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## UZBEKISTAN EL TEACHERS' EXPERIENCE IN USING PROFESSIONALLY-ORIENTED SPEECH ACTS

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### Abstract

Pragmatic competence takes a dominant position in the structure of professional communicative competence, that contributes to effective pedagogical interaction and overall pragmatic proficiency. An integrated procedural framework for pragmadidactic instruction combines various methodologies and approaches to create a comprehensive and effective teaching model. Within this article the qualitative research approach is applied through lesson observation and questionnaire methods as variables in Tashkent state pedagogical university named after Nizami.

**Keywords:** *EL teachers, training, pragmatic competence, pragmadidactics, pedagogical discourse, pedagogical interaction, genres and speech acts, communication and instructional strategies*

### Introduction

In the context of modern development of higher educational system in Uzbekistan the new requirements are being imposed to the foreign languages teachers training. Due to extending the international contacts and necessity of knowing English as lingua franca the principal objectives are being set before professional linguocultural education, especially, before applied linguistics. Rapid development of pragmalinguistic researches has stimulated rethinking the structure of language teachers' pragmatic competence and the content of teaching language of specialty. So, pragmatic competence is important for

successful organizing pedagogical interaction by FL teachers.

### Theoretical bases

By the concept of "discourse" a process and product are considered by scholars. According to T. Van Dijk, the text can be understood only in the framework of situation we are speaking about (2000, p. 9). That's why, the "discourse event" (Dijk. 1997) associates with speech action or speech act as minimal unit of communication combining intention and content of its expressing. While communication certain speech acts as greeting, explanation, request, invitation, apologize, statement, argumenta-

tion, etc. are involved and activated. All of them are important means for organizing pedagogical discourse. The peculiarities of pedagogical discourse or educational linguistics are dealt with B. Bernstein (1990, 2000), F. Christie. (2000), J. R. Martin & D. Rose. (2013), D. Rose. (2014), G. T. Makhkamova. (2019) and many others. To reveal its peculiarities the discourse, functional, genre-register, social-interactional and pragmatic approaches were proposed by scholars. For professional education specialized discourses which envelop speech acts or communicative strategies should be as objects of study in pedagogical universities (Makhkamova. 2019, p. 29). On the basis of specialized discourse the teachers can develop professionally-oriented pragmatic competence. Pragmatic competence plays a great role in organization of pedagogical interaction. According to H. G. Widdowson (2011), “Someone knowing a language knows more than how to understand, speak, read and write sentences. He also knows how sentences are used to communicative effect ...”. This idea implies that the FL teachers should have experience in the following aspects: 1) strategic – realizing communicative intention and planning communicative event; 2) tactic – analysis of communicative situation and selection of appropriate means for intention expressing; 3) textual–construction of a certain genre or speech act in accordance with the situational and cultural contexts (Makhkamova 2019, p. 31). It is necessary to stress here that all mentioned aspects are related to pragmatic competence, which cover variety of communicative abilities in the terms of “using” and “comprehension and interpretation” (Bialystok 1993, p. 43).

### Pragmadidactics peculiarities

Pragmalinguistic studies developed under the angle of the speech acts theory extent knowledge about communication and interaction processes and gave an impetus to naming a special methodology of teaching speech acts. The notion of “pragmadi-

dactics” was introduced by German scholar as Franz-Eberhard Piefho based on the discourse model, that taking into account the specificity of communication, especially, function and social interaction. Not in vain pragmatics refers linguistic items to perform speech acts, in particular, to their form, meaning, force and context (Kasper. 2001, p. 51). That is why within Piefho’ pragmadidactic theory a special place is given to communicative activity of a personality and speech acts assumption as locution, illocution and perlocution. In the conversation communicants animate events and personal experience, for example, a listener reproduces action in accordance with a perception of the message because speech act brings a certain meaning, i.e. the speaker’s idea with the effect of exposure to do something. According to H. D. Brown, “...language functions, discourse analysis, conversational analysis, corpus studies, and contrastive rhetoric is the importance of pragmatics in conveying and interpretation meaning” (2007, p. 232).

### Methodology

A qualitative research approach is the main for this study. For this purpose EL lesson observation and questionnaire of teachers of foreign faculty in Tashkent state pedagogical university named after Nizami were applied. The efficacy of this type of the research approach is seen in possibility to discussion of some pragmadidactics assumptions and an applied perspective for teaching professionally-oriented speech acts for rational organizing pedagogical interaction in the English classrooms (See: Nunan 2013, Creswell, 2013). D. Nunan considers that the qualitative research as “soft” in comparison with quantitative approach (2013, p.3). Thank to results of the qualitative research we have opportunity to reveal teachers’ needs, specify repertoire of professionally-oriented speech acts formulas and effective ways for teaching and improving the quality of pragmatic competence of teachers (Creswell, 2013).

