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APPENDICES

APPENDIX I: QUESTIONNAIRES

A) Teachers' Questionnaire

1. Which specific communication strategies do you often use in the classroom to help students understand each other better, such as ways to show politeness, ways to give compliments, or ways to express understanding?
2. Can you provide specific examples of these communication strategies that you use during classroom interactions, such as phrases or actions that demonstrate politeness, compliments, or understanding?
3. How do you explain and teach these specific communication strategies to your students?
4. How do you encourage students to apply these specific communication strategies in their spoken and written communication?
5. How important do you think it is for students to use effective communication strategies, such as showing politeness, giving compliments, or expressing understanding, in the classroom?
6. In your opinion, what are the benefits of students using these specific communication strategies effectively?
7. Do you believe students demonstrate an understanding of these specific communication strategies? Can you share any examples?
8. How do you assess and provide feedback to students on their use of these specific communication strategies?
9. As a teacher, what are the main challenges you face in teaching students how to effectively

use specific communication strategies, such as showing politeness, giving compliments, or expressing understanding?

10. Are there any specific cultural or linguistic factors that influence the use of these specific communication strategies in the classroom? If yes, please provide examples.

11. How do you address the cultural and linguistic diversity among students when teaching these specific communication strategies?

12. Have you observed any positive outcomes or opportunities resulting from the effective use of these specific communication strategies in the classroom? Can you share any examples?

B) Questionnaire for Learners

1. What are some specific ways that you use to communicate politely with your classmates and teachers, such as using polite phrases, giving compliments, or showing understanding?

2. Can you provide specific examples of how you use these specific ways of communication during classroom interactions?

3. How do your teachers teach you about these specific ways of communication?

4. How do your teachers encourage you to use these specific ways of communication in your conversations and written work?

5. Why do you think it is important to use effective communication strategies, such as showing politeness, giving compliments, or expressing understanding, in the classroom?

6. In your opinion, what are the benefits of using these specific communication strategies effectively?

7. Do you feel that you understand and can use these specific communication strategies? Can you share any examples?

8. How do your teachers help you improve your use of these specific communication strategies?

9. What strategies or teaching approaches do you find effective in promoting the use of specific communication strategies, such as showing politeness, giving compliments, or expressing understanding, in the classroom?

10. How do you create opportunities for students to practice and apply these specific communication strategies in authentic communicative tasks?

11. Do you believe that professional development and training can support teachers in effectively teaching these specific communication strategies? Why or why not?

12. What recommendations would you suggest for improving the effective use of these specific communication strategies in the Zambian classroom context?

APPENDIX II: CONSENT FORM

Title of Study

“An Investigation on the Utilization of Pragmatic Devices in the Classroom: A phenomenological Study of Selected Secondary Schools in Petauke District of Eastern Province, Zambia,”

Researcher: Sakala Stanley

Affiliation: Tulungagung University-Indonesia

Introduction:

You are being invited to participate in a research study on the Utilization of pragmatics devices in the classroom. Your participation in this study is voluntary, and this form is designed to provide you with information about the study's purpose, procedures, and potential risks and benefits. Please read this form carefully before making your decision. If you have any questions or concerns, feel free to ask the researcher before agreeing to participate.

Purpose of the Study:

The purpose of this study is to investigate the effective use of pragmatics devices in the classroom and explore its impact on teaching and learning in selected secondary schools in Petauke District of Eastern Province of Zambia. The findings of this research will contribute to a deeper understanding of the role of pragmatics devices in the classroom context.

Procedures:

If you agree to participate in this study, you will be asked to participate in a focus group interview.

The interview will be conducted in a group setting, involving a facilitated discussion among teachers and learners from the selected secondary schools. The purpose of the focus group is to gather insights, experiences, and opinions related to the effective use of pragmatics devices in the classroom. The focus group discussion will be audio-recorded for accuracy in data analysis.

Confidentiality:

Your identity and any personal information you share during the focus group discussion will be kept strictly confidential. The audio recordings will be securely stored and accessible only to the research team. In any written or oral reports resulting

from this research, your identity will be kept anonymous by using pseudonyms or assigning unique identifiers.

Risks and Benefits:

Participating in this study involves no risks. However, if some topics discussed during the focus group interview may evoke personal experiences or opinions that could cause slight emotional discomfort, please be assured that the researcher will create a supportive and respectful environment during the discussion.

There are no direct benefits to you as a participant. However, your valuable insights and experiences will contribute to the understanding of pragmatics devices in the classroom, potentially improving future teaching practices and enhancing student learning.

Voluntary Participation and Withdrawal:

Participation in this study is entirely voluntary. You have the right to refuse to participate or withdraw from the study at any time without penalty. Your decision to participate or withdraw will in no way affect your current or future relationship with the researcher or your institution.

Contact Information:

If you have any questions or concerns about the study or your rights as a participant, please feel free to contact the researcher on. +260976886578.

By signing below, you acknowledge that you have read and understood the information provided in this consent form, and you voluntarily agree to participate in the study.

Participant's Signature: _____

Participant's Name:

Date:

Researcher's Signature: _

Researcher's Name: _____

Date:

APPENDIX III: EXAMPLES OF BEST PRAGMATICS DEVICES AND HOW THEY CAN BE USED

A. IMPLICATURE

Here is a comprehensive list of types of implicature, their definitions, four examples for each type,

and explanations of their meanings:

Conversational Implicature:

Definition: Conversational implicature refers to meaning conveyed indirectly or implied by a speaker's utterance, based on the cooperative principle and the assumption that speakers adhere to relevance, informativeness, and clarity.

Examples:

- a. "I have not seen John today, but he is always punctual." (Implication: John is usually punctual.)
- b. "I ate a sandwich, and it was filling." (Implication: The sandwich satisfied the speaker's hunger.)
- c. "She's not the most talented, but she plays the guitar well." (Implication: Despite not being the most talented, she has good guitar skills.)
- d. "I have a lot of work to do, but I'm going out tonight." (Implication: The speaker will prioritize going out over completing their work.)

Another definition of implicature and its examples are:

Definition: **Conventional implicature** involves meaning inferences that arise from conventional associations between certain words or phrases. They are contextually determined and depend on shared cultural or linguistic knowledge.

Examples:

- a. "John went to the party, and he's thirty years old." (Implication: The speaker emphasizes John's age as noteworthy in the context.)
- b. "He's an excellent athlete, and he's from a small town." (Implication: Being from a small town is relevant to the person's excellence as an athlete.)
- c. "She bought a new dress and wore it to the event." (Implication: Wearing the new dress was expected or customary for the event.)
- d. "He scored a goal and celebrated by doing a backflip." (Implication: Performing a backflip is somehow associated with scoring a goal.)

