



Students' Utilizing Speech Acts among Bilinguals and Native Speakers

Kian Pishkar(PhD) assistant professor

Article Info

Article History

Received:

1 January 2023

Accepted:

1 March 2023

Keywords

Speech Acts,
Native Speakers,
Bilinguals, Arab
speakers

Abstract

The main objective of this research is on Iraqi and English native speakers and Arabic utterances of the speech act i.e. how do they linguistically understand it in terms of techniques used devices, and comprehend it. Students from different linguistic backgrounds utilize different speech act techniques. One of the important perspectives that needs to be noted while translating Arabic into other languages such as English is the speech act (shifting), which makes Arabic unique, complicated and different from other languages. Data was collected by means of a Discourse Completion Test (DCT) consisting of six hypothetical situations. DCTs according to Kasper (1992) "are written questionnaires including a number of brief descriptions, followed by a short dialog with an empty slot for the speech act under study . The result showed that at a sociopragmatic level, the way in which speakers choose to formulate a speech act and, more specifically, the amount and type of modification chosen, has been found to be affected by a number of social and situational/contextual variables. The assessment of these social and situational/contextual variables covers the social perceptions that underlie the use of a speech act, i.e., sociopragmatics. In this research study, Arabic and English are evaluated according to their position in the hierarchy and to their degree of social encoding. the study relies on Brown and Levinson's theory of speech act and mainly, there is a research of the methods in which speech acts threatening a person's feeling of face are alleviated.

Introduction

Speech act is vital element of social interaction which develops and keeps interpersonal relationships (Wei, 2010). The modes used for speech act constitute linguistic methods, helping the greeter to show their view of their connection with their audiences. Social connections among both audiences and listeners keeping to their social differences ~~and~~ ~~status~~ are showed from their performance of the speech acts strategy (Ahmad, 2015). Individuals from various linguistic backgrounds utilization differed speech act methods. These variety and similarities show the methods by which social connections are differentiated when showing linguistic and cultural variety among students (Meirbekov et al., 2015). According to Altbach (2002), over 1.6 million pupils cross borders to study at higher learning institutions in a meaning known as the universality of education. Even among the Arabian students, much attention is paid to speech acts in English. One of the significant views that needs to be understood while translating Arabic into other languages such as English is the speech act (shifting), which makes Arabic unique, complex and variety from other languages.

In the past four decades, the existence of cross-linguistic impacts and makes researchers to study across languages. There has been a great agreement among the researchers that study across languages and cultures would facilitate language learning across borders and analyze any causes for possible connection breakdowns across speakers of different linguistic knowledge (Meier, 2010; Alrefaee, 2018). The researchers dedicate their investigations for intra-lingual analysis of speech acts, the acts of getting things done by words, as to come up with what is special and particular about a language as Qanbar (2012) studied the complaining behavior of Iraqis. others conducted studies in the realizations of speech acts across two or more languages approaching the specificity and universality of speech acts across different languages. The claim that speech acts whether operate under some universal pragmatic norms or dedicated by a set of sociocultural principles has been highly controversial. Fraser (1985) in his study of the speech act of request across languages concluded that speech act realization is shaped by some universal pragmatic principles while Weizbicka (1985) reported that the realization of speech acts varies greatly form culture to culture. The current study contrasts Iraqis to Americans with

respect to the realization of the speech act of offering complaining s so as to approach the notion of politeness and provide an evident whether these particular aspects of this speech act are specific or universal across the two cultures.

This study is a contrastive linguistic pragmatic research that investigates differences in the linguistic politeness markers of two languages since very few studies compared/contrasted the lingua pragmatic variations among two linguistic repertoires of cultures at a time and it explores the linguistic devices used by Arab, and native English speakers when addressing each other in different contexts. And it is motivated by the need to expound the languages variability that makes expressing politeness easier in certain languages when compared to others because of the linguistic richness of these languages and the availability of a multitude of expressions that serve one unique politeness purpose. The triggers of the intrinsic motivation of the researcher to conduct the study are the depth of the researcher's knowledge of the three languages, her awareness of their discrepancies and the absence of empirical comparative linguistic studies of the above three languages in the context of politeness strategies. The discrepancies among these languages are discussed in accordance to the context of expressing politeness principles. Meanwhile, the phonological, syntactic, and metaphorical features of the languages under scrutiny are highlighted.

