

**REALIZATION OF COMPLIMENTS AND  
GREETINGS AMONG NON-NATIVE  
SPEAKERS: A CASE OF PUNJABI SPEAKING  
ENGLISH LANGUAGE LEARNERS**

**BY**

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**NATIONAL UNIVERSITY OF MODERN LANGUAGES,  
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**Realization of Compliments and Greetings Among Non-native  
Speakers: A Case of Punjabi Speaking English Language  
Learners**

By

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Candidate **of Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **Realization of Compliments and Greetings Among Non-native Speakers: A Case of Punjabi Speaking English Language Learners** submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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## ABSTRACT

**Title: Realization of Compliments and Greetings Among Non-native Speakers: A Case of Punjabi Speaking English Language Learners**

This study aims to explore the realization of compliments and greetings among Punjabi-speaking English language learners in the context of pragmatic competence and the particular challenges of social language use. The study draws on Speech Act Theory to analyze how this group of learners employs and comprehends compliments and other types of greetings. This is a qualitative study that includes elicited data from English language learners who speak Punjabi, residing in Jhelum, Pakistan. The research aims to address the linguistic aspects of compliments and greetings expression strategies in performing speech acts and pragma linguistics itself. The method used in the current study incorporates Discourse Completion Tasks, observation of naturalistic speech and semi-structured interviews for ascertaining pragmatic competence of the BS English students in Punjab, Pakistan. The results have shown how understanding of cultures and pragmatic competence are important for communicative success. Overall, the data obtained suggest that Punjabi-speaking ELLs use an expressive form to deliver compliments which allows them to build positive rapport while these are often exemplified by the representative speech act in the case of greetings following their cultural traits of modesty and politeness. Although all speech acts are accompanied by additional supportive strategies and non-verbal signs, new situations reveal variability in pragmatic competence. It is evident that both cultural and linguistic backgrounds play a critical role in guiding when realizing compliments and greetings.

**Keywords:** *Pragmatic competence, Speech Act Theory, Punjabi-speaking English language learners, Compliments, Greetings*

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## **DEDICATION**

To my beloved Father, whose unwavering support and inspiration have been the cornerstone of my journey.

# CHAPTER 1

## INTRODUCTION

Greetings and compliments play a significant role in communication and social interaction. They are essential in building relationships. However, for non-native speakers of a language, mastering the appropriate use of compliments and greetings can be challenging. This is particularly true for Punjabi-speaking English language learners, who may face difficulties in understanding the cultural nuances and social norms of English-speaking communities. Second language learning not only requires the grammatical rules to be learned nor only the structure of sentences but also requires understanding lexical usage in different contexts (Terzi, 2014). A communication breakdown may occur from a failure to master the conversational standards necessary for producing speech acts (Sapoetra, 2019). It is seen that learners face issues due to pragmatic competence that lead to a breakdown in the realisation of speech acts. Competence is not something that we teach, but it can be developed, acquired, used, or lost (Kasper, 1997).

This research intends to explore the realization of compliments and greetings among Punjabi-speaking English language learners. A compliment is the speaker's statement of a favorable attitude toward a referent that the addressed recipient is responsible for. "Compliment" acts are comparable to a window through which a society in general or a specific individual can perceive what is valued by an applicable culture (Manes, 1983: p 97). It is the best way to show solidarity (Smadi, 1999: p 15). The meaning of greeting is a salutation at a meeting. Greetings show the strength and unity between speakers (Hudson, 1996). The study examines how Punjabi-speaking English language learners use and interpret compliments and greetings in their daily interactions, by using the Speech acts theory presented by J. L. Austin. J. L. Austin, a British philosopher of languages, established the modern Speech act theory, which he first presented in 1975 in his best-selling book "How to Do Things with Words." When a speaker speaks, certain objectives go beyond the words or sentences. Speech acts relate to the function carried out by created utterances (Austin, 1994 Tsui: p 4). Later, John Searle elevated the dimensions of theory in his work. The research endorses the work of John Searle and Cohen. Through a qualitative analysis of data collected from DCTs, Authentic Speech Observation, and

Interviews, the research provides insights into the challenges faced by Nonnative language learners in using compliments and greetings appropriately.

The population of the study is Punjabi-speaking English language learners, how they accomplish and realize speech acts especially greetings and compliments, how a deficiency in pragmatic competence leads to mass communication, and the role of pragma linguistics in achieving pragmatic competence is accessed. In other words, second language learners' proficiency in a second language by analyzing the two particular speech acts that are usually performed in the classrooms “greetings” and “complements”. The goal is to understand how these learners accomplish and utilize greetings and compliments in communication, and how they receive and express these specific speech acts. Additionally, the difficulties they may face in doing so. The research helps further researchers.

## **1.1 Background of the Study**

According to Mathiot and Garvin (1975), language serves various functions within a sociocultural context. Language does not only fulfill the task of communicating data, but also of expressing the cultural patterns, the social common rules, and the personal attitude of the speaker. Once a person gets socialized in the second language, they start to sense the finer nuances of a language and society's social manners in their new language. Compliments and greetings as a matter of habit are exciting exposures to the ones who are learning the second language as they are the best features of a culture that show the social relationships of a society.

The study of Speech act realization has been an area of interest for the researchers for past century. In this regard, past works and definitions are discussed in this section. The first subsection is related to the definition and the second is dedicated to previous works. According to Austin, speech acts are those acts that concern the action performed by the utterances produced. Tsui (1994) further adds that to say something is also to do something. In other words, people can act through speech. Merely words and phrases are enough for the speaker to communicate the physical action. The spoken words and the done deeds are equivalent.

The field of linguistics, which covers language construction from the top-down perspective of the users of the language in social interaction, specifically including the

choices the users get to make, the roadblocks the users encounter while using language in social interaction, and the effects of the language that is being used on the others involved in these acts of communication, goes by the name pragmatics. (Crystal, 1997, p.301). Pragmatics concerns human beings and how meaning in language can shift by its context, also referred to as the contextual factors. The objective of the investigation evaluate the idea of a link that exists between communication done via an interpreter and the one obtained from the interpreter as well as how people use languages as a communication tool. Those who belong to the Pragmatician school are people of linguistics and who master the linguistics of pragmatics.

Moving ahead, the knowledge of the methods for realizing speech intentions as well as the linguistic components utilized to convey these intentions are referred to as "pragma linguistics (Leech, 1983). The term "pragma linguistics competence" describes the capacity to conduct speech acts using linguistic elements (Cenzo, 2007).

Nowadays English is the language of many business domains where the former British colonies in Asia, Africa, and South America remain the mainstream forces. Consequently, learning it for some practical purposes, and in other cases, it is essential. All over the world, people were picked up for studying English as a second language since understanding English is important. From the age of primary students start to learn English and it goes through the school curriculum on learning a 2nd language. Scientifically,aviatingly, computationally, diplomatically, and touristically speaking, all these domains are in the language of English. Likewise, many people point out the fact that it is easier to find a job at a multinational firm if you can speak English (Ilyosovna, 2020). Whereas first language development occurs relatively rapidly and fast, the rate of second language learning is typically protracted, and opposing to the constancy of first language across children, one discovers a wide range of variation in second language, among individuals and within learners over time (Nordquist, 2020).

Translating implied meanings while not using literal language is referred to as pragmatic competence or pragmatic knowledge in academia. It deals with meaning only, not grammar. The full capacity to place expressions in different situations, decide which of them seems convenient to use in a particular situation, and also select an appropriate

form over the second depending on this choice is one of the most important components of pragmatic competence (Kasper & Rose, 2002). Pragmatic competence is pivotal for healthy communication because the lack of it can result in communication breakdowns which can even have severe results in some cases (Allami & Naeimi, 2011; Shi, 2014).

The theory of speech Act, which describes what individuals do when they speak, focuses on specific speech acts that are carried out when speaking words rather than the individual words or sentences that make up the fundamental components of human communication. A speech act is an attempt to act solely through speech. Speaking can be used for a variety of tasks. Speech acts are examined under a concept known as speech act theory and fall under the pragmatics umbrella. To determine whether there were variances within this genre in the same culture or not, two Egyptian inaugural speeches from El-Sadat and El-Sisi, belonging to separate times, were investigated in this research. The analysis of these two talks using Searle's theory of speech acts revealed that there was only a very slight variation between them. Commissive ascended to the top of El Sadat's speech. While this was happening, assertiveness took center stage in El-speech. Sisi's We can see that there were variances in one culture's speeches depending on the conditions surrounding the presidents' elections at the time. They used speech performances as a means of getting what they wanted out to their audiences and winning their support (Sameer, 2017).

Compliments are by their nature judgments, overt displays of admiration for someone's work, or expressions of taste, they are of particular relevance regarding the reflection and expression of cultural values. They serve to express and uphold a variety of cultural norms and values because they mirror them. This research study is significant in part because it was conducted in a Pashtun context, and the findings help comprehend the sociolinguistic norms of Pashto, an area of speech act research that is understudied in Pakistan. It is anticipated that the findings provide the body of research on compliments and complement reactions a new dimension and offer novel insights into this area of study. The purpose of the study is to investigate how male and female Pashto speakers complement one another while considering other studies done in various cultural contexts.

The results of the current study aid in determining the similarities and differences in complementing behavior while considering gender disparities and the complimenting

habits of speakers of languages other than Pashto (Khan & Rustam, 2017).

The study of pragmatic competence has been ongoing for five decades now using different approaches, even if its practical demands and theoretical as well as empirical value are constantly being highlighted. To begin with this work, the author of the paper conducts critical analyses of the function-discourse model, meaning-oriented and componential model, and relevance theory, and discusses pragmatic competence. An integrated model of pragmatic competence (IMPC) is put forward for thought and speech based on the merits and shortcomings of pragmatism, Chomsky's rule of thumb that groups grammatical and pragmatic competences together and focuses on the movements of internal organism submodules currently under on minimalist framework approach and their external sociocultural factors. The end of this proposal provides a comparison of the proposal and the theories and models. The authors highlight well that the effective marketing of products involves measures such as conducting market research, developing attractive product images, and quality communication to enhance visibility, consumer awareness, and sales. (Mao1&He2).

Languages are significant in society because they enable communication and self-expression. There are thought to be over 7000 spoken languages in the world today. Only roughly 23 languages, however, speak more than half of the world's population, making them more widely known. Every language has a greeting that is used to initiate a discussion with a different person. Every discussion in these languages, whether professional or informal, begins with a welcome. To be able to speak with people at any time and location, you must learn how to greet people in several languages. First impressions count when meeting someone for the first time. You must therefore be aware of the numerous ways that "welcome" or "hello" are expressed in different tongues. Even if you are at a loss for words, the other person recognizes that you are trying to communicate well. Typically, greetings involve both spoken words and hand gestures. Sometimes just speaking is sufficient, but other times you need to use gestures as well so that the other person can understand you. Shaking hands, waving, bowing, gentle kissing, hugging, and other gestures are typically utilized. Depending on the culture and the relationship you have with that individual, you should employ a particular gesture. Shaking hands is a common greeting in most cultures and languages. Give a genuine and warm welcome to everyone



you encounter. Imagine being welcomed as a friend or a family member when you enter a restaurant or café. The smile conveys the owner's appreciation for you entering their establishment. You would still be pleased that you went there, regardless of how the food tasted. If the encounter had been good enough, you would be willing to give them another chance (Ugo, 2021).

There is a rising need for people who can use English to communicate successfully in everyday situations as English is becoming a more popular lingua franca on a global scale. However, it has been shown that even fluent language users frequently struggle to understand pragmatic meaning when using naturalistic language (Blum Kulka, House, & Kasper, 1989). According to Bardovi-Harlig and Hartford (1990) and Bardovi-Harlig and Dörnyei (1998), these issues are frequently attributed to the fact that learners frequently gain verbal competence in the absence of pragmatic competence. By examining the impact of an experimental discourse analysis course on 11 EFL students from Japanese universities, I want to address this problem in this exploratory study. The findings of this study have some significant ramifications for pragmatic language teaching and the use of discourse analysis in ELT. They also have implications for the use of authentic materials in ELT to enhance pragmatic competence. It was amply demonstrated that teaching students discourse analysis methods might be a useful strategy for assisting them in growing their pragmatic awareness. The findings of this study imply that learners can get a deeper, top-down understanding of the broad, pragmatic factors of authentic communication by employing discourse analysis. (Hurrell, 2013).

A compliment is the speaker's statement of a favorable attitude toward a referent that the addressed recipient is responsible for. Compliments are one way for speakers to honor a recipient and fall under the category of supporting acts (other methods of praise delivery include congratulating, appreciating, and crediting). To express explicit approbation of another person during an engagement and so help to create or preserve social solidarity, compliments are a crucial practice in human sociality. Although the word "compliments" appears in the article's title, in the LSI area, the phrase is more commonly used to describe complimenting sequences in interaction, which include the social behaviors of both giving and receiving compliments. This article focuses on our current understanding of how complementing sequences function in recorded, naturally occurring

conversations during interaction. “Adjacency pairs,” as coined by Heritage (1984) and Sacks & Schegloff (1973), are excerpts of speech that contain conversations between speakers. Complement performance is a term that refers to the interrelationship between the two speakers located at the first or second position of the structure. The first speaker initiates a certain course of action such as complimenting. The second who unexpectedly replies with a polite second pair-part particularly a suitable kind of compliment is the one I call my companion in this situation. This is according to the given data by Shore (2015).

With these aspects in mind, this study is designed to investigate the notion of meaningful greetings and compliments in English among Punjabi-speaking ESL learners. Alongside the linguistic features, it also explores the socio-cultural dimensions involved. In this way, it tries to contribute to the literature that addresses different cultural communications, second language acquisition, and language teaching methods in general.

## **1.2 Problem Statement**

The sense of working in a second language puts a light on how deeply language runs into our sense of cultural norms, how we frame ideas, and even how our sense of self arises. Punjabi speakers who are learning English might encounter a deficiency in comprehending pragmatic linguistic knowledge, which tends to lead to decrease their pragmatic competence and potentially cause confusion or communication breakdowns, it may affect the process of accomplishment and realization of speech acts. In terms of achieving pragmatic competence in Punjabi-speaking non-native English learners, pragmatic linguistics seems responsible for helping learners understand and use language appropriately in different social and cultural contexts.

## **1.3 Research Questions and Objectives**

The study addresses the following questions

1. What specific linguistic elements are involved in expressing compliments and greetings among nonnative Punjabi speaking English language learners?
2. How do the selected Punjabi non-native English language learners accomplish greetings and compliments?

3. What causes Punjabi-speaking English language learners to adopt different strategies in performing specific speech acts?

## **Objectives**

1. To determine the precise linguistic features used in the language production of complimenting and greeting including the English as foreign language students from non-Punjabi backgrounds.
2. To analyze how specific Punjabi non-English as a second language learners achieve greetings and compliments.
3. To understand why Punjabi-speaking English language learners use different strategies in performing that particular speech act

## **1.4 Theoretical framework**

### **1.4.1 Speech Act Theory**

J. L. Austin is the pioneer of speech act theory, the speech act theory views language as a kind of action rather than a way to convey and express (J. L. Austin, 1975). Following the above premise of speech act theory, research firstly assesses how Punjabi-speaking English language learners utilize language to perform actions. Furthermore, Austin has defined types of speech acts, on which further developments have been carried out, mostly on illocutionary. Most well-known is proposed by Searle John (1979) and Cohen (1996).

Speech acts can be divided into five categories:

1. Representatives (claims, assertions, reports).
2. Directives (requests, suggestions, commands). Expressive (complaints, apologies, thanks).
3. Commissive (threats, promises, offers). Declaratives (decrees, declarations).

The research utilized the theoretical framework developed by Aleah and Mohammadzadeh (2021), based on Searle John and Cohen's classifications of Speech acts and two strategies developed by Hotgraves (1986) direct speech act and indirect speech

act, to analyze two speech acts “greetings” and complements” which are directive and expressive speech acts. In the light of the following theoretical framework Punjabi speaking English language learners are assessed how they accomplish and realize selected speech acts.

## **1.5 Research Methodology**

The following section highlights relevant Research methodology according to the topic under investigation. The methodology that is utilized for this research is the Qualitative method.

### **1.5.1 Qualitative Method**

The qualitative method is utilized to meet the desired results. In the light of the subjective nature of the research as the data analysis tools based on subject data coding and thematic analysis qualitative research is reliable. Qualitative research is a strategy for data collection, analysis, and report writing that is different from the conventional (Creswell, 2012). Through observation and analysis of complex social dynamics, the qualitative analysis seeks deeper comprehension above surface statistics. Researchers immerse themselves among focused populations, places, and happenings - perceiving nuances with their senses and insights that numbers cannot convey. While quantitative metrics objectively measure, qualitative evaluation interprets life's rich textures to explain how and why groups interact as they do. Deeper questions are posed about human nature and society, with answers emerging from rich descriptions unearthed through open dialogue, not predefined questionnaires. By elevating diverse viewpoints and shading in life's full palette, the qualitative study paints a multidimensional portrait that brings dry data to vibrant life (Crossman, 2022).

### **1.5.2 Population**

The whole population is from Jhelum Punjab Pakistan from Post Graduate College where the BS program is being offered. All participants are students of BS English. It is ensured that they are ethnically and natively Punjabi-speaking English language learners. Three groups are the population of this research, participants have been living in Jhelum and using the same dialect of Punjabi. The population is selected according to the target

and purpose of the research. The total number of populations from the institute is 60.

### **1.5.3 Sample**

The study used a purposive sampling technique for the collection of data. The researcher selected the candidates according to the specific criterion. The students of BS English are taken as the sample out of the total population. The sample of this study is 20 students out of the population of 60 students.

### **1.5.4 Data Collection Tools**

For the collection of data, the researcher use three different tools. Tools rely on situations and circumstances. It is the nature of research that tells us what is the best tool. The tools that are more appropriate for this research are discourse completion tasks, authentic speech observation, and interviews. Researchers participate in the classrooms to conduct research naturally. BS English from the English department is under observation for the compilation of successful research.

### **1.5.5 Discourse Completion Tasks**

A form of data elicitation used mostly in cross-cultural and interlanguage pragmatics that produces vast volumes of contextually diverse and comparable cross-linguistic speech act data. It covers a variety of DCT design aspects, such as scenario creation, social variable inclusion, and format selection (Ogiermann, 2018). The current research used discourse completion task in which the group of selected students out of the whole population is given a particular scenario to perform particularly, the results are natural and transparent every member of the group is given a proper chance to act upon that scenario his/her speech act performance is judged. The DCT that research uses for

assessing Punjabi-speaking English language learner's pragmatic competence consists of two distinct speech acts: complements and greetings. The following study used structured and planned tasks to get the expected output. The number of members to be assessed is 20.

### **1.5.6 Observation of Authentic Speech**

The most extensive and diverse research technique in the social sciences are observation. Observation of daily social interactions by most people of other people's

behaviors and immediate surroundings can be a customary way for people to conduct their activities. We see the interaction and connection, analyze them, and form opinions (Ciesielska et al., 2018). The study utilize observation of authentic speech to conduct transparent research. It allow the researcher to obtain transparent views of participants. All the processes is natural, strength of students is 20 for speech observation.

### **1.5.7 Interview**

This research used semi structure interviews for analysis of the senior student's group, 10 students is participating. Interviews are mostly used in qualitative research (George, 2022). Semi-structured interview tool is used to conduct and gather data from the senior students of BS English to evaluate their level of proficiency in the realization of speech acts. It is kind of a combination of structured and unstructured interviews with elements of semi-structured interviews. Many times, the semi-structured types of the interviews used an open-ended manner that is very cooperative and also creates a sense of belonging, but still controlled by the theme structure. All that they could say in one that is, they have the best of all of those worlds (George, 2022).

### **1.5.8 Data Analysis Tools**

For the analysis of DCTs, the coding framework is used. The process of establishing and assigning codes to categorize data extracts is known as qualitative data coding. Later on, these codes are utilized to develop themes and patterns for qualitative study (Crosley, 2020). For the tool of Observation of authentic speech, themes are derived from the observation sheet. For the analysis of the interview, Thematic analysis is used to interpret the recorded information in the form of results. One of the most widely used qualitative analysis methods is thematic analysis. When done properly, qualitative thematic analysis

can be a very effective analytical method. It used symbols as codes for theme analysis. Due to the use of the code, which is understood as a name, it can put into words those ideas of the respondent which stayed in the recorded interview transcripts (Crosley, 2021)

## **1.6 Significance and Rationale of the Study**

The reason for this study is because English is becoming a global lingua franca and

is playing an ever more important role, especially in multilingual contexts such as Pakistan. Although English does carry cultural and professional value, the Pragmatics and cultural details that need to be mastered in speech acts such as compliments and greetings are difficult English and continue to be difficult for Punjabi-speaking learners. These represent acts of speech necessary in communication and imply not just knowledge of the language but also what constitutes the social base of the English-speaking communities.

This research is important because it explores how Punjabi learners deal with pragmatic elements of social interaction in English and provides a means to learn the strengths and weaknesses of the learners in dealing with these elements. The study seeks to better understand what second language pragmatic competence looks like by examining how these learners perform speech acts. Additionally, the study offer practical implications for language teaching whereby strategies are proposed for improving the learner's ability to communicate in socially appropriate ways.

Briefly, the study theoretically and practically advances this issue by illustrating how non-native speakers acquire pragmatic skills and providing language educators with ideas as to how such skills can be taught more effectively.

## **1.7 Delimitation**

This Research is delimited to the particular nonnative speaker population being examined (Punjabi English language learners), specific scope, in terms of the types of speech acts “complements” and “greetings” that are analyzed and the particular environment in which compliments and greetings are utilized (e.g. in a classroom setting).

## **1.8 Chapter Breakdown**

**Chapter 1:** This chapter presents the subject in a detailed way and also mentions the background study, literature review, research questions, methodology, theory framework, data collection tools, data analysis, problem statement, the importance of the study, and study delimitation.

**Chapter 2:** This chapter is outlined to point out the importance of current and relevant empirical research on the subject under study. There are three parts of this section, and each one consists of a few subsections. We'll have a summary at the end of this chapter.

**Chapter 3:** The methodological techniques related to the topic under research are covered in this chapter.

**Chapter 4:** This chapter is dedicated to presenting the findings from the data that was gathered.

**Chapter 5:** This chapter include a quick overview, conclusions, findings, and discussion. The chapter conclude with suggestions for additional investigation.



## **CHAPTER 2**

### **LITERATURE REVIEW**

The examination of how non-native Punjabi speaking English learners realize compliments and greetings shows several general factors that are consistent with previous pragmatic and second language acquisition research. The influence of language background is significant, in that speakers' first languages heavily shape their pragmatic knowledge in learning speech acts in a second language. Tying into a rather popular line of thought, pragmatic competence (the ability to use linguistic forms in more or less appropriate ways) is perceived as one of the main challenges learners face—especially when norms are not culturally shared and when norms differ between languages. Importantly, previous research underlines the importance of classroom interaction in developing pragmatic competence and highlights several studies which indicate focused instruction and exposure to authentic conversational patterns lead to higher performances of speech acts such as complimenting and greeting. Also, it is possible that learners' educational background and general English proficiency can influence their acquisition of pragmatic competence, and hence limit their functioning of speech acts in a foreign language. These variables are reviewed in this review with respect to their interrelations as well as results from related past research.