**Table 1.** *Evaluation criteria*

No.	Strategies	Scores
1.	Establishment of contact with students	5
2.	Asking questions and request	5

No.	Strategies	Scores
3.	Involvement of students and classroom management	5
4.	Task explanation and monitoring while doing activities	5
5.	Supporting activity of students	5
6.	Praise and approval	5
7.	Using polite and mitigation forms in pedagogical interaction	5
8.	Evaluation and implicit errors correction	5
9.	Critique expressing	5
10.	Range of speech formulas and communicative strategies.	5
	Max. scores	50

The given criteria were created in accordance with the following methodological requirements:

- to be objective and correspondence with the study phenomenon;
- to include professionally-oriented speech acts and strategies;
- to cover the key components of pragmatic competence in speech acts operating.

In our view, pragmatic competence can be opened through the given above crite-

ria based on which we can see the level of pragmatic proficiency of teachers. On this stage ten teachers lessons were observed in the context of pragmadidactics quantity of teachers. As it was mentioned before the variable of the lesson observation is teachers' questionnaire method. The questions and achieved results in the framework of teachers' questionnaire are presented in the *Table 2*.

**Table 2.** *Results of teachers' questionnaire*

No.	Questions	Quantitative results
1.	What structural components are included into pragmatic competence of the EL teachers?	Know –24% Partly know –60% Don't know –16%
2.	What is the pragmadidactics?	Know– 38% Partly know– 48% Don't know – 14%
3.	Do you teach professionally-oriented speech acts in the English practical course?	Yes – 46% Sometimes – 37% Teach only pedagogical terms – 19%
4.	What strategies are used in the process of pedagogical interaction?	Explanation –74% Correction –27% Classroom management –76% Attracting the attention– 71%
5.	What professionally-oriented speech acts are objects of teaching?	Approval and disapproval – 36% Request – 61% Praise – 57% Call to actions – 83% Persuasion – 29% Critique – 27%

No.	Questions	Quantitative results
6.	Do you teach all repertoire of speech acts expressing	Yes – 35% Only frequent used – 57% Only simple phrases – 8%
7.	What tasks and activities are used for teaching professionally-oriented speech acts?	Gaps filling – 73% Speech acts formulas finding – 49% Simulations – 36%
8.	What techniques are used for assessment of knowing and using professionally-oriented speech acts.	Text comprehension – 98% Staging a dialogue – 53%

### Discussion

By the help of lessons observation it was revealed that – 6,5% of the teachers used variety formulas of professionally-oriented speech acts and politeness strategies, reflected in the evaluation criteria, they could operate freely and productively with them. For example, the teachers use variable and complicated formulas of speech acts using polite and mitigation strategies: *Could you change mind, please? I'm sorry to have ask you this, but ... would you mind .... I think it might be possible to actually do it in this situation. You could maybe comment on how many of the advantages seem to be something that you'll have to learn it. I wonder what that means? What I also like to know is ...? What inspired you to ... do? Could you imagine that...? It will be better if you use the word "... in this context. That's a good point, but... I'm not sure about that for two reasons. You can use that's a good point and other expressions like these to show someone has a valid argument.*

Consequently, by the help of teachers' questionnaire it was reaffirmed that teachers pragmatic proficiency in the context of pedagogical discourse organization is not well although teachers should operate with a wide repertoire of speech formulas appropriately to the situational context and politeness rules and norms of pedagogical interaction and use active and variable instructional strategies in the framework of pragmadidactics. In general, teachers have not enough imagination

about 1) pragmatic competence structure and importance for obtaining wide repertoire of professionally-oriented speech acts to be successful in pedagogical interaction; 2) potential of pragmadidactic instructions for development of teachers' pragmatic competence.

### Conclusion

The current paper presents our view on pragmadidactics in the contexts of development of professionally-oriented pragmatic competence. Beneficial impact of the pragmadidactics is seen in possibility of mastering a wide repertoire of professionally-oriented speech acts and instructional strategies for organizing successful pedagogical interaction. According to the results of the lesson observation about 60% teachers' pragmalinguistic and pragmadidactic competences need in improving these competences, although the tested teachers have CEFR or ILTE certificates. In conclusion, the study highlights the potential of teaching variety of professionally-oriented speech acts under pragmadidactics, and provides evidence for their effectiveness in improving professional skills. Further research is needed to explore the content of teaching in the given framework, and to determine the most important formulas for speech acts and strategies expressing. In particular, pragmatic material for teaching professionally-oriented pragmatic competence and assessment tools to be objective concerning teachers' level of pragmadidactic awareness.

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