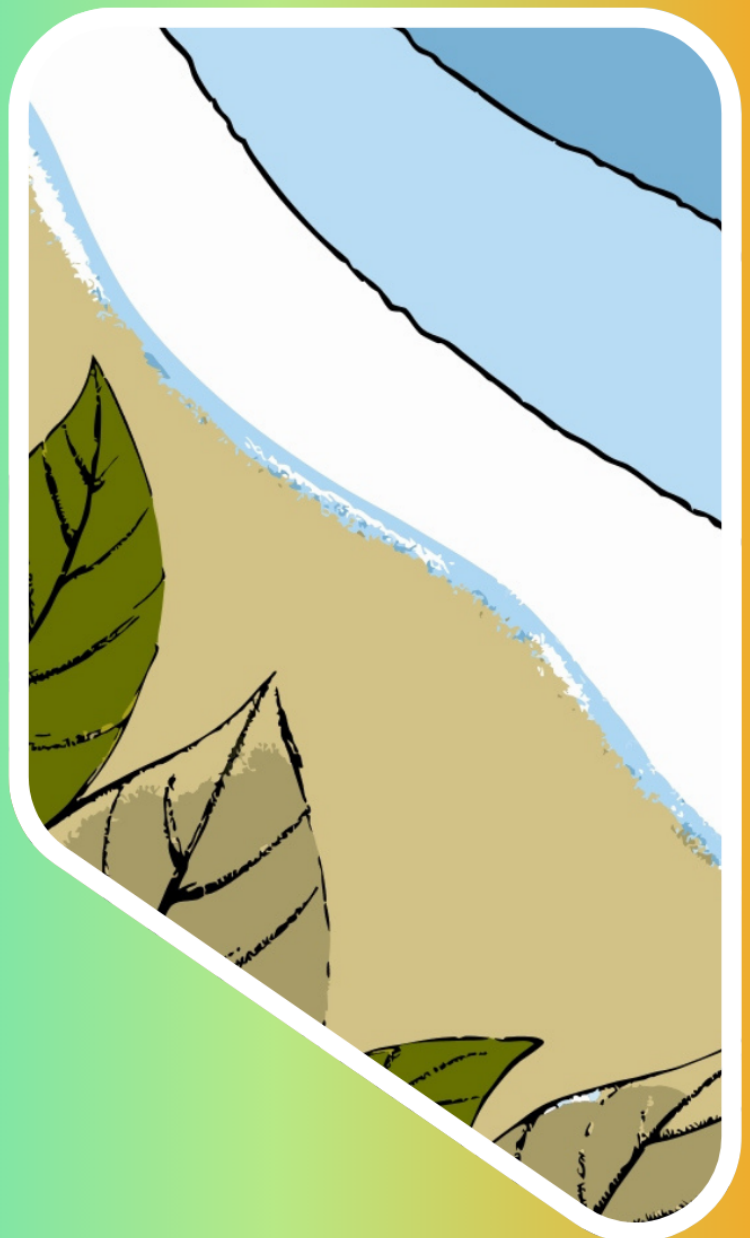# The Lingua Spectrum

Cogito, ergo sum

"A special kind of beauty exists which is born in language, of language, and for language."

GASTON BACHELARD

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Pragmatic Genre Features of Modern Spanish in Intercultural Communication

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Annotation. *This article explores the linguapragmatic characteristics of the Spanish language in genre-based discourse. The research focuses on how pragmatic markers operate within specific communicative genres across Peninsular and Latin American varieties. The study draws on corpus-based evidence and established theoretical models such as speech act theory and politeness strategies. By integrating findings from both international sources and Uzbek scholars, the article underscores the intercultural dimension of Spanish pragmatics. Particular attention is given to discourse markers, genre structure, and the influence of sociocultural context on pragmalinguistic behavior. The research also considers the pedagogical implications of genre-sensitive pragmatics for Spanish language instruction in Uzbekistan.*

Keywords: *Spanish language; Linguapragmatics; Genre conventions; Intercultural pragmatics; Discourse markers; Politeness strategies; Sociocultural context; Foreign language teaching*

Прагматические жанровые особенности современного испанского языка в межкультурной коммуникации