The study of Speech act realization has been an area of interest for the researchers for past century. This chapter reviews literature related to speech, speech acts, compliments as speech acts and greetings as speech acts, realization of speech acts among non-native speakers. It also reviewed relevant concepts like pragmatics, competence vs performance, pragmatic competence, and pragma linguistics vs sociolinguistics. Furthermore, it discusses English language learning and its importance in contemporary times. Lastly, this chapter presents past works related to the present study.

#### **2.1 Speech**

Prominent sociolinguist iam Labov (1972) defined speech as the expression of language in used. His research centered on the methodical examination of speech variance and its connections to sociolinguistic variables. He underlined that speaking includes:

**Phonological Aspects:** This field of study encompasses the analysis of speech sounds, their contextual variations, and their meaning-conveying applications. Analyzing phonological traits like vowel changes in various regional dialects was a common task for Labov's research. In context of this research, consideration of the phonological is crucial as it interferes with the language learning of the second language learners.

**Grammatical Aspects:** Labov's research also examined the grammatical aspects of speech, such as the application of syntactic variants, the usage of grammatical structures, and the organization of language in casual discourse. The study considers the grammatical aspect of the authentic speeches and discourse completion task to determine this aspect in speech of the Punjabi speakers learning as second language.

**Sociolinguistic Aspects:** Labov's research brought attention to how social context affects speech. He demonstrated how speech expresses social norms, identity, and variance in addition to language patterns. This part of the study focuses on how people modify their speech according to their social environment, including their neighborhood, class, ethnicity, or affiliation with a group.

Renowned linguist Noam Chomsky (1965) believed that speech was the fundamental form of human language. His viewpoint highlighted the following salient features:

Chomsky considered speech to be the primary manifestation of language, as it is the most central and observable form. It is a way for people to communicate their objectives, ideas, and thoughts to other people. The physical result of a complex cognitive machinery that underpins human language is speech.

**Intricate System of Communication:** Chomsky's perspective emphasized that speech, and consequently language, constitute a very sophisticated and organized kind of communication. It entails creating an unlimited number of meaningful expressions from a finite collection of constituents (phonemes, morphemes, and words). The syntax and speech structure of a language provide examples of its complexity.

**Controlled by Mental Rules:** Chomsky's work is closely related to the concept of generative grammar, in which he postulated that speakers' ability to produce grammatically

sound and coherent sentences is dependent on mental rules or principles. It is believed that these rules are a component of the universal grammar that all people share, which enables us to speak and comprehend language.

According to Saussure (1916), "Speech is the realization of language, a continuous flow of sound patterns that conveys meaning in a specific social context." (Saussure, 1916).

## **2.2 Speech Acts**

Thus it was interpreted to be an essential component of speech act theory. According to Bowe, Martin and Manns (2007), cultural differences in intercultural communication is often misunderstood and cause of misinterpretation, which emphasizes the importance of pragmatic competence in the use of language. However, Wardhaugh and Fuller (2015) suggest that instead speech acts should be classified based on other factors such as their function rather than understanding them by their structure because their meaning is not usually defined by specific words or grammatical structure. For instance, the explicit command 'Turn on the lights' and implicit request 'It is dark here' have same meaning (Sanal, 2016).

Apart from the declaration, language is a medium with which people perform different communicative actions such as warning, promising, declaring etc. (Thomas, 1995). Cruse (2000, p.331) relates that these actions are executed through propositions that have different illocutionary forces. Bach and Harnish (1979) go on to elaborate that the speech act has a complicated structure, which consist of locutionary (literal meaning), illocutionary (intended meaning) and perlocutionary (outcome for the hearer). Allan (1998) also takes this line advocating that speech acts can often fulfil multiplicity of illocutionary acts. In particular, speech acts were studied from the points of conversational, social and cultural perspectives (Mey, 1993; Geis, 1995; Cutting, 2001; Wee, 2004; Capone, 2005), so that they were considered as part and parcel of conversation theory (Geis, 1995).

Previous studies have examined speech acts in different cultural and linguistic contexts to a great extent but the present study differs in that it focuses on realization of compliments and greetings in case of Punjabi language speakers learning English language. Unlike general analyses of pragmatic competence or studies on a general speech act realization, the current study focuses on these two speech acts but gives a thorough

description of how cultural and linguistic factors impact on their realization. This study contributes new knowledge to the field of pragma-sociolinguistics by analyzing the interaction of pragma-linguistics and sociolinguistics in a population of non-native English speakers from the Punjabi language background, building on earlier work which incorporates discourse completion tasks and observed genuine speech. A link between behavior, language, and social context in speech acts is claimed by Capone (2005) and is known as pragmatics. This claim is based on Mey's (1993) assertion that speech acts need to be both situational and socially oriented. Additionally, Wierzbicka (1991) claims that all early research on speech acts ignored one of its key characteristics, namely, cultural specificity. She describes all early classifications of speech acts as ethnocentric. She goes on to say that speakers' speech acts frequently exhibit cultural values, objectivism, comradeliness, indirectness, and civility.

As a result, there are numerous definitions for various taxonomies because the evolution of speech acts is of a distinct nature and cannot be described in a single way (Demeter, 2006). The definitions of various speaking acts are covered in the section that follows.

Speech acts that perform a communicative function can be linguistically represented as a single word (pardon) or a sentence (I humbly beg your pardon) with a gesture or bodily movement (Hatch, 1992). The idea of speech acts was first suggested by language philosopher Austin (1962), and it was further explored by Searle (1969). According to Austin (1962), utterances are not only performed, but people also express themselves through the use of words. He goes on to say that language is used to carry out some tasks. 'How to Do Things with Words', by Austin, 1962, explains the differences between what a speaker says, what the speaker suggests, and what the hearer sees. Searle (1969), a student of Austin's, expanded on the idea of a speech act (Korta & Perry, 2015). The essential or simplest units of all linguistic communication, according to him, are speech acts (p. 16).

Speech acts were originally referred to as illocutionary acts before being renamed as speech acts by Searle in 1969. However, the underlying origins of speech acts are linked to the theories of the following scholars: In 1788, Aristotle's book "De Interpretatione," for

example, restricted the study of speech acts to sentences containing truth conditions. Smith (n.d.) counters that Aristotle has demonstrated the existence of language usage that is separate from representing a state of circumstances. In contrast to Ried's solitary acts in 1788, these many language uses were referred to as social operations. According to Jaszczolt (2002), Ried demonstrated in 1788

the value of a variety of activities, including requesting, issuing commands, threatening, and promising. According to Jaszczolt, Ried also addressed the appropriate requirements for the act of commitment, which are identical to the current felicity conditions. He believes that Brentano also provides a systematic analysis of actions including pleading, promising, ordering, and questioning in 1874. According to the discussion and studies mentioned above, Austin's, Searle's, and his supporters' theory can be said to have its roots in earlier research on speech acts.

The fundamental rules for performing speech acts are thought to be universal (Searle, 1969, 1975). However, some empirical research (Brown & Levinson, 1978, Fraser, 1987; Rintell & Walters, 1980) backs up this claim. They have found a strong formal correlation between how speakers use language-specific tactics. On the other hand, Fraser and Nolan (1981) contend that each tactic communicates a relative level of deference that is essentially the same across languages. Instead, Blum-Kulka (1989) asserts that not all languages employ the same request techniques. As a result, there are major language variances within common techniques, and the social meanings served by the same strategy can vary. According to the argument made by Blum-Kulka (1983), a key resemblance in speech act tactics is illusory and subject to change under thorough inspection. Birner (2013) adds that saying something also entails implementing it. In this case, people can act by speaking. The speaker can convey physical action through speech acts by using only words and phrases. The words spoken and the actions done are equally important. The aforementioned discussion leads to the conclusion that the universality of speech acts needs to be questioned and explored across cultural boundaries. Additionally, scholars critiqued Searle's research on speech acts in ways that were similar to how Austin had done so (see Allwood, 1977; Kurzon, 1998).

According to Austin (1962) and Levinson (1983), language is not only a means of

transferring meaning but it is also used to perform actions through the means of specific force of words. To execute an action through speech, Austin identifies three interrelated acts: (A) the locutionary act, which involves producing a linguistic statement that conveys literal meaning and forms the fundamental act of utterance (Yule, 1996); (B) the illocutionary act, which represents the speaker's intended function behind the utterance, such as making a promise, giving a command, or issuing a warning; and (C) the perlocutionary act, which refers to the effect of the utterance on the listener, such as persuading, frightening, or reassuring them (Austin, 1962). In addition, Cummings (2010) provides these distinctions by using the example of "There's a bull in the field," with his argument that it is merely stating a fact as a locutionary act, using it as a warning as an illocutionary act, and it causing alarm or triggering an immediate reaction as a perlocutionary act

Austin realizes the shortcomings of his original classification; he therefore expands speech act theory to include five broad functions of speech acts. These include (a) verdictives, which involve forming judgments based on evidence, such as appraising, estimating, or evaluating; (b) executives, which encompass authoritative decisions, such as appointing, commanding, or warning; (c) commissives, which commit the speaker to future actions, including promising, swearing, and planning; (d) expositives, which clarify or explain information, such as affirming, reporting, or defining concepts; and (e) exhibitives, which express emotions or social attitudes, such as thanking, apologizing, congratulating, and welcoming (Austin, 1962, pp. 152, 159). Social interaction is an active force, and not just a descriptive exercise, in that language is performative on these categories.

This work extends Austin (2012), elaborating the use of UML in Punjabi speaking English language students. Although speech act theory has been heavily researched in general linguistic circumstances, this research is unique in that it examines the pragmatic realization of compliments and greetings in a non-native English speaking community. Unlike other studies that examine broad categories of illocutionary acts using Austin's framework, this research applies his framework on cultural and educational setting, and focusing on interrogative speech acts, it investigates the role of Punjabi speakers' pragmatic competence in their ability to perform these specific acts in English.

Speech acts can be divided into two categories: a) According to lexical classification, illocutionary verbs define speaking acts; b) performs the actions of promising, pleading, and apologizing. Prior to Searle (1975), speech acts were divided into five categories: In verdicts, actions are represented; in exercitives, the hearer is given power; c) commissive: speaker intends to carry out a commitment; d) habitudes: expression of various social actions, such as congratulating or apologizing; e) explosives: These words are used in dialogue and conflict, such as "I assume" or "I concede." Due to the categories' lack of mutual exclusivity and the presumption that speech acts and speech act verbs exactly correlate; the aforementioned classification was deemed problematic (Reiter, 2000). As a result, over time, taxonomies for various speech acts have been developed.

As a result, Searle (1979) proposes the idea of Austin and gives his taxonomic classification of illocutionary acts. These twelve parameters are given for comprehending or discriminating illocutionary acts and are as follows: a) In the event of a negative order, it is illocutionary to have the addressee perform an action while ordering or to have someone cease performing an action; b) direction of fit, which describes how the world (both language and reality) and the word relate to one another; 1) The world and the word match; 2) The world matches the word; c) expressed psychological state; speakers convey this attitude and state of mind by using illocutionary acts, hence a psychological condition cannot be communicated by speech acts without being in that particular psychological state; d) force; this occurs when a speaker uses language such, "I insist we should go home right now." e) social status; a speech act can be interpreted in terms of the speaker's and the hearer's social context; f) interest; People have a variety of interests and concerns, thus speech acts utilized in different contexts should reflect these differences, should speak for such interests and issues; g) discourse-related functions, or the setting in which speech acts are spoken; h) content; It is a classification of speech acts based on their subject matter; I) there are some speech acts that have been designated as performative, speech acts verbs in this category does not include all illocutionary verbs, such as boasting or threatening; j) Style, according to Searle (1977), the style of an illocutionary act is determined more by how it is said than by what is said.

Additionally, according to Searle (1979), there are five main types into which all acts can be divided; 1) assertive, firmly believing the proposition being made to be true, as

in concluding or asserting; 2) directions, such as requests, orders, and questions that aim to persuade the recipient to take action; 3) Commissive: when a speaker makes an offer, makes a threat, or makes a promise, they are committing to a future course of action; 4) when using expressive, such as welcome, thanking, applauding, and apologizing, speakers' attitudes or feelings are conveyed; 5) declarations, institutional state of affairs, such as terminating employment, declaring war, and getting married, depend on complex extra-linguistic institutions that have instant effect.

Speech acts are differentiated according to the classifications mentioned above based on the verbs used to convey them (Leech, 1983). Leech terms the five categories with the reason that he considers it impossible to develop a taxonomy of illocutionary acts; a) assertive verbs, b) directive verbs, c) commissive verbs, d) rogative verbs, and e) expressing verbs.

The issue with the taxonomy mentioned above must be directly related to the verb used to indicate the illocutionary act. It is further understood that speech acts can be expressed by other than illocutionary acts. Therefore, Searle (1979) investigates the potential for conducting an illocutionary act indirectly by engaging in an additional act known as an indirect speech act as opposed to a direct speech act. It is frequently asserted that, in direct speech, content and intention are different, whereas, in indirect speech, content and intention are the same. In contrast to direct speech acts, which only express one notion, indirect speech acts provide numerous meanings and they (indirect speech acts) utilize additional illocutionary acts to transmit those meanings, according to Holtgraves (1981). However, Geis (1995) argues that since it is impossible to map verbal forms to speech acts, the distinction between direct and indirect speech acts is not relevant. However, according to Demeter (2006), making such a distinction is crucial since it is the only way to account for the usage of some techniques for apology appear to be inappropriate.

The perspectives of Brown and Levinson's (1987) theory of politeness are also used to classify speech acts. To put it more precisely, speech acts typically express face-threatening functions (Staab, 1983). Four categories of face-threatening behaviors have been established: 1) threats to the speaker's negative face, such as saying "thank you" and



"excuse me," or making uninvited promises or offers; 2) threats, such as confession, self-contradiction, and apologies, to the speaker's good face; 3) threats to the hearer's face, for instance, threats made through requests, demands, and warnings; 4) threats to the listener's good face, such as complaints, taunts, inconsistencies, and criticism (Staab, 1983).

The discussion above implies that different criteria were used to classify speech acts. Since the taxonomy of speech acts has benefits and drawbacks, it is important to include factors like indirect speech acts, illocutionary verbs, and non-verbal elements when creating a suitable taxonomy of speech acts (Demeter, 2006). Due to the differences in taxonomies, scholars have developed their own systems for classifying speech acts that best suit their purposes.

Research has been done on the difference among cultures, the evolution of communication acts, and the performance of particular speech acts, which includes pieces by Blum-Kulka & Olshtain, 1984), Blum-Kulka & House, 1989), Wierzbicka, 1991), Afghari, 2007), and Abdolrezapour & D More than Trosborg works have been expanded (1995) like the addition of requests, complaints, refusals, apologies, and suggestions. Byes and conflicts were also added to the already existing materials. Various different approaches exist with respect to the concept of speech acts; for example, Downing and Locke (2006) define speech acts as "acts we perform through words."176).

They realized that speech acts might be broken down into two categories: sociolinguistic competence and sociocultural capacity (Cohen, 1996). He describes sociocultural competence as the capacity to make suitable decisions based on factors such as culture, age, and gender of the speaker, social status, occupation, roles, and status in conversation. According to Cohen (1996), cultural ideas have an impact on how people behave in society. On the other hand, the ability to use the appropriate language forms that are suitable for the context is the sociolinguistic ability. This can be doing so by choosing the right terms, such as sorry or excuse me, and also making sure that the language form is appropriate for the level of formality.

Depending on how direct they are, speech acts are divided into different categories. In conversation, it is preferable for the speaker to convey the intended meaning as opposed to the words' literal meanings. Direct and indirect speech acts are the next two categories

of speech acts. Searle (1969) proposed that the language form has a direct relationship to the function of a speaker who uses language more or less each time, depending on whether speaker uses it in a reduced or unreduced speech act. Considering form and function separately, their relationships are only indirect, however the underlying pragmatic meaning is always conveyed in different forms of words when the different meanings are communicated, different from what is said. Further he adds, "one can hence indirectly perform one speech act perform, while directly performing another (p. 151)." An example of a declarative sentence is when someone says, "It's cold outside," which is a direct speaking act when employed as a statement. The aforementioned statement, on the other hand, serves an indirect purpose when a speaker uses it to request that someone close a window. The social context, especially in terms of cultural values, has a significant impact on the norms of directness level. In terms of the English language, indirect speech acts are frequently considered to be more courteous than direct ones (BlumKulka, 1989; & Yule, 1996). The declarative, which is often employed to encode a statement, the interrogative query, the imperative or directive, and the exclamative are all examples of direct speaking acts, according to Labov & Fanshel (1977, p. 176).

In terms of speech, politeness is linked to indirect speaking acts. Cutting (2002) asserts that interrogatives are frequently employed in place of imperatives when expressing commands, especially when speaking to someone one is unfamiliar with. For instance, in Britain, "Thank You for Not Smoking" signs are posted instead of a harsh "No Smoking" sign since they sound more pleasant to strangers. Instead, it differs from culture to culture, as it does in Polish; directness cannot be seen as a hindrance to politeness, but can instead be crucial to establishing a rapport in social interactions (Wierzbicka, 1991). A similar claim is made by Hinkel (1997), who claims that "direct speech acts emphasize in-group membership and solidarity and stem from the value of group orientation in Iranian culture" (p. 8). In conclusion, being direct or indirect may have different meanings in different cultures, yet there are some features that are universal.

## **2.3 Compliments as Speech Acts**

Compliments are forms of positive communication or appraisal that, either explicitly or implicitly, give credit to someone for an action that is viewed favorably by

both the speaker and the hearer, or even the entire speech community (Holmes, 1986; Ye, 1995). Kodama (1996) agrees with Wierzbicka (as mentioned in Kodama, 1996) who says that compliments are an intricate mix of positive evaluations that show good feelings and implicit friendliness. These views imply that compliments are social and participatory speech acts, which makes the interpretation plausible.

As Holmes (1988b) notes, compliments should serve as favorably affective speech acts and can be thought of as phatic communion, a sort of communication with links of togetherness that are created by merely exchanging words. In our daily interactions, we typically congratulate each other in an effort to maintain healthy connections. In other words, Tannen's definition of compliments states that they should be given for rapport rather than report and for collaboration rather than rivalry (e.g., 1986, 1993 & 1996). It has been found by Manes and Wolfson (1981, p. 124) that the main reason for passing compliments is "the reinforcement or creation of solidarity" between the person discussing it and the person being referred to. As early as Holmes as stated (1986), in his opinion, social kind words have a rubberizing effect which bonds people together. By using Brown and Lunden's (1987) definition, people who employ complementing more often in their speech usually do it because they want to let someone know that society provides the recipient with support and community love. The primordial tendency of compliments as favouring communication is prompted by the desire for friendship, appreciation of good characteristics, and wider social union.

However, not only between cultures, but even within the same culture, some compliments are indirect, implicit, or even unexpressed (Boyle, 2000). Additionally, the linguistic act of complimenting can be quite difficult to understand in a cultural community. Therefore, in order to avoid pragma linguistic and sociodramas failure, everyone in a given society needs to acquire the ability to pay proper compliments, detect them, and respond appropriately (Holmes & Brown, 1987). The interlocutors' differing cultures, value systems, and speech standards may be the root of their inability to effectively communicate with one another.

The speech act of complimenting was chosen for this study because L2 English learners find it difficult to make or comprehend compliments in the same manner that

native speakers do. In her study of compliments, Aceves (1996) asserts that understanding the compliment speech act provides important insights about when, how, and to whom one should provide a compliment as well as how to decipher latent social and cultural meanings and how to react appropriately after being complimented. Giving someone praise, credit, or eulogy for any quality, trait, ability, etc. is referred to as a compliment.

Chung-Hye states that the compliment is "a speech act which yields to the recognition and assertion of credit to someone apart from the speaker for the favorable things (characteristics, joy, qualities, etc.) he or she owns" (1992, p.18). Manes (1983) defined compliments as speech acts that reflect and communicate cultural norms because they are expressions of judgment rather than expressions of approbation or admiration of another person's work, look, or taste.

According to Holmes (1988), compliment exchanges have three purposes. (1) The fact that compliments—when employed as positive affective speech acts—are frequently used as a way of expressing liking. In other words, compliments encourage greater interpersonal unity. For Example; ‘you look great today!’ (2) Before a face-threatening act (FTA), compliments can work as constructive politeness measures. All of this indicates that a compliment might be utilized in a scenario that is extremely stressful to attain before asking what you desire, a compliment is given. For Example: Your hair looks fantastic, don't you think? Could I please borrow your Spanish book? (3) Since they convey an intrusive desire on the part of the speaker for the hearer's property, compliments may be considered to be inherently threatening behaviors. Therefore, the compliment also be part of the request. For Example: ‘Would you mind lending me your great Spanish book?’ (Holmes, 1988, p. 445–451).

Finally, Wolfson (1983) claims that compliments can also serve as windows through which we can see what a specific culture values, such as, in the United States, people often complement each other on their beauty, recent purchases, and jobs, implying that these are qualities that Americans value. People in Japan are more likely to express their appreciation for someone else's talent or study, which may indicate that they are valued in Japan. Nevertheless, Mexicans are less expressive than Americans are (Aceves, 1996), indicating that Americans are more expressive than Mexicans.

Wolfson and Manes (1980) point out several cultural variations in complimenting and highlight that Iranian and Arabic-speaking people frequently utilize proverbs and other ritualized terms. In contrast to their American-English equivalents, Al Rawashdeh Al Balqa (2018) compares Arabic-Jordanian terms of courtesy and compliments (Mujamaleh). Americans, according to Holmes & Brown (1987), are particularly fond of compliments.

Nelson (1993) studied compliments in Mexican Spanish and American English. The gender-related differences exist. Additionally, American men are more likely than Mexican men to commend another man on his appearance. The fact that males compliment Mexican women more frequently than American women is another issue. Mexicans are less likely than American women and men to compliment strangers. Furthermore, Mexican women compliment intimates even more frequently than American women do.

## **2.4 Greetings as Speech Acts**

Greetings are being used to create grounds for conversations, and implying where the dialogue end up heading. "Greetings are among the first speech acts that are learned by children in their native languages," claim Ebsworth, Bodman, and Carpenter (1996) Nevertheless, forest processes such as the growth and decay of trees support a complex network of organisms that provide essential environmental services. Following Levinson (1983), they continue by stating that "greeting rituals have been found in nearly all cultures." According to Youssouf, Grimshaw, and Bird (1976) Green & Yoeli (1997: 812) refer to greetings as "the linguistic or nonlinguistic devices used to set the agenda of personal encounters." The term "encounter" here indicates the social recognition of any individual or a set of individuals by others and so they are very much formulaic.

