
INVESTIGATING THE LINGUISTIC FORMS OF SPEECH ACTS IN "IRAQ OPPORTUNITIES" SERIES

Asst. prof. Amra Ibrahim Sultan (Ph.D.)

Salman Hossi Osme

Tikrit University – College of Education Sciences - Department of
English

ABSTRACT

The development of Pragmatic rules of language use is very important for language learners. So, it is necessary to teach the foreign learner how to use language effectively as well as how to distinguish between the form and the function of it because failure to do so may cause users to misuse as well as miscomprehend the target language. Thus, the present study aims at analyzing the conversation sections of "Student's Book 8" which is one of the activities in "Iraq Opportunities" series that have been taught in Iraqi schools. The study deals with linguistic forms functions and speech acts presented in this textbook to find out whether it is pragmatically competent or not. The adopted model is Searle's (1976) classification of speech acts, i.e. representatives, directives, expressives, commissives and declaratives. It is a quantitative study to find out the number and percentages of the linguistic forms, functions of language forms and speech acts class in the written conversation sections of this textbook.

The findings and conclusions indicate that the textbook under inquiry has an adequate number of language forms that are used to express speech acts. This proves that the textbook facilitate the process of learning pragmatic competence, i.e. those related to speech acts. The dominant linguistic form is declarative sentences. Its percentage is 51.4%. The main act (function) is that of giving information. It scores a percentage of 36.1%. Representative speech act is the major in the analyzed conversations. It scores 116 times (57.4%). The lowest percentage is that of declarative sentences it scores (0.5%) and this indicates that the distribution of linguistic forms and their functions are not equal.

1.1 The Problem.

Many studies and researches about Pragmatic competence (henceforth PC) has shown that performing speech acts (Speech Acts) in a foreign language is a difficult task because of the difference between the mother's tongue cultural back-ground and that of the target language (Bardovi-Harling; 2002: 184).

Unfortunately, our pupils are suffering from this problem due to their learning through text-books which don't always explain everything about authentic learning i.e. learning in real situation. That is to say, textbooks are the only source of language input that learners receive and the basis for language practice inside and outside the classroom.

Concerning the present study, the researcher assume that most of English textbooks, that are being taught in Iraq, are constructed by English native speakers who do not have a complete idea about learner's cultural background. Thus, this may lead to lack of speech acts (Speech Acts) learning. In other words, constructors of textbooks are not always paying enough attention to the cultural, social and discourse conventions that must be followed in different situations because they are depending on native speaker's samples of language (Wolfson, 1989: 63). Thus, the same situation may be true in the case of "Iraq Opportunities" textbooks that are being taught in Iraqi schools.

1.2 Aims of the study

This study aims at investigating the linguistic forms of Speech Acts content in "Iraq Opportunities" series, i.e. "Student's Book 8", especially the conversational dialogues, which is being taught for the fourth preparatory stages during the academic year 2012-2013 to find out the following:

1. The frequencies and percentages of the linguistic forms that are used to express Speech Acts.
2. The frequencies and percentages of the functions (act of speech) of the linguistic forms.
3. The frequencies and percentages of Speech Acts class or category to find whether these Speech Acts are adequate to facilitate the

process of learning Speech Acts which are considered vital to develop PC or not.

1.3 Limits of the study

This study is limited to:

1. "Iraq Opportunities" series, i.e. "Student's Book 8", which is taught during the academic year 2012-2013 for the fourth preparatory stages in Iraqi schools.
2. The linguistic forms of Speech Acts, i.e. English sentences types and other linguistic forms, as well as the functions they express.
3. Speech Acts class or category of the functions.
4. The written (transcribed) conversation section only.
5. Following Searl's (1976) classification of Speech Acts, i.e. Representative (Rep.), directives (Dic.), expressive (Expr.), commissive (Com.), and declaratives (Dec.).

1.4 The Hypotheses

The present study hypothesizes that:

1. "Iraq Opportunities" series, i.e. "Student's Book 8", contains an adequate amount of linguistic forms that develop the learner's PC.
2. "Iraq Opportunities" series facilitate learning Speech Acts.

2. Theoretical Background

2.1 The Concept of Pragmatics

Levinson (1983: 32) states that pragmatics is "meaning minus semantics" or a "theory of language understanding that takes into account" in order to complement the contribution that semantics makes to meaning. (Leech, 1983: 6) comes closer to Levinson's (1983) explanation to pragmatics studies meaning in respect to speech situation.

Mey (1993: 42) defines pragmatics as "the study of the conditions of human language uses as these are determined by the context of society" Moeschler (2003) states that "pragmatics is the study of language use vs. the study of language". It is the study of language use because it makes a distinction between pragmatics and linguistics, while linguistics deals with three branches: syntax, semantics and phonology. Thus, pragmatics is the study of cognitive processes needed for the

interpretation of utterance, since it deals with aspect of meaning which are related to "language and human cognition" (Moeschler, 2003:20).

Crystal (1997: 240) states that "pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects of their use of language which it has on other participants in the act of communication "In other words, pragmatics is the study of communication Speech Acts such as requesting, greeting, questioning, etc., but also participating in conversation and engaging in different types of discourse".

Thus, pragmatics goal is a very complex one because it deals with how utterances are interpreted and understood by hearers/readers through identifying two kinds of meanings: sentence meaning plus speaker's intended meaning. So all the above definitions lead us to say that pragmatics is the core of human communication.

