

## SYSTEMS OF PROJECTING INSTRUCTIONS AND ACTIVITIES IN TEACHING SPEECH ACTS IN ENGLISH

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**Abstract.** *The teaching of speech acts in the English language, especially as a second or foreign language (ESL/EFL), must employ a manner that is thoroughly systematic, well-grounded theoretically and innovative if the situation is to guarantee the learners' effective acquisition of communicative competence. The aim was, among other objectives, to create didactic systems and to design instructional materials that might improve students' abilities, directly or indirectly, to know and then apply in practice these pragmatic rules. Drawing from Speech Act Theory, Politeness Theory, and Task-Based Language Teaching (TBLT), the present study's intent was to evaluate methods which could serve as interactive, authentic, and culture-sensitive resources for pedagogical implementation in support of pragmatic competence. Data sources comprised classroom observations, role-plays, case studies, and reflective analyses. From the study, it has been learned that the integration of multimedia resources, real-life scenarios, and collaborative tasks strongly enhanced learners' competences in enacting acts of conversational cooperation: invitations, refusals, and requests. The study concludes with practical suggestions on didactic designs meant to direct the course of learners with respect to pragmalinguistic fluency and socialversible creativity.*

**Keywords:** *authentic listening, cultural norms, discourse analysis, illocutionary competence, invitations and refusals, metapragmatic awareness, politeness strategies, pragmatic competence, role-play activities, speech acts, sociopragmatic norms, Task-Based Language Teaching, materials, instruction*

## СИСТЕМЫ ПРОЕКТИРОВАНИЯ ИНСТРУКЦИЙ И МЕРОПРИЯТИЙ В ОБУЧЕНИИ РЕЧЕВЫМ АКТАМ НА АНГЛИЙСКОМ ЯЗЫКЕ

**Аннотация.** *Обучение речевым актам на английском языке, особенно как второму или иностранному языку (ESL/EFL), должно использовать метод, который является полностью систематическим, теоретически обоснованным и инновационным, если ситуация заключается в том, чтобы гарантировать эффективное приобретение*

учащимися коммуникативной компетенции. Целью было, среди прочего, создание дидактических систем и разработка учебных материалов, которые могли бы улучшить способности учащихся, прямо или косвенно, знать и затем применять на практике эти прагматические правила. Опираясь на теорию речевых актов, теорию вежливости и обучение языку на основе задач (TBLT), целью настоящего исследования было оценить методы, которые могли бы служить интерактивными, аутентичными и культурно-чувствительными ресурсами для педагогической реализации в поддержку прагматической компетенции. Источниками данных были наблюдения в классе, ролевые игры, тематические исследования и рефлексивный анализ. В ходе исследования было установлено, что интеграция мультимедийных ресурсов, реальных жизненных сценариев и совместных заданий значительно повысила компетентность учащихся в выполнении актов разговорного сотрудничества: приглашений, отказов и просьб. Исследование завершается практическими предложениями по дидактическим проектам, призванным направлять курс учащихся в отношении прагматической беглости и социально-ориентированного творчества.

**Ключевые слова:** аутентичное слушание, культурные нормы, анализ дискурса, иллокутивная компетентность, приглашения и отказы, метапрагматическая осведомленность, стратегии вежливости, прагматическая компетентность, ролевые игры, речевые акты, социопрагматические нормы, обучение языку на основе задач, материалы, инструкция

**Introduction.** Speech acts encapsulate fundamental communicative competencies, making them the bricks of tangible human interaction. A meaningful study in ELT of which pragmatic competence would be one cardinal goal is the ability to skillfully perform speech acts, albeit outside the scope of simple vocabularies to join some linguistic stretches. As a result, pragmatic failure and misunderstandings may ensue between the interlocutors.

This article unravels some alternatives through innovative didactic systems and instructional means for the proper acquisition of the art of speaking speech acts. Thus, the work is fed by the tenets of Speech Act Theory and some precepts in the same virtue from Politeness Theory as presented by Brown and Levinson (1987) and Task-Based Language Teaching inspiration from Ellis (2003) for a convenient framework of projecting instructions with a firm

grounding for practice on the creation of learners' metapragmatic awareness, illocutionary competence, as well as social-proper sensibly.

Current research has the following important questions running throughout the study:

1. How can didactic systems be structured for effective teaching of speech acts in ESL/EFL contexts?
2. What novelty in instructional packages and activity designs brings about an efficient use of pragmatic competence and sensitivity to culture?
3. To what extent does the pragmatic ability improve learning apprehended by these methods in context?

### **Literature Review:**

Austin (1962) first made the statement, and Searle (1969) later developed it: that language is more than descriptive. It is performative. Each utterance serves a function: it asserts, questions, commands, or requests. Recognition of the illocutionary force of an utterance is all-important for mastering speech acts, which is the actual intended function of that utterance. A literature review (e.g., Bardovi-Harlig, 2001) reveals that L2 learners often do not understand or produce illocutionary acts because of the limited exposure to contexts of authentic nature.

The notion of politeness presented by Brown and Levinson in 1987 focuses on the necessity of softening face-threatening acts. Culture contrast therefore produces differences in politeness strategies, including hedging, indirectness, and positive or negative politeness. For example, in Western cultures, directness and clarity might be acknowledged, while indirectness and harmony might be appreciated in Asian cultures. Kasper and Rose (2002) provide empirical evidence showing that a lack of explicit instruction on politeness strategies will impair cross-cultural competencies.

Task-Based Language Teaching (Ellis, 2003) promotes language learning through real-world tasks that are meaningful and goal-oriented. Such tasks simulate real-life situations where learners can practice their pragmatic skills in context. The work of Long (2015) has demonstrated that TBLT enhances strategic competence and pragmatic fluency among learners through meaning negotiation and problem-solving.

