



EXPLORING PRAGMALINGUISTIC AND SOCIOPRAGMATIC FEATURES IN TEACHING THE SPEECH ACT OF APOLOGY VIA VARIOUS METHODS

Shamsutdinova L.R

Uzbekistan State World Languages University

Annotation: *The speech act of apology is a vital aspect of effective communication, reflecting one's social competence and cultural awareness. Teaching this nuanced skill involves delving into both pragmalinguistic and sociopragmatic features to ensure learners not only grasp the linguistic aspects but also comprehend the social and cultural nuances that govern apologies. This article explores the significance of pragmalinguistic and sociopragmatic features in teaching the speech act of apology through diverse educational methods.*

Key words: *pragmatic competence, pragmalinguistic, sociopragmatic, speech act, apology, cross-cultural, interference, teaching methods.*

Teaching speech acts in EFL (English as a Foreign Language) classes is crucial as it enhances learners' pragmatic competence. Understanding how to use language appropriately in various social contexts fosters effective communication and cultural awareness. Having pragmatic ability means being able to go beyond the literal meaning of what is said or written, in order to interpret the intended meanings, assumptions, purposes or goals, and the kinds of actions that are being performed [3,5]. This skill goes beyond grammar and vocabulary, enabling students to convey intentions, make requests, express opinions, and navigate diverse communication situations with accuracy and politeness. Among these speech acts, offering and accepting apologies are essential for effective communication. However, teaching apology strategies can be challenging, as it involves not only linguistic competence but also a deep understanding of cultural nuances and contextual appropriateness.

Speech acts refer to the actions performed through speech, where saying something is not just conveying information but also performing an action. This concept, introduced by philosopher J.L. Austin and later developed by J. Searle, includes various acts like promising, requesting, apologizing, etc. In language learning, understanding speech acts is crucial because it goes beyond mere vocabulary and grammar. It helps learners grasp the social and pragmatic aspects of language, enabling them to communicate effectively in different situations. Recognizing and using appropriate speech acts enhances interpersonal skills, cultural awareness, and overall communicative competence in a language.

Apologies serve a crucial role in communication by acknowledging wrongdoing, expressing remorse, and fostering reconciliation. As a speech act, they convey sincerity, empathy, and accountability, helping to mend relationships and restore trust. Apologies also contribute to social harmony and personal growth, demonstrating the speaker's willingness to take responsibility for their actions. Cross-cultural variations in apology strategies are influenced by cultural norms, communication styles, and social expectations [2,78].

In both Russian and English, the speech act of apology serves to express regret or remorse for an offense or mistake. However, there are pragmalinguistic and sociopragmatic differences in how apologies are formulated and perceived in these languages. Pragmalinguistic interference in using speech act apology for Russian learners might involve literal translations that don't align with native English apology norms. For instance,



directly translating Russian apologies like "Извини меня" to "Excuse me" might not convey the intended apology in English [4,56].

- Formality and Politeness

Apologies in Russian often involve formal expressions of regret and may include honorifics or elaborate phrases to convey politeness. Apologies in English can vary from formal to informal, with a greater emphasis on sincerity and straightforwardness. Politeness is usually expressed through tone and context.

- Directness

Apologies in Russian may be indirect, employing mitigating language or expressions of self-blame to soften the impact. Apologies in English are often direct and concise, focusing on acknowledging the mistake and expressing regret without extensive elaboration.

Sociopragmatic interference could arise when Russian learners use apologies differently based on cultural norms. In Russia, apologies might be more indirect or implicit, while English speakers often prefer direct expressions like "I'm sorry." Russian learners may struggle to adapt to this cultural difference, impacting the effectiveness of their apologies in English-speaking contexts.

- Cultural Norms

Apologies in Russian culture may carry a stronger sense of interpersonal responsibility and humility, with individuals more inclined to take blame for a situation. In English-speaking cultures, apologies may be more focused on resolving the issue and less on personal culpability. There is a tendency to balance accountability with a forward-looking approach.

- Frequency and Use

In Russian communication apologies might be more frequent, even for minor inconveniences, reflecting a cultural emphasis on maintaining harmony. Apologies in English tend to be reserved for more significant errors or offenses, with a preference for addressing issues pragmatically rather than emphasizing apologies [4,59]. Thus, pragmalinguistic and sociopragmatic interferences in using speech act apologies for Russian learners may involve language structure and social context misunderstandings. Understanding these differences helps navigate the nuances of cross-cultural communication and ensures that apologies are appropriately conveyed and interpreted in both Russian and English contexts. Explicit attention to language learner strategies in the field of intercultural pragmatics and intercultural education could enable students to deal with complex real-life situations [1,3].

Taking into account these features of the use of the speech act of apology in the English language, we suggest using the following methods to increase awareness of the correct and appropriate use of the speech act in accordance with its pragmalinguistic and sociopragmatic norms. Assessing learners' ability to use apology speech acts effectively involves various methods:

Role-Playing Scenarios: Create scenarios where learners must apologize in different contexts. This allows for practical application and assessment of their understanding of appropriate apology speech acts.

Written Assignments: Assign essays or reflective pieces where learners analyze a situation, identify the need for an apology, and articulate an effective apology. This assesses both written communication skills and comprehension of apology speech acts.

Peer Assessment: Encourage learners to evaluate each other's apologies based on predefined criteria. This fosters a collaborative learning environment and provides diverse perspectives on effective apology speech acts.



Video Presentations: Have learners record video presentations of themselves delivering apologies. This method assesses verbal and nonverbal communication skills, including tone, body language, and sincerity.

Case Studies: Present real or hypothetical cases involving interpersonal conflicts, and ask learners to analyze the situations and propose appropriate apology speech acts. This assesses their ability to apply theoretical knowledge to practical scenarios.

Simulations or Games: Incorporate interactive simulations or games that require learners to navigate social situations and issue apologies. This can make the learning experience engaging while assessing their ability to apply apology speech acts dynamically.

Multiple-Choice or Short Answer Tests: Develop assessments with scenarios where learners must choose the most appropriate apology speech act or explain the reasoning behind their choices. This provides a more structured evaluation.

Interviews: Conduct one-on-one or group interviews where learners discuss hypothetical or real-life situations requiring apologies. This allows for personalized feedback and in-depth assessment of their understanding and communication skills.

To sum up, effectively teaching the speech act of apology requires a comprehensive approach that considers both pragmalinguistic and sociopragmatic features. By incorporating diverse teaching methods, educators can empower students to navigate cross-cultural communication with sensitivity and proficiency.

Successful speech communication is carried out not only at the level of linguistic acceptability, but mainly it must be correlated with the social and cultural norms of the target language. However, the integration of such important aspects in the language are not always taken into account while teaching English, which leads to communicative failures. Therefore, knowing the problem in its true content, students can prevent pragmatic transfer and reach successful communication.

REFERENCES:

1. Bi N.Z. Cognitive Processes of ESL Learners in Pragmatic Role-Play Tasks in Academic Settings. *Frontiers in psychology*. 2021. Vol.12. Article 586588. doi: 10.3389/fpsyg.2021.586588
2. Lee, Y. (2017). *Teaching and Learning Pragmatics: Where Language and Culture Meet*. Routledge.
3. Noriko Ishihara., Andrew D. Cohen., *Teaching and Learning Pragmatics: where language and culture meet (1st ed.)*. – Great Britain: Pearson Education Limited. 2010.
4. Ларина, Т.В. Категория вежливости и стиль коммуникации. Сопоставление английских и русских лингвокультурных традиций. – М.: Рукописные памятники Древней Руси, 2009. – 177 с.