To summarize, pragmatics is a very wide domain, it raises several definitions and account for variety of topics that include: aspect of deixis, conversational implicatures presupposition, speech acts and discourse structure. Indeed all these facts show why it is difficult to achieve "a coherent pragmatic theory" as Crystal (1997: 301) claims.

2.1.1 Pragmatic Competence

Pragmatic Competence (PC) is one of the major components of the communicative competence (CC). In other words, CC. is a composite of various competencies one of which is PC, i.e. CC. consists of linguistic competence, pragmatic competence, discourse competence and strategic competence. CC is a concept which was introduced as a reaction to perceived Imitation in Chomsky's competence/performance model of language (1965). His linguistic theory is primarily concerned with an ideal speakers-hearer "who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory imitations, distractions shift of attention and applying his/her knowledge in actual performance (Chomsky, 1965 cited in Hymes, 1979: 36).

Pragmatic Competence means the ability to function in real communicative situation in a dynamic exchange in which linguistic competence, i.e. phonology, spelling of words, grammar and vocabulary

of the language, must adapted itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors. Pragmatics gives CC a new important contribution. Leech (1983: 10) claims that PC means ability in foreign language learning as a part of non-native speakers' CC and ought to be involved in the model of CC.

Pragmatic competence deals with the relationship between signs and referent on the one hand, and the language users and the context of communication on the other hand. That is to say, PC includes the "knowledge of the pragmatic conventions to perform acceptable language functions as well as the knowledge of the sociolinguistic conventions to perform language functions appropriately" (Bachman, 1990: 89-90).

Pragmatic Competence is usually described in terms of knowledge of forms and strategies to convey particular illocutions and the appropriate use of these forms in a given context. This distinction is explained in a number of models of CC such as Canale and Swain (1980) and Bachman (1990). Therefore, any lack of PC on the part of foreign language learners may lead to misunderstanding between interlocutors. That means textbooks that are taught in the Iraqi schools should contain an adequate amount of SPEECH ACT so as to enable our students to use English language effectively. Also, it is worth mentioning here that the present study is an attempt to highlight on such problem.

Any theory of communication which does not include within it what it is called context, surely, it would be not complete. Leech (1983: 2) says that "We cannot really understand the nature of language itself unless we understand pragmatics: how language is used in communication."

Many motivations have been stimulated in the development of pragmatic theory. One of these, as Levinson (1983: 37) states "is the possibility that pragmatics can affect a radical simplification of semantics." This substantiates the idea that there are semantic phenomena that are restricted to semantic interpretation and needs pragmatic explication. Some conversations cannot be understood without pragmatic account of the context of the utterance in which the sentence is uttered. Thus, the pragmatic implications have a very important role in conveying the intended meaning to the hearer/reader and such pragmatic implications might not be suggested by the semantic treatment.

Akmajian et al (1979: 279) states that the pragmatic theory must have the following conditions:

(i) "Must contain a classification of Speech Acts" with (ii) "their analysis and definitions" (iii) "different uses of expressions". One can realize the importance of pragmatics if he needs complete account of human language behavior. So it is clear that the context which linguistics talk about as a primary factor in understanding the utterance conies to be useless, if it is established far from the interaction between the speaker/writer and the hearer/reader because pragmatics is a kind or form of behavior.

Thus , the importance of pragmatic based on the premise that a full description of how people communicate needs, such as asking, greeting, inviting, etc., by using literary say and what they mean in context. In other words, without pragmatics there is no authentic communication. Also, learning a language is more than memorizing the rules of grammar of the target language. Learners must be able to use the language. This use is needed outside the school and in different situations. So, pragmatic ability is very important for learners.

Thus, it is very important to teach Speech Acts in real situations in order to enable students to grasp it well. This can be done through focusing on role play technique, especially in teaching conversation sections of the syllabuses of English language teaching, and it should be taught explicitly by explaining the functions of each expression or linguistic form to facilitate the process of learning Speech Acts.

2.1.2The Pragmatic – Semantic Distinction

Both words and people mean things, so it is very important to know the difference between the meaning of linguistic expressions, i.e. words, phrases and sentences, and what a person means in using it. Linguistic meaning does not in general determine what the speaker means, i.e. speaker's intended meaning.

The semantic-pragmatic distinction goes in line with this to explain something that is not the same task as applying it. We may ask why should be a border line between these two branches of linguistics:

Perhaps the main reason for introducing the semantic-pragmatic distinction is to prove a framework for explaining the

variety of ways in which what a speaker conveys can fail to be fully determined by the (conventional) linguistic meaning of the sentence he utters. (Batch, 1996).

Leech (1983) pertains that one can neither study meaning with an abstract of pragmatic perspective nor can capture meaning regardless of a semantic view. This reflects that to solve the problem, it is preferable to deal with both meaning, i.e. semantic and pragmatic meaning (Leech, 1983: 6).

According to Leech's view, phonology, syntax and semantic are within grammar; therefore, grammar interacts with pragmatics and semantics. (ibid: 8)

Batch (1996) claims that to depend upon the sens. meaning does not assure oneself to be fully aware about what is said in that sens.U. From this notion emerges the idea that the context which demonstrates how pragmatics complements semantics (ibid: 8).

According to the above explanations, one can deduce that semantic information relate to linguistic forms, i.e. words, phrases and sentences, whereas pragmatics information deals with utterance and facts surrounding them. Thus, semantics has to deal with grammatical form, but it must also deal with its contribution to the function of utterances.