Scalar Implicature:

Definition: Scalar implicature arises when a speaker uses a weaker term in a scalar expression, implying the absence of the stronger alternative. Listeners infer the speaker's intention based on the implicature associated with the chosen term.

Examples:

- a. "Some students passed the exam." (Implication: Not all students passed the exam.)
- b. "I ate a few cookies." (Implication: The speaker did not eat many cookies.)
- c. "She is taller than most people." (Implication: There are people who are taller than her.)
- d. "He earned some money." (Implication: The speaker implies that he did not earn a large amount of money.)

Quantity Implicature:

Definition: Quantity implicature arises from the use of words or phrases that convey quantity, such as "a" or "some." They imply that the speaker is being vague or not specifying an exact quantity, leading listeners to infer a general or unspecified amount.

Examples:

- a. "Can you lend me a pen?" (Implication: The speaker wants only one pen.)
- b. "I need a cup of sugar." (Implication: The speaker requires only a small amount of sugar.)
- c. "Please bring some water." (Implication: The speaker requests an unspecified amount of water.)
- d. "I want a piece of cake." (Implication: The speaker desires a single portion of cake.)

Quality Implicature:

Definition: Quality implicature involves inferences made about the speaker's credibility or the truthfulness of their statement based on certain linguistic cues or contextual factors. These implicatures rely on assumptions of sincerity, relevance, or honesty.

Examples:

- a. "He claims to be a vegetarian, but he ate a hamburger." (Implication: The person may not be a true vegetarian.)
- b. "She said she loved the movie, but she fell asleep during it." (Implication: The person's claim of loving the movie may not be genuine.)
- c. "The hotel has a five-star rating, but the rooms are small and outdated." (Implication: The hotel's rating does not align with the quality of its rooms.)
- d. "He's a professional chef, but his cooking skills are mediocre." (Implication: The person's professional title does not match their actual culinary abilities.)

Modal Implicature:

Definition: Modal implicature arises from the use of modal verbs or expressions such as "might," "can," or "should." They convey information about possibility, permission,

obligation, or intention, and listeners infer the speaker's attitude or commitment based on the chosen modal expression.

Examples:

- a. "She might be at the party." (Implication: The speaker indicates uncertainty or lack of knowledge about the person's presence at the party.)
- b. "I can lend you a hand." (Implication: The speaker expresses willingness or availability to help.)
- c. "You should apologize to him." (Implication: The speaker implies that apologizing is the appropriate or expected course of action.)
- d. "I must finish this by tomorrow." (Implication: The speaker conveys a strong obligation or necessity to complete the task by the specified time.)

Relevance Implicature:

Definition: Relevance implicature occurs when the speaker implies or assumes the relevance of certain information or actions based on the context. Listeners infer that the speaker expects a connection or correlation between the mentioned elements.

Examples:

- a. "I need to buy groceries, so I'm going to the supermarket." (Implication: The supermarket is a relevant place to buy groceries.)
- b. "He loves soccer, so I got him a new soccer ball." (Implication: A soccer ball is a relevant gift for someone who loves soccer.)
- c. "I have a headache, so I'm going to take a rest." (Implication: Taking a rest is a relevant action for alleviating a headache.)
- d. "I have an important meeting tomorrow, so I'm preparing my presentation." (Implication: Preparing the presentation is a relevant task in preparation for the

important meeting.)

These examples illustrate the different types of implicature and how they contribute to conveying additional meaning beyond the literal interpretation of words. Implicatures allow speakers to convey information indirectly, relying on the listener's ability to infer intended meanings based on context, shared knowledge, and pragmatic reasoning.

Conventional Implicature:

Definition: Conventional implicature involves meaning inferences that arise from conventional associations between certain words or phrases. They are contextually determined and depend on shared cultural or linguistic knowledge.

Examples:

- a. "He's a bachelor, but he still lives with his parents." (Implication: Living with parents is uncommon or unexpected for a bachelor.)
- b. "She's a doctor, and she doesn't even own a stethoscope." (Implication: Owning a stethoscope is expected or typical for a doctor.)
- c. "He's a lawyer, but he doesn't like to argue." (Implication: Enjoying arguments is often associated with being a lawyer.)
- d. "She's a writer, yet she never reads books." (Implication: Reading books is commonly associated with being a writer.)

Generalized Conversational Implicature:

Definition: Generalized conversational implicature refers to pragmatic inferences that arise from the overall context, background knowledge, or conversational norms. They are not tied to specific linguistic forms but emerge from broader contextual cues.

Examples:

- a. "I'm tired. I think I'll go to bed early tonight." (Implication: The speaker implies that feeling tired is a reason for going to bed early.)
- b. "It's raining outside. I'll grab my umbrella." (Implication: The speaker implies that rain necessitates the use of an umbrella.)
- c. "I saw a black cat cross my path. That's bad luck." (Implication: The speaker implies a belief in the superstition that a black cat brings bad luck.)
- d. "I'm going to a job interview. I hope it goes well." (Implication: The speaker implies a desire for a successful outcome in the job interview.)

Relevance-Theoretic Implicature:

Definition: Relevance-theoretic implicature focuses on the idea of optimal relevance in communication. It emphasizes the notion that speakers select and present information that is most relevant to the listener's interpretation, and implicatures arise from this relevance-seeking process.

Examples:

- a. "I'm craving pizza. There's a new Italian restaurant downtown." (Implication: The speaker implies that the new Italian restaurant is a relevant option for satisfying their craving.)
- b. "The traffic is terrible. I should take the back roads." (Implication: The speaker implies that using the back roads is a relevant strategy for avoiding traffic.)
- c. "I have a deadline tomorrow. I need to focus and eliminate distractions." (Implication: The speaker implies that eliminating distractions is a relevant approach for meeting the deadline.)
- d. "The room is freezing. We should turn up the heat." (Implication: The speaker implies that turning up the heat is a relevant solution for addressing the cold temperature.)

These additional types of implicature shed light on different pragmatic aspects of language use, including conventional associations, broader contextual inferences, and the pursuit of optimal relevance in communication. Implicatures play a significant role in conveying meaning indirectly and enabling efficient and nuanced communication between speakers and listeners.

B: Speech Acts

Here is a comprehensive list of types of speech acts, their definitions, four examples for each type, and explanations of their meanings:

Representatives:

Definition: Representatives are speech acts that express beliefs, judgments, or statements about the world.

