

Pragmalinguistic aspect of Direct Address in Teaching English to B2 level students

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## Introduction

Education, Training and upbringing the younger generation are the products of the consciousness and mind and they are the factors that determine its development. Therefore, without changing the system of education, without changing the mind of the people we cannot change the society<sup>1</sup>.

The qualification paper deals with the study of the pragmalinguistic aspect of Direct Address in Teaching English to B2 level students according to the classification of CEFR. This presents a certain interest both for theoretical investigation and for practical usage. We have the full basis to approve that many linguists have brought the invaluable contribution to studying various properties of the pragmalinguistic aspect of direct address. They have created necessary theoretical preconditions for describing the pragmalinguistic aspect of Direct Address. Also I looked through the works written by the scholars of our university like M. Iriskulov, A. Sadikov, T. Ikramov, M. Rasulova, A. Kuldashev, B. Juraev, I. Ibrogimhodjaev and T. Madrahimov.

The **topicality** of the investigation is expressed on the one hand by the profound interest in learning the direct address, on the other hand by giving a detailed analysis of pragmalinguistic aspect of direct address in teaching English to B2 level students.

The **aim** of this research is a detailed study of the pragmalinguistic aspect of direct address in English, and the structural patterns with them.

According to this general aim the following particular **tasks** are put forward:

1. To study of the literature on the problems of communicative means and pragmalinguistic aspect of speech acts in Present Day Linguistics.
2. To review the problems of different forms of address as the essential means for social communication and various types of Direct Audience Address in literary genre.

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<sup>1</sup> O'zbekiston Respublikasi Prezidenti I.A. Karimovning 2012 yil 10 dekabrda PK-1875 sonli qarorida

3. To analyse the pragmalinguistic aspect and communicative –pragmatic features of the direct address forms in English and Uzbek languages in Present Day English.

4. To compare official naming the person in direct addressing in English and Uzbek languages.

5. To analyse functional properties of the most important words and phrases to make a conversation

6. To describe the advanced strategies on teaching English to B2 level students and to reveal essential principles and procedures of direct instruction.

7. To analyse the ways of direct addressing teachers in different countries.

The **methods** of investigation used in this research are as following: complex approach to the study of the sentences in the direct address, including pragmalinguistic, morphological, structural, distributional way of analysis of the English language unit.

The **object** of given investigation is the direct address in the English and Uzbek languages.

The **subject** is the functional aspect of the choice in direct address in the English and Uzbek discourse.

**Hypothesis of the research.** Direct Address is one of the aspect of pragmalinguistic analysis of the spoken discourse. address can be called as a pragmatically coloured language unit. There are the following types of the direct address.

A) Anthroponymic address.

B) Regulative address.

There are the following types of regulative address:

1) addresses of relative relation: *father, daddy, mum, etc.*

2) service address: *doctor, barman, tailor.*

3) socio-personal addresses: *madam, miss, lady, etc.*

4) functional-positional, eg.: *manager, president, etc.*

5) service subordination (military): *captain, major, etc.*

6) political: *honor, knight*.

7) emotional-descriptive: *darling, dear*.

8) emotive characterizing – *crank, silly, soft, nut*.

Therefore, they are very necessary for the learner of the language to master and use them in the corresponding communicative acts.

**Methodological basis of research** is Decree of the President of Republic of Uzbekistan about development of languages, education and science, the national programme on a professional training, and also basic researches in the field of the theory of linguistics, in particular Theoretical Grammar of English and Comparative Typology of English and Russian Languages.

The **novelty** of work is determined by the analysis of the works of leading scholars, concrete results of investigation, and the problems and specificity of the linguistic status of the direct address in the English and Uzbek languages.

**Theoretical value** is that it can serve as a basis for studying pragmalinguistic aspect of Direct Address in Teaching English to B2 level students. It will allow understanding the importance of studying pragmalinguistic aspect of Direct Address, which are most of widely formed with the help of the contextual properties.

**Practical value** of this work is that the theoretical statement of this paper can be used in delivering lectures and seminars on theoretical grammar, general linguistics, typology, and methodology of Teaching English.

The **material** includes:

1. Different literature like monographs, dissertations, articles on the problems discussed.

2. The books of English, Russian and Uzbek authors published in the last few years.

3. Magazines and journals containing articles on teaching technologies.

4. The internet websites.

The **structure** of the given qualification paper consists of an introduction, three chapters, a conclusion and a bibliography.

## **Chapter I. The study of the literature on the problems of communicative means in Present Day Linguistics**

### **1.1 On the problems of pragmalinguistic aspect of speech acts**

While the field of pragmatics in its widest sense is constituted of many diverse approaches (without clear-cut boundaries) united by a common functional (social, cultural, cognitive) perspective on language in communication, **pragmalinguistics** (linguistic pragmatics, pragmatic linguistics, internal pragmatics) focuses primarily (though not exclusively) on the study of linguistic phenomena (i.e., code) from the point of view of their usage. As it is impossible to offer an exhaustive definition of pragmatics, it might be easier simply to present a list of the topics studied: deixis, implicature, presupposition, speech acts and aspects of discourse structure.<sup>2</sup>

The phenomenon of **deixis** fixes the utterance in the physical and social (**social deixis**, which includes **person deixis** and **attitudinal deixis**) context of its use. Deixis, which may also be used 'self-referentially' to point to itself, is realized by indexical (deictic) expressions, such as personal and possessive pronouns, adverbials, verbal categories of person and tense, but also by politeness and phatic formulae.

**Presupposition** represents the amount of information assumed to be known by participants (background knowledge, common ground) and has direct impact on how much is explicitly said and how much remains implicit. Since it is normally not necessary, let alone possible, to be fully explicit, a certain level of balance is strived for by the participants who take into consideration various factors; for example, the medium of writing tends to be more explicit as participants do not share the time and space, often an unknown (general) addressee is projected with whom the amount of the shared knowledge can only be estimated.

The theory of **speech acts** concerns the language user's intention to attain certain communicative goals by performing acts through the use of language. From the stylistic perspective, Austin's three types of speech act (*locutionary*,

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<sup>2</sup> A Student's Dictionary of Language and Linguistics, (Reference) P 29 .T69 1997, 250p

*illocutionary, perlocutionary*) are of special relevance, since it is esp. the variety of possible illocutions (i.e., uses which language can be put to) which offers innumerable choices. The types of speech acts as proposed by Searle (*assertives, directives, commissives, expressives, declarations*) are (loosely) associated with certain linguistic categories (utterance types). Of special significance is the relation between locution (locutionary meaning or propositional meaning) and illocution (illocutionary meaning, or illocutionary force) as this is not always of the one-to-one type: one locution may have more than one illocution. For example, *The dinner is ready* may be announcement, invitation, threat, command, etc. Conventionally, this utterance will be interpreted as an invitation to join the table rather than an announcement, hence an example of an **indirect speech act**. The use of indirect illocutions in preference to direct ones is often driven by the need to protect partner's face (i.e., politeness concerns, esp. in requests and refusals). Similarly, the strategy of **hedging** is used to play down the illocutionary force of utterances (while demonstrating the metapragmatic awareness by explicitly referring to CP maxims) while employing a variety of linguistic manifestations (hedges, mitigators: sort of, kind of, in a sense, I hate to say this, partial agreement before presenting disagreement: Yes, but..., using performatives in business correspondence: *We are sorry to have to tell you...*, etc.). **Weasel words** are used to temper the straightforwardness of a statement making thus one's views equivocal (e.g., *borrow* instead of *steal*, *crisis* instead of *war*); in the pejorative sense they help avoid responsibility for one's claim (e.g., The results of the experiment appear to be in direct contradiction with the stated hypotheses). Explicit use of performative verbs may cause a shift in formality level and create an atmosphere of authoritative claim (*Sit down, I beg you*).<sup>3</sup>

What is implied can be, and often is, 'strategically manipulated' with, if not for outright lying, then certainly for attaining our goals in mundane conversational encounters. The **conversational implicature** was proposed as a rational model guiding conversational interaction. Better known as the **Cooperative Principle**

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<sup>3</sup> Sankoff, Gillian. *The Social Life of Language*, P 35 .S2, 2013, 600p.

(CP), it includes four conversational maxims: quantity, quality, relation, manner. Although presupposed to be adhered to by the participants, the maxims are often deliberately flouted, e.g., in phatic or small talk (quantity), 'white lies' (quality), humour, irony, teasing, banter, puns (manner), topic shift, seemingly irrelevant remarks whose relevance is implied and may only be disclosed by inference (relation). Some **tropes** (figures of speech) are built on the breach of CP: hyperbole (exaggeration: to wait an eternity), litotes (understatement, esp. that in which an affirmative is expressed by the negative of its contrary: *not bad at all*), tautology (repetition: *War is war, and there will be losers*), paraphrase, euphemism, metaphor and esp. irony (conveys a meaning that is the opposite of its literal meaning: *How nice!* said after someone's I failed another exam). The maxims of CP are successfully applied in literary stylistics, for example in order to draw 'pragmatic portraits' of fictional heroes.<sup>4</sup>

As can be seen from the previous examples, the maxims of CP are often conventionally suppressed in favour of maintaining the 'social equilibrium' which may be just as important as the cooperation itself (it may even be more important as in white lies, i.e., minor, polite, or harmless lies). The need not to cause any damage to and to uphold each others' **face** (e.g., not criticizing the quality of service or food in the restaurant directly) is the central problem of the theories of **politeness**. G. Leech proposes the six maxims of **Politeness Principle** (PP) as a way of complementing the CP and thus 'rescuing' it from serious 'trouble' (i.e., accounting for the situations when a strict adherence to CP would be unacceptable): tact, generosity, approbation, modesty, agreement, sympathy.

The tact maxim regulates the operation of the directive speech acts (which are marked with highest face-threatening potential) and addresses the dominant type of politeness which, with regard to the addressee, can be 'measured' on the **cost-benefit scale**: the more costly an action, the less polite it is, and, conversely, the more beneficial it is to the addressee, the more polite it is. This helps explain why, for example, imperative mood is not necessarily associated with

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<sup>4</sup> Bryant, Margaret. *Modern English and Its Heritage*, PE 1072 .B75, 2000, 300p

impoliteness: *Bring me some water* vs. *Have another drink*. Next, **optionality scale** is used to rank options according to the degree of choice offered to the addressee - the degree of politeness matches the degree of indirectness (tentativeness), and, vice versa, increased directness results in greater impoliteness (e.g., *Lend me your car* vs. *Do you think you could possibly lend me your car?*). It appears that while imperatives offer little option of whether or not to comply with the action requested (*Give me some change*), questions (*Have you got a quarter, by any chance?*), hypothetical formulations (*Could I borrow some money?*), and ones using negatives (*You couldn't lend me a dollar, could you?*) provide greater freedom to deny that request. Of course, politeness formulae (please) can always be added to give extra politeness.

We should also differentiate between **absolute** and **relative** politeness; in the absolute sense, *Lend me your car* is less polite than *I hope you don't mind my asking, but I wonder if it might be at all possible for you to lend me your car*. However, in some situations, the former request could be over-polite (among family members) and the latter one impolite (as an ironic remark).

The aspects of **face** (i.e., a self-image or impression of oneself presented publicly) are studied within the theories of politeness among which a prominent place is held by Brown and Levinson's model. They claim that in any social interaction participants devote much of their time to **face-work**, i.e., strategies attending to aspects of their own face (viz. attempting not to lose it) as well as of other's face (not threatening it by performing a **face-threatening act**, such as requesting, denying an invitation, rejecting an offer, or an other-repair).<sup>5</sup>

There are two types of face: **negative face** (the freedom of individual action, a desire to be unimpeded) and **positive face** (the need to be treated as equal, a desire for approval). Corresponding to these are the two types of strategies: **negative politeness strategies** (strategies of independence, also called deference politeness strategies) attend to hearer's negative face and include the use of expressions indicative of indirectness, tentativeness, impersonality, social distance:

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<sup>5</sup> Cherry, Colin. On Human Communication: A Review, A Survey, and A Criticism, P 90 .C55 1966, 300p

mitigators (*Sorry to interrupt, but...*), euphemisms and politically correct language; **positive politeness strategies** (strategies of involvement, also called solidarity politeness strategies) attempt to save hearer's positive face by emphasizing closeness, intimacy, commonality and rapport.

The key factors determining the choice of appropriate strategy are, a) the relationship between participants, i.e., their relative power (social status) difference, and their social distance (the degree of closeness), and, b) the degree of imposition/urgency (K.C.C.Kong adds a mutual expectation of relationship continuity as another factor). Depending on the degree of threat upon the addressee's face, five **politeness strategies** can be identified: a) **bald-on-record** (open, direct) in case the risk of loss of face is minimum (*Fetch me some water*); b) **solidarity politeness** which addresses the common ground (*I know I can always rely on you, could you lend me your typewriter?*); c) **deference politeness**, when the imposition is serious (*I hate to impose on you but I wonder if you could possibly let me use your computer?*); d) **off record**, an imposition is so great that it must be proffered indirectly (*I'm all out of money - this may be a source of ambiguity since it is up to the hearer to interpret this as a request*); e) **not saying anything**, since the threat of loss of face is too great<sup>6</sup>.

From the viewpoint of language users' intentions, their choices from the total pool of resources and the effects upon other participants, the legitimacy of the pragmatic perspective for stylistically-oriented study can hardly be denied.

## 1.2 On the problems of different forms of address as essential means for social communication

What do we really know about Britain, how do we picture the face that would initially seem so accessible to outside eyes? In our opinion there is no mask more enigmatic than this open face. These words are profoundly true. We<sup>7</sup> are sure they make both the teachers and learners of English as a foreign language pause and think. There is no doubt, that all in all we know far more about Britain and the

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<sup>6</sup> Cherry, Colin. On Human Communication: A Review, A Survey, and A Criticism, P 90 .C55 1966, 300p

<sup>7</sup> Sapir, Edward. Selected Writings in Language, Culture, and Personality, P 27 .S33, 2003, 550p; Hungerford, Harold. English Linguistics: An Introductory Reader, P 25 .H8, 1998, 250p..