To sum up, pragmatics and semantics are terms use in relation to the meaning of words. So, it is very important to learn the difference between their meaning to help English foreign learners avoid misunderstanding as well as miscommunication. That is to say, learners of L2 should learn everything about the features of L2 so as to use the target language effectively. It is worth mentioning that the present study is an attempt to focus on the relation between form and function of language in "Iraq opportunities" textbooks, specifically student's book8.

2.1.3 Teaching Pragmatics

The field of applied linguistics has seen a great deal of changes in the last 40 years. At the end of 1960s and 1970s the business of classroom language teachers was focusing on teaching grammar. Even when focused on oral production, the emphasis was on producing complete sentences., and the sentences. that were put in the textbooks, to serve as models, often did not make good pragmatics.

Morris (1938) argues that pragmatics is very important in the study of language due to their specific aspects of a language that can be explained only in terms of their relationship to context in which they occur, therefore only pragmatic rules could handle these particular areas: interjections such as "oh", commands such as "Come here", etc. (Morris, 1938 cited in Chapman, 2011: 47).

Kasper and Schmidt (1996: 160) state that "pragmatic knowledge should be taught." They mention "pragmatics is a subject that is indispensable part of language learning which has received insufficient attention." Also, they stress the fact that the importance of acquiring PC should not only highlight but also should be implemented in classroom language learning. Furthermore, effective teaching of appropriate behavior may minimize L2 learners' native interference and prevent their rude and inappropriate behavior.

It is obvious now how important to include pragmatics and cultural aspects in L2 pedagogy. Zheng and Zhuang (2010) give the following suggestions to teachers of English as a foreign language to follow in foreign language methods of teaching:

1. "Designing a cultural syllabus": the main things they suggest to be included, in such a syllabus, have to do with the "content" and the "method" of the cultural syllabus.
2. "Explaining pragmatic knowledge": they stress that teachers should introduce students to different linguistic forms and their "communicative functions": at the same time.
3. "Creating a cultural-rich environment": they propose that teachers can create real situation for students to participate in. These situations are supposed to be the same as those in the target culture.
4. "Providing more authentic teaching materials": they claim that when foreign learners do not have many opportunities to communicate with native speakers directly, more authentic or real contents should be added to the syllabus.
5. "Developing teachers' competence": They believe that teacher affects the situation of learning greatly: therefore, teachers have to update their PC frequently by various techniques such as attending training programs, academic conferences, using appropriate strategies in teaching such as focusing on non-verbal communication like body language. That brings us to one of major

points that the rules of use are learnt at the same time the rules of language are learnt. In other words, a speaker has to be appropriate, i.e. a speaker has to know when to speak, when to be silent, where, about what, with whom, in what manner. Rules of speaking inside mosques, for example, when a religious service is carried out, are different according to faith. Thus, it is not enough to have knowledge of rules of sentence formation without knowing how to make use of such rules to produce appropriate utterance. To regard language as a means of social interaction, we need to know these conventions of use, i.e. the pragmatic skills which control the selection of well-formed sentence. to match specific social situation.

To sum up, teaching pragmatics needs extra efforts because it is not depending on the literal meaning of the expressions (linguistic forms), but it needs to be taught explicitly via social stories, providing good role models and role-playing to develop students' PC, i.e. Speech Acts. Also, teachers should focus on teaching learners how language function in speech, for example, teachers should teach students when to form interrogative sentence or how to make request in a suitable way in the certain situation.

2.1.4 Challenges of Teaching Pragmatics in Foreign Setting

The main component of pragmatics is Speech Acts or as it is called by Austin (1962) and others "Illocutionary Force". So if the addressee could get the intended meaning of the speaker/writer a communication will happen, if not there will be miscommunication. One of the main problems of interpreting speaker's/writer's intended meaning by the addressee arises from the diversity of English sentence structure (linguistic form) which always deceive learners of English as a foreign language. For example, in (1) it is difficult for learners of English as a foreign language to interpret it, unless, they have linguistic competence and pragmatic knowledge that enable learners to understand the function and use of language in an appropriate way (Baker and Hengeveld, 2012: 104).

- (1) a. She got a baby and married. (She got illegal baby)
b. She married and got a baby. (She got legal baby)

Language is used for different purposes, such as greeting (e.g. hello, goodbye, etc.), informing e.g. (Ahmed is going to get married), promising (e.g. I will call you later), requesting, etc.. Also changing language according to with whom we speak and situation is another problem. For instance, talking to a baby is different form talking with a stranger, i.e. formal and informal conversation.

The problem of following rules for conversation such as, taking turns in conversation, staying on topic, how to use verbal and non-verbal signals. These rules may be different from one culture to another which makes learners say inappropriate thing during conversation due to the lack of PC, i.e. Speech Acts' understanding. So teaching PC is not an easy task as Searle (1979) states that "It is probable that the teaching of English as a foreign language and the study and development of methods and materials for the need of different non-Englishspeaking countries and people in their learning English form by far the greatest single 'application' of linguistic in the world today." (Searle, 1979: cited in Robins, 1980: 308).

Also, in foreign language context teachers are non-native speakers of English language and they need to be well-prepared for teaching the pragmatic aspect of language knowledge to this fact there are no sufficient, or no course offered to teachers either pre-service or in-service education programs in the area of pragmatics. The other important problem is the language teaching materials which plays crucial role in developing the PC of English language learners. These materials need to include sufficient pragmatic activities to help learners develop SPEECH ACT. In other words, most of materials include few opportunities for students to use the target language in communicative contexts.

