

The Syntactic, Semantic and Pragmatic Study of Questions in Selected Conversations

Lecturer : Sawsan Abdul – Munem Qassim

Abstract

This piece of work deals with questions, due to their importance in daily life. People either ask, answer or hear question at least every two or three sentences in their conversations. Questions can be defined as terms used to elicit information or a response from the addressee. In English, question is a sentence with inversion of the subject and the first verb in the verb phrase (yes-no question) such as "Does he work hard?", starting with *wh*-words as "where did you go?" or ending with tag question as "He is a good student ,isn't he?"

This study aims at investigating the question forms in selected conversations and analyzing their discourse,pragmatic and speech act functions . Ritchards and Richard's (2002:437) model has been adopted to analyze the data . A lot of results have been obtained, such as *wh*-questions are used by the participants of conversation more than any other type in the corpus they have 39% proportion in this study, then *yes no*-questions are also commonly used by the questioners,they represent 25 % of the total questions number. It is found also through the statistical results that *intonation questions* are relatively low, the types like tag, echo and closed-choice questions are relatively rare. In addition, they have a range of semantic and pragmatic propositions when they are used indirectly. The study has ended with some recommendations for the pedagogical study

Key words: Questions , semantic , pragmatic, interrogative, conversations

1- Question: Concept

A question is a term used in the classification of sentence functions typically used to elicit information or a response and defined sometimes on grammatical and sometimes in semantic and sociolinguistic ground. Syntactically, Alexander (1997:249-262) andCrystal (2008:400) argue that in English, a question is a sentence with inversion of a subject or first verb in the phrase verb yes, *No question*, such as "*Is he going?*" or a question word (

wh-question, such as *where is he ?* or ending with *question tag* e.g. *"he's going , isn't he?"*

Stubbs(1983:105) states "*the question itself is a part of frame in which the answer as an utterance operates*" . As for Richards and Richard (2002:436) describe a question as an utterance that is addressed to a listener -reader and asked for an expression of fact, opinion, belief, etc. The prototypical function of a sentence in the interrogative form is to ask questions, Cruse (2006:89) comments that the prototypical question express(a) a lack of knowledge on the part of the speaker (exam questions are typical in this respect, in that the questioner already knows the answer), (b) a desire for the lack to be made good, (c) a desire for response from the addressee that will fulfill and (d) a believe from the addressee can supply such a response .Boisvert D and Kirk L(2002:5) argue that asking a question using an interrogative or giving an order using an imperative is a matter of asserting that one is asking or ordering a certain thing. The question or order is an indirect speech act, carried by the primary speech act of asserting that one is asking a question or giving an order .

2-Communicative Functions of Sentence Types

Generally speaking, language is concerned with giving and requiring information , and with offering and requiring things or actions Chalker (1984:12), Taiwo(2005:118), Woods (2006:100-1) and Radford et al (2009:253)comment that one important property of a sentence is its communicative potential .Sentences with different structures often have different communicative functions , thus a speaker who wants to assert or state what something is true will normally utter a declarative sentence such as *snow is white* , on the other hand, if the speaker wants to issue an order , request, or command , then an imperative sentence such as *leave the room!* Is appropriate. Finally, if a speaker wants to ask a question then the obvious

choice is an interrogative sentence such as *what time is it?* Akmajian et al.(1994:229) add that an interrogative sentence is used literally to ask a question and this type of sentence has also very important semantic facts, for more details see Yule(1996:54-55) and Taiwo(2005:118) .

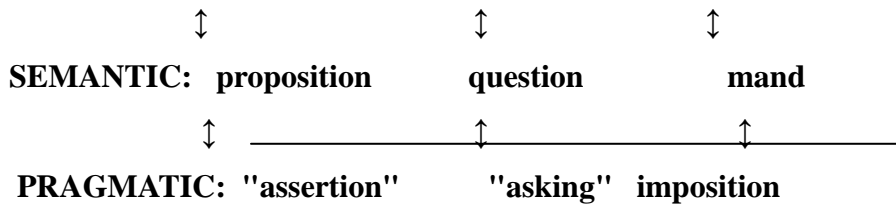
Form	function	
Statements	interrogative	You don't like it?
	Imperative	you will do as you are told
	Exclamatory	she is a lovely girl!
Questions	Declarative	what's the point! ? (= there is no point)
	Imperative	will you be quite!
	Exclamatory	isn't it a marvelous day !
Commands	interrogative	everybody look? (= do you mean that)
	exclamatory	everybody look! (= you can't mean that)
Exclamations	interrogative	how oddly he behaved ? (is that what you said?)

