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SECTION 29. Literature Folklore. Translation Studies

INTRODUCING HYPERBOLE AS PRAGMATIC ASPECT IN TEACHING LANGUAGE

Abstract: Conducting linguistic analysis can be very effective for learners of the second language. Understanding expressive means helps learner to be more confident user of English and interpret the pragmatic aspect of the language. Pragmatics gives learner an idea how people use the language and moreover demonstrate connection between the language and people who speak this language together with their culture traditions and behavior.

Key words: effective teaching, language, pragmatic, speaking language, discourse, Language Awareness, linguistic diversities, language acquisition, challenging, demanding, linguistics phenomenon, lack of understanding, word translations, expressive means

Language: English

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Introduction

One of the problematic areas for language learner is understanding and expressing of certain feelings and thoughts in second language. It can be explained either by lack of practice, lack of language environment or exposure to the real language, cultural issue, linguistic competence. Linguistic competence is the connect with language environment. To learn the second language with linguistic fields is widely spread among the world teaching languages. There are some views which blame teachers language proficiency for non-effective teaching, though teachers language awareness also in recent years became crucial for the responding to communicative teaching. Language issue and approach to teaching language can be one issue of teaching another problem is giving students opportunities to develop their discourse competence and language awareness. It helps students to learn the language by easy way and independent work. Leading ELT specialists Wright & Bolitho (1993) discuss the importance of Language Awareness in teacher education, whereas statement can be equally applied to learners as well. A linguistically-aware learners can accomplish tasks like speaking language accurately, having language competence, understanding language in use, and interpreting native speakers. High level of language awareness

leads to obtaining good communication skills. Linguistic knowledge, provide the necessary analysis to overcome some language difficulties." [13].

Materials and methods

Pragmatics, as the above discussion shows, is all about communicating appropriately in context. Communication involves language, verbal or written, but it involves many other aspects that go beyond the words in specific speech acts. I refer to all aspects of appropriate communication as "pragmatic elements." Second language learners need to acquire knowledge of and fluency in these pragmatic elements in order to acquire pragmatic competence. Learning second language is the important among students. Currently, some learners of English learn the language in foreign environments, where English is not the language of the surrounding culture. For example, a person may learn English as a foreign language in Uzbekistan, challenged by a lack of comprehensible input that needs to be supplied artificially by the teacher. This dynamic may lead to a pragmatic competence that it is limited to what can be taught in the classroom.

Language learning is still the area which doesn't have precise answer. Interesting comparison to the issue of LL was made by Scovel (2001). Teaching



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and learning Language can be compared with a popular social activity in the world such as dieting. The question of losing weight becomes the topic of many talks, books, magazines, self help courses however when it comes to the opinion of experts it turns out that the question of keeping fit is not easy to answer. Meanwhile there are a lot of effective programs and for learners, when addressing to the applied linguistics' researchers who devoted their whole life to investigating of easy ways of learning language, still the answer can not be found [9]. Investigating and contributing to the process of language acquisition is challenging, demanding and requires constant research, data collection on language and its expressiveness. Thus for learners it is necessary to spend a certain amount of time, attention, and experience for acquiring new language with all its full linguistic diversities. Some teachers believe that problems with language acquisition deal with lack of vocabulary, however other believes it is an age boundaries, by the developing of cognition this problem can be easily overcome. Lightbown (2006) in his book "how language are learned" states clearly that even learners acquire 5000 of new words and a good knowledge of the syntax and morphology of the target language, they still face with difficulties in using language. To better address the scope of investigation let's look into the definition of discourse "written or spoken language especially when it is studied to understand how people use the language" it is the way that language is used to construct connected and meaningful text, either spoken or written [5]. Recent years research in applied linguistics shows that "Discourse analysis has become an increasingly attractive analytic method for researchers in second language development because of what it can show about that process and what it can suggest about second language pedagogy" [8].

Idea of analyzing written and spoken language influence teaching and learning in discovering the nature of cognitive development in language. In addition, linguists believe that discourse analysis focuses on the processes of literacy development in second language learning which can be achieved by the ability to express intentions and meaning through different speech acts, or perceive and comprehend pragmatic features of second language. To be successful learner, learners need to know the meaning which goes beyond the sentence and can be interpreted differently in different situations or be able to unfold figurative language. It is assumed that figurative language is uncommon or poetic, however figurative language very popular spoken language among people i.e is communicative. In the study introduced by Roberts and Kreuz (1994) figurative language is defined as inseparable part of written and spoken discourse which is not always clear or precise: hyperbole, idiom, indirect request, irony,

understatement, metaphor, rhetorical question, represent a certain discourse goal. They are universal in all languages, and learners may not be aware of those expressive means in their native language, although they skillfully use them in their L1. Foreign language expressive means are quite ambiguous for learners unless they are not familiar with its real use in language. Challenge comes from the fact that learners mostly focused on surface of the language e.g decontextualized vocabulary or just sentence level (subject and predicate), rather than deep analysis of linguistics phenomenon. For long time it was assumed that second language classrooms couldn't provide appropriate input for learning how to realize intention and felling of the speaker. Wong (2005) in his article introduces Wierzbicka opinion that "Language is a tool for expressing meaning. We think, we feel, we perceive and we want to express our thoughts and feelings, our perceptions. Usually we want to express them because we want to share them with other people" following conclusion can be drawn that learning second language comes with the capability to express the meaning and achieving specific discourse goals.