The problem of the huge numbers of students in classrooms. This problem is one of the main problems in Iraq, which causes limit contact between teachers and their students. In other words, teachers cannot deal with all students according to their individual differences. Also, teachers have an overcrowded curriculum to cover during limited period of time, i.e. the academic year last for about seven months. As a result of lack of time, teachers do not focus on teaching culture, which needs a lot of time. In addition, many teachers have limited knowledge of the target language culture therefore; teachers avoid teaching it.

2.2 Searle's Concept of Speech Acts

John Searle, who was Austin's student at Oxford University in the 1950s, refines Austin's claiming in more systematic and mentalistic way. Searle published his famous book "Speech Act" (1969) as an analytical modification of Austin's theory. Searle (1971) attempts to extract the rules that corresponding semantic and systematic which mark the U. as an illocutionary act specific type, i.e. Searle's aim is to generalize the idea of Speech Acts to cover all the Us of the English language (Searle, 1971: 40).

Searle (1969) hypothesizes that speaking language is engaging in a rule-governed form of behavior. Hemeans that when a speaker produces an U. is performing illocutionary acts (SPEECH ACT), like making promise, apologizing, requesting, etc., because these acts are performed according to certain rules for the use of linguistic elements. Thus, Searle affirms that speaking a language is performing Speech Acts. Forexample, when a referee in a football match says to a certain player "Go out", in such situation the referee's U. is more than just uttering an U., but it is used to perform action.

He explains that it is not an easy task to decide or appoint what type of Speech Acts is performed in a specific U. according to the meaning of the sentence because a speaker may mean more than what weactually utter (Searler, 1969:16-19). For example, when a husband says to his wife the sentence (2).

(2) I am hungry.

In (2), the U. seems to be declaration or statement, andalso it implies that the speaker is making an indirect request to the addressee to offer him food.

Searle (1976: 23) has summarized manyspeech functions, saying that "we tell people how things are, we try to getthem to do things, we commit ourselves to doing things, and we express our Us.Often we do more than one of these at once in the U."Thus, Searle considers Speech Acts as the core of linguisticcommunicationand the theory of language as a part of SAT.

Transforms ordinary language analysis into a logical analysis of Speech Acts, seen as semantic, i.e. all linguistic communication involves linguistic acts phenomena.

2.3 Language Function and Form

The use of linguistic forms is always tied with functions. Yule(1985: 132) states that the linguistic forms would be described in the syntactic analysis of a language and the function as what people use language for. That means the functions are related to context. He explains that there are some examples of Speech Acts, such as in example (3).

- (3) a. Eat the food (please). (request)
- b. You ate the food. (question)

Here, (3.a) is a request, whereas (3.b) has a form as declarative which has a function of asking the hearer, and the speaker just wants the information from the hearer whether the hearer ate the food or not (ibid, 133).

Levinson (1983: 264-5) explains that one could construct a long list of ways, of directly or indirectly requesting a hearer to close the door, as in example (4).

- (4)- I want you to close the door.
- Can you close the door?
- Would you mind closing the door?

This means that we can use different kinds of linguistic forms to perform the same purpose of Speech Acts. Brown and Yule (1983: 1) noted that "... it cannot be restricted to the description of linguistic form, i.e. affix, words, phrases, sentence, independent of the purpose or function which these forms designed to serve in human affairs."

Language function refers to the purpose for which speech or writing has been used. Also learners of English language should understand and recognize both, the form (structure) and the function of English language in order to reach higher level of proficiency.

According to West and Turner (2000: 65), when people communicate, they use different language forms to accomplish many Speech Acts. Functions are established within a context and need proper grammar structure to be fulfilled accurately. They state that grammar and

pragmatic functions can supplement each other in conversation, but their relationship is not always fixed. For example, whereas a grammar structure such as agreement can correspond to a declarative SPEECH ACT, the same linguistic form can be used to establish other pragmatic function. The role of language form is just possible for what we express explicitly, when we are using language, and the hidden meanings may be left implicit (grammatically).

It is very important to take into consideration that meaning, as a main feature of pragmatics is not always seen as a fix counterpart to linguistic form. That is to say a single linguistic form can express more than one function (Speech Acts), and also single communicative function can be expressed by number of linguistic forms.

To summarize, most of the problems of miscommunication and using the target language appropriately are resulted from comparing the linguistic forms of language with the functions of language forms without taking into consideration the context in which the speech takes place. So this indicates to us, as teachers of the English language, and to learners that we should be aware of the relation between pragmatics and grammar and we should remind ourselves, as teachers, and our students that pragmatics and grammar are completing each other.

2.4 The Concept of Discourse Analysis

The term 'discourse analysis' was first used by Harris in 1952. He uses the term discourse analysis to refer to language rules which explain how sentences were connected within a text by a kind of extended grammar. That means discourse analysis is concerned with grammar and rhetoric. The former is concerned with the rules of language as an isolated object, whereas the latter is concerned with how to do things with words, to achieve effects and communicate with people in a particular context.

In expressing the utterances speakers/writers and hearers/readers have to rely on more explicit structural mechanism for the organization of a text. In this case, there are three functions that are proposed by Schiffrin (1994), in this expanded perspective speakers/writers are viewed as using language not only in its personal function, i.e. taking part in social interaction, but also in its textual function, i.e. creating well-formed, appropriate text and requesting thought and expression in a coherent way.

So, investigating this much broader area of "form and function of what is said or written is called discourse analysis" (Schiffrin, 1994: 20).