British than we do, say, about New Guinea and its inhabitants. We have common roots in European culture, our nations have long been acquainted with each other's culture, and in particular with the literature which portrays national character in artistic manner. On the other hand we are aware of the differences between the British cultural, political and social heritage and that of this country.

As it is known culture in its broad sense has two major aspects. One is the history of civilization. The other component of culture is a sociological one: the attitudes, customs, daily activities of a people, their ways of thinking, their values. In this country traditionally the "culture" element is generally represented in English language teaching by the geography and history of Great Britain, and its achievements in sciences or the arts. At the same time the sociological component of culture is often overlooked. Meanwhile without proper understanding of a certain system of views and ideas, habits and customs of British people it is impossible to communicate with them naturally. A person who has studied English as a foreign language without paying attention to its cultural content and background will have a limited or distorted use of the language. He may not be aware of the fact that vocabularies vary not only in size, but also in usability, and curiously enough their usability varies with the way they are used. For example, we often speak of England and the English when we mean Britain and the British. The point is that in Russian eyes, the words "England", "Great Britain", and "the United Kingdom" differ from one another only in the sense that the first is the most colloquial, and the last is the most official. We are used to referring to the inhabitants of the United Kingdom as the English, in the same way as we refer to the inhabitants of the United States as Americans. For the British, however, each of the three terms has its own specific meaning, its own geographical and economic connotations. "Great Britain" is the United Kingdom less Northern Ireland; "England" is Great Britain less Wales and Scotland. Thus when communicating with British people one must not forget that the British Isles do not consist of one nation, but of four, and that all of them have an acute national consciousness. So, one should not refer to Robert Burns as your "favourite English poet when

speaking to the Scots, and talking to the Welsh one should not express your pleasure at meeting "English miners".<sup>8</sup>

To be able to communicate with the British naturally one needs also to know the culturally acceptable ways of interacting orally in English, i.e. one should know exactly what British people normally say in all kinds of circumstances. To put it differently, one must possess communicative skills to express your own intentions and feelings and understand those of the British whose cultural background and ways of conveying meanings may be somewhat different. For example, there are special speech formulas in English which are thought to be appropriate: to ask a girl for a date, to disagree with someone at a committee, to introduce people to each other, and so on. Apart from that one should also know certain situations when the British say nothing at all. For example, most European speakers of English want to say "*please*" when they give something to someone - say, when they pay in a shop, or when they pass something to somebody. In most European languages people do say "please" in these situations, but in English it is used only when asking for something, but not when giving and not in answer to "*Thank you*". When giving something "*Here one are*" may be said, but usually the British say nothing but just smile to be polite. Because the people in other cultures want to be as polite as they are in their own language, they find it difficult to believe that it is normal and natural to say something different or nothing at all.

Communication itself has not changed; it is the means we actually use to communicate that changes almost daily.<sup>9</sup> The manners associated with the ways we communicate with each other continue to be the key to how we understand each other. As new technology emerges, there are new manners associated with the new methods of communication. However, maintaining the standards of communication that have served and will continue to serve us well into the future is what's important. How we speak is just as important as what we actually say. And what we choose not to say may be just as powerful as what we do. People

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<sup>8</sup> Sankoff, Gillian. *The Social Life of Language*, P 35 .S2, 2013, 600p.

<sup>9</sup> Sapir, Edward. *Selected Writings in Language, Culture, and Personality*, P 27 .S33, 2003, 550p

who converse well think clearly before sharing their thoughts and ideas and are able to respectfully listen when it is not their turn to talk. Whether you are speaking for pleasure, out of sympathy, or in business, remember that it takes more than one person to have a conversation. As technology advances, written communication continues to take various forms. In its smallest form, a text message or tweet is can be a source of writing. Sometimes an email is sufficient for transferring information, sometimes a written letter is preferable. While it's not necessary to compose a letter in calligraphy, it is essential to consider what is the most fitting style and method for the occasion. Another good example may be a number of forms of polite usage which are misleading in English as well. These may take the form of exaggeration or modesty. For instance, British people often ask questions which in fact are orders or requests (*Could one type this letter, please?*). So to be polite and pleasant when one speak English means that one have to learn to say things which one never say in your own language in certain situations. And what is more important, one should know what the native speaker expects one to say in these situations. Experience indicates that when communicating in English one come across some specific factors of cultural differences. And if one overlook them it generally causes misunderstanding and often enough the disruption of the communication. Even the person who has learnt English quite well can still make serious mistakes, as with the Dutchman on a ship who when asked if he was a good sailor indignantly replied that he was not a sailor but a manager.

In crosscultural communication the way people structure conversations, express agreement or disagreement, take turns in floor-holding, etc. play an important role. Analysis of both English, Uzbek and Russian conversations reveal great cultural differences that can be seen in their structure and vocabulary. Russians are known to share a stronger tendency to simultaneous floor-holding behaviour than the British who tend to avoid simultaneous turn-taking. Another important factor to consider refers to the way people structure their argument. For example, do people present their main points first, followed by supporting

arguments or do they present a general picture first. This aspect of conversation structure is often referred to as directness or indirectness. As is known the accepted code of behaviour of the British does not allow the straightforward expression of what they think and feel. In contrast to Russians who prefer directness, British and Uzbek people generally tend to understate things. A conversation in English is full of hints, half-tones and half-statements. The only exception is a professional conversation or a formal interview when the British generally expect speakers to come to the point. Objectivity and directness are positively valued in formal situations. Speakers are cautioned against beating around the bush.

It may not always be clear how to address a person. Are they a "Mrs." or a "Miss?" Do you say "Mr." or "Sir?" Both on letters and in person, these titles can in fact make a difference in how a person is received. Although there can be many potential options, addressing someone by the name or title that he or she prefers is one of the most basic ways to show your respect. While today's phones are capable of countless special functions, remember that basic etiquette still applies. Being aware of who is with you and where you are when receiving a call is important, as well as having an awareness of your volume and tone of voice. If you don't want anyone to hear your conversation, chances are they don't want to hear it either! But in Uzbek language we don't use these words. Instead of them we add "opa", "aka", "tog'a", etc. to their names. For example, *Sobiraka, Irodahola, Rano opa*, etc.

Considerate use of your smart phone or personal digital assistant (PDA) requires utmost responsibility and command of your device<sup>10</sup>. It is often taken for granted that information and communication are always at hand, but it is also important to know when and where to access it appropriately, and (perhaps more importantly) of those times and places when it is best left alone. Using your computer to communicate with others involves acting with the same respect and consideration that you use in the non-virtual world. Human contact still matters, along with what you say and how you say it. Just because most forms of communication are now instant and quick, does not mean that grammar and

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<sup>10</sup> Bryant M. A Functional English Grammar. N. Y., 2000, 500p

spelling need be ignored. Always be aware of who's around you, whose time you're on, and always double-check before you hit "send." Relationships are at the core of business success. Manners and etiquette have a profound effect on the establishment and development of those relationships. This section is devoted to the issues around applying for a job. The relationships that matter at this point are the ones you develop with the people responsible for helping you get the job. Your personal resume may get you in the door; but how will the people who recommend a particular job see you, how will the people who interview you respond to you, and how will the people you suggest for references represent both your skills and your character? All are critical to your success in landing a job.<sup>11</sup>

It can be a big scary world in which to secure a job. Contacting references, compiling a resume or portfolio, searching and traveling - it's a time-consuming process! Finding that job depends on your ability to network, and this involves building and maintaining relationships with a variety of people. Communicating clearly and effectively is necessary during this process, as well as taking the time to edit your resume and cover letter. The primary event of the job search is the interview. This is your chance to apply your good manners and connect with a potential future employer, presenting yourself as the most qualified person for the job. The more prepared you are to speak eloquently about your life - your experiences, challenges and successes - the more likely you are prove yourself worthy of taking on the tasks within a workplace.<sup>12</sup>

Everyone's in a hurry; the streets are crowded; we live in each other's back yard; we have deadlines to meet and airplanes to catch; and we pack into the stands to cheer on the home team. Outside the home, many of our encounters are with complete strangers. It's easy to be rude (or use less than good manners) because we're anonymous. Yet, to promote a civil society these are exactly the times that call for courteous behavior. By showing respect and consideration we make good times even better and can soothe over the bad times! Being a good neighbor

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<sup>11</sup> Bryant M. A Functional English Grammar. N. Y., 2000, 500p

<sup>12</sup> Discovering Human Language, (Video) P 106 .D5 1995, 250p

begins with developing a conscious awareness of how our actions may affect others. Being a good neighbor means keeping in mind the "Golden Rule," and treating others as we hope to be treated. Communication and respect are essential to forming and maintaining positive relations with people who live nearby. These days, it seems like we are always in a rush when driving around town or running simple errands. It's easy in the hustle and bustle of our lives to overlook a general respect for those spaces that we share others. Whether you're in a hurry or not, alone or with companions, it is important to go about your business politely and respectfully. Never underestimate the effects of holding a door open, or sharing a smile! To ensure that eating out is a pleasurable experience for you and your dining partners, it is necessary to follow certain conventions whether dining in formal restaurants or more casual places. Treat the waitstaff as you would someone serving you in their home, and the dining space as if it were your own home. Have fun, by all means, but be considerate of all involved<sup>13</sup>.

A positive traveling experience is within reach if you practice three key courtesies: treating those you meet and those who serve you with respect, keeping your requests reasonable, and always remembering that as a guest, you should not leave a mark (be it physical litter or a negative impression). With these in mind, a week at your aunt's, an overnight at your friend's or a weekend at a B&B will all run that much smoother. When partaking in physical activities, sportsmanship is paramount - and this applies to athletes and spectators alike. Fights may be permissible in men's hockey, but it's not recommended anywhere else! No matter whether you are in a public gym, playing on a team, hiking a trail or surfing a wave, there are common courtesies which will make the sport all the more enjoyable, both for those engaged in it as well as for those watching.<sup>14</sup>

Generally, attending a performance means being in close quarters with many other people. This also means that your choices of what to eat, wear, and do are all the more apparent! Whether you are at a roaring concert or a dramatic theatrical

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<sup>13</sup> Discovering Human Language, (Video) P 106 .D5 1995, 250p

<sup>14</sup> Arnold, Carroll and John Waite Bowers. Handbook of Rhetorical and Communication Theory, P 90 .H296 1984, 450 p

performance, practicing courtesy and consideration as an audience member ensures an enjoyable experience for all of those involved. Knowing who to tip and how much can be difficult; given liberally it may come across as showy, while not given at all may seem ungrateful. Especially when traveling, there are many situations when tipping comes into question. It is most important to remember that while tipping is meant to be a sign of appreciation for a particular service, it should first and foremost be accompanied by respectful treatment.

Consideration for others is at the heart of volunteering, and manners play an important role as well. When giving your time and effort in this way, you should act the same way you would while in a paid working environment. It's good practice to give more than is asked of you, and to treat those with whom you are working with the respect that they deserve. In the end, your efforts will pay off. It can be an amazing privilege and responsibility to be involved with official dealings. Whether at the local, state, or national level, it is necessary to be aware of protocol, to deliver respect to those involved, and to be conscious of the etiquette regarding introductions, the use of proper titles, and the handling of the country's flag. If you choose to have your voice heard, represent yourself well.<sup>15</sup>

No one wakes up in the morning, looks in the mirror, and says, "*I think I'll be rude all day today.*" Yet when we are in a hurry or dealing with strangers, we do not always use the manners we know we should. It does not just about know these manners; it is about being intentional in their use. See what a difference even the simplest courtesies can make to your day-to-day interactions. Amidst today's fast-paced world of technological innovation and casual lifestyles, manners naturally adapt to new situations. Social and cultural traditions fuse and transform in new ways, and the roles and expectations of adults and children evolve to meet those trends. Despite continuous changes, however, social civility remains rooted in the guiding principles of respect, consideration, and honesty.

We use daily manners constantly without even thinking. From greeting and introducing others to making requests and expressing thanks, these simple

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<sup>15</sup> Sankoff, Gillian. *The Social Life of Language*, P 35 .S2, 2013, 600p.

exchanges are the foundation of all interactions. Since our choices affect others, it is important to make our choices thoughtfully, so as to communicate a considerate awareness of oneself and others. Common courtesies are the little gestures that we perform out of respect for others. They can be as simple as holding open a door or letting someone go ahead in a long line, to something as grand as sharing a homemade meal. Most importantly, they are characterized by a specific awareness of our surroundings and how our behaviors may affect those around us. Unless you have a career in television, you probably neither stop in "hair and make-up" before walking out the door each day, nor have the luxury of a personal fashion consultant. It is perfectly acceptable to care about and respect how you look, though. Your outward appearance is not only an important aspect of how you present yourself-it reflects the importance you attach to the situations and people around you.<sup>16</sup>

As meals are social events, it is essential to practice proper manners. This includes setting the table, serving yourself and others, using utensils, and cleaning up. It also can mean dealing with those unexpected dining difficulties, such as specific allergies, unruly children, or guests that overwear their stay. As with any social situation, consideration for those around you can make a world of difference to the outcome. Throughout all the life stages, your home and family life embody an essential set of relationships. These are the people you are with 24/7 through good times and bad. The way you treat each other has a direct effect on all other aspects of your life. The manners or tools we discuss in this section help you build and strengthen these essential relationships and help you work through the difficult and the special times that occur in everyone's life. In *Everyday Etiquette* we presented manners as a function of meeting people throughout the day. Here, the emphasis is on the individual. As each person moves through different life stages there are unique needs associated with each one. In addition, throughout our lives we all experience special times that are unique and require special etiquette. Home

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<sup>16</sup> Arnold, Carroll and John Waite Bowers. *Handbook of Rhetorical and Communication Theory*, P 90 .H296 1984, 450 p

can look very different from one family to the next. It may be laden with traditions, or laissez-faire. It may include many people, or only a few. Home can be one location with strong roots, or spread over several locations. Regardless of how home life functions, it is where families of all types grow together. This environment is strengthened when it is a place of respect, kindness, consideration, and honesty. Families today are often self-defined and are more diverse than ever. Travel, culture, different manners of education, adoption, remarriage - there are many facets to a family's make-up. Surface values may vary, but consideration and respect are found at the root of the strongest relations. A family, whatever that looks like, should be a foundation for moving through life. The decision to grow your family is one of the most significant choices you will make. It is a decision that effects multiple people, as well. While there are many matters that should remain private, there are others that you will want to share. Along with pregnancy, birth and adoption comes an array of etiquette issues, starting with who to tell and when.