Examples:

- a. "I believe that climate change is a pressing issue."
- b. "She said she would be there at 8 o'clock."
- c. "I inform you that the meeting has been rescheduled."
- d. "He claimed that he saw a UFO last night."

Explanation: These speech acts involve conveying information or making assertions about the state of affairs or the speaker's viewpoint.

Directives:

Definition: Directives are speech acts that are used to influence or control the actions of others.

Examples:

- a. "Please pass me the salt."

- b. "Could you help me with this assignment?"
- c. "I order you to leave this room immediately."
- d. "Please don't interrupt while I'm speaking."

Explanation: These speech acts involve giving instructions, making requests, or issuing commands to prompt the listener to perform a specific action.

Commissives:

Definition: Commissives are speech acts that involve commitments or promises made by the speaker to perform a future action or fulfill an obligation.

Examples:

- a. "I promise to take you out for dinner."
- b. "I assure you that I will complete the project on time."
- c. "I commit to supporting you throughout the process."
- d. "I guarantee that I will pay you back by next week."

Explanation: These speech acts involve making declarations of intent or commitment to undertake specific actions or fulfill promises.

Expressives:

Definition: Expressives are speech acts that convey the speaker's feelings, emotions, attitudes, or personal experiences.

Examples:

- a. "Congratulations on your graduation!"
- b. "I apologize for my mistake."

- c. "I thank you for your help."
- d. "I'm sorry to hear about your loss."

Explanation: These speech acts involve expressing emotions, attitudes, gratitude, apologies, congratulations, or sympathy.

Declarations:

Definition: Declarations are speech acts that bring about changes in the world through the act of speaking. They create or define a new state of affairs or make an official statement.

Examples:

- a. "I declare this meeting open."
- b. "I hereby pronounce you husband and wife."
- c. "I announce that the company is going bankrupt."
- d. "I establish this day as a public holiday."

Explanation: These speech acts are authoritative and have the power to create or alter the social or institutional reality.

Verdictives:

Definition: Verdictives are speech acts that involve making judgments, assessments, or evaluations, particularly in legal or formal contexts.

Examples:

- a. "I find the defendant guilty."
- b. "I pronounce you guilty of theft."
- c. "I condemn this act as unethical."

d. "I judge her performance as outstanding."

Explanation: These speech acts involve making legal or evaluative judgments and delivering verdicts or assessments.

Each type of speech act serves a distinct function in communication, enabling speakers to convey information, influence actions, express emotions, make commitments, create new states of affairs, and pass judgments or evaluations. Understanding these speech act types helps in comprehending the intended meaning and purpose behind different utterances in various contexts.

Expressives:

Definition: Expressives are speech acts that convey the speaker's feelings, emotions, attitudes, or personal experiences.

Examples:

- a. "Wow, that movie was incredible!"
- b. "I'm so excited for the concert tomorrow!"
- c. "I feel so disappointed with the election results."
- d. "I'm grateful for all your support."

Explanation: These speech acts allow speakers to express their emotions, attitudes, reactions, or personal experiences regarding a particular situation, event, or topic.

Declarations:

Definition: Declarations are speech acts that bring about changes in the world through the act of speaking. They create or define a new state of affairs or make an official statement.

Examples:

- a. "I officially declare the store open for business."
- b. "I hereby declare my candidacy for mayor."
- c. "I announce the launch of our new product line."
- d. "I determine this painting to be a masterpiece."

Explanation: Declarations are authoritative speech acts that establish or modify the social, legal, or institutional reality by the power vested in the speaker's statement.

Directives:

Definition: Directives are speech acts used to influence or control the actions of others.

Examples:

- a. "Please close the door before leaving."
- b. "Can you bring me a glass of water?"
- c. "Don't forget to send the email before noon."
- d. "I command you to stop right there."

Explanation: Directives involve making requests, giving instructions, or expressing commands to prompt the listener to perform a specific action or comply with a particular directive.

Declarations:

Definition: Declarations are speech acts that bring about changes in the world through the act of speaking. They create or define a new state of affairs or make an official statement.

Examples:

- a. "I declare this land as a protected wildlife sanctuary."

- b. "I hereby proclaim peace between the two nations."
- c. "I announce the launch of our new product line."
- d. "I establish this foundation to support underprivileged children."

Explanation: Declarations are authoritative speech acts that create a new reality, establish rules, or make official proclamations.

Understanding the various types of speech acts helps in recognizing the intentions and functions behind different utterances. Whether it's conveying information, exerting influence, expressing emotions, making commitments, or bringing about changes, speech acts shape our communication and facilitate effective interaction.

C: Polite Strategies

Politeness strategies/devices are linguistic and non-linguistic techniques used to maintain positive social interaction and mitigate potential threats to face, autonomy, or social harmony. Here are different types of politeness strategies/devices, their definitions, four examples for each type, and explanations of their meanings:

Positive Politeness:

Definition: Positive politeness strategies aim to emphasize friendliness, solidarity, and appreciation towards the interlocutor.

Examples:

- a. "Would you like to join us for dinner? It would be great to have your company."
- b. "You look fantastic in that outfit! Where did you get it?"
- c. "Thank you so much for helping me out. I really appreciate it."
- d. "I love your cooking! It's always a treat to have a meal at your place."

Explanation: Positive politeness strategies focus on affirming the other person's positive self-image, expressing gratitude, and showing admiration or compliments to establish rapport and foster a sense of harmony.

Negative Politeness:

Definition: Negative politeness strategies aim to avoid imposing on others or intruding upon their autonomy by using indirect language or hedging.

Examples:

- a. "I was wondering if you could possibly lend me your notes, but no worries if you can't."
- b. "I don't mean to bother you, but could you spare a moment to help me with this problem?"
- c. "I hope I'm not interrupting anything, but could I ask you a quick question?"
- d. "Sorry to disturb you, but would it be alright if I borrowed your pen?"

Explanation: Negative politeness strategies prioritize respecting the other person's autonomy and minimizing potential face-threatening acts by using polite indirect requests and acknowledging the possibility of refusal.

Bald on-Record:

Definition: Bald on-record strategies involve straightforward and direct language without employing politeness devices.

Examples:

- a. "Please close the window."
- b. "Can you pass me the salt?"
- c. "I need this report by tomorrow."
- d. "Don't be late for the meeting."

Explanation: Bald on-record strategies prioritize efficiency and directness in communication, without using additional politeness markers or mitigating language.