Stubbs (1983) uses the term discourse analysis to refer mainly to: "the linguistic analysis of naturally occurring connected speech or written discourse. Roughly speaking, it studies the organization of language above the sentence or above the clause, and therefore to study larger linguistic units, such as conversational exchanges or written text. It follows that discourse analysis is also "concerned with language use in social contexts, and in particular with interaction or dialogue between speakers". In this definition, discourse refers to naturally occurring connected spoken or written language. Discourse Analysis is characterized as (i) "concerned with language use (pragmatics) beyond the boundaries of the sentence and (ii) concerned with the interrelationship between language and society" (Stubbs, 1983: 1).

So, discourse is the dynamic process in which language is used as a tool of communication in a context by a speaker/writer to express meanings and achieve intentions. Thus, the analysis of discourse is the analysis of language use.

Discourse analysis has shed light on how meaning can be created by the arrangement of chunks of information across a series of sentences. She adds that in the field of pragmatics "discourse analysts looking at corpora of actual talk have helped to describe the culturally-shaped interpretive principles on which understanding is based and how people perform actions by means of utterances in their linguistic context." Thus, by analyzing discourse that means examining aspects of the structure (linguistic form) and function of language in use. Discourse analysts often find it useful to divide longer stretches of discourse into parts according to various criteria and then look at the particular features of each part. Division can be made according to who is talking, for example, when a new topic arises, or where the subject ends. "Discourse can be taken apart into individual words and phrases. Discourse analysis can be used to explain grammar works or what words are used to mean.

Concerning the pragmatic theory, discourse analysis is used to look at the principles on which interpretation and understanding of actual use of language are based, the ways by which actions are performed via utterances, and the linguistic context and its relation in the formulation of meanings of utterances.

As a result of the core idea of the above mentioned definitions, the term is broadly taken to mean what results in communication or what people do in achieving communication is counted or called discourse. Most of the definitions stress the idea that discourse is use of language in a specific context to perform certain communicative purpose. Every use of discourse is different from the other, and this is due to the variation in the purposes of communication. In sum, for the discourse analyst is to find what people really mean when they say or write this or that.

Thus, this study sheds light on how words, phrases and sens. are used to express Speech Acts by analyzing the conversation sections of textbook8, which is one series of "Iraq Opportunities" textbooks.

2.4.1 Discourse Analysis and Pragmatics

In defining the field of discourse analysis, there were a set of keywords which are fundamental in elucidating the meaning of discourse as an approach. In the definition of pragmatics most of the scholars stress in their definitions on the same key points used in discourse analysis which are the use of language in context, the language use, and the natural language. This leads to notice the extent to which discourse analysis and pragmatics are interrelated.

In one definition provided by Levinson (1983: 5), states that "Pragmatics is the study of meaning use". In another definition he argues that pragmatics "is the study of these relations between language usage and context that are grammaticalized, or encoded in the structure of language".

Other definitions are restricted to the scope of the relations between language and its context, such as Bussmann (1996: 926) who says that pragmatics "studies the relationship between natural language expressions and uses in specific situations". From this point of view, it is worthy to shed light on the points at which discourse analysis and pragmatics meet.

Firstly, if one considers the concept of context; both discourse analysis and pragmatics focus on the study of meaning of discourse or language in context. They study the dimensions of meaning that can be explained by knowledge of physical and social world, the factors that influence the process of communication such as socio-psychological factors and the knowledge of the time and place at which words or Us are

uttered or written. Second, discourse analysis and pragmatics both concentrate much on the function of language, i.e. Speech Acts. The speakers' purpose and goals in speaking or interacting, in pragmatics this is the domain of Speech Act Theory which describes what the utterances are intended to do, such as promise, apology, threat, and so on. Finally, discourse analysis and pragmatics share the features that they both look at actual use of language, that is, they look at the text of spoken or written nature and uncover how these stretches of language become meaningful and unified for the language user. To do that, discourse analysis depends on the features of text like coherence which pragmatics calls it relevance.

To sum up, it is clear that discourse analysis and pragmatics are interrelated to a large extent. Also, they are interwoven with those approaches and have much to do with society. Through language people could understand the world and communicate with each other. This interrelated relationship makes it necessary to present discourse analysis of the "Iraq Opportunities" text book to find out how much pragmatics is presented and the linguistic forms that are used to develop the pupils PC due to its important role for the foreign learners to enable them to use the target language appropriately and effectively.

2.5 The Importance of Teaching Conversation (Dialogue)

Dialogue can be defined as a two-way communication between two or more persons (Mey, 2001: 134). Dialogues are very useful devices in teaching different elements of any language and they have been used in language textbooks as the most important parts of the lessons because of their value and significance. Rivers (1981: 54) states:

"In dialogues students learn the important features of conversation such as greeting; expression of agreements and polite disagreement; common forms of questions and noncommittal answers; expletive and exclamations which give the speaker time to search for the correct form to express the meaning; appropriate levels of language for specific situations and relations".

Therefore, dialogues are well suited for practicing language in realistic communication situations. The study and dramatization of dialogues help students gain insight into various cultural aspects of the foreign community. That is why some linguists believe that dialogues are

the best tools for teaching different aspects of a language. One can find, for instance, cultural differences, different linguistic forms, and most crucial of all language functions in dialogues.

Practicing dialogues help learners assist each other in attending to language forms through collaborative dialogue, which gradually increase their language learning. Thus, teachers should encourage their students to practice the activity of role playing through dialogue to make students more confident in using English language appropriately.

3. PROCEDURES

3.1 Description of Student's Book 8.

Teaching English in Iraq had adopted the structural approach since 1970s. In 2005, the communicative approach has been adapted. So, "Iraq Opportunities" series has been introduced.

