

TEACHING PRAGMATIC SPEECH ACTS THROUGH THE RECEPTIVE AND PRODUCTIVE SKILLS

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ABSTRACT

These lesson plans are targeted at high school pupils. They can be used both for specialized groups and non-specialized groups. All of these models are flexible and can be adjoined to any other lesson plan or procedure. In fact, these plans are aimed at B1 level learners, thus who need to use speech acts consciously in social situations may extend and develop their pragmatic skills through receptive and productive modes.

Keywords: speech acts, receptive skills, productive skills, promises, compliments, refusals, apologies, cross-cultural, gender, age, grammar, speaking, reading, vocabulary, listening, writing

According to the instructions it is asked to select only one speech act among different ones. Finally, the scenario of promising has been segregated. The reason why it has been chosen can be that this type of the speech acts has never been selected before and it has become something new to address. Another point which is vital to mention here is that promising has already become more flippant rather than being serious among youngsters.

It is essential to highlight the notion of promising when teenagers use it. Cohen's proposal (1998) about strategies has been made an integral base of this paper and the speech which has been sorted is going to be implemented through cognitive, metacognitive and affective strategies.

Even though a core content is unique for all lesson plans it is planned to model activities on six pivotal aspects, such as, listening, reading, writing, speaking, grammar and vocabulary.

Consequently, three lessons are going to be arranged according to dual skills, for example, the first plan focuses on teaching and developing listening and reading

skills (receptive skills), the second version is emphasized on writing and speaking skills (productive skills), the final one is concentrated on grammar and vocabulary skills.

Thus, the sequence and order of the procedure can be pinpointed.

All of the aspects comprise the following objectives:

- Using the speech act of promising properly in social interactions,
- Using present continuous or future simple grammatically correct while making promises,
- Using a specific and targeted language/vocabulary in outlined scenarios,
- Enabling learners to develop their receptive and productive skills in authentic and pragmatic contexts,
- Identifying intercultural aspects and equally value all of them,
- Developing critical thinking of learners through the pragmatic norms and situations.

Although it may seem to be challenging to explain the notions of social status, distance and intensity, these claims can be denominated when the learners are reflected personally. Learners will be given the opportunity of privatization; for example, the instructor draws a circle which he explains as social scenarios. The circle includes three inner circles and the learner is depicted in the middle. Family members or friends of the learner are spotted in the closest/nearest circle; teachers and other acquaintances of the learner are depicted in the second closer circle, while the other members of the society are demonstrated in the farthest/last circle. Unanimously, this principle is effective to decode the concepts of social status, social distance and intensity.

Mutual interactions and friendly learning atmosphere are basic rules of effective lessons. When the teachers talk more than learners, pupils may feel boredom and stress; therefore, it is crucial to implement task-based method and student-engaged activities during the session. It eases the duties of the teacher and even learners can learn better through the negotiations.

Evaluating learners according to their competence is primarily important. But the number of the learners also is necessary, because if there are many learners to assess, the instructor must be quick and productive, it sometimes may turn to be superficial while making. Apart from the rubric and rationale, teachers should assess their learners with oral comments and feedback. The role of constructivism is integral

while giving feedback. In addition, these lesson plans involve peer evaluation processes in order to simplify the job of the teacher.

Nowadays, each class should be designed according to the cutting-edge devices, because it helps attract the learners' attention and also assists to build authentic scenarios in the classroom. Outlined lesson plans also have comprised these types of devices. The teacher uses an LCD monitor, a lap top, visual aids (for visual learners), textbooks and handouts (for tactile learners), speakers and earphones (for auditory learners).

Being modern and organized can assist the teachers to succeed in their classes.

Lesson plan 1 (Mainly focused on teaching grammar and vocabulary)

Suggested time: 60 minutes

General objective

- To incorporate pragmatic skills and strategies in High School English classes

Specific objectives

- To involve speech act (promises) in socio-pragmatic situations through the form (grammar),
- To articulate specific language (vocabulary) related to the pragmatics and speech acts,
- To articulate grammar elements such as Present Continuous and intended actions.