In addition to starting conversations, greetings also provide a foundation for acceptance and a strong social connection between those who are being addressed. Finegan and Besnier (1989:344) claim that greetings signify, "I want to talk to you." However, various people view the spoken act of greeting differently. Wilkins, for instance, describes greetings as "straightforward and highly routine" in his 1976 essay (cited in Ebsworth et al., 1996:90). Additionally, it could be argued that greetings in many cultures are largely formal and lack sincerity. According to Ebsworth et al. (1996:90), only a small number of high-frequency ritualized semantic formulae are consciously recognized by most speakers

as greetings. It is common for someone learning a second or a foreign language to be able to employ two or three different greetings in that language. Even while greetings may be simpler to recall and use in a second language than many other speech acts, native and non-native speakers frequently do them very differently (Ebsworth et al. 1996).

Krivos and Knapp (1975) assert that greetings can be both verbal and non-verbal. Topic introduction, verbal greetings, and references to the other person make up typical verbal greetings. Head movements, glances back and forth, and smiles all constitute nonverbal greetings. Furthermore, according to Salmani-Nodoushan (2006), "the study demonstrates a no doubt existing relationship between levels of rapport and the frequency in which nonformal greetings like hugging, touching and omitting the "hello and how are you doing" scene is replaced."

When a learner of a second language is not highly aware of the pragmatic features of the target language, there may occasionally be misunderstanding or miscommunication. For instance, a poorly executed greeting might cause misunderstanding, embarrassment, and resentment. According to Thomas (1983:101), improper translation of speech act methods from one language to another is one cause of pragmatic failure. Such pragmatic failure may lead to a total breakdown of communication. This finding draws our attention to the problem of the universality of speaking acts.

## **2.5 Realization of Speech Acts Among Non-Native Speakers**

There are some speech acts that are universal across all languages; the only variation may be in how these speech acts are realized. Even though speech act techniques are mostly universal, Schmidt and Richards (1980:140) note that "learners of new languages still need to learn several important things." They must learn the 'ethos' or way of life -- the general way of interacting -- of the new speech community, whether it is formal and stiff or informal and open. They must learn which speech acts are offensive in a certain culture. Blum-Kulka and Olshtain (1986) interpreted the results of their study of speech act realizations in various cultures to suggest that in the process of learning usage norms, it appears that exposure to the native interactional style is more crucial than linguistic competence (Blum-Kulka and Levenston, 1987:158).

Salmani Nodoushan (2006) analyzed greetings in Tehrani Persian in his study on the socio-pragmatics of greeting forms in English and Persian, examining whether these altered depending on the connections between interlocutors and how they compared to greetings in American English. He came to the conclusion that Iranian English learners would struggle with the proper implementation of greetings due to the observed differences between Persian and English greetings, and would display pragmatic failure due to the wrong transfer of social customs from their Persian mother tongue.

Due to its relevance in illuminating the function that pragmatic competence plays in language use, requests and apologies have garnered the attention of sociolinguists. Some research contends that the period of residence in the target community affects interlanguage pragmatic behavior more so than linguistic competence (Kasper, 1992). The longer a student stays in a target community, the better he/she is able to comprehend the pragmatic perceptions and behavior of that culture.

After that, there is pragmatic transfer, which is the transfer of speech act knowledge from one's native language to a second language. There lies a significant question of how much pragmatic transfer is currently "safe"? "The main concern with transfer has... been one where the outcome is negative," writes Kasper (1992:213), "L1-based sociopragmatic and pragmalinguistic knowledge being projected onto L2 contexts and differing from the pragmatic perceptions and behaviors of the target community." Language learners occasionally have a tendency to transfer utterances from the first language to the target language that are identical but, due to usage rules that differ, tend to transmit a different pragmatic force in the target language. Therefore, it is impossible to overstate the significance of pragmatic proficiency in the execution of speech acts. According to Rintell and Mitchell (1989:248), "no 'mistake' of grammar may make a speaker seem so unskilled, so unsuitable, so foreign as the kind of trouble a student gets into when he or she doesn't comprehend or doesn't know what he or she is supposed to be saying otherwise disregards the conventions of a language." As with all forms of communication, it has been noted that learners frequently used the target language in ways that go against social norms. Scholars appear to concur that divergent communicative style does not necessarily lead to conflictive outcomes, even when interlocutors from various linguistic and cultural backgrounds may have communication styles that differ greatly from one another.

Thomas (1983) coined the phrase "socio-pragmatic failure" to describe challenges encountered by non-native speakers when utilizing situation-appropriate realization forms. Afghari (2007), who looked at how the speech act of apologizing was performed in Persian, is one recent example of a study that examined cross-cultural speech act realization.

Afghari looked into the variety of Persian apology techniques. He employed a modified form of a discourse completion test known as an "open questionnaire," which includes a situational summary and a one-on-one conversation. With some modifications, the data was coded based on the CCSARP. The instances involved social distance and social dominance, which are two key social characteristics. According to this study, Persian apologies share the same formulaic pragmatic structures as their English counterparts. Close friends received the sincerest apologies, while complete strangers received the least sincere apologies. A cross-linguistic analysis of refusals, conducted by Allami and Naeimi (2011) with Iranian English learners, is presented. The purpose of this study was to determine the types of refusal tactics that EFL learners employ when confronted with situations that call for refusal. It also studied the extent of how their rejection tactics compare to those employed in their native tongue. The findings of this study show that refusing in a second or foreign language is far from simple because it necessitates learning the sociocultural norms of the target society. Contrary to the Persians, it was found that American refusal tendencies were very stable regardless of social standing.

Prykarpatska (2008) conducted cross-cultural research on complaints in American English and Ukrainian as part of another recent study on cross-cultural speech act realization. Prykarpatska compared the ways in which a sample of American English speakers and Ukrainian speakers complain to their friends based on cultural differences. Prykarpatska used Geert Hofstede's (2004) and Edward Hall's (1976) dimensions of culture to determine which differences are culture-specific. In order to understand cultural differences, Hofstede proposed four dimensions. In terms of ties between members of various social classes, the first dimension was called Power Distance. It could be high or low. In contrast to low power distance civilizations, where contacts between members of different social classes are more informal and relaxed, high power distance cultures are characterized by formal relations between unequal. The Collectivism/Individualism dimension gauges an individual's level of kinship with a group. People in collectivist



cultures take care of those they perceive to be members of their "ingroup" and also anticipate being taken care of by them. On the other hand, individualistic societies place a strong emphasis on independence and self-sufficiency. Social gender roles are a part of the femininity/masculinity dimension. Men are expected to be harsh and preoccupied with material achievement in high-masculinity civilizations, whereas in high-femininity societies, the roles overlap and both men and women are expected to be delicate and humble and concerned with the quality of life. Uncertainty Avoidance, the fourth dimension, examines how threatened members of various societies feel in the presence of uncertainty and how they respond by establishing guidelines and processes to do so. It was discovered that the Americans employed the most indirect techniques, but the Ukrainians employed the full spectrum of complaint strategies, ranging from the least offensive to the most severe.

Lwanga-Lumu (2000) explored how requests and apologies are realized through speech acts in Luganda. She looked at the question of whether Luganda speakers who speak English as a second language improperly translate the customs and ideas from Luganda to their intended language, English. Her research focused on the variations and similarities in the usage of internal modifiers in requests made by Luganda and English speakers. She also attempted to determine whether the Grice-proposed co-operative Principle applied to Luganda culture. Her research reveals significant overgeneralization and verbosity on the part of Luganda English speakers who misused the politeness marker "please" to draw attention to themselves, departing from the traditional British pattern of use.

Also, Kasanga and Lwanga-Lumu's "Apology in Setswana," which was published in 2007, was used as an example of speech act realization in the Setswana language. The conducted case study of apologies in Setswana, one of the four official languages in the Republic of South Africa, which is spoken as the first language by some white South Africans and the Setswana version of English. It is one of the first investigations which deals with how propositions, apologies, and other ways of politeness are expressed in the two languages of English as well as an African linguistic variety. This analysis illustrates that the apology models utilized by these groups have more variations than they resemble in terms of each other. However, it was noticed that more often than not, regret and responsibility was the lexical part of the English native speakers' Setswana English

speakers' speech. As things stand, the scholars of Basisana clearly hold the opinion that for a complete understanding of politeness in the society one has to be attuned to the social structure of the Tswana people.

## **2.6 Pragmatics**

Pragmatics is a branch of linguistics that is relatively recent in comparison to phonology and syntax. The roots of linguistic pragmatics can be found in language philosophy, which grew out of philosophers like Wittgenstein's theories on the purposes and applications of language (1953, in Bach, 2004), Austin (1962), Searle (1969, 1975, 1976), and Grice (1968, 1975). This term was first used in the context of the philosophy of language (Morris, 1938), but it has since moved outside this discipline to be connected to sociolinguistics. Pragmatics was not a well-established field in the 1960s, and it dealt with problems that couldn't be classified under other branches of linguistics (Leech, 1983, p. 1). The 1970s saw an increase in interest in language use and context, which led to the recognition of pragmatics as a subfield of linguistics.

According to Crystal (2010, p. 124), pragmatics is not a coherent topic of research because it crosses over with many other linguistic specialties and encompasses a wide range of linguistic usage. As a result, linguists frequently define the field in terms of their personal interests and study objectives. According to Kasper & Rose (2001), different definitions of pragmatics have been used depending on the audience and theoretical perspective of the writers. One of the primary goals of much research to date has been defining what precisely pragmatics implies. According to Ariel (2010), Morris (1938), who sought to differentiate pragmatics from grammar and semantics, provided the first definition of this concept. It explains that a phenomenon is pragmatic if the language user (producer or interpreter) must be brought up in order to account for it. Since then, numerous attempts have been made to describe this notion, and when searching the literature, we find numerous definitions based on diverse criteria.

One of the earliest studies that attempted to address the problem of ambiguity around the concept of pragmatics was Levinson (1983). Levinson (1983) devoted most of his first chapter to defining pragmatics in an effort to give it a proper definition. However, he offered a variety of potential definitions of pragmatics as opposed to one precise

description of the idea. However, none of the definitions he has offered are adequate. His argument even suggests that it is impossible to come to an agreement on a meaningful, all-encompassing definition of the idea of pragmatics. Despite the fact that pragmatics is a notoriously challenging subject to describe, a number of academics, including pragmatists, linguists, and applied linguists, have made an effort to provide their definitions of this concept from their own points of view.

A beginning point for defining the concept of pragmatics, according to Levinson (1983), could be drawing a line between pragmatics and grammar. He makes reference to two proposed pragmatics concepts. The first rule is that pragmatics shouldn't be concerned with linguistic structure at all, but only with rules for how language should be used. In his contrast between competence and performance, Chomsky (1965) put out the second tenet, claiming that pragmatics is only concerned with performance, and guidelines for using language. The pragmatics theory put forward by Katz (1977) is said to be founded on these two tenets by Levinson (1983). According to Katz (1977),

“Grammars are theories concerning various sentence types structures. Contrarily, pragmatic theories offer no explanation of the grammatical features and relations or the structure of linguistic constructions. They explain how speakers and listeners came to their conclusions about the relationship between a phrase token and a proposition in a certain context. A pragmatic theory is a component of performance in this sense” (Katz, 1977, p. 19).

Many academics supported Katz's (1977) description of pragmatic theory, including Kempson (1975, 1977) and Smith & Wilson (1979). However, one of the detractors of this approach, Levinson (1983), contends that some linguistic structure features occasionally interact directly with the context. It is therefore hard to distinguish between context-dependent interpretation (performance) and context-dependent grammar (competence) (Levinson, 1983, p. 8). Katz (1977) uses the difference between the pairs like rabbit and bunny and the fact that the second word is properly applied to or with children. According to Katz (1977), we assume a linguistic feature is occurring on an anonymous postcard in order to determine whether it is context-dependent or context-independent. When the term "bunny" appears on a postcard, it implies or infers that the speaker or recipient is a kid.

The word "pragmatics" itself is one of the numerous challenges connected to the defining of the concept of pragmatics. According to Levinson (1983), the term "pragmatics" encompasses both context-dependent linguistic structure characteristics and usage rules, which Chomsky (1965) said had nothing to do with linguistic structure. As a result, even while the term itself is in disagreement, it is challenging to offer a definition that takes into account both opposing viewpoints. In an effort to improve Katz's (1977) theory of pragmatics, Levinson (1983, p. 9) offers the following definition of pragmatics in terms of linguistic structure: "The essence of pragmatics is in the interplay of any language and its speaker, which is fixed, or encoded, in a language's structure." The definition certainly can only elucidate some aspects of pragmatics, which are focused for example on the deixis, presupposition, and speech acts, but it cannot explain pragmatic aspects of language use, such as conversational language use i.e., *implicatures*. As for the form in which it *platforms* to meaning, the pragmatics once again is also defined. As Leech (1983) has it, pragmatics studies the aspect of meaning, that utterances, taking into consideration certain circumstances, can carry.

The main definitions of pragmatics have emphasized the role of context, which can range from the particularities of a conversational setting to the wider culture of the interlocutors. According to Levinson (1983, p. 21), pragmatics should be a context-dependent in the sense of "pragmatics is the study of the relationships of the language and context that are of fundamental nature, prerequisite to linguistic understanding". Along with the concept of pragmatics, when Kasper and Blum-Kulka (1993) define pragmatics as the study of linguistic activity not carried out in isolation, but in context, they emphasize the role of context which is at the heart of linguistics. And as far as pragmatics is concerned, it "studies the use of language in human communication as determined by the conditions of society", which Mey (2001, p. 6) said in clear words.

The pragmatics which is the subfield of linguistics is related to the study of language in users' perspective with addressing the problems that they face during the social interaction and results of their language use on the speech participants. (Crystal, 1997, p.301). Pragmatics concerns itself with how linguistics and its surrounding disciplines interpret what is actually said, in the context in which it is uttered. Study setting a goal to uncover the connection between the interpreter and the interpretation, and human language

as a social means of communication. Pragmaticians are those scholars studying language in a pragmatic perspective.

Thomas (1995, p. 2) contends that while interaction encompasses other crucial elements such as the hearer's interpretation and the role of utterance that have been ignored, Crystal's primary focus is on the producer of the message. Pragmatics is described as "the study of meaning in interaction" by Thomas (1995, p. 22). As language use is a dynamic process, the speaker and listener both make meanings in communication, and the physical, social, and linguistic context influences those meanings.

In their book *Experimental Pragmatics* from 2004, Noveck & Sperber offered a definition of pragmatics that seems to encompass all of the aforementioned facts. According to Noveck and Sperber (2004), pragmatics is "the study of how linguistic properties and contextual factors interact in the interpretation of utterances" (p. 1). First off, by incorporating both characteristics, this definition deals with the problem of overlap between language use and linguistic structure. It then discusses the significance of contextual elements before concluding by saying that in pragmatics, we discuss how to perceive spoken words.

The ambiguities surrounding the concept of pragmatics have also impacted how pragmatic competence is understood. Additionally, one of the most divisive concepts in the subject of linguistics is the idea of competence itself. The term "competence" has been the focus of numerous studies ever since Chomsky and Hymes first linked it to linguistics or pragmatics. Many academics, like Widdowson (1983), advised using alternative terminology such as "capacity" due to the challenges associated with defining this concept. Thus, it should come as no surprise that the idea of pragmatic competence, which includes two words that are difficult to define, has sparked a great deal of discussion among linguists and applied linguists.

## **2.7 Competence vs. Performance**

Chomsky was the groundbreaking researcher who propounded "figures of competence" and "performance" for the first time in 1965. "Behavior vs. Knowledge", which he discussed in details in his well-known book "Aspects of the Theory of Syntax", he distinct the two types of language proficiency: competence which can be measured by

monolingual speaker-listener and performance which is the actual use of language in real neighbourhood was Chomsky who, by introducing the concepts of competence and performance in the 1960s and 1970s, triggered the debate of cognitive and formal linguistics, while other contemporary linguists produced a series of discussions and schools of thought. The argument between competence and performance first surfaced in Chomsky's (1965, p. 3) well-known remark: "That is why the competence (the language capacity) and performance (the real language used in practiced cases) of speaker-hearer is clearly defined".

Despite this, Arnold's, competence-performance theory became a main topic of discussion to scholars who embraced communicative approach in applied linguistics such as Savignon (1972). Giving up his opinion was not an easy task, he was strongly opposed to an ideal of a solely linguistic based competence as a theoretical basis in learning, teaching and the testing of any language. It was Hymes (1972) who discovered the availability of communicative competence (1972). They suggested an alternative definition of competence to Hymes' concept of competence being more comprehensive and real as compared to Hymes' communicative competence.

One of the first to criticize Chomsky's ideas was Hymes (1972). Hymes (1972) critiqued Chomsky's viewpoint from a variety of angles in his well-known essay "On Communicative Competence". The first is sociological: "It's kind of a Garden of Eden view, if I may say so. (...) The commanding image is not a person, but rather an abstract, detached system in a social environment" (Hymes, 1972, p. 272).

The second criticism of Chomsky's theory of competence focused on language's functional aspect. Language has a functional nature, according to linguists and philosophers like Halliday (1978), Austin (1962), and Searle (1969). "Can mean is a realization of can do," writes Halliday in 1978 (p. 39). Among the different functional theories put forth, Searle's idea of the illocutionary act (1969, p. 23–24) appeared to have the greatest impact on language instruction. Later, it became commonplace for communicative textbooks to use this idea, and describe the goals of your lessons in terms of "speech functions."

The final criticism of Chomsky's theory was founded on his perspective on the

importance of the sentence as the fundamental linguistic analysis unit. According to Halliday (1978, p. 2), "Language does not consist of sentences; it consists of text or discourse—the exchange of meanings in various types of interpersonal contexts." A discourse view of competence places an emphasis on the continuing decisions that speakers make as they talk or write in order to communicate, adapt, and clarify a message, to make language use more efficient, to highlight the significance of one idea or concept, or to show a chunk of information relevant to another, etc.

While the idea of competence has generated a lot of controversy, linguists and applied linguists have also discussed the function and nature of performance. As was already said, Chomsky disregarded performance as an insufficient indication of ability that was unfit for inclusion in a serious subject. Hymes is intrigued by performance, though, as he sees it "as the product of social interaction" (1972, p. 271).

Additionally, Halliday (1978, p. 38) emphasizes the performance component by referring to a behavioral potential. When I say "can do," I am especially referring to the semiotic potential of behavior as it relates to language, as well as other things of course. It may be argued that although the definition now includes a behavioral component, the use of the word "potential" indicates that this definition still pertains to communication competence.

Many other applied linguists contributed to the ideas of communicative competence in the 1970s and 1980s. Widdowson distanced proficiency from competence so as to explicate the concept of communicative competence. In his explanation of the two concepts, he drew on his knowledge of discourse analysis and pragmatics. He defined competency, which could also be referred to as communicative competence, closer to one's knowledge of linguistic and sociolinguistic norms and conventions than an individual's knowledge of them. Under the term 'capacity' which he also referred to as 'procedural ability' or 'communicative knowledge,' Widdowson meant a person's ability to apply the knowledge to make meaning through language. Canale and Swain and Canale considered communicative competence to be a synthesis of what is alien in the underlying system: knowledge and skills needed for communication. Their concept of knowledge held that "it is conscious or unconscious knowledge about language and other language-learning

issues". They defined three kinds of knowledge: knowledge of the basic rules of grammar; knowledge of how to make expressions in a social setting for communicative purposes; and knowledge of how to glue utterances and propositions together for conversational purposes as governed by discourse factors. Skills include the ability to apply knowledge to actual communication. Canale asserts that skill requires further separation between what is alien, as well as the underlying capacity and that performance in real communication, she implies, is not part of the underlying system. According to Savignon, in her concept of communicative competence, it is abilities that are more emphasized in her definition of communicative ability. "ability to use language to communicate successfully in a given setting". She, as well as most other theories, argues that communicative ability is interpersonal, situation-specific and relative. Context has a huge role to play in defining it. Bachman understands communicative competence to be made up of knowledge or competence and the ability to use it appropriately given the situation of communication. Bachman elaborated on the ability to use language to argue that the actual use of language, i.e. how meaning is constructed and expressed through language, varies in meaning depending on its situational setting.

## **2.8 Pragmatic Competence**

This term "pragmatics" is widely used in TL learning to denote the "pragmatic competence", which is assigned to the group of abilities under the title of communicative competence. Chomsky (1980, p. 224) states that the speaker has pragmatic competence when he/she knows the situations and the way of acceptable language usage in accordance with different aims. This position, as proposed by the linguists Canale and Swain (1980), contradicts Chomsky's definition of a grammatical competence, i.e., "the knowledge of form and meaning." Therefore, to develop their communicative competence model, Canale and Swain (1980) added pragmatic competence as one of the key elements. Sociolinguistic competence is the pragmatic competence according to this point of view, and it is the ability to use the language suitably given the situation (Canale & Swain, 1980a; Canale, 1983). In the later work, Canale (1988) extended this concept by saying that pragmatic competence also includes "illocutionary competence, which means understanding pragmatic standard for performing appropriate language functions, and sociolinguistic competence,



which is knowledge of sociolinguistic conventions for doing this (Canale, 1988, p.90).

Since the term "pragmatic competence" was coined in the beginning, language experts have already elaborated on the concept in various ways. From the beginning, academics like Candlin (1976, p. 246) and Schmidt & Richards (1980, p. 150) thought that this competence would be better called social (communicative or pragmatic) competence. On the other hand, Thomas (1983) and Bell (1976) referred to it as social competence the pragmatism has been actually defined by many other scholars as the pragmatic competence. For example, pragmatic competence, as defined by Fraser (1983), is "the knowledge of how an addressee relates what the speaker says and identifies the speaker's intention and illocutionary force that is expressed in the shades of attitude through their utterance" (Fraser, 1983, p. 29).

Bialystok (1993), another scholar who has studied this idea, argues that pragmatic competence is achieved in three stages. In accordance with Bialystok (1993), pragmatic competence entails, among other things: First, the speaker's capacity to utilize language in a variety of contexts; secondly, the listener's capacity to see past the speaker's apparent intentions (such as indirect speech acts, irony, and sarcasm); and lastly, the understanding of the principles by which utterances combine to form speech. The definition provided by Bialystok considers a variety of pragmatic factors, such as knowledge of diverse speech acts (the capacity to employ language for a variety of reasons), understanding of conversation structure (commands of the rules by which utterances are put together to generate discourse) and implicature (ability to grasp speaker's true intents). Speaking with pragmatic competence is having a range of options for interacting with others and being able to choose the right action for the situation. As a result, pragmatic competence is the understanding of a pragmatic system as well as the capability to apply this system appropriately, according to Bialystok's definition.