The present study concerns with investigating the Linguistic forms of Speech Acts in one fundamental level of "Iraq Opportunities" series. The textbook under study is used in all Iraqi schools, to teach the English language teaching and learning, at the fourth preparatory stages in which students who have been studying English for at least six years. Generally, "Iraq Opportunities" series consist of 8 textbooks on the whole. These textbooks are based on theme based syllabus and follow a learner-centered approach based on the communicative approach and presenting task based teaching being the central teaching method. The textbook under this study is accompanied by activity student's textbook as well as a guide for the teacher (Teacher's Guide). The focus of the current study is on the midlevel of "Iraq Opportunities" series, i.e. textbook 8, which contains four units on the whole and each unit includes between 2 to 3 conversations (dialogues), as an average. Most of the dialogues depend on language problem-solving. Each dialogue consists of a number of sentences ranging from 9 to 20 sentences and each sentence contains 7 words, as an average. Besides, literature spots.

The main key features of the student's textbook 8 are:

1. Theme based units from variety of sources in four units.
2. Variety of cross-cultural topics.
3. Systematic development of all four language skills through realistic challenging tasks which encourage the learner's personal engagement.

4. Lexical exercises practicing and activating all essential vocabulary.
5. A variety of stimulating reading and listening tasks from authentic sources.
6. Stimulating dialogues featuring people in different situations.
7. Grammar section, composition writing, pronunciation activities, literary spot and progress check section (Harris, M. et al, 2009: 3-11).

3.2 The Model Adopted

Searl's (1976) classification of Speech Acts has been adopted which includes representative (Rep.), directive (Dir.), expressive (Expr.) and declarative (Dic.) Speech Acts.

3.2.1 The Procedures of Conversations Analysis

The analysis of the conversations is carried out according to the following steps:

1. Eleven conversations, out of 11 as a total number of conversations in "Student's Book 8" have been analyzed.
2. A quantitative analysis will be conducted by giving a number to each U to find out the frequency and percentage of the linguistic forms with their pragmatic function and SA class. For example, language functions (acts) includes many types of Speech Acts such as greeting, inviting, refusing, apologizing. etc. For instance the sentence *I am an Iraqi citizen* is described as a Dec-sentence, according to its linguistic form. But, it is used to introduce oneself, according to its function and it has a Rep SA class.
3. The total sum of utterances that will be analyzed in all the conversational sections are 202 Us.
4. The empty blanks in the dialogues are completed according to the information which is found in the "Teacher's Guide".
5. The percentage, in each step through the analysis, is conducted by the following mathematical process:

$$X = \frac{\text{Frequency}}{\text{Percentage}} \times 100$$

6. All the data is presented in the form of tables for the sake of accuracy and simplicity.

4. Data Analysis and Discussion of Results

4.1 Overall Frequencies and Percentages of the Linguistic Forms in the Total analyzed Conversations

Note: The total number of utterances analyzed is 202.

Table (1) below displays that Declarative Sens. occur 103 times, which constitutes a percentage of 51%, out of 202 utterances. This percentage makes the declarative Linguistic form takes the peak. The interrogative Sentence, which is often used to elicit information from listener/ reader, scores 32 times (16%). The imperative Sentence, which is used to express order and request, occurs 17 times (8.5%). Elliptical Sentence, which is used to avoid repetition, scores 16 times (8%), whereas conjunction form, which is used to keep the conversation going on, scores 12 times (6%). Proper noun scores 9 times (4.5%). The function of this form is to get the attention of addressee. Interjection linguistic form, which is used to express functions such as agreement, disagreement, shock, sadness and so on, scores 8 times (4%). The courtesy subjunct form, which are used to show social reform (e.g. greeting, welcoming, etc.), scores 4 times (2%).

Table (1): Frequency and Percentage of the Linguistic Forms in the total Analyzed Conversations.

Note: Total sum of Us. analyzed is 202.

Linguistic Form	Frequency	Percentage (%)
Declarative Sentence	103	51.4
Interrogative Sentence	32	16
Imperative Sentence	17	8.4
Exclamatory Sentence	1	0.5
Elliptical Sentence	16	8
Conjunction	12	6
Proper noun	9	4.5
Interjection	8	4
Courtesy	4	2
Total	202	100

4.2 Overall Frequencies and Percentages of the Linguistic Forms Functions in the Total Analyzed Conversations.

Note: Total sum of utterances analyzed is 202.

Table (2) below summarizes the frequencies and percentages of the functions. It is clear that the function of Giving information takes the peak, it occurs 73 times with a percentage of 36.4%. The function of giving information or inform is of prime importance because to inform some one of something means to bring the state of affairs to the mind of the hearer/ reader with intention of making him aware of these information. The act of asking for information occurs 28 times with percentage of 13.8%, whereas the act of expressing surprise scores 19 times (9.4%). The act of expressing request occurs 8 times (4%). The act of stating agreement/disagreement occurs 13 times (6.5%). The act of expressing apology, order, gratitude, offer, advice, declare, asking for repetition, introducing oneself and expressing discomfort occur 3 times (1.5%) for each. This result is considered not reasonable because such acts are frequently used in our daily interaction. The acts of expressing suggestion, attention getting and responding to introduction scores 4 times for each. The acts of expressing promise and affair occur only once (0.5%), whereas the act of connecting discourse, which is used for keeping the conversation continuous occur twice (1%).

Table (2): Overall frequencies and percentages of the Linguistic Forms Functions in the Total Analyzed Conversations

Note: Total conversations sum of analyzed utterances is 202.

