

**APPLYING HELLOTALK AND TANDEM IN TEACHING SPEECH ACTS TO UZBEK
B2 LEVEL LEARNERS IN INDEPENDENT EDUCATION*****Zebokhon Musaeva Muzaffarovna****Senior lecturer at the Uzbekistan State World Languages University*musaevazebokhon@gmail.com

Abstract: This study explores the effectiveness of using HelloTalk and Tandem in teaching speech acts to Uzbek B2-level learners in independent education. With the rise of digital language learning tools, mobile-assisted language learning (MALL) applications provide learners with immersive and interactive environments. This paper investigates how these applications can enhance pragmatic competence in speech acts, including requests, apologies, refusals, and compliments. The findings suggest that both applications contribute to learners' ability to use speech acts appropriately in diverse communicative contexts.

Keywords: HelloTalk, Tandem, speech acts, B2-level learners, independent education, mobile-assisted language learning, pragmatic competence.

INTRODUCTION

Speech acts are fundamental to effective communication, yet many language learners struggle with their proper usage in real-life situations. Traditional classroom instruction often falls short in providing authentic communicative experiences. Mobile-assisted language learning (MALL) applications such as HelloTalk and Tandem offer learners an opportunity to engage with native and proficient speakers in real-time conversations. This study examines how these platforms can facilitate the development of pragmatic competence in speech acts for Uzbek B2-level learners in an independent learning context. Research on MALL applications highlights their benefits in enhancing language acquisition, particularly in developing communicative competence (Kukulska-Hulme & Viberg, 2018). Studies have shown that digital language exchange platforms provide learners with exposure to natural language use (Ziegler, 2016). Additionally, pragmatic competence, including speech act performance, is crucial for effective communication in a second language (Kasper & Rose, 2002). However, little research has been conducted on how Uzbek learners at the B2 level benefit from these tools in independent education. This study employs a mixed-methods approach, including surveys, learner interviews, and discourse analysis of conversations on HelloTalk and Tandem. Participants include 30 Uzbek B2-level learners engaged in independent learning through these applications. Data is analyzed to assess improvements in speech act production, appropriateness, and fluency over a six-month period. The analysis reveals that learners using HelloTalk and Tandem demonstrated significant improvements in their use of speech acts. Key findings include:

1. Increased awareness of speech act strategies in different cultural contexts.
2. More natural and contextually appropriate use of requests, apologies, and refusals.
3. Enhanced confidence in real-time communication with native speakers.

Positive learner perceptions of MALL applications as supplementary learning tools. These findings align with previous research suggesting that language exchange platforms contribute to pragmatic development by providing authentic interaction opportunities (Taguchi, 2015). The results suggest that HelloTalk and Tandem are valuable tools for enhancing speech act competence among Uzbek B2-level learners in independent education. Educators and learners should incorporate these applications as part of their self-directed learning strategies. Future research should explore long-term effects and compare results with classroom-based pragmatic instruction. Teaching speech acts to Uzbek B2-level learners involves helping students understand and use different types of communicative functions in English, such as requests, apologies, refusals, compliments, invitations, and suggestions. At the B2 level, learners should be able to use speech acts appropriately in different social and cultural contexts.

Types of Speech Acts

1. Direct Speech Acts (explicit meaning)

Example: Close the door, please.

2. Indirect Speech Acts (implied meaning)

Example: It's a bit cold in here. (implying that the door should be closed)

Common Speech Acts and Their Forms

Requests: Could you pass me the salt? / Would you mind helping me?

Apologies: I'm sorry for being late. / I apologize for the inconvenience.

Refusals: I'd love to, but I'm busy. / I'm afraid I can't join you.

Compliments: That's a nice shirt! / You did a great job!

Invitations: Would you like to come to my party? / How about dinner at my place?

Suggestions: Why don't we try a new restaurant? / You should take a break.

Challenges for Uzbek Learners

Cultural Differences: In Uzbek culture, politeness strategies may differ, making direct speech acts seem rude or too formal.

Pragmatic Transfer: Learners may transfer Uzbek language structures into English, affecting their fluency and appropriateness.

Politeness Levels: Understanding formal vs. informal expressions in English is crucial.

Role-Plays & Simulations

Practice real-life scenarios (e.g., ordering food, asking for favors).

Use different levels of politeness.

Dialog Analysis

Have students analyze dialogues from movies or books.

Identify direct and indirect speech acts.

Error Correction & Feedback

Provide feedback on how natural and appropriate students' speech acts sound.

Authentic Materials & Technology

Use videos, podcasts, and real conversations to expose learners to natural speech acts.

A speech act is an action performed through speaking or writing. It refers to the way language is used not just to convey information but also to perform actions, such as making requests, giving orders, making promises, or apologizing. The concept comes from **J.L. Austin** and **John Searle**, who developed speech act theory in linguistics and philosophy.

CONCLUSION

The integration of HelloTalk and Tandem into independent education for Uzbek B2-level learners significantly enhances their ability to master speech acts in real-life communication. These language exchange applications provide an immersive and interactive environment where learners engage with native and proficient speakers, fostering authentic language use. By practicing speech acts such as requesting, apologizing, and expressing opinions in a natural setting, learners develop both linguistic competence and cultural awareness. Furthermore, the use of these apps promotes learner autonomy, motivation, and confidence, as they receive instant feedback and engage in meaningful conversations. Compared to traditional classroom methods, HelloTalk and Tandem offer a more dynamic and practical approach to speech act acquisition. Therefore, incorporating these digital tools into independent language learning proves to be an effective strategy for improving communicative competence among Uzbek B2 learners.

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