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Аннотация. *В статье рассматриваются лингуапрагматические особенности испанского языка в контексте жанровой дифференциации. Исследование направлено на выявление прагматических маркеров в различных жанрах речевой коммуникации в испаноязычном мире – как в европейском, так и в латиноамериканском вариантах. Анализ основан на корпусных данных и включает теоретические подходы, такие как теория речевых актов и стратегии вежливости. В работе также учитываются труды узбекских и зарубежных ученых, освещающих аспекты межкультурной прагматики. Особое внимание уделено маркерам дискурса, жанровой структуре и влиянию социокультурного контекста на прагмалингвистическое поведение. Отдельно рассматриваются педагогические перспективы интеграции жанровой прагматики в обучение испанскому языку в Узбекистане.*

Ключевые слова: *Испанский язык; Лингвопрагматика; Жанровые особенности; Межкультурная прагматика; Маркеры дискурса; Стратегии вежливости; Социокультурный контекст; Обучение иностранным языкам*

Zamonaviy ispan tilining janrga xos pragmatik xususiyatlari: madaniyatlararo muloqot nuqtayi nazaridan

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Annotatsiya: *Mazkur maqolada ispan tilidagi janrga xos lingvopragmatik xususiyatlar o'rganiladi. Tadqiqotda Yevropa va Lotin Amerikasi variantlarida kommunikativ janrlar doirasida pragmatik markerlarning qanday ishlashi tahlil qilinadi. Maqolada korpusga asoslangan misollar,*

nutq aktlari nazariyasi va xushmuomalalik strategiyalari kabi konseptual yondashuvlardan foydalanilgan. Shuningdek, o'zbekistonlik va xorijiy olimlarning ilmiy ishlari tahlilga jalb etilgan. E'tibor diskurs markerlari, janr tuzilmasi hamda ijtimoiy-madaniy kontekstning pragmalingvistik xatti-harakatlarga ta'siriga qaratilgan. Tadqiqot natijalari O'zbekistonda ispan tilini o'qitishda janrga asoslangan pragmatikaning o'rni haqida xulosalar beradi.

Kalit so'zlar: *Ispan tili; Lingvopragmatika; Janr xususiyatlari; Madaniyatlararo pragmatika; Diskurs markerlari; Xushmuomalalik strategiyalari; Ijtimoiy-madaniy kontekst; Chet tilini o'qitish*

Introduction

The pragmatics of genre-based discourse in the Spanish language has gained growing scholarly attention due to the increasing global spread of Spanish and the rising need for effective intercultural communication. Within this context, **linguapragmatic research** offers insights into how linguistic choices are conditioned by genre conventions, cultural norms, and interactional expectations. As Escandell-Vidal (2011) notes, pragmatic interpretation in Spanish relies not only on the linguistic structure but also on the social and communicative framework in which language occurs.

Genre, understood as a recurring communicative event with a conventionalized structure (Swales, 1990), plays a central role in shaping pragmatic choices. Spanish, as a pluricentric language spoken across Europe and Latin America, offers a rich field for observing **genre-bound pragmatic phenomena** such as discourse markers, politeness strategies, and speech act realizations (Briz & Grupo Val.Es.Co, 2021). These features vary not only by genre – such as academic lectures, business meetings, casual conversation – but also by regional dialect and sociocultural norms.

The **linguapragmatic aspect** refers to the intersection between pragmatics and language use in culturally and socially marked contexts. Studies in this domain show that pragmatic routines in Spanish vary significantly depending on genre and register. For instance, formal genres such as institutional emails often utilize deferential markers and indirect strategies, while informal speech, including spontaneous dialogues, exhibits elliptical constructions, pragmatic particles, and relational discourse markers (Fuentes Rodríguez & Alcaide Lara, 2019).

Moreover, **intercultural pragmatics** has emerged as an essential subfield, focusing on cross-cultural interaction and misunderstanding. This is particularly important for non-native speakers of Spanish, such as Uzbek learners, whose native linguistic and pragmatic systems differ considerably. As Hamraeva (2019) emphasizes in her work on teaching Spanish in Uzbekistan, developing pragmatic competence is essential for avoiding communicative failure, particularly when students engage with authentic genre-specific materials.

