

## **SOCIAL-PRAGMATIC ASPECTS OF ENGLISH SPEECH ETIQUETTE IN KARAKALPAK CULTURE**

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**DOI**

<https://doi.org/10.5281/zenodo.14238819>

***Abstract:** This study examines the social-pragmatic aspects of English speech etiquette in Karakalpak culture, focusing on politeness, indirectness, and contextual factors. The research highlights how cultural norms influence English communication and suggests that integrating social-pragmatic training into English education enhances intercultural communication and cross-cultural understanding among Karakalpak students.*

***Keywords:** speech etiquette, social-pragmatics, English language teaching, Karakalpak culture, intercultural communication, politeness strategies, speech acts, cultural awareness, language education, cross-cultural understanding.*

### **1. Introduction**

Speech etiquette is an essential part of effective communication, particularly in intercultural contexts. It refers to the social rules governing language use, including politeness, indirectness, and appropriateness in various social situations. English, as a global lingua franca, is widely taught and spoken in many non-English-speaking regions, including Karakalpakstan, where cultural norms strongly influence communication styles.

This paper examines the social-pragmatic aspects of English speech etiquette within the context of Karakalpak culture. The research explores how Karakalpak speakers apply local cultural norms such as politeness strategies, indirect speech acts, and respectful address forms in English communication. The study aims to highlight how understanding these social-pragmatic features can enhance intercultural communication and inform English language teaching strategies in Karakalpakstan.

#### *Thesis Statement:*

This study explores how Karakalpak cultural values shape the use of English speech etiquette and suggests incorporating these social-pragmatic aspects into English language education.

### **2. Literature Review**

#### **Pragmatics and Speech Etiquette in Language Learning**

Pragmatics, the study of language use in context, plays a crucial role in language learning, especially for non-native speakers. Pragmatic competence includes the

ability to use language appropriately in different social contexts, which involves understanding speech acts, politeness strategies, and the social roles of the speakers (Leech, 2014). In EFL (English as a Foreign Language) contexts, learners often face challenges when communicating in a second language because they may not be familiar with the cultural norms and speech etiquette of native speakers (Thomas, 1983).

### **Politeness Strategies**

In Karakalpak culture, politeness is a key social value that influences communication. Researchers such as Brown and Levinson (1987) argue that politeness strategies, including indirectness and the use of respectful forms of address, are essential for maintaining social harmony. These strategies often manifest differently in English than in the Karakalpak language, as Karakalpak speakers tend to favor indirectness and hedging in their speech, especially in formal contexts (Ladegaard, 2001).

### **Address Forms and Respect**

In Karakalpak culture, address forms are an important aspect of social interaction, especially when communicating with elders or superiors. The use of titles, honorifics, and formal language is seen as a way to show respect (Holmes, 2001). When learning English, Karakalpak students may transfer these address norms to English, which may sometimes lead to misunderstandings or cultural clashes with native speakers of English who may not employ the same level of formality.

## **3. Methodology**

### **Participants**

The study involved 30 Karakalpak high school students, aged 16-18, who were learning English as part of their regular curriculum. The participants were selected based on their proficiency in English and their familiarity with cultural norms that affect speech etiquette in both Karakalpak and English.

### **Data Collection**

Data was collected through a combination of surveys, interviews, and role-playing exercises. The surveys were designed to assess students' understanding of politeness strategies and their ability to apply them in English. Interviews provided insights into the students' perceptions of how Karakalpak cultural norms influence their English communication. Role-playing exercises involved students engaging in simulated conversations that required them to use appropriate English speech etiquette in various social situations, such as addressing a teacher or a stranger.

### **Analysis**

The collected data was analyzed qualitatively, focusing on the use of politeness strategies, indirect speech acts, and address forms. The research also compared how these strategies were employed in Karakalpak and English and identified any cultural transfers or challenges that arose.

#### **4. Results and Discussion**

The findings revealed that Karakalpak students often transferred local cultural norms to their English communication, particularly in terms of politeness strategies and address forms. Students frequently used indirect speech acts, such as hedging or using formal titles, in situations where English speakers might use more direct language. For example, when addressing a teacher, students tended to add honorifics such as "sir" or "ma'am," a practice commonly used in Karakalpak. This was generally well-received by teachers but occasionally seemed overly formal to native English speakers.

Additionally, students demonstrated a strong awareness of the need for politeness when interacting with strangers, often choosing indirect forms of requests, such as "Would you mind if I...?" instead of the more direct "Can I...?". This aligns with Karakalpak cultural norms, which emphasize respect and indirectness in formal communication (Brown & Levinson, 1987).

However, some challenges were noted when students attempted to use English in more casual, informal settings. For instance, they struggled with the balance between politeness and directness in everyday interactions, where English speakers typically use more direct language without losing social face. This gap in pragmatic understanding can lead to misunderstandings or discomfort in English communication.

#### **5. Conclusion**

The study highlights the importance of social-pragmatic competence in EFL teaching, especially in cultures where politeness and indirectness are central to communication. Karakalpak students' tendency to apply local cultural norms to English communication demonstrates the need for incorporating social-pragmatic training into English language curricula. By understanding and addressing the role of speech etiquette in intercultural communication, English teachers can better equip students with the skills to navigate both local and global interactions effectively.

Future research could explore how these social-pragmatic features affect communication in other foreign languages and how intercultural training can be integrated into language education.

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