Off-Record:

Definition: Off-record strategies involve indirect or vague language that allows the speaker to convey their intention without imposing on the hearer or making explicit requests.

Examples:

- a. "It's getting chilly in here, isn't it?"
- b. "Someone forgot to turn off the lights."
- c. "I wish I had brought an umbrella today."
- d. "There's this new restaurant that serves amazing food nearby."

Explanation: Off-record strategies provide an opportunity for the speaker to hint at their intention or convey information without making a direct request or imposing on the other person's actions.

Understanding and employing politeness strategies/devices is crucial for maintaining positive social interactions, respecting others' autonomy, and minimizing potential face threats. Positive politeness emphasizes friendliness and appreciation, negative politeness focuses on avoiding imposition, bald on-record strategies prioritize directness, and off-record strategies allow for indirect communication.

Indirectness:

Definition: Indirectness involves the use of indirect language or subtle hints to convey

requests, suggestions, or sensitive information.

Examples:

- a. "The room seems a bit warm, don't you think?" (Implication: Can you please adjust the temperature?)
- b. "I'm not sure if I can handle this task alone." (Implication: Can you offer assistance?)
- c. "Some people might consider arriving on time a sign of respect." (Implication: Please be punctual.)
- d. "I noticed that the dishes are piling up." (Implication: Can you help with the dishes?)

Explanation: Indirectness allows speakers to express their needs or concerns indirectly, avoiding direct imposition and maintaining social harmony.

Mitigation:

Definition: Mitigation involves softening or minimizing the impact of a potentially face-threatening act through linguistic devices or strategies.

Examples:

- a. "I hate to bother you, but could you please pass me the salt?" (Hedging and politeness markers)
- b. "I might need your help with this task, if that's not too much trouble." (Hedging and conditional language)
- c. "I'm sorry to trouble you, but would it be possible for you to proofread my report?" (Polite apology and hedging)
- d. "It's a small favor, but could you possibly give me a ride home?" (Downplaying the request)

Explanation: Mitigation techniques help reduce the potential face threat by using polite

language, hedging, and minimizing the magnitude or imposition of the request.

Indirect Negative Face Threat:

Definition: Indirect negative face threat involves employing politeness strategies to protect the other person's negative face or desire for autonomy.

Examples:

- a. "If it's not too much trouble, could you please lend me your car?" (Hedging and politeness markers)
- b. "I wouldn't want to impose, but would you mind picking up some groceries for me?" (Hedging and negative politeness)
- c. "I hope I'm not asking for too much, but could you possibly cover my shift tomorrow?" (Hedging and negative politeness)
- d. "I understand if you're busy, but would you be able to help me move this weekend?" (Acknowledging autonomy and negative politeness)

Explanation: Indirect negative face threat strategies aim to protect the other person's autonomy by using hedging, negative politeness, and acknowledgments of potential inconvenience.

Positive Face Enhancement:

Definition: Positive face enhancement involves strategies that enhance the other person's positive face or self-image.

Examples:

- a. "You're so talented. I would love to hear your thoughts on this topic." (Complimenting and showing respect)
- b. "You're always so reliable. Could you help me with this task?" (Recognizing positive

qualities and making a request)

c. "Your expertise is invaluable. I would greatly appreciate your input on this project." (Acknowledging expertise and seeking input)

d. "You have such a great sense of style. Where did you get that outfit?" (Complimenting and expressing interest)

Explanation: Positive face enhancement strategies aim to boost the other person's positive self-image, show admiration, and create a positive atmosphere for interaction.

Employing different politeness strategies/devices allows individuals to navigate social interactions, maintain harmony, and respect others' autonomy and face needs. Indirectness, mitigation, protecting negative face, enhancing positive face, and utilizing various linguistic devices contribute to effective communication and building positive relationships.

D: Irony

Here is a comprehensive list of types of irony, their definitions, four examples for each type, and explanations of their meanings:

Verbal Irony:

Definition: Verbal irony occurs when a speaker says something that intentionally means the opposite of what is stated, often for humorous or sarcastic effect.

Examples:

a. "What a beautiful day!" (said during a heavy rainstorm)

b. "Great job!" (said when someone makes a mistake)

c. "I love spending hours in traffic." (said sarcastically)

d. "That's just what I needed!" (said when receiving an unwanted gift)

Explanation: Verbal irony is characterized by the use of words to express the opposite of their literal meaning, often to convey sarcasm, satire, or humor.

Situational Irony:

Definition: Situational irony occurs when there is a contrast between what is expected to happen and what actually happens in a situation.

Examples:

- a. A fire station burns down.
- b. A vegan wins a year's supply of meat.
- c. A professional cyclist gets disqualified for using a bicycle with a motor.
- d. A marriage counselor files for divorce.

Explanation: Situational irony highlights the discrepancy between what is anticipated or intended and the unexpected outcome, often resulting in a surprising or ironic twist.

Dramatic Irony:

Definition: Dramatic irony arises when the audience or reader is aware of something that the characters in a story or play are unaware of, leading to a discrepancy in knowledge.

Examples:

- a. In a horror movie, the audience knows that the killer is hiding in the closet, but the character opens the door unknowingly.
- b. In a play, the audience knows that two characters are siblings, but the characters themselves are unaware.
- c. In a detective story, the readers know the identity of the culprit, while the detective is still trying to solve the case.

d. In a movie, the viewers know that a character is planning a surprise party, but the other characters remain unaware.

Explanation: Dramatic irony creates tension and suspense as the audience possesses knowledge that is withheld from the characters, leading to a deeper understanding of the unfolding events.

Cosmic Irony:

Definition: Cosmic irony refers to situations in which a greater force, such as fate or destiny, seems to be intentionally mocking or frustrating human plans or expectations.

Examples:

- a. A person spends years planning a dream vacation, only to fall ill and be unable to go.
- b. A lottery winner is hit by a car while going to claim the prize.
- c. A person avoids flying due to a fear of plane crashes but ends up getting injured in a car accident.
- d. A weatherman predicts a sunny day for a picnic, but it rains heavily instead.

Explanation: Cosmic irony highlights the concept of life's unpredictability and the contrast between human desires and the whims of fate or circumstances.

Understanding the different types of irony allows us to identify and appreciate the deliberate use of language, situations, and knowledge gaps to convey deeper meaning, create humor, or provoke thought. Verbal irony involves saying the opposite of what is meant, situational irony presents unexpected outcomes, dramatic irony plays with audience knowledge, and cosmic irony highlights the ironic nature of life's circumstances.

