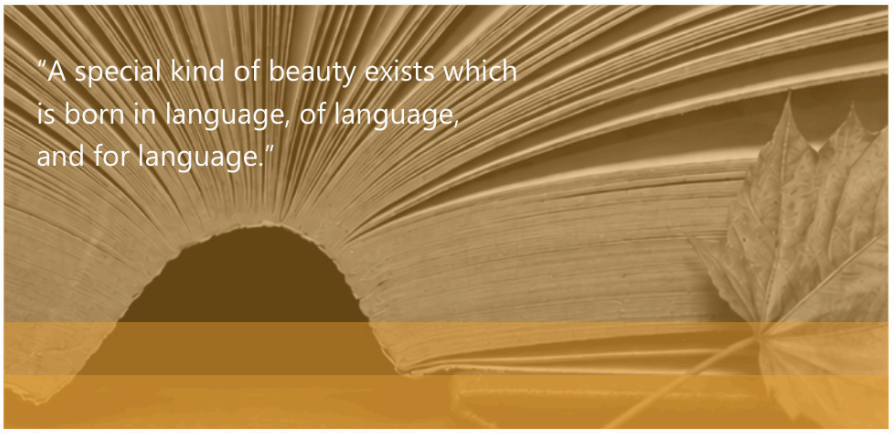
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Cogito, ergo sum

Jurnal Oliy Attestatsiya Komissiyasi tomonidan 2025-yil 4-yanvar kuni 366/5-sonli qaror bilan tavsiya etilgan milliy ilmiy nashrlar ro'yxatiga kiritilgan

Pragmadidactic features of teaching implicature and indirect speech acts in English language education

Pulatova Farangiz Ulugbek qizi
Independent Researcher,
Nizami National Pedagogical University of Uzbekistan

Annotation *The article examines the pragmadidactic features of teaching implicature and indirect speech acts in English language education. The ability to infer implied meaning and interpret indirect communicative actions is treated as a central component of pragmatic competence. Drawing on the works of Grice, Searle, Thomas, Bouton, Kasper, Rose, Taguchi, Ishihara and Cohen, the study explains the interaction of context, communicative intention, pragmalinguistic resources and sociopragmatic variables. A six-stage pragmadidactic model is proposed for prospective English language teachers: Context Recognition, Implicature Inference, Indirect Speech-Act Interpretation, Pragmatic Choice, Communicative Production and Reflection. The model combines authentic situations, comparative discourse analysis, metapragmatic explanation, role-play and reflective tasks in order to develop both receptive pragmatic interpretation and context-sensitive language production. Furthermore, the study addresses the causes of pragmatic failures, the interpretation of indirect expressions in intercultural communication and the selection of contextually appropriate communicative strategies. The proposed approach supports learners in identifying implied meanings, understanding speakers' intentions, observing communicative conventions and developing communicative flexibility.*

Keywords *Implicature, indirect speech act, pragmatic competence, pragmadidactics, communicative intention, context, pragmalinguistics, sociopragmatics, prospective English teacher*

Ingliz tili ta’limida implikatura va bilvosita nutq aktlarini o‘rgatishning pragmadidaktik xususiyatlari

Pulatova Farangiz Ulugbek qizi
Mustaqil tadqiqotchi,
Nizomiy nomidagi O‘zbekiston milliy pedagogika universiteti

Annotatsiya *Maqolada ingliz tili ta’limida implikatura va bilvosita nutq aktlarini o‘rgatishning pragmadidaktik xususiyatlari tahlil qilinadi. Implikaturani anglash va bilvosita kommunikativ ma’noni talqin qilish pragmatik kompetensiyaning muhim tarkibiy qismlari sifatida yoritiladi. Grice, Searle, Thomas, Bouton, Kasper, Rose, Taguchi, Ishihara va Cohenning ilmiy qarashlari asosida kontekst, kommunikativ niyat, pragmalingvistik vositalar hamda sotsiopragmatik omillarning o‘zaro aloqasi asoslanadi. Bo‘lajak ingliz tili o‘qituvchilari uchun Context Recognition – Implicature Inference – Indirect Speech-Act Interpretation – Pragmatic Choice – Communicative Production – Reflection bosqichlaridan iborat pragmadidaktik model taklif etiladi. Model autentik vaziyatlar, qiyosiy tahlil, metapragmatik tushuntirish, rolli o‘yin va refleksiv topshiriqlar orqali pragmatik anglash va nutqiy tanlovni rivojlantirishga*

