



Noval Teaching Technologies of Pragmatic Speech Acts

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ABSTRACT

This paper aims to illustrate how to teach speech acts under the umbrella of pragmatics in the EFL classroom. It highlights the significance of pragmatics in raising learners' local and global linguistic and cultural behaviors. It also opposes to those researchers who claim that learning the foreign language is commonly associated with the vocabulary, grammar and lexical features.

Keywords:

Pragmatics, Speech Acts, Culture, Social Status, Refusals.

Introduction

Pragmatic corpus of the language denominates refusals as one of the most important parts of the speech acts which are mainly used to postpone or ignore some specific utterances. These utterances may be compliments, invitations or suggestions and while delivering a refusing message users demonstrate some facial expressions (face threatens) or sound in different ways.

If the students are taught to pragmatic competence from their early ages, for example, from primary schools they can acquire the speech act theory and its strategies a bit easier rather than they are supposed to do. Meier (1995) points out teaching pragmatic aspects of language may simply diminish cross-cultural interaction breakdowns and minimize cultural aspect of stereotyping. Consequently, it enables teachers to use pragmatics along with structural corpora of the language.

Significant steps: From process to progress

The initial step of development in the field of speech acts has been put by Austin (1962) who defines that each speech act is constituted from the trio of components, such as locutionary (the process of utterance),

illocutionary (the processes of intention by uttering) and perlocutionary (the result which is achieved through the production).

Later Searle (1986) who makes his own contribution on the theory's development points out that every utterance that produced by speakers is considered to be controlled by specific rules. He divides speech acts into several groups according to their definitions and use in interactions. He classifies the orders and requests to the category of directives, other types of speech acts, for instance, assertions and claims fall under the group of representatives.

The rest of the speech acts threats and promises are related to the category of commissives, while gratitude, complaints and apologies belong to the category of expressives. Finally, declaratives cover the processes of announcing wars and wedding ceremonies.

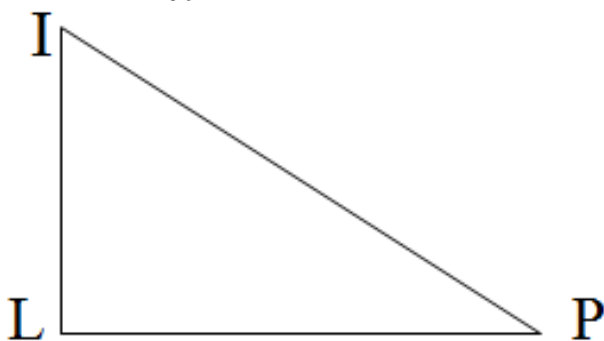
The initial interpretation of the speech acts as approach has been activated according to the BDI model which is considered to be also a plan-based model. This model was established by a group of scholars such as Allen, Cohen and Pernaut. Allen (1995) defines the model as belief, desire and intention and the

prior feature of the method has raised the communicative competence.

As a result, the speech acts are accepted to be taught through the communicative approach. The role of the instructor becomes more significant and he takes the parts of organizer, designer, facilitator and leader while teaching the speech acts to the ESL learners.

This implementation can be achieved through the role-plays and authentic cases and scenarios. While planning the lesson instructors should also think about how to support learners with their pragmatic awareness.

The triangle of LIP illustrates the scheme of components, starting with the process of saying (locutionary), continuing with the stage of the intention of saying something (illocutionary) and finally ending with the effect of saying something (perlocutionary).



It can be created some examples to differentiate these three types of speech acts based on Austin's samples.

A sample situation: Elnur was playing with his little brother Mironshokh. They had an argument on sharing a toy with each other. Suddenly, Elnur yelled at his brother. As a result, his little brother started to cry. Having been a witness of the situation mother did interference to the case.

Locutionary Act

Mother said to Elnur: "Hug him!" meaning by "hug" hug and referring by "him" to a little brother.

Illocutionary Act

Mother made (or advised, ordered, forced) Elnur to hug his little brother.

Perlocutionary Act

Mother persuaded Elnur to hug his little brother.

The following message can be decoded from this situation: after having witnessed the conflict between brothers mother asked his elder son to apologize and mild the situation as he had been rude towards his little brother. Even though she did not utter the word "apologize", it had been done explicitly.

It is important to consider the type of the speech act, the status and gender of the speakers, social status and cultural aspects of the communicators. The establishment of authentic situations is crucial as learners should feel and understand the case along with its consequences.

Situation 1

Student: Good morning Mister Robinson! May I enter?

Teacher: Good morning, yes, you may come in. Come and sit.

Student: Thank you, **I would like to beg your pardon** in the case of not meeting the deadlines.

Teacher: Oh, I see, that is not good, of course.

Student: **Please, accept my sincere apologies** and give another opportunity to take.

Teacher: But you were aware of the dates and tasks. They were announced a month ago.

Student: I know, but I had some urgent reasons. I got a virus of Covid-19.

Teacher: If you have any proof, for example, medical one, **you will be excused**, I hope.

Student: Yes, I have got it. Here it is.

Teacher: Let me see. Ok, I will take into consideration your case and reason. You may check your student blog in two hours. I will prolong the deadline only for 24 hours!

Student: Thank you sir, I am much obliged to you and I will do my best!

Characteristics of Situation 1

Content: According to the register this script demonstrates a formal type of conversation between the tutor and the student.

Social status: Professor (higher trend) and student (lower trend)

Distance: A distant type of relationship

Intensity: Major / minor

This formal type of dialogue shows a higher social status of the professor comparing to the student. The speaker denominates a direct form of apologizing.

Situation 2

Speaker 1: Hello Charlie, how are you?

Speaker 2: Hello Bob, thank you I am fine and what about you?

Speaker 1: Thank you, not bad. I am happy to see you with this cute puppy.

Speaker 2: Oh, yes, I would like to thank you for your "alive gift". It is a really obedient dog.

Speaker 1: It is my pleasure to make happy my friends. I hope you get on well with the puppy.

Speaker 2: Yes, in general, we do, **even though he pushes himself to bark as its bigger creatures**, he does not trouble anyone.

Speaker 1: Oh, I see, this dog is making you **complain about** his misbehavior!

Speaker 2: Do not worry, he is going to be a perfect dog, aren't you, Dog???

Characteristics of Situation 2

Content: According to the register this script demonstrates an informal type of conversation between two friends.

Social status: Speaker 1 and Speaker 2 have the equal social status as they are friends.

Distance: A close type of relationship

Intensity: Major / Major

This informal type of dialogue shows an equal social status of two friends. The speaker denominates indirect and direct forms of complaining/criticism.

Formal instruction: Grammar structures (tenses and prepositions), a new vocabulary (words and phrases related to complaint and apology).

Conclusion

In the final analysis, it can be emphasized that teaching speech acts is not as simple as it seems to be. Teachers should create a good rapport with the learners by delivering them the significance of pragmatic knowledge.

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