Diagram (1) Mismatch between sentence form and function from Chalker (1984:12)

3-Semantic Representation of Interrogative

there three major sentence types: declarative, interrogative and imperative (Palmer, 1981:149-153), (Leech,1983:114-115) and Crystal(2003:299) .These major *types* of sentences are conventionally distinguished from corresponding semantic and speech act categories , referred to by such terms as *assertion ,question, and command* . (Leech,1983:114-115) adds that it has been easy to assimilate semantic vocabulary to pragmatic vocabulary or vice versa- for example to treat a question as both semantic (logical) and a pragmatic entity . Leech (ibid.) distinguishes terms on the three levels .,to clarify his point of view:

SYNTACTIC: declarative	interrogative	imperative
272		



Diagram(2): Leech (1983:114)

The quotation marks have been put by Leech (ibid) around "assertion" and "asking" to refer to nature of *illocutionary force*

a-Assertion: an utterance whose illocutionary goal is to catch *h* to aware that [Y] (where [Y] is some proposition).

b-Asking: an utterance whose illocutionary goal is to get *h* to cause *S* to be aware that [Y] (where [Y] is some proposition).

These definitions propose that assertions and asking are to do with the passing of information between *S* and *h* . This means that for example an *examination question* or *rhetorical question* would not have the force of asking questions SeeKatz,1972:20 ff,Lyons,1977a :597,76. 2ff cited in Levinson(1984:184).

Cruse (2000:27),(2006:88) agrees with Hurford et al. (2007:306)that presuppositions are expected to be inferred by the hearer on the basis of contextual pinformation , but they go beyond what is actually said *utterance meaning*,

How was your day? means how was your day ? but *How was the day today ?* means my husband is going to his club this eveningwe will have plenty of time for fun

Although questions as, Cruse (2009;90)notices, do not have a truth value, but they do have propositional content .

4-Non –DeclarativeSentence

Non- declarative sentence takes the case of a question .The equivalent to

statement meaning will be *question meaning* . Lyons (1995:189-190) (Cruse 2000:27) and Lobnor (2007:7) assure that the propositional content of a statement determined whether it was true or false in a given situation . Now questions do not have truth value ,but they do have the propositional content. Although a question does not have a truth value , a given question-statement pair has what might be called *answer value* , that is ,the statement is or is not an answer to the question, and if it is ,propositional content of the question and the statement:

(1)

A: *What day is it today?* (*said son Tuesday*)

B: *It's Monday today.*(*false answer*)

A: *What day is it today?* (*said on Monday*)

B: *It's Monday today.* (*true answer*)

A: *Who do you love best?*

B: *It's Monday days.*(*no answer*)Cruse(2000:27)

Just as a declarative sentence has truth conditions, It can be postulated that a question – and –answer pair, considered as sentence, has *answer condition* which most hold for the statement to constitute a true answer to the question. Normally, when a speaker utters simple declarative sentence , he commits himself to the truth of the corresponding proposition :i.e. he asserts the proposition by uttering a simple interrogative , or imperative , a speaker can mention a particular proposition , without asserting its truth . In saying "*John can go*"a speaker asserts the proposition that *John can go* , in saying "*Can John go?* " He mentions the same proposition but merely question its truth. Hurford (*ibid*) and (Johan,B and M.Alice)points outthat corresponding declaratives , interrogatives and imperatives have the same propositional content

(2)

- a) "Have you seen my toothbrush?" Yes\No
- (b) "Get out of here this minute!" Yes\No
- (c) "I'm afraid that I'll have to ask you to leave" Yes\No

