

A Comprehensive
Course in
Pragmalinguistics

A Comprehensive Course in Pragmalinguistics:

Theory and Application

By

Evgeniya Yugay and Taner Hosseini

**Cambridge
Scholars
Publishing**



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This book first published 2026

Cambridge Scholars Publishing

Lady Stephenson Library, Newcastle upon Tyne, NE6 2PA, UK

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

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ISBN: 978-1-0364-6311-3

ISBN (Ebook): 978-1-0364-6312-0

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INTRODUCTION

Pragmatics, as a field of linguistics, investigates how context influences meaning and communication. The course *Pragmalinguistics* is designed to equip students in the **EFL (English as a Foreign Language)** program with the knowledge and practical skills needed to analyze and apply pragmatic principles effectively. This coursebook, *A Comprehensive Course in Pragmalinguistics: Theory and Application*, integrates theoretical foundations, practical activities, and critical discussions to provide a comprehensive guide for students to navigate the multifaceted field of pragmatics.

Field of Study and Purpose

This course is specifically designed for the **Field of Study: TESOL and Linguistics**. As EFL students, understanding pragmatics is vital not only for linguistic proficiency but also for fostering effective cross-cultural communication - a crucial competency in a globalized world.

The coursebook aligns with the overall academic goals of students of linguistics and pragmatics, providing them with resources to develop linguistic and pragmatic awareness while honing their ability to apply these skills in academic, professional, and real-world settings.

Aims and Objectives of the Course

The primary aim of the *Pragmalinguistics* course is to help EFL/ESL students understand the dynamic interplay between language, meaning, and context, with a special focus on English communication. The course prepares students to explore how pragmatic principles operate in everyday language use, academic discourse, and professional environments.

Specific Objectives

1. To familiarize students with core concepts and theories in pragmatics, including speech acts, politeness strategies, implicature, deixis, and presupposition.

2. To develop students' analytical skills for interpreting pragmatic phenomena in real-world communication.
3. To enhance students' ability to apply pragmatic principles across diverse contexts, including cross-cultural communication, humor, digital discourse, and political language.
4. To foster critical thinking and intercultural competence through the examination of pragmatic challenges and solutions.
5. To bridge the gap between theory and practice by combining lectures, seminars, and practical lessons.

Section	Description
Structure of the Coursebook	The coursebook is structured around three interrelated components: lectures, practical lessons, and seminars. This triadic structure ensures a balance between theoretical knowledge, skill application, and critical reflection.
1. Lectures	Lays the theoretical groundwork for understanding pragmatics. Covers core topics such as speech acts theory, politeness strategies, implicature, deixis, and humor in language. Uses examples and research references.
2. Practical Lessons	Focuses on applied pragmatics through interactive activities, role-plays, case studies, and problem-solving tasks. Helps students analyze real-life conversations and pragmatic markers, making theoretical principles tangible.
3. Seminars	Encourages critical discussion and reflection on pragmatics in communication, cultural variations, and emerging trends. Activities include group debates, media analyses, and discussions on academic articles and videos.
Unity Between Components	The lectures provide theory, practical lessons ensure application, and seminars facilitate critical engagement. This integrative approach helps students develop analytical and practical skills in pragmatics.
Approaches to Teaching and Learning	The Pragmalinguistics course adopts a student-centered and interactive approach, blending traditional and modern pedagogical methods.

Section	Description
1. Task-Based Learning	Activities focus on real-life tasks like analyzing speech acts and solving communication challenges, emphasizing active learning.
2. Critical Reflection	Seminars help students critically examine language, context, and meaning through case studies and group discussions.
3. Cross-Cultural Analysis	Highlights the role of pragmatics in cross-cultural communication, helping students navigate language differences.
4. Technology Integration	Incorporates videos, online resources, and digital tools to analyze digital communication and online interactions.
5. Interdisciplinary Perspectives	Bridges linguistics with sociology, psychology, and artificial intelligence to explore trends in pragmalinguistics.

The *Pragmalinguistics* course is a dynamic and comprehensive program that equips EFL students with the knowledge, skills, and critical awareness needed to navigate the complexities of language use. By integrating lectures, practical lessons, and seminars, this textbook ensures a holistic learning experience that bridges theory and practice, fostering linguistic competence, intercultural understanding, and professional readiness.