Function	Frequency	Percentage (%)
Giving information	73	36.1
Asking for information	28	13.8
Expressing Surprise	19	9.5
Expressing Request	8	4
Stating Agreement/disagreement	13	6.5
Apology	3	1.5
Invitation	1	0.5
Order	3	1.5
Promise	2	
Expressing Gratitude	3	1.5

Function	Frequency	Percentage (%)
Offer	3	1.5
Making Suggestion	4	2
Giving Advice	3	1.5
Declare	3	1.5
Suppose	8	4
Attention Getting	4	2
Praise	2	1
Affirm	1	0.5
Asking for repetition	3	1.5
Connecting Discourse	8	4
Introducing oneself	3	1.5
Responding to introduction	4	2
Total	202	100

4.3 Overall Frequencies and Percentages of Speech Acts Class in the Total Analyzed Conversations.

Table (3) below shows that the Rep. Speech Act is the major in the analyzed conversations. It occurs 116 times, which occupies a percentage of 57.5%, out of 202 utterances, whereas Dir. Speech Act occurs 48 times (23.7%). Expr. Speech Act scores 27 times (13.3%), whereas Com. Speech Act scores 8 times (4%). Dec. Speech Act occurs 3 times (1.5%).

Table (3): Total Frequencies and Percentages of Speech Acts class.

SA Class	Frequency	Percentage (%)
Rep.	116	57.4
Dir.	48	23.7
Expr.	27	13.3
Com.	8	3.9
Dec.	3	1.5
Total	202	100

4.4 Discussion of the Results

The data analysis of this study has shown that the declarative Sens. Linguistic Forms, which are often used to express Rep. Speech Act, that are presented in the conversational dialogues in "Student's Book8" score the highest. It occurs 103 times (51.4%), out of 202 utterances as a total No. This indicates that this textbook support the idea of encouraging students/learners to use declarative sentences so as to become familiar with how to express the function of giving information, expressing facts about the world around them, expressing their ideas and describing people or things, etc. In other words, this form of language gives students/learners opportunity to use and practice language in real communication. Also, this form is very important in teaching foreign language because the author's intention is to provide students with information they already need.

The interrogative Sens. come next. Its percentage is 16%. This reflects the importance of this language form, which is often used to elicit information. Concerning language teaching, this form is of crucial importance because it is used by teachers to get information from learners to evaluate and measure to what extent they know the information they already have learnt as well as teach the pupils how to make questions. The imperative Sens., which are often used to express order and request, score 17 times (8.5%). This indicates that this form is important and it is used widely in everyday conversations when interlocutors request and order each other to do or not to do things. The lowest portion is given to the exclamatory Sens. this form is used to express surprise and shocks, happiness, etc. It scores only once (0.5%) (See Table 1).

Concerning the Functions (acts) of the linguistic forms, the informing act (giving information) scores the highest percentage. It occurs 73 times (36.1%). This indicates the vital importance of this act. This act encourages the students/learners to produce language through speaking skill, which considers the main aim of teaching foreign language. The other highest score function is that of asking for information. It scores 32 times (16%). This act enables students to ask for help or for information in the daily interactions among society. The lowest portion is occupied by the act of invitation, which scores only

once (0.5%) and this percentage is considered very low because this function of language is used frequently in everyday conversation.

Other functions such as making suggestion, invitation, order, request, apology, promise, expressing gratitude, offer, giving advice, declare, suppose, attention getting, connecting discourse, asking for repetition, introducing oneself and responding to introduction are varied as a general percentage (1.5%) to (4%). This indicates that the textbook contains many language functions but their distribution are not equal and this regards as short coming (see Table 2).

Concerning Speech Acts presentation in the textbook under inquiry, the analysis of the dialogues reveals that Rep. Speech Acts has the highest frequency. It scores 116 times (57.4%). This may indicate that the authors of the textbook 8 see this pattern of Speech Acts as best matching the real life situations for beginner learners. The lowest percentage is that of Dec. Speech Acts. It scores 3 times (1.5%) , whereas commisive Speech Act scores 8 times (4%) and this may be because of its difficulty for the beginner learners to start with as well as these two verb classes of (Com. and Dec Speech Acts) may not be regularly used in everyday conversations. They "Comprise a class of highly ritualistic utterances which carry no information about the world outside the language at all because they refer only to themselves" (Cook, 1995: 35).

To sum up, according to the final statistical analysis, the conversational sections contain a good amount of linguistic forms and function that are used to express Speech Acts despite of their unequal distribution (see Tables, 1, 2, 3). This indicates that student's textbook8 facilitate the process of learning Pragmatic Competence.

5. CONCLUSIONS,RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCHES

5.1 Conclusions

The present study has come up with the following conclusions:

1. "Student's Book 8" has an adequate No. of Linguistic Forms that express Speech Acts but their distributions are not equal. For instance, declarative Sentence scores 103 times (51.4 %), whereas the imperative Sentence occurs 17 times (8.5 %) (See Table 1).
2. The textbook contains different types of language functions that enable the pupils, as beginner learners, to use the target language effectively in spite of the unequal distribution of these functions. This indicates that tackling Speech Acts contributes in developing the PC of pupils in the secondary schools (See Table. 2).
3. The textbook has adequate No. of Speech Acts classes but their levels are not equal. For example, Rep. SA scores 116 times (57.4 %), whereas Dec. SA scores 3 times (1.5 %), out of 202 Us as a total analyzed No. of the whole conversations (See table. 3).
4. The textbook encourage students to use the language and express themselves rather than to be a listener.