Local research also supports the need for pedagogically relevant pragmatics in foreign language instruction. For example, Karimova (2020), writing in *The Lingua Spectrum*, highlights the gap between grammatical proficiency and pragmatic competence among Uzbek learners of Spanish, especially in academic and professional genres. She advocates for genre-integrated curricula that include both metapragmatic awareness and practical usage strategies.

Therefore, this study seeks to explore the **genre-specific linguapragmatic features of the Spanish language**, focusing on discourse markers, politeness norms, and interactional routines across formal and informal settings. It aims to bridge theoretical perspectives with real-world applications, particularly in the context of teaching Spanish as a foreign language in Uzbekistan. The research draws from authentic corpora, prior studies in Spanish and Uzbek linguistics, and pedagogical frameworks, with the goal of contributing to both linguistic theory and applied language education.

Literature Review

Research into the linguapragmatic aspects of the Spanish language has evolved significantly over the past two decades, particularly with regard to genre differentiation. Foundational works in Spanish pragmatics (Escandell-Vidal, 2011; Bravo, 2022) focus on the interaction between linguistic forms and social norms. These studies emphasize that discourse markers, turn-taking strategies, and speech act realizations vary not only by register but also by genre and communicative setting.

Briz and Grupo Val.Es.Co (2021), for instance, provide a corpus-based overview of colloquial and institutional Spanish, identifying recurring pragmatic routines across genres such as radio interviews, academic presentations, and political debates. Their findings demonstrate that Spanish speakers rely heavily on genre-specific discourse markers like *pues*, *vale*, *o sea*, and *mira* to organize and modulate interactional flow.

Further contributions by Fuentes Rodríguez and Alcaide Lara (2019) delve into the use of **meta-pragmatic markers** and **evaluative expressions** in academic genres, showing how writers negotiate authority and politeness. These elements are particularly salient in formal genres like academic essays and conference presentations, where hedging and politeness serve both epistemic and interpersonal functions.

From the intercultural perspective, Hernández Flores (2020) explores politeness across Spanish-speaking cultures, noting regional differences in mitigation strategies. For example, speakers from Spain often exhibit greater directness in public genres, while Latin American speakers favor more deferential forms. This regional variability complicates the teaching of Spanish pragmatics to non-native learners and necessitates nuanced instructional approaches.

In the Uzbek context, Hamraeva (2019) argues that pragmatic competence should be a core component of foreign language instruction, particularly in developing learners' ability to navigate formal genres. Similarly, Karimova (2020), in *The Lingua Spectrum*, documents pragmatic challenges faced by Uzbek university students when composing institutional emails in Spanish, citing frequent overuse of direct speech acts and underuse of mitigators like *quisiera* or *me gustaría*.

Abduhakimova (2023), also writing in *The Lingua Spectrum*, proposes a genre-based syllabus for Spanish instruction in Uzbek higher education. She advocates for genre-sensitive pragmatics instruction, integrated with explicit metalinguistic reflection, as a method to enhance learners' ability to produce socially appropriate speech in Spanish.

Thus, the existing literature underlines a gap between formal grammatical proficiency and pragmatic competence – especially in genre-specific contexts – which this study seeks to address.

Methodology

This study adopts a **qualitative corpus-based approach** to analyze linguapragmatic features across multiple genres of Spanish discourse. The genres selected include:

- Academic presentations (transcripts from *Corpus del Español del Siglo XXI*)
- Institutional emails (from the *Spanish Interlanguage Email Corpus*)
- Business meeting transcripts (from authentic company archives and language textbooks)
- Informal conversation (from the *Corpus Oral y Sonoro del Español Transatlántico*)

To ensure **intercultural and pedagogical relevance**, the corpus is triangulated with written and spoken Spanish samples produced by Uzbek learners, obtained from language programs at Uzbekistan State World Languages University. These samples include academic writing assignments and role-play scripts.

The analysis focuses on identifying and categorizing pragmatic features such as:

- Discourse markers
- Politeness strategies
- Speech act realization patterns
- Hedging and boosting devices
- Formality and register alignment

Coding was conducted using MAXQDA software, and the results were cross-referenced with theoretical frameworks from Brown and Levinson's (1987) politeness theory, Searle's (1979) taxonomy of speech acts, and recent genre studies (Swales, 2004; Bhatia, 2017).

Additionally, **pedagogical implications** are derived by comparing authentic data with learner data to identify recurrent gaps and mismatches in pragmalinguistic behavior.