LECTURES

LECTURE 1

INTRODUCTION TO THE COURSE ASSESSMENT CRITERIA AND AN OVERVIEW OF PRAGMALINGUISTICS

By the end of this lecture, students will be able to:

- Understand the structure and aims of the course.
- Recognize the criteria for assessment.
- Define pragmatics and pragmalinguistics, differentiating them from other linguistic fields.
- Identify key terms and concepts in pragmalinguistics.
- Explore the relevance of pragmatics in the Uzbek context, including local laws and decrees related to language use.

Course Outline and Aims

The course “**Pragmalinguistics**” introduces EFL students to the field of pragmatics, focusing on the interaction between language use and context.

Course Objectives

This course aims to:

1. Equip students with theoretical knowledge of pragmatics and its subfields, such as speech acts, politeness strategies, and implicature.
2. Enhance students’ ability to analyze language from a pragmatic perspective in real-world scenarios.

3. Develop students' awareness of cultural and linguistic diversity, with an emphasis on the Uzbek context and cross-cultural communication.
4. Improve practical language skills by applying pragmatic theories to EFL communication.
5. Train students in pragmatic competence, essential for effective communication in personal, academic, and professional settings.

Lecture Topics

The topics covered in this lecture course include:

1. **Introduction to the Course – Explanation of the Assessment Criteria; Introduction to Pragmalinguistics**
2. **Speech Acts Theory**
3. **Politeness Strategies in Language**
4. **Implicature and Inference**
5. **Deixis and Reference**
6. **Pragmatic Markers in Discourse**
7. **Presupposition and Entailment**
8. **Pragmatics and Cross-Cultural Communication**
9. **Pragmatics of Humor and Irony**
10. **Pragmatics in Digital Communication**

Assessment Criteria

Students will be evaluated through special grading requirements (see **Table 1**).

Table 1 Grading Requirements

Final grades will be determined as follows:	
Grade breakdown	Points
Completion of all (100%) independent learning tasks and projects (including student's attendance and class participation)
Completion of of independent learning tasks and projects (including student's attendance and class participation)
Completion of 60% of independent learning tasks and projects (including student's attendance and class participation)
Completion of 50% and below of independent learning tasks and projects (including student's attendance and class participation)
Mid-term (consisting of 2 written assignments)
Final exam (test)

** Complete the grade breakdown with points given your own setting.

Theory Section

Introduction to Pragmalinguistics

Uzbekistan

The Law relevant to the State Language of the Republic of Uzbekistan (1995) underscores maintaining and developing the Uzbek language while invigorating multilingual education. This conforms to the goals of pragmatics, which gives priority to effectual communication across languages and cultures. By the same token, the Presidential Decrees “On Improving Language Learning” (2012) and “On the Development Strategy of New Uzbekistan for 2022-2026” (2022) emphasizes the urge for enhancing linguistic and cultural competence in foreign languages.

As for Uzbek culture, pragmatic norms such as respect for elders, indirectness, and preserving courtesy are deeply interwoven. As an illustration, a common practice is refraining from straightforward rebuttals to keep up harmony when having interactions socially. Elaborating on these cultural values and merits, President Shavkat Mirziyoyev once enunciated, “Respect for our elders is the foundation of our society and the

essence of our national identity” (Mirziyoyev, 2018). This statement places emphasis on the vital function of these traditions in crafting the social fabric of Uzbekistan.

Turkey

Correspondingly, Turkey has set up important policies in order to disseminate the Turkish language while reinforcing multilingual competence. The Law on the Teaching and Dissemination of Turkish (1983) strengthens the significance of preserving and empowering the Turkish language while backing up foreign language education. Moreover, the National Education Vision 2023 and the 11th Development Plan (2019-2023) underscores linguistic diversity and cross-cultural communication, associating with pragmatic principles of effectual language use (Kırkgöz, 2007).