Social development is a process in which children learn how to interact with the world around them. They learn about how to do this from family, friends, media and just trying things out for themselves. Manners are one aspect of growing and learning, and they expand from communication basics to table manners to how to act when out and about in various situations. Starting off at a new school and living on your own for the first time can be difficult to handle at first. With new social situations come new standards. Similarly, entering the job market for the first time can lead to confusing situations, with questions about interviews, proper appearance, and making good impressions. Keep in mind some basic etiquette, and the perils of independent life can be conquered.<sup>17</sup>

Sharing a space with another person may occur at some point in your life (whether at summer camp, college, military barracks, or an apartment or house). The experience is generally more positive when roommates are honest about their expectations of themselves and of others. Communication, although sometimes

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<sup>17</sup> Cherry, Colin. On Human Communication: A Review, A Survey, and A Criticism, P 90 .C55 1966, 300p

uncomfortable, will help you to work together to handle any problems which may arise. When you employ someone to work within your home, there are many situations to consider. Honesty will be the foundation of good communication. Whether a person is mowing your lawn, landscaping, cleaning your house or fixing and building, as the employer you have a responsibility to be not only for the coming in your dealings but also respectful of the employee as a worker and as an individual.

The frequency of divorce in modern society has not made the process any easier for those involved. The friends and family of those separating may feel the effects of the anxiety, sadness, or anger. Sometimes there are children and pets to consider. The circumstances of separating and breaking off a marriage, however, still call for basic consideration, respect, and honesty. The aging process often brings about significant health, emotional, cognitive, and social changes. A person may increasingly not seem to be "themselves." This is difficult both for the person who is aging as well as for their family and friends. Family members and caregivers should look to the principles of respect and consideration when dealing with the challenges which may accompany this process.<sup>18</sup> Any etiquette surrounding a minor illness is fairly straightforward. We know to be careful not spread anything contagious, and whenever we're in the company of someone who's under the weather, we offer sympathy: *Sorry to hear you've been sick with the flu. I hope you're feeling better.* A more serious illness calls for a get-well card, flowers, or perhaps a visit. And dealing with a debilitating or terminal illness makes more demands on loved ones and friends, all of whom want to make such difficult days as comfortable for the patient as possible. Losing a close friend or relative is a difficult experience. It is often unclear what can or should be done in response. Those who are grieving may "freeze" and require the support and assistance of friends. Funerals and other events which follow the death of a loved one serve to memorialize them and can be a celebration of their life. While such events can help

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<sup>18</sup> Cherry, Colin. On Human Communication: A Review, A Survey, and A Criticism, P 90 .C55 1966, 300p

to console us, respecting the wishes of the deceased should also remain a primary concern.

Just as Russian and English differ in vocabulary so do they differ in intonation. While the attitudes of a Briton and a Russian may be the same toward a particular topic, the ways in which they express their attitudes most probably differ. So an utterance may reveal one attitude to the Russian and another to a Briton. one should take it into account when talking to British people. When the British hear a mistake in intonation they don't react in the same way as when they hear a grammatical mistake. The point is that they are prepared to make allowances for the foreigner's faulty grammar but they do not make the same allowances for the foreigner's intonation. Instead, they will think, not that the foreigner is making a mistake, but that he possesses the wrong attitude. Loudness of the voice is one of the mechanisms, which also differs greatly in our culture as compared with the British culture. Russians are often said to talk loudly which is a part of their openness. As to the British nothing confuse and irritate them more than loudness and misuse of rising and falling tones, as for instance, raising voice in "No" to contradict. The British carefully adjust the voice so that it just barely overrides the background noise and distance. But at the same time the British will never simplify their speech for the benefit of foreigners in the way Russians instinctively do. They do not recognise even the remote possibility\* that their native tongue may be incomprehensible to someone else. And this is also a culturally determined behaviour pattern that should be taken into account when talking to British people.

To communicate with the British naturally one should acquire cultural awareness. It does not result from contacts alone, even prolonged contacts, although they certainly broaden one's knowledge and ideas of the British culture. one may acquire cultural awareness if one are informed of the particular values, customs, beliefs and behaviour patterns of British people. This knowledge will enable one to respect and understand culturally accepted ways the British communicate.

### 1.3 Various types of Direct Audience Address in literary genre

**Direct address** – is a construction in which a speaker or writer directly addresses another individual; also, the name (or nickname) of the individual who is addressed. Years ago, when naturalistic and realistic plays dominated the great stages of the world, a character in a performance would never face the audience directly. This was considered one of the theatre’s cardinal sins, as a character’s dialogue and actions were only to be performed facing “inside” the stage picture. But much of modern theatre is eclectic, with a range of theatre styles mashed into a single performance. As a result, direct audience address is now a more common and completely acceptable convention.<sup>19</sup>

Students can experiment with various ways of directly addressing the audience. For middle and senior high school students, a discussion about style may be important when experimenting with the technique of direct address. It falls under the umbrella of non-realistic or non-naturalistic conventions for reasons that should now be obvious – characters in realistic dramas uphold the illusion of theatre, never reminding the audience they are merely “watching a play”, but keeping those in the darkness Peeping Tom’s, peering into the action and events of the play from their side of the stage. Characters in realistic plays will never break the fourth wall, while direct audience address smashes that wall to pieces, establishing a connection with the audience by interacting with them face on.

**Character:** While the ancient Greek chorus effectively functioned as a group narrator, commenting upon previous and upcoming stage action, the father of the modern (individual) narrator is widely considered to be German theatre practitioner Bertolt Brecht. In his epic theatre style, developed in collaboration with Erwin Piscator, Brecht encouraged characters to directly address the audience. This was suitably seen as one of Brecht’s many distancing (alienation) techniques, reminding the audience to remain emotionally detached from the action of the play. Without notice, a character would address lines to the audience directly, jolting

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<sup>19</sup> James J. Asher. Learning another Language through Actions. San Jose, California: AccuPrint, 1979, 500 pages.

their intellectual reaction to the plot and themes of the play. In the process, the character's function may change to that of storyteller or quasi-narrator.

The epilogue of Brecht's play *The Good Person of Szechwan* is a prime example. The open-ended conclusion to the play, deliberately left without proper resolution (denouement) so the audience can finish the play themselves in the real world outside the theatre walls, has no character allotted to speak the final lines. An obvious direct audience address, this brief epilogue can be spoken by anyone the director chooses. But one thing remains clear, whoever speaks them is functioning as a narrator. Another example occurs in Thornton Wilder's play *Our Town* where the character of the Stage Manager functions as the play's narrator. Among other things, the Stage Manager introduces some of the play's acts, but importantly, also joins the action on occasions to perform several minor roles in the play, moving from outside the play to inside the drama. Students of drama can easily experiment with this technique in the classroom and then survey their classmates as to the effect it had on them (the audience).

**Narrator:** An important difference to Brecht's version of direct address is a character who is named as the play's narrator from the outset and behaves as such throughout the entire performance. This version of direct address to the audience is therefore not unexpected by the audience. This character is the traditional narrator role, standing or sitting on the side of the stage, serving as the bridge between the other characters in the play and the audience. The narrator typically looks back in to the stage picture and observes the action, then at times looks out to the audience and comments on what has occurred or is soon to happen. A formal narrator can also sometimes serve as the play's storyteller. The narrator character is popular in primary drama classrooms and junior secondary drama, as students love being the narrator/storyteller on the side of the stage in everything from classroom fairy tales to whole school plays.

**Performer:** Students can also experiment in the drama classroom with the performer briefly dropping character to directly address the audience during a performance. This variation on the direct address technique can be chosen for a

different effect and when compared to the two examples above, may change the intended meaning of a scene completely. Often in high school drama classes my students will choose to perform this technique when their drama is about a serious issue (anything from bullying to HIV AIDS). A performer dropping character to speak directly to the audience as a student is much more personal, informal and intimate, often eliciting a response from the audience that is different to that achieved either via a character briefly functioning as a narrator or a formal narrator directly addressing the audience. If used judiciously at a key moment in the drama, this device can be very effective. The name of the individual who's addressed is set off by a comma or a pair of commas.<sup>20</sup>

*"You've been given a gift, Peter. With great power, comes great responsibility."* (Cliff Robertson as Ben Parker in Spider-Man 2, 2004)

*"Smokey, my friend, you are entering a world of pain."* (John Goodman as Walter Sobchak in The Big Lebowski, 1998)

*"Frankly, my dear, I don't give a damn!"* (Rhett Butler's final words to Scarlett O'Hara in Margaret Mitchell's novel, Gone With the Wind, 1936)

**Richard Vernon:** *My office is right across that hall. Any monkey business is ill-advised. Any questions?*

**John Bender:** *Yeah, I have a question. Does Barry Manilow know that you raid his wardrobe?*

**Richard Vernon:** *You'll get the answer to that question, Mr. Bender, next Saturday.* (Paul Gleason and Judd Nelson in The Breakfast Club, 1985)

**Ilsa:** *Play it, Sam. Play "As Time Goes By."*

**Sam:** *Oh, I can't remember it, Miss Elsa. I'm a little rusty on it.* (Ingrid Bergman and Dooley Wilson in Casablanca, 1942)

*"Ilsa, I'm no good at being noble, but it doesn't take much to see that the problems of three little people don't amount to a hill of beans in this crazy world. Someday you'll understand that. Now, now. ... Here's looking at you, kid."* (Humphrey Bogart in Casablanca, 1942)

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<sup>20</sup> James J. Asher. Learning another Language through Actions. San Jose, California: AccuPrint, 1979, 500 pages.

*"And you, my father, there on the sad height,  
Curse, bless, me now with your fierce tears, I pray.  
Do not go gentle into that good night.*

*Rage, rage against the dying of the light."* (Dylan Thomas, "Do not go gentle into that good night")

### ***The Use of "My Friends" in Direct Address***

*"'My friends,' [Senator] John McCain recently informed a crowd, 'we spent \$3 million of your money to study the DNA of bears in Montana.' ...*

*"McCain ... referred to 'my friends' another 11 times. ...*

*"Is this a doctrine of pre-emptive friendship--immediately declaring crowds won over with an oratorical 'mission accomplished'? Perhaps, but McCain's friending is a strategy that hearkens back to classical rhetoric. Horace's call to 'amici' performed a similar function in ancient Rome, and Tennyson's 1833 poem 'Ulysses' drew upon that tradition for the immortal lines: 'Come, my friends/ 'Tis not too late to seek a newer world.' . . .*

*"But as a crowd bludgeon in modern political speechmaking, 'my friends' can be laid at the feet of one man: William Jennings Bryan. His famed 1896 'Cross of Gold' speech at the Democratic National Convention invoked the phrase a mind-crushing 10 times." (Paul Collins, "MF'er." Salon.com, September 1, 2008)*

### ***Ellen Gilchrist's Address to Students***

*Dear Students,*

*If you are not writing well and happily, or if you feel your writing is forced, stop for a while and read or go out into the world and watch building projects or street-repair crews or get a job in a mall for Christmas or get into the car and drive to a city and look at art. Learn, learn, learn, be curious, and, if possible, uncritical. Everywhere men and women are doing wonderful things, marvelous things, interesting things. Write paragraphs about what you see and don't try to turn them into anything but praise and understanding. . . .*

*Learn, learn, learn, read, read, read. I will be thinking about you and wishing you well every day.*

*Ellen* (Ellen Gilchrist, *The Writing Life*. University Press of Mississippi, 2005)

***The Lighter Side of Direct Address***

**Cassio:** *Dost thou hear, mine honest friend?*

**Clown:** *No, I hear not your honest friend. I hear you.* (William Shakespeare, *Othello*, Act Three, scene 1)

*"Son, you got a panty on your head."* (Truck driver addressing H.I. McDunnough in *Raising Arizona*, 1987)

## Chapter II. Functional analysis of pragmalinguistic aspect of direct address in Present Day English

### 2.1 Communicative –pragmatic analysis of the direct address forms in English and Uzbek languages

**Pragmalinguistics** is the branch of linguistics that studies how utterances communicate meaning in context. The study of meaning, commonly known as semantics, has long been one of the most daunting and difficult areas of language study. In the 1950s and 1960s, however, linguists and philosophers slowly began to realize that part of the difficulty lay in their failure to distinguish two quite different aspects of meaning.<sup>21</sup>

The first type of meaning is intrinsic to a linguistic expression containing it, and it cannot be separated from that expression. The study of this kind of meaning is the domain of semantics, as we now understand the term. But there is a second kind of meaning, one which is not intrinsic to the linguistic expression carrying it, but which rather results from the interaction of the linguistic expression with the context in which it is used. And to the study of this kind of meaning we give a new name: pragmalinguistics.

Consider the sentence *Susie is a heavy smoker*. In all circumstances, this sentence carries with it its intrinsic meaning: *Susie smokes a large quantity of tobacco every day*. This meaning is intrinsic and inseparable. But now consider what happens when this sentence is uttered as a response to three different utterances produced by Jessica in three different contexts.

**First** [Jessica is trying to have smoking banned in offices]: *Can you ask Susie to sign this petition?*

**Second** [Jessica is trying to arrange a blind date for Dave, a non-smoker who hates cigarette smoke]: *Would Susie like to go out with Dave?*

**Third** [Jessica, a medical researcher, is looking for smokers to take part in some medical tests]: *Do you know of anybody I could ask?*

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<sup>21</sup> Chomsky, Noam. On Language, P 106 .C526 1998, 250p.

In each case something very different is being communicated. In the first case: *Susie is unlikely to sign the petition*, so there's no point in asking her. In the second: *Dave and Susie won't get on*, so there's no point in fixing them up. Third: Susie will be a suitable person for your study.

Now, it is not possible to maintain that this single unvarying sentence actually means all of these different things. Rather, these three meanings have been communicated as a consequence of the interaction between what was said and the context in which it was said. Every time the context changes, what is communicated changes as well. And it is this variable, context-bound relation between what is said and what is communicated that is the subject-matter of pragmalinguistics.