I. Warm up activity (10 minutes)

Aims of the activity:

- to draw the learners' attention to the class and through the clue questions lead them to the topic of the session,
- to build a friendly rapport between the learners

Procedure of the activity

1. Teacher starts the lesson with some specific questions. Sample questions are going to be asked from the learners.

A. How often do you promise?

B. In what situations do you promise?

C. Is it difficult to follow the promise?

D. Do you agree or disagree with the following statement: Promise little, but do much.

2. Learners think about each question individually, and then share their ideas. Teacher overalls the opinions and starts the main part of the lesson.

II. Main activity 1. “Detectives”

Aim of the activity: To introduce the target vocabulary of the lesson.

Suggested time: 15 minutes

Procedure of the activity

1. Learners are demonstrated a dialogue. They are asked to underline the words or phrases related to the speech act promising.

Dialogue

A big vow

Pupil: Good morning Mister Robinson, may I come in?

Teacher: Good morning Paul, you are late again. You are always coming late these days!

Pupil: I am much sorry and beg your pardon Mister Robinson! But you know, the road which I always take to the school is being reconstructed now, therefore, I am walking through the city center and this is the reason why I am late.

Teacher: Again excuses and pretexts! I am fed up of with Paul; you are becoming an irresponsible and true liar!

Pupil: Oh, no sir! But I am telling the bare truth! **I promise you not to be late next time!**

Teacher! This is the fifth or sixth time that you are mentioning about “next time”. **I assure you; today this deal will be discussed before the director!**

Pupil: Please, apologize me sir, this is my last oath on this issue. **I am using the word of honor!**

Teacher: “The word of honor!” You are going to make me fool again! Do not try to impress me Paul! It does not work!

Pupil: I am not swearing at all, I am doing more, **I will guarantee that this is my last fault** and please, take into consideration **my big vow!**

Teacher: Go and sit down, otherwise, I will lose my temper!

Pupil: Thank you mister, **I give my word** and never let you down again!

Teacher: **Promise little, but do much.**

2. Learners are asked to work in pairs and compare their findings. Learners are directed to activate the specific vocabulary related to the speech act and make some examples, according to the deductive method. Teacher demonstrates an example on the LCD monitor.

Samples: At the moment I am promising not to be rude towards my parents.

Currently, I am not swearing, because this is a bad habit.

3. Teacher instructs learners to use some adverbs of time while presenting their vocabulary based examples.

Adverbs of time that are going to be covered: At the moment, currently, right now, right away, now, nowadays.

4. Teacher manipulates the process and generalizes the activity.

5. Teacher explains the basic rules and structures of the grammar topic and provides some examples.

III. Main activity 2. “Measuring the grammar”

Suggested time: 15 minutes

Aim of the activity: Introducing grammar elements related to Present Continuous and planned actions.

Procedure of the activity

1. Learners are exposed a dialogue to read.

A reading sample

A big vow

Pupil: Good morning Mister Robinson, may I come in?

Teacher: Good morning Paul, you are late again. You are always coming late these days!

Pupil: I am much sorry and beg your pardon Mister Robinson! But you know, the road which I always take to the school is being reconstructed now, therefore, I am walking through the city center and this is the reason why I am late.

Teacher: Again excuses and pretexts! I am fed up of with Paul; you are becoming an irresponsible and true liar!

Pupil: Oh, no sir! But I am telling the bare truth! I promise you not to be late next time!

Teacher: This is the fifth or sixth time that you are mentioning about “next time”. I assure you; today this deal will be discussed before the director!

Pupil: Please, apologize me sir, this is my last oath on this issue. I am using the word of honor!

Teacher: “The word of honor!” You are going to make me fool again! Do not try to impress me Paul! It does not work!

Pupil: I am not swearing at all, I am doing more, I will guarantee that this is my last fault and please, take into consideration my big vow!

Teacher: Go and sit down, otherwise, I will lose my temper!

Pupil: Thank you mister, I give my word and never let you down again!