REFERENCES

- * Akmajian, A. Richard, A.D. & Robert, M.H. (1979). **Linguistic: An Introduction to Language and Communication**. Cambridge, MA: The MIT Press.
- * Bardovi-Harling, K. (2002). "Pragmatics and Second Language Acquisition". In: Kaplan, B. (ed.). **The Oxford Handbook of Applied Linguistics**. Oxford: Oxford University Press. PP. 182-192.
- * Batch, K. (1996). "**The Semantic Pragmatic Distinction: What it is and why it matters**". Available at: <http://www.Phon.ucl.ac.uk/>.
- * Chapman, Siobhan (2011). **Pragmatics**. UK: Palgrave.
- * Crystal (1997). **A dictionary of linguistics and phonetics** (4th ed.). Oxford: Blackwell publishers Ltd.
- * Haris et al (2011). **Iraq Opportunities: Student's Book8**. London: pearson Education Ltd.
- * Hymes, D. (1979). "On Communicative Competence". In: Lee, Vol (ed.). **Language Development**. Croom Helm, The open University Press, pp. 36-62.
- * Kasper, G (1997). **Can Pragmatic competence be taught?** Honolulu: University of Hawaii, second language teaching and curriculum center. Available at: <http://www.nfirc.hawaii.edu/network>.
- * Leech, G. (1983). **Principles of Pragmatics**. London: Longman.
- * Levinson, S.C. (1983). **Pragmatics**. Cambridge: Cambridge University Press.
- * Mey, J. L. (1993). **Pragmatics: An Introduction**. Oxford: Basil Blackwell.
- * Robins, R.H. (1980). **General Linguistics: An Introductory survey**. London: Longman Group.
- * Schiffrin, D. (1994). **Approaches to Discourse**. Oxford: Blackwell.
- * Searle (1976). **Language in society**. Vol 5. No.1, PP1-23. Cambridge university press. Available at: <http://www.jstor.org/stable>.

- * Stubbs, M. (1983). **Discourse Analysis:- the sociolinguistic Analysis of natural language.** Chicago: University of Chicago press.
- * West, R., & Turner, L. H. (2000). **Introducing Communication theory: Analysis and application.** Mountain view, CA: Mayfield.
- * Wolfson, N. (1989). **Perspectives: Sociolinguistics and TESOL.** Cambridge, MA: Newbury House.
- * Zhen, I., & Zhuang, G. (2010). "A study of Chines EFL Learners' ragmatic Failure". Available online at: <http://emilyyleak.wikispace.com/file/view>.

الخلاصة

تطوير قواعد البراكمتية (التداولية) في استخدام اللغة مهم جداً لمتعلمي اللغة الاجنبية ، وذلك لأن عدم معرفة اصول البراكمتيكية في الكلام يؤدي الى سوء الفهم او الى الشعور بالحرج من قبل السامع مما يجعل كلام المتكلم غير مؤثر لذلك من الضرورة الملحة تدريس المتعلم للغة الاجنبية لغة ثانية كيفية استعمال تلك اللغة بشكل فعال اضافة الى تعليمه كيفية التمييز بين شكل (قواعد) تلك اللغة وبين وظيفة اللغة لأن اهمال او عدم ادراك المتعلم لهذه الحالة سيؤدي الى فشل المتعلم في استعمال تلك اللغة بطريقة فعالة ومؤثرة . تهدف هذه الدراسة الى تحليل القوالب اللغوية في فعاليات المحاور لمنهج الصف الرابع العام والذي هو احد الفعاليات من سلسلة فرص العراق والتي تُدرس في المدارس العراقية.

تفترض هذه الدراسة ان القوالب اللغوية لأفعال الكلام تشكل نسبة جيدة تساعد على اكتساب القابلية البراكمتيكية في المحاورات المكتوبة في كتاب الطالب لملاحظة فيما إذا كان الكتاب يُمكن الطالب من اكتساب الملكة البراكمتيكية (التداولية) ام لا . ان النموذج الذي تم اعتماده هو تصنيف سيرل (1976) لأفعال الكلام وان هذه الدراسة حسابية لإيجاد تكرارات واعداد ونسبة الاشكال اللغوية مع وظائف هذه الاشكال اللغوية ونوع او صنف افعال الكلام الموجودة في المحاورات المكتوبة فقط في هذا المنهج.

النتائج والخاتمة تدل على ان الكتاب الذي أُجري عليه البحث يحتوي على اعداد كافية من الاشكال اللغوية التي أُستعملت للتعبير عن افعال الكلام وهذا يبرهن على ان هذا الكتاب يُسهل عملية تعلم البراكمتيكية (التداولية) وهنا نقصد افعال الكلام ، وبذلك تكون فرضية الدراسة قد تحققت سجلت الاشكال اللغوية لإعطاء المعلومات اعلى نسبة ، وشكلت نسبة 51,4% ، وسجلت وظيفة اعطاء المعلومات نسبة 36,1% وسجلت افعال الكلام الخاصة بالتعبير عن الواقع حول المتكلم حسب ما هو 116 ويشكل نسبة (57,4%). بينما سجل اقل نسبة الشكل اللغوي التصريحي وهي (0,5%).

توصي هذه الدراسة بـ:

- (١) اعطاء اهمية اكثر لتدريس البراكاماتيكية في المرحلة الثانوية.
- (٢) التأكيد على ضرورة تدريب مدرسي اللغة الانكليزية على كيفية تدريس البراكاماتيكية.
- (٣) توجيه الاهتمام الى تدريس وظائف اللغة جنباً الى جنب مع شكل اللغة والمعنى.