In addition, Turkish culture gives importance to pragmatic moral standards such as respect for hierarchy, roundaboutness in speech, and respectful expressions. For instance, addressing elders with formal titles and using polite speech forms is an important aspect of Turkish interaction. Mustafa Kemal Atatürk, the founder of modern Turkey, strongly highlights the role of language in national identity, stating, “The Turkish language is one of the richest languages in the world. The more we develop it, the stronger our nation will be” (Atatürk, 1932 as cited in Lewis, 2023). This emphasizes the cultural importance of language and pragmatic conventions in Turkey’s social and political landscape.

Both Uzbekistan and Turkey gives priority to language preservation, multilingual education, and pragmatic competence as important components of national identity and cross-cultural communication.

We will explore how language is used in real-life communication, considering not just the words and grammar but also their meaning in different contexts. Before diving into pragmatics, let’s start with a basic understanding of the main linguistic disciplines that study language:

1. Phonetics. Phonetics is the study of speech sounds. It examines how sounds are produced (articulatory phonetics), how they travel through the air (acoustic phonetics), and how they are perceived by the human ear (auditory phonetics).

Example: The difference between the sounds [p] and [b] in English. In words like pat and bat, the only difference is that [p] is pronounced without voice, while [b] is voiced.

Riddle:

*Q I am a sound you can't see,
but you hear me when you say "tea."
I can be voiced, or I can be mute,
Guess my name and stay astute!*

Answer: *A phoneme (or specifically, the sound /t/).*

2. Phonology. Phonology studies how sounds function in a particular language, focusing on the patterns and rules that govern pronunciation. It explains why some sounds change in different contexts and how speakers distinguish one word from another.

Example: *The plural ending -s in English changes pronunciation:*

Cats - /s/

Dogs - /z/

Houses - /tʃz/

Riddle:

*Q I change my sound but stay the same,
In "cats" and "dogs," you'll hear my name.
My rules tell you what's right and wrong,
Guess what field I do belong!*

Answer: Phonology

3. Grammar. Grammar is the set of rules that govern how words are combined to form sentences. It includes morphology (word formation) and syntax (sentence structure).

Example:

Incorrect: She go to school every day.

Correct: She goes to school every day.

The verb go changes to goes because the subject is she (third person singular).

Riddle:

*Q I tell you what is wrong or right,
Without me, words don't sound so bright.
I build the sentence, short or long,*

What am I? Where do I belong?

Answer: Grammar

4. Semantics. Semantics is the study of meaning in language. It looks at how words, phrases, and sentences convey meaning, both literally and figuratively.

Example:

Literal Meaning: "It's raining cats and dogs" means heavy rain.

Figurative Meaning: In English, this phrase does not mean animals are falling from the sky!

Riddle:

*Q I give words meaning, deep and bright,
I tell you wrong from what is right.
Without me, words would make no sense,
Guess my name with confidence!*

Answer: Semantics

Each of these linguistic disciplines plays a crucial role in how we understand and use language. In this course, we will focus on pragmatics, which studies how meaning changes depending on context, speakers, and situations. Get ready to explore language beyond just words and grammar - let's learn how communication truly works! While pragmatics and pragmalinguistics are related, they are not the same. Let's break down the differences:

What is Pragmatics? Pragmatics is the study of how language is used in context to convey meaning beyond the literal interpretation of words. According to *Stephen Levinson (1983)*, it focuses on the interaction between linguistic meaning and communication context. Pragmatics explains how meaning is shaped by the speaker's intention, the listener's interpretation, and the situation in which communication takes place.

Key Aspects of Pragmatics:

Context and Meaning: How words change meaning based on the situation.

Speech Acts: How people use language to perform actions (e.g., apologizing, requesting, promising).

Implicature: What is implied but not directly said.

Politeness and Social Norms: How politeness strategies affect communication.

Example:

A: “Can you open the window?”

B: “Sure!” (B understands this as a request, not a yes/no question.)



Do you know? Linguist *H.P. Grice* once asked: “*Why do people often say more than they mean, but mean more than they say?*” This question underscores the essence of pragmatics: understanding the hidden layers of communication.