5-Characterizing Interrogative Mood

Davisn and Gillon (2004:700-703) agree with Fasold and Connor-Linton (2006:88) that mood, as a grammatical category, expresses the speaker's belief, opinion or attitude about the content of an utterance although often morphologically marked on verbs, mood really applies to entire clauses ; to indicate whether the speaker thinks a proposition is true ;or likely ; or doubtful, or something she\he wonders about or hopes or wishes for.(See Palmer(1981:151)

Interrogatives standardly or conventionally have the force of questions where questions are defined as request for information .As Chilton (2004:123) indicates that " *illocutionary force of an utterance depends on a variety of contextual factors, such as beliefs, assumptions, intentions of the speakers and their relativesocial status which will not always be expressed in the grammatical structure of the sentence uttered*"

Hurford et al. (2007:270) show that imperative and interrogative sentences, when said clearly perform acts just as declarative do

Accordingly, Levinson (1983:242: comments that *Wh-question* do not express complete proposition and neustic for illocutionary force, he goes on to suggest (Hare,1970) that illocutionary force is in fact an amalgam of neustic (the speaker commitment) and a further element the tropic (the factuality of the propositional content) .May (1993:54-56) suggests that the interrogative structure is not being used only as a question , it is an indirect speech act *Do you have to stand in front of the TV?*He also addsthat one of the most types of indirect speech act in

English has the form of an interrogative, the following are normally understood as a request:

(3) a- *Could pass the salt ?*

b- *Would you open this*

These examples show a typical pattern in English whereby asking question about the hearers assumed ability "can you?", "could you?" or further likelihood with regret to doing something " will you ", " would you?" normally counts as a request to actually do that something
May(1993:65)

6-Data Analysis

The data of this study has been chosen randomly conversations of daily speech. people of different ages and different social relations between employer and employees , friends, and strangers ,grandfather and grandson , members families and between sellers and customers. The conversations were selected for spoken discourse in written form extracted from different books in natural speech to achieve the variety results for this piece of study.

The researcher, therefore has adopted Richard's and Richard's model (2002: 437) in classifying questions in English since this model is new, comprehensive and is more adequately proposed to analyze the main types of questions in spoken discourse

Richard's and Richard's (2002: 437) classify questions into seven types as: , *Wh*-question, Yes –No question , Intonation, Tag- question echo –question , and a closed –choice question.

Type	Frequency	Percentage
------	-----------	------------

Wh-question	65	39%
Yes –No question	42	25%
Intonation	22	13%
Tag- question	15	9%
echo –question	12	7%
A closed –choice question	11	7%

Distribution of Questions in the Corpus

6-1-Yes- no question: this type of question is so called because the speaker can answer by *yes or no* . the study shows that this type represents 25% in the data as a whole .This form of question is made by using auxiliary verbs like *be , do, have* etc.

(4) A- *Do you hear that?*

B-*Yes*

A-*Is this the particular project that.....?*

B-*Yes, its*

A-*Can you see the corner yet?*

B-*yes*

Hearers of the questions try and interpret whatever follows as meaning either *yes or No* ,but this is not the only form of answer, *yes or no* may be selected simultaneously with other choices from other systems including \pm *certainly*

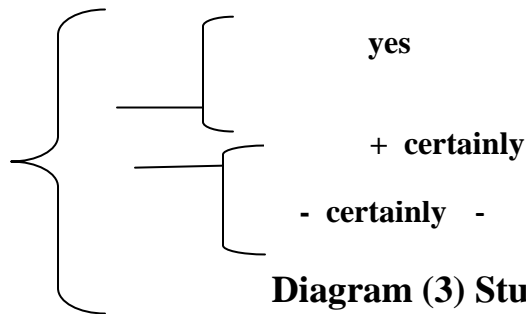


Diagram (3) Stubs (1983:106)

Response slot after a yes –no question
 (5)A-Will you fill out this form ,please?
 B-Certainly
 A-Do you have to be a member?
 B- Afraid so