Speech acts take part outside the language dimension of communication. People are required both to acquire the language and to have the knowledge to use the language they acquired in order to communicate. The appropriate use of the speech act acquired through the experiences within the culture is extremely important in the embodiment of the social relationships. To determine what kind of speech acts are used by which strategies in Arabic and English, will provide some conveniences in teaching Arabic and English as native languages and foreign language.

The Speech Act Theory

The speech act theory is a theory of language put forward by Austin (2009) and his student Searle (2000). Contrary to linguistics and semantics restricting their work to the linguistic structures created, the speech act theory takes into account the non-linguistic communication situations, as well.

Austin (2009) collects the performatives under five headings. Searle (2000) reviews this classification and makes some changes. Accordingly, directives (ordering requesting, forbidding) aimed at leading the hearer to do something, declarations (resigning, appointing) that aim to create a change, commissive (promising) showing that the speaker undertakes to do something by expressing an intention, expressive (apologizing, celebrating) reveal the speaker's state of mind with regard to a situation, assertive (claiming, swearing) referring to the accuracy of what is said are the five types of speech act that Searle set up. The following conditions must be imperfectly:

1. There should be a negotiated process that being a negotiated impact on it This process is to be fulfilled with appropriate utterances in appropriate circumstances by appropriate people.

2. Conditions and people in a particular situation should be the appropriate conditions and people for process.

3. Process needs to be correctly and fully applied by all participants (Coulthard, 1985).

English Culture

In the English culture, the speech acts are viewed as a ritual that is accompanied by both non-verbal and verbal forms. These rituals portray what a person wants to express in an interaction. Speech acts in most cases are used to express pleasure, especially when these are complemented by displays that have a positive effect. When someone says “Nice to see you.” the main aim of the speech acts is to give pleasure and to make the other party feel wanted (Kirdasi, 2013). It is a way of developing affection within society, as well as creating a friendly environment for conversation. It is an indication that the greeter would be happy to meet the recipient often, hence creating an environment of compassion and affection. The speech acts in the English culture are a way of showing the other party that they are appreciated. It ensures that the people in the interaction feel a connection and bond through the special reception that they give to each other.

Speeches of others are evaluated in the same way. Hymes (1972) views a complementary relationship between the communicative competence and language. Language structures acquired are appropriately reflected in communication cases through experience. In other

words, language acquisition includes language rules and grammatical structures together with their usage patterns. Children interpreting life, they develop the general theory of suitable forms of speech. This assumption is suggested on the unlimited number of experience with speech act, and on the basis of their relationship with socio-cultural features. The act of apologizing is one of the most frequently used acts.

Statement of Problem

There are several factors that influence pragmatic transfer including negotiating social meanings (different in each culture), semantics and pragmatics. The study of the speech act is important, as it reduces the chances of misunderstandings or even offending the receiver by using a wrong strategy. The rationale behind this study is that pragmatic transfer of speech acts affects language proficiency in learners of a foreign language. Although English has been recognized as an international language, there is still the need to understand what influences pragmatic transfer in learners of English as a foreign language. Although there are several studies on speech acts across cultures, our research aims to look at the speech act using the DCT method and analyzing the actual pragmatic differences between native speakers and learners of English. Our findings will help EFL learners to develop the realization of speech acts.

This study seeks to investigate speech act by Iraqi learners of EFL learners. The effect of language proficiency will be studied on language competence by comparing speech performances of Iraqi English learners, at both intermediate and advanced levels, with those of natives. It will also investigate the degree of negative and positive pragmatic transfer. Morkus states that “Negative pragmatic transfer refers to the transfer of rules that are not consistent in L1 and L2, and positive pragmatic transfer refers to the transfer of rules that L1 and L2 share.” (Morkus, 2009, 39).

Research Questions

This research studies the using of speech act by Iraqi Bilinguals English language learners and English Native Speakers and seeks to answer the following research questions:

RQ1. What are the frequent representations of the speech acts among Arabic Bilinguals English language learners and English Native Speakers?

RQ2. Is there any difference between Arabic Bilinguals intermediate English language learners and English Native Speakers' speech acts realizations?

Significance of Study

There are several factors that influence transfer, some of which include negotiating social meanings (different in each culture), semantics and pragmatics. However, the study of speech acts is crucial, since it reduces the chances of misunderstandings or even offending the listener. The rationale behind this study is that pragmatic transfer of speech acts affects language proficiency in learners of a foreign language. Our research is based on the Development of the Discourse Completion Test (DCT), a method used by many scholars to test language proficiency; for example, Aufa (2014), Setoguchi (2008) and Kim (2007), among others. While English is recognized as an international language, there is still a need to understand what influences pragmatic transfer in learners of English as a foreign language.