Just like Uzbeks and other nations, the British use different kinds of names and titles for establishing and maintaining social relations. There are lots of different reasons for choosing an adequate name or a title. The main reasons are as follows:

- 1) the relationship of the speaker with the other person;
- 2) the degree of formality;
- 3) the degree of politeness and friendliness and the like.

For example, if Mr. James Smith is checking in at a hotel where he has made advance reservations, he says: *My name is James Smith*, because he knows that this is the name the receptionist must look up. If he is introducing himself to a new neighbour and wishes to allow the neighbour to determine the level of friendship they can expect of each other, he says: *I'm Jim Smith*. If he is introducing himself to a small child, indicating an address form for him, he says: *I'm Mr Smith*. If he is introducing himself in one of those modern settings which call for intimacy but not familiarity, he says: *I'm Jim*.<sup>22</sup>

The most frequently used titles in English-speaking countries are *Mr*, *Mrs*, *Miss*. These are used by the British when they speak to people they do not know

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<sup>22</sup> Dowty, David. 1986. The Effects of Aspectual Class on the Interpretation of Temporal Discourse: Semantics or Pragmatics? *Linguistics and Philosophy* 9: 37-61., 2000, 500p.

very well. As a rule, *Mr*, *Mrs*, *Miss* are followed by the surname, for example: "*Mr Allen*" to a man, "*Mrs Allen*" to a married woman, "*Miss Allen*" to a girl or a woman who has never been married or divorced. Now it is increasingly frequently used by married women who do not want to take their husband's surname.

Apart from the above titles there appeared recently a new title used by modern women who do not wish to be identified as married or unmarried. It is *Ms* [miz], e.g.: *Ms Sue Smith*.

It is not polite to use these titles alone without the surname. The only exception is "*Miss*" which is widely used as a form of address to a woman-teacher by primary schoolchildren. No title is used before a first name when the surname is not mentioned, e.g.: *Tom* or *Jane*.

Titles can be used more generally to mark the speaker's relation to the person addressed. For example, *Sir* and *Madam* are vocatives which mark respect or distance to a stranger. These are used to men and women by people performing a service for the public, e.g.: some shopkeepers, policemen, a ticket collector, etc. But you'll sound ridiculous if you use any of these vocatives yourself. However, don't be surprised if someone uses one of them to you when you're on a stay in Britain.

Other titles of respect and some professional titles can be used as vocatives:

*Ladies and Gentlemen* (formal opening of a speech)

*My lord!* (to a peer, a bishop, a British judge, etc.)

*Your Excellency* (to an ambassador)

*Mr President*

*Prime Minister*

*Officer* (to policemen of any rank by everybody)

*Father* (to a priest)

*Doctor* (to a medical doctor)

*Professor* (to a University teacher at the highest level holding a chair of some branch of learning). Professor *Brown/Smith*, etc. sounds less formal.

*Waiter/Waitress/Porter/Nurse*, etc. (to people who give you service). However these professional titles are considered by many impolite now. Instead British people prefer to say "*Excuse me, (please)?*"

To get somebody's attention the British generally use vocatives such as *John, Mrs Johnson, Dr. Smith*, etc. E.g.:

*John, I want you.*

*Have you got a minute, Mrs Johnson?*

As for the forms of address to strangers, it should be said that they are restricted in English. "*Sir*" and especially "*Madam*" are too formal to be used in most situations. Thus, to get the attention of a stranger you may often have to rely on "*Excuse me?*", or (in Am.E) "*Pardon?*"

Apart from that, in contrast there are some forms of familiar use of vocatives. They are as follows:

*Daddy* (dad)                      *My dear*

*old man*                              *darling*, etc.

*You guys* (familiar Am.E.)

In Britain you may also hear *love* and *dear* used to anybody by shopkeepers in a very informal friendly way.

*Duck* is used mostly to women but sometimes to men by some shopkeepers, particularly in the East End of London. It should be noticed that although the British write the contractions "*he's*" and "*she's*", they don't usually write contractions with names. However, when speaking, they often omit the vowel sound of "*is*" when it follows a name: "*Mr Allen is*"... sounds like "*Mr Allenz*". "*Jack is*" ... sounds like "*Jacks*".

Address is one of the very important aspects of the pragmalinguistic investigation of the spoken discourse. Address can be called as a pragmatically colored language unit. In linguistics "*Address*" was investigated by Sh. Safarov, K. P. Ischenko, Ye. O. Leonovich, T. V. Nesterova, I. I. Taruta, Yuy Tzen, N.I. Formanovskaya, V.I. Goldin, N. Chesnokova, A. Kostilyev and many others. Eg.:

1) - *Mr. Rochester, I cannot be yours. You must go your way, and let me go mine.* (Charlotte Bronte, “Jane Eyre”)

2) “*It’s good to see you, Linda.*” Collin said. (Richard Prescott, “Officially Dead”)

3) *Азимжон, нега хомушсан? – дея Эгамқул баққол унинг ҳаёлига тароқ урди.* (Ў. Хайдар, “Икки ўлим”)

4. *Ҳанифа Ражабовна, мен... ўзимга эн биллолмаيمان, сизга қандай бўй бўламан?* (Тоғай Мурод, Танланган асарлар)

As we see anthroponimic addresses are frequently used both in English and Uzbek.

There is one more type of address and this new type is called socially strengthened addresses, which are expressed by the simple concrete nouns and they are called **regulatives**.

**Regulative addresses** are classified according to the following features:

1) Words denoting family relationship, for example:

In English: *father, daddy, dad, mother, mum, mummy, mama, mammy, granny, granddad, uncle, son, sonny, daughter, aunt, auntie, aunty, sister, sis, sissy, and etc.*

In Uzbek: *ана, ойи, ая, ота, дада, ака, ука, ога, бобо, бува, буви, момо, эна, хола, амма, тога, амаки, жиян, бўла, кенойи, янга, and etc.*

2) Professional addresses:

In English: *doctor, hunter, sailor, barman, coachman, etc.*

In Uzbek: *устоз, домла, доктор, ҳамшира, шофёр, хофиз, etc.*

3) Sociopersonal relatives.

In English: *sir, madam, miss, lady, mister, signior, Herr, Pan, etc.*

In Uzbek: *отахон, онажон, онахон, болам, хўжайин, йигит, қизим, бошлиқ, катта, etc.*

4) Functional position.

In English: *manager, president, Prime Minister, etc.*

In Uzbek: *президент, ҳоким, ректор, проректор, директор, директор ўринбосари, декан мудир, бош ҳисобчи, кассир, етакчи, сардор, куратор, депутат, раис, котиба*, etc.

5) Professionally related addresses (subordination relations in military service).

In English: *captain, colonel, major, lieutenant, superintendent, general*, etc.

In Uzbek: *полковник, подполковник, капитан, майор, лейтенант, сержант*, etc.

6) Political address.

In English: *Your honor, Thou Knight, lord, terrorists*, etc.

In Uzbek: *тақсир, ўртоқ, президент, бош вазир, вазир ўринбосари, ҳоким, камолатчи*, etc.

7) Emphatic characterizing.

In English: *angel, darling, dear, sweet, sweetie, honey, sweetheart, silly*, etc.

In Uzbek: *жоним, азизам, азизим, асалим, гўзлим, фариштам*, etc.

8) Emotive-evaluating.

In English: *shorty, beautiful lady, stupid cow, bitch, bastard, silly ass*, etc.

In Uzbek: *яхши, доно, чўлоқ, тентак, қора, сариқ, мўйлов, малла*, etc.

## **2.2 Comparative analysis of the official naming the person in direct addressing in English and Uzbek languages**

In different countries, a set of names of which is made official naming the person, not the same. In the English-speaking countries, the system of names is uneasy: everyone has a personal name and a surname; but double personal names, double surnames, a so-called average names are frequent also. However at all distinctions each person has a personal name and a surname. The personal name is given to the person at a birth and, as a rule does not vary during its all life. Feature of personal names is that they possess big ability to formation of variants or derivatives. “Derivatives unite all derivative names: short forms, pet names, diminutives, familiar forms not giving in precise differentiation”.<sup>23</sup>

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<sup>23</sup> Рыбакин А.И. Словарь английский личных имён. М., 1989

In English language, two basic types of derivatives are differentiated: **short forms** and subjectively – estimated forms with a suffix **-y**. schematically this differentiation is presented in the table.<sup>24</sup>

Full form	Derivatives	
	Short form	The form on -y
William	Will, Bill	Willy, Billy
Barbara	Bab	Babbie
Richard	Dick	Dicky
Dorothy	Doll	Dolly
Ann	Nan	Nancy
Rebecca	Beck	Becky
Benjamin	Ben	Benny
Albert	Bert	Bertie
Elizabeth	Bess	Bessie, Bessy
Christian	Chris	Christie
David	Dave	Davy
Edward	Ed	Eddie
Emma	Emm	Emmie
Florence	Flo	Flossie
Frederic	Fred	Freddie
Jane	Jen	Jennie
Jessica	Jess	Jessie
Joseph	Jo	Joe
Catherine	Kit	Kitty
Margaret	Mag	Maggie
Oliver	Noll	Nolly
Penelope	Pen	Penny
Reginald	Reg	Reggu
Robert	Rob	Robbic
Sara	Sal	Sally
Samuel	Sam	Sammy
Alexander	Sanders	Sandy
Simon	Sim	Simmy
Solomon	Sol	Solly
Sophia		Sophie
Susanna	Sue, Susan	Susie
Theodore	Ted	Teddy
Theressa	Tessa	Terry
Isabel	Tib	Tibbie
Matilda	Tilda	Tilly

<sup>24</sup> Smith E.C. Treasury of name lore. N.Y. – L: Harper and Row, 1967 p476; Reanny P.H. The origin of English Place Names. London, 1961 p 51.

Thomas	Tom	Tommy
Walter	Wat	Watty
Winifred	Win	Winnie
Eleanor	Nell	
Antoinette	Net	Nettie
Patricia	Pat	Paddy
Isaac	Ik	Ike
Daniel	Dan	Dannie
Esther		Essie
Henrietta	Etta	
Gertrude		Gertie
Mary	Moll	Molly

Islam religion and Arabic names have a great influence in Uzbek names.

There are some rules and requirements to give a name to a child:

1. Muslim person must name his child with beautiful and meaningful names;
2. The names should not praise person too much;
3. Muslim people should call each with the full names.<sup>25</sup>

Not surprisingly, the teachings of Islam's founder, Muhammad, have a large influence on Islamic naming practice. The following are some examples of his discussions or names from the Hadith (sayings or teachings of the Prophet Muhammad):

- On the Day of Judgment you will be called by your name and by your father's name: therefore keep you good names;
- Don't give meaningless and nasty names to your children;
- The best names in the sight of Allah (God) are "Abdu'llah" (the servant of the God), "Abdurahmon" (the servant of the Merciful One).
- The vilest name you can give a human being is maliku-al-Amlak or "king of kings" because no one can be such but Allah himself.
- Call your children after your Prophet, but the names Allah likes best are "Abdu'llah" and the next best names are Haris (husbandman) and Humam (high-

<sup>25</sup> Бегматов Э. «Номлар ва одамлар». Т., 21-бет; Аҳмад Ҳодий Мақсудий. Шаърий ҳукмлар тўплами. Т., 1990, 12-бет

mended). The worst of names are Harb (enmity) or Murrah (bitterness). Allah has 99 names and Uzbek people use them with adding “Abdu” (servant).<sup>26</sup>

Names of Allah	People names
Allah – he who has the Godhood which is the power to create entites.	Abdullah
Al-Rahmon – the one who has plenty of mercy for believers.	Abdurahmon
Al-Rahim – the one who has plenty of mercy.	
Al-Malik – the one with the complete Dominion.	Abdurahim
As-Salom – the one who is free from every imperfection.	
Al-Mu’min – the one who witnessed for himself that no one is God but him.	Abdumalik
Al-Aziz – the Defeater who is not defeated	Abdusalom
Al-Jabbor-the one that nothing happens in his Domination except that which he willed.	Abdumu’min
Al-Qahhor – the one who has the perfect Power and is not unable over anything.	Abduaziz
Al-Ghaffar – the one who forgives the sins of slaves time and time again.	Abdujabbor
Al-Latif – the one who is kind to his slaves.	
Al-Jalil – the one who is attributed with greatness of power and glory of status.	Abduqahhor
Al-Karim – the one who is clear from abjectness.	
Al-Madjid – the one who is with perfect Power High Status and Kindness.	Abdug’affor

Arabic names may be written “*Abdul*” (something), but “*Abdul*” means “servant of the” and is not, by itself, a name. Thus for example, to address Abdurahmon by his given name, one must say “Abdurahmon”, not merely “*Abdul*”. If he introduces himself as “*Abdurahmon*” (which means “the servant of

<sup>26</sup> Abdullah Yusuf Ali. The Qur’an (translation). India 1995, 7-bet

the Compassionate One”, one must not say “*Mr. Ramon*” (as “*Rahmon*” is not a family name but part of his personal name).

Names from the second column on this scheme considered being the purpose of language economy and convenience, and names in the third column are used in children’s language, and also as means of transfer of caress, sympathics, and benevolence. Anyway, both of kinds of derivatives are opposed to the full forms gravitating to official style of speech. The principle reflected in the table, becomes complicated such phenomenon, as a stereotype of social perception, which assist to promotion on the foreground of derivatives as the standard naming people. There were identical personal names, but they were called differently: industrialist Henry Ford and President Harry Truman or architect Robert Mills and comedy actor Bob Hope.

American linguist E. Smith figuratively characterizes the difference between similar names: “the person who is known under the full passport name is serious, talented and respectful. He is chairman of board, director of many companies, the winner of Noble Prizes, the authoritative figure of church, it is highly solvent – a word, takes a visible place on proscenium. On the other hand, the person known under diminutive is more inclined to entertainments, sports and gambling, the rate in which is not too great; he can have a university diploma and even a visible post, though and not the highest in firm... masters of and not even diploma. Info become, known become, known under diminutives”.<sup>27</sup>

To some extent the tendency of a choice of traditional derivatives is based on this for standard naming in the environment of politicians also, similarly to actors, what even the form of a name promotes creation of a popular and “democratic” image. As an example it is possible to bring names *Mamie Eisenhower, Tony Blair, Bobby, Kennedy, Jimmy Carter* being more habitual for Americans and Englishmen than naming with full forms.