Sometimes the speaker does not use this type of answer , notice the following example
 (p6):A-Does it have a digital clock?
 A-Idon't think so

An answer as *don't think so* has so called *No* and – *certainly*
Yes-no questions,however , are particularly associated with rises. the reason for this may have less to do with their illocutionary force than with the way the speakers use sentences with this kind of the surfaces
 ,*yes- no question* asks whether a piece of information is true or false .but it is difficult to think up *yes- no question* does nothing beyond that

There are some reasons for rise in the questions :
 (7)Can you just refresh my memory?
 Could you tell me something about his life ?
 Can you tell me how you would deal with a member of staff?

These forms of questions are used by the speakers as polite request, through these questions the participant of conversation do not expect answers ,in fact, they expect action the above examples are understood as a request *Can you just refresh my memory?* is an imposition by the speaker on the hearer , by

using *the mitigate device* just the speaker wants to soften and to avoid the direct imposition via direct request

However, questions in general, have series of pragmatic functions, notice the following examples:

(8) *May I?*

Could you open the window, please sir?

Would you like me to put it on the rack?

Do you mind if I watch TV?

Do you want some potato salad with it, Tom?

Could you possibly give me change for the phone?

These examples usually express a request, suggestion, invitation, asking permission and making offer. *by uttering such kinds of questions the speaker reflects different kinds of speech acts* the modal verbs used (*could you?*, (*would you?*) are polite questions because the speakers create a conceptual distance between themselves and the speech act

An important point should be added here that a question-answer sequence frequently takes the form of Q1-Q2-A1-A2 with the middle pair (Q2-A2) called insertion sequence, although there appears a question (Q2) in response to a question (Q1)

(9) *Why don't you go to the monkeys on our way back?* Q1A-

B- Can't we go to the rhinos first? Q2

A- *All right* A1

B- *All right* A2.

There is also *Q-Q-Q* sequence such as:

(10) A- *Is there a question about prince Charles?* Q1

B- *Question?* Q2

A- *I mean is it quite certain?* Q3

More importantly to know that questions in English are also used to express exclamation so, they are interrogative exclamation, as:

(11) *Isn't that beautiful!*

Isn't it terrible?

Sometimes, Interrogative is directive and not more polite than uttering the corresponding declarative *sentence*, as illustrated in the following example:

(12) *Do you want your head knocked off?
Who the devil are you?*

Superficially, the above example is a question but it really functions as direct speech act since the addresser warns and threatens the addressee directly to express his anger towards him. Again in the following example the speaker directly confronts the hearer and rebukes him for doing incorrect behavior

(13) *Is it all right to do that ?*

6-2-Wh-questions: this kind of question covers all questions beginning with *wh*-words like *when, where, why, How many, How much...* they are also called *content questions* and *X-question* because they require some substance or content in the reply. They do not query the truth of the statement, but they ask for details about a part of it. This kind of question is common type in this data

(14) *What did you say?*

Where's that going to leave me ?

What name?

Wh-question is usually formed by using *question word and subject –verb inversion*, the speaker often uses rise-intonation contour (similar to declarative sentences), and requests of specific information in the response.

It is important to distinguish between dependent question and direct question. The first type is a question that depends on an introductory statement like *I wonder, tell me, I'm not sure etc.*

(15) *I wonder (what?) have I found the right cottage?*

I wonder (what ? if whether) I've found the right cottage.

I wonder if I've found the right cottage?

Tell me if you'd like to look round the cottage. Would you like ..?

I don't know whether you got my telegraph. Have you got my telephone?

The above questions show the kind of dependent questions which begin

with *if* or *whether* and corresponds to a direct question with no question words (i.e. a word like who, what, where ,when...)at the beginning . The subject and verb , which are reversed in the corresponding *direct questions*, have normal statement order in dependent question. The other type of questions is formed by using interrogative pronouns *who, what, where, when*

(16) *I know who you are . you're Mr.Green.*
Surely you want to find out what the cottage is like.
I'm not sure you were the bull is.

