Strategies for Increasing Awareness of Pharmaceutical Students' Divergences

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Abstract: The techniques to raise students' divergence awareness are covered in this article. It is well recognized that one of the most important issues in today's competitive world is the study of language learning. Scientists and linguists from all around the world are creating new methods and techniques to aid language learners in their learning processes. Learning a language and incorporating it into the actual teaching process is one of the top priorities not just in the entire world but also in Uzbekistan.

Keywords: pragmatic competence; pragmatic awareness; language learning; identity.

Pragmatic competence is a necessary component of language capacity for second language learners to comprehend and be understood by native and nonnative speakers of the target language in their interactions. Without a thorough comprehension of the pragmatic norms, it's impossible to succeed. Pharmaceutical students may come out as insensitive and unpleasant when speaking in the target language.

Thus, gaps in pragmatic awareness may lead to divergence from norms. There are 5 major categories or reasons identified by Ishihara & Cohen (2010, p. 77) for such divergence:

1. Negative transfer of pragmatic norms;

2. Limited grammatical ability in the L2;

3. Overgeneralization of perceived L2 pragmatic norms;

4. Effect of instruction or instructional materials;

5. Resistance to using perceived L2 pragmatic norms.

First, negative transfer of pragmatic norms occurs if l pharmaceutical students are unfamiliar with pragmatic norms in the target language. They may understand pragmatic norms according to their own pragmatic rules and culture. Miscommunication can occur as a result of negative transfer; however, this isn't always the case.

Second, the grammatical control and pragmatic abilities of learners are not always equal. Pharmaceutical students, who are able to comprehend and generate correct grammatical forms are not always able to acquire language in a pragmatically appropriate way.

Third, according to Selinker (1972) overgeneralization of perceived L2 pragmatic norms happens when L2 learners form theory about L2 grammar, they are known to apply the rule into contexts which does not apply. Due to the function of overgeneralization, the general rule of generating past tense verbs by adding -ed is frequently wrongly applied to irregular verbs (e.g., eated, taked, and telled).

Fourth, effect of instruction or instructional materials - learners' pragmatic divergence can sometimes be related to the effect of instruction or instructional materials, rather than to a lack of pragmatic knowledge or control on the learners' side. It has been noted that L2 pharmaceutical students demonstrate a noticeably different L2 pragmatic system than native speakers of the L2, both in production and comprehension, as Kasper and Schmidt (1996) point out. Traditionally, supporters of instructional pragmatics have placed more importance on the creation of instructional resources that

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depict authentic interaction in the target language, where authentic is defined as "naturally occurring attested language" (Flowerdew, 2015, pp. 15–16).

The last one is the resistance to using perceived L2 pragmatic norms. This form of pragmatic failure might be a strategic decision not to follow the L2 speech community's norms in the specific situation, while knowing exactly what is expected - which distinguishes this category from the others.

I would like to focus on two of the five main causes of divergencies mentioned above, which have had impact on my students. Negative transfer and overgeneralization of perceived L2 pragmatic norms. When learners apply L1 speech act norms that are unsuitable in the matching L2 context, negative pragmatic transfer occurs (Alrefaee, Al-Ghamadi & Almansoob 2019). Negative pragmatic transfer is a common occurrence that shows up in the performance of the target language that students are trying to acquire. It is primarily the ability to learn, acquire, and perform the target language by transferring pragmatic and cultural norms and information from the learners' native language.

Another cause of pragmatic failure can be overgeneralization of perceived L2. In overgeneralization, learners use a particular rule of grammar in other situations and make grammatical errors in the context, where that rule cannot apply. Learners use rules from second language, for example, I *walked* to produce I *goed*. Another example is that apologizing by saying *"I'm sorry"* or *"Excuse me"* might succeed in certain situations but not in others.

To reduce such possible reasons of divergence in my learners' language acquisition, I came to decision to use three awareness-raising exercises.

Activity 1

Teacher should provide clear instruction before doing this activity

Level: pre-intermediate

Age: 17+

Content: ESP

Target skills: Listening and speaking.

Objectives:

➢ SWBAT know about pragmatic norms as well as negative transfer

➢ SWBAT differentiate between positive and negative transfer

➢ SWBAT use negative transfer in different situations

Teacher instructions:

✓ Cover modal verb "need"

✓ Give some examples and how to use "need" in the sentences

✓ Cover word phrases related to the negative transfer with students before activity

✓ Divide into pairs (students should work with their pair)

✓ Provide a dialogue to each pair

✓ Ask to read it aloud

✓ Make a short discussion about what happened in the dialogue

✓ After that speak about any misunderstandings that occurred throughout the talk.

✓ Give clear explanation about positive and negative transfer.

✓ Give some examples related to the negative and positive transfer.

✓ Ask students to differentiate and make a list of cultural differences between negative and positive transfer

✓ After the task, evaluate the students based on their participation.

Student directions:

➢ In pairs, read the conversation supplied by the teacher.

➢ Use your own words for answering teacher's questions.

➢ Pay attention to your teacher and take notes on positive and negative transfer.

➢ Prepare a list of cultural factors that contribute to negative transfer in your L1 and L2 with your partner.

Materials:

1. The usage of modal verb "need" in English

Affirmative	No one need lock the door.
Negative	They needn't lock the door
Interrogative	Need they Lock the door?

Use of need as a modal verb

Need is used to express lack of necessity or obligation:

- You needn't call him. He is coming in person.
- You needn't read this book. I'll summarize it for you.
- You needn't water the grass.

> **Note**: *Need* as a modal verb is not put in the past tense (i.e., *needed*). *Didn't need to* is used instead to express no obligation in the past:
>
> - I didn't need to water the grass. It had rained heavily before.
>
> Note that in this case, *need* behaves like any main verb. It takes the auxiliary verb *did* and is followed by an infinitive with "to": *to water*.

2. Sample phrases of complaint in the English:

1. There appears to be a problem here…

2. Perhaps, there was a misunderstanding…

3. How can we fix this...

4. I am really quite upset…

5. The thing that disappoints me is that…

3. Situation:

This is a conversation between two shop assistants during their working hours. Shop manager gave a task to Liz and her colleague Kate. Liz did not understand well the exact instructions for the task given by the manager. Complain about the situation to Kate indirectly. Use the right complaint phrases.

Liz: Hello!

Kate: Liz, how are you?

Liz: Fine, thanks. I would like to talk to you about our task that our manager gave us. I need your help.

Kate: Well, you need to get instruction from our manager.

Liz: I agree but I don't have enough time for that.

Kate: In that case, you should go through this line and put all expensive alcohols on the second shelf. Then you need to sort out the red wines and put them in the right place.

Liz: Could you tell me why you're giving this order? You're not one of my managers.

Kate: You've got me completely incorrect. To put it another way, you should know about it. I'm only pointing you the right way.

Liz: Oh, I get what you mean now. Thank you very much!

Conclusion

It's challenging for language teachers to teach L2 pragmatics with crucial aspects including forms, functions, social connections, situational settings, and cultural contexts. The fact that most published L2 textbooks do not provide opportunity for pharmaceutical students to increase L2 pragmatic awareness adds to the issue. As a result, new resources, activities, and tasks that allow learners to apply higher cognitive abilities to raise awareness in L2 pragmatics are still needed.

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