Teacher: Promise little, but do much.

2. After having read the text the learners are planned to think about the following questions:

Find the sentence where the speaker talks about a temporary action.

Find the statement where the speaker talks about a changing situation.

Find the fragment where the speaker talks about a planned action.

Find the pattern where the speaker presents his ideas critically.

Rethink the abovementioned four revelations and try to find the connection among them.

IV. Final activity. “Listen, detect and write”

Suggested time: 10 minutes

Aim of the activity: To develop listening and note taking skills (writing) of the learners.

Learners are proposed to listen to the audio. They are divided into three groups. The first group is responsible to take notes on words associated with the speech act – promising, the second group take the role of “Grammarians” who are asked to jot down some grammar elements related to the Present Continuous. The final group is responsible for assessing and they evaluate their peers.

V. Assessment. Teacher provides formal type of the assessment and uses oral comments and feedback. Peer evaluation is also preferable and acceptable.

Suggested time: 5 minutes

Assessment rubric/rationale for the activity

* **Bingo** (graded with the figure of “5”) – is aimed at the most active learner who demonstrates his superior skills in all modules.

* **Goody** (graded with the figure of “4”) – is aimed at the learner who demonstrates his potential skills almost in all modules.

* **Tolerable** (graded with the figure of “3”) – is aimed at the learner who demonstrates his skills only in minor aspects.

* **Below standard** (graded with the figure of “2”) – is aimed at the learner who fails in demonstrating his skills in all modules.

Home assignment.

Suggested time: 5 minutes

Learners are asked to write a narrative essay on the topic of “How to face the future?”

Lesson plan 2 (Mainly focused on teaching listening and speaking)

Suggested time: 60 minutes

General objective

- To adjust and introduce pragmatic skills and strategies in High School English classes

Specific objectives

- To involve speech act (promises) in socio-pragmatic situations through the speaking and listening skills ,
- To articulate specific language (vocabulary) related to the pragmatics and speech acts,
- To articulate grammar elements such as Past Simple and Past Continuous.

Warm up activity

Suggested time: 10 minutes

Aim of the activity: To raise the learners' interest to the class, draw their primary attention to the topic.

Procedure of the activity

1. Teacher plays the tape and provides some proverbs related to the topic of promises. Learners are asked to listen to the audio and try to write the positives and negatives of giving promises.

Sample proverbs to be heard

A promise is a debt.

Promises may make friends, but 'tis performances that keep them.

Promises are like the full moon: if they are not kept at once they diminish day by day.

A small gift is better than a great promise.

Eggs and promises are easily broken.

Who makes no promises, has none to perform.

2. Learners are demonstrated some proverbs on the monitor. Teacher asks them to think about them briefly make some notes. After that learners are proposed to tell their opinions on the proverbs.

2. Activity 2. “Discuss throughout the class”

Suggested time 15 minutes

Aim of the activity: To develop learners' speaking and critical thinking skills

Procedure of the activity

1. Learners are divided into three groups. The first group should support the advantages of promising, another group maintains the disadvantages of giving

promises and the final group takes the responsibility of observers. Teacher only monitors the process.

3. Activity 3. Friends will be friends

Suggested time: 25 minutes

Aim of the activity: To enhance learners' listening and note-taking (writing) skills

The procedure of the activity

1. Teacher plays the audio and asks learners to listen and fill in gaps while listening to the conversation.

The script of the audio

Bob: I do not know why you didn't come to the party yesterday. You should have come, it was a great banquet!

Amir: Oh, really? I am much glad for you! Hopefully, you had a wonderful time!

Bob: Yeah, everyone was there, Mark, Nicole and Sarah.

Amir: Was Sarah also?

Bob: Yes, especially she had a good _____ with Mark.

Amir: But she told that she would not go to the party as her granny had to come from the countryside!

Bob: But she was there, she was funny and _____ happy.

Amir: Just a moment, I have to call her and ask for the _____.

Bob: Oh, no, do not call her!

Amir: Why? I must.

Bob: It was a joke my friend, she wasn't there.