E: Sarcasm

Here is a simplified version of the response that is more suitable for Grade 9 to 12

learners:

Sarcasm is a way of speaking that uses mocking or scornful words to say the opposite of what is really meant. It is often used to make fun of someone or something. There are different ways sarcasm can be expressed. Let's look at four common types:

Mocking Sarcasm: This is when someone uses sarcasm to ridicule or belittle someone or something.

Examples:

"Oh, great idea! Let's all jump off a cliff together."

"Wow, you're so organized! Your room is a mess."

"Congratulations on being five minutes late. You're a real role model."

"Great job! You managed to spill coffee on all the important documents."

Self-Deprecating Sarcasm: This is when someone makes sarcastic remarks about themselves to downplay their achievements or show modesty.

Examples:

"Oh, sure, I'm the expert at procrastination. Just give me an award."

"Yep, I'm the epitome of grace and coordination. Can't you tell?"

"I'm a real genius when it comes to losing my keys. It's my special talent."

"I'm the life of the party, as long as the party ends early and involves no social interaction."

Satirical Sarcasm: This is when sarcasm is used to criticize or make fun of societal issues, institutions, or behaviors.

Examples:

"Ah, politicians. They always put their own interests before the needs of the people."

"Oh, well done, society. Let's glorify ignorance and make stupidity a trend."

"Bravo, Hollywood! Another mindless remake that adds nothing of value to the world."

"Sure, because wasting our planet's resources is definitely a great idea. Genius!"

Condescending Sarcasm: This is when someone uses sarcastic remarks to talk down to or show superiority over someone else.

Examples:

"Oh, you've never heard of the internet? It's this amazing thing that allows you to search for information. You should try it sometime."

"You must be the fastest reader ever. You managed to skip the entire paragraph of instructions."

"Wow, you're such a gifted driver. I'm amazed by your ability to miss every turn and hit every pothole."

"Of course, your solution is flawless. I can't believe nobody else in the world has thought of that brilliant idea."

Sarcasm can be funny, but it's important to be careful with it because it can sometimes hurt people's feelings or lead to misunderstandings. Understanding the different types of sarcasm helps us recognize its intentions and effects in communication.

D: Turn-Taking Strategies

Here is a list of turn-taking strategies, their definitions, four examples for each type, and explanations of their meanings:

Adjacency Pairs:

Definition: Adjacency pairs are a type of turn-taking strategy where one utterance expects a specific response or follow-up from the other participant.

Examples:

- a. "How are you?" - "I'm good, thanks."
- b. "Do you have any plans for the weekend?" - "Yes, I'm going hiking with some friends."
- c. "Did you watch the game last night?" - "Yes, it was a thrilling match!"
- d. "What time is the meeting?" - "It starts at 10 AM."

Explanation: In adjacency pairs, the first utterance creates an expectation for a particular response or question, forming a conversational sequence.

Overlapping:

Definition: Overlapping occurs when two or more participants speak simultaneously, overlapping their turns.

Examples:

- a. Participant A: "I think we should go-" Participant B: "No, I believe we should stay."
- b. Participant A: "I really enjoyed the-" Participant B: "Did you see the latest episode of-"
- c. Participant A: "I can help with the-" Participant B: "No worries, I've got it covered."
- d. Participant A: "The best way to solve this problem is to-" Participant B: "Actually, I think-"

Explanation: Overlapping happens when participants start speaking before the current speaker has finished, often indicating enthusiasm, eagerness, or conversational engagement.

Pause-Filled Turn-Taking:

Definition: Pause-filled turn-taking involves using pauses, hesitations, or filled sounds like "uh," "um," or "well" to signal that the current speaker is not finished speaking.

Examples:

- a. Participant A: "I think we should go to the- uh, museum tomorrow."
- b. Participant A: "The answer to the question is, um, quite simple."
- c. Participant A: "Well, I believe that we need to- um, consider all the options."
- d. Participant A: "So, the main point I want to make is- uh, we need to act quickly."

Explanation: Pause-filled turn-taking allows the speaker to signal that they have more to say or need a moment to gather their thoughts before continuing.

Turn-Yielding:

Definition: Turn-yielding is a strategy in which a participant voluntarily gives up their turn to speak, allowing another person to take the floor.

Examples:

- a. Participant A: "What do you think?" - Participant B: "I'd like to hear what others have to say first."
- b. Participant A: "Would you like to share your opinion?" - Participant B: "I think Participant C has something important to say."
- c. Participant A: "How was your day?" - Participant B: "I'd like to hear about your day first."
- d. Participant A: "What do you suggest?" - Participant B: "Let's hear Participant C's idea first."

Explanation: Turn-yielding occurs when a participant voluntarily gives up their speaking turn, often to encourage others to contribute or to show respect for others' opinions.

Understanding different turn-taking strategies helps in managing conversations effectively, respecting others' speaking turns, and creating a balanced and engaging

dialogue. Adjacency pairs establish conversational sequences, overlapping shows enthusiasm, pause-filled turn-taking signals ongoing thoughts, and turn-yielding allows others to participate and share their viewpoints.

E: Repair strategies

Here is a list of repair strategies, their definitions, four examples for each type, and explanations of their meanings:

Self-Repair:

Definition: Self-repair strategies are used by speakers to correct or clarify their own speech errors or misunderstandings.

Examples:

- a. Speaker A: "I went to the, um, I mean, grocery store." (Correction of a hesitation)
- b. Speaker A: "He was born in, uh, I mean, 1985." (Correction of a wrong word)
- c. Speaker A: "The capital of, wait, I mean, France is Paris." (Correction of a factual error)
- d. Speaker A: "She is my, no, I mean, sister-in-law." (Correction of a relational term)

Explanation: Self-repair strategies allow speakers to recognize and rectify their own mistakes or clarify their intended meaning during the course of conversation.

Other-Repair:

Definition: Other-repair strategies are used by listeners or interlocutors to signal or correct a speaker's error or misunderstanding.

Examples:

- a. Speaker A: "I saw him at the, um, uh, grocery store." Speaker B: "You mean the supermarket?"

- b. Speaker A: "She is my, um, uh, niece." Speaker B: "Actually, she is your cousin."
- c. Speaker A: "The capital of, uh, Germany is Paris." Speaker B: "No, it's Berlin."
- d. Speaker A: "I need to go to the, uh, library." Speaker B: "You mean the bookstore?"

Explanation: Other-repair strategies are employed by listeners to clarify or correct a speaker's error, ensuring mutual understanding and accuracy in communication.

