O‘ZBEKISTON RESPUBLIKASI TA’LIM VA ILM-FAN VAZIRLIGI
GULISTON DAVLAT UNIVERSITETI
FILOLOGIYA FAKULTETI

DUSHAYEVA SOXIBA JANIKULOVNA

MATNNING PRAGMATIK TAHLILI

fanidan o‘quv kontenti

60230200 - Tarjima nazariyasi va amaliyoti (ingliz tili)

Guliston — 2026

ANNOTATSIYA

Mazkur o‘quv kontenti 60230200 - Tarjima nazariyasi va amaliyoti (ingliz tili) ta’lim yo‘nalishi talabalari uchun “Matnning pragmatik tahlili” fani uchun amaliy mashg‘ulotlarida foydalanishga mo‘ljallangan metodik materialdir. Ushbu o‘quv mashg'ulotlari kontenti “Matnning pragmatik tahlili” fanining nazariy va metodologik asoslarini qamrab oladi. Mashg‘ulotlar davomida matnning kontekstual muhiti, nutqiy vaziyat, kommunikativ maqsad va subyektlararo munosabatlar pragmatik nuqtayi nazardan tadqiq etiladi. Kontentda nutqiy aktlar nazariyasi, implicit (bilvosita) ma’no, predikatsiya, inferensiya (xulosa chiqarish) hamda kontekstning semantik va pragmatik funksiyalari kabi muhim tushunchalarga alohida e’tibor qaratilgan. Mazkur materiallar talabalarga matnni shunchaki lingvistik birlik sifatida emas, balki ijtimoiy-kommunikativ jarayonning aktiv elementi sifatida tahlil qilish ko‘nikmasini shakllantirishga xizmat qiladi.

Tuzuvchi: Dushayeva Soxiba Janikulovna. Ushbu yangilangan tahrir muallif nomi saqlangan holda, kafedrada ko‘rib chiqish uchun tayyorlangan loyiha hisoblanadi.

Mas’ul muharrir

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Discourse and Text

Date and group Date _____ Group _____

Lesson profile

Course Text Linguistics and Pragmatics / Discourse Analysis

Topic Discourse and text: similarities and differences

Level B2+ target group, with analytical extensions to the earlier worksheets

Duration 80 minutes, including instructions, transitions and feedback

Lesson type Integrated seminar with explicit instruction, guided analysis and collaborative production

Language English for input, discussion and written work. Brief Uzbek clarification where needed.

Class organisation Individual work, pairs and groups of 3–4. Group size can be adjusted to attendance.

Teacher_____

Aims

Educational Develop a defensible distinction between textual and discourse analysis and apply cohesion, coherence, deixis, genre and communicative purpose to actual wording.

Developmental Strengthen analytical reading, reasoned oral explanation, critical comparison and concise written mediation for an identified audience.

Attitudinal Encourage fair interpretation, respectful challenge and responsible reporting of uncertain information.

Prior learning

Students can recognise pronouns, connectors and modal verbs, read an academic email independently and discuss a familiar issue in English. Specialist terminology is activated and clarified during the lesson.

The plan integrates learning outcomes, timed procedures, presentation references, differentiated support, formative checks, assessment criteria and printable student materials.

Learning outcomes and preparation

By minute 80, students should demonstrate the following outcomes. Success indicators are local classroom targets, not CEFR certification thresholds.

Outcome	Observable success indicator	Evidence
LO1 Distinguish perspectives	Distinguish a textual observation from a contextual question, and recognise that both perspectives apply to spoken or written language.	Opening response, synthesis and exit ticket
LO2 Analyse language in context	Explain at least three textual features across Activities 2–3 and support a contextual interpretation with wording or situation.	Annotated dialogue and email
LO3 Evaluate and mediate information	Correct two misleading claims and produce a 70–90 word announcement preserving uncertainty about the fare and seats.	Activity 4 individual response
LO4 Justify and negotiate interpretations	Give an evidence-based explanation, consider an alternative and respond constructively to a peer.	Activities 2–4 discussion checklist

CEFR informed design

The lesson draws on the B2/B2+ orientation to explaining viewpoints, interpreting texts and collaborating to construct meaning. The short texts provide accessible input, while justification, alternative interpretations and audience-sensitive reformulation provide the B2+ challenge. Outcomes are teacher adaptations rather than verbatim CEFR descriptors. [1]

Resources and preparation

Existing deck: Discourse_and_Text.pptx, 29 slides. Open it in presenter view and bookmark the selected slides shown in the running order.