What is Pragmalinguistics? Pragmalinguistics, a subfield of pragmatics, focuses on the linguistic tools (e.g., grammar, intonation, word choice) that speakers use to express pragmatic meaning. For example, the phrasing of a request - such as “Could you please open the door?” - shows how language can reflect politeness, urgency, or authority (*Leech, 1983*).

Pragmalinguistics is a subfield of pragmatics that focuses on the linguistic resources used to express pragmatic meaning. It studies how specific words, phrases, and grammatical structures are used to achieve different communicative goals.

Key Aspects of Pragmalinguistics:

Linguistic Expressions of Politeness: Using modals (“could you,” “would you”) or honorifics to soften requests.

Direct vs. Indirect Speech Acts: Saying “Give me water!” vs. “Could I have some water, please?”

Cross-Cultural Differences in Speech Strategies: How politeness and requests vary across languages and cultures.

Example:

In English, a polite request can be phrased in different ways depending on the speaker's intention:

Direct: "Close the door!" (Command)

Polite: "Could you close the door?" (Request)

Very polite: "Would you mind closing the door?" (More formal, shows deference)

General key concepts in pragmalinguistics:

Context. Context refers to the physical, social, and cultural circumstances in which communication occurs. Context is crucial because the same words can have different meanings depending on the situation.

Example: In Uzbek culture, the phrase "Assalomu alaykum" is a standard greeting that also signals respect and acknowledgment of the listener's presence.

Speech Acts. Introduced by J.L. Austin in *How to Do Things with Words* (1962), speech acts explain how language performs actions:

- **Locutionary act:** The literal meaning of the words. ("It's cold in here.")
- **Illocutionary act:** The speaker's intended meaning (This might be a request to close the window).
- **Perlocutionary act:** The effect on the listener (The listener actually closes the window).

Example in Uzbek: *Saying "Yordam bera olasizmi?" ("Can you help me?") is not just a question - it is a polite request, expecting an action in response.*

Example in Turkish: *"Bana yardım edebilir misiniz?" ("Can you help me?") is not only a question, but it is also a polite request, requiring a measure in response.*



Do you know? *John Searle*, a famous pragmalinguist, once stated: "A promise is not just a statement - it's an obligation." This highlights how language creates social actions.

Politeness Strategies. Developed by *Brown and Levinson* (1987), politeness strategies help speakers navigate social interactions.

- **Positive politeness:** Building rapport and showing friendliness (e.g., “You’re doing such a great job!”).
- **Negative politeness:** Being indirect to avoid imposing (e.g., “Could you, by any chance, help me with this?”).
- **Cultural Note:** In Uzbek culture, politeness often involves showing deference to elders by using formal pronouns like “*Siz*” instead of informal “*Sen*.” Similarly, in Turkish, “*Siz*” is preferred when addressing elders, strangers, or in professional settings as a sign of respect.

Implicature. Coined by H.P. Grice, implicature refers to implied meaning that goes beyond the literal meaning. Grice proposed the **Cooperative Principle**, which states that speakers usually follow conversational maxims:

Category	Description
Quantity	Provide the right amount of information.
Quality	Be truthful.
Relation	Be relevant.
Manner	Be clear and concise.

Example: If a teacher asks, “Did you do your homework?” and the student responds, “I brought my notebook,” the implicature might be that the homework is incomplete.

Feature	Description	Examples
Definition	Words or phrases that depend on context for meaning.	“here,” “there,” “this,” “that” (Fillmore, 1975)
Key Characteristic	Requires contextual information for full understanding.	
Examples in Uzbek	Demonstratives requiring context.	“bu” (this), “o’sha” (that)

Examples in Turkish	Demonstratives specifying distance.	“bu” (this), “şu” (that - closer), “o” (that - farther)
Usage Note (Turkish)	Choice of demonstrative depends on linguistic and physical context.	

Pragmatic Competence. Pragmatic competence refers to the ability to use language appropriately in different contexts. For Uzbek and Turkish EFL students, this involves understanding cross-cultural norms, such as when to use direct versus indirect speech in English.



Do you know? *Geoffrey Leech* asked: “*What makes politeness polite?*” His answer was that politeness is rooted in showing consideration for others, which varies by culture and context.