In English language within the limits of one functional style chances of a variation of a name are extremely small. So heroes of the story of T. Kapote “The

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<sup>27</sup> Smith E.C. Treasury of name lore. N.Y. – L: Harper and Row, 1967 p476

breakfast at Tiffany” during the book were called: *Holly, Rusty, Fred, Mag*. It is difficult that someone has named their full names differently, than on an envelope of the missive or incidents. That *Mag* does not become *Maggie* and that less *May, Madge*, etc. also *Fred – Freddie*. Full name of Fred remains as a riddle – whether *Alfred*, whether *Frederick*. On the other hand, in “Pygmalion” by B. Shaw the name *Freddy* does not have form *Fred*. In “Adventures of Tom Sawyer” by M. Twain the name Tom in direct speech is used during the book of 185 times and never used *Tommy*; *Huck* meets 111 times and only 6 times – *Hucky*. Thus, in paradigmatic of an English personal name there is a following picture. On the one hand, shifts in a social stereotype of perception if the shortened forms and diminutive names promoted their promotion as basic, standard forms in a significant part antroponymic naming. Getting the official states, such forms lose traditionally attributed by it diminutive – endearing and is friendly – intimate connotation.

These connotations are expressed first of all there where use of derivative name is with a drawl from a standard way for the given communicative sphere calling the person. So, a certain American figure has declared at press conference: “*I was working for Jack Kennedy and Joe Califon and Cy Vance*”. As the used derivatives are uncharacteristic for standard naming in which appeared more often John, Joseph and Cyrus in this case they emphasized personal affinity speaking to these people, expressing expression emotional – positive estimation. But naming *Jimmie Carter, Tony Blair* doesn’t carry such charge, as they are standard.

Shortening at formation of derivatives mentions the beginning, the middle and the end of an initial name:

- a. *Aphaeresis*, for example, *ness* (Agness), *tony* (Antony), *tina* (Christina);
- b. *Syncope*, for example, *Austin* (Augustin), *aline* (Adeline), etc;
- c. *Aphaeresis*, for example *alec* (Alexander), *alf* (Alfred), *ag* (Agnes), etc.

Feature of a derivation in system of English personal names consists that affixation acts as an original secondary derivation in relation to shortening and without it, as a rule, is not used. There is a hypocoristic name as *Evil* or *Jonny*

formed without reduction of full names *Eve, John*, etc. thus, a picture of formation of English derivatives it is possible to present exception of this rule in a following kind: from full or initial names, for example, *Daniel* and *Theodore*, short names *Don* and *Ted* are formed all over again, and from them are formed hypocoristic names *Danny, Teddy*. It is possible to name therefore the reduced names primary derivatives and hypocoristic names – secondary derivatives of full names. The shortened names were available for Anglo-Saxons. In VII century there were short names *Eda – Edwine – Edwin, Sicga – Siguirith* and etc.<sup>28</sup>

In English language there is an attribute of gender which is expressed by opposition man's and female names. First of all personal – for example, *Paul, Jerome, Andrew, Anthony and Judith, Jane, Sylvia, Elizabeth*. Some linguists approve, that use of one name for calling people of a male and others – for people of female is only “the linguistic reserve leaning cultural tradition”.<sup>29</sup> Such opinion has developed under impression of supervision over English language where man's and female names practically haven't special distinctive attributes.

In a number of English antroponyms it is possible to consider an attribute of a gender expressed morphologically, that is visible, on an example of such “pair” man's and female names, as: *Cyril – Cyrella; Donald – Donalda; Joseph – Josephine; Augustus – Aaugusta; George – Georgina*.

In English language attribute of a gender is not expressed by a surname of the person. Nevertheless in speech there is an opportunity to designate a gender of the person and at its designation on a surname. It is reached by means of title appendices *Mr., Mrs., Miss*. Appendices *Mrs.* and *Miss*. Expect for a gender, designate still and a material status of their carriers. As known, since 1960th years in English – speaking societies under influence of feministic tendencies the new title appendix – *Ms [miz] (madam)* which is applied in official conditions to avoid specification of a mortal status of the woman has been introduced. Title appendix *Ms* has not supersede completely from the use of appendix *Mrs.* and *Miss* which

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<sup>28</sup> Reanny P.H. The origin of English Place Names. London, 1961 p 51

<sup>29</sup> Sciarone B. Proper names and their meaning. Studia linguistica, 1967, p84

are used at desire to emphasize, that the woman is someone's wife or daughter. Moreover in English probably even to tell: *Mrs. Henry Ford* that is to attach *Mrs.* to a surname of the husband together with his name. The surname does not change.

“Christian names”, says the Elizabeth antiquary, Camden, “were imposed for the distinction of persons, surnames for the difference of families”. It would seem from this that even in the sixteenth century the etymological and historical significance of the phrase “Christian names” was growing dim, and it is commonly quite forgotten in our own time. But, strictly speaking, the “Christian name” is not merely the forename distinctive of the individual member of a family, but the name given to him at his “christening” i.e. his “baptism”. It should be remembered that, in pre-Reformation England the laity were taught to administer baptism in case of necessity the in the name of the Father etc. to “christen” is therefore to “baptize”, and “Christian name” means baptismal name. Some vague idea that *nomina sunt omina* seems to be sort of primitive human instinct. Thus throughout Old Testament times the significance of names passed as an accepted principle. They were usually given in reference either to some trait in the child, actual or prophetic or to some feeling or hope in the parent at the time of its birth.<sup>30</sup>

It was only a very slight development of this “idea” to suppose that a change of condition appropriately demanded a change of name. thus the conversion of Abram into Abraham was imposed upon the occasion of the covenant of circumcision and ratified a claim to god's special benediction.

In view, then of this recognized congruity and of the Hebrew practice of giving a name to the new child at the time of its circumcision on the eighth day after birth, it has been maintained that the custom of conferring a name upon the newly Baptized was of Apostolic origin. An instance in point is declared to be found in the case of the apostle of the Gentiles who before his conversion was called Saul; and afterwards Paul. But modern scholarship and with reason has altogether rejected this contention. The Baptism of St. Paul is recorded in Acts

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<sup>30</sup> Smith E.C. Treasury of name lore. N.Y. – L: Harper and Row, 1967 p476

9:18, but the name Paul does not occur before Acts 13:9 while Saul is found several times in the interval.

More over, it is certain, both from the inscriptions of the catacombs and from early Christians literature, that the names of Christians in the first three centuries did not distinctively differ from the names of the pagans around them. A reference to the Epistles of St. Paul makes it plain that even the names of heathen gods and goddesses were borne by his converts after their conversion as before. Hermes occurs in Romans with a number of other purely pagan names Epaphroditus in Philippians.

But while various Fathers and spiritual writers and here and there a synodal decree have exhorted the faithful to give no names to their children in Baptism but those of canonized saints or of the angels of God it must be confessed that there has never been a time in the history of the church when these injunctions have been at all strictly attended to.

They were certainly not hushed during the early or the later middle ages. Any one who glances even casually at an extensive list of medieval names, such as are perhaps best found in indexes to the volume of legal proceedings which have been edited in modern times will at once perceive that while ordinary names without any very pronounced religious associations such as William, Robert, Roger, Hugh, etc. enormously preponderate there are also always a very considerable number of exceptional and out-of-the-way names which have apparently no religious associations at all. Such names to take but a few specimens, as Ademar, Ailma, Ailward, Abreza, Aditha are of quite frequent occurrence.

The point however cannot be dwelt on here. We may note on the other hand that a rubric in the official "Rituale Romanum" enjoins that the priests ought to see that unbecoming or ridiculous names of deities or of godless pagans are not given in baptism.

It is strange that the name Mary has by no means always been a favorable one for girls, possibly from a feeling that it was too august to be so familiarly employed. In England in the twelfth century Mary as a Christian name is of very

rare occurrence. George again is a name which despite the recognition of the warrior saint as patron of England, was by no means common in the 13th and 14th century, though strangely enough it grew in popularity after the Reformation.

A writer who has made a minute examination of the registers of Oxford University from 1560 to 1624. The same out the following list of the more common names borne by students in order of popularity: John 3826; Thomas 2777; William 2546; Richard 1691; Robert 1222; Edward 965 Henry 908; George 645; Francis 447; James 424; Nicholas 326; Edmund 298. There are some biblical names with mewing Jacob – “supplanted”; Michael – who is like God; the bearer of this name in the Bible is the leader of Heaven’s armies and so is considered the patron saint of soldiers; Matthew – “given” or “reward”. Andrew – “manly” and “brave” in the Bible Andrew was the first apostle and is the patron saint of Scotland and of Russia; Sarah – wife of Abraham and mother Isaac it means “princess”; Jonathan – “given of God”; John – “gracious” or “mercy of the Lord”, owned by John the Baptist and John the apostle.

“Giving a name indeed is a poetic art, all poetry if we go to that with it, is but a giving of names”. The Arabic – speaking peoples are concerned not only with giving an appropriate name to someone, but with how the name sounds: do the syllables flow well? Do the various parts of the name roll mellifluously from the tongue? Arabic name elements may be divided into five main categories, with the last category having several sub–types. An ism a personal, proper name given shortly after birth, usually on the third day, but sometimes on day of birth and sometimes on the seventh day after birth.

Westerners not understanding Arabic genitive constructions: Habibullah – “believed of God”; here a westerner may in error report the man’s name as “forename Habib, surname ullah. Likewise, westerners may confuse a anme such as Jalali-d-din (“The majesty of the religion) as being “Jalal Uddin”, or “Mr. Uddin”, when “Uddin” is not a surname, but the second half of a two word name. Confusing “ala” with Allah: some Muslim names include the Arabic word “ala”- “nobility”. In Arabic pronunciation, “ala” and Allah are clearly different.

<b>Islamic name</b>	<b>English name</b>
Anas	Enoch
Ayyub	Job
Dawood	David
Habeel	Abel
Haroun	Aoron
Ibrahim	Abraham
Ilyas	Elias
Imran	Amran
Ishaq	Isac
Ismail	Ishmael
Jibreel	Gabriel
Gabeel	Cain
Maryam	Mary
Mikaeel	Michiel
Musa	Moses
Garun	Korah
Laba	Sheba
Sora	Sarah
Suliman	Solomon
Yahya	John
Yaqoub	Jacob <sup>31</sup>

In Islamic Proper names derived from almost all parts of speech. In English an indefinite marker is used to indicate an indefinite name. In Islamic Proper names, however, the indefinite marker that is termed, as well as, the dual and plural forms of personal names are used to render indefinite proper names that indicate non-specific individuals.<sup>32</sup>

### 2.3 Functional analysis of the choice of most important words and phrases to make a conversation

It's common knowledge that cultural patterns, customs and ways of life are generally reflected in the language because language and culture are mutually interdependent and mutually influential. That's why if anyone really wants to master communicative competence he/she needs to know the culturally acceptable ways of communicating in English. To put it differently, one should have a good command of conversational "maxims" or rules of communicative competence that would enable you to interact with English natives naturally.

<sup>31</sup> Abdullah Yusuf Ali. The Qur'an (translation). India 1995, 7-bet

<sup>32</sup> Бегматов Э. «Номлар ва одамлар». Т., 21-бет

The priority rule is the extensive use of certain words and phrases which contain no information but show the speaker's attitude and the relationship to the other person. Very often textbooks call them "politeness phrases" which is a bit misleading, because that can easily give you the idea that they are only used when people are being especially polite. That's quite wrong. The fact is the British use these words all the time in normal situations. So, if you don't use them a native speaker will certainly miss them and probably react negatively, especially if your English is good. In this case he's sure to think that a foreigner who sounds aggressive and angry is angry. That's why these words and phrases are so important. Speaking English is not just giving information - it's showing how you feel as a person.

Here are the words and phrases that a native English speaker misses most if you don't use them:

*Thank you.*                      *That's quite all right.*

*Sorry!*                              *Oh!*

*Sorry?*                              *Oh!*

*Excuse me ...*                      *Really?*

*Excuse me ...!*                      *Please.*

*... I'm afraid ...*                      *Certainly.*

*Thanks.*                              *Yes./No.*

*Thank you* is used if someone has done something unimportant, something you could reasonably expect them to do for you like holding a door open for you, answering a question for you or doing some small service for you. In more formal situations you should use *Thank you very much*. *Thanks* and *Thanks very much* are used to friends or people you know well.<sup>33</sup>

In Britain you will hear two other even shorter words, which are used in the same way: *Ta* [ta] (often used by children and in combinations like *Ta love* by shopkeepers and so on) and *Kyou* [kju:] (mostly used by people who have to say

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<sup>33</sup> Бегматов Э. «Номлар ва одамлар». Т., 21-бет; Sankoff, Gillian. The Social Life of Language, P 35 .S2, 2013, 600p.

"*Thank you*" time and time again every day in their jobs, e.g. bus conductors, ticket collectors and so on). Notice that for a simple service - something you could reasonably expect - anything stronger than *Thank you very much* can sound too strong. If someone does something important for you you must say something extra apart from "*Thank you very much.*" For example you may add, That is/was kind of you and stress on "was" or "is".

*Sorry!* is used after you have slightly inconvenienced somebody in some way. It is not a strong apology. If you really regret something, then you should use a stronger form - *I'm terribly sorry*. Often if somebody says *Oh, sorry!* you reply *Oh, sorry!* (for example, if two people bump into each other). It is always used after you have done something. It helps to remember: *Excuse me* – before, *Sorry* - after.

*Sorry?* is used to ask a person to repeat what they said. It can be used:

- 1) because you didn't hear them;
- 2) because you didn't understand them;
- 3) because you didn't believe what they said.

In the same situation you can use *Pardon* or *I beg your pardon?* but the last expression sounds very formal and may be old-fashioned. Some people in Britain use *What?* instead of *Sorry?* but it sounds a bit familiar. It is to be used between people who know each other very well - perhaps with other member, of family or close friends.