Repeating:

Definition: Repeating involves restating or repeating a word or phrase to confirm understanding or seek clarification.

Examples:

- a. Speaker A: "I went to the...the park." Speaker B: "Oh, you went to the park?"
- b. Speaker A: "It's a really...really long movie." Speaker B: "So, it's a long movie?"
- c. Speaker A: "The book was...was really interesting." Speaker B: "So, it was an interesting book?"
- d. Speaker A: "The meeting is at...at 3 PM." Speaker B: "Okay, so the meeting is at 3 PM?"

Explanation: Repeating allows the listener to confirm their understanding by restating the speaker's words, seeking clarification or validation.

Paraphrasing:

Definition: Paraphrasing involves restating or rephrasing a speaker's words or ideas to confirm comprehension or seek clarification.

Examples:

- a. Speaker A: "I can't make it. I'm feeling under the weather." Speaker B: "So, you're

not feeling well and can't attend?"

b. Speaker A: "She's really upset about the situation." Speaker B: "So, she's very angry or sad because of what happened?"

c. Speaker A: "I need some help with this assignment." Speaker B: "So, you're asking for assistance with the assignment?"

d. Speaker A: "I'm so tired. I was up all night studying." Speaker B: "So, you didn't get enough sleep because you were studying?"

Explanation: Paraphrasing helps the listener confirm their understanding by restating the speaker's words or ideas in their own words, seeking validation and clarity.

Repair strategies play a crucial role in maintaining effective communication and resolving misunderstandings. Self-repair allows speakers to correct their own errors, while other-repair strategies assist in clarifying or correcting a speaker's mistakes. Repeating and paraphrasing are listener-initiated repair strategies used to seek clarification and confirm understanding, ensuring smooth and accurate communication.

F: Hedging

Here is a list of hedging types, their definitions, four examples for each type, and explanations of their meanings:

Modal Hedging:

Definition: Modal hedging involves the use of modal verbs or adverbs to indicate a degree of possibility or uncertainty in statements.

Examples:

a. "It might rain later today."

b. "I could be wrong, but I think the answer is..."

c. "It is possible that she will arrive late."

d. "I suppose we could consider that option."

Explanation: Modal hedging allows speakers to express caution or uncertainty by indicating that the information provided is not stated with absolute certainty.

Lexical Hedging:

Definition: Lexical hedging involves the use of words or phrases that soften the certainty or force of a statement.

Examples:

a. "The results seem to suggest..."

b. "There is some evidence that..."

c. "It appears that..."

d. "There is a possibility of..."

Explanation: Lexical hedging helps speakers present information in a less assertive manner, indicating that there may be room for interpretation or alternative perspectives.

Approximation Hedging:

Definition: Approximation hedging involves using words or phrases that indicate an approximation or imprecision in the information provided.

Examples:

a. "The project will take around two months to complete."

b. "The temperature is approximately 25 degrees Celsius."

c. "The population is roughly 10,000 people."

d. "The cost is in the ballpark of \$500."

Explanation: Approximation hedging is used to acknowledge that the information provided is not precise or exact, allowing for a margin of error or variability.

Adverbial Hedging:

Definition: Adverbial hedging involves the use of adverbs that weaken the certainty or strength of a statement.

Examples:

a. "It is somewhat challenging to understand."

b. "The results are possibly indicative of..."

c. "The data is relatively consistent across the samples."

d. "There is likely to be some variation in the findings."

Explanation: Adverbial hedging helps speakers convey a degree of uncertainty or qualification, indicating that the statement may not be absolute or universally applicable.

Hedging is a linguistic strategy used to soften the certainty or force of a statement, allowing speakers to express caution, uncertainty, or imprecision. Modal hedging uses modal verbs or adverbs to indicate possibility or uncertainty, lexical hedging employs words or phrases that soften the certainty, approximation hedging indicates imprecision or approximation, and adverbial hedging uses adverbs to weaken the strength or certainty of statements. Employing hedging helps

speakers acknowledge potential limitations, alternative perspectives, or the complexity of the information being conveyed.

G: paralinguistic cues

Paralinguistic cues refer to the nonverbal aspects of communication that accompany spoken language. They include various vocal and nonverbal signals that provide additional meaning and context to verbal messages. Paralinguistic cues involve elements such as tone of voice, pitch, volume, speed, rhythm, facial expressions, body language, gestures, and use of silence. These cues convey emotions, attitudes, emphasis, and other nonverbal information that complement and enhance the verbal content of communication. They play a significant role in conveying intentions, establishing rapport, and conveying meaning beyond the words spoken.

Here is a list of types of paralinguistic cues, their definitions, four examples for each type, and explanations of their meanings:

Tone of Voice:

Definition: Tone of voice refers to the way someone speaks, including the pitch, volume, and emphasis on certain words or phrases.

Examples:

- a. Speaking in a high-pitched voice when excited or surprised.
- b. Speaking in a soft and gentle tone to convey tenderness or sympathy.
- c. Speaking loudly and forcefully to express anger or frustration.
- d. Speaking with a monotone voice to convey boredom or disinterest.

Explanation: Tone of voice adds emotional and contextual information to spoken language, influencing the interpretation and impact of the message being communicated.

Facial Expressions:

Definition: Facial expressions involve the movements and configurations of facial muscles to convey emotions, attitudes, or reactions.

Examples:

- a. Smiling to express happiness or friendliness.
- b. Frowning to show sadness or disapproval.
- c. Raising eyebrows to indicate surprise or disbelief.
- d. Rolling eyes to convey annoyance or sarcasm.

Explanation: Facial expressions are a crucial part of nonverbal communication, providing visual cues that help convey emotions and attitudes.

Body Language:

Definition: Body language refers to the movements, gestures, and postures of the body that communicate meaning or express emotions.

Examples:

- a. Crossing arms to signal defensiveness or resistance.
- b. Leaning forward to demonstrate interest or engagement.
- c. Nodding to indicate agreement or understanding.
- d. Shaking head to express disagreement or disapproval.

Explanation: Body language complements verbal communication and helps convey intentions, attitudes, and reactions nonverbally.

Proxemics:

Definition: Proxemics refers to the use of personal space and distance between individuals during interactions.

Examples:

- a. Standing close to someone to indicate intimacy or familiarity.
- b. Maintaining an arm's length distance during a conversation to establish personal space.
- c. Backing away when someone invades personal space to signal discomfort or boundary violation.
- d. Forming a circle or maintaining equal distance in a group to establish inclusivity.