"Classroom interaction offers teachers interesting and revealing data to be used as a starting point in order to develop learners' pragmatic competence, teach an L2's pragmatic principles or the way in which specific speech acts are performed in the L2. "Teaching Languages across Cultures" that tackle learners' performance in specific speech acts or linguistic functions, examining how they acquire pragmatic principles and exploring the factors influencing their performance in different L2s" [14, p.12].

It is established to start the inquiry with the sort of limitation of the domain of the study, therefore I limit the scope of this paper to the level of introducing the hyperbole as one of the way to avoid pragmatic misunderstanding in teaching foreign language. The hyperbole is the way of emphasizing what you are saying by describing it as far extreme than it really is [5]. Most learner complaint about lack of understanding when they use word for word translations of expressive means. Interpreting expressive means like hyperbole and exaggerations create a lot of difficulties, because meaning of hyperbolic expression can be varied from one language into another. Widgery (1989) believes that exaggeration is epidemic and universal. East of London is considered as a "Home of Hyperbole", when patients don't have anything as simple as a temperature they use "burn up." About the behavior of sick people "drive me insane", "fighting for breath" is used for someone who suffering from a coryzeal illness, and children who "haven't touched food for months" usually not very thin [11].

Metaphors and idiomatic expressions are a vital part of social communication. However, because

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different lifestyles and different environments spawn different metaphors, “not all metaphors mean the same to all cultures” (Kukulka-Hulme 1999: 75). In other words, the metaphors of one language are not necessarily recognized in another. For instance, the metaphor “life is like a box of chocolates; you never know what you’re going to get” (from the film *Forrest Gump*, 1994) would conjure only the image of “sweetness”.

Conducting linguistic analysis can be very effective for learners of the second language. Understanding can not be achieved without explanation, so the explaining expressive means helps learner to be more confident user of English and interpret the pragmatic aspect of the language. Pragmatics gives learner an idea how people use the language and moreover demonstrate connection between the language and people who speak this language together with their culture traditions and behavior.

According to Blooms taxonomy, analyzing is inseparable part of learning. To understand a language, or its semantics, i.e meaning or what language is mainly about. Wong (2005) points that language is the expression of meaning, knowing the form but not understanding can become a barrier which later decrease the ability to learn the language. Goddard claims that meaning stands in the center of comprehending the nature of language and human language abilities. According to the Steven Krashen, all human learn the language in the same way, and the key is understanding and acquiring. From this view there is a conclusion that there is no anyone who can not learn, the problem is using the language meaningfully. In today’s world hyperbole used widely in both classical rhetoric, literature, in media and broadcasting (“astronomic”, “the richest”, “tremendous”) and in academia. But in some context it is regarded negatively as it is associated with lying, deception and unjust, consequently in academic essay it is recommended to avoid using hyperbole as it is something absurd [3]. A good piece of written text may contain a gap which can be filled by the reader or the implicit message of the text can be only inferred. Thornburry refers to literary work as carefully crafted with expressively, imaginatively and playfully and sometimes abstruse language which requires high degree of conscious [10]. Interpreting the author's message as well as predicting it by means of Grammar and Vocabulary

in our case interpreting hyperbolic expressions help learners to foresee what comes next in the content of the sentence or just more than content [6].

Observation and teaching experience allow us to conclude that not all vocabulary that the learners need can be taught, learners need exposure to real text as well as training for self directed learning and effective use of language in communication. Analyzing and looking into the beauty of the hyperbole which is both literal and communicative e.g *Literal use*: “It took him a about an hour to comb his hair”, “He spent around half his goddam life in front of the mirror”, “It made me so nervous”, “I nearly went crazy”, “It took him about five hours to get ready”, “he was two years younger than I was, but he was about fifty times as intelligent” (Salinger 1994). *Everyday usage*: “Miraculous soap turns skin into silk”, “The best your money can buy”, “it is as easy as ABC”, “Super clean sparkling teeth” “She cried all night long” [3]. Aesthetic sides of the language is represented by pragmatics and recognizing hyperbole finding counterparts in native language gets student motivated in learning and always be aware that language seems to be saying one thing but meaning another, and it is the general feature of everyday language. Conducting discourse analysis in the English Classroom, and unpacking meaning of a hyperbole will push learner to read authentic text which seem difficult and to develop their natural habits and to challenge them toward cognitive complexity.

Conclusion

Research on understanding how language works and applications of discourse analysis is needed through research and development programs for learners and teachers. The research in pragmatics is relatively new in our field. Even so, this topic has evolved drastically in recent years. In fact, this particular discipline is especially important nowadays due to the use of English in a globalized context. Linguistically prepared and creative learners will be self directed and will contribute to their own learning, and hopefully the results of this challenges will be used in further researches, data collections and teaching will be more oriented on facilitating learning rather transmitting knowledge as in traditional teaching.

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