The following table is introducing the significant differences between pragmatics and pragmalinguistics.

Table 1 Key Differences Between Pragmatics and Pragmalinguistics

Feature	Pragmatics	Pragmalinguistics
Focus	Language in use, meaning in context	The linguistic tools used to express meaning
Scope	Broad (includes all aspects of context and interpretation)	Narrower (focuses on words, grammar, and expressions)
Example Question	“What does this sentence mean in this situation?”	“How do speakers express politeness in different languages?”
Example Concept	Implicature, politeness theory, speech acts	Hedging, request strategies, formal/informal expressions

Summary

Pragmatics - Studies how meaning depends on context.

Pragmalinguistics - Studies the language structures used to express meaning pragmatically.

Metaphor:

If pragmatics is about learning how to drive in different traffic situations, pragmalinguistics is about the types of vehicles and road signs you use to communicate on the road.

Questions for Consolidation

1. Define pragmatics and explain how it differs from semantics.
2. What is pragmalinguistics? Provide an example of how it applies to language use.
3. Explain the three types of speech acts (locutionary, illocutionary, perlocutionary) with examples.
4. What are Grice's conversational maxims, and how do they affect communication?
5. How does the concept of implicature help us understand indirect communication?
6. What is deixis? Provide examples of person, time, and place deixis.
7. How do Brown and Levinson's politeness strategies differ? Provide examples.
8. Why is pragmatic competence important for Uzbek EFL students? Mention cultural examples.
9. What role does the Law on the State Language of Uzbekistan (1995) play in promoting effective language use?
10. How does Uzbek culture influence politeness and pragmatic norms in communication?

Test 1**1. What does pragmatics study?**

- a) The structure of sentences
- b) The sounds of speech
- c) How language is used in context to convey meaning
- d) Word etymology

2. What is the primary focus of pragmalinguistics?

- a) The evolution of languages
- b) Linguistic resources used to express pragmatic meanings

- c) The historical origins of words
- d) Nonverbal communication

3. Who introduced the Cooperative Principle in pragmatics?

- a) J.L. Austin
- b) John Searle
- c) H.P. Grice
- d) Charles Fillmore

4. Which of the following is NOT one of Grice's maxims?

- a) Quantity
- b) Quality
- c) Relation
- d) Context

5. What does the term "deixis" refer to?

- a) Words requiring contextual information to understand
- b) The tone of a speaker's voice
- c) The rules of syntax
- d) A specific kind of speech act

6. What is an example of an illocutionary act?

- a) Speaking a sentence
- b) Making a promise
- c) Interpreting the effect of an utterance
- d) Using ambiguous language

7. What does implicature mean in pragmatics?

- a) A word's literal meaning
- b) Implied meaning beyond literal interpretation
- c) Synonym substitution
- d) Sentence ambiguity

8. Which Uzbek law emphasizes the importance of mastering communication skills?

- a) The Education Law
- b) Law on the State Language of the Republic of Uzbekistan (1995)
- c) Cultural Heritage Act
- d) Media and Communication Law

9. What is a key goal of pragmatics for EFL students?

- a) Memorizing English vocabulary
- b) Learning sentence structure
- c) Avoiding cultural misunderstandings in communication
- d) Practicing accent reduction

10. What is the main feature of a perlocutionary act?

- a) The literal meaning of an utterance
- b) The effect of the utterance on the listener
- c) The speaker's intention behind the utterance
- d) The grammatical structure of the sentence

LECTURE 2

SPEECH ACTS THEORY

By the end of this lecture, students will be able to:

- Define and explain Speech Acts Theory and its components.
- Identify and analyze speech acts in everyday communication.
- Recognize the importance of speech acts in intercultural and cross-linguistic contexts, including their use in Uzbek culture.
- Apply Speech Acts Theory to improve their English pragmatic competence.
- Reflect on statements and contributions by famous pragmatologists regarding speech acts.

Theory Section

Introduction to Speech Acts Theory

Speech Acts Theory was introduced by J.L. Austin in his seminal work *How to Do Things with Words* (1962) and further developed by *John Searle* (1969). The theory explores how people use language not just to convey information but to perform actions, such as making requests, giving commands, or offering apologies. As Yule (2010) explains, a speech act is an utterance that performs an action, such as promising, thanking, or ordering. It is not just about saying something; it's about doing something through words.