qaratilgan. Shuningdek, tadqiqotda pragmatik xatolarning yuzaga kelish sabablari, madaniyatlararo muloqotda bilvosita ifodalarning talqin qilinishi hamda kommunikativ vaziyatga mos nutqiy strategiyalarni tanlash masalalari ko'rib chiqiladi. Taklif etilgan yondashuv talabalarning yashirin ma'nolarni aniqlash, so'zlovchi niyatini tushunish, muloqot me'yorlariga rioya qilish va kommunikativ moslashuvchanlik ko'nikmalarini shakllantirishga xizmat qiladi. Mazkur model ingliz tili o'qituvchilarini tayyorlash jarayonida pragmatik kompetensiyani izchil rivojlantirish uchun metodik asos sifatida tavsiya etiladi. Uning amaliy ahamiyati ta'lim samaradorligini oshirish bilan belgilanadi.

Kalit so'zlar *Implikatura, bilvosita nutq akti, pragmatik kompetensiya, pragmadidaktika, kommunikativ niyat, kontekst, pragmalingvistika, sotsiopragmatika, bo'lajak ingliz tili o'qituvchisi*

Прагмодидактические особенности обучения импликатуре и косвенным речевым актам в преподавании английского языка

Пулатова Фарангиз Улугбек кизи
Независимый исследователь,
Национальный педагогический университет Узбекистана имени Низами

Аннотация *В статье анализируются прагмодидактические особенности обучения импликатуре и косвенным речевым актам в преподавании английского языка. Умение выводить имплицитный смысл и интерпретировать косвенные коммуникативные действия рассматривается как важный компонент прагматической компетенции. На основе научных положений Грайса, Серля, Томас, Бутона, Каспер, Роуз, Тагути, Исихары и Коэна раскрывается взаимосвязь контекста, коммуникативного намерения, прагмалингвистических средств и социопрагматических факторов. Для будущих учителей английского языка предлагается шестиступенчатая прагмодидактическая модель: распознавание контекста, вывод импликатуры, интерпретация косвенного речевого акта, прагматический выбор, коммуникативное продуцирование и рефлексия. Кроме того, рассматриваются причины возникновения прагматических ошибок, особенности интерпретации косвенных высказываний в межкультурной коммуникации и вопросы выбора речевых стратегий, соответствующих коммуникативной ситуации. Предлагаемый подход способствует формированию у студентов навыков выявления скрытых смыслов, понимания намерений говорящего, соблюдения коммуникативных норм и развития коммуникативной гибкости. Данная модель рекомендуется в качестве методической основы последовательного развития прагматической компетенции в процессе подготовки учителей английского языка. Её практическая значимость определяется возможностью повышения эффективности обучения.*

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Ключевые слова *Импликатура, косвенный речевой акт, прагматическая компетенция, прагмодидактика, коммуникативное намерение, контекст, прагмалингвистика, социопрагматика, будущий учитель английского языка*

Introduction

Pragmatic competence is an essential dimension of communicative ability because successful interaction requires language users to understand not only what an utterance literally says but also what a speaker intends to accomplish in a particular context. In English language education, this distinction becomes especially important when learners encounter implicatures and indirect speech acts. Expressions such as "It is getting late," "Can you reach the window?" or "I have an early class tomorrow" may perform functions that cannot be recovered from grammatical form alone. Their interpretation depends on shared knowledge, situational context, interpersonal relations and culturally shaped expectations.

For prospective English language teachers, the problem has a dual significance. They need to develop their own ability to interpret and produce implied meanings, while also acquiring pedagogical strategies for making such meanings accessible to future learners. A teacher who explains only vocabulary and grammar may leave learners unable to understand why an apparently neutral question functions as a request, why a statement functions as a refusal, or why a speaker intentionally provides less information than expected.