Print student sheets A–D in this pack, one set per student. Keep teacher answers separate. Provide notebooks for extended responses.

Prepare a projector, whiteboard, timer and pens. Board headings: Wording / Context / Interpretation / Evidence.

Arrange groups of 3–4. Rotate facilitator, evidence finder, recorder and reporter roles. In groups of three, combine recorder and reporter.

Display the outcomes and rubric. Track discussion in a register with columns for name, evidence, alternative reading and response to a peer. Reveal answers after students attempt the task.

Language for analysis

Key terms: text, discourse, cohesion, coherence, co-text, context, reference, deixis, ellipsis, genre, agency and mitigation. Useful frames: “The expression … refers to …”; “This suggests … because …”; “Another reading would be … if …”; “The text supports …, but does not establish …”.

The 80 minute running order

Use the deck selectively. Keep each activity sheet visible or on students' desks while its related slide is displayed. The timing includes giving instructions and checking answers.

Minutes	Min	Stage	PPT	Evidence or product
0–4	4	Contextual opening	1, 5	Two interpretations of the same utterance
4–7	3	Outcomes and success criteria	7	Students restate the main learning goal
7–14	7	Activity 1 Word Detective	Hold 7	Eight terms, a contrast and an example
14–24	10	Focused input and demonstration	2, 8, 11, 15	Cohesion versus coherence and contextual reference
24–34	10	Activity 2 Short conversation	Hold 15	Evidence-based inference with an alternative
34–40	6	Roles genre and agency	17, 18, 20, 21	Observation separated from a claim about intention
40–53	13	Activity 3 Academic email	Hold 21	Analysis and audience-sensitive reformulation
53–71	18	Activity 4 Three texts	25 briefly	Corrected claims and 70–90 word announcement
71–77	6	Peer feedback and synthesis	7, 24	Criterion-based feedback and one revision
77–80	3	Exit ticket and homework	29	Independent transfer and next-step target

Total: 4 + 3 + 7 + 10 + 10 + 6 + 13 + 18 + 6 + 3 = 80 minutes.

Presentation routing

Core teaching slides: 1, 2, 5, 7, 8, 11, 15, 17, 18, 20, 21, 24, 25 and 29. Slides 7 and 15 remain on screen during selected tasks rather than receiving a second explanation.

Slides 3–4, 6, 9–10, 12–14, 16, 19, 22–23 and 28 are reference or follow-up reading. Slides 26–27 contain additional examples and are reserved for homework or a later lesson. Do not attempt to lecture through all 29 slides.

Assessment pattern

The word game and short tasks are formative. The teacher uses Activity 4 responses and observed discussion for a 20-point lesson profile. The independent exit ticket adds 5 points. These classroom marks indicate next teaching steps, not a language-level award.

Teaching procedure for minutes 0 to 34

0 to 4 Contextual opening

Teacher: show slide 5 and say “Can you submit the report today?” once as a manager and once as a colleague checking availability. Ask “What action might this perform? What evidence would help us decide?” Allow 30 seconds of silent thought, one minute of pair exchange and two brief responses.

Students: distinguish the question form from a possible request or instruction. State what remains uncertain. Teacher checks that students avoid assuming all managers use the utterance as an order.

4 to 7 Outcomes and success criteria

Teacher: show slide 7, state the outcomes and explain that answers need a claim, supporting evidence and an appropriate qualification. Students paraphrase the lesson aim to a partner. Confirm that written and spoken materials can support both analytical perspectives.

7 to 14 Activity 1 Word Detective

Teacher: distribute Sheet A. Allocate 3 minutes to the eight anagrams, 2 minutes to the B2+ comparison task and 2 minutes to pair checking and clarification. Ask students to explain the difference between cohesion and coherence rather than only naming the terms.

Students: solve terms independently, then write a contrast and an example. Pairs justify their answers. Assessment: 8 term points and 2 extension points, used diagnostically. If a term is unfamiliar, offer its first letter after an initial attempt.