Amir: But you told that

Bob: I wanted to know the reason of your absence, so I understood that you missed the party as your girlfriend also did not want to come.

Amir: What a stupid action you have taken. Do not play with my senses.

Bob: I will _____ you not to behave like this. But you have to promise also!

Amir: For what?

Bob: To come to the party if you are invited, because your friends are always eager to be with you. A friend in need is a friend indeed.

Amir: I will give the _____ my friend, next time I won't let you down.

Bob: Hopefully, we can follow our promises.

Sample answers: negotiation, blissfully, clarification, promise, and word of honor.

2. After having accomplished the tasks, learners are asked to give synonyms to the clue words.

Sample answers: Negotiation – talk, blissfully – highly, clarification – determination, promise – swear, word of honor – oath

3. Then teacher asks learners to identify past verb forms in the dialogue and explain their meanings. Learners are proposed to accomplish tasks in pairs.

Sample answers: I wanted to know, so I understood, granny had to, you missed

4. Teacher explains the forms of Past Simple and provides some examples.

Sample answers: Past Simple Tense is used to denote an action which happened in the past.

The affirmative form: **Subject + Verb 2**

She announced about a new case yesterday

The negative form: **Subject +did not+V1**

Susan did not accept the offer.

The interrogative form: **Did + Subject + V1?**

Did she invite us to the party yesterday?

V. Assessment. Teacher provides formal type of the assessment and uses oral comments and feedback. Peer evaluation is also preferable and acceptable.

Suggested time: 5 minutes

Assessment rubric/rationale for the activity

* **Bingo** (graded with the figure of “5”) – is aimed at the most active learner who demonstrates his superior skills in all modules.

* **Goody** (graded with the figure of “4”) – is aimed at the learner who demonstrates his potential skills almost in all modules.

* **Tolerable** (graded with the figure of “3”) – is aimed at the learner who demonstrates his skills only in minor aspects.

* **Below standard** (graded with the figure of “2”) – is aimed at the learner who fails in demonstrating his skills in all modules.

Home assignment.

Suggested time: 5 minutes

Learners are asked to record their questions related to the topic of “My last weekend”.

Lesson plan 3 (Mainly focused on teaching reading and writing)

Suggested time: 60 minutes

General objective

- To adjust and introduce pragmatic skills and strategies in High School English classes

Specific objectives

- To involve speech act (promises) in socio-pragmatic situations through the reading and writing skills ,
- To articulate specific language (vocabulary) related to the pragmatics and speech acts,
- To articulate grammar elements such as Definite and Indefinite articles.

Warm up activity

Suggested time: 15 minutes

Aim of the activity: To draw learners' attention to the class, raise their interests to the new topic.

Procedure of the activity

1. Learners are provided with the options in which they have to say “True”, “False”, “I don't know”

Sample questions

We use the definite article before the names of planets!

We use the indefinite article before the plural nouns!

We do not use articles before the names of people!

We use the indefinite article before the names of professions!

We do not use articles before the names of musical instruments!

We use both indefinite and definite articles before the names of chemical elements!

2. According to the given answers (True, False, I don't know) learners are invited into three groups. The third group (I don't know) listens to other groups and makes notes. Finally, teacher overalls the process and gives comments.

3. Teacher starts to explain the rules according to the following rules:

- 1) **The use of articles before the Proper nouns,**
- 2) **The use of articles before the Collective nouns,**
- 3) **The use of articles before the Compound nouns.**
- 4) Zero article principles

Activity 2. “Read, write and detect”

Suggested time: 20 minutes

Aim of the activity: to develop learners' understanding through reading and writing.

Procedure

1. Learners are asked to read jumbled lines from the poem (the author Erkin Sadikov) . Then they have to write the lines in a correct order.

1. Because I nothing to do.

2. Even the Sun does more true
 3. I can only promise you
 4. To his Moon, rather than I do.
 5. I can only do some swears,
 6. Birds never leave the sky.
 7. Streams strive to the rivers,
 8. Nothing more I can try.
 9. My neck is tied with a rope,
 10. Patience -- a heart stabbed knife.
 11. My oaths are keys to life.
 12. Hope is fine than the nope
2. After having written learners are demonstrated an original form of the poem.