The aim of this article is to substantiate the pragmadidactic features of teaching implicature and indirect speech acts and to propose a staged model suitable for the professional preparation of prospective English language teachers. The study is theoretical and methodological in character. It employs analysis, comparison, synthesis and pedagogical modelling; it does not report experimental results. The proposed model is intended as a methodological construct for subsequent classroom implementation and empirical validation.

Theoretical and Pragmadidactic foundations

Grice's theory of conversational implicature provides a fundamental explanation of how interlocutors infer meanings that are not explicitly encoded in an utterance. Grice's (1975) Cooperative Principle and conversational maxims account for the expectation that contributions will be appropriately informative, truthful, relevant, and clear.

When an utterance appears to depart from these expectations, the hearer may search for an additional interpretation that preserves communicative rationality. From a teaching perspective, this means that implicature should not be presented as a hidden vocabulary item; it should be taught as an inferential relationship among linguistic form, context and communicative intention.

A distinction between generalized and particularized conversational implicature is also pedagogically useful. Some inferences arise relatively regularly from certain expressions, whereas others depend strongly on the immediate situation. Learners therefore need both pattern recognition and context-sensitive reasoning. A pragmadidactic approach should help them ask: What was literally said? What did the situation make relevant? Which assumption connects the utterance with the inferred meaning? What alternative interpretation is possible?

Searle's (1975) account of indirect speech acts explains another important mismatch between form and function. A speaker may perform one illocutionary act through the

performance of another. The interrogative "Can you pass the salt?" is structurally a question about ability, but in an ordinary dining context it is conventionally interpreted as a request. For learners, difficulty arises when they identify sentence type but fail to recognize illocutionary force. Teaching should therefore move from formal classification toward functional and contextual interpretation.

Indirectness is not simply a linguistic complication. It serves interpersonal purposes such as mitigating imposition, maintaining politeness, negotiating status, protecting face, creating solidarity or allowing a degree of deniability. Consequently, the teaching of indirect speech acts must connect pragmalinguistic forms with sociopragmatic judgments. Thomas (1983) distinguishes pragmalinguistic failure, which concerns the mapping of linguistic form onto pragmatic force, from sociopragmatic failure, which concerns inappropriate judgements about the social conditions of language use.

This distinction offers a productive diagnostic framework for teacher education.

For example, a learner may know that "Would you mind...?" can function as a polite request but use it in a context where another formulation would be more natural or proportionate. Conversely, a learner may correctly assess that a situation requires mitigation but lack the linguistic resources to realize it. Pragmadidactic instruction should therefore diagnose not only whether an answer is grammatically correct, but also whether the learner has interpreted the social situation and selected an appropriate linguistic strategy.

Research in second-language pragmatics supports the value of instruction. Bouton's (1994) longitudinal work on conversational implicature showed that some implicatures were acquired slowly without deliberate teaching, strengthening the case for focused pedagogical intervention. This finding is especially significant in foreign-language environments where learners may have limited access to naturally occurring English interaction outside the classroom.

Taguchi's (2011) review of pragmatics instruction identifies explicit and implicit instruction, input-oriented work, awareness-raising, and practice as major areas of pedagogical intervention.

For implicature and indirect speech acts, explicit instruction is particularly useful when it directs attention to the inferential process rather than supplying fixed translations. Learners should be guided to notice contextual cues, discuss alternative interpretations and explain why a particular inference is plausible.

Kasper and Rose (2002) emphasise that pragmatic development involves the interaction of linguistic knowledge, social understanding, and opportunities for communicative use. Rose and Kasper (2001) further demonstrate the importance of bringing pragmatics into language teaching through awareness, analysis, and practice. These principles suggest that pragmadidactics should combine receptive interpretation with productive decision-making: students first reconstruct meaning and then use comparable pragmatic resources in new situations.

Ishihara and Cohen (2010) argue for pedagogical practices that help learners observe pragmatic language use, analyse speech acts, and reflect on choices and consequences.

For prospective teachers, this reflective dimension is crucial. They should not merely memorize "polite expressions"; they should be able to explain why one expression is more appropriate than another, how contextual variables affect interpretation, and how classroom tasks can make these relationships visible.