Again, this type of questions is commonly used by the speakers, since this form of the question is not be used to ask questions but also to do various discourse and pragmatic roles in conversation . In addition to the previous functions , questions may indicate a surprise or a sudden emotions, as in

(17) *Oh ,dear ! oh ,dear! What have you done Mr. Jackson?* Or regret
What a pity! Disappointment, *What a waste of money* and sometimes the speaker rebukes the hearer by uttering this form of questions like

(18) *How dare you ! How dare you!*

Ask about problem , *What seems to be the Problem ?* Ask about approval
How do you like it? Ask about preference, *Would you rather have some coffee, then?* Ask about opinion , *what do you think?*

6-3-A close –choice questions: they are also called alternative questions. This kind of questions has a list of intonation and requires the interlocutor respond with one of a closed series of choices

(19) *which is the older university, Oxford or Cambridge ?*

Was his language Polite or impolite?

Are you going to take us or not?

Is the man polite or rude?

This type of questions implies that one of the two (or more) possibilities

suggested must be true . They are normally spoken on a final rising tone the addresser expects only one of the suggested questions. The question *Is the man polite or rude?* .The questioner expects she/he is polite or she /he is impolite spoken with a final rising tone. Such structure could be an open question , to which yes or no could be possible answer . It means that when the questioner says *Are you going to take us or not?* The hearer has two options either *yes, I am going to take you.* Or no , *I am not going to take you.*

6-4-Tag-question: these question are added to the statement.

There are three sub- types of this type of questions in this study

a-positive statement +negative tag

(20)*Edinburgh is a beautiful city , isn't it ?*

He must be very pleased about it, mustn't he?

They have milk in the morning too, haven't they?

Spoken little creature , don't you?

The above examples show that tag-questions consist of declarative sentence followed by question tag. When there is rising intonation on the tag, this type of question requests confirmation, but when the tag has a rise -fall intonation this indicates that the speaker believes the proposition to be true and it is merely requesting agreement

(21)*Deal with this, will you?*

Oh, you are the new boy , eh?

Sometimes this type of question used with command to mitigate the Order

(22)*Open the door for me ,will you ,Sarah*

b-positive statement + positive tag

(23) *he is your brother ,is he?*

Positive statement plus positive tag often express disbelief, sarcasm, surprise, etc., this type is very rare in the analyzed data

c-negative statement + positive tag

(24)*it will not make nice hard crumbs, will it?*

We don't seem to be getting anywhere, do we?

Tag –question ,in fact , indicates that the speaker assumes his listener agrees with the main statement and he is just seeking confirmation .

6-5-Echo- question: this type of question has the same structure of declarative sentence ; rising intonation, and may request confirmation or repetition from interlocutor or simply express disbelief in what the previous speaker has said, for example

(25) *A-Excuse me , how much does it cost to hire one of these?*

B-Forty-five pounds a week.

A-Forty-five pounds a week.

B-Forty-five pounds a week per person

In the above examples , the questioner repeats the whole or the part of what has been said by another speaker to be sure that the super market will be opened at that time. Such echo-utterances are called *echo –questions*. This type of question , however , is used in every day conversation to request further information, seek confirmation , to express interest concern , disbelief, suspicion , etc. or sometimes the speaker wants to show that he is listening.

6-6-Intonation: It is worth mentioning that in English , questions may also be formed through the use of intonation , these questions , in fact, are similar to statement , but the speaker uses intonation to change the sentence from statement into question or interrogative sentence , so this kind of questions is called *declarative questions*

(27) *When did you arrive?*

Five minutes ago.

On horse ?

By coach

Your name sir?

Cheveily manor

Arrived?

This morning

Any speaker in English can easily become aware of the great use of

intonation for a whole variety of purposes .Largely in an attitudinal kind of this type of question the speaker does not use forms of questions that mentioned before but he uses a abbreviated and very short questions depending on his tone of voice to convey his inquiry . Intonation, indeed,plays a significant role in conveying the intended meaning and to make difference between telling information or asking something.