Explanation: Proxemics reflects cultural norms, social relationships, and individual comfort levels regarding personal space, influencing the dynamics of interpersonal interactions.

Paralinguistic cues play a vital role in communication, allowing individuals to convey additional meaning beyond the words they speak. Tone of voice adds emotional nuance, facial expressions provide visual cues for emotions, body language communicates attitudes and reactions, and proxemics influences interpersonal dynamics. Understanding and interpreting these paralinguistic cues are crucial for effective communication, as they enhance the understanding and interpretation of verbal messages and help create a more nuanced and accurate communication experience.

H: Questioning techniques

Questioning techniques are strategies used to ask questions in various ways to gather information, encourage critical thinking, promote discussion, and facilitate learning. They are used in various contexts, such as education, interviews, problem-solving, and communication. Here is a list of questioning techniques, their definitions, four examples for each type, and explanations of their meanings:

Open-ended Questions:

Definition: Open-ended questions prompt the respondent to provide a detailed and

thoughtful response, encouraging them to elaborate and share their thoughts or experiences.

Examples:

- a. "What are your thoughts on climate change and its impact on the environment?"
- b. "Describe your approach to problem-solving in the workplace."
- c. "How do you feel about the ending of the book, and how does it relate to the overall theme?"
- d. "Tell me about a time when you faced a challenge and how you overcame it."

Explanation: Open-ended questions promote discussion, critical thinking, and the exploration of ideas by allowing individuals to express their opinions, experiences, or knowledge in depth.

Closed-ended Questions:

Definition: Closed-ended questions have specific answer choices, often requiring a short and precise response such as yes, no, or a specific piece of information.

Examples:

- a. "Did you enjoy the movie?"
- b. "Have you ever been to Paris?"
- c. "What is your favorite color?"
- d. "Did you complete the assignment on time?"

Explanation: Closed-ended questions are used when a specific answer or factual information is required, allowing for a quick and straightforward response without much elaboration.

Probing Questions:

Definition: Probing questions are follow-up questions used to gather additional information, seek clarification, or encourage deeper thinking on a specific topic or response.

Examples:

- a. "Can you provide more details about that?"
- b. "Why do you think that is the case?"
- c. "What led you to that conclusion?"
- d. "Could you explain your reasoning behind that statement?"

Explanation: Probing questions help to delve deeper into a topic, explore different perspectives, and encourage critical thinking by seeking further explanation or justification.

Leading Questions:

Definition: Leading questions are phrased in a way that suggests a particular answer or guides the respondent's thoughts towards a specific response.

Examples:

- a. "Don't you think it would be better to handle the situation differently?"
- B. "Isn't it obvious that she was the one responsible for the mistake?"
- c. "Wouldn't you agree that teamwork is essential for success?"
- d. "Don't you find it challenging to manage multiple tasks simultaneously?"

Explanation: Leading questions can influence or bias the respondent's answer by subtly suggesting a preferred or expected response, often used to influence opinion or steer the conversation in a specific direction.

Questioning techniques serve various purposes in communication and learning. Open-ended questions encourage reflection and discussion, closed-ended questions elicit specific information, probing questions promote deeper understanding and critical thinking, and leading questions can influence or shape responses. By employing different questioning techniques appropriately, individuals can facilitate meaningful conversations, gather information effectively, and encourage active engagement in the communication process.

I: Negotiation of meaning"

"Negotiation of meaning" is not typically categorized into different types. It is a broad concept that refers to the interactive process between participants in a conversation where they work together to ensure mutual understanding. The focus is on clarifying, confirming, and adjusting communication to overcome language barriers or ambiguities. Rather than having distinct types, negotiation of meaning can take various forms depending on the specific context and communication challenges at hand.

Here are four examples that illustrate the concept of negotiation of meaning:

Clarification:

Example: Person A: "I saw a big animal at the zoo." Person B: "Do you mean you saw an elephant?"

Explanation: In this example, Person B seeks clarification to confirm their understanding of the word "animal" and suggests a specific interpretation (elephant) to ensure accuracy and mutual understanding.

Repetition:

Example: Person A: "I'm meeting John tomorrow." Person B: "John? Which John?"

Explanation: Person B requests repetition or additional information to clarify which specific John Person A is referring to, avoiding potential confusion and ensuring the intended meaning is understood.

Paraphrasing:

Example: Person A: "The report needs some revisions." Person B: "So, you're saying we should make changes to the report?"

Explanation: Person B uses paraphrasing to restate Person A's statement in their own words, confirming their understanding and seeking validation that the correct interpretation has been made.

Gestures or Visual Aids:

Example: Person A points to a map and gestures towards a specific location, seeking confirmation from Person B if that is the intended destination.

Explanation: In this scenario, nonverbal cues such as gestures or visual aids are used to negotiate meaning. Person A uses a map and gestures to clarify the intended location, and Person B confirms or provides feedback to ensure mutual understanding.

These examples demonstrate how negotiation of meaning occurs in conversations when participants actively engage in clarifying, confirming, and adjusting their communication to overcome language barriers, ambiguity, or misunderstandings. It emphasizes the collaborative effort of both speakers to reach a shared understanding and enhance effective communication.

B) PRAGMATIC DEVICES AND THEIR EXAMPLES IN DIAGRAMME FORM

| S/No | TYPE OF VERBAL PRAGMATIC DEVICES | EXAMPLES |
|------|----------------------------------|--|
| 1 | Directives | "Please open your textbooks," "Don't talk while the teacher is speaking," |
| 2 | Expressives | "Congratulations on your excellent performance," "I'm sorry for your loss," |
| 3 | Commissives | "I promise to submit my assignment on time," "I will attend the |
| 4 | | chool assembly starts at 8 am." |
| 5 | | "I believe that studying is essential for success," "Many students think that the school rules are unfair," "It is widely accepted that exercise |
| 6 | Expressions of Interest | "Could you please explain that concept again?" "I wonder how this |
| 7 | | |