Objective of Study

One of the major aims of this study is that it tries to investigate the linguistic tools used by two communities of speakers in order to reach a deeper understanding of the nature of these three languages and to either prove/disprove whether certain languages are richer in terms of speech act linguistic repertoire, metaphorical use of the language, and special fixed formulas. The speech act theory The objective of this cross cultural and cross linguistic politeness research is to comparative study the moral code of ethics and values, the ethos and the polite linguistic markers in three different languages, namely Arabic, and English to show how the differences in these languages are reflected in the variations in the levels of speech acts and consequently, the cultures. The first one refers to the daily understanding of speech acts and its variation among communities and cultures. The second one refers to the linguistic conception of speech acts and the basis on which people classify behaviors as polite or non-polite. Even though first-order speech acts is common to all languages and is a cross-cultural aspect, there are language variations and linguistic characteristics that are inherent to languages. The type of speech acts that is studied here is the second-order speech acts because of the researcher's interest in the variations of the ways people express their speech acts (in apology, thanking, etc.) at different times and

different geographical areas (Arab, and English-speaking countries). The study focuses on how we behave linguistically politely in order to have a successful communication with other speakers of the language.

Theoretical Background

This literary review section, reviews previous bodies of research as conducted by recognized scholars on identified issues. The Speech act theory proposed is the theoretical framework, based on which the research was conducted. This concept primarily refers to the behavior of an individual that can be depicted from his/her face and face work. It originated from the Chinese perspective of 'face', which reflected a positive approach towards communication (Vilki, 2006). Besides, generation, social distance and gender have a large impact on the manner in which the greeting strategy is used irrespective of non-verbal and verbal forms of communication in both the English and Arabic languages. Pragmatics refers to the process that language users apply to represent a sentence in the grammatical way and as such, the way a sentence is uttered has different effects on what a speaker says (Fraser, n.d.). The Linguistic Speech act Research Group (2011) added that the dimension of speech act theory is another relevant theory in the communication process as social distance, the stature of imposition, and power relationship considerations are examined. Limberg (2008) asserts that speech act is a normative way of moral order intervening between individual communicants.

The speech theory

The speech theory, as laid down by Austin (1962), stipulates that many utterances and named speech are a communication of information, but also the performance of an action. Illocutionary force is the extent to which speech acts depict that which is being executed. They are both rule-governed and meaningful. This is the precept on which knowledge in this regard enhances the linguistic competence of an individual. Marquez-Reiter (2000) describe speech act as being conventionalized, pre-patterned and tied to a standard of communication situation, while according to Coulmas (1981), speech act is consideration for others regarding feelings in terms of their treatment in an interaction (7-11). In the case at hand, there is an elaborate investigative strategy regarding Jordanian native Arabic speakers and American English native speakers.

As a result, Searle (1976) adopted a different approach proposing his own classification of illocutionary acts. His classification, which has been based on the criteria according to which illocutionary acts can be differentiated, constitutes five major categories of illocutionary acts:

1. Representatives: the acts which describe states or events in the world: committing the speaker/ addresser to the truth of the expressed proposition, e.g., affirming, reporting, assessing, describing, etc., (p. 10).

2. Directives: the acts which attempt to get the hearer/ addressee to do something, e.g., warning, advising, requesting, begging, asking, etc., (p. 11).

3. Commissives: the acts which commit the addresser to doing something in the future, e.g., promising, swearing, vowing, committing, etc., (p. 11).

4. Expressives: the acts by which the addresser expresses his own feelings towards something, e.g., apologizing, condemning, congratulating, welcoming, thanking, etc., (p. 12)

5. Declarations: the acts which, when uttered, a state of affairs comes into being, e.g., quitting, declaring, nominating, appointing, christening, naming, etc., (p. 13)

Scholars differ in their views towards Searle 's model of classification. Some of them agree with his taxonomy while others criticize it.

Empirical background

the study is to show intercultural pragmatic well-being as illustrated in literature.' expression of thanks, apologies, and congratulations together were focused on, together with a consideration of the similarities and differences that exist appeal to God was eminent in responses, since religion is the primary influence on interaction in Arabic. Almost all social contexts of speech act in are signified through religion. Greeting, invitation, disagreement, agreement, apology or blame is a show of the proliferated religion and a show a strong contrast between Arabic and English.