A pragmatic competence is "the ability to use language effectively in order to achieve a specific purpose and to understand language in context," according to Thomas (1983, p. 94). Additionally, she makes the distinction between socio-pragmatic competence and pragma-linguistic competence, which was first made by Leech (1983). Pragma linguistics, according to Leech (1983, p. 11), is the more linguistic branch of pragmatics

where we take into account the unique resources that a specific language offers for communicating a given illocution. He describes sociopragmatics, however, as "the sociological interface of pragmatics" (Leech, 1983, p. 10). Thomas (1983) adds that sociopragmatic competence refers to the appropriateness of a speech act, whereas pragmalinguistic competence refers to the right language to perform a speech act in a certain situation. Later, Bardovi-Harlig (1999, p. 686) expands on this distinction to include the idea of pragmatic competence, defining it as "the linguistic competence that permits speakers to perform the speech acts which are desirable, according to their sociopragmatic ability. It has also been argued where to draw the line between sociopragmatic and pragmatic language. Roever (2005) asserts that while analyzing performance, it can be challenging to create a precise distinction between what belongs to each one. There are two primary factors that make sociopragmatic and pragmatic competencies intrinsically linked. The first is that language use is always contextual. Second, these abilities are necessary for creating and understanding speech intentions.

Language learners must develop actual communicative competence in order to communicate effectively. According to Hymes (1967), communicative competence encompasses not only an understanding of language forms but also an understanding of when, how, and for whom to employ them. Likewise, when communicative competence is discussed, there is a recognition that linguistic competence is not enough, but that pragmatic competence also matters (Ellis 1994, p. 696). In Watts' (2003) perspective, the pragmatic competence that is made up of the conversational maxims of Grice (1975) and politeness should be understood as the core of pragmatic competence.

Even though a few studies have investigated the connection between grammatical and pragmatic proficiency. Pragmatics, as Bardovi-Harlig and Dörnyei (1998, p. 233) puts it, is, unlike grammar, the actual use of language. It focusses on language structure, which includes morphology and syntax. It also looks at the appropriateness of utterances according to the circumstances, content, and the speakers involved. Nevertheless, in her study of pragmatic competence, Kasper (1997) indicates that the practical competence is interwoven with the formal linguistic and textual knowledge and is intertwined with organizational competence in a complex way rather than be subject to grammar. Kasper (2001) makes a distinction between two scenarios of the relationship between the

development of a learner's interlanguage's grammatical and pragmatic components: as (Robinson, 1992; Salsbury and Bardovi-Harlig, 2000; Takahashi and Beebe, 1987) mentioned, grammar is the basic pragmatics. Moreover, in terms of the prerequisite of grammar and pragmatics, Schmidt (1983) and Williams and Cameron (1997) are on the same page. The term "interlanguage", which describes the linguistic system that non-native speakers use, is coined by her, which involves a combination of bits of their original language as well as the target language.

Researchers agree that the ability to understand and use language appropriately (pragmatic performance) and to understand the culture of the language (meta-pragmatic awareness) are the two elements of pragmatic competence (Kasper & Dahl, 1991). The ability to convey meaning that transcends linguistic limitations is the essence of pragmatic competence, also known as pragmatic knowledge. It is a course that brings together the ideas of meaning as well as grammar. The ability to decide on one possible form among many possible ones according to the appropriateness of an expression in a given situation is one of the most important features of pragmatic competence, which is defined as “the ability to recognize the appropriateness of an expression in a particular situation and select one feasible form over another based on that understanding” (Kasper & Rose, 2002). Pragmatic competence is pivotal for healthy communication because the lack of it can result in communication breakdowns which can even have severe results in some cases (Allami & Naeimi, 2011; Shi, 2014).

## **2.9 Pragmalinguistics vs Sociolinguistics**

In Bachman's (1990, 2000) and Bachman and Palmer's (1996, 2010) models of linguistic competence, linguists view the pragmatic competence as one of the elements to consider a model of communicative competence complete. It is considered one of the primary complexes of linguistic proficiency that is built by the knowledge of the organization along with the communication skills. The competence of understanding and communicating meaning in social situations is termed as pragmatic competence, and the role of this topic in the fields like linguistics, applied linguistics, research categories of anthropology, sociology, psychology, and communication is becoming more and more studied, or so-called "Cross-cultural studies" (Taguchi, 2009) . Pragmatics, as suggested by

Kasper and Rose (2001), is the way in which we can use all imaginable linguistic tools to convey our communicative activities and pragmatic functions. The instruments are "directness" and "indirectness", the constraint technique and other means of word application which may culminate with the intensification or gentleness of communication." 2). All in all, pragalinguistics as understood by Kasper and Roever (2005), may be regarded as the interrelation between the conventions of meaning (e.g. using speech act techniques) and the conventions of form (e.g. the linguistic structures expressing them) which in turn should develop as part of the knowledge and ability of the learners.

The pragmatic knowledge of the order of L2 learners and that of NS show great disparities, a body of research on the matter suggests (for example, Bardovi-Harlig, 2002; Kasper & Rose, 2002). A manner of meaning creation through speech acts is one of the pragmatic flexibility components. The speech act, as defined by Cohen (2008), refers to the part of language that people use to be able to conduct different social tasks such as expressing apologies, expressing discontentment, making some requests, declining or gifts or an invite, and expressing gratitude. As Woodfield (2008) observed in the literature, an increasing number of studies in the field now specialize in second language speakers' pragmatic mastery that help them perform speech acts using their native or native language (L2).

The knowledge of the methods for realizing speech intentions as well as the linguistic components utilized to convey these intentions is referred to as "pragmalinguistics (Leech, 1983). The term "pragmalinguistics competence" describes the capacity to conduct speech acts using linguistic elements (Cenzo, 2007). According to Chang (2011), Ishihara (2006), Taguchi (2018), Yan & Zhuang (2010), pragmalinguistic competence is the capacity to employ language resources to act or reply in a linguistically acceptable manner during a speech act. Pragmalinguistic competence is demonstrated when an L2 learner can access a variety of linguistic expressions and apply them correctly. On the other hand, pragmalinguistic failure could result from understanding a discourse situation and perceiving the proper response but not having access to enough linguistic expressions. In this sense, language growth helps with pragmatic proficiency.

Sociolinguistics is a branch of modern linguistics that focuses on the study of

language and how it interacts with society and culture. This field of study examines the social circumstances and various settings in which and when language functioning occurs. The historical evolutionary foundation of sociolinguistics took a long time, and numerous linguists provided various theories and concepts on language learning from a social perspective and as a social phenomenon.

In accordance with Chomsky's views, linguists study languages in isolation, disregarding the interactions and relationships among speakers as well as the social environment in which language is used. Sociologists who believed that natural languages were social constructs responded to this implication by saying that it was a "fruitless and unrewarding task" (Labov 1977: 124) to create grammars of natural languages without considering speakers and/or the society in which a particular natural language exists. The theories of Labov gave rise to a new method in Western linguistics that is also known as functionalism. In Western nations, Labov is regarded as the father of sociolinguistics. The functional approach emphasizes language's use in society, or its functionality (Nisa, 2019:5). The connection between language and society is examined by sociolinguistics. Sociolinguists are curious about "who speaks, which language to whom and when," claims Fishman.

The sociological aspect of language learning, according to Deseriev, encompasses the entire set of issues related to the characterization of all linguistic phenomena brought on by the development of society, with its impact on the interaction of languages generally and on the interaction of linguistic elements in the functioning of each particular language (Deseriev, 1973).

Accepting this definition in its entirety, A.D. Schweitzer feels it is important to stress that "the study of the impact of social factors on the pragmatic use of language in speech communication and the analysis of the impact of these factors on the very structure of the language, their reflections in the structure, are both included in the field of sociolinguistic research. This examines not just how language interacts with objective social factors like different facets of social organization, but also how subjective social factors like social attitudes and values are reflected in language and speech activity" (Schweitzer, 1976).

According to L.B. Nikolskiy, issues about language's function in society are also included in the field of sociolinguistics. As a result, sociolinguistics as a single boundary discipline is differentiated based on the relationship between language and society (i.e., language as a social factor versus language as a mirror of society) (Nikolsky, 1974). A.A. Avrorin proposed a much more restricted definition of sociolinguistics, arguing that "the functioning of languages and linguistic situations characteristic of ethnic groups" is the only specific language study topic that can be covered by the sociolinguistics framework (Avrorin, 1974).

According to Labov, it examines the language in its social context, particularly taking into consideration both linguistic and extralinguistic elements (the speakers' age, gender, social status, culture, and religion) that have an impact on how the language is used (Labov, 1975). The role of language is hence the subject of sociolinguistics. Furthermore, sociolinguistics, the study of language in a social context (W. Labov's formula), is the study of how language functions in a society with a certain social structure.

Like each discipline that asserts its own position, sociolinguistics functions with a particular set of terms and concepts that are unique to it: Language community, language situation, social communication system, language socialization, communicative ability, language code, code-switching, language policy, diglossia, bilingualism, and a lot of other things. There are also several terms that come from other branches of linguistics, such as language norm, verbal communication, speech act, language contact, language mixing, language mediator, etc. Also, from sociology and social psychology are the following concepts: social structure of society, social status, social role, social factor, and a few others are all included (Belikov and Krysin, 2001).

## **2.10 English Language Learning**

In addition to being an individual, humans are also social beings that require interpersonal communication. Thus, learning and using language as a medium of communication becomes crucial. Then, English, which is regarded as an international language, is thought to be important throughout the globe, particularly in the fields of language learning and teaching.

Understanding and mastering speech acts are essential for effective communication

when learning the English language (Austin, 1962). In addition to learning vocabulary and grammar, students also need to be able to use language to carry out a variety of speech acts, such as asking for something, giving instructions, apologizing, or expressing thanks. This is necessary for effective communication in social settings (Searle, 1969).

Furthermore, it is essential for language learners to comprehend the idea of implicature as established by Grice (1975). It highlights how crucial it is to comprehend both the explicit and implicit meanings of words in a variety of conversational circumstances. The ability to effectively decipher the intended meaning of utterances and respond appropriately is essential for learners.

Research has emphasized the value of taking cultural and contextual variables in speech acts into account when learning English. For instance, students need to be aware that cultural norms regarding politeness and how requests are conveyed can vary greatly. Studies like Blum-Kulka (1987) and Olshtain and Cohen (1983), which emphasize the importance of socio-pragmatic ability in effective communication, have discussed this.

Speech act theory should be incorporated into instructional strategies by English language educators. Learners can build the conversational skills necessary to negotiate a variety of social and cultural contexts by fusing the theoretical ideas from these scholars with hands-on activities and real-world experiences (Searle, 1969).

Great corporate and cultural contexts, over some countries actively involved with British imperialism use English. Therefore, you'd be pleased and sometimes required to know English. That is why people across the globe choose English as an additional language. Apart from that, children start learning it at an early age, the number of countries including English in school curricular as a secondary language is high. Science, aviation, computing, diplomacy, tourism language is English. Furthermore, your likelihood of trying to land a decent job with a world corporation when you know English grows incredibly. During the initial days, first language development is relatively rapid and fast, and the rate of second language learning is protracted. Moreover, the range of variation in second language, over individuals, and within learners over time is divers.

## 2.11 Past Related Works

This section uncover the different approaches and various studies conducted in the past.

The theory of speech Act, which describes what individuals do when they speak, focuses on specific speech acts that are carried out when speaking words rather than the individual words or sentences that make up the fundamental components of human communication. A speech act is an attempt to perform an action solely through speech. Speaking can be used for a variety of tasks. Speech acts are examined under a concept known as speech act theory and fall under the pragmatics umbrella. In order to determine whether there were variances within this genre in the same culture or not, two Egyptian inaugural speeches from El-Sadat and El-Sisi, belonging to separate times, were investigated in this research. The analysis of these two talks using Searle's theory of speech acts revealed that there was only a very slight variation between them. Commissives ascended to the top of El Sadat's speech. While this was happening, assertive took center stage in El-speech. Sisi's We can see that there were variances in one culture's speeches depending on the conditions surrounding the presidents' elections at the time. They used speech performances as a means of getting what they wanted out to their audiences and winning their support (Sameer, 2017).

This study analyzed three speech act strategies of requesting, suggesting, and apologizing in the Libyan cultural context. It compared the linguistic and pragmatic skills of undergraduate Amazigh and Libyan Arab English as a foreign language student from two Libyan universities in Sebha and Zawara. Speech act theory by Austin served as the framework to examine student performance. The research found a lack of pragmatic competence in Libya caused miscommunication when using appropriate speech acts or comprehending implicit meanings. Both student groups similarly employed direct and indirect forms for requests and suggestions. However, gender differences emerged—males tended to be more direct and explicit than females for requests and suggestions. Libyan male EFL students demonstrated greater socio-pragmatic and linguistic pragmatic abilities than females across all three speech acts. This highlights how English as a second language learners and instructors must consider pragmatic nuances when learning a new language to enhance student awareness of English socio-cultural speech act norms.



By delving into the frequency, variance, and substance of semantic blueprints regarding learners' language aptitude (lower-intermediate, intermediate, and upper-intermediate), status of interlocutors (lower, equal, and higher), and types of prompting acts (requests, invitations, offers, and suggestions) on realization of the approaches, the recent examination sought to reform the issue of the generation of rejections by Iranian EFL learners. Thirty Farsi-speaking English dialect understudies were given a Discourse Completion Test (DCT), which comprised of 12 situations perceiving the dismissal of 4 unique initiating activities. What's more, 31 Persian local speakers were asked to finish a similar DCT in Persian so as to look at comes about. The outcomes uncovered that learners at a higher level of capacity were progressively ready to structure refusals suitably reliant on the uprightness of status and sort of eliciting demonstration. (Allami, H., & Naeimi, A, 2011).

As compliments are by their nature judgements, overt displays of admiration for someone's work, or expressions of taste, they are of particular relevance in regard to the reflection and expression of cultural values. They serve to express and uphold a variety of cultural norms and values because they mirror them. This research study is significant in part because it was conducted in a Pashtun context, and the findings help comprehend the sociolinguistic norms of Pashto, an area of speech act research that is understudied in Pakistan. It is anticipated that the findings provide the body of research on compliments and complement reactions a new dimension and offer novel insights into this area of study. The purpose of the study is to investigate how male and female Pashto speakers complement one another while taking into account other studies done in various cultural contexts. The results of the current study aid in determining the similarities and differences in complementing behavior while taking into account gender disparities and the complimenting habits of speakers of languages other than Pashto (Khan & Rustam, 2017).

A common framework Is still being investigated from various angles despite the examination of pragmatic competence having theoretical and empirical value for half a century. Firstly, I analyze four theoretical frameworks - the function-discourse model, the componential and meaning-driven model, the relevance-theoretic model, and communicative ability theory's investigation of pragmatic competence. Building on the strengths and weaknesses of these proposals as well as their relationship with Chomsky's

distinction between grammatical and pragmatic abilities, I reformulate an integrated model of pragmatic competence (IMPC). This model focuses on how our innate linguistic capacities interact both with each other and with external social factors under the current minimalist framework. Finally, I compare my integrated proposal to the original theories and models. (Taoyuan Mao<sup>1</sup> & Shanhua He<sup>2</sup>, 2022).

Languages are significant in society because they enable communication and self-expression. There are thought to be over 7000 spoken languages in the world today. Only roughly 23 languages, however, speak more than half of the world's population, making them more widely known. Every language has a greeting that is used to initiate a discussion with a different person. Every discussion in these languages, whether professional or informal, begins with a welcome. To be able to speak with people at any time and location, you must learn how to greet people in several languages. First impressions count when meeting someone for the first time. You must therefore be aware of the numerous ways that "welcome" or "hello" are expressed in different tongues. Even if you are at a loss for words, the other person recognizes that you are making an effort to communicate well. Typically, greetings involve both spoken words and hand gestures. Sometimes just speaking is sufficient, but other times you need to use gestures as well so that the other person can understand you. Shaking hands, waving, bowing, gentle kissing, hugging, and other gestures are typically utilized. Depending on the culture and the relationship you have with that individual, you should employ a particular gesture. Shaking hands is a common greeting in most cultures and languages. Give a genuine and warm welcome to everyone you encounter. Imagine being welcomed as a friend or a family member when you enter a restaurant or café. The smile conveys the owner's appreciation for you entering their establishment. You would still be pleased that you went there, regardless of how the food tasted. If the encounter had been good enough, you would be willing to give them another chance (Ugo, 2021).

There is a rising need for people who can use English to communicate successfully in everyday situations as English is becoming a more popular lingua franca on a global scale. However, it has been shown that even fluent language users frequently struggle to understand pragmatic meaning when using naturalistic language (Blum Kulka, House, & Kasper, 1989). According to Bardovi-Harlig and Hartford (1990) and Bardovi-Harlig and

Dörnyei (1998), these issues are frequently attributed to the fact that learners frequently gain verbal competence in the absence of pragmatic competence. By examining the impact of an experimental discourse analysis course on 11 EFL students from Japanese universities, I want to address this problem in this exploratory study. The findings of this study have some significant ramifications for pragmatic language teaching and the use of discourse analysis in ELT. They also have implications for the use of authentic materials in ELT to enhance pragmatic competence. It was amply demonstrated that teaching students discourse analysis methods might be a useful strategy for assisting them in growing their pragmatic awareness. The findings of this study imply that learners can get a deeper, top-down understanding of the broad, pragmatic factors of authentic communication by employing discourse analysis. (Hurrell, 2013).

A compliment is the speaker's statement of a favorable attitude toward a referent that the addressed recipient is responsible for. Compliments are one way for speakers to honor a recipient and fall under the category of supporting acts (other methods of praise delivery include congratulating, appreciating, and crediting). In order to express explicit approbation of another person during an engagement and so help to create or preserve social solidarity, compliments are a crucial practice in human sociality. Although the word "compliments" appears in the article's title, in the LSI area, the phrase is more commonly used to describe complimenting sequences in interaction, which include the social behaviors of both giving and receiving compliments. This article focuses on our current understanding of how complementing sequences function in recorded, naturally occurring conversation during interaction. "Adjacency pairs" are groups of complementary sequences (Heritage, 1984; Schegloff & Sacks, 1973). The adjacency-pair structure is a normative framework for actions in which one speaker's production of a first pair-part, which initiates some course of action, for example, the action of complimenting selects a subsequent speaker, who should immediately produce an appropriate second pair-part in this case, a compliment response (Shore, 2015).

In this study, the analysis of speech acts from the movie *Grown Ups* was covered. This study identified the different speech acts used in the movie *Grown Ups*. Because the description analysis was handled using words, the researcher used a qualitative descriptive approach. The data was gathered through observation. The researcher picked this movie

because it was well-liked in the 20th century and since it had numerous speech performances. As a result, it was discovered that the movie *Grown Ups* contained 30 speech acts. The major characters exhibited the various speech acts the most out of the 30 data the researcher collected. They consist of 15 illocutionary, 9 perlocutionary, and 6 locutionary acts. Based on the aforementioned information, it is clear that illocutionary acts were the most often employed speech acts in this data. The subsequent act was a perlocution. The final act was a locution (Marbun & Handayani 2021).

## **2.12 Research Gap**

All the above-mentioned studies have studied various speech acts like compliments, greetings, apologies, etc., in different settings and contexts. It helps to see that Pakistani native indigenous languages need empirical research in terms of the realization of speech acts among Punjabi speakers. All of these studies by and large show the effect of various notions like pragmatics, pragmatic competence, etc., on the speech act production by non-native speakers. Several of them reveal some similarities and differences related to the realization of different speech acts cross-culturally. Furthermore, some studies showed that speech acts in certain situations are controlled by social and situational factors, and how pragmatic knowledge of L1 sometimes becomes a hindrance for L2.

Similarly, non-native users of any language tend to use specific speech acts according to the socio-pragmatic norms of their native languages. When making a speech act, it leads to a transfer of the speaker's native language's sociocultural conventions to the target language, causing non-native speakers to perform speech acts differently. This gap can also be attributed to speakers' inadequate pragmatic and grammatical proficiency in the target language. Speakers' perceptions of the seriousness and the nature of the situation in the target culture can completely differ from those of the target culture's norms and practices, which can also cause variations in how people use speech acts.

The discussion in this chapter supports the tenet that different speech communities' social norms have a significant impact on how speech acts are performed and realized. These social norms range from formal to informal and are thought to vary among cultures. The realization of speech acts depends on a variety of social factors, such as conversational

context, social distance, social rank, and perceived cultural seriousness of the offense. The way that people from different societies perceive these social and cultural factors affects how their speech acts are realized.

In essence, research methodology is a means of resolving conflicts and challenges via the application of various strategies and tactics. According to Smith (2000), methodology is defined as "a comprehensive data collection plan whose purpose is to answer the research question and test hypothesis." This Chapter gives an overall review of the research methodology for the present study. It includes a description related to the research design, data collection, population, sample, and sampling technique. Moreover, data collection is divided into discourse completion tasks, observation of authentic speech, and interviews. Further, data analysis tools are provided along with the theoretical framework for the present study. At the end, it provides a summary of the overall chapter.

### **2.13 Summary**

In conclusion, research on the realization of compliments and greetings among non-native speakers through Austin's classification of speech acts is an initial step toward understanding speech acts and speech in general. It helps to see how EFL learners employ norms of first language as well as how the first language influences the learner's target language. Various studies are done on many languages in the Pakistani context as well like Pashto, Balochi etc. Punjabi language still lags where the researcher found the gap for the present study. Filling these gaps helps to better understand grammatical concepts like speech acts and the influence of various factors on them, in the context of non-native speakers.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

Research design is the relationship between the methods of research and the type of investigation. According to Green & Browne (2005) selecting an acceptable research design is necessary to demonstrate that your study is suitable for addressing the pertinent research questions. A strong research design always takes into account the research questions that emerge during the preliminary phase of the investigation, making it an essential component of any research process. The reasons and procedures for gathering data from the intended sample population are presented by the research design.

The present study is qualitative. The qualitative method is used to meet the desired results. In the light of the subjective nature of the research as the data analysis tools based on subject data coding and thematic analysis qualitative research is reliable. Qualitative research is a strategy for data collection, analysis, and report writing that is different from the conventional (Creswell, 2012). Through observation and analysis of non-quantitative information, the qualitative study seeks a deeper comprehension of human experiences and societies. Such research intimately observes particular populations, places, and happenings to interpret meaning beyond superficial metrics. By directly seeing, hearing, and reasoning like experts in the field, qualitative researchers collect vivid portraits of their subjects using sensitivity and nuance. Their findings provide texture to understanding how communities live and interact in reality (Crossman, 2022). According to Strauss and Corbin (1990), a qualitative research method is any type of study that yields results that cannot be obtained using statistical procedures or other forms of quantification. The research findings are based on naturally occurring, ordinary events in natural settings, and qualitative methodologies are extremely systematic and rich in vivid data that is nested in real-life contexts.

#### **3.2 Data Collection**

The data for the present study consists of speech acts from Punjabi-speaking

English language learners, focusing on how they realize and accomplish compliments and greetings. The study also examines how deficiencies in pragmatic competence contribute to miscommunication and evaluates the role of pragma-linguistics in enhancing pragmatic competence among non-native speakers.

### ***3.2.2 Sample***

A sample is a representative subset of the population selected for analysis (Sakined, 2010). Creswell (2012, p. 142) defines a sample as a subgroup of the target population chosen for study to make broader generalizations.