A six-stage pragmadidactic model

On the basis of these theoretical positions, teaching implicature and indirect speech acts can be organized through a six-stage model: 1) Context Recognition; 2) Implicature Inference; 3) Indirect Speech-Act Interpretation; 4) Pragmatic Choice; 5)

Communicative Production; and 6) Reflection. The stages form a recursive rather than strictly linear sequence. Learners may return to contextual analysis after an unsuccessful interpretation or reconsider linguistic choices after receiving feedback.

The first stage, Context Recognition, trains learners to reconstruct the communicative situation before interpreting individual utterances. They identify participants, relationship, setting, preceding discourse, communicative goals and relevant social variables. This prevents the common classroom tendency to treat isolated sentences as if they had stable pragmatic meanings independent of context.

The second stage, Implicature Inference, focuses on the gap between literal meaning and inferred meaning. Students first paraphrase what is explicitly said, then identify what information is contextually expected, and finally formulate the implied proposition. They must justify the inference using evidence rather than intuition alone. Short dialogues, authentic video fragments, interviews, advertisements, humorous exchanges and teacher-created scenarios can all be used if sufficient contextual information is supplied.

The third stage, Indirect Speech-Act Interpretation, requires students to determine what action the speaker is performing. They distinguish sentence form from communicative function and examine how preparatory conditions, shared knowledge and conventionality contribute to interpretation. The same grammatical form can then be compared across contexts to show that pragmatic force is not mechanically determined by syntax.

The fourth stage, Pragmatic Choice, shifts from comprehension to decision-making. Learners compare alternative realizations of a request, refusal, suggestion, disagreement or criticism and predict their possible interpersonal effects. At this stage, social distance, relative power, degree of imposition, urgency and communicative purpose become explicit variables. The goal is not to establish one universally correct formula but to develop reasoned choice.

The fifth stage, Communicative Production, requires learners to perform pragmatic actions in contextualized tasks. Role-plays should specify relationships and goals rather than merely instruct students to "make a request" or "refuse." Students can also complete dialogue continuations, voice-message responses, workplace exchanges and classroom scenarios. Their production is evaluated for intelligibility, contextual appropriateness, strategy choice and ability to achieve the intended function.

The sixth stage, Reflection, develops metapragmatic awareness. Learners explain which cues shaped their interpretation, why they selected a particular strategy, what alternative expressions were available and how a change in context might alter their choice. For prospective teachers, an additional professional question is included: How could this pragmatic phenomenon is taught to learners without reducing it to a rigid rule?

Stage	Methodological focus	Sample learner activity	Expected pragmatic outcome
Context Recognition	Reconstructing situational and interpersonal variables	Identify participants, status, purpose and preceding context	Contextual sensitivity
Implicature Inference	Linking literal content with inferred meaning	State literal meaning; infer intended meaning; justify with cues	Pragmatic inferencing

Indirect Speech-Act Interpretation	Distinguishing sentence form from illocutionary force	Classify the action performed by an indirect utterance	Functional interpretation
Pragmatic Choice	Comparing alternative realizations	Rank alternatives by likely effect in a specified context and explain differences	Context-sensitive strategy selection
Communicative Production	Using pragmatic resources in interaction	Role-play requests, refusals, suggestions or disagreements	Appropriate pragmatic production
Reflection	Making pragmatic reasoning explicit	Explain choices, alternatives and possible interlocutor interpretations	Metapragmatic awareness

Table 1. *Methodological relationship between stages, tasks and pragmatic outcomes*

Teaching techniques and Task design

Authentic and semi-authentic discourse is particularly important because implicature is context dependent. However, authenticity should be pedagogically mediated. A long natural conversation may contain too many competing cues, while a short extract with a transcript and focused questions can make pragmatic reasoning observable. The teacher may first conceal the final turn and ask students to predict it, or present two contexts for the same utterance and compare resulting interpretations.

Contrastive tasks are also useful. Learners can compare a direct request with conventionally indirect and hint-based versions, or examine several refusals differing in explanation, mitigation and explicitness. The analytical question should be functional: What changes in interpersonal effect when the form changes? Such tasks help avoid the misleading assumption that indirectness always equals politeness.

Metapragmatic explanation should be concise and linked to data. The teacher can introduce concepts such as literal meaning, implied meaning, illocutionary force, contextual cue, social distance and imposition after learners have encountered examples. Terminology then becomes a tool for explaining observed communication rather than an abstract list to memorize.