Methodology

Different linguistic and stylistic devices are used to express speech act, and a speaker's communication competence is correlated to the degree of speech act. Does this mean that the abundance of stylistic devices (phonological features, direct/indirect syntactical

constructions, tag questions, hesitation marks etc.) used in speech act strategies reflects a language with a highly rich linguistic repertoire?

To answer this question, it is of primordial importance to examine the nature of language used in expressing polite speech acts, to study the range of lexis available to the speakers of a certain language and the connotations associated to a word or expression in the three languages under investigation: Arabic and English. English is considered as democratic or somehow rude because it is neutral vis a vis addressee and uses one form of pronoun with all addressees (Patenttranslator, 2011) and because of the absence of a grammar system that codes social rankings. Whether it is a stranger or an intimate person, an average person or a leader, a student or a professor, the pronoun is you.

Participants and Sampling Procedures

This cross-cultural study is conducted to contrast Iraqi and Americans. Participants targeted in the study will be 10 Iraqi and 10 Americans(online). They will be selected randomly out of their native communities. Gender differences factor will be not taken into account in the analysis of the data, but the data gathering tool will be equally administered among males and females so as to hopefully vary the responses and get more authentic data. The participants representing Iraqis will be selected randomly from Khorasgan University. Americans will be randomly selected from the volunteer students who will be in online students' lists of different Universities, United States of America.

Data Collection Procedures

Data was collected by means of a Discourse Completion Test (DCT) consisting of six hypothetical situations. DCTs according to Kasper (1992) "are written questioners including a number of brief descriptions, followed by a short dialog with an empty slot for the speech act under study. The hypothetical scenarios of the DCT used in the study cover daily used complaining topics of appearance, possession, ability and personality traits.

3.4. Data Analysis Procedures

Since the study centers on cross-cultural pragmatics, will be codified functionally. The researcher will use a modified scheme based on Enssaif's (2005) coding scheme of complaining s. This taxonomy consists of the following strategies that are related to the complaining ing speech act as shown in the table:

Table 3.1.

Data Analyzing Taxonomy

	Strategies	Definitions
1	Admiration	Explicitly expressing pride of the addressee. (e.g., I am proud of you!)
2	Advice	Giving a piece of advice for the complaining . (e.g., You should be very happy about that!)
3	Expectation	Showing expectation of what has been achieved by the complaining. (e.g., I expect you would get it!)
4	Happiness	Explicitly expressing happiness of the addressee's affairs. (e.g., Happy for that!)
5	Pride	Explicitly expressing pride of the addressee. (e.g., I am proud of you!)
6	Appreciation	Expressing a direct gratitude to the complaining for an achievement. (e.g., I am grateful for you!)
7	Gratitude to God	Expressing gratitude to God for the complaining achievement. (e.g., Thanks God!)
8	Questioning	Making an interrogative utterance as a complaining. (e.g., What have you done to remain so young?!)
9	Exaggeration	Admiring the complaining affairs via exaggeration. (e.g., She has a magic hand!)
10	Comparison	Explicitly comparing some relevant affairs. (e.g., Yours is better!)
11	Congratulation	Explicitly congratulating the addressee for some achievement or traits. (e.g., Congratulations!)

Preliminary Baseline Study

In order to establish a baseline for this study and to specify the type of complaint to work with, preliminary research will be conducted. A survey (devised from Tanck, 2002) with a Discourse Completion Test (DCT) asked the 10 participants to write their natural responses to three interactions with different levels of formality: student professor

(formal), neighbor-neighbor (semi-formal), and roommate-roommate (informal). A total of 10 subjects (10 native and 8 Americans speakers of English) participated in the research. The responses will be later analyzed and compared.

Discourse Evaluation Task (DET)

The Discourse Evaluation Task (DET), which is a term that has been used for the first time in this study, is a particularly designed questionnaire by the researcher with a structured discourse evaluation and completion task that aims to minimize some of the observed limitations of the DCTs. DCTs have been used repeatedly in studies on speech acts to measure speakers' perceptions of what they would say in a given situation, yet they do not claim to be measures of authentic and actual oral production (Beebe & Cummings, 1985, 1996). A written discourse completion task provides a scenario, followed by an empty slot for a response.

It could include one or two turns. The Discourse Evaluation Task form in this study has four distinctive parts:

- 1) The informed consent,
- 2) Demographic information about the participants,
- 3) discourse evaluation task made up of an instruction, the scenario, the beginning of the conversation, and a 5-Likert scale evaluation task with 10 possible requests as a part of complaint, and
- 4) A traditional discourse completion task that demands an open-ended response from the participants.