For this research, 20 students are selected from the total population of 60 using purposive sampling. The study specifically analyzes the speech acts of compliments and greetings, ensuring that the sample aligns with the research focus on pragmatic competence among non-native English speakers.

### ***3.2.3 Sampling Technique***

This study employs purposive sampling, a deliberate selection method used when specific characteristics are necessary for the research focus. This technique ensures that the sample accurately represents Punjabi-speaking BS English students who are actively engaging with compliments and greetings in English.

The purposive sampling method allows for targeted data collection, ensuring that speech act realization is assessed within a controlled linguistic and cultural framework. The rationale behind this sampling technique is to focus solely on the relevant speech acts, helping to analyze pragma-linguistic and pragmatic competence among non-native English speakers.

## **3.3 Data Collection Tools**

The study employs three qualitative data collection tools to explore how Punjabi-speaking English learners realize compliments and greetings in communication:

Discourse Completion Tasks (DCTs)

Observation of Authentic Speech

Semi-Structured Interviews

These methods allow for a comprehensive qualitative analysis, capturing both structured and natural speech data to assess pragmatic competence.

### ***3.3.1 Discourse Completion Tasks (DCTs)***

DCTs are structured questionnaires designed to elicit specific speech acts (Kasper & Dahl, 1991, p. 221). They are widely used in pragmatic and cross-cultural research (Ogiermann, 2018) and provide insights into participants' socio-pragmatic and pragma-linguistic knowledge (Kwon, 2004).

Implementation: Participants are given structured DCT scenarios requiring them to produce compliments and greetings in a controlled setting. Their responses are analyzed to assess linguistic strategies and pragmatic awareness.

### ***3.2.1 Population***

A population refers to the entire group being studied, defined as a set of individuals sharing common characteristics (Sekaran, 2000; Johnson & Christensen, 2008). According to Creswell (2002), populations consist of individuals relevant to the research objective.

The target population for this study comprises BS English students from a Post Graduate College in Jhelum, Punjab, Pakistan. The participants are ethnically and natively Punjabi-speaking English learners, ensuring linguistic and cultural consistency. Three distinct groups form the population, all using the same dialect of Punjabi. The total population size for this study is 60 students.

### ***3.3.2 Advantages and Disadvantages of DCT***

DCTs have been extensively used in speech act research due to their ability to collect large amounts of structured data efficiently (Beebe & Cummings, 1996).

#### **Advantages:**

1. Efficient for collecting structured and comparable data (Kwon, 2004).
2. Allows for cross-cultural comparisons in speech act realization (Nelson et al., 2002).



### **Disadvantages:**

1. Lacks interactional authenticity found in real-time conversation (Kasper & Dahl, 1991).
2. Does not capture turn-taking, negotiation of meaning, or non-verbal cues (Bardovi-Harlig & Hartford, 1993; Kasper, 2000).
3. Despite its limitations, DCT remains a valuable tool for identifying speech act strategies in controlled settings.

### ***3.3.3 Observation of Authentic Speech***

Observing natural speech provides real-time insights into how participants use compliments and greetings in authentic conversations. Unlike DCTs, this method captures spontaneous speech production and pragmatic strategies in action.

**Implementation:** The researcher observes classroom interactions, documenting speech act usage, linguistic choices, and pragmatic variations in a natural setting.

### ***3.3.4 Interview***

Semi-structured interviews allow for in-depth exploration of participants' perceptions of speech act use and pragmatic competence (George, 2022).

**Implementation:** 10 senior BS English students participate in semi-structured interviews, reflecting on their experiences using compliments and greetings in English and discussing challenges related to cultural and linguistic influences.

## **3.4 Data Analysis Tools**

For the analysis of DCTs, the coding framework is used. The process of establishing and assigning codes to categorize data extracts is known as qualitative data coding. Later on, these codes are utilized to develop themes and patterns for qualitative study (Crosley, 2020). For the tool of Observation of authentic speech, themes are derived from the

observation sheet. For the analysis of the interview, thematic analysis is used to interpret the recorded information in the form of results. One of the most widely used qualitative analysis methods is thematic analysis. When done properly, qualitative thematic

analysis can be a very effective analytical method. You'll employ codes for theme analysis. The purpose of employing a code, which is a name given to a piece of text, is to pinpoint and summarize key ideas included within a collection of data, such as an interview transcript (Crosley, 2021)

### **3.5 Theoretical Framework**

#### ***Speech Act theory***

One of the primary subfields within pragmatics is speech act theory. The British philosopher of language J. L. Austin developed the grounded theory of speech acts, defining the nature and meaning of a speech act as "In saying something we are doing something" (Austin, 1962, p. 12). Thus, utterances used to carry out acts like ordering, promising something, complaining, refusing, and so on are referred to as speech acts. In light of this, Austin's theory of locutionary, illocutionary, and perlocutionary acts as well as his development of performative utterances served as the foundation for this phenomenon (Ilić & Radulović, 2015).

Austin (1962) later distinguished between performatives, which need a frame of reference other than truth-conditionality, and constative assertions, which are evaluated based on truth-conditionality.

By reformulating the requirements that must be met for a performative utterance to be felicitous, Searle (1979) expanded upon Austin's theory of speech acts. Austin's categorization of illocutionary acts was significantly reformulated by Searle. As one of the most frequent errors in speech act theory, Searle's taxonomy did not mix up illocutionary acts and illocutionary verbs, as Austin's did (Searle, 1979, p. ix). However, he also held the opinion that not all illocutionary verbs are performative ones. Searle distinguished

between an utterance's propositional substance, represented as F(p), and its illocutionary force in order to make this clear.

Three key distinctions in the point (or intent) of the (kind of) act (illocutionary point) were incorporated into these concepts. A description's purpose is to depict something, but an order's is to force the listener to do something. This disparity aligns with the fundamental prerequisites. The second distinction relates to variations in the way that

words and the outside world fit together. This standard follows from the illocutionary point. The third distinction relates to variations in how psychological states are conveyed. The sincerity requirement of the speech act is this criterion. When someone says anything, for instance, he or she is expressing a belief that it is true. An intention to do something is expressed when someone makes a commitment. Ultimately, when someone gives an order, they are expressing a wish for the person receiving the order to take action. This is the act's need for sincerity (Ilić & Radulović, 2015, p. 26).

J. L. Austin is the pioneer of speech act theory, the speech act theory views language as a kind of action rather than a way to convey and express (J. L. Austin, 1975). Following the above premise of speech act theory, research firstly assesses how Punjabi-speaking English language learners utilize language to perform actions. Furthermore, Austin has defined types of speech acts, on which further developments have been carried out, mostly on illocutionary. Most well-known is proposed by Searle John (1979) and Cohen (1996).

Speech acts can be divided into five categories: Representatives (claims, assertions, reports). Directives (requests, suggestions, commands). Expressives (complaints, apologies, thanks). Commissives (threats, promises, offers). Declaratives (decrees, declarations). The present research uses the theoretical framework developed by Alfgehr and Mohammadzadeh (2021), based on Searle John and Cohen's classifications of Speech acts.

It also includes two strategies developed by Hotgraves (1986) direct speech acts and indirect speech acts. To analyze two speech acts "greetings" and compliments" which are directive and expressive speech acts, the aforementioned is used. In the light of the following theoretical framework Punjabi speaking English language learners are assessed how they accomplish and realize selected speech acts.

### **3.6 Conclusion**

This chapter discusses the theoretical framework undertaken for the present study. It describes the research design, method, population and sample, data collection, and analysis procedure in a detailed and clear manner. The study analyzed speech act realization of compliments and greetings among non-native speakers of English. It

analyzes a case study of the Punjabi-speaking community. The purpose is to highlight the pragmatic and pragma-linguistic nature of those speech acts and how non-native speakers of English realize speech acts in specific settings. It also talks about the effect of pragmatic knowledge of L1 on learners of a second language.

## CHAPTER 4

### ANALYSIS AND RESULTS

#### 4.1 Introduction of Chapter

Throughout this research paper, chapters have elaborated on the details of the research methodology in the context of the design of the study, the collection of data, and the theory framework used to examine the true meaning of speech acts among the Punjabi-speaking learners of English. Now, in Chapter 4, we transition from the methodology to the heart of the study: the outcome. This chapter unfolds the data I have gathered and what it shows is that the LEA speakers' speech acts implementation more specifically greetings and compliments and the importance of their pragmatic competence in intercultural communication.

Language acquisition and cross-cultural communication can be improved by allowing them to understand speech acts, but before we proceed to look at the specific outcomes, let's first place the significance of the concept in its proper context. Speech acts, as propounded by the J.L. Austin school and researched upon by John Searle and others, organize language actions. As a matter of fact, the utterances do not merely denote the information, the speakers also exert social actions among others including asking questions, giving commands, and expressing gratitude and compliments about each other. The existence of these speech acts is subject to different cultural interpretations which are affected by linguistic norms, social conventions, and the communicative creativity of the species itself.

English Language learners (ELL) whose native language is Punjabi encounter the nuances of English. Being perfect in the syntax and vocabulary of English can be a challenge, but learning to comprehend pragmatic rules like when and how to greet and compliment is a more complex issue, especially for bilingual students. Moreover, their first-language Punjabi culture interacted with the second language English speaking component, which made a great deal of the pragmatics more challenging. Therefore, investigating the ways in which these learners perform speech acts provides a truly precious opportunity not only to discover more details about their path toward second language

acquisition but also to reveal how they can communicate successfully and effectively across cultures.

The greetings and compliments are widespread which is the origin of their frequent usage in the mechanisms of everyday dialogues. Both saluting and complimenting are the keystones of social contact, which becomes the introduction for the following dialogue and gives space for the development of good relationships. Yet, in that way, we can observe how such language users do the speech acts, which enables us to learn about their communicative strategies, cultural influences, and pragmatic proficiency.

Qualitative study is used in this research in view of the intricacy of human behavior and interactions as their main characters. Hence, the last chapter is a review of the literature. By applying discourse completion tasks for modeled speech samples, exposition of natural talk, and semi-structured interviews, we gathered multidimensional information, which gave an opportunity for well-rounded analysis of the transcriptional realization of the participants in speech acts. Utilization of various data collection methods as used can improve the rationale and robustness of the findings, which tends to generate triangulation. In prospect triangulation, several different approaches to research are used and the results are combined to yield more accurate and reliable results.

The theory guiding this study has its foundation in speech act theory. John Searle's speech act theory and the refinements developed by later scholars such as Cohen particularly provide the theoretical basis for this classroom research. Following this interpretative frame indeed enables us to verify the particular speech acts used by the interlocutors and their means of strategic communication. Furthermore, the mapping direct and indirect speech acts to the data, done by Hot graves, could become an extensive guide for us to investigate the data. This could help us get a better grip of the subtleties of intercultural interaction.

This chapter comprises the results of our study and, in concurrence with our research problems and goals that were stated in Chapter 1, we well organize them in this section. The question of how Punjabi-speaking ELTs master how to greet and make compliments is investigated here, and the linguistic and cultural factors that make the difference are reviewed. The pragmatic competence of these students is also discussed, and

the benefits and problems examined.

Through a systematic examination of the data, we aim to contribute to the existing body of knowledge on pragmatics and language acquisition while offering practical insights for language educators and learners alike.

## **4.2 Interview results**

### ***4.2.1 Participant 1 Background and Language Proficiency***

Interview time (12:00 minutes)

A 24-year-old Punjabi-speaking female with the BS in English, i.e., Participant 1, is a good case for studying speech act realization among the Punjabi-speaking English language learners. Being a Punjabi native who has studied in English for the past seven years with an "intermediate" level of proficiency, she embodies the reality of how ethno-linguistically diverse individuals overcome the complex challenges of language and effectiveness in communication. Her hometown being Jhelum plays an important role in her language usage as well as her perception.

#### ***4.2.1.1 Pragmatic Awareness and Politeness***

Participant 1 takes hyping politeness in communication the role that it plays in the building the understanding in mutual. She draws up divergence between inter-communal Punjabi language of informal, primarily dealing with families and friends and that of formal tune required in English when communicating with authority, for instance, teacher or a manager. Language fluctuations as mentioned in this case seem to reflect her appreciation of intercultural influences that control the manner in which language is employed and also accentuate the place of context in deciding the kind of the speech acts required.

#### ***4.2.1.2 Speech Act Realization (Greetings)***

From these exchanges, one could observe Participant 1's skill in polite English greetings where she appropriately uses the general phrases such as "Hello!" Just the other day, I've found myself spontaneously using these phrases while commuting, shopping or walking in a park. Nevertheless, Greta admits that in some situations she might be reluctant to respond to salutations whatsoever, thus, a clear and thoroughly thought-of approach to social communications. She is yet to face any trouble in such instances that would need her

to make commonly used expressions in English. Her knowledge of potential challenges make her anticipate communicative competence.

#### ***4.1.2.3 Speech Act Realization (Compliments)***

Participant 1's range of English compliments is demonstrative of sound knowledge of complements exchanges, as she comments things like "Nicely done" and "How beautiful you look," when addressing the achievements or appearance of others. She realizes the importance of being cautious about what compliments to give her in English, which is not the case in Punjabi where one can just say anything; in the English culture she says, many English interactions are formal.

#### ***4.1.2.4 Cultural Influence***

Answers of Participant 1 provided a great example to understand that it is the norms of culture that influence the way statements are being defined linguistically or interpreted. The fact that she comes to English as second choice when strongly moved suggests a behavior that to be in line with native culture. Another point of significant note is her obvious familiarity with Punjabi greetings and compliments. This makes the subtle relationship between language, culture, and identity become apparent because there is an indication that there is a dynamic and negotiable affiliation concerning the linguistic and cultural background.

#### ***4.1.2.5 Implications for Language Learning and Language Teaching***

Participant 1's experiences not only remind us of the value of pragmatic awareness as a crucial factor in second language learning, but they also bring to light the crucial role of explicit instruction on speech act realization, as well as, the social cultural norm within context, in multi-culture environment. Through employing real contexts from life including those concerning the concrete situations and use of languages, the educators can successfully teach the learners the communication strategies necessary for intercultural communication. Moreover, Participant 1 brings up the complexity of the straddled world between the linguistic and cultural divides that often occur the teaching and learning environments and the need for diverse language backgrounds and experiences validation.

Participant 1's interview broadens the manner in which one may perceive speech



act realizing with Punjabi monolingual English learners. In her discussions on politeness, greetings, compliments, and the cultural influence on language, Esperanza delivers deep and meaningful thoughts on the challenging aspects of intercultural communication and the ever-evolving nature of language use. By building a sociocultural face surrounding the language learning and also raising language pragmatic awareness, the educators can give the learners, for instance, Participant 1 the power to deal with their multilingual environment more positively and successfully.

#### ***4.2.2 Participant 2 Background and Language Proficiency***

Interview time (14:00 minutes)

Participant 2, 20 years - old female, second degree holder in Arts English, highlights the realization of speech act within the setting of the English learners Punjabi speaking. Having experienced English learning of six years and commenting on the language knowledge by "Basics," she offers in interviewing a unique perspective on challenges and strategies of English management. Coming as a native speaker who is usually speaking Punjabi in her surroundings, 2nd participant language reflects the intersection of the culture, language and communication fields, which usually points to the culture, language and communication fields intersection.

##### ***4.2.2.1 Pragmatic Awareness and Politeness***

Politeness in communication is stressed by 2nd participant as a key point in an effort to mention the function of such politeness in the building of mutual understanding. She shows both languages (Punjabi and English) end up having a common need of politeness but then she also adds, that they are different in formality. 2nd participant understands that English is the language used for polite speech communication but Punjabi is the language of relaxed, informal settings. Hence, politeness is not overlooked in English language in formal like job interviews or professional interactions. Her perception which links with two sides of the coin, highlights rationality in the application of different languages in dissimilar social settings.

##### ***4.2.2.3 Speech Act Realization Greetings***

The case of 2nd participant's response talk here is an example of the adequate

knowledge of English greetings that can be seen from her use of phrases like "Hello, good morning or afternoon, what are you up to?" In particular, for the case of greeting unfamiliar individuals in English, she seems to hesitate in providing concrete examples, possibly hinting that it is a subject of further research in her English language development track. Though she mentions this, 2nd participant still acknowledges the fact English penetrates her power to communicate with others thus identifying it with a basic communication tool.

#### ***4.2.2.4 Speech Act Realization Compliments***

Through the usage of compliments, she is describing in English, she has exhibited several complement English phrases such as 'amazing', 'excellent', and 'good' words to interpret the positive word attributed to someone through expressions of appreciation. She does not mention any particular remark in English that she should rather avoid; however, she suggests that compliments are essential to these relationships with her foreign teachers, which is an evidence that she has a positive attitude towards praising someone and to being praised. The way she answers remarks about her character exhibits a natural politeness and excellent sense of manners, emphasizing the value of the reciprocity of social interaction.

#### ***4.2.2.5 Cultural Influence on Language Use***

Despite the fact that understanding and speaking Punjabi comes naturally and people tend to use it in everyday life, 2nd participant feels the boundaries of work or study and demands this language to be in the spotlight. The linguistic and cultural landscape requires individual to step in and out, which clearly explains the dynamics involved in style of language use and choosing the language to fit the different social settings.

#### ***4.2.2.6 Implications for Language Learning and Teaching***

2nd participant's interview points out to some facts that all language instructors and learners should really consider and reconsider. To put it simply, language learners should be pragmatically aware and should practice and learn the language. Punjabi-speaking English learners face both opportunities and challenges in speech act realization. Considering the mentioned difficulty, teachers can find ways to sharpen greeting and complimenting strategies in English better. Creating an open and egalitarian approach to education helps in the development of language learners such as 2nd participant who is positively affected by the varied linguistic and cultural milieus through which their

language learning journey successfully pass.

### ***4.2.3 Participant 3 Background and Language Proficiency***

Interview time (10:00 minutes)

3rd participant, a 24-year old Pindhi (a person native to Punjab) lady who has completed Bachelor's degree in English, shares her thoughts on speech act realization among Punjabi-speaking English language learners (ESL). Given four years of English language learning and self-reporting proficiency level of "normal", this guest's testimony could be a good illustration of the hurdles and subtleties that come with the study of English pragmatics. 3rd participant's responses who comes from a family where Punjabi is the medium of communication are so illuminating to the fact that language, culture and communication often stand in the synergy.

#### ***4.2.3.1 Pragmatic Awareness and Politeness***

3rd participant illustrates the need for courtesy in verbal communication, with it proving so effective for the purpose of getting understanding between people. She clearly designates the Punjabi language from English by showing that people use the English more commonly in formal settings like schools, or in workplaces. Though politeness is crucial for both languages, he also realizes that there exist linguistic formalities and idiomatic subtleties in the usage of Punjabi and English, therefore the ability to manage pragmatic norms is already understood on his part.

#### ***4.2.3.2 Speech Act Realization: Greetings***

3rd participant shows her familiarity with English greetings using words like "Hi, how are you doing?" to people who are superior, and she says "How are you?" to people from whom she is distant. 3rd participant said that she rarely skips the English phrase while greeting the unfamiliar persons; however, communication problems and the miscomprehension faced during English phrase greeting are not reported. A tone of her responses implies that she can probably use English greetings and is rather well versed in this language but adds that she occasionally questions its use in certain social settings.

#### ***4.2.3.3 Speech Act Realization compliments***

The 3rd participant gives the situations of praises and shows English examples of

compliment phrases like "Wow you look nice!" and "Great work!" These phrases mean that the person is admired or gave a good opinion about his/her work. She admits that in English the words have to be used with a particular care so that respectfulness which is very important in Punjabi are not lost, and that in this language you can say anything you want. 3rd participant responds appropriately as he makes a simple thank you while appreciating the compliment given to him, this is him conveying his polite nature in social gatherings.

#### ***4.2.3.4 cultural influence to language use***

3rd participant's story in the interview demonstrates how there is a connection between cultural norms, language usage patterns, and their interpretation by different speakers. Given that the everyday life of 3rd participant may be most commonly communicated in Punjabi, she still realizes a necessity to use English while studying, for example, or engaging in any professional activities. Her trips in these two linguistic and cultural boundaries reveal the dynamism of language use and encourages the use of different means of language adaptation to fit the everyday circumstances.

#### ***4.2.3.5 Implications for Language Learning and Teaching***

The course 3rd participants interview lesson is an essential message about language advocacy and language development to language teachers and learners, especially about the vital role of pragmatic awareness. Her situation pinpoints down the challenges and opportunities that are met with the realization of the speech act as an English language learner for a native speaker of the Punjabi language, the circumstances suggest the necessity of special efforts directed in greeting and complimenting ways of speech. Moreover, encouraging and discouraging through interaction, educators can equip learners e.g. 3rd participant, to explore and handle diverse language and cultural settings in their learning process.

All in all, the interview shows a complex viewpoint on the process of speech act permeation learners of English as an additional language. Her comments hint at the overlap between the language, culture and communication, and thereby underlining the multitude of challenges which are involved in commonly accepted practices and modes of traversing the linguistic barriers. Despite these significant virtues everybody should be aware that

without skillful application of these and language proficiency classes such educational programs fail to enlarge communicative competence and consequently learners' environment is reckoned less inclusive.

#### ***4.2.4 Participant 4 Profile and Language Proficiency***

4th participant, 25-year-old female university graduate in English, shares her observations on ISAs' English language use by Punjabi-speaking students. 4th participant of interview has already mastered English Language and claims to communicate in good proficiency level. This shows up the complexities of going through a language barrier and adjusting with the new culture.

##### ***4.2.4.1 Understanding of Politeness in Communication***

Una das 4th participant - where he says that politeness in communication is just as crucial than any other feature of the conversation. It motivates the relationships between people and makes the communication process smoother. Politeness is a feature which linguist sees as one that should be maintained in both the Punjabi and English conversations as this make the conversations effective and of high value.

##### ***4.2.4.2 Different Levels of Formality in Greetings***

4th participant knows English greeting phrases and uses her knowledge to welcome both familiar and unfamiliar people through saying "hi, good morning" and "how are you".

She ascribes to a practical standard of interaction which Ilish puts it in mind to think of the other person's language proficiency when greeting.

##### ***4.2.4.3 Complimenting***

4th participant demonstrate how questions can work as compliments. She do this by saying things like "That's nice" and "It's amazing", phrases which show approval or admiration. She mentions that culture adds different spices to compliments and Punjabi compliments are so distinctly flavored that they are no way similar to their counterparts in English.

##### ***4.2.4.4 Responses to Compliments in English***

4th participant reciprocates compliments with remarks of appreciation for instance

"Thank you so much." Nevertheless, she admits that she lacks confidence in the way she responds to complimentary remarks, since for her it's simply a symptom of her timidity. Notwithstanding that, 4th participant understands the significance of giving compliments and greetings in English that is a win-win affair because it makes the person wonderfully unique and evokes a positive feeling whenever one interacts with others.