Cross-cultural comparison can deepen awareness when it is used carefully. Students may discuss how a similar communicative goal is achieved in Uzbek, English or other languages they know, but the purpose should not be to label one culture as direct and another as indirect. Instead, comparison should reveal that pragmatic expectations are variable and that successful intercultural communication requires attention to interlocutors, communities and specific situations.

Feedback should address reasoning as well as output. When a learner misinterprets an implicature, the teacher can ask which contextual cue was overlooked. When a production is pragmatically unusual, feedback can identify whether the issue concerns linguistic realisation or social judgement, following Thomas's (1983) pragmalinguistic-sociopragmatic distinction.

This diagnostic approach is more informative than simply replacing the learner's sentence with a teacher-preferred version.

Assessment should likewise be multidimensional. Multiple-choice implicature tests can assess receptive interpretation, but they should be supplemented with justification tasks, discourse-completion tasks, role-plays

and reflective commentary. A student who selects a correct answer by chance has not demonstrated the same competence as one who can explain the inferential route and transfer the principle to a new context.

Taguchi's (2012) work underscores that pragmatic competence develops through multiple dimensions and is sensitive to learning context. Accordingly, progress should be observed in accuracy of interpretation, speed and confidence of inference, flexibility of strategy choice, appropriateness of production and quality of metapragmatic explanation. For prospective teachers, pedagogical transfer should constitute an additional outcome: the ability to design or adapt tasks that teach pragmatic meaning explicitly and responsibly.

Methodological conditions for implementation

Several methodological conditions are necessary for effective implementation of the proposed model. First, pragmatic phenomena should be contextualized from the beginning. Second, instruction should integrate receptive and productive work rather than teaching interpretation and speaking as separate domains. Third, explicit explanation should support noticing and reasoning without turning pragmatic tendencies into absolute rules.

Fourth, materials should represent variation. Learners need examples from different relationships, registers and communicative settings so that they can see that the same function may be realized differently. Fifth, tasks should gradually reduce teacher support. Early activities may provide contextual prompts and analytical questions, whereas later activities should require students to infer relevant variables and justify decisions independently.

Sixth, teacher education should include a pedagogical reflection layer. After completing a pragmatic task as language users, prospective teachers should evaluate it as future professionals: Which learner difficulty does the task address? Which contextual information is indispensable? What feedback would be appropriate? How can assessment distinguish grammatical error from pragmatic mismatch? This double perspective links pragmatic competence with professional methodological competence.

Finally, pragmatic appropriateness should not be equated with imitation of a single native-speaker norm. English is used in multilingual and intercultural environments, and communicative choices reflect identities as well as contexts. Pragmadidactic instruction should therefore develop interpretive awareness and a repertoire of options, enabling learners to anticipate likely effects while retaining agency over how they express themselves.

Conclusion

Implicature and indirect speech acts occupy a central place in pragmatic competence because they require learners to move beyond literal decoding toward context-sensitive interpretation of communicative intention. Their teaching is therefore not adequately addressed through grammar explanation or vocabulary work alone. It requires a pragmadidactic framework that integrates linguistic form, inference, social context, interactional purpose and reflective awareness.

The theoretical positions of Grice (1975), Searle (1969, 1975), and Thomas (1983) clarify the mechanisms of implicature, indirect illocution, and pragmatic failure, while research by Bouton (1994) and Taguchi (2011) supports purposeful classroom intervention. Work by Kasper and Rose (2002), Rose and Kasper (2001), Ishihara and Cohen (2010), and Taguchi (2012) further demonstrates the importance of awareness, contextualised input, practice, and reflection in pragmatic development.

The six-stage model proposed in this article - Context Recognition, Implicature Inference, Indirect Speech-Act Interpretation, Pragmatic Choice, Communicative Production and Reflection - provides a structured

methodological sequence for prospective English language teachers. Its principal advantage is the integration of comprehension, analytical reasoning, communicative performance and professional reflection. Future empirical research should test the model in experimental and control groups, develop diagnostic rubrics for receptive and productive pragmatic performance, and examine which task types most effectively support transfer from pragmatic analysis to spontaneous communication.

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