In the third part of this instrument, specifically, a short paragraph instructed the participants to read the given hypothetical situation. The speaker, a university student, receives an unexpectedly low final grade for a course and is about to make a verbal complaint to the course's teacher who is a 50-year-old male professor. The task initiates the conversation. As stated in the instructions, 10 possible responses to complete the rest of the dialog between the professor and the student will be listed. Using the scale given after each question, the participants will be asked to evaluate each response with regard to the extent they thought it would be socially acceptable/appropriate. The discourse evaluation tasks required that the 10 items be ranked on a five-point Likert scale, ranging from 'very

rude' to 'perfectly appropriate' A total of 10 request statements as a part of the complaint will be chosen and devised using the responses from the preliminary study. Of the 10 statements, five statements (statements 1, 3, 5, 8 and 10) used direct requests whereas the other five (statements 2, 4, 6, 7 and 9) involved indirect requests as a part of the complaint in the given scenario.

Data Analyses

The qualitative analyses were carried out in accordance with the research questions posed. First, all participants' responses to the open-ended last part of DETs ~~and role-play~~ transcripts will be analyzed according to Murphy and Neu's (1996) formulation focusing on complaint speech act sets and devising the semantic units obtained from the preliminary study. In analyzing the data, the researcher will cod the semantic components used in each complaint speech act set as in the following examples:

- 1) Initiators, such as, “Hi”, “Good afternoon”, and “Excuse me, professor”;
- 2) Establishing context, as in, “I came to discuss my grade”;
- 3) A request, such as, “Could you explain why my grade is a C?”; and finally
- 4) Conveyance of disappointment/dissatisfaction/annoyance, as in, “To be honest, I will be very surprised of the grade I received”.

Means and standard deviations of NSs' and TLs' DET Likert-scale scores will be calculated and then the means will be compared using independent sample t-test. Moreover, the third component of their speech act productions in both DETs and roleplays will be analyzed. In the third component of the semantic units, participants either used direct requests such as “Can you explain why I got a C?” or indirect requests such as “Could I perhaps find out how the grades will be figured? Frequencies of the participants' direct and indirect requests will be calculated in order to explain their linguistic and pragmatic choices regarding appropriate language use and direct indirect speech act strategies (Harada, 1996).

Quantitative Findings

This research studies the using of speech act by Iraqi English language learners and seeks to answer the following research questions:

Is there any difference between Arabic intermediate bilinguals' and English native speakers' speech acts realizations?

Levinson and Brown point out circumstances, which contradict with the notion of the face through the verbal and the non-verbal communication styles of the speakers, a situation is referred to as 'face threatening act' (Brown 1987). For instance, an example of a speech that poses a threat to the hearer's negative face is a request, seen as an impediment by the speaker on what the hearer ought to or ought not to do.

As a means to overcome these threats, the theorists have suggested four politeness strategies which individuals will fall for in order to avoid being vulnerable to the negative faces. Among them is the best politeness strategy or policy will be adopted by a person before performing a face threatening act strategies. According to what researcher has found from the interviews and questioners , based on speech act theory and oral interactions that the Iraqi and native students who had in the khorasgan university in the different fields different response have been presented and as the tables 1- 5 show all can be considered as their style of responses and knowledge of speech act that have the speech act haven utilized by these students can be considered meaningful and conceptualized in their communication whether monolingual of bilingual and according to the speech act theory all of them have been understood.

Through the pragmatics of language use and speech act, one could better understand how language is used and how it is interpreted in a given context. To be pragmatically competent, a speaker needs to have the ability to "understand and produce socio-pragmatic meanings with pragma linguistic conventions" (Kasper, 2005). The speaker needs to have "the ability to act and interact by means of language" (Kasper 2005).

In order to make the speech act more acceptable to the hearer, the speaker tends to reduce the imposition of speech act, which means the increase of degree of speech act". This is accomplished through the use of strategies or semantic formulas as well as mitigation devices. The choice of actual wordings as conventions of forms that they produced in realizing this speech act fall under the pragma linguistic aspect. Likewise, decisions made about whether to modify speech act responses are related to sociopragmatics, as they more or less reflect the speaker's social perceptions of speech act.

