

## PRAGMATIC FEATURES OF REQUEST SPEECH ACTS IN ENGLISH

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**Annotatsiya.** Mazkur maqola ingliz tilida so'rov (iltimos)larning pragmatik jihatlarini o'rganadi. Unda turli ijtimoiy vaziyatlarda so'rovlarni qanday ifodalash, xushmuomalalik darajasi, bilvositalik hamda ijtimoiy masofa, maqom va madaniy me'yorlarning ta'siri tahlil qilinadi. Tadqiqot samarali va mos muloqotni ta'minlash uchun til birliklarini tanlash jarayonini yoritadi.

**Kalit so'zlar:** pragmatika, so'rovlar, xushmuomalalik, bilvositalik, nutq aktlari, ijtimoiy kontekst, madaniy me'yorlar

### Annotation

This article explores the pragmatics of requests in English, focusing on how speakers formulate requests in different social contexts. It examines levels of politeness, indirectness, and the influence of factors such as power, distance, and cultural norms. The study highlights how language users choose appropriate linguistic strategies to achieve effective and socially acceptable communication.

**Keywords:** pragmatics, requests, politeness, indirectness, speech acts, social context, cultural norms

### Аннотация

Данная статья посвящена прагматике просьб в английском языке, с акцентом на способы их выражения в различных социальных контекстах. Рассматриваются уровни вежливости, косвенности, а также влияние таких факторов, как статус, социальная дистанция и культурные нормы. Исследование показывает, как говорящие выбирают языковые стратегии для эффективного и уместного общения.

**Ключевые слова:** прагматика, просьбы, вежливость, косвенность, речевые акты, социальный контекст, культурные нормы.

### Introduction

Pragmatics is a subfield of the study of language that studies how people use language to achieve action in context. One topic of study within pragmatics is the structure of requests. Requests are illocutionary speech acts whereby a speaker asks the hearer to do something. In English interactions, requests are especially important as they reveal politeness, social relations, and cultural norms. [1;2]

In many cases, speakers use means other than the imperative to accomplish the same illocutionary force, as a way to be polite and maintain good interpersonal relations.[1] In addition to grammatical competence, practical competence in requests is also required of non-native English speakers. Without realistic competence, non-native speakers may make grammatically correct utterances that sound rude or inappropriate in certain contexts.

### Methods

The goal of this paper was achieved by the qualitative analysis of data which consisted of requests from English textbooks, conversations and spoken discourse, so as to identify the varieties of request strategies.

The three major request categories analyzed were direct requests, conventionally indirect requests, and polite request expressions.[3] In the examples discussed, the authors considered the form, politeness and communicative function of each request. This can help explain how speakers choose between different strategies to make requests in varying contextual situations.

### **Results**

This analysis also shows that English speakers are likely to favor indirect requests. Indirect forms are commonly used in polite communication, especially when the speaker wants to reduce the level of imposition on the listener.[5] For example, expressions such as “Could you help me with this task?” or “Would you mind opening the window?” are widely used in everyday interaction.

Direct requests such as “Open the window” or “Give me the book” are usually used in informal contexts or when there is a close relationship between speakers. In more formal situations, speakers tend to add polite markers such as please, modal verbs, or question forms to soften the request.

### **Discussion**

The findings indicate that politeness and social context strongly influence the way requests are expressed in English. Indirect requests allow speakers to show respect, maintain social harmony, and avoid sounding rude or demanding.[4] This is particularly important in intercultural communication where misunderstandings may occur due to differences in pragmatic norms.

For language learners, developing pragmatic competence is as important as learning grammar and vocabulary. Teaching request strategies in language classrooms can help students communicate more naturally and effectively. By understanding how requests function in English, learners can improve their communicative skills and interact more successfully in real-life situations.

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