| | | |
|----|----------------------|--|
| 8 | | 100 degrees Celsius,” “The Earth revolves around the Sun.” |
| 9 | Verbal Irony | “Oh, great! Another math test,” “Fantastic, I get to clean the classroom |
| 10 | | “Well, you’re such a genius, aren’t you?” “Oh, please enlighten us with your infinite wisdom,” “Wow, your excuse for not doing your homework is truly mind-blowing.” |
| 11 | Rhetorical Questions | “Why do you think it is important to study history?” “Can anyone explain how photosynthesis works?” “Do you believe in the power of teamwork?” |
| 12 | Emotive Language | “The breathtaking scenery left us in awe,” “The heartwarming story brought |
| 13 | Hypothetical | “Imagine if everyone worked together to solve global issues,” “What if there were no exams in schools?” “Suppose you won a scholarship to study abroad, what would you do?” |
| 14 | | “Education is the key to success, education opens doors, education empowers,” “Practice, practice, practice makes perfect,” “Believe in yourself, believe in your abilities.” |
| 15 | Figurative Language | “The world is your oyster,” “Her smile was a ray of sunshine,” “He was as |
| 16 | | Ethos: “As your principal, I assure you that this decision is in the best interest of the school.” Pathos: “Think of the children who will benefit from your generosity.” Logos: “According to research, studying for 30 minutes every day improves academic performance.” |
| 17 | Exaggeration | “I’ve told you a million times to clean your room,” “This textbook weighs a |
| 18 | Polite Requests | “Could you please lend me your calculator?” “Would it be possible for you to help me with my project?” “I would appreciate it if you could proofread my essay.” |
| 19 | Humour | “Why don’t scientists trust atoms? Because they make up everything!” “Why was the math book sad? Because it had too many problems.” “I used to be a baker, but I couldn’t make enough dough.” |
| 20 | Analogies | “Studying is to education as exercise is to fitness,” “Curiosity is the fuel that drives learning, just like gasoline fuels a car,” “Books are the building blocks of knowledge, like bricks are to a house.” |
| | | “Some students enjoy reading, while others prefer sports,” “Although the weather was rainy, the event was still a success,” “On one hand, studying requires effort, but on the other hand, it leads to academic success.” |
| 22 | Interruptions | “Excuse me, but I have a question,” “Sorry to interrupt, but I think there’s a |
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| 24 | Quotations | “As Shakespeare once said, ‘All the world’s a stage,’” “In the words of Nelson Mandela, ‘Education is the most powerful weapon which you can use to change the world,’” “To quote Albert Einstein, ‘Imagination is more important than knowledge.’” |
| 25 | Appeals to Authority | “According to renowned scientist Jane Goodall, chimpanzees exhibit complex social behaviors,” “As stated by the World Health Organization, vaccination is crucial for public health,” “Prominent economist John Maynard Keynes argued that government intervention can stabilize the economy.” |
| | | “I understand how challenging this topic can be,” “I can imagine how frustrating it must be to solve such complex equations,” “I empathize with your struggle to balance school and extracurricular activities.” |
| 27 | Exclamations | “Wow, what an impressive presentation!” “Oh no, I forgot my homework |
| 28 | Emphasis | “It is essential that you complete your assignments on time,” “I strongly urge you to participate in the school community service project,” “It is crucial to pay attention to the details in the experiment.” |
| 29 | Conditional Statements | “If you study diligently, you will excel in your exams,” “In case of an emergency, please follow the evacuation procedures,” “Unless you submit your permission slip, you won’t be able to attend the field trip.” |
| 30 | Expressions of Gratitude | “Thank you for your insightful question,” “I appreciate your willingness to help,” “I’m grateful for the opportunity to learn from such dedicated teachers.” |
| 31 | Explanatory Statements | |
| | | "Sorry to interrupt, but I have a quick question," "Excuse me for interjecting, but I think we missed an important point," "May I add something to the discussion?" |
| 33 | Affirmations | "Absolutely, that is the correct answer," "Indeed, hard work pays off," |
| 34 | Expressions of Disagreement | "I respectfully disagree with your interpretation of the poem," "I see your point, but I have a different perspective," "I'm afraid I can't agree with your conclusion." |
| 35 | Appeals to Common Knowledge | "We all know that water boils at 100 degrees Celsius," "As we learned in our history class, World War II started in 1939," "It's common knowledge that the Earth orbits the Sun." |
| 36 | Rephrasing | "In other words, you need to conduct an experiment to test your hypothesis," "To put it simply, the main theme of the novel is love and sacrifice," "Let me rephrase that to ensure everyone understands." |
| 37 | Expressions of Regret | "I apologize for the inconvenience caused by the technical difficulties," "I'm sorry for the misunderstanding; let me clarify," "We regret to inform you that the field trip has been canceled." |

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| 38 | Comparative Statements | "This approach is more effective than the previous one," "The new textbook is better organized compared to the old edition," "He performed better in this test than in the previous one." |
| 39 | Expressions of Encouragement | "You're making great progress; keep up the good work," "Don't give up; I believe in your abilities," "I'm confident that you can overcome this challenge." |
| 40 | Appeals to Logic | "Based on the evidence presented, it is clear that the hypothesis is valid," "When we analyze the data, the conclusion becomes evident," "The logical approach to this problem is to break it down into smaller steps." |

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| 41 | Expressions of | "I agree wholeheartedly with your point," "You're absolutely right about the importance of teamwork," "I couldn't have said it better myself." |
| 42 | Appeals to | "If we don't take action to address climate change, future generations will suffer," "By studying diligently, you will improve your chances of getting into a good university," "If you don't follow safety guidelines, accidents can happen." |
| 43 | Expressions of Urgency | "It's crucial that we act immediately to address this issue," "Time is of the essence; we need to complete the project before the deadline," "We cannot afford to delay any longer; let's start working on it now." |
| 44 | Expressions of Appreciation | "I appreciate your hard work and dedication," "Thank you for your thoughtful contribution to the discussion," "I'm grateful for your support and cooperation." |
| 45 | Appeals to Personal | "In my own experience, staying organized has helped me achieve better grades," "I remember a time when perseverance helped me overcome a challenging situation," "I can relate to your struggle as I faced a similar situation in the past." |
| 46 | Expressions of Sympathy | |
| 47 | Expressions of Encouragement | "Don't be discouraged by setbacks; they are part of the learning process," "Keep pushing yourself; you're capable of achieving great things," "Believe in yourself; you have the potential to succeed." |
| 48 | Appeals to Facts and | "According to the latest research, students who participate in extracurricular activities have higher academic performance," "The data shows a significant decrease in crime rates over the past year," "Studies have proven that regular exercise improves cognitive function." |
| 49 | Expressions of Excitement | "I'm thrilled to announce that our school team has qualified for the finals," "I can't wait to explore the fascinating world of chemistry," "It's going to be an amazing experience; get ready for an adventure!" |
| 50 | Appeals to Shared Goals | "Let's work together to create a supportive and inclusive learning environment," "Our common goal is to excel academically and build a bright future," "By collaborating, we can achieve remarkable results." |