However, the choice of external and internal modifiers is more concerned with pragma linguistics since it involves **choosing linguistic structures and assigning speech act values to such structures.**

Data Analysis

Descriptive Statistics

The main focus in this study is on Iraqi and English native speakers and Arabic performance of the speech act i.e. how do they linguistically realize it in terms of strategies used and mitigation devices, and comprehend it.

Furthermore, to help the researcher achieved a better understanding of the subjects' performance in the present study and to provide a clear interpretation of the collected data.

Table 1

A summary of the strategies used in situation 1

Type	Frequency	Percentage
1. Direct speech act		
a. Negative evaluation	4	3.15%
b. Disapproval	16	12.5%
c. Consequences	45	35.15%
d. Identification of problem	10	7.80%
e. Statement of difficulties	0	0%
2. Indirect speech act		
a. Asking/presupposing	5	3.90%
b. Indicating standard	0	0%
c. Preaching	0	0%
d. Demand for change	6	4.70%
e. Expression of uncertainty	0	0%
f. Advice about change	21	16.40%
g. Suggestion for change	17	13.30%

As presented in Table 1, consequence (35.15%) was the most frequently used strategy among direct speech act strategies. Other direct speech act strategies from the highest to the lowest strategies include disapproval (12.5%), identification of the problem (7.80%), and negative evaluation (3.15%). Results showed that request for change (16.40%) has been the most frequently used strategies among indirect speech act strategies. Other strategies from the highest to the lowest were suggestion for change (13.30%), demand for change (4.70%), asking/presupposing (3.90%) and other hints (3.10%). Overall, consequences were the most frequently used strategies in situation 1. One expressed his speech act to his employee. It was evaluated as inappropriate by Iraqis because they believed that there is still a need to soften the words used when pointing out a negative act related to the hearer. 56% of the respondents reported the speech act expression in appropriate. The strategy type used in the scenario was that of a “negative evaluation”. Respondents reported that this strategy was inappropriate since it threatened the interlocutor’s face and they should have started with some introduction to the interlocutors’ failure at work before expressing his negative evaluation. The other 44% who reported this was a boss’s right to express his opinion about his staff productivity at work. In terms of the boss’s right to make speech act in this situation, 46% of the respondents reported that they had a right to do so.

Table 2

Frequency of the Strategies in Situation 2

Type	Frequency	Percentage
1. Direct speech act		
a. Negative evaluation	50	52.60%
b. Consequences	0	0%
c. Expression of disagreement	1	1.10%
d. Identification of problem	1	2.15%
e. Statement of difficulties	2	1%
2. Indirect speech act:		

a. Correction	0	0%
b. Indicating standard	0	0%
c. Expression of uncertainty	1	2.10%
d. Demand for change	0	0%
e. Request for change	2	3.20%
f. Advice about change	2	0%
Asking/presupposing	13	9.55%
Other hints	23	28.30%
Total	95	100%

In Situation 2, the respondents receive a speech act about food by a friend. The social relationship between the participants was that of equal power and low social distance. It has been indicated that “when the speech act involves a low-degree of imposition and is produced for a person in equal relationship, the degree of required indirectness is smaller” (Taguchi, 2006). In response to the question of appropriateness of the types of speech act expressions used in the situations, 52% of the respondents reported the use of negative evaluation strategy was quite appropriate in such situations.

They suggested a more indirect speech act in similar situations. 41% of the respondents also believed that the friend had the right to make speech act.

Table 3

Frequency of the Strategies in Situation 3

Type	Frequency	Percentage
1. Direct speech act		
a. Statement of difficulties	25	23.65%
b. Disapproval	9	7.45%
c. Expression of disagreement	0	0%
d. Identification of	28	20.20%

problem		
2. Indirect speech act		
a. Correction	0	0%
b. Indicating standard	11	0.80%
c. Preaching	0	1.65%
d. Demand for change	8	4.95%
e. Request for change	10	14.90%
f. Advice about change	9	0.80%
g. Suggestion for change	20	24.80%
j. other hints	1	0.80%
Total	121	100%

In Situation 3, the respondents received a speech act about homework essay by a native student. The social relationship between the participants was that of high social status and low social distance. The findings showed that 66% of the respondents reported the use of negative evaluation inappropriate in this situation. 37%, however, agreed that the students-had a right to make speech act about the student. The respondents believed that in such situations, encouragements or at least less direct speech act from the students-were more appreciated by the students.