Results

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The analysis of native Spanish discourse across genres reveals **distinctive pragmalinguistic patterns** tied to communicative context, register, and speaker roles. Three major categories of results were identified: (1) genre-bound discourse markers, (2) politeness strategies, and (3) learner deviations in pragmalinguistic performance.

1. Genre-Specific Use of Discourse Markers

The study found that native Spanish speakers employ a rich inventory of **discourse markers** whose frequency and function vary by genre. In informal conversations, markers such as *bueno*, *pues*, *o sea*, and *mira* serve to manage turns, express hesitation, and seek confirmation (Briz & Grupo Val.Es.Co, 2021). For example:

- *Pues mira, yo creo que eso no funciona así.*
- *O sea, fue un error, pero lo arreglamos.*

In contrast, academic presentations favored structuring markers such as *en primer lugar*, *además*, *sin embargo*, and *en conclusión*, which reflect the speaker's effort to organize content coherently for the audience (Fuentes Rodríguez & Alcaide Lara, 2019).

Institutional emails and business meetings demonstrated reliance on **strategic connectors** like *por tanto*, *no obstante*, and *en ese sentido*, which were used to signal logical progression and mitigate potential disagreement.

2. Politeness Strategies and Speech Act Realizations

Clear differences emerged in the way speakers formulated requests, offers, and refusals across genres. In **business meetings**, indirect forms were dominant:

- *¿Sería posible revisar el informe antes del lunes?*
- *Me preguntaba si podrías encargarte de esa parte.*

Academic genres preferred mitigated assertions and epistemic hedging:

- *Parece plausible pensar que...*
- *Podría argumentarse que...*

In informal speech, directness increased, but was softened by solidarity markers or diminutives:

- *¿Me ayudas un segundito?*
- *¡Anda, cuéntamelo ya!*

Following Hernández Flores (2020), the data confirmed that **Latin American speakers** use more deferential language and honorifics than Peninsular Spanish speakers, particularly in emails and service encounters.

3. Pragmatic Deviations in Uzbek Learner Data

Uzbek learners of Spanish demonstrated **structural accuracy** in grammar and vocabulary, but exhibited recurrent **pragmatic mismatches**, especially in institutional emails and oral role-plays. Common issues included:

- Overuse of imperative forms in formal contexts (*Envíame el documento* instead of *¿Podrías enviarme el documento, por favor?*)
- Lack of hedging in argumentative writing
- Limited use of discourse markers for cohesion (e.g., absence of *por tanto*, *además*, *de hecho*)
- Misuse or avoidance of politeness formulae (e.g., omitting greetings or closing formulas)

These findings align with prior research by Karimova (2020) and Abduhakimova (2023), who observed that learners often transfer pragmatic norms from Uzbek or Russian, leading to unintended impoliteness or incoherence in Spanish.

A representative example from learner corpus:

Hola profesora. Yo necesito el tema de tesis. Espero su respuesta. (compared to native formulation: *Estimada profesora: Me gustaría saber si podría indicarme el tema de tesis. Muchas gracias de antemano.*)

Genre	Native Pragmatic Features	Learner Deviations
Academic Lecture	Structured transitions, hedging, stance markers	Overuse of direct statements, limited transitions
Institutional Email	Politeness strategies, indirectness, formal closings	Direct requests, abrupt tone, omitted closings
Business Meeting	Modal expressions, mitigated suggestions	Lack of mitigation, occasional lexical missteps
Informal Dialogue	Discourse particles, solidarity tones	Literal translation, absence of softeners

Discussion

The findings of this study underscore the importance of recognizing genre as a primary organizing principle in the pragmatic use of the Spanish language. Genre shapes not only the structure and content of discourse but also the **strategic deployment of pragmalinguistic devices**, including discourse markers, politeness expressions, and speech act realizations.

1. Linguapragmatic Awareness and Genre Sensitivity

Spanish is a pragmatically rich language, with nuanced distinctions in how interpersonal meanings are conveyed across genres. The presence of distinct **marker sets** in formal (e.g., *por tanto*, *en consecuencia*) versus informal (e.g., *bueno*, *o sea*) genres reflects a sophisticated system of textual cohesion and interactional management (Briz & Grupo Val.Es.Co, 2021). These features are often learned implicitly by native speakers but must be **explicitly taught** to foreign language learners.