Uzbek and Turkish scholars have contributed to this area of research by examining how speech acts operate in Uzbek and Turkish cultural and educational settings. According to *N. Sobirova* (2022) and Bayat (2013), speech acts in the Uzbek and Turkish languages reflect the deep cultural emphasis on politeness and respect, which are especially evident in the interactions between teachers and students. Additionally, *Z.M. Musayeva* (2020) with *Şakiroğlu* and *Özyıldırım* (2024) highlights the influence of Uzbek traditions on the formulation and interpretation of speech acts, emphasizing the importance of context and culturally specific cues. These insights not only expand the understanding of speech acts but also

underline their role in fostering mutual respect and effective communication in education and society.

Definition of a Speech Act. A speech act is an utterance that performs an action, such as promising, thanking, or ordering. It is not just about saying something; it's about *doing something* through words (Yule, 2010).



Do you know? *J.L. Austin* asked: “How is it possible to do something with words?” His groundbreaking answer was that language is not only a medium for expressing ideas but also a tool for taking action in the world.

Discussion Note with students: Watch “The Power of Words” in Youtube and answer on the *Austin*'s question. Link: <https://www.youtube.com/watch?v=Hzgzim5m7oU>

Three Levels of a Speech Act

According to Austin, a speech act operates on three levels:

1. **Locutionary Act.** The act of producing a meaningful utterance. It refers to the literal meaning of the words spoken.

Example: “The door is open.”

In the Uzbek Context: The locutionary act of saying “*Eshik ochiq*” means that the door is literally open.

In the Turkish Context: The locutionary act of saying “*Kapı açık*” means that the door is literally open.

2. **Illocutionary Act.** The intended meaning or purpose behind the utterance. This is the key focus of Speech Acts Theory.

Example: Saying “The door is open” could be an indirect request to close the door.

In the Uzbek Context: Saying “*Choy qaynab turibdi*” (“The tea is boiling”) might imply an invitation for someone to join for tea.

In the Turkish Context: Saying “*Çay demlendi*” (“The tea is brewed”) might imply an invitation for someone to join for tea.



Famous Question by Searle

John Searle posed the question: “*How can we mean something that we don’t literally say?*” This highlights the importance of understanding indirect speech acts in pragmatics.

3. **Perlocutionary Act.** The effect the utterance has on the listener, such as persuading, frightening, or inspiring them.

Example: If someone hears “The door is open” and then closes it, the perlocutionary effect is achieved.

In the Uzbek Context: If a host says “*Choy ichasizmi?*” (“Will you have tea?”) and the guest agrees, the act has the desired effect.

In the Turkish Context: If a host says “*Çay alır mısınız?*” (“Would you like some tea?”) and the guest accepts, the act has the desired effect.

Classification of Speech Acts

Speech acts are communicative actions performed through speech or writing. They were categorized by philosopher *John Searle (1969)* into five main types: *assertive, directive, commissive, expressive, and declarative*. Below is an explanation of each type with examples:

1. **Assertives.** Statements that describe the world and convey information.

Example: “*It’s raining.*”

Uzbek Example: “*Bugun havo sovuq.*” (“*It’s cold today.*”)

Turkish Example: “*Bugün hava soğuk.*” (“*It’s cold today.*”)

4. **Directives.** Attempts to get the listener to do something.

Example: “*Close the window.*”

Uzbek Example: “*Eshikni yop.*” (“*Close the door.*”)

Turkish Example: “*Kapıyı kapat.*” (“*Close the door.*”)

5. **Commissives.** Commitments to future actions.

Example: “*I’ll call you tomorrow.*”

Uzbek Example: “*Men ertaga qo’ng’iroq qilaman.*” (“*I’ll call tomorrow.*”)

Turkish Example: “*Yarın seni arayacağım.*” (“*I’ll call you tomorrow.*”)

6. **Expressives.** Expressions of feelings or attitudes.

Example: "I'm sorry for being late."