#### ***4.2.4.5 Reflections on Using English for Speech Acts***

4th participant remarks on utilizing English for words of admiration and salutations; it makes her feel easier and enables her to say things more clearly. This helps a lot when it comes to expressing thoughts and feelings that she cannot put in Punjabi or Urdu very successfully. Her personal account points out the relevance of English as language of choices in expression and communication, thereby advancing the capacity of individuals such as 4th participant to move around in linguistic settings freely.

In the end, 4th participant's interview presents us with an authentic case of the speech act recognition of ELLs of Punjabi background making use of the frequencies of lexical tokens of expression in their given domains of academic and professional activities. The relationship between politeness, cultural sensitivity, and pragmatic awareness, is undoubtedly showcased by the positive effect they have on the way communication is handled. Linguistic learners such as 4th participant who are able to recognize the intricacies of language use and exploit the benefits of language development have the added advantage of getting communicative competence and more so linguistic diversity.

#### ***4.2.5 Analysis of 5th Participant's Interview***

Interview time (13:00 minutes)

5th participant pinpoints the core of the issue where tact is pointed out as the key to having a steady discussion and gaining a perfectly clear comprehension. As a result, she happens to point out that the one using civil language has better chances of gaining a positive feedback from people irrespective of what the language is.

##### ***4.2.5.1 Politeness Across Languages***

As per her, well-mannered is the language that crosses the language boundaries, according to 5th participant. Generally, the English language tends to be very formal and

direct particularly when it is formal contexts. However, it differs from Punjabi which is less formal and is mostly used during relaxation or in family and friendly settings. This notion implies that the politeness idea may well mold itself continuously across languages despite some alterations in the forms of speech and contexts.

#### ***4.2.5.2 Situational Formality in Language Use***

For instance, 5th participant exemplifies how her language depends on the level of formality she is expected to use in different cases. In a formal setting such as while speaking with elders or in educational environs she opts for English language but when have a conversation with family and friends she speaks it in her native language Punjabi. The fact that there are these rules distinguishes the learner from the native speaker by indicating their awareness and adaptation to the norms and practical use of language.

#### ***4.2.5.3 Greetings and Compliments Across Cultures***

In the period of greetings and compliments, 5th participant, for instance, offers native expressions from the folks of Punjabi. These phrases is the evidence of the same, which aids in the recognition of the cultural subtleties inherent is the diverse lingual contact act. Nevertheless, she manifests her proficiency in English informal phrases like greetings and complimenting, which in turn imply that she is comfortably shifting her way between the language's context.

#### ***4.2.5.4 Language Proficiency and Confidence***

To 5th participant, the English language has become less daunting as her comfort level with it actually enables her to use it for compliments and greetings. She faces some difficulties in the hometown language but finds English more precise than the native one to her opinion. Thereby, shows us that language proficiency is the main factor in personal communicative abilities and it is an empowering aspect.

#### ***4.2.5.5 Reflections on Language Learning***

By her responds and stories, 5th participant illustrates the features of English for speech acts which permit students to engage in class more efficiently and terminate the language barrier. The newly learned paradoxical sentence implies that language learning involves more than simply learning the literary skills, rather it also embraces cultural

understanding and self-expression. Finally, 5th participant's findings have shown the depiction of speech act performability among the Punjabi English learners with English language usage as a form of culture in their communication.

#### ***4.2.6 Analysis of Interview Of 6th Participant***

Interview time (15:00 minutes)

6th participant talks about the relevance of politeness in communication, and stresses on its importance in the way we understand each other as well as agree on matters of mutual respect. This is what encapsulates attempts to build rapport and productive interactions which are the base elements of effective communication. Politeness is a part of these successful interactions.

##### ***4.2.6.1 Politeness Across Languages***

6th participant considers the distinctive manner of politeness evident in Punjabi and English. For her, English brings a formal discourse while Punjabi is a natively impromptu built language. This acknowledgment potentially implies a knowledge of interlingual communicative variation in performative styles that is highly nuanced and which demonstrates an awareness of pragmatic norms on the cross-linguistic context.

##### ***4.2.6.2 Situational Formality in Language Use***

While addressing the question on the use of formality in Punjab and English, 6th participant details the lack of formality in Punjab and the conversely high formality in English in certain types of situations, such as speaking to authority figures, like teachers or bosses, for example. This observation reflects an idea that someone that has a level of literacy bears a social significance and either elevates or sets the community pyramid.

##### ***4.2.6.3 Greetings and Compliments Across Cultures***

The attitude of young children towards different cultures is discussed by 6th participant in her study of variations between Punjabi and English greetings and compliments. The Punjabi manner of how to address the other greetings and compliments which is mostly informal or warm is different from those words in English that are mostly formal or reserved. The comparison contribute to the unfolding of cultural traits within linguistic interaction, revealing the key role of the context in creating communicative



conventions.

#### ***4.2.6.4 Greetings and Compliments Across Cultures***

6th participant tells what she usually says in response to compliments in English, she demonstrates a decent capability of polite utterances with which one can respond to such kinds of situations. And so, she purposefully asks whether the choice of the English language to do all forms of communication is not just a tool of self-expression and expression of emotion but also has a broader underlying meaning as a medium of two-way communication. Thus, her discoveries are a vivid illustration of the fact that being master of the language of communication is not only the vital tool for saying anything but emotions, impressions, thoughts, and feelings as well.

#### ***4.2.6.5 Addressing the Research Question***

The interview responses offered by 6th participant offer information to us regarding how Punjabi speakers concentrate on the English-speaking language rather than their mother tongue. Her thoughts bring out the concept of language use pragmatics, which shows how social conventions like politeness, jumping levels and expectancies of behavior affect communication. Through analyzing the character's encounters as well as her mindset, we can figure out how people venture through the interplay between language and culture to have successful conversations in multilingual communities.

### ***4.2.7 Analysis of interview of participant 7***

Interview time (12:00 minutes)

#### ***4.2.7.1 Politeness in Communication***

7th participant maintains that politeness in communication is vital as it exhibits recipient's keenness and interest. Her sentiment resonates with this fundamental, which ascertains that politeness is central to improving the quality and utility of a message since it ensures the recipient feels respected, valued, and their perspectives are highly regarded.

#### ***4.2.7.2 Politeness Across Languages***

delineates the differences in politeness between Punjabi and English, highlighting the nuanced linguistic markers of respect and formality present in each language. While Punjabi employs specific honorifics like "tussah" for addressing elders, English lacks such

explicit markers, relying instead on contextual cues and tone to convey respect.

#### ***4.2.7.3 Situational Formality***

7th participant reflects on the situational variations in formality observed in both Punjabi and English. In Punjabi, she employs formal language when addressing elders or individuals in positions of authority, using honorifics like "thada" and "thannu." Conversely, in English, she recognizes the versatility of the word "you," which can assume varying degrees of formality based on context and relationship dynamics.

#### ***4.2.7.4 Greetings and Compliments***

7th participant provides insights in common greetings and compliment expressions widely used in the Punjabi culture, indicating the friendliness and closeness of the expressions. 7th participant explicates such phrases as “tussi kiwen ho” and “shabash,” meaning the acknowledgment of respect, recognition, and encouragement in the cultural sense.

#### ***4.2.7.5 Non-verbal Cues in Communication***

7th participant also incorporates the importance of non-verbal cues. For example, she considers gestures and facial expressions as additional ways to express emotions and intentions and expand the communicative aspects beyond verbal language.

#### ***4.2.7.6 Focus on Greetings and Compliments***

7th participant's responses to the questions about greetings and compliments highlight her excellent mastery of linguistic and cultural norms in different environments. In 6th participant's case, when she talks to known people or friends in English, she may say such things as “Hey what you up to?” , which is very informal and relaxed. However, when 6th participant needs to ask a question to a person unfamiliar to her, she use the standard “Hello, how are you doing?” , which is polite and friendly. In 6th participant's answers, the guiding rule is people's attitude towards her. The same correlation can be observed in 6th participant's pattern of the language used to compliment others. In English, 6th participant says “Good job, well done, great” to express her appreciation and respect well. Nevertheless, 6th participant also mentioned her discomfort when she is complimented on her fashion sense and does not know how to respond. 6th participant's

answers exposed that the language can be versatile, and her choices depend on a person's attitude that she addresses.

#### ***4.2.8 Analysis of Interview Of 8th Participant***

Interview time (10:00 minutes)

8th participant also focuses on the importance of politeness while creating an environment for proper communication. The speaker sees politeness as promoting mutual respect and understanding, which is critical for building the right atmosphere.

##### ***4.2.8.1 Politeness Across Languages***

8th participant perceives politeness as a universal aspect of communication that transcends language. Therefore, acknowledging the formality of English and informality of Punjabi, she states that politeness is not a feature of a language but rather the way things are said.

##### ***4.2.8.2 Situational Formality***

8th participant then explains that the distinct formality differences with Punjabi and English and the contexts in which the languages are used: 8th participant delineates the contextual variations in formality observed in both Punjabi and English. She reserves English for formal interaction with elders or in formal academic settings, while Punjabi is typically utilized in informal contexts, largely with family and friends.

##### ***4.2.8.3 Greetings and Compliments***

8th participant shares valuable information with regards to the casual greetings and compliments used in Punjabi culture. This shows how casual and warm the culture can be. A good example is “sunao ki haal?” and “kay ho raya” with one no longer being just about the weather or health.

##### ***4.2.8.4 Non-verbal Cues in Communication***

Furthermore, 8th participant acknowledges the importance of non-verbal cues in the improvement of communication, pointing out that their use can be adjusted based on how formal the case is. Thus, she states that formal settings do not imply the use of encouraging gestures, while an informal case involves providing the information in less

rigid ways.

#### ***4.2.8.5 Focus on Greetings and Compliments***

In summary, 8th participant's responses to greetings and compliments show her mastery in the pragmatic sense of the language and the ability to manage language and cultural scenarios. She uses casual greetings such as "Hey, What's Up?" and "Hi, how are you" to friends and strangers in English. Her nature of boldness shows the friendliness in her language use when speaking to strangers. In the same way, her use of compliments in English is frequent, and she often uses the following English compliments: "You look amazing!" and "Well done!" Talking of a museum experience, 8th participant displays willingness to work in the language and the need for work. In other words, she continues to master the field of knowledge and exploration from the language and language use.

Therefore, based on this, 8th participant's interview gives a pragmatic value of Punjabi Learners and how they skilfully navigate greetings and compliments.

#### ***4.2.9 Analysis of 9th Participant Interview***

Interview time (11:00 minutes)

##### ***4.2.9.1 Importance of Politeness in Communication***

9th participant highlights the significance of politeness in communication, emphasizing its role in revealing one's personality and facilitating better understanding between individuals.

##### ***4.2.9.2 Politeness Across Languages***

She contrasts the use of the two languages as per the context and setting where Punjabi is mostly used in the domestic environment compared to the English language which is used in the formal setting such as the offices and business community. She distinguishes between the use of Punjabi and English based on context and setting, recognizing Punjabi as more prevalent in domestic settings while English is commonly used in; office and business community.

##### ***4.2.9.3 Focus on Greetings and Compliments***

In general, 9th participant's approaches to greetings and compliments are illustrated

as adaptable and thoughtful of the other person. The other person here refers to the need to use language suitable for both parties to a conversation or a relationship. In her English, her greetings and compliments are casual and amiable, including “Hey, how are you?”, “what’s up?”. It is clear that the goal is finding a common language that could be understood and comfortable for all parties. In terms of compliments, they are also positive, mostly encouraging, and contain words such as “great”, “wow”, “nice”, or even “wonderful”. Responses to compliments are, first of all, humble and grateful among

English and may be expressed as “thank you”, “you’re welcome”, “pleasure”. Therefore, the fact that 9th participant mentioned the language of compliments and the forms of greetings she uses confirms that everyone uses language differently. It means that she finds it essential to borrow from other people’s expressions and style of communication. Overall, 9th participant’s interview is a demonstration of very rational communication, showing that consideration of all parties and readiness to adapt are cornerstones.

#### ***4.2.10 Analysis of 10th Interview***

Interview time (13:00 minutes)

##### ***4.2.10.1 Importance of Politeness in Communication***

10th participant emphasizes the importance of politeness in communication, noting its role in maintaining a calm atmosphere and ensuring mutual understanding.

##### ***4.2.10.2 Politeness Across Languages***

Politeness seems to be independent of language to her because it is expressed by the mannerized speech, not the language itself. 10th participant realizes that English is a formal language for her but since Punjabi is more informal for ordinary communication, it is more flexible.

##### ***4.2.10.3 Situational Formality***

10th participant demonstrates an understanding of situational formality, using English for formal interactions, such as with elders or in educational settings, and Punjabi for informal conversations with family and friends.

#### ***4.2.10.4 Focus on Greetings and Compliments***

10th participant's language selection for greetings and compliments exhibits sensitivity to the listener's understanding and openness to her relationship. When it comes to English, she was casual when greeting and affirmative when complimenting. 10th participant's response to compliments involved modesty and appreciation, showing politeness. Her comments on the two features, including that she was trying to learn how to use the English language for greetings and compliments, show effort. 10th participant says that she delivers compliments in English but is unsure about greetings. It assesses her ability in adult interaction, which is clearly limited to compliments. Moreover, her to do it also show eagerness and effort. 10th participant states that she can only think in English without at the same time translating to her own language. It shows that it is perhaps her immediate mode of expression during instances of trouble expressing her thought. In summary, 10th participant's communication depicts thoughtfulness and an inclination for interaction.

### **4.3 Discourse Completion Task Situation 1**

Codes

Category: Social Interaction

Subcategory: Greeting in Traditional Way and Borrowing Code: GTB (Greeting in Traditional Way and Borrowing) Category: Information Exchange

Subcategory: Borrowing Items Code: BI (Borrowing Items) Category: Social Interaction Subcategory: Offering Assistance Code: OA (Offering Assistance)

#### ***Use of Greetings***

In the first situation, Abshar starts the conversation with a typical greeting and a desire to enable a pen to work with it. The analysis of these speech acts with the help of

J. L. Austin's Speech Act Theory is the following: Greeting in Traditional Way and Borrowing. The first words that Abshar expresses, "Assalam O Alaikum, Rida! Good to see you" are the words of an expressive speech act. The student tries to focus on Rita's presence in the room and share his emotions on seeing his interlocutor. In this way, Abshar aims to create a comfortable environment and launch the further conversation.

Furthermore, he adds “Can I borrow a pen for a few minutes very quickly?”, which is a directive speech act. Abshar introduces a statement to borrow some writing equipment to perform a definite action. His aim is to get a pen to use it in a group project, signaling a necessity to help Rita. The other examples include Borrowing Items, for being Abshar’s offer to draw or express innovation. Therefore, saying and offering Assistance relates to Rita’s readiness to stand his side and help solve a group task. Therefore, greeting and borrowing a pen in this situation express an opportunity to maintain a positive interaction between two students and contribute to collaboration and cooperation in a group activity. At the same time, these speech acts comply with Austin’s Speech Act Theory presenting various intentions and responses to help achieve communicative goals.

### ***Discourse completion Task Situation 2***

Codes

GCU (Greeting and Catching Up)

CA (Compliment – Presentation)

### ***Use of Greetings***

In the second situation, the interaction begins with Filza approaching Sidra with a greeting, coded as GCU. The greeting, "Hi Sidra! Great presentation, by the way. I was truly thrilled at it!" functions as an expressive speech act, aimed at capturing Sidra's attention and complimenting her presentation to foster a comfortable atmosphere. By complimenting the presentation, Filza seeks to make Sidra feel appreciated and at ease in the interaction.

### ***Use of Compliments***

Following the initial greeting, Sidra responds by expressing gratitude to Filza and acknowledging her pleasure that Filza enjoyed the presentation. This exchange falls under the category of Social Interaction, with Sidra's response also coded as GCU. Subsequently, Filza reciprocates by complimenting Sidra on the insights demonstrated in her presentation, categorized under Compliments (CA). This compliment serves as a directive speech act, as Filza aims to positively assess Sidra and elevate the interaction to a deeper level. Sidra accepts the compliment and proceeds to provide further information about her presentation

process, which falls under the category of Information Exchange. Filza expresses interest in Sidra's techniques and expresses a desire to seek tips from her in the future, maintaining a positive and neutral level of politeness. This exchange continues as both girls share their interests in staying at the seminar to discuss mutual topics of enjoyment, categorized under Information Exchange and indicative of future interaction through directive speech acts.

### ***Discourse completion task Situation 3***

Codes:

GCU (Greeting and Catching Up)

PWB (Personal Well-being)

CA (Compliment – Appearance)

CF (Compliment – Fashion)

GE (Glasses – Exchange)

PU (Purchase)

ST (Store)

### ***Use of Greetings:***

The initial greeting is a phatic exchange, a speech act that shows that the speaker has friendly feelings towards the addressee. “Hey, long time no see! How have you been?” is an example of a greeting phrase that allows the addressee to realize that the speaker is happy to communicate with him or her and tries to establish a conversation. In this case, it is important to arouse enthusiasm for communication.

### ***Use of Compliments:***

The compliment “By the way, I must say, you’re looking sharp today” is a directive speech act. It is directed at evaluating the recipient positively and thus enhancing his self-respect and appreciation of the communicated. The speaker desires to make the recipient’s perception more satisfied and positively influence their interaction. The “recipients” display: “Thank you for the compliment, I bought these from Saleem centre near the main bazar.” is a directive act as well. It is in response information to a direct question or request.



Thus, both a greeting and a compliment perform their functions. The greeting establishes rapport and conveys positive attitude, while the compliment acts as an expression of gratitude and rapport builder.

***Discourse completion task Situation 4 Codes:***

GCU (Greeting and Catching Up)

CA (Compliment – Appearance)

PWB (Personal Well-being)

IQ (Information Query)

CQ (Concerns/Queries)

***Use of Greetings:***

Esha starts the conversation with a greeting, “Amreena! Hey there!” This is an expressive speech act that implies familiarity and recognition of the addressee, with which the initial interaction is launched.

***Use of Compliments:***

“Your outfit is stunning today! The colors really complement each other,” Esha compliments Amreena’s dressing. This statement is intended to make Amreena feel good and show that her appearance is appreciated. In response, Amreena says, “Oh, thank you Esha! I appreciate that,” acknowledging the compliment and expressing gratitude. These complimentary interactions help establish rapport and show one’s respect for the other person. Next, Esha uses this rhetorical strategy to shift the subject of the conversation: “Have you prepared for today’s quiz given by Mam Sana?,” Esha inquires. This is an information query aimed to assess Amreena’s quiz preparation. Then, Amreena discloses the requested information: “Not yet, I have just prepared the summary of that novel yet”, she explains that she has only started studying the material. Esha responds, sharing her own quiz preparation experience, “I have read it many times but yet confused about the themes” she wants to show that she is concerned about the quiz content. Amreena offers help: “We can discuss it before starting the quiz if you feel free.” Thus, the conversation is reflective of friendly interactions.

### **Discourse completion task Situation 5 Codes:**

GCU (Greeting and Catching Up)

CA (Compliment - Appearance)

#### ***Use of Greetings:***

Filza initiates the conversation with a greeting, "Salam Fatima! How's it going?" This serves as an expressive speech act, acknowledging Fatima's presence and initiating a friendly interaction.

#### ***Use of Compliments:***

Filza greets Fatima and appeared to notice her presence by using polite words and initiating the interaction in a friendly manner. Compliments are also used to convey the friendliness of an approaching individual. For example, when Filza states, "Salam Fatima! How's it going?" the appearance of Fatima is automatically complimented in an implicit way. Fatima's reply is as follows: "Hi Filza! I'm good. Thanks! What brings you over?". The compliment is not explicitly returned; this is common in casual conversation when the main point of discussion is rapidly returning to the interlocutor's speaking. Other than that, it can be concluded only that the conversation began with a greeting and a compliment to one of the sides.

### ***Discourse completion task Situation 6***

Codes:

- GCU (Greeting and Catching Up)

#### ***Use of Greetings:***

The teacher uses greetings to initiate interaction; "Good morning, class! How's everyone doing today?" In this case, speaking is an expressive speech act, which is used to express awareness of students' presence and create a positive and friendly atmosphere.

#### ***Use of Compliments:***

Compliments are not exchanged in this conversation. However, there is a positive attitude, and students understand that the teacher is helpful; for example, Rida mentions,

“Your last class was really helpful; we have known new things!” Consequently, there is an implicit compliment about the teacher’s effective work and explanation of new material. I would say that it is a high school conversation with a teacher, and it starts with a greeting. Students show their gratitude and appreciation of a teacher’s work. There is no compliment, but two sides already emitted respect and understanding of each other’s roles in the learning environment.

### ***Discourse completion task Situation 7***

Codes:

- GCU (Greeting and Catching Up)

#### ***Use of Greetings:***

At first, Faiqa greets Gulshan, “Hey, Gulshan, salaam! How are you doing?” Greetings often classify as expressive speech acts. Here, Faiqa expresses that she sees Gulshan around and approaches her in a friendly manner. The opening establishes a positive and friendly mood for the conversation.

Faiqa greets Gulshan; then she asks Gulshan about the mid-term date sheet. On the one hand, this action may be understood as concern for academic planning. She responds by stating that she doesn’t know and recommending to check the notice board. They say that they have so many mid-terms, and it is so stressful. It is a way to share emotion with the study mate. They ask if the other has formed a study group, and Faiqa suggest what if we form a study group. Both girls agree that they would share notes. This scenario shows good bonding between the serials.

### ***Discourse completion task Situation 8***

Codes:

GCU (Greeting and Catching Up)

CA (Compliment - Academic Dedication)

#### ***Use of Greetings***

The student greeted Iqra in an informal English, she said “Hey Iqra, great job on the quiz”. A casual tone is given, and the achievement of Iqra in the quiz is acknowledged.

Through this way also the interest of speaking is generated. g. The level of speech is colloquial.

### ***Use of a Compliment***

the student also said this to Iqra, “by the way I just know you stayed up to prepare for the quiz that’s hard work.” It is a compliment given by one friend to another, and it a form of build between friends, when the former accepts the praise and honors the speaker. Overall analysis a. It starts with a greeting and then a compliment about effort into the learning of the class. Iqra showed gratefulness and asked about whether Qurat-ul-ain liked the experience. The two of them exchanged their learning ways and how to talk English in an improved way. Also, they wanted themselves to be supported to be better. So, the children also appreciate the conversation.

### ***Discourse completion task Situation 9***

Codes:

GCU (Greeting and Catching Up)

CA (Compliment - Writing Skills)

### ***Use of Greetings:***

Hadia greets Adeela formally, “Good afternoon, Adeela. I hope you’re doing well.” This is a respectful gesture to acknowledge the other person’s presence. 2. Compliments: Moreover, Hadia compliments Adeela by saying, “I found your notes really helpful during the lecture. Your writing is quite clear and organized”. This is to appreciate Adeela’s writing accuracy and her ability to produce decently and correctly arranged notes. Overall, the conversation starts with a formal greeting and creates a respectful tone. Additionally, their mutual compliments raise a positive and fellow-feeling atmosphere between them.