14 to 24 Focused input and demonstration

Teacher: use slide 2 for the working distinction (2 minutes), slide 8 for reference and connectors (3 minutes), slide 11 for cohesion versus coherence (3 minutes), and slide 15 for deixis (2 minutes). On the board label one observation, one interpretation and one missing contextual fact.

Check: “Does therefore prove a causal relationship?” Expected: no, it signals a relationship proposed by the writer. “Is a text necessarily written?” Expected: no. Students supply a short example showing why a connector alone cannot create coherence.

24 to 34 Activity 2 A Short Conversation

Teacher: distribute Sheet B. Allow 2 minutes to read, 3 minutes to annotate and answer Questions 1–5, 3 minutes for the B2+ alternative-reading discussion, and 2 minutes for feedback. Ask two students to read the exchange aloud. Avoid providing an exact appointment duration.

Students: identify reference and the request, explain B's changing response, and test an alternative reading. Each partner gives a brief explanation and asks one clarification question. Check that "you" addresses A while the wider group membership remains unspecified.

Teaching procedure for minutes 34 to 80

34 to 40 Roles genre and agency

Teacher: use slides 17–18 for roles and genre (3 minutes), then slides 20–21 for agency and evidence (3 minutes). Ask “What can we observe directly?” and “What additional evidence would support a claim about the writer’s intention?” Students compare the headlines in pairs before one response.

Clarify that “The company announced workforce reductions” reports an announcement, whereas the other examples report dismissals. Its content is not fully equivalent. Passive grammar or omission of an agent alone does not establish deliberate bias.

40 to 53 Activity 3 An Academic Email

Teacher: distribute Sheet C. Allocate 2 minutes to reading, 4 minutes to Questions 1–5, 4 minutes to the B2+ audience adaptation and 3 minutes to a pair comparison and targeted feedback. Monitor justifications rather than reading out a complete answer key.

Students: analyse the request, reference, connectors and institutional roles. Write a concise request for a lecturer and a brief message to a peer, then explain one change in wording. Partners consider whether the request retains its meaning and appropriate degree of directness.

53 to 71 Activity 4 One Event Three Texts

Teacher: show slide 25 for 30 seconds, then return attention to Sheet D. Allocate 3 minutes to reading and role assignment, 6 minutes to the comparison questions, 6 minutes to individual announcements, and 3 minutes to evidence checking and two short reports. Each group examines all three texts.

Students: compare genre and stance, correct two claims, discuss whose needs the timetable serves, and draft a 70–90 word announcement independently. The final text must preserve unconfirmed fares and the absence of a seat guarantee. Group work supports interpretation, but each learner submits their own draft.

71 to 77 Peer feedback and synthesis

Teacher: use slide 7, then slide 24 briefly. Give 3 minutes for pairs to check each other’s announcements against the rubric, 2 minutes for one revision

and 1 minute for a whole-class distinction between textual evidence and contextual inference. Ask peers to identify one strength and one precise improvement.

Collect Sheets B–D. Sample oral evidence throughout the lesson. Where individual collaboration evidence is missing, record “not observed” and check it next lesson rather than assigning an invented score.

77 to 80 Individual exit ticket and homework

Allow 2 minutes for the exit ticket, 30 seconds for a next-step self-check and 30 seconds to set homework while slide 29 is displayed. Collect the ticket before students leave.

Exit prompt: “Your revised timetable is ready. Please check it before tomorrow’s meeting.” Give one textual observation and one discourse question, then explain why the wording alone cannot establish every relevant fact. Write 35–50 words.

Homework: choose a public notice or short email, remove personal details, and write a 180–220 word analysis. Identify three textual features, explain purpose and audience, offer one alternative reading and state what further context is needed. Use one source from slides 28–29 with an author–date reference.

Assessment support and teacher reflection

The lesson assessment rubric

Score each criterion from 0 to 5. Use individual responses on Sheets B–D for Criteria 1–2, the Activity 4 announcement for Criterion 3, and observed interaction for Criterion 4. A score of 5 meets the stated criterion fully; 3 shows partial achievement; 1 shows minimal relevant evidence; 0 means no assessable response. Use 2 and 4 for intermediate performance.