Original version

I can only promise you
Because I nothing to do.
Even the Sun does more true
To his Moon, rather than I do.
Streams strive to the rivers,
Birds never leave the sky.
I can only do some swears,
Nothing more I can try.
Hope is fine than the nope,
My oaths are keys to life.
My neck is tied with a rope,
Patience -- a heart stabbed knife.

3. Teacher divides groups into three groups. The first group should detect the words which have accompanied by define and indefinite articles and write them in their note books, the second group has to find words denoting promises and explain their use, the final group gathers both groups' written notes, read them and write comments.

Sample answers

Articles: The sun, the moon, a rope, the sky.

Words related to promise: promise, swear, oaths

4. Teacher finalizes ideas and gives oral feedback to each group.

Sample comments: Well done, not bad, it could be better if, it is good, you are almost right....

3. Activity 3. Reading comprehension (reading material has been taken from <https://www.promisesbehavioralhealth.com/addiction-recovery-blog/importance-of-a-promise/>)

Suggested time: 15 minutes

Aim of the activity: to develop learners' comprehending and analyzing skills

Procedure

1. Teacher asks learners to read the paragraphs individually and then choose the correct title for each.

Titles

A. Promises are hard work B. Promises are meant to be taken seriously

C. Promises are commitments

D. Promises are an affirmation of love, friendship, family and human connection

1. If following through on a promise was easy, and then broken promises wouldn't hurt so much. Promises are usually hard because they require us to step outside of our wants and fulfill something for someone else or challenge ourselves to break old harmful habits.

2. Do you remember the first time someone broke a promise to you? When a promise is broken, your reputations, relationships and personal integrity suffer. Take each promise you make seriously to ensure that you are not the one causing unnecessary distrust.

3. People with strong relationships rank higher in emotional intelligence and are more likely to stay loyal to their commitments. Whether the commitment is to yourself or to someone, making a promise is a commitment that you will keep your word. It is a commitment that reinforces trust.

4. Actions speak louder than words. Promises are actions that affirm our love and connection with others. Whether that connection is through friendships, family or strangers, promises affirm that we want to pass on our compassion to others.

Sample answers: 1. A 2. B 3. C 4. D

2. Teacher asks learners to write answers to the following questions based on the text

1. Why promises seem to be tough?

2. How can you define the word commitment in your own words?

3. What happens when the promise is broken?

Sample answers: Because they are not easy to follow. Commitment is being responsible towards your promises. The person may get change his or her attitude towards the person who has made promises.

Assessment. Teacher provides formal type of the assessment and uses oral comments and feedback. Peer evaluation is also preferable and acceptable.

Suggested time: 5 minutes

Assessment rubric/rationale for the activity

* **Bingo** (graded with the figure of “5”) – is aimed at the most active learner who demonstrates his superior skills in all modules.

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* **Below standard** (graded with the figure of “2”) – is aimed at the learner who fails in demonstrating his skills in all modules.

Home assignment. Suggested time: 5 minutes Learners are asked to write a narrative essay related to the topic of “Promise little, but do much “.

Summary

The overview and lesson plans which have been outlined above are directly address the stages and criteria of the rubric and task. Initially, this document depicts some theoretical and practical parts by analyzing key options of the scaled question determiners. Secondly, it chooses a unanimous topic from speech acts (promises) and further denominates it through three lesson plans by adjusting to the receptive, productive, grammar and vocabulary skills.

Most of the activities based on student-centered approach and they support the learners’ engagement during the classes. The reason why this speech act has been selected can be that promising has become simple and odd for everyone in our society; people do not consider its consequences and reflections. Thus, the young should understand the value of this speech act and know how to behave when the process occurs in different situations.

There were some challenges to implement this speech act, because using the same pattern in different activities may seem to be ineffective, but the taken procedures are planned to design it fruitfully and productively.

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