5-7-Results

The study has comeup to the following results

1-Questions are the main point in conversation they represent about 167 questions out of 198 sentences , they are easily to be recognized in this data .

2-*Wh*-questions are commonly used by the participants of this study ,they represent 39%of the corpus.

3-Questioners often use yes-no questions in their speech such as when, where , who, , and what to enquire about locations, time ,people and things . this kind in fact ,has 25% , this proposition is high if it is compared with the other type of questions. Participants tend to use such kind of questions in opening ,starting and exchanging their speech.

But, sometimes the respondents do not give clear answers they usually use certainly ,perhaps not really etc..

4-The data revealed that intonation questions have relatively low proportion they are 13% of the questions type in this study ,this type of question do not have expected subject operator inversion .only rising intonation indicates to the addressee that they are questions .

5-Tag question are low they form about 9% of the total questions ,since they are often used to attract the respondents' attention in order to get

their confirmation of the questions.

6-Echo –questions and closed –choice ones are comparatively low in this study , they represent only 7% of questions types

7-Questions ,broadly speaking , have a lot of illocutionary force in discourse they reflect the speaker intention ,questions used indirectly by the speaker that do not elicit information from the hearer but ask him to

do the action . Questions intended in most cases to convince the addressee to change his or her current beliefs or attitudes; commitment-they usually have developed a range of uses that go beyond the simple eliciting of information from another party. Rhetorical questions, for example, are used to make a point, and are not expected to be answered.

5-8-Recommendations

1-ELLS should learn how to use wh-question in conversation , they are useful for various social purposes, such as:Greeting "How are you? "What's up?" "What's happening ?"or Making suggestions"How about playing in the park?" "Expressing opinions as "What do you think of my car?" etc

2- Teachers should teach the students the differences of questions in both spoken and written discourses . perhaps the main difference is in form , that in conversation about half of the questions are elliptical or tags and answers tend to be elliptical. . whereas in written form such as academic prose , questions tend to be full forms with full answers

3-ELLS should be taught the social distances between the questioner and the respondent (equality, superior and inferior)there are types of questions among friends, family and teachers or strangers

4-In term of politeness, ELLS have to teach the students how to ask questions, and the subject should be started from the beginning or from the primary schools .since politeness is one of the important things that should

be taught to the students from the beginning.

5-ELLS have to be cooperative and sociable when they ask or answer questions among friends, since language of text books differ from that of Real conversation. As a result the student fall back on question pattern from their own language that can be mismatches of communication styles .

References

Akmajian , A.; Demers, R. ;Farmer ,A. and Harnish , R.(1995) *Linguistics :An Introduction to language and Communication*. 4th ed. Cambridge: the MIT Press.

Alexander, J.(1997) *Longman English Grammar*. London : Longman

Bach, Kent and Robert, Harnish (1997) *Linguistic communication and Speech Act*, MA:MIT press

Boisvert, D and Kirk L (2005).<https://clas-pages.uncc.edu/dan-boisvert/files/2012/08/Semantics-for-Nondeclaratives.pdf>

Chilton,L (2004) *International Journal of Linguistics* Vol.2, No.5, 2012
www.ccsenet.org/ijel

Crystal, J (1991). *A Dictionary of Linguistics and Phonetics*. 3th ed. Oxford: Blackwell Publisher LTD

.....2008 .(*A Dictionary of Linguistics and Phonetics*. 6th. ed.
Oxford: Blackwell Publisher LTD

Cruse A.D.(2000) *Meaning in Language: An introduction to Semantics and Pragmatics* . Oxford: Oxford University

