how social status affects complaints differently in their first and second languages. [3;199-200]

The best teacher is our last mistake only when we analyze and correct it in time. The activity teaches us to analyze and repair pragmatic errors. Besides that when we involve the situation the possibility of learning rises and the activity 9 encourages learners to role play. On role playing learners are asked to include a focus on apologizing and a variety of cultural background.

In order to communicate effectively in English, students must develop pragmatic competence alongside other language skills and knowledge. Developing students` pragmatic competence is critical as it is directly related to cultural and linguistic importance.

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