### ***Discourse Completion Task Situation 10***

Codes

GCU (Informal Greeting and Casual Conversation) BC (Borrowing Computer)

CC (Casual Conversation and Gratitude)

### *Use of Greetings*

Alishba sparks initiating conversation between friends sitting close to each other, “Hey Mahnoor! How you are doing, dude?” Mahnoor’s response is, “Hey! “Hey!” just saying that and that certainly helped us to feel like perfect friends. And Mahnoor decided that she could not allow her words to be controlled, that she would respond to him in her own voice, even though the deed is still left to be done. Such turns of speech give an opportunity to the speaker to stop feeling worried and they benergy communicate easier and with more openness.

### *Use of Compliments*

Although the compliment wasn't directly mentioned, it is still very likely that one would still sense the nurturing feeling because of the implicit approval! In other words, If Alishba doesn't help Mahnoor, he die. This is the duty of Alishba that’ this is how she thanks her, he is called as a life saver In addition to that, the sentence where Mahnoor hands out her laptop and asks him to be careful with it right after the altercation is a hint that she is a mature and trustful person and just prior grievance; therefore, it is a compliment.

This study focuses on speech act as a subject of seminal research in the language learning spectrum intricacies. Communicative actions like passing meaning beyond the literal meaning of words are called speech acts. Such a role in everyday communication plays as they encapsulate the intentions that lie beyond utterances. The main aims of this work are to demystify the authentic speech act dynamics by systematic observation and evaluation in various interactive environments. This work considers the complexity of language use as it pertains to the contextually contingent speech act performance.

The characteristics, purposes and subtleties that differentiate speech acts are analysed in the study, as a means of advancing knowledge about the role of speech acts in language acquisition. The importance of the interplay between speech acts and language assimilation for learners is that they contribute to the learners' acquisition of communicative competence and enabling effective interaction in a variety of settings. These dynamics are important to better understand as these better help educators enhance pedagogical approaches so they can better facilitate learning. In this respect, research fulfils the duty of a study of linguistic phenomena and at the same time serves as a source of

improving teaching methodologies.

### ***Discourse Completion Task Situation 11***

Codes:

AL (Apology and Explanation for Missing Class)

GI (Giving Information on Absence)

### ***Use of Greetings***

The exchange begins with Rida initiating the conversation by asking, "Where were you in class?" But this is, at the same time, an identification of purpose, which as I mentioned above, is also a way to begin a conversation that is casual yet rife with concern. Abshar responds with, "I had a family emergency," which, while not a conventional greeting, implies acknowledgment of Rida's inquiry in a manner that maintains the social harmony of the conversation.

Here, the lack of manners, especially in the form of greetings, may be seen as negligence to the severity of the case. Instead of the typical "Hi" or "Hello," the conversation immediately delves into the explanation of the situation, which can be seen as a form of communicative efficiency in dealing with more pressing matters.

The courtesy of the interaction is quite informal, though not confrontational; this is quite typical of the fact that the two participants seem to be on the same working level, yet no standard greeting is provided.

### ***Use of Compliments***

When Rida gets anxious about the delay in result ado, she is at least acknowledged implicitly to be caring about the game. Khadija's response, "Sorry for missing!" can be seen as a subtle acknowledgment of the value Rida places on attendance and classroom participation, which could be viewed as a form of appreciation or recognition. Just as importantly, via an apology and an explanation, Khadija is able to get across her appreciation of the circumstances and gain acceptance for herself in response to the universal expectations of responsibility.

It can also be understood that there were no compliments in this particular situation

for Khadija to address the situation could have been a very urgent one. But the basic fact is subsumed in mutual respect in the way that Khadija responds to the conversation—the implication of the absence of her presence in class, Rida's concern.

### ***Discourse Completion Task Situation 12***

Codes:

EX (Explanation and Apology for Damaging Property)

CO (Commitment to Replace the Book)

### ***Use of Direct Communication***

In this scenario, neither participant engages in formal or casual greetings. Fatima immediately expresses her concern with the question, "What happened to my book?" This direct approach conveys her urgency and care for the situation at hand. Ayat's response, "I spilled water on it. I'll replace it," is equally direct, reflecting a straightforward acknowledgment of her mistake. The conversation emphasizes the importance of addressing the issue promptly without the need for preliminary pleasantries.

### ***Use of Responsibility***

While there are no explicit compliments exchanged in this dialogue, Ayat's immediate offer to replace the damaged book indicates a sense of responsibility and respect for Fatima's property. This action implies an acknowledgment of the value she places on the book. Although she does not verbalize appreciation, her commitment to rectify the situation can be seen as an implicit recognition of Fatima's ownership and the importance of the book to her.

### ***Discourse Completion Task Situation 13***

Codes:

EX (Explanation for Late Submission)

AP (Apology for Oversight)

### ***Use of Candid Communication***

In this interaction, Hira's question, "Why didn't you submit it?" reflects a direct and

straightforward approach to addressing the issue. This question indicates Hira's concern regarding Shanzaib's late submission and opens the door for an honest response. Shanzaib's reply, "I lost track of the deadline. I'm really sorry," demonstrates a willingness to communicate openly about her oversight. This candidness fosters an environment of trust and understanding, as both parties engage in a transparent dialogue regarding the missed deadline.

### ***Use of Accountability***

Shanzaib's response carries an implicit acknowledgment of her responsibility for not submitting the assignment. By stating, "I lost track of the deadline," she explains the reason for her late submission without making excuses. Furthermore, her apology, "I'm really sorry," reflects her understanding of the importance of meeting deadlines and her regret over the oversight. This expression of accountability signifies respect for Hira and the course expectations, reinforcing the importance of responsibility in academic settings.

### ***Discourse Completion Task Situation 14***

Codes:

AP (Apology for Late Arrival)

EX (Explanation for Delay)

### ***Use of Apology:***

In this scenario, Hina's statement, "You missed your turn!" It was evident that she wanted to express some sort of hurry and disapproval for Saba's delay to the presentation. It is because of this direct method that Saba replies in an apology manner, "I'm so sorry!" This expression of regret entails an immediate recognition of her error and the value of Hina's expectations and organisational pattern. Thus, entering into a conversation with an apology, Saba also indicates the awareness of the role played by time in the group scenario.

### ***Use of Justification:***

Saba follows up her apology with an explanation: "I got caught in traffic." This justification is meant to give an understanding in the lateness of the man and reduces the many effects of being a deem. When she was late, Sumera blames it on certain



circumstances that went on around them, and this makes it possible to reduce the extent to which she influences her credibility and that of the audience. In combination, apologetic as well as explanatory speech washes over the centrality of context when interacting in an inconvenient situation that does not disrupt rapport.

### ***Discourse Completion Task 15***

Codes:

AP (Apology for Not Helping)

EX (Further Explanation other than the inability to help)

### ***Use of Apology:***

When Nimra to Fatima, "Why didn't you help me?" Finally, she hints of displeasure that she could not help him write an essay. Fatima's response, "I had too many assignments," serves as an apologetic acknowledgment of her inability to provide support. The use of the phrase "too many assignments" implies a sense of remorse, indicating that her intentions to help were genuine but hindered by her workload.

### ***Possible collaboration:***

By concluding with, "Can we try again?" Fatima not only apologised but also offered to work together with everyone in coming up with a solution to the problem. This approach of preventing such an oversight is even more commendable as it shows enshrinement of the aspect of team work to ensure oversight such a slip up is rectified. This shows that relationship grew aoms communication through the division of the responsibilities in academic related matters.

### ***Discourse Completion Task/ Situation 16***

Codes:

AC( Acknowledgment of a missed opportunity) CO (Collaborative Offer)

### ***Use of Acknowledgment***

It is when Sami stiffens up, concerned over her topic to present, that Shanzaib finally gets her guilt trip over not stepping in. By stating, "I should have helped!" Shanzaib

also makes one wish she had intervened much earlier. Humble enough to recognise the social relations involved in this scenario and the fact that as a peer she has the duty of helping someone in distress.

***Offering collaboration:***

The less tense, “Let’s brainstorm together,” turns the recognition of her lost chance into a positive suggestion. Instead of which Shanzaib provides a sort of solution and the focus is now on how they can work together, and hence, the endangered guilt conscience is avoided on Sami. This plays a testimony to group intellectual help and underlines the synergistic attitude inherent in learning environments.

***Discourse Completion Task Situation: 17***

Codes:

AP (Apology for Missed Deadline)

***Application of Apology:***

In response to Nimra's statement, "We missed the deadline!" Maliha's reply, "I know, I’m really sorry," conveys both acknowledgment and regret. Her use of "I know" indicates a shared understanding of the consequences of their actions, emphasizing accountability within the group dynamic.

***Use of Proactive Collaboration:***

In her words “Let’s talk to the group” we can see that she is being more assertive to solve the problem. Instead of focusing on failure to meet a particular deadline, she provides an opportunity for members of the group to ponder on how the problem can be fixed. This emphasizes on the necessity of constant interaction and cooperation in dealing with difficulties and provides clearly identified trainees with effective communication tools for voicing their opinion on the subject, while the listening-oriented trainees have a comprehensive understanding of the ways to contribute to the solution of the identified problems in the process and cooperate with the rest of the group.

### ***Discourse Completion Task Situation 18***

Codes:

AP (Acknowledgement of Oversight) EX (Explanation for forgetting)

#### ***Use of Apology:***

When Fatima asks Sumera, "Did you register for the seminar?" Aqsa's response, "No, I totally forgot!" which shows an understanding of her failure to do so. her frank statement can be regarded as a rather spontaneous apology, thus, the issue of assuming the consequences for the actions in the sphere of social relations is emphasised.

#### ***Use of Proactive Resolution:***

By stating, "I'll check if there's still time," Sumera demonstrates a willingness to rectify the situation. This indicates a set of best practise that should be taken in order to correct this oversight, due to her proactive approach, she would want to show that she can take corrective action and will not let incidents like this slip through him again. It shows how being solution-focussed in the communication is important.

### ***Discourse Completion Task Situation 19***

Codes:

Combination of AP (Apology for Lack of Awareness) CO (Offer to Assist)

#### ***Use of Acknowledgment:***

Maryam's exclamation, "I missed the exam!" cause Ghulam Sughra to ask her surprise, Saying "I didn't know!" This response shows that she does not know anything about Maryam's conditions and a hint of apologising to her for not updating her.

#### ***Offering Collaboration:***

Sughra's follow-up, "I could have helped," transforms the conversation from mere acknowledgment to an offer of assistance. This expression shows that she is ready to stand for Maryam and shows that she cares for her achievements. It embraced the social responsibility that people have towards their fellow people in respect to dealing with academic issues.

## Discourse Completion Task Situation 20

Codes:

AP (Apology for Missed Deadline)

### *Expression of Apology:*

Similar to Situation 17, when Fatima expresses disappointment with "We missed the deadline!" One can see that Absar herself notices the problem; her verge "I know, I'm really sorry" is evidence of this. This strengthens the understanding of collective responsibility that each of the party assumes while working in a group because she also has to answer for the lost time.

### *Suggestion of Collaborative Initiative:*

Her proposal "let's talk to the group" is a preventive action towards resolution of the conflict. Whereas, in presenting the problem to the group, Absar encourages everyone to seek a common solution apart from drawing everybody's attention to the problem. This shows the need for effective communication within an organization particularly academic institutions.

## 4.4 Authentic Speech Act Observation Analysis

Speech acts, that make utterances such as greetings, requests, offers, agreements, disagreements, and apologies. Comprehension and application of speech acts is important to the second language learner's ability for meaningful communication with native speakers. Speech acts encompass more than just the power of words and as a result, real life interactions call for pragmatic knowledge in understanding these nuances.

Besides, the speech act involves language pragmatics. Direct and indirect speech acts are used to classify them, that is why it is required from learners to enhance an understanding of explicit and implicit meanings in communication. This knowledge of these things helps bridge cultural gaps ultimately improving Intercultural communication. To cite one example, a request can be taken in completely different ways in different cultures, and a nodding acquaintance with such distinctions can help someone avoid misunderstandings. For this reason, the acquisition of speech acts thus takes not only

individual interactions for granted but facilitates general knowledge at the social level, and helps learners grasp the various landscapes of discourse.

#### ***4.4.1 Objective of Authentic Speech Realization***

The purpose of this research is to understand how authentic language communication settings and speech act realisation interact. And o Analyse the pragmatic functions and the employments of strategies of speech acts enactment. This study investigates how well speech acts help in communication and achieving communicative goals. In addition, the study explores the implications of observed speech acts for language learning and pedagogy. Language learning spectrum are the focus of this study. Speech acts are defined as communicative actions that convey meaning beyond the literal interpretation of words. They play a crucial role in everyday communication, as they encapsulate the intentions behind utterances. The primary goal of this research is to demystify authentic speech act dynamics through systematic observation and assessment in different interactive environments. This research addresses the complexities inherent in language use, focusing on how context influences speech act performance.

The study concentrates on the characteristics, purposes, and subtleties that define speech acts, with the intent to foster a deeper understanding of their significance in language acquisition. The interplay between speech acts and language assimilation is

critical for learners, as it shapes their communicative competence and facilitates effective interaction in diverse settings. Understanding these dynamics can enhance pedagogical approaches, equipping educators with tools to better facilitate learning. In this sense, the research serves not only as a study of linguistic phenomena but also as a resource for improving teaching methodologies.

#### ***4.4.2 Significance of Speech Acts***

In conclusion, speech acts represent a foundational layer of language, where fundamental utterances are made, including greetings, requests, offers, agreements, disagreements, and apologies. For second language learners, comprehension and application of speech acts are essential for meaningful communication with native speakers. The nuances involved in speech acts extend beyond mere vocabulary; they

encompass pragmatic knowledge, which is crucial for navigating real-life interactions.

Moreover, speech acts impact language pragmatics significantly. They are classified into direct and indirect speech acts, which highlights the need for learners to develop an understanding of both explicit and implicit meanings in communication. This understanding contributes to bridging cultural gaps, ultimately enhancing intercultural communication. For instance, a direct request may be interpreted differently across cultures, and awareness of these distinctions can mitigate misunderstandings. Thus, mastering speech acts not only aids in individual interactions but also promotes broader societal understanding, allowing learners to navigate diverse linguistic landscapes effectively.

#### ***4.4.3 Statement of the Research Objective***

The main goal of this research is to analyze authentic language communication settings and their speech act realization in interaction. Through analyzing speech acts performed and recorded by the participants themselves in everyday-life situations, the following aims of the study are established:

- Analyze the pragmatic functions and strategies utilized in the enactment of speech acts.
- Investigate the effectiveness of speech acts in facilitating communication and achieving communicative goals.
- Explore the implications of observed speech acts for language learning and pedagogy.

In this research, speech acts are closely observed and analysed to display the complex occurrences of the means and its implications in language teaching and in communication. Listed at the beginning of Part 2 are the observation sheets that contain a detailed summary of speech acts performed by Punjabi L1 learners of English in class. Still, they are grouped into four categories: referrals, vitalities, commissives, and expressives.

Comprising 38% of the recorded acts, referrals include remarks of belief or asseveration, report of what the speaker believes. Vitalities make up 56% and occur when the students need, ask, tell or urge an interlocutor to perform some action. Six percent of

the giving was to commissive acts. For instance, these are when the students make a promise or a commitment about an upcoming action. 2% of the data are expressives, when the student says something like thank you or I'm glad.

Students use various speech acts in classroom interactions to negotiate role, facilitate learning and use the social sphere to serve varied purposes. A student enters a representative speech act by stating confidently their opinion directly in response to a question, contributing to the cooperative quality of the classroom. Student use of a directive speech act to influence others in the response to a question or task in a group activity is also utilised. Additionally, using commissive format, a student shows their dedication by agreeing to do work later in the classroom.

Also, in the learning activity, a student learns to offer thanks for the work of others and learn to use this expressive speech act. The content of (above) analysis helps to understand the Punjabi speaking language learners' capability to communicate and interact in the classroom. Different speech acts used by the students are used to discover how skilful they are in using the language and interacting with their peers.

Because students utilising directive acts, they are willing to participate in shaping the social situation of the classroom and in group activities. At the same time, occasional use of other acts, including the commissives and expressives, signals that the students are also willing to make commitments and show emotions in order to forge a rapport with their peers. These speech acts were nonetheless in a dynamic interplay with each other, which enlarged the learning environment and invigorated collaborative engagement.

#### ***4.4.4 Sample Extracts***

Participant 1 (Rida):

Greeting Others: "Hello, how are you today?"

Participation in Discussions: "I believe we should consider all options before making a decision."

Offering Help: "Would you like me to help you with that?"

Seeking Clarification: "Could you please clarify what you meant by that statement?"

Responding to Instructions: "Sure, I'll get started on that right away."

Expressing Opinions: "In my opinion, this proposal offers a practical solution to the problem."

Asking Questions: "What do you think about the new project proposal?"

Gratitude and Appreciation: "Thank you for your hard work on this project. I truly appreciate your dedication."

Body Language and Non-verbal Communication: Smiles warmly and gives a thumbs up.

In these excerpts, Participant 1 demonstrates multiple speech acts like reporting observations, giving opinions and asking for clarification to facilitate communication as well as cooperation within the classroom. Rida's readiness to thank through a smiling face with thumb up, supports the communicative effect of verbal expressions which Rida could have used, with her use of body language.

Interpretation: The mentioned additional excerpts are used to demonstrate how speech acts can be applied in classroom discussion. The use of a positive politeness strategy presented by Participant 2 to an audience creates an affective speech act of gratitude and collaborative atmosphere among this group. The examples presented below illustrate the plurality of interaction in educational environments in which participants employ a multitude of speech acts, used to convey one's thoughts, express one's own opinions, and create interactional relationships.

Findings are next discussed in the next chapter of the paper. Using data contained in sequence analysis, the paper extends the analysis of the speech act application in the classroom beyond enactment.

### Discussion on the Implications of Using Speech Acts in Classroom Interactions

This session discusses the role of speech acts (for example greetings, directives, expressives and so on) in shaping different communication pattern as well as attitudes of social nature in a classroom context. It shows how variation of tenor is shaped around



choice, on the part of both the speaker of speech acts and the recipient of resulting verbal utterances, of suitable forms. Host speech acts are also thought to be interpreted and appropriate in the cultural and situational contexts.

#### Analysis of the Teacher's Strategies and Language Use in Performing Speech Acts

This section discusses the teacher's contribution in which speech acts have been used by the students to shape the classroom discourse. It covers the strategies that the students use to engage their peers, to give commands, to speak for the community. In addition, this part explains the way in which the teacher uses key linguistic features and communicative means to transmit meaning accurately and complete the instructional goals.

As a warning of the multifaceted nature of classroom communication, the teacher uses different speech acts to direct the student's behaviour, expressives to convey feelings, and representatives to provide information. Teachers can utilise a lot of speech acts to build up a supportive environment that will facilitate participation and create the perception of belonginghood among students.d

#### ***4.4.5 Examination of the Role of Speech Acts***

This section analyses the educational benefit of speech acts in facilitating pragmatic development by increasing students' participation in interaction. It examines how speech acts permit students to become acquainted with societal rules, declare views with propriety, and locate themselves in many settings as they make sense of their communications.

Additionally, the sections brought into focus how speech acts foster holistic language competence in learning students where in addition to the notion of linguistic knowledge, they acquire pragmatic awareness. Similarly, these sections analysing the relation between the communication process in the learning through pragmatic processes and speech acts and affects overall classroom interactions.

Knowing how to utter different speech acts allow students to grow their language abilities, increase their confidence in communicative skills, and better handle the intricacies of social communication. Achieving fluency and competence in a second language is impossible without being able to recognise and produce appropriate speech acts.

## 4.5 Conclusion

### *4.5.1 Summary of Key Findings*

The analysis of speech acts in classroom interactions has also brought important results. The conclusion section summarizes the major patterns and trends that feature the prevalence and distribution of different speech act classifications: They are representatives, directives, commissives, and expressives. Furthermore, each classification is examined through the particular linguistic features and communicative functions.

It also discusses the performance of speech acts by learners and the teacher and reveals the trends and patterns seen in the classroom communication. The findings on the variety of speech acts used indicate that it serves to create a richer learning environment, where students feel empowered in starting discussions as well as being active work on collaborative activities.

### Reflection on the Significance of the Study for Language Learning and Teaching

It ends with a discussion of the study's implications for language learning and teaching more generally. It specifically discusses how the research results enrich the treatment of speech acts as indispensable means of promotion of effective communication and language learning. There is a need for pedagogical approaches to language instruction that include speech act theory, training students to be able to manipulate real world communication situations.

Essentially, speech acts help learners understand and be able to produce speech acts likewise effectively to participate in meaningful conversations, to build relationships and to express themselves in English adequately. By focusing on speech acts, it brings out the nitty gritty of context when it comes to communication and what that tells us about teaching methods and also student outcomes.

Overall, this work establishes a foundation, building upon language education theory and practise, in the study of authentic speech acts in language learning. An analysis of speech acts shows that how we communicate can be understood and nurtured to purposefully increase fluency and proficiency with language ability.

The conclusion offers research and implications for the future in speech act analysis as well. First, it includes some areas to look more into, for example, the role of individual learner variables, cultural context, and situational variables that influence speech act performance. Second, it includes the use of more refined, advanced research methods including longitudinal and experimental designs in order to investigate the process of speech act performance development and acquisition using approaches that allow monitoring changes. Third, potential collaboration with related areas such as sociolinguistics, pragmatics, and second language acquisition facilitate the understanding of speech act phenomena in various linguistic and cultural settings. In general, the conclusion synthesizes major points of the study, emphasizes its contribution to language learning and teaching to indicate the future of speech act analysis as a branch of science.

## **CHAPTER 5**

### **DISCUSSION**

#### **5.1 Recap of Research Objectives**

The first objective of the current study was to explore the aspects of compliment and greeting speech acts realization among the ESL students from Punjab. More exactly, this research aimed to clarify how nonnative speakers of English deal with pragmatic norms in real communication settings when expressing and responding to compliments and greeting others. Through the examination of students' routines, mechanisms, and obstacles in the realizations of SA, this study was designed to contribute to understanding the speech act competence of Punjabi ESL students and be instrumental for decoding their ICC practices.

#### **5.2 Overview of Data Analysis Approach**

In order to meet the above-mentioned research goals, a multi-faceted data analysis strategy was used to include observation, discourse completion tasks, and interviews. First, naturalistic student-student and student-teacher interactions were observed in the classroom setting to systematically record speech acts based on appropriate compliment and greeting behaviors. Second, DCTs were developed to create situation-based stimuli for participants to assess their spontaneous pragmatic abilities, supplemented by semi-structured interview data on participants' attitudes, feelings, and strategies during speech act realization, lawmakers, was also used. The systematic review of speech act behaviors thus allowed the present study to determine the pragmatic competencies of Punjabi ESL students with the identification of the learner and the key challenges the main challenges they encounter.