-(2006) *A Glossary of Semantics and Pragmatics*. Edinburgh :
Edinburgh University press LTD
- Fasold F. and Connor – Linton. J. (2006) *An Introduction to Language and Linguistics* .ed. Cambridge : Cambridge University Press
- Leech, G. (1983) *Principles of Pragmatics*. London: London Group Limited
- Levinson , S. (1983) *Pragmatics* .Cambridge: Cambridge University Press
- Löbner, S. (2002) *Understanding Semantics*. Oxford: Oxford University Press.
- Lyons ,J. (1995) *Semantics: An Introduction* .Cambridge : Cambridge University Press
- Mey , J (1993) *Pragmatics.: An Introduction*. Oxford: Oxford Blackwell
- Palmer, F. (1988) *Semantics*. Cambridge: Cambridge University Press.
- Praniniskas, J. (1975) *Rapid Review of English Grammar*. London: Prentice Hall. Inc
- Radford, A; Martin, A; David. ;Herald, C. Andrew, S. (2009)*Linguistics : An Introduction*. 2nd .ed. Cambridge : Cambridge University Press
- Richards , C. and Richard ,S. (2002). *Longman Dictionary and Applied Linguistics*. 3rd. ed. London : Pearson Education Limited
- Stubbs, B. (1985) *Discourse Analysis: The Sociolinguistic Analysis of Natural Languages*: Oxford: Blackwell
- Sadock, J.M.(1974) *Towards a Linguistic Theory of Speech Acts* .New York: Academic Press
- Searle, J (1969) *Speech Act: An Essay in the Philosophy of Language* .Cambridge: Cambridge University Press
- Taiwo, R. *Forms and Functions of Interrogation in Charismatic Christian Pulpit Discourse*. <http://www.nobleworld.biz/images/Taiwo.pdf>
- Yule, G (1996) *Pragmatics*. Oxford : Oxford University Press.

دراسة نحوية و دلالية وتداولية لمفهوم الاستفهام في محادثات مختارة

الباحثة : سوسن عبد المنعم قاسم

المستلخص

تتناول هذه الدراسة موضوع الاستفهام في اللغة الانكليزية لما له من اهمية بالغة في حياتنا اليومية ، حيث اننا نقوم بطرح الاسئلة والاجابة عنها او سماعها مرة كل جملتين او ثلاثة جمل . الاستفهام هو اصطلاح لغوي الغرض منه الحصول على معلومات او اجابة من المقابل او المستمع .ويمكن صياغة الفعل باللغة الانكليزية بواسطة تقديم الفعل على الفاعل هذا بالنسبة لسؤال بنعم او لا مثل هل يعمل بجد؟ او باستخدام احدى ادوات الاستفهام مثل اين ذهبت؟ او عن طريق استخدام الاسئلة الذيلية مثل انه طالب مجتهد ،اليس كذلك؟

تهدف الدراسة الى البحث عن اشكال الاستفهام في المحادثات وتحليل دورها الدلالي والتداولي في الخطاب وفقا لطريقة (ريجاردز وريجارد 2002)في التحليل . تمخضت هذه الدراسة الى عدة نتائج منها ان اغلب .

الاسئلة التي يطرحها المتكلم هي اسئلة مبدؤى هياحدى ادوات الاستفهام حيث تبلغ نسبة هذه الاسئلة حوالي 93% من مجموع الاسئلة كما وتوصلت الدراسة الى ان أسئلة الاجابة بنعم او لا تنصدر ايضا الاحصائيات حيث تبلغ 25% من مجموع الاسئلةومن ثم اسئلة التنغيم والتي سجلت ارتفاعا نسبيا مقارنة مع بقية انواع الاسئلة ثم سجلت بقية الاسئلة نسبة لا بأس بها ضمن الاحصائية المسجلة . كما وتوصلت الدراسة الى مجموعة من الوظائف المهمة اختلف طبقا لمفهوم المخاطب وحسب السياق اللغوي الذي يطرح فيه السؤال . وفي الختام انتهت الدراسة بمجموعة من التوصيات التي تهم مدرسي اللغة الإنكليزية .

About the Author :

Sawsan Abdul – Munem Qassim ,M.A. in English language, puplsher of Discourse Markers in English Spoken Language2009 , the Distinction between Coordinate and Subordinate Clauses- 2012, A study of Adjective and Adjectival Phrases in English with Reference to English Language Learners- 2012, Imperative Structures :Form and Function in "Oliver Twist"- 1013.

[E.mail ; sawsan.munem@yahoo.com](mailto:sawsan.munem@yahoo.com)