Criterion	5 points	3 points	1 point
1 Textual analysis	Correctly explains at least three relevant features across B–D and cites specific wording.	Identifies features but explains some links inaccurately or gives limited evidence.	Names a term or feature with little accurate explanation.
2 Context and evidence	Explains roles or audience, corrects two misleading claims and qualifies an inference.	Offers a plausible interpretation but supports or qualifies it unevenly.	Makes unsupported or largely literal claims.
3 Written mediation	Produces 70–90 coherent words, preserves key uncertainties and uses an appropriate public register.	Message is generally understandable but one key detail or aspect of register needs revision.	Meaning is difficult to follow or a central uncertainty becomes a false certainty.
4 Collaborative explanation	Explains a view with evidence, responds to a peer and considers an alternative interpretation.	Participates and gives some reasons but rarely develops or tests another view.	Contributes only a brief unsupported view despite support.

Exit ticket: accurate textual observation 2 points; relevant discourse question 2 points; justified limit on interpretation 1 point. Total available: 20 + 5 = 25 points. Use the results to plan feedback rather than automatically converting them into a CEFR level.

Differentiation and access

Support: provide the glossary and sentence frames, allow quiet reading before discussion, enlarge print if needed, and accept a brief Uzbek planning note followed by an English answer. Challenge: remove frames, require competing interpretations and justify why one is better supported. Keep the same key concepts for all learners.

Likely difficulty: students equate cohesion with coherence, treat requests as ability questions, or read “may” as certainty. Respond with the slide 11 contrast, recipient responses in Sheet B, and a comparison of “proposed”, “unconfirmed” and “guarantee” in Sheet D.

Contingency and reflection

If projection fails, write the contrast and reference examples on the board and use the printed sheets. If discussion overruns, reduce public reporting while retaining all four tasks and the individual exit ticket. Do not add extra slides.

After class record: Which outcome was least secure? What recurring inference lacked evidence? Which learners need further support? What one change will improve the next lesson?

Reflection notes

_____

_____

Student sheet A

Discourse and Text B2+ Activity 1 Word Detective 7 minutes

Name _____ Group _____

Unscramble the eight terms using the clues. Work alone for 3 minutes, complete the comparison task for 2 minutes, then check with a partner for 2 minutes.

1. ETXT _ _ _ _

Clue: A meaningful stretch of spoken or written language.

2. OCTETXN _ _ _ _ _ _ _

Clue: Relevant circumstances and shared knowledge.

3. SIDERUCOS _ _ _ _ _ _ _ _ _

Clue: Language examined in its communicative and social use.

4. NCOSIHOE _ _ _ _ _ _ _ _

Clue: Linguistic ties connecting parts of a text.

5. ENECECORH _ _ _ _ _ _ _ _ _

Clue: Meaningful connections that make ideas understandable together.

6. NREEG _ _ _ _ _

Clue: A conventional type of communication, such as an advertisement.

7. EDIISX _ _ _ _ _ _

Clue: Reference anchored to a situation, as in I, here and tomorrow.

8. SIESLIPL _ _ _ _ _ _ _ _

Clue: Leaving out wording that a reader or listener can recover.

B2 plus comparison

Choose COHESION and COHERENCE. Explain the distinction in 25–35 words and add a two-sentence example showing that a visible connector alone does not guarantee a meaningful relation.

_____

_____

_____

_____

_____

_____

Pair check: Which part of your explanation is a linguistic observation? Which part depends on interpretation?

Student sheet B

Discourse and Text B2+ Activity 2 A Short Conversation 10 minutes

Name _____ Group _____

Read and annotate. Support your answers with exact words or contextual evidence. Use your notebook if you need more space.

Conversation

A: Are you coming to the study group this afternoon?
B: I have a dentist appointment at three.
A: We are meeting at five in the library.
B: In that case, I can join you. Could you bring the article?
A: Yes. I printed it this morning.
B: Great. I need it for my presentation tomorrow. Please save me a seat.

Analysis

1. What do “it” and “you” refer to in A’s “I printed it” and B’s “I can join you”?

_____
_____

2. Why might B’s first reply suggest non-attendance? What new information changes the response?

_____
_____

3. What relationship does “In that case” express?

_____
_____

4. Explain why “Could you bring the article?” functions as a request here.

_____
_____

5. What contextual information identifies “this afternoon” and “tomorrow”?

_____
_____

B2 plus interpretation

Propose an alternative to “B is refusing the invitation” for B’s first reply. Explain what missing information would help you choose between the readings. Each partner gives a 30-second explanation and asks one clarification question.