*Excuse me* is the normal expression if you want to pass somebody in a crowd, on a bus and no on. It's used after sneezing, coughing, yawning, belching, etc.

*Excuse me* is used to spmebody who you want to speak to, but yon don't know their names or they cannot see you - for example they have their back to you. This phrase is also used to attract somebody's attention, e.g. when telling people that they have forgotten something or not noticed something. It's very common, even when the situation is obvious, to add "*I think*".

*Excuse me, I think you've left your bag.*

*Excuse me, I think you've dropped this.*

*I'm afraid...* is used to apologize for something you aren't able to do. On the whole it is used in two main ways:

1) to say "No" when someone asks you something and show that it is not your fault:

*Could you tell me the time, please?*

*I'm afraid not. I'm afraid my "watch is broken.*

2) to introduce a piece of information which you think the other person will see as "bad news" in some ways, but which is outside your control:

*I'm afraid it's going to snow.*

*I'm afraid I really must be going now.*

*I'm afraid I clean forgot his address.*

The expression "*I'm sorry, I'm afraid*" is a normal natural expression in English. It's long, but not exaggerated. The "*I'm sorry*" acknowledges that the other person is inconvenienced in some way. The "*I'm afraid*" makes it clear that it is not the speaker's fault - that is something outside his control.

*That's quite all right* means something like "I'm not disturbed or upset by what you have done or what you're going to do". It's mainly used in two situations: as a reply to an apology (for something not very important). E.g.: You knock into another student in the corridor and say: "*Oh, I'm sorry, that was silly of me*". The other student accepts your apology with "*That's quite all right*". Notice, if you say "*Sorry!*" (and nothing else), the other one should reply "*Sorry!*" too.

*Oh!* is mostly used to show that you have heard and understood what the other person has said:

**A:** *I'm much hard up at the moment, I'm afraid.*

**B:** *Oh, I see.*

Sometimes if it is used on a higher pitch and with a rising tone (*oh!*) it shows surprise:

**A:** *It was quite warm yesterday.*

**B:** *Oh, wasn't it cold?*

*Really?* is used on its own to encourage the other person to say something more about what he has already said. It's in a way similar to "Sorry?". Notice, "Sorry?" means "Can you say the same thing again?" "*Really?*" means "I understood what you said, but I am not sure how to react yet so will you please say something more". *Really* may be used before the words you want to make stronger:

*I'm really interested. I really like her. He speaks English really well.*

*Please* is used at the end of a polite request:

*A pound of apples, please.*

*Could you tell me the time, please?*

It can be also used at the beginning of a sentence to make a suggestion or invitation warmer. In this case the person you're speaking to is going to do something for himself:

*Please come in.*

*Please help yourselves.*

At the same time it should be remembered that adding "*please*" doesn't make something extra polite - it's normal. If "*please*" is put in the middle of a request, it usually means that you're annoyed or that you're asking for the second time. Notice that "*please*" is not used if the request ends with "if you don't mind". This serves the same function in the sentence as "*please*", so using both of them will sound strange. *Certainly!* is used to agree to a request for permission or help. It gives the effect of warm and ready agreement. As a matter of fact, its meaning is something like that "*Yes, of course, and I'm so ready to agree it was hardly worth your asking*". "*I'm glad you asked but surely you knew I would agree before you asked*".

It is very important to use High Fall tone here or this can sound rude. *Certainly not!* means "I do not agree and my disagreement is so obvious that you should not even have asked". *Yes.../No...* on their own are very rare in English unless the speaker is annoyed. Remember, you will nearly always sound rude or aggressive if you don't add something else:

**A:** *Did you say you come from Sweden?*

**B:** *Yes, that's right, I'm a Swede.*

### **Chapter III. Advanced strategies on teaching English to B2 level students**

#### 3.1 Essential principles and procedures of direct instruction using new technologies

Education in many schools is simply failing. While many mainstream leaders in public education demand more funding for their failed programs, their explanations for their failure to teach our children rings hollow. More government programs, more social engineering, more welfare, licensing of parents, more self-esteem therapy, more computers - all these "solutions" put the blame on families and society and funding for the failure of public education. These excuses are exposed by the sterling success of those few schools where a different approach is taken. *"If the child hasn't learned, the teacher hasn't taught."* That's the philosophy behind Direct Instruction, an educational technique that challenges the mantras of modern bureaucrats and shows that even the most disadvantaged children can excel, if only schools will teach them. And the evidence for the success of Direct Instruction is much more than anecdotal: major long-term studies provide powerful evidence of its success, and disturbing evidence for the futility of the more popular techniques that dominate our schools.<sup>34</sup>

The term "**Direct Instruction**" refers to a rigorously developed, highly scripted method for teaching that is fast-paced and provides constant interaction between students and the teacher. Many studies paint the same story: Direct Instruction works, providing rapid gains, gains that persist, gains that increase self-esteem because children have real skills they can be proud of.

Direct Instruction is the dirty little secret of the educational establishment. This method, rich in structure and drilling and content, is the opposite of the favored methods of today's high-paid education gurus, and contradicts the popular theories that are taught to new teachers in our universities. Direct Instruction should be no secret at all, for it has been proven in the largest educational study ever and continues to bring remarkable success at low cost when it is implemented.

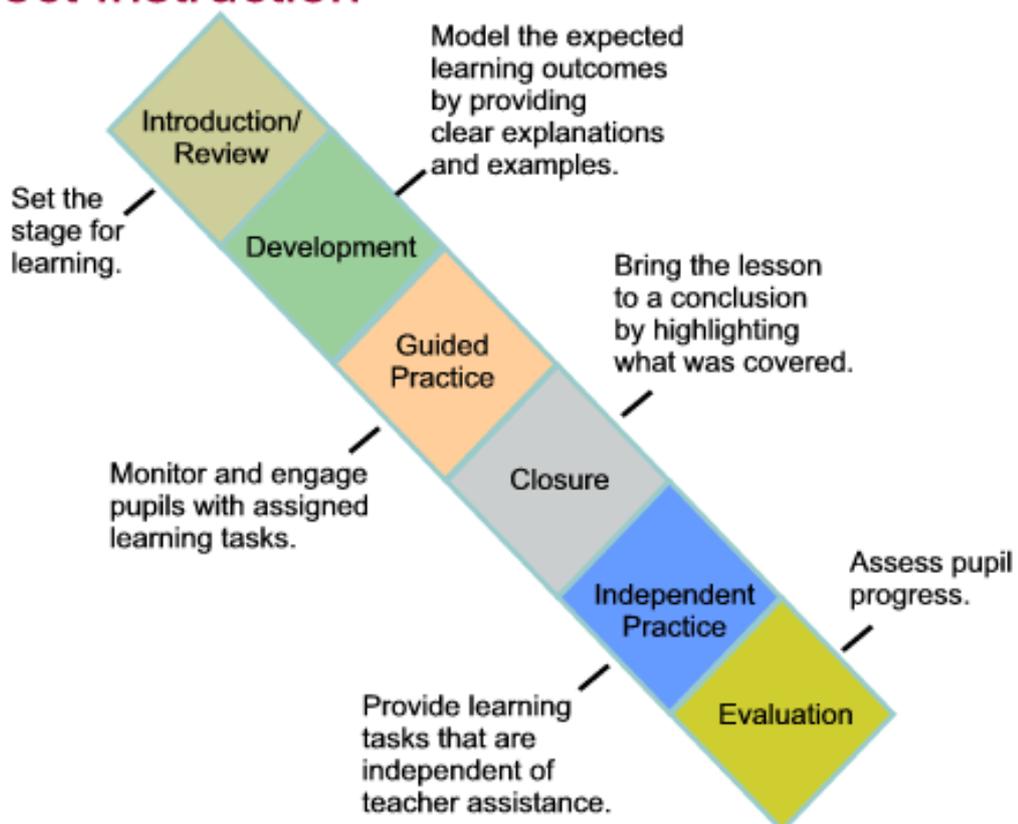
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<sup>34</sup> Caleb Gattegno, *Teaching Foreign Languages in Schools: The Silent Way*. New York City: Educational Solutions, 1972. 600 pages

A recent example from Wisconsin is Siefert Elementary in the Milwaukee Public School system. Four years ago, it was one of the worst schools in that troubled school system. Principal Sarah Martin-Elam, anxious to do whatever it took to help kids learn, called the faculty together and began a search for something that would work. They explored Direct Instruction and saw the potential for success. That potential is being realized. As Alan J. Borsuk reports in his article, "Learning the Drill: Siefert Elementary Studies Success with Structured Lessons" in the Milwaukee Journal Sentinel, March 1, 2001, the "percentage of Siefert fourth-graders who scored proficient or better in reading on the state's standardized tests rose from 22% in 1997-'98 to 57% in 1999-2000. In math, the proficient or better score rose from 11% to 48% over the same period. In social studies, the increase was from 13% to 61%." Those are amazing gains. And more gains can be expected as this school seeks to become a charter school under Wisconsin State law, in order to have more control over their curriculum and methods.

So what's this about the largest educational study ever providing proof for the success of Direct Instruction?

## Direct Instruction



**Direct Instruction** is probably the most popular teaching strategy that is used by teachers to facilitate learning. It is teacher directed and follows a definite structure with specific steps to guide pupils toward achieving clearly defined learning outcomes. The teacher maintains the locus of control over the instructional process and monitors pupils' learning throughout the process. Benefits of direct instruction include delivering large amounts of information in a timely manner. Also, because this model is teacher directed, it lends itself to designing instruction that is developmentally appropriate to pupils' ages and stages.<sup>35</sup>

### **Principles of Direct Instruction**

The most commonly used principles include:

**Introduction/Review.** Topics or information to be learned is presented to the pupils or review of information sets the stage for learning.

**Development.** The teacher provides clear explanations, descriptions, examples, or models of what is to be learned while checking for pupils' understanding through questioning.

**Guided Practice.** Opportunities are provided to the pupils to practice what is expected to be learned while the teacher monitors the activities or tasks assigned.

**Closure.** Teachers conclude the lesson by wrapping up what was covered.

**Independent Practice.** Assignments are given to reinforce the learning without teacher assistance.

**Evaluation.** Assessment of pupil progress is conducted to determine levels of mastery.

### **Procedures**

#### **Introduction/Review**

The first step in DI is for the teacher to gain the pupils' attention. Sometimes this step is referred to a 'focusing event' and is meant to set the stage for learning to take place. At this stage, the pupils are 'informed' as to what the learning goal or outcome is for the lesson and why it is important or relevant. This step can either

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<sup>35</sup> Caleb Gattegno, *Teaching Foreign Languages in Schools: The Silent Way*. New York City: Educational Solutions, 1972. 600 pages

take the form of introducing new information or building upon what has been previously learned or covered as a review.

### **Development**

Once the goal is communicated to pupils, the teacher models the behavior (knowledge or skill) that pupils are ultimately expected to demonstrate. This step includes clear explanations of any information with as many examples as needed to assure pupils' understanding (depending on pupils' learning needs) of what is to be learned. During this step, the teacher also "checks for understanding" by asking key questions relative to what is to be learned or by eliciting questions from pupils. At this stage, teachers can also use 'prompts' (visual aids, multimedia presentations, etc.) to encourage pupils to process information successfully.

### **Guided Practice**

Once the teacher is confident that enough appropriate examples and explanation of the material to be learned has been modeled with sufficient positive pupil response to the instruction, activities or tasks can be assigned for pupils to practice the expected learning with close teacher monitoring. It is at this stage that teachers can offer assistance to pupils who have not yet mastered the material and who may need more 'direct instruction' from the teacher (step 2 repeated).

### **Closure**

As a final step to this model, closure brings the whole lesson to a 'conclusion' and allows the teacher to recap what was covered in the lesson. It is meant to remind pupils about what the goal for instruction was and for preparing them to complete the independent practice activities that are then assigned by the teacher.

### **Independent Practice**

Activities or tasks related to the defined learning outcomes are assigned in this step usually after pupils have demonstrated competency or proficiency in the 3rd step. Independent practice is meant to eliminate any prompts from the teacher and is meant to determine the degree of mastery that pupils have achieved. (Homework can be classified as an independent practice because it is meant to

provide the opportunity for pupils to practice without the assistance or help from the classroom teacher.)

### **Evaluation**

Evaluation tools are used to assess pupils' progress either as it is occurring (worksheets, classroom assignments, etc.) or as a culminating event (tests, projects, etc.) to any given lesson. Evaluation of pupils' learning provides the necessary feedback to both the teacher and the pupil and can be used to determine whether expected learning outcomes have been met or have to be revisited in future lessons.

One large study that parents really should know about is Project Follow Through, completed in the 1970s. This was the largest educational study ever done, costing over \$600 million, and covering 79,000 children in 180 communities. This project examined a variety of programs and educational philosophies to learn how to improve education of disadvantaged children in grades K-3. (It was launched in response to the observation that Head Start children were losing the advantages from Head Start by third grade.) Desired positive outcomes included basic skills, cognitive skills ("higher order thinking") and affective gains (self-esteem). Multiple programs were implemented over a 5-year period and the results were analyzed by the Stanford Research Institute (SRI) and Abt Associates (Cambridge, MA). The various programs studied could be grouped into the three classes described above (Basic Skills, Cognitive-Conceptual, Affective-Cognitive).

The program that gave the best results in general was true Direct Instruction, a subset of Basic Skills. The other program types, which closely resemble today's educational strategies (having labels like "holistic," "student-centered learning," "learning-to-learn," "active learning," "cooperative education," and "whole language") were inferior. Students receiving Direct Instruction did better than those in all other programs when tested in reading, arithmetic, spelling, and language. But what about "higher-order thinking" and self-esteem? Contrary to common assumptions, Direct Instruction improved cognitive skills dramatically relative to the control groups and also showed the highest improvement in self-esteem scores compared to control groups. Students in the Open Education Center

program, where self-esteem was the primary goal, scored LOWER than control groups in that area! As Dr. Jeffrey R. Jones puts it,

*"The inescapable conclusion of Project Follow Through is that kids enrolled in educational programs, which have well-defined academic objectives, will enjoy greater achievement in basic skills, thinking skills, and self-esteem. Self-esteem in fact appears to derive from pride in becoming competent in the important academic skills."* (Educational Philosophies: A Primer for Parents, Milwaukee: PRESS (Parents Raising Educational Standards in Schools, 1995.)