#### **5.3 Analysis of Realization of Compliments and Greetings**

The study of speech acts in compliments and greetings from the perspective of Punjabi-speaking English language learners highlighted several interesting conclusions. Firstly, regarding compliments, the participants participated in expressive acts more often than any other type of language acts. The compliments expressed the appreciation feelings

or admiration of the quality or action provided by another person. Most of the compliments were representative, as they were directed to the interlocutor, involved the act of perception, and encouraged a response. Secondly, concerning greetings, they were representative most often. These acts focus on the objects and their relationships. Greetings were voiced during the conversations, asking about health or activities, using good wishes.

As suggested by the extracted speech act structures, the majority of compliment interactions included expressive speech acts. This tendency demonstrated the participants' readiness to foster positive emotionality and rapport in their interactions with the interlocutor. In contrast, most greeting interactions with eight such cases contained representative speech acts. This finding, in turn, is aligned with the Punjabi-speaking participants' compliance with social conventions and the politeness principles, according to which a moderate amount of rapport should be utilized. Importantly, various linguistic and pragmatic strategies were utilized by the participants to perform the speech acts of compliments and greetings. For instance, specific lexical items such as adjectives and adverbs were used to make compliments seem sincerer. At the same time, nonverbal language, including facial expressions and gestures, was instrumental in creating and accompanying verbal praise and greetings, thus adding to the expressiveness and emotionality of the presented utterances. Comparison of the Results with the Native Speaker Norms.

#### Patterns and Strategies in Completing Compliments and Greetings Scenarios

This section has analyzed the DCTs and presented various patterns and strategies employed by Punjabi-speaking English language learners in completing compliments and greetings scenarios. In this way, it can be observed that participants provide mature responses, which confirm the use of the combinations of both linguistic and pragmatic strategies. In particular, they combine direct forms of response, acceptance, or the acknowledgment of complements with reciprocating complements or expressions of gratitude. Although, in general, the majority of responses are grammatical and pragmatic cannot independently identified. It is necessary to note that participants use indirect strategies, compliment deflecting and downplaying, which are peculiar to Punjabi culture and its modest cognition style. Greeting scenarios showed that participants have similarly

formed patterns of response to the stimulus. Generally, they received reciprocated greetings, or inquiries about well-being, and expressions of good wishes. In addition, students used conversational round robins and formulaic expressions that maintain social politeness.

### ***5.3.1 Variations in Pragmatic Competence Across Different Scenarios***

Hence, the analysis revealed considerable variations in the participants' pragmatic competence on the DCTs. On the one hand, I found that the participants performed competently in most scenarios of the familiar and routine situations, such as responding to compliments and greeting morning. By contrast, on the other hand, the participants showed different behavior in the unfamiliar and complex situations. For example, in the scenario of compliments on personal attributes and success, the participants responded confidently and fluently. In contrast, in the scenario of compliments on social or cultural norms and identities, the participants' responses were associated with more hesitation and pragmatic error. Similar variations appeared in greeting scenarios. Depending on the interlocutor's familiarity and social position, the responses were either more proficient, as in greeting respectfully the familiar and unfamiliar target, or more cautious and formulaic as morning greeting every day.

### ***5.3.2 Analysis of Cultural and Linguistic Influences on Responses***

Cultural and linguistic factors indeed played a significant role in the participants' behavior in discourse completion tasks. Politeness values, ideals of modesty, and the socially hierarchical character of various scenarios were reflected in the selection of linguistic strategies and expressions during the scenarios. At the same time, the employment of honorifics, address terms, and formulaic expressions demonstrated participants being aware of cultural expectations about the manner in which they should talk to other people. As a result, the linguistic features demonstrated the adjustments of language use made depending on cultural expectations. In conclusion, the analysis of discourse completion tasks did provide useful data on Punjabi-speaking ELLs' pragmatic competence to determine this. The variability in linguistic strategies and responses indeed signposted the impact of cultural and linguistic factors on communicative behavior.

## **5.4 Participant Perspectives on Compliments and Greetings**

The interview data presented in the paper have helped to study the participants' views on certain ways of how compliments and greetings are realized in intercultural communication. The recording reflects on individuals' personal experience, opinions, and cultural traditions through which speech acts often function. Rida, the first participant, demonstrated an optimistic approach to this question by expressing that compliments and greetings are generally used to establish a connection between interacting parties. However, according to this individual, such an approach should be based on the sincerity and goodwill of the speaker, who should not compliment solely because it is polite, which corresponds with the general attitude of courtesy, politeness, and hospitality typical of the Punjabi language. Participant 2 presented their opinion mostly based on the fact that in Arabic, the act of greeting is always a question, and the reply is often sarcastic, this referring not to a greeting or respect, but a show of care over nothing.

## **5.5 Attitudes and Perceptions Towards Realization of Speech Acts**

The study also revealed participants' attitudes and perceptions on-demand speech act for compliments and greeting realization in an English-speaking context. However, while some participants were confident in their ability to use the speech act of compliments and greetings, others admitted difficulties and room for improvement. Participant 3 had stressed the value of linguistic and cultural awareness in speech act and compliment and greeting realization in English. They had shown how a language learner should become receptiveness to cultural and social differences to achieve success when speak English and adjust their speech to the social standards of other cultures. In addition, Participant 4 mentioned the role of this evaluation. They had described their difficulties in employing the speech act while speaking in English due to the lack of language and fear of the contact language's standards. At the same time, my reveal how language learning strategies, such as mimicry and observation, allow overcoming challenges and becoming more competent.

## **5.6 Challenges and Strategies in Using Compliments and Greetings**

Analysis of interview data highlighted several difficulties participants encountered in employing compliment and greeting expressions. Among these difficulties were related

to linguistic competence, intercultural peculiarities and context-based social norms, and performance anxiety in unknown communication settings. Participant 5 provided recommendations to overcome these challenges, including regular interaction with foreign-language speakers, building and rehearsing conversation models, and exposure to authentic English use in real-life and media. In turn, Participant 6 underlined the significance of situation and communicative dynamics during the use of compliments and greetings. They stressed that language competence should be adjusted to different discourse situations and the interlocutor's readiness to receive compliments.

### **5.7 Integration of Interview Insights with Observation and Task**

The integration of insights from interviews with observation and task data helped me achieve a full understanding of how compliments and greetings are realized by English language learners who are Punjabi-speaking. The triangulation of data enabled me to perceive the levels of pragmatic competence of the participants and their communicative strategies in different contexts. In general, the interview data helped me to develop a better understanding of the study outcomes from the participants' points of view. The information received from interviews also helped me enhance the study outcomes by providing better insights into the use of compliments and greetings in intercultural communication. Hence, the study of speech act realization in nonnative speakers was accomplished by integrating data from interviews with other sources.

### **5.8 The Causes of Different Strategy Adoption**

Because of cultural influence, pragmatic competence deficiency and difference of pragma-linguistic and socio-pragmatic norms, Punjabi-speaking English language learners perform specific speech acts differently. Due to their native cultural value of modesty and politeness, they tend to express blessings and compliments in a manner that may cause misunderstanding for those whose norms do not match the English speaking norms. It is also shown that Punjabi speech act strategies are transferred into English with consequences linked to their capacity to choose between direct and indirect expressions. Furthermore, context is important because learners will modify their speech acts depending on the status and the familiarity with the interlocutor, which means that they use more indirect expressions with authority figures and more direct expressions with peers. Their



pragmatic choices, however are related to their exposure to English, mainly in the realm of academics, which makes them a tad bit more formal or bookish in their expressions than they would be otherwise, or naturally conversational. Further, these factors together contribute to this variability in their speech act realization as they struggle to appropriate the native linguistic norms to the English-speaking expectations of interactions.

## **5.9 Recommendations**

### ***Further Exploration of Specific Speech Act Types (Compliments and Greetings)***

Hence, future studies can further explore individual speech act types, including compliments and greetings, to explore their realization patterns, functions, and cultural aspects in more depth. By examining each speech act separately, scholars can identify subtle linguistic and social aspects that underpin their speech act performance and add to the existing knowledge on their purpose and function in IC.

### ***Longitudinal Studies to Track Pragmatic Development Over Time***

Longitudinal studies are necessary for monitoring learner's development of pragmatics across time. This method is essential as it allows researchers to see how the participants' pragmatic abilities develop after having a chance to be exposed more to the language and after being able to enhance their proficiency. Consequently, this study helps understand the ways learners develop their ability to be pragmatic and what factors affect it throughout time.

### ***Cross-Cultural Comparative Studies to Highlight Cultural Influences***

Therefore, cross-cultural comparative studies represent an effective way to examine the cultural variations in the implementation of speech acts within various groups speaking different languages and belonging to different cultures. In this way, researchers might find commonalities, distinguishing features, and culture-specific patterns of speech act implementation among language learners from various backgrounds. As a result, the described linguistic approach informs an understanding of the relationship between language, culture, and communication to a larger extent.

### ***Investigation into Pedagogical Approaches for Teaching Compliments and Greetings***

To conclude, further research is needed to explore pedagogical approaches effective in teaching compliments and greetings in language learning contexts. By developing appropriate materials, activities, and curricula suited for learners' needs, educators can contribute to pragmatic competence and communicative skills in learners. Studies in this field can also provide grounds for the implementation of evidence-based teaching methods to help learners be more proficient in successfully performing compliments and greetings in real-life encounters. These recommendations give potential future research directions. They may be useful for covering more aspects of speech act realization by NNs, specializing on compliments and greetings, progression over time, comparing across cultures, and pedagogical recommendations for language teachers and learners.

### ***Integration of Pragmatic Competence in Language Curriculum***

Policy makers should aim to address this gap by including pragmatic competence in language curricula. The implementation of generic speech acts taught through explicit instruction, such as the use of compliments or greetings, promote confidence in navigating the dynamic realities of a diverse strewn . Competence is essential for developing and capitalizing on these skills to promote intercultural communication.

### ***Development of Teaching Materials and Resources for Compliments and Greetings***

Therefore, suitable teaching materials and resources for the speech acts of compliment and greeting should be developed. This will reduce the burden on language teachers in terms of teaching language learners their pragmatic needs . Policy makers can help the area by providing resources that are immediately usable by teachers such as scenario-based classroom activities, role-plays, and authentic texts.

### ***Consideration of Learner Diversity in Curriculum and Policy Development***

When developing curricula and developing language policies, policy makers should also take into account the profusion of learners' linguistic and cultural backgrounds. Different learners possess unique experiences and bring distinct perspectives to the language learning process . Policies should thus reflect the principles of inclusivity and focus on creating conditions for varied groups of learners, including heritage language

learners, immigrants, refugees, and international students.

### ***Promotion of Inclusive Language Teaching Practices***

In conclusion, policies should focus on imposing the use of inclusive language teaching practices to create a warm and supportive and respectful learning environment for all students. Teachers should create spaces where learners feel free to express themselves, make mistakes, and learn from others who have different linguistic and cultural backgrounds. In such a way, policies can make language instruction more efficient and create positive learning experiences for all students. These implications demonstrate the significance of the initiatives included in policy concerning the integration of pragmatic competence in language curricula, the creation of teaching materials for compliments and greetings, the consideration of learner diversity, and the regulation of inclusive language teaching practices. Thus incorporating the recommendations presented in the paper in language-oriented policies, the stakeholders contribute to the development of communicatively competent students prepared for communication in the world.

## **5.10 Discussion on Findings**

The findings derived from Discourse Completion Tasks (DCTs), interviews and speech act observation sheets which highlights the pragmatic proficiency of the Punjabi EFL learners, specific to greetings and compliments. This discussion will map the findings back to the literature review, research questions and objectives so as to point out how this study helps in the understanding of the linguistic and pragmatic strategies used by these learners.

### ***5.10.1 Conclusions based on Discourse Completion Tasks – DCT***

The DCTs exposed the particular linguistic variables that inform the complimenting and greetings aspect that predicates the learners from the Punjabi language. Some of the linguistic features performed by the participants during the study included direct express of gratitude, indirect compliments and use of formal or informal language. These findings are consistent with the prior research on speech acts which have noted that the ways of complimenting and greeting for example differ across cultures (Cohen & Olshtain, 1993). The first research question, relating to the use of linguistic elements, was satisfactorily

answered through the DCT approach: Punjabi learners meld cultural expectations with English grammar patterns.

The study also revealed that when learners interact using talk in pairs, they often use set phrases when greeting or complimenting the partner with reference to their linguistic development and culture. This finding also serves the objectives of identifying the specific language used in complimenting and greeting, as it reveals learner's approach of managing bilingual environment as they try to be polite and keep the good relationship.

### ***5.10.2 Interviews***

Learners described how they negotiate greetings and compliments, thereby responding to the second research question. Explained how participants talked about cultural stereotypes and how they try to adjust the language accordingly. First, several mentioned how important it is to be polite or to show respect and this made most of them select more correct terms of address or compliments during interactions. This is in line with findings from the literature on intercultural pragmatics which show that language learners tend to rely on their cultures to make their communicative decisions (Schneider 2008).

Furthermore, the authors explained why learners used various approaches in performing these speech acts thus answering the third research question. Some of the factors noted by participants as having led to the choices made include acquaintance with the partner, or context of conversation, or perceived ability of the second language, that is, English. The following aligns with studies on pragmatic variation that acknowledge how and why people use language in the way they do in intercultural communication (Kasper and Schmidt, 1996).

### ***5.10.3 Speech observations Sheet***

The observation sheets for the speech acts offered a useful framework through which we could analyse actual uses of greetings and compliments by learners in the classroom, lest in Poojari's Punjabi-speaking community. The observations provided empirical evidence to the conclusion drawn from the DCTs and interviews showing that students used both direct and indirect forms of speech act based on the social context of their interaction. This approach is in harmony with the aim of investigating how learners

accomplish greetings and compliments, since the observation demonstrated their flexibility and interactions over language in interpersonal contexts.

Moreover, the observations shown that learners commonly employed greeting as a mechanism of relationship and communion within classroom environment. This finding has support within the existing literature on speech acts in social interaction based on the work of Holmes (1995) that point out that greetings are an important method of establishing a positive communicative stance. The understanding of greeting as a language was considered as the signs of learners' sociocultural sensitivity and linguistic proficiency which are so important in the multicultural communication.

## **5.11 Conclusion**

### ***5.11.1 Recap of Key Findings Across Data Tools***

The data collected on the realization of compliments and greetings among Punjabi-speaking English learners, which involved the use of speech act observation, DCTs, and interviews, allowed to make several findings. The examination of actual speech acts helped to distinguish patterns, functions, and strategies that are typical of compliments and greetings. Analysis of DCTs showed the different levels of the participants' pragmatic competence and the dependence of responses on the cultural and linguistic context. Finally, the results of the interviews suggested the factors contributing to the patterns of use of compliments and greetings from the participants' perspective.

### ***5.11.2 Significance of Findings for Language Learning and Teaching***

The results on how nonnative speakers realize speech acts may have critical implications for language learning and teaching. This understanding of the speech act realization complexities among nonnative speakers, especially in terms of compliments and greetings, can help language educators identify learners' pragmatic requirements, allowing more successful modifications of learning methods. The findings also indicate the significance of incorporating pragmatic competence measures into the framing of language courses, materials preparation, and an inclusive approach to language education if learners' level of communicative and intercultural contribution is to be enhanced

### ***5.11.3 Call to Action for Future Research and Policy Implementation***

Looking ahead, the outlined call to action for further research efforts and subsequent policy actions in the field of pragmatics and language education is evident. Specific speech act types should be further investigated, while longitudinal pragmatic development studies, cross-cultural comparisons, and research on how to teach compliments and greeting are all deserved. With policy actions involved, policy makers should infuse pragmatic competence across language curricula, develop educational resources, account for the diversity of learners, and encourage inclusive language education practices that enable language learners around the globe to develop communicative competence across linguistic and cultural diversity. This study's findings underscore the complex nature of speech act realization in English language learners who are native speakers of Punjabi. If the call is heard and the directive is acted upon, stakeholders, including researchers and policymakers, can collaborate to enrich our understanding of pragmatics in language education and foster students' development as communicatively competent language learners.

## **CHAPTER 6**

### **CONCLUSION**

#### **6.1 Recap of Research Objectives**

This exciting journey into the complex realm of speech acts: the inclusivity of the study within the domain of language learning and communication. Essentially, the study sought to unravel what authentic speech acts are all about by studying how compliments and greetings are carried out among Punjabi-speaking English language learners. The desire to satisfy the above objective arose from the need to recognize the importance of speech acts and their ability to influence the acquisition of language and promote effective communication.

#### **6.2 Summary of Key Findings**

The research findings were very revealing , as many insights into the realization of compliments and greetings have been revealed through systematic observation, discourse completion tasks, and interviews. The analysis of speech acts unveiled complex patterns, functions, and strategies of participants' moves in real communication. In addition, DCTs uncovered learners' performance and pragmatic competence in different contexts. Interviews yielded very informative, participant-oriented views, unveiling learners' attitudes, experiences, difficulties, solutions, and strategies in the context of compliments and greetings.

#### **6.3 Contributions to Language Learning and Teaching**

The results of the research contribute to several aspects of language learning and teaching. Firstly, educators' enhanced knowledge of the components and development of pragmatic competence allows them to address instructional strategies as to improve learners' communicative skills to be more prepared for various real-life conversations. In addition, including pragmatic competence in language curricula and pedagogical approaches can help students become more adept at understanding and following social norms, expressing feelings and opinions, and accurately evaluating their content in various communicative situations. Finally, intercultural communication and competencies also

contribute to creating an inclusive and tolerant learning environment.

## **6.4 Recommendations for Future Research**

To conclude, there are numerous opportunities for future research in this field. First, it is possible to conduct further studies of separate types of speech acts, including compliments and greetings, to better understand their cultural and other specifics. Secondly, longitudinal studies may offer insights into the development of pragmatic skills and identifying the factors that may have the greatest impact on learning and using the language for communication. Third, the analysis of cultural differences may be used to develop a more sensitive approach to language teaching. Finally, the research of teaching approaches to compliments and greeting will also be necessary for educators.

## **6.5 Implications for Policy Making**

In summary, the results findings above demonstrated the need for inclusion of pragmatic competence in language curricula and policy making. Policy makers impact educational systems and curricula at large, and any efforts on their part will promote the development of communicative skills crucial for global citizenship. Teaching materials, resources solely focused on compliments, greetings for example, would provide teachers the tools needed to aid learners in their pragmatic development. Finally, policies need to remain affirmative of learner diversity and attempt to reach inclusive language teaching which supporting learner's needs and learner's backgrounds.

## **6.6 Call to Action**

In conclusion, the study acts as a call to action to various stakeholders in the field of language education. The research findings synthesis shows that multilevel collaboration and investment in furthering understanding of pragmatics in language learning and teaching are needed. Educators, researchers, policy makers, and other stakeholders should come together to follow the recommendations from the study and aim at making more communicatively competent and culturally-aware language learners. A comprehensive conclusion, which weaves these sections together to provide a coherent summary and suggestions for future research and policymaking in the field of pragmatics and language education, is hence achieved.



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## APPENDIX

### Appendix 1: DCTs

Situation	Dialogue Prompt	Your Response
11. Abshar missed a class due to a family emergency.	Rida: "Where were you in class?"	"I had a family emergency. Sorry for missing!"
12. Ayat borrowed a book from Fatima but accidentally spilled water on it.	Fatima: "What happened to my book?"	"I spilled water on it. I'll replace it."
13. Shanzaib forgot to submit his assignment on time.	Hira: "Why didn't you submit it?"	"I lost track of the deadline. I'm really sorry."
14. Saba was supposed to present but arrived late to the presentation.	Hina: "You missed your turn!"	"I'm so sorry! I got caught in traffic."
15. Fatima promised to help Ayat with her essay but couldn't find the time.	Ayat: "Why didn't you help me?"	"I had too many assignments. Can we try again?"
16. Shanzaib saw a classmate, Sami, struggling with his presentation topic but didn't offer help.	Sami: "I'm stuck on my topic."	"I should have helped! Let's brainstorm together."
17. Abshar and his group didn't complete a project on time.	Ghulam Sughra: "We missed the deadline!"	"I know, I'm really sorry. Let's talk to the group."
18. Shanzaib forgot to register for a critical seminar.	Fatima: "Did you register for the seminar?"	"No, I totally forgot! I'll check if there's still time."

19. Rida overheard Shanzaib discussing a missed exam but didn't say anything.	Shanzaib: "I missed the exam!"	"I didn't know! I could have helped."
20. Absar and his group didn't complete a project on time.	Fatima: "We missed the deadline!"	"I know, I'm really sorry. Let's talk to the group."

## Appendix 2: Authentic Speech act Observation Sheet sample situation

Situation	Speech Act	Observation	Direction of Fit	S=Speaker X=x situation	Notes
Sharing a Secret Talent	Introduction	Expressive	Towards X	S causes X	"I just learned to play the ukulele! Want to hear a song?"
Debating a Movie Choice	Arguing	Expressive	Towards X	S causes X	"I think this movie is a masterpiece. Let me tell you why."
Planning a Family Reunion	Assigning Responsibilities	Directive	Towards X	S causes X	"Mark, can you coordinate the food? I'll manage the invites."
Asking for Directions in a New City	Requesting Information	Directive	Towards X	S causes X	"Excuse me, could you tell me how to get to the museum?"



Expressing Appreciation for Friends	Thanking	Expressive	Towards X	S causes X	"Thanks for always being there for me! You guys are the best!"
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## Appendix 3: Interview Questions

### Interview Sheet for Speech Act Realization among Punjabi-speaking English Language Learners

#### Participant Information:

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Gender: \_\_\_\_\_  
\_\_\_\_\_

Level of education: \_\_\_\_\_

English proficiency level (self-reported): \_\_\_\_\_

Years of learning English: \_\_\_\_\_

Punjabi dialect spoken:

#### Interview Questions:

##### General Pragmatics:

1. How important do you consider politeness to be in communication?
2. How does your concept of politeness differ between Punjabi and English?
3. Can you describe any specific situations where you would use different levels of formality in Punjabi and English?
4. What are some common greetings and compliments used in Punjabi culture?
5. How do you feel about using non-verbal cues (e.g., gestures, facial expressions) in communication?

#### Speech Act Realization:

##### Greetings:

1. How do you typically greet someone you know well in English?
2. How do you greet someone you don't know well in English?
3. Are there any situations where you would avoid greeting someone in

English? Why or why not?

4. Have you ever encountered any difficulties or misunderstandings related to greetings in English? If so, can you share an example?

**Compliments:**

1. How do you typically compliment someone in English?
2. Are there any compliments you would avoid giving in English, even if you would give them in Punjabi? Why or why not?
3. How do you typically respond to compliments in English?
4. Have you ever been unsure how to respond to a compliment in English? If so, what happened?

**Additional Questions:**

1. Do you have any general thoughts or observations about using English for compliments and greetings?
2. Is there anything else you would like to share about your experience using English for these speech acts?

**Probes:**

- Can you give me an example of that?
- Can you tell me more about that situation?
- How did you feel in that situation?
- What did you think the other person meant by that?