_____

_____

_____

_____

Student sheet C

Discourse and Text B2+ Activity 3 An Academic Email 13 minutes

Name _____ Group _____

Read the email. Analyse both wording and the relationship between the participants. Record brief answers below and use your notebook for the adaptation.

Email

Dear Dr Karimova,
I have completed the first draft of our group report on student transport. The report compares bus fares with the cost of travelling by taxi. However, two members of our group are still checking the survey responses, so we have not finalised the results section.
Could we submit the report on Friday instead of Wednesday? This extra time would allow us to check the figures and explain the limitations more clearly. We understand that the presentations will take place next Monday, and we will be ready for ours.
If a later submission is not possible, we can send the current draft on Wednesday and provide a corrected version afterwards. Please let us know which option you prefer.
Kind regards,
Aziza
On behalf of Group 3

Analysis

1. Identify the writer, recipient and main communicative purpose.

_____
_____

2. Explain the relationships signalled by “However” and “so”.

_____
_____

3. What do “This extra time” and “ours” refer to?

_____
_____

4. Quote two respectful or cooperative expressions and explain their function.

_____

_____

5. Does the email establish that the extension has been granted? Give evidence.

_____

_____

B2 plus audience adaptation

Rewrite the request in 20–30 words for the lecturer. Then write a 15–20 word message to a peer asking for help checking the results. Explain one change in directness or register. Preserve the fact that permission has not yet been granted.

Student sheet D

Discourse and Text B2+ Activity 4 One Event Three Texts 18 minutes

Name _____ Group _____

Read individually, then discuss in groups of 3–4. Rotate facilitator, evidence finder, recorder and reporter roles. Write brief answers below and the final announcement in your notebook.

Texts

Text A University website notice

The university transport office will introduce a trial bus service next month. During the six-week trial, buses will leave the main gate at 5:15 p.m. on weekdays. The proposed fare is lower than the average taxi fare reported in a recent student survey. However, the office has not yet published the full survey results or confirmed the final ticket price.

“We want to make the journey home easier for students,” the transport coordinator said. Students must register online by Friday if they wish to use the service. Registration will help the office estimate demand, but it does not guarantee a seat. The office will review the timetable after the first two weeks and may make changes if necessary.

Text B Student group message

Cheap buses are coming next month! Everyone will get a seat, so stop wasting money on taxis. Register by Friday and tell your friends. The university has finally solved our transport problems.

Text C Student reply

This could help, but my laboratory class finishes at 5:30. Will there be a later departure? Also, does registration mean that I have booked a seat?

Comparison and evidence

1. Compare the genre, audience and purpose of A and B. Support one comparison with wording.

_____

_____

2. Identify TWO misleading claims in B. Correct each using A.

_____

_____

3. Explain “However” in A and the reference of “This” in C.

_____

_____

4. Explain how C challenges the claim that the service solves everyone's problems.

_____

_____

Individual announcement

5. Write an accurate public announcement of 70–90 words. Include the trial, departure details, registration deadline and review arrangements. Preserve uncertainty about the final fare and seats. Use a public register and avoid promotional claims. Explain to a peer why you changed one expression.

Teacher answers for activities 1 and 2

Keep these pages separate from student copies. Accept alternative interpretations when students support them with the available evidence and identify any necessary assumptions.

Activity 1

1 TEXT; 2 CONTEXT; 3 DISCOURSE; 4 COHESION; 5 COHERENCE; 6 GENRE; 7 DEIXIS; 8 ELLIPSIS. Award one diagnostic point per term.

Sample comparison, 30 words: “Cohesion concerns linguistic ties connecting expressions, whereas coherence concerns meaningful relations between ideas. A connector can signal a relation even when background knowledge provides no plausible basis for accepting it.”

Example: “The bus arrived late. Therefore, the number seven became a vegetable.” The connector signals consequence, but the relation lacks an ordinary contextual basis. This is a teaching example rather than a claim about all imaginable fictional contexts.

Extension: one point for a clear contrast and one for a valid example with explanation. Do not include the word-game diagnostic score in the 25-point lesson total.