Jones explains that many educators find their ideologies undercut by the hard data. Rather than change, many simply ignored the study and continued as before. (A more recent example of this is the continued use of whole language reading education in schools, in spite of overwhelming evidence of failure). Today, we find schools spending more and more to implement forms of "affective" and "cognitive" educational programs, while continuing to turn away from anything close to Direct Instruction. This has not resulted in improved basic skills, improved thinking, or improved self-esteem.

In Dr. Jones's thoroughly documented booklet on the effects and consequences of many modern educational practices, I especially recommend his essay, "Choosing Effective Instructional Programs." It reviews past studies on the effectiveness of different teaching strategies, including Direct Instruction. Jones also discusses research on the long-term effects of those who received Direct Instruction in Project Follow Through and in a separate study conducted by Gersten and Keating. Kids receiving true Direct Instruction were much more likely to graduate from high school and to be accepted into college and to show long-term gains in reading, language, and math scores.

The idea of simply educating kids seems to have taken a backseat to most educational experts and administrators. They miss the point that kids with real academic skills, especially skills in reading, writing, and mathematics, are more likely to overcome social barriers, more likely to have genuine self esteem, and most likely to be genuinely prepared for the challenges of life and the workplace.

By emphasizing so many things besides a genuine, classical education, the educational establishment tends to sell our kids short and perpetuate many of the problems they claim to be solving.

Consider the case of Wesley Elementary School in Houston. According to Richard Nadler in the article, "Failing Grade" (National Review, June 1, 1998, pp. 38-39), Wesley has all the demographic markers of a school bound for failure. Over 80% of the students qualify for subsidized lunches, and nearly all are minorities (92% black, 7% Hispanic). Yet it ranks among the best schools of Houston, with first-graders placing at the 82nd percentile level in reading tests (50 points higher than the expected level for similar at-risk schools). What has made Wesley so successful? The answer is classical education in the form of Direct Instruction curriculum designed by Siegfried Engelmann, an example of the much ridiculed "sage-on-the-stage" approach. This Direct Instruction system boosts reading, writing, and math scores by 30 to 40 percentile points in at-risk schools. Sadly, Engelmann, like others who successfully defy popular fads in educational reform, has been rejected by much of the educational establishment. His success is an embarrassment to them.<sup>36</sup>

Direct Instruction has been developed and refined for decades, particularly at the University of Oregon. It offers detailed packages and training materials suitable for almost any teacher. It is not for elite kids with healthy families, but was "shaped to succeed in the educational killing fields of urban America." Yet it has been proven successful with students of virtually any background. And it is focused on a classical education, giving real competence in reading, writing, and math to enable kids to soar in their educational future. "The package, implemented systematically in grades K-3, proved so potent that even when it was abandoned after the third grade it still had measurable, statistically significant effects on high-school graduation and college acceptance - an advantage of at least 10 percentiles."

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<sup>36</sup> Curran, Charles A. *Counseling-Learning in Second Languages*. Apple River, Illinois: Apple River Press, 1976, 450 pages

Engelmann's slogan is, "If the student hasn't learned, the teacher hasn't taught." American's educational colleges, however, have adopted the philosophy of Jean Piaget of Switzerland. It was in Switzerland where I first encountered his name. As a Swiss educator described his work to me in warm, glowing terms back in 1980, I remember feeling most uneasy about the entire premise of Piaget's approach, which seemed more suited for a naive communal experiment than for real education. Piaget taught that children go through cognitive stages that are largely independent of instruction from the teacher. They just need to be nurtured through their own stages of self-discovery instead of being taught according to any particular schedule. The watered-down, "developmentally appropriate" approach of so many educational theorists seems rooted in Piaget's speculations. Engelmann's consistent and persistent success shatters such notions - and thus Engelmann is shunned. The NEA, the Dept. of Education, and the teacher colleges of the nation should be flocking to Engelmann to learn how to provide solid education that can enrich a child for a lifetime. Instead, we continue to hear more about self-esteem, "learning to learn," cooperative education, diversity, recycling, peer mediation, conflict resolution, and so forth, with such dismal results that President Clinton is calling for a hundred thousand volunteers to go into third-grade to try to help provide reading skills. But we don't need an army of volunteers in third-grade. We need genuine education in kindergarten, first grade, and second grade so that third-graders will already be reading at levels far beyond anything we've seen in the past several decades.

The hard data show that Direct Instruction excels in educating children for life, giving them skills they need, along with self-esteem and positive feelings about school. Sadly, when hard data are hard on the pet theories of many educational experts, their response is not to abandon their theory, but to abandon the data. The silence about Project Follow Through and related studies is pervasive. And then the "experts" wonder why so many parents are trying to abandon mainstream public schools, either through calling for educational choice

(vouchers and so forth), charter schools, or private schools for the few who can afford it (including many public school teachers).

Direct Instruction and related methods that focus on basic skills demand more attention. It is possible for children to learn much more than the "child-centered" and "developmentally appropriate" experts would have us believe.<sup>37</sup>

Direct Instruction study draws two conclusions. One, it is much more effective for children, especially poor children, to be taught with the approach called Direct Instruction. Secondly, it is much more efficient for taxpayers to have their money spent on reading programs that work, rather than wasting millions, if not hundreds of millions of dollars, annually on trendy school of education programs that have failed in the past, are failing in the present, and will fail in the future.

### 3.2 Cross national study of addressing teachers in different countries as pragmalinguistic tools

There are large differences between countries in the way students normally expect to address their teachers. Using a scenario-based study amongst MBA students in 23 countries, we find that students in Northern Europe have a tendency to be more informal and address their lecturers with their given name. Academic titles such as Dr. or Professor are more common in other countries, including the USA.

Gender-based options such as Madam/Sir and Mrs/Mr followed by the family name are especially popular in France, the Netherlands, Greece, Uzbekistan and Turkey. Some gender differences in preferred ways of address are also apparent: students are rather more likely to see a male teacher as a professor and are more inclined to use the given name for female teachers. Male students in particular appear to make some level of distinction in the way they address male and female teachers.

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<sup>37</sup> Curran, Charles A. *Counseling-Learning in Second Languages*. Apple River, Illinois: Apple River Press, 1976, 450 pages

In a recent cross national study we presented respondents in 23 countries with short scenarios describing a concrete managerial problem. The scenarios included a predefined set of possible solutions and we asked respondents to rank their top 3 solutions. Our respondents were local MBA students in each country in question. They were on average 32 years old, with 9 years of work experience. International students were excluded from our sample. The resulting sample sizes ranged from 41 for the Philippines to 168 for Portugal, but for most countries were around 100. Data were collected with a paper and pencil survey in-class between September 2005 and May 2006. Questionnaires were translated into the local languages.

As scenario based questions are not yet very common, we included a "warm-up" scenario to help our respondents get used to the format. This scenario queried to the way students are expected to address their teacher. Students were presented with the following question: Imagine that you are doing an MBA degree at a university in the USA as an international student. One of your teachers is a 40-year old woman named Maria SMITH (Maria is her given name, Smith is her family name). She has a PhD degree/doctorate. In the first seminar she indicated that she has no particular preference as to how you address her. How would you normally address her when you talk to her in class? Please rank the best three alternatives from 1 to 3. Students were presented with eight answer alternatives: Maria, Mrs. Smith, Professor Smith, Dr. Smith, Dr. Maria, Madam/Mrs, Professor, Teacher. An alternative male version (Peter Smith) was used in half of the cases.

In this paragraph we report the results from this scenario, concentrating mainly on differences between countries. As the scenario asked students to picture themselves as studying in the USA, we can expect respondents to have accommodated their responses to some extent to the US setting. However, the very substantial variety between countries in their preferred ways of address leads us to conclude that home country norms are likely to have also played a significant role in many countries. This is confirmed by anecdotal evidence acquired from all countries in our study. Hence, our results might provide some interesting insights

into country differences in the preferred way to address teachers. Our paper also presents teachers with an interesting case study to discuss in their class as an introduction to cross-cultural differences in a setting that is close to students' daily experience.

Overall, the most popular option was Dr. Smith, with Professor Smith coming a close second. Apparently, most MBA students prefer to address their teachers in a relatively formal way, using their official title and family name. Formally speaking the scenario did not contain enough information to assess whether Maria/Peter was a full professor and hence the slight preference for Dr. Smith is not surprising. These two alternatives were followed by three others that were nearly equally popular: Professor (without a family name), Mrs/Mr Smith, or Maria/Peter. Less popular was Madam/Sir without a family name. Teacher and Dr. Maria/Peter and took up the last two places.

For most of the options, there were relatively few differences between the female and male version of the scenario. However, Maria was significantly less likely to be addressed as Professor Smith and significantly more likely to be addressed with the Dr. title and given name (Dr. Maria). Apparently, students are rather more likely to see a male teacher as a professor and are more inclined to use the given name for female teachers.

Differences are also apparent for the student's gender. Even when controlling for country differences, male students are significantly less likely to call their teacher Professor Smith and are significantly more likely to call their teacher by their first name than female students are. Male students seem to perceive less social distance between themselves and their teachers than female students do.

The two gender effects also seem to interact. Female students generally make few distinctions between male and female teachers. The only difference we found is that they are slightly more likely to address their female teacher with Dr. Maria than they do their male teacher with Dr. Peter. Male students display this tendency as well, but in addition are significantly less likely to address their female teachers with Professor Smith than they do for their male teachers. They also have

a slightly higher tendency to address their female teachers as Teacher or Mrs Smith than they do for their male teachers.

There were also some age effects, with older students being more likely to address their teacher by their given name and less likely to address them as Dr. Smith or Madam/Sir. This could again be reflective of a perception of lower social distance between students and teacher for older students.

Although all students were asked to imagine themselves doing an MBA in the USA, there were very large differences in preferred terms of address between respondents in different countries. So even though we asked our respondents to tell us how they would address their teacher if they studied in the USA, apparently many of them were still strongly influenced by their home country norms. In the next five sections we will discuss the five most popular options in a little more detail.

### ***Dr. Smith***

The most popular option overall was Dr. Smith, with 42% of the students ranking this as their first or second option. However, as Figure 1 shows, large differences between countries are apparent. In the USA, nearly all students picked Dr. Smith as their first or second preferred way to address their teacher.

Dr. Smith was also a very popular option in the UK and Mexico, and in a large number of countries around half of the students would see it as their first or second choice. In some countries (e.g. Greece and Japan) this seems clearly influenced by the US setting of the scenario, as this way of address is not normally very popular in these countries. Countries in which the Dr. Smith option is not popular at all include the Latin countries (Brazil, Chile, France and Portugal) as well as the Netherlands.

Canadian students were quite divided in their choice for this option. Whilst students with English as their native language were amongst the many countries in which about half of the students would see this as an appropriate option, the Francophone students joined the Latin countries and the Netherlands in their limited support for this option.

Interestingly, even within the group of Francophone students there was a difference in the extent this option was preferred depending on the language of the questionnaire (questionnaires were randomly distributed in French and English in this group). Of the Francophone students responding to the questionnaire in French, only 15% preferred this as their first or second option, whilst for the Francophone students responding to an English-language questionnaire, this was 25%.

### ***Professor Smith***

The next most preferred option was Professor Smith. Overall, 37% of the students picked this as their first or second choice. As Figure 2 shows, the USA is again at the top of the list, indicating clearly that academic titles are used frequently in the USA. Interestingly, even though Dr. Smith was quite popular in the UK, Professor Smith is not at all popular.

Canada is closer to the US than for the Dr. Smith option. However, this is true more so for the English-speaking, who are identical to the USA in their preference for Professor Smith (71%). Francophone students chose Professor Smith as their first or second option in only 48% of the cases. For Francophone students responding to a French questionnaire, this percentage goes down to 40%.

Other countries in which Professor Smith is a very popular option are Portugal and the Philippines. The Netherlands again scores lowest, with only 6% of the students picking this as their first or second most preferred option.

### ***Professor***

As Figure 3 shows, the use of the Professor's title without a family name appears to be very popular in Portugal, with three quarters of the students seeing it as their first or second most preferred option. Overall, only 28% of the students do so and there are only two other countries in which this option is popular with more than half of the students: Taiwan and Brazil.

Many of the same countries that did not like the Professor's title when it was followed by the family name, don't like using the title on its own (without a family name following) either. It is a very unpopular option in the UK, the Netherlands,

Germany, Ireland and France. Somewhat surprisingly, it is not very popular in the USA either, but that is largely caused by the overwhelmingly strong preference for Dr. or Professor Smith, leaving little room for other options.

### ***Mrs/Mr Smith***

The gender-based Mrs/Mr Smith was a surprisingly popular option. In fact 31% of the students saw this as the first or second most preferred option. However, as Figure 4 shows, the preferences for this option differ greatly between countries, with 58-76% of the students in four countries (France, the Netherlands, Greece and Turkey) seeing this choice as highly appropriate.

Some of the Northern European countries also display some tendency towards this choice, with 30-40% of the students picking it as their first or second choice. In Canada, the French influence again was very apparent. Although only 6% of the native English speaking students chose this as their first or second option, no less than 46% of the Francophones did.

As was the case for Dr. and Professor Smith, the language of the questionnaire reinforced this difference for the two groups of Canadian students. Whilst only 33% of the Francophones responding in English chose this as their first or second preferred option, 70% of the Francophones responding in French did.

In other countries, however, the Mrs/Mr Smith option doesn't seem to be popular at all. In general, students in Anglophone countries do not seem to see this as a viable option. This might, however, be partly caused by the more explicit use of the Ms (to avoid the choice between Miss and Mrs) alternative in these countries. This might have led students to see Mrs as an inappropriate option.

### ***Given name (Maria/Peter)***

Country differences for the given name option (Maria/Peter) are even larger. Reflecting the general level of informality in Britain, virtually all of the British students had a strong preference for addressing their teachers by their given name. This tendency was also strong in Ireland and the other Northern European

countries (Germany, Netherlands, Sweden and Finland). It was also quite popular in Chile and Brazil.