As Bhatia (2017) asserts, genre-based communication requires not only linguistic knowledge but also **situational awareness**. For Uzbek learners, whose pragmatic expectations are shaped by Uzbek and Russian norms of formality, directness, and politeness, this shift can be cognitively demanding. The **mismatch** observed in learner data – especially in institutional email and academic genres – demonstrates the gap between grammatical competence and genre-appropriate pragmatic performance.

2. Intercultural Pragmatics and Politeness Norms

This study also confirms prior research on **intercultural variation in Spanish politeness**. Echoing Hernández Flores (2020), our findings show that Latin American speakers favor greater deference, while Peninsular speakers lean toward pragmatic efficiency. For instance, in the Spanish spoken in Mexico or Colombia, requests in business settings are typically softened with conditional verbs and formulaic openings, while in Spain, more direct forms are pragmatically acceptable within hierarchical boundaries.

Such diversity presents a challenge for language instructors and curriculum designers. As noted by Hamraeva (2019), pragmatic instruction must be **contextualized**, exposing learners to multiple regional varieties and genre types to build adaptive competence. When learners are unaware of these sociopragmatic variations, they may inadvertently commit **pragmatic faux pas**, leading to communication breakdowns or impressions of rudeness.

3. Pedagogical Implications for Uzbek Learners

Karimova (2020) and Abduhakimova (2023) have both emphasized the importance of incorporating pragmatics into the **Spanish language curriculum in Uzbekistan**. The present study

reinforces their argument, providing concrete evidence that genre-specific pragmatic instruction is needed – particularly in university-level Spanish courses.

A genre-based approach to language teaching can include:

- Analysis of authentic texts from target genres (e.g., model emails, academic talks)
- Pragmatic awareness tasks (e.g., identifying hedging or politeness strategies)
- Contrastive analysis between Spanish and Uzbek discourse conventions
- Role-playing and genre-specific simulations with feedback on pragmatic appropriateness

Moreover, the use of **learner corpora** as a pedagogical tool (Cotos, 2014) enables students to observe and reflect on their own language production, comparing it against native models. This reflective approach supports metapragmatic development and helps learners internalize culturally appropriate forms of expression.

4. Bridging Theory and Practice

From a theoretical perspective, the findings align with the **interface hypothesis** in pragmatics, which posits that pragmatic performance arises from the interaction of linguistic competence, sociocultural knowledge, and cognitive processing (Taguchi, 2009). The observed learner deviations illustrate that while grammar and vocabulary may be acquired relatively early, pragmatic competence – especially genre-specific – requires sustained exposure and guided instruction.

Additionally, the study supports Swales' (1990, 2004) and Bhatia's (2017) views of **genre as a social action**, emphasizing that linguistic choices are embedded within larger communicative and institutional contexts. This insight is particularly relevant in multicultural environments such as Uzbek universities, where learners must navigate not only a foreign language but also its associated norms and expectations.

Conclusion

This study examined the genre-specific linguapragmatic features of the Spanish language across multiple communicative contexts, with special attention to their implications for Uzbek learners. The analysis revealed that Spanish speakers rely on highly contextualized pragmatic markers – ranging from structuring discourse elements to subtle politeness strategies – that differ markedly across genres such as academic speech, business communication, and informal dialogue.

Findings also confirmed that **Uzbek learners**, while proficient in grammar and vocabulary, often struggle with genre-appropriate pragmatic choices. This manifests in the overuse of direct requests, limited discourse cohesion, and insufficient mitigation in formal genres. Such deviations underscore the importance of **pedagogical interventions** grounded in genre theory and intercultural pragmatics.

To address this gap, Spanish language instruction in Uzbekistan should integrate:

- Explicit teaching of genre conventions and discourse markers
- Pragmatic contrastive analysis between native and target cultures
- Corpus-based materials and real-world models for each genre
- Scaffolded activities such as email writing, oral simulations, and peer review

By fostering **pragmatic awareness and flexibility**, educators can better equip learners to participate authentically and appropriately in Spanish-speaking academic, professional, and social environments. Future research could expand this study by incorporating longitudinal learner data and exploring the acquisition of pragmatic competence across proficiency levels.

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

The Lingua Spectrum

Volume 3. March 2025

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