Activity 2

1. “It” refers to the article. “You” addresses A and may pragmatically include the group that A belongs to. The exact membership is not given.

2. B may assume a clash with the appointment at three. The five o’clock meeting time gives new information that allows B to accept. The appointment’s duration is unknown.

3. “In that case” links B’s decision to the newly stated circumstances.

4. A request is supported by the action B asks A to perform and A’s acceptance. The modal form alone does not establish the function.

5. The conversation date is needed to identify the afternoon and following day. The setting also helps establish the intended local time.

B2+ alternative: B may be checking whether attendance is possible, not refusing. We need the expected meeting time, appointment duration or further turns to decide. Accept another plausible reading with stated conditions.

Teacher feedback prompts

“Which words support that?” “What information is missing?” “Could the recipient understand it differently?” “Does the text state that, or are you inferring it?”

Exit ticket sample

“The pronoun ‘it’ refers to the revised timetable, and ‘please’ introduces a request. Who sent this message, and to whom? The wording does not identify the date of tomorrow’s meeting or establish the sender’s institutional authority.”

The sample is within the 35–50 word target. Accept other accurate textual features and context questions. Award the five exit points independently of the activity rubric.

Teacher answers references and follow up

Activity 3

1. Aziza writes for Group 3 to Dr Karimova to request submission on Friday instead of Wednesday. 2. “However” contrasts a completed draft with unfinished checks. “So” connects checking with the unfinished results section. 3. “This extra time” means the additional time requested; “ours” means our presentation. 4. Accept “Dear Dr Karimova”, “Could we…?”, the conditional alternative and “Please let us know…” with a relevant explanation. 5. No acceptance appears. The email asks for a decision.

Lecturer request, 22 words: “Could our group submit the report on Friday rather than Wednesday so that we can verify the survey results before final submission?”

Peer message, 17 words: “Could you help me check the survey figures this afternoon? We still need to finish the results.”

The peer message foregrounds a shared task and immediate help. The lecturer request foregrounds permission and justification. More direct alternatives are acceptable if the relationship and meaning remain appropriate.

Activity 4

1. A is an institutional notice informing potential users of arrangements and conditions. B is a peer-group message encouraging registration and sharing. Accept evidence such as A’s qualification about seats and B’s imperatives or enthusiastic claims. 2. “Everyone will get a seat” contradicts A. “Cheap buses” presents an unconfirmed fare as settled. “Solved our transport problems” overgeneralises. Correct any two. 3. “However” qualifies the proposed fare comparison with missing data and an unconfirmed price. “This” refers to the proposed service. 4. A 5:15 departure does not serve the student whose class ends at 5:30.

Sample announcement, 80 words: “The university plans a six-week trial bus service next month, with weekday departures from the main gate at 5:15 p.m. Students wishing to use the service should register online by Friday so that the transport office can estimate demand. The final ticket price has not been confirmed, and registration does not guarantee a seat. The timetable will be reviewed after the first two weeks and may change. Students whose classes finish later should contact the office to clarify their options.”

The last sentence is editorial advice rather than an announced university arrangement. Students may include such advice if they clearly present it as advice; they must not invent an additional bus or booking guarantee.

References

[1] Council of Europe. (2020). Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume. Council of Europe Publishing. Relevant scales: reading for information and argument, formal discussion, processing text in writing and collaborating to construct meaning. https://rm.coe.int/16809ea0d4

[2] Brown, G., & Yule, G. (1983). Discourse Analysis. Cambridge University Press. Chapters 1, 2, 6 and 7.

[3] Halliday, M. A. K., & Hasan, R. (1976). Cohesion in English. Longman.

[4] De Beaugrande, R., & Dressler, W. U. (1981). Introduction to Text Linguistics. Longman.

[5] Widdowson, H. G. (2004). Text, Context, Pretext. Blackwell. Chapter 1. https://doi.org/10.1002/9780470758427.ch1

[6] Fairclough, N. (1992). Discourse and Social Change. Polity Press.

Teaching materials: Discourse_and_Text.pptx and Discourse_and_Text_Activities.docx. This pack retains the four earlier activity types and core texts, with B2+ extensions and revised timings. The 70–90 word final product replaces the earlier 35–45 word target. Classroom scenarios are constructed teaching examples.