Uzbek Example: "Uzr, kech qoldim." ("Sorry, I'm late.")

Turkish Example: "Özür dilerim, geç kaldım." ("Sorry, I'm late.")

7. Declarations. Statements that bring about a change in the external world.

Example: "I now pronounce you husband and wife."

Uzbek Example: "Sizlar er va xotin deb e'lon qilinadi." ("You are declared husband and wife.")

Turkish Example: "Sizi karı koca ilan ediyorum." ("I now declare you husband and wife.")

Table 1 shows the purpose and examples of Types of Speech Acts.

Table 1 The purpose and examples of Types of Speech Acts

Type of Speech Act	Purpose	Examples
Assertive	States facts or beliefs	"Water boils at 100°C."
Directive	Asks someone to do something	"Please be quiet."
Commissive	Commits the speaker to a future action	"I promise to return the book."
Expressive	Expresses emotions or feelings	"I'm so sorry for your loss."
Declarative	Changes reality through speech	"You are under arrest."



Do you know? Searle stated: "Every utterance has the potential to change the world." This highlights the powerful role of speech acts in human interaction.

Direct vs. Indirect speech acts

1. Direct Speech Acts. The meaning of the utterance is explicit and clear.

Example: "Can you help me?" (literal request for help).

Uzbek Example: "Menga yordam bera olasizmi?" ("Can you help me?").

Turkish Example: "Bana yardım edebilir misin?" ("Can you help me?").

2. **Indirect Speech Acts.** The meaning is implied rather than directly stated.

Example: “It’s cold in here” (implied request to close the window).

Uzbek Example: “Havo juda sovuq” (might imply “Close the window”).

Turkish Example: “Burası çok soğuk” (might imply “Close the window”).



Why Learn This? Indirect speech acts are often more polite and culturally appropriate in communication. Understanding them is essential for avoiding miscommunication, especially in cross-cultural settings.

Speech Acts in the Uzbek and Turkish Contexts

In both Uzbek and Turkish cultures they place a remarkable importance on:

- Politeness
- Respect
- Indirectness in communication

Requests: Maintaining Harmony

- Requests are often framed indirectly to maintain harmony and avoid confrontation.
- Example in Uzbek:

Instead of saying “Buni qiling” (“Do this”), an Uzbek speaker might say, “Buni qilsa yaxshi bo’lar edi” (“It would be good if this were done”).

- Example in Turkish:

Instead of saying “Bunu yap” (“Do this”), a Turkish speaker might say “Bunu yapсан iyi olur” (“It would be good if you did this”) or “Bunu yapabilir misin acaba?” (“Could you possibly do this?”).

Stating Gratitude & Respect

- Expressives in Uzbek:
- “Rahmat” (“Thank you”) and “Uzr” (“Sorry”) are used frequently to show gratitude and respect.

- Expressives in Turkish:
- “Teşekkür ederim” (“Thank you”) and “Özür dilerim” (“Sorry”) are commonly used to express gratitude and respect in Turkish.
- In more formal situations, “Affedersiniz” (“Excuse me”) is also used.

Relevance for EFL Students

For Uzbek and Turkish EFL students, learning Speech Acts Theory helps:

1. Improve pragmatic competence by understanding how speech acts differ across languages and cultures.
2. Use English more effectively in real-world communication by mastering both direct and indirect speech acts.
3. Recognize cultural norms in English-speaking contexts, such as when to use indirect requests to sound polite.

Questions For Consolidation

1. What are the three levels of a speech act? Provide examples for each.
2. How does an illocutionary act differ from a locutionary act? Explain with an example.
3. What are the five types of illocutionary acts according to John Searle? Give examples in English and Uzbek.
4. Define a perlocutionary act and explain how it affects the listener.
5. What is the difference between direct and indirect speech acts? Provide examples.
6. How does cultural context influence the use of speech acts? Give examples from Uzbek culture.
7. Why is understanding indirect speech acts important for EFL students?
8. What is the significance of speech acts in cross-cultural communication?
9. How does Speech Acts Theory apply to everyday conversation in English and Uzbek?
10. Mention one key contribution by J.L. Austin and one by John Searle to the Speech Acts Theory.