Discussion and Conclusions

This study was partly descriptive and partly comparative. In the descriptive part, it first attempted to determine the type and the number of speech acts used by students. In the comparative part, it tried to investigate if there was a correlation between the numbers and type of speech acts categories performed in the two series. Previous research proved that speech acts categories are considered as one of the universals of all languages and these categories are said to be found in all languages nearly with the same range or frequencies. The results showed discrepancies in the use of speech acts between the two series. The frequencies of speech act categories in the above mentioned by students were different. Every good introductory book on pragmatics contains a chapter on speech acts, and the names of Austin and Searle, the founding fathers of contemporary Speech Act Theory, are

often among the first ones we learn as native students in linguistics or philosophy of language. Beyond pragmatics, the notion of speech acts is used in syntax and semantics, in literature and cinema studies, in ethics and epistemology, in clinical and experimental psychology, and the list could be continued for a long time. However, in spite of the acknowledged importance of speech acts, their study occupies quite a strange place within the contemporary theoretical landscape. There is no reason why speech acts should be left out of this new research program. Studying speech acts is perhaps too often seen as an attempt to unveil natural classes. But one should not forget that, fundamentally, the object of inquiry is an aspect of the interpretation of communicative stimuli.

Research on social aspects of bilingualism is typically based on ethnographic field research or on 'reported language use' from interviews or questionnaires. Psycholinguistic studies, on the other hand, are generally conducted in laboratory settings, and tend to ignore social aspects of bilingualism. Another purpose is to bring together a range of research settings and methodological approaches, while trying to make the methodology an integral part of substantive theory (e.g. Anderson, 1996). Professional translators know that the act of converting complex thoughts and images into another language often exposes problems that are superficially imperceptible to the native reader because semantic differences in concepts across languages tend to test the chains of argumentation.

Discussion and Conclusions

In conclusion, the use of speech acts plays a critical role in communication as they are required in order to deliver an effective and inspiring speech or announcement. Language is utilized as a potent tool by those in authority to deliver national ideology, programs, etc. to the masses. Speech acts, as referred to by Leech (1983); Nunan (1999, p.131) as "the application of language by individuals to argue, order, accept and advise". This concept of language led to the "Speech act Theory" and is now regarded as the core of deliberation in pragmatics. Yule (1996; 2014) stated that the speech act theory is perceived as the utterance of a sentence that implicates three varied types of action: locutionary, illocutionary and perlocutionary acts. The speech act theory proposed by Austin indicates that utterances are not only verbal expressions, but also have the force to accomplish

something. Austin (1969), contends that expressions can be construed as actions. Austin's (1962) speech acts are categorized into three groups: locutionary, illocutionary, and perlocutionary acts. Locutionary acts are actions of uttering an expression that is the act of creating speech.

The findings of the study revealed that the mostly used complaining strategies are Admiration, Wish, Invocation, Congratulation, Noticed Change and Surprise and for AENSs are only Admiration, Congratulation, Question and Happiness. The findings also indicate there is a set of similarities and differences between YANSs and AENSs in the ways they realize the speech act of complaining.

It can be concluded that the DCT does not demonstrate interactive aspect of oral performance in authentic conversation even though this test portrays the linguistic expression of speech acts. Next, the DCT does not seem to reflect the range of strategies use in speech acts employed by the learners. For instance, in oral performance, the learners use hesitations, repetitions, inversions, and longer supportive moves, which are missing in the DCT. Rasekh and Alijanian [19] claim that the DCT is not preferable to be used to elicit learners' oral production in the speech acts.

The focus here is on bilingualism, but the center of gravity is language itself, and as such, this work chooses a linguistics that incorporates sociopragmatic as well as psycholinguistic schemata and structural as well as processing constructs to account for the variety of influences that are part of the bilingual experience and essential to explain bilingual phenomena. This is not, however, the only level of complexity. When a bilingual speaks, even in the most extravagantly code-switched sentence, words come out in an ordered, linear sequence. The factors that make this take place are densely layered and largely non-sequential. A bilingual might decide to choose a word or phrase based on participants in the conversation, the memory of similar previous interactions, the inability to match tenses, a stutter brought upon by the genre called for in the particular time or place, and the tools and impediments of routine and inclination she uses to stay focused on target while hearing and talking in two languages.

Implication of the Study

The findings from the present study seems to produce both theoretical and practical inferences. In the case of constructive connotation, presenting forms of expressions can be applied in the statements concerned with instructing and beseeching. By introducing those speech acts may be able to create a more pleasant atmosphere than panic, fear and demotivation for listeners.