Readers might be surprised by the relative informality displayed by German students. German culture is normally considered to be rather formal, with a high importance attached to academic titles. Our results might be influenced by the idiosyncratic nature of our sample: German students enrolled in an English-language MBA program run by an English institution and delivered largely in the Netherlands by Dutch and British lecturers. This choice of sample was necessary because MBA programs are unusual in Germany. However, this direct exposure to different forms of address might mean that our German students were far more likely to adjust their home country norms than students from any other countries. German respondents were also among the oldest in the sample. As discussed above this will also have increased the tendency to see their teachers as peers and hence use a more informal way of address.

In Canada, the influence of the French language was apparent again. Overall, this option was less preferred by Francophones than by Anglophones. However, the language of the questionnaire made a huge difference. Although nearly 30% of the Francophones responding in English chose this as their first or second option, only 5% of the Francophones responding in French did. Finally, in most of the other countries, it is clearly not done to be on a "first name basis" with your teacher.<sup>38</sup>

### ***Remaining alternatives***

The three remaining alternatives ("Dr. Maria/Peter", "Teacher" and "Madam/Sir") were less popular overall and chosen as the first or second in only a very limited number of countries. Only Malaysian students chose the "Dr. Maria/Dr. Peter" alternative frequently, with 40% picking it as their first or second choice. The only other countries where more than a handful of students chose this

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<sup>38</sup> Curran, Charles A. *Counseling-Learning in Second Languages*. Apple River, Illinois: Apple River Press, 1976, 450 pages

as their first or second option were Thailand, Mexico, India, Turkey and the Philippines.

Only Lithuanian students chose the option of "Teacher" frequently, with nearly 50% picking it as their first or second choice. Clearly this is a very common way to address one's teacher in Lithuania. The only other countries where more than a handful of students chose this as their first or second option were Taiwan, Japan, Mexico, Turkey, Brazil and Thailand.

Madam/Sir (without a last name) was a very popular option in France, with nearly 70% picking it as their first or second choice. It was also popular in India and the Netherlands, with nearly 50% of the students choosing it as either their first or second preference. The only other countries in which more than a handful of students chose this as the first or second option were the Philippines, Chile and Canada. In Canada, the French influence was very apparent again. Although only 9% of the native English speaking students chose this as their first or second option, 30% of the Francophones overall did so, increasing to 50% of the Francophones responding in French.

Table 1 lists the top three choices in each country in our data-set. It is clear that there is very substantial variety across countries in how students prefer to address their teachers or how they feel teachers in the USA should be addressed.

However, some broad patterns can be discovered. Students in the Northern European countries (Sweden, Finland, Germany, Netherlands, UK, Ireland) seem more likely to be on informal terms with their teachers, often calling them by their given name. Sweden, Germany and the UK even show a completely identical pattern of preferences in this respect.

The "Maria/Peter" option is also quite common in Chile and Brazil. Gender-based options (Mrs/Mr Smith or Madam/Sir) are popular in France, Greece, Turkey and the Netherlands. Lithuania and Malaysia display unique preferences for Teacher and Dr. Maria/Peter.

If a student would need to need to address his or her lecturer without knowing his or her preference, the safest option might be Dr. Smith. This is the

preferred first or second choice in three quarters of the countries in our study. Professor Smith is a good alternative as this is acceptable in most of the remaining countries and a frequent choice in many countries. Only the Netherlands seems to be largely averse to any sort of academic title, with none of the top three choices containing academic titles.

Table 1: How to address your lecturer? Top-3 choices in 23 countries

<b>Country</b>	<b>First choice</b>	<b>Second choice</b>	<b>Third Choice</b>
<b>Brazil</b>	Professor	Professor Smith	Maria/Peter
<b>Canada</b>	Professor Smith	Dr. Smith	Professor
<b>Chile</b>	Maria/Peter	Professor	Mrs/Mr Smith
<b>Finland</b>	Professor Smith	Maria/Peter	Professor
<b>France</b>	Madam/Sir	Mrs/Mr Smith	Professor Smith
<b>Germany</b>	Maria/Peter	Dr. Smith	Mrs/Mr Smith
<b>Greece</b>	Mrs/Mr Smith	Dr. Smith	Professor Smith
<b>India</b>	Dr. Smith or Madam/Sir	Madam/Sir or Dr. Smith	Professor Smith
<b>Ireland</b>	Maria/Peter	Dr. Smith	Professor Smith
<b>Japan</b>	Professor Smith	Dr. Smith	Mrs/Mr Smith
<b>Lithuania</b>	Teacher	Dr. Smith	Mrs/Mr Smith
<b>Malaysia</b>	Dr. Smith	Dr. Maria/Dr. Peter	Professor
<b>Mexico</b>	Dr. Smith	Professor Smith	Professor
<b>Netherlands</b>	Mrs/Mr Smith	Maria/Peter	Madam/Sir
<b>Philippines</b>	Professor Smith	Dr. Smith	Madam/Sir
<b>Portugal</b>	Professor	Professor Smith	Dr. Smith
<b>Sweden</b>	Maria/Peter	Dr. Smith	Mrs/Mr Smith
<b>Thailand</b>	Dr. Smith	Professor Smith	Professor

<b>Taiwan</b>	Professor	Professor Smith	Teacher
<b>Turkey</b>	Mrs/Mr Smith	Dr. Smith	Professor Smith
<b>UK</b>	Maria/Peter	Dr. Smith	Mrs/Mr Smith
<b>USA</b>	Dr. Smith	Professor Smith	Professor
<b>Uzbekistan</b>	Aziz Azizovich	Mr. Azizov	Teacher

There are large differences between countries in the way students address their lecturers. Although all students were asked to imagine themselves studying for an MBA in the USA, country differences are so large that we can safely assume that in many cases home country norms have played a strong role in their responses.

Our data do suggest, however, that respondents in some countries may have made a more conscious effort to adjust to what they thought would be typical US based forms of address. We already discussed the German example above. In Brazil Professor [Family name] is normally not a very common way to address teachers and hence students might have accommodated to what they assumed to be the norm in the USA. This would have been helped by the fact that our Brazilian students were more likely than students in many other countries to have spent some time in the USA.

Finland also provides an interesting example. In general, students appear to avoid direct forms of address in Finland, but in situations where they are "forced" to use a form of address, they will typically use the teacher's first name (as is reflected in our data), although this does depend to some extent on the level of seniority of the teacher. Hence the frequent choice for Professor in Finland might have been influenced by the US setting. Alternatively, the fact that there is no generally accepted norm of address in Finland, might have led many students to pick this generic academic title as their second choice.

Mexican students showed a pattern of preferences that was virtually identical to that of the USA. Its geographical closeness to the USA and the fact that many students have spent some time in the USA might have contributed to this.

However, anecdotal evidence suggests that Dr. [Family name] and Professor [Family name] are also a very common choice for Mexican students in Mexico.

Another reason for the similarity between the Mexican and US results could also be that our data were collected in El Paso, very close to the Mexican border and US results might have been influenced by Mexican norms. In order to assess this possibility, we compared students who had Spanish as their mother tongue and had one or both parents born in Mexico, with students who had English as their mother tongue and had both parents born in the USA.

If there was a clear Mexican influence, we would expect the former group to display more "Mexican" norms in terms of address than the latter group. However, this turned out not to be the case. The groups did not differ significantly on any of the options and in fact were extremely close on most options. In addition, the broad similarity of Anglo Canadian norms of address to those displayed in our US sample seems to suggest that it is unlikely that our US results were caused purely by sample idiosyncracies. However, anecdotal evidence does indicate that first name address is common in some universities in the USA and hence norms of address for teachers might display some regional variety in the USA.

Some of the significant differences that we found between countries would certainly seem to be related to general cultural differences, such as the higher level of informality in Northern Europe and the generally higher level of power distance in Asian and Latin countries. However, the general lack of formality in the US culture is not reflected in the educational setting. This could be due to the fact that Professor (typically used for all university teachers rather than only for those who are full professors) and Dr appear to be seen more as professional titles in the USA. Hence their use would not necessarily be as reflective of a high level of formality or power distance as it might be in other countries. Gender-based options were surprisingly popular in some European countries, most notably France, the Netherlands, Greece and Turkey. As yet it is unclear why this is the case.

This informal study shows that potential for confusion and offense is clearly present with respect to the best way to address your teacher. Students coming from

Northern European countries would do well to become a bit more formal in their behaviour when they go and study elsewhere or write to academics in other countries. In fact, most teachers would expect written forms of communication to be more formal (particularly in their first interaction with a student) than face-to-face communications. Students from the USA and many Asian and Latin countries might need to suppress their discomfort when teachers in Northern Europe invite them to address them by their given name.

The research made in Uzbekistan showed that students usually call the teachers as *Aziz Azizovich* as it was considered to be formal way of addressing to the teacher. But the choices such as *Mr. Azizov* and *Teacher* are also preferably used by students.

It is important to note that it is not only the relationship between student and teacher that varies within different culture settings and when one either studies or teaches abroad, but also perception amongst students themselves. It is not uncommon for some students who would normally address their teachers formally to find it disrespectful when other students are more informal. These students also tend to find it hard to comprehend why a teacher would accept what they perceive as disrespectful. For teachers, knowledge of the cultural differences in addressing teachers will help teachers understand their students better and build the rapport that is crucial in maintaining a healthy student–teacher relationship. Being aware about students' different perceptions of "distance" between student and teacher help us to think about different ways to engage students. IB professors are probably more cross-culturally aware than many other professors, but all of the collaborators of this paper still learned something from our results. It certainly makes us want to set a norm upfront in our classes to increase students' comfort level.

This paragraph could function as a case study and an ice breaker for those teaching international students and in international settings, not only to understand why we have variations within the class, but also to debate how one feels with different ways of addressing others. This can be extremely useful in exemplifying

how business dealings can also be impacted upon by people's attitude. First impressions are often important!

### **Conclusion**

Having analysed pragmalinguistic aspects of Direct Address in Teaching English to B2 level students we have come to the following conclusion.

**Pragmalinguistics** (linguistic pragmatics, pragmatic linguistics, internal pragmatics) focuses primarily (though not exclusively) on the study of linguistic phenomena (i.e., code) from the point of view of their usage. As it is impossible to offer an exhaustive definition of pragmatics, it might be easier simply to present a list of the topics studied: deixis, implicature, presupposition, speech acts and aspects of discourse structure.

**Deictic category** is any **grammatical category** which expresses distinctions pertaining to the time and place of speaking or to the differing roles of participants. The word *deixis* means ‘linguistic pointing’, and we are engaging in the use of deixis whenever we use items like *there, this, you* or *then*. There are several types of deixis in languages, and we accordingly recognize several **deictic categories**. A deictic category is literally a ‘pointing’ category: it allows a speaker to ‘point’ at particular times, places and individuals. The reference points are always the identity of the speaker and the time and place of speaking. For example, the category called **deictic position** permits distinctions like those between *here* and *there, this* and *that*, which express differing distances from the speaker. The category of **person** allows distinctions among the speaker, the addressee, and everyone else. The category of **tense** allows the speaker to point in time: the past tense usually means ‘before the moment of speaking’, the future tense ‘after the moment of speaking’, and so on.

Languages may differ substantially in the distinctions expressed by their deictic categories: two, three or more deictic positions, two, three, four or more tenses (or none at all), and so on. English has just two deictic positions, three persons and two tenses. Other grammatical categories—such as number, gender, aspect and mood—are not deictic in nature.

As is known culture in its broad sense has two major aspects. One is the history of civilization. The other component of culture is a sociological one: the attitudes, customs, daily activities of a people, their ways of thinking, their values. In this country traditionally the "culture" element is generally represented in English language teaching by the geography and history of Great Britain, and its achievements in sciences or the arts. At the same time the sociological component of culture is often overlooked. Meanwhile without proper understanding of a certain system of views and ideas, habits and customs of British people it is impossible to communicate with them naturally. A person who has studied English as a foreign language without paying attention to its cultural content and background will have a limited or distorted use of the language. He may not be aware of the fact that vocabularies vary not only in size, but also in usability, and curiously enough their usability varies with the way they are used. In crosscultural communication the way people structure conversations, express agreement or disagreement, take turns in floor-holding, etc. play an important role. Analysis of both English, Uzbek and Russian conversations reveal great cultural differences that can be seen in their structure and vocabulary.

It's common knowledge that cultural patterns, customs and ways of life are generally reflected in the language because language and culture are mutually interdependent and mutually influential. The priority rule is the extensive use of certain words and phrases which contain no information but show the speaker's attitude and the relationship to the other person.

**Direct address** – is a construction in which a speaker or writer directly addresses another individual; also, the name (or nickname) of the individual who is addressed. Just like Uzbeks and other nations, the British use different kinds of names and titles for establishing and maintaining social relations. There are lots of different reasons for choosing an adequate name or a title. The main reasons are as follows:

- 1) the relationship of the speaker with the other person;
- 2) the degree of formality;

3) the degree of politeness and friendliness and the like.

The most frequently used titles in English-speaking countries are *Mr*, *Mrs*, *Miss*. These are used by the British when they speak to people they do not know very well. As a rule, *Mr*, *Mrs*, *Miss* are followed by the surname, for example: "*Mr Allen*" to a man, "*Mrs Allen*" to a married woman, "*Miss Allen*" to a girl or a woman who has never been married or divorced. Now it is increasingly frequently used by married women who do not want to take their husband's surname.

In different countries, a set of names of which is made official naming the person, not the same. In the English-speaking countries, the system of names is uneasy: everyone has a personal name and a surname; but double personal names, double surnames, a so-called average names are frequent also. In English language, two basic types of derivatives are differentiated: **short forms** and subjectively – estimated forms with a suffix *-y*.

The term "**Direct Instruction**" refers to a rigorously developed, highly scripted method for teaching that is fast-paced and provides constant interaction between students and the teacher. Direct Instruction is the dirty little secret of the educational establishment. This method, rich in structure and drilling and content, is the opposite of the favored methods of today's high-paid education gurus, and contradicts the popular theories that are taught to new teachers in our universities. Direct Instruction should be no secret at all, for it has been proven in the largest educational study ever and continues to bring remarkable success at low cost when it is implemented.

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