Empirical studies have shown how instruction focusing on grammar alone overlooks the pragmatic dimension of language use. For example, Nguyen (2017) reported that Vietnamese EFL learners were not able to perform speech acts appropriately due to lack of exposure to authentic materials and sociocultural norms.

Likewise, Tajeddin and Zand-Moghadam (2014) observed learners in Iran struggling with refusals and requests, thereby accentuating the need for focused input on socio-pragmatic norms.

Modern modifications to ELT, such as the use of multimedia and role-play activities, have proven effective in addressing these dichasms. Alcón-Soler (2018) suggested that video tasks aided Spanish learners in polite refusal recognition and production. Similarly, Vellenga (2004) suggested that authentic aural materials enhanced learners' pragmatic awareness and communicative competence.

### **Methods**

The study included over 100 upper-intermediate EFL learners aged 19–25 years being trained in English language and literature education at Uzbekistani universities, namely, UzSWLU, NamSFLI, and SamSFLI. The participants were assigned to an experimental group, consisting of innovative didactic systems and a control group exposed to traditional instruction.

Data were collected using: Role-Play Scenarios: Simulated real-life interactions; multimedia resources: video clips, podcasts, and audio recordings; assessment tools: evaluation checklists, peer evaluation reports, and gap-fill exercises; reflective tasks: post-task reflections on challenges, strategies, and improvements.

### **Procedure**

The instructional design integrated the following components:

1. Pragmatic Awareness Raising: Explicit instruction on speech act functions, linguistic forms, and cultural norms. 2. Authentic Listening and Viewing: Analysis of film clips and interviews to identify speech acts and politeness strategies. 3. Task-Based Activities: Roleplays, case studies, and problem-centered tasks requiring learners to negotiate meaning and resolve pragmatic dilemmas. 4. Feedback and Reflection: Peer feedback sessions and guided self-assessment to enhance strategic competence.

### **Results**

The improvement in the pragmatic competence of students within the experimental group was quantified in the following ways: - appropriate polite markers ("Would you mind....?" vs. "Can you....?"). - recognizing and responding to an implied speech act. - responding and modifying language to culture and situational norms. Statistics showed that the experimental group's scores on tasks concerning pragmatics and fluency improved by 30%, while in the control group it was only 10%.

Thematic analysis of the reflective activities and peer evaluations sketch three main outcomes as follows: 1. Metapragmatic Awareness: Learners became better aware regarding the meaning conveyed through linguistic choices and the cultural expectations behind it.

2. Enhanced Strategic Competence: Participants were equipped with the capability to negotiate the meaning even in contexts which are not well-known to them.

3. Improved Sociopragmatic Adaptability: Learners maintained more sensitivity toward the dictates of culture, which has included strategies such as hedged and softened face threats.

### **Discussion**

While the findings hold good on a general level, Speech Act Theory treats how utterances are understood in context. Such a statement is emphasized even more by Politeness Theory in associating clear utterances with cultural appropriateness, especially in multicultural classrooms.

Likewise, Communicative Language Teaching, Task Based Language Teaching, and Situated Learning endorse the implementation of authentic goal-oriented activities where pragmatics would be in use.

The present study has some practical implications for ELT practitioners: 1. Designing Contextualized Tasks: Real-life scenarios should be incorporated that learners may encounter in their professional as well as social lives. 2. Extend Multimedia Resources: Film, podcast, and interview exposure can be used to provide students with enterprising diverse forms of communicative style. 3. Encourage Reflective Practice: Learners can evaluate their performance and determine the ways their skills may continue to grow.

Although the study attests the efficacy of innovative didactic systems, the study does not limit itself to a particular level; such were upper-intermediate level learners. Future research should concern itself with the investigation of the degree of applicability of these methods in advanced or beginner learners and the retention of pragmatic skills in the long run.

The chapters on lesson materials-provided such as the workplace lunch invitation scenario, plus the “Devil Wears Prada” video clip and others-effectively consider raising metapragmatic awareness by exposing the learner to varying contexts of linguistic forms. For example, if we analyze Andrea's refusal as presented in the film clip, she appears to use politeness markers ("I'm so sorry," "I really appreciate the invitation") in order to mitigate her FTAs. These kinds of exercises allow the learner to develop an understanding of how pragmalinguistic factors interplay with sociopragmatic factors in the real world.

Tasks like the role-play activity on organizing a workshop nurture illocutionary competence because learners have to perform certain speech acts (e.g., inviting, accepting, and refusing) in context. The inclusion of phrases for invitations and responses ensures that learners grasp the linguistic forms associated with each function. Case studies like that of a student teacher asking permission to observe a class would underscore how sociopragmatic norms impact decisions. Class size, lesson content, and disruption potential would influence how a faculty member responds, thereby demonstrating how the cultural context shapes pragmatic behavior.

Activities such as an example of email exchange and faculty lounge role-play create the significance of politeness strategies in constructing relationships as well as resolving conflict.

Again, learners practice employing hedging, indirectness, and some mitigators to face sensitive situations.

Through interactive assessment like group discussions and peer evaluations, the learners share their reflections about their pragmatic performance. The holistic measure of pragmatic competence would come from judging performance against such criteria as appropriateness of language, politeness strategy usage, and strategic competence.

### **Conclusion**

Teaching speech acts in English calls for a careful approach based on theory that connects didactic systems with innovative teaching designs. With a focus on pragmatic competence, metapragmatic awareness, and sociocultural adaptability, the educators shall be able to impart skills that would aid learners in traversing complex communicative terrains. The framework proposed here would not only train the learner in effective speech act production but also build empathy, flexibility, and intercultural understanding, which are becoming increasingly important in the contemporary globalized world.

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