Commissive speech acts can help the speaker reassure the public and maintain a calm situation within the country. Moreover, expressive speech acts will help speakers show gratitude and humbleness towards the public, increasing the effectiveness of their speech and announcements.

References

- Benoit, W. L. & Benoit, P. J. 2008. *Persuasive Messages: The Process of Influence*, Oxford, Blackwell Publications [Persian translation by M. Nikoo & V. SarKisian, 2010]
- Compbell, N.C.G. & Graham, J.L. & Meissner, H.G. 1988. Marketing negotiations in France, Germany, the United Kingdom, and the United States. *Journal of marketing*, 52: 49-62.
- De Saussure, L., & Schulz, P. 2005. Introduction, In L. De Saussure & P Schulz (Eds.), *Manipulation and ideologies in the twentieth century*
- EbrahimNejad, A. & Shahriari, Sh. 2011. Loss aversion. *World of Economics newspaper*, 4696. [in Persian] Faircloueh, N. 2001.
- Hacker, K., Coste, T.G., Kamm, D. F. & Bybee, C. R. (1991). Oppositional Readings of Network Television News: Viewer Deconstruction, *Discourse & Society* 2(2): 183-202.

- Hacker, K., Coste, T.G., Kamm, D. F. & Bybee, C. R. (1991) *Oppositional Readings of Network Television News: Viewer Deconstruction, Discourse & Society* 2(2): 183-202.
- Hall, S., Critcher, C., Jefferson, T., Clarke, J. & Roberts, B. (1978). *Policing the Crisis*. London: Macmillan.
- Halliday M. A. K., & Hasan, R. (1985). *Language, context, and text: aspects of language in a social-semiotic perspective*. Deakin University Press, Victoria, Australia perspective.). *Applied Linguistics* 7: 226-238.
- Hymes, D. (1962). *The ethnography of speaking.*) In Gladwin T. & Sturtevant, W. C. (eds) *Anthropology and human behaviour*. Anthropological Society of Washington. Also in Fishman, J.(ed) *Readings in the sociology of language*.
- Giddens, A. (1984). *The Constitution of Society*. Cambridge: Polity Press.
- Givón, T. (1979) *On Understanding Grammar*. New York: Academic Press.
- Gramsci, A. (1971). *Selection From The Prison notebooks*, edited and translated Q. Hoare & G. NowellSmith, Lawrence & Wishart.
- Grice, H. P. (1975) *Logic and conversation*. In P. Cole & J. Morgan (eds) 1975, pp. 41-58.
- Haberland, H. & Mey, J.L. (1977) *Editorial: Linguistics and pragmatics*. *Journal of Pragmatics* 1: 1-12.
- Jameson, F. (1981). *The political unconscious*. Methuen.
- Jordanidou, A. (1990). *Read me the old news: a study of discourse Practice*. Lancaster University, PhD Thesis.
- Kress, G. (1985). *Linguistic processes in sociocultural practice*. Deakin University Press, Victoria, Australia.
- Montazerghaem, M. & Yadegari, M.H. 2016. *The presentation of theoretical modal of critical rhetoric reception*. *Journal of Society Culture*
- Mouton, The Hague. Hymes, D. (1972). *On communicative competence*. In Pride, J. and Holmes, J. *Sociolinguistics*. Harmondsworth: Peugin.

- Osman-Gani, A.A. & Tan, J.S. 2002. Influence of culture on negotiation styles of Asian managers: An empirical study of major culture/ethnic groups in Singapore, *Thunderbird international business review*, 44: 819-839.
- Schank, R. & Abelson, H. (1977). *Scripts, plans, goals and understanding*. New York: Lawrence Erlbaum.
- Seidel, G. (1990) 'Thank god I said No to AIDS': On the Changing Discourse of AIDS in Uganda, *Discourse & Society* 1(1): 61-84 Selden, R. (1991)
- Volosinov, V. I. (1973). *Marxism and the Philosophy of Language*. New York: Seminar Press. WAUDAG (1990). The Rhetorical Construction of a President, *Discourse & Society* 1(2): 189-200.
- West, C. (1990). Not Just Doctor's Orders: Directive-response Sequencws in Patients' Visits to Women and Men Physicians, *Discourse & Society* 1(1): 83-112.
- Winograd, T. (1982). *Language as a cognitive process*, Vol. 1. London: Addison-Wesley.

Author Information

Kian Pishkar(PhD) assistant professor of ELT,
(Islamic Azad University Jieroft Branch)
Kian.Pishkar@gmail.com
