Illocutionary Force in Grant Proposal Writing
in Thi-Qar Province

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قوة الخطاب اللغوي في مقترحات المشاريع
المقدمة من قبل المنظمات غير الحكومية
في محافظة ذي قار

الخلاصة

نتيجة للتغيير الكبير الذي بدا في العراق عام ٢٠٠٣ ظهرت مؤسسات مجتمعية مثل المنظمات غير الحكومية (NGOs) وبدأت بتنفيذ مشاريع بمختلف مجالات العمل . إن جزءا جوهريا من عمل هذه المنظمات هو كتابة مقترحات المشاريع وتقديمها لكي تتنافس مع مقترحات أخرى للحصول على المنح الخاصة بالمشاريع . تناط مهمة كتابة مقترحات المشاريع هذه في اغلب الأحيان إلى كادر عراقي لمجرد معرفته الكتابة باللغة الانكليزية ، ويتوقع أن تكون هذه المهارة قد تطورت خلال الخمس سنوات الماضية من العمل في محافظة ذي قار (وهي محافظة تقع في جنوب العراق تعداد سكانها قارب المليونين نسمة وفيها العشرات من المنظمات غير الحكومية العاملة) .

ومهما كانت هيكلية المقترح فأنه بشكل عام يتكون من خمسة أقسام : الأول هو المقدمة وهي عرض لمشكلة أو حاجة اجتماعية ، الثاني المعالجة لهذه المشكلة أو تحقيق الحاجة من خلال تنفيذ مشروع معين كما وتذكر هنا في بعض الأحيان النتائج المتوقعة ، والثالث هو خطة العمل ومواعيد الانجاز ، والرابع جدول تفصيلي بالموازنة المالية المطلوبة ، والأخير يخص الكادر العامل ومستوى كفاءته . ويشكل القسمان الأول والثاني (المقدمة والمعالجة) نصا لغويا هو الثقل اللغوي الأساس في المقترح حيث تختص الأقسام الثلاثة الأخيرة بالأرقام والمؤهلات . يشبه مقترح المشروع في كتابته العرض التجاري المكتوب للمنافسة والفوز بالمنحة ولذلك لا يعد النص اللغوي فيه (في قسمي المقدمة والمعالجة) مجرد سرد أو وصف لخطة عمل مشروع معين مكتوب باللغة الانكليزية إنما يتوقع أن يتبع هذا النص أسلوبا لغويا مؤثرا في القارئ (الممول المتوقع للمشروع) ومقنعا له مما يؤدي إلى إثارة اهتمامه وإقناعه بأن المقترح مهم وممتع ومنتج وعليه سيكون منافسا .

يتعامل هذا البحث مع النصوص اللغوية في مقترحات المشاريع التي تقدمها المنظمات غير الحكومية لإغراض الحصول على منح مالية (Grant Writing) من خلال تحليل الخطاب اللغوي المكتوب لعينة من مقترحات المشاريع (في قسمي المقدمة والمعالجة في كل مقترح كنص لغوي واحد) ، تتكون هذه العينة من عشرة مقترحات مشاريع مكتوبة من قبل عشرة منظمات غير حكومية في محافظة ذي قار ولمشاريع في حقول عمل مختلفة . ويقوم البحث على فرضية إن لغة مقترحات المشاريع في المنظمات غير الحكومية في محافظة ذي قار هي مجرد لغة وصفية وسردية لمعلومات وحقائق وتفاصيل عن المشاريع المقترحة ليس إلا حيث تفتقر لغة كتاب مقترحات المشاريع هذه إلى القوة المطلوبة للغة الخطاب ''Illocutionary Force'' والقادرة على التأثير في القارئ والذي هو الممول وإثارته لاتخاذ ما مطلوب والموافقة على تخصيص المنحة لتمويل المشروع المقترح . وحسب ما متعارف عليه من مصطلحات في نظرية أفعال الكلام (Speech Act theory)

وبالتحديد ما أشار إليه الفيلسوف وعالم اللغة أوستن Austin (1962)   فأن معظم التعابير الكلامية في هذه النصوص وصفية verdictives وليست تأثيرية Exercetives او التزاميه Commissives ، وعلى نحو مشابه ولكن باستخدام مصطلحات سيرل Searle (1969) فأنها سردية Assertive (Representative) وتعبيرية Expressive وليست توجيهية Directive أو الزامية Commissive   . أسلوب الدراسة هو تحليل النصوص اللغوية في العينة (المقدمة والمعالجة في عشر مقترحات مشاريع) على ضوء نظرية فعل الكلام ، أما مقياس التحليل فهو اعتماد نموذج سيرل لأفعال الكلام ، حيث يتم حساب النسبة المئوية لكل فعل كلامي في كل نص ومن ثم حساب المتوسط الحسابي لكل فعل كلام في نصوص العينة .

وفي الخاتمة يثبت البحث وبوضوح إن كتاب مقترحات المشاريع لإغراض المنح   Grant (Proposal Writers في محافظة ذي قار لم يتمكنوا لحد ألان من إتقان استخدام اللغة بقوة وفاعلية لهذا الغرض لكي يتم ومن خلال نتاجهم اللغوي التأثير الايجابي على القارئ والذي هو الممول في هذه الحالة وإقناعه بفرص نجاح المشروع وبالتالي الفوز بالمنحة المالية اللازمة لتنفيذه . إن إتقان هذه المهارة (كتابة المقترح بهذه الأسلوبية اللغوية) تجعل من المقترح تنافسيا بشكل جدي . كما وتبرهن الدراسة إن التعابير اللغوية لهؤلاء الكتاب هي تعابير وصفية وسردية من خلال استخدام جمل بسيطة غير معبرة أو معبرة قليلا (استنادا لنموج التحليل المعتمد)، إذ لم يستطيعوا من خلال نتاجهم اللغوي التعبير عن أو الإيحاء ضمنا بالتزامهم و مسؤوليتهم في تنفيذ المشروع المقترح . أن هذا النقص في قوة الأسلوب اللغوي المطلوب لهكذا نوع من الكتابة (لإغراض المنح المالية) لهذه العينة من محافظة ذي قار قد يمكن تعميمه على نتاج المنظمات غير الحكومية في العراق (وهذا متروك للبحث مستقبلا) الأمر الذي يعني فيما يعنيه إن مجرد معرفة الكتابة باللغة الانكليزية لا يفي بالغرض و قد تصبح الحاجة إلى التدريب على هذه المهارة أمرا ملحا.

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Abstract :

In 2003 a drastic change started to take place in the Iraqi society , in which new community-minded institutions , such as the Non-Governmental Organizations (NGOs) , initiated their activities of implementing projects in different fields of work . An essential part of work in any one of these organizations is to submit project proposals , competing with others to gain grants for funding these projects . This task of writing a grant proposal , which is commonly assigned to Iraqi staff who *only* know English , is a skill which may have been developed a lot during the past five years in Thi-Qar (a southern Iraqi province of approximately two million population , having tens of NGOs working).

Whatever the layout a grant proposal may take , it generally contains five parts : the introduction in which a problem or a need is presented , an overview section which defines the process and the procedure to follow for implementing the project and the expected results , a work plan or a schedule , a detailed budget , and a personnel section .The first two parts (introduction and overview) are presented as English texts and constitute the linguistic load as the body of the proposal , whereas the last three indicate numbers and staff qualifications . Being an offer-like text written for competition and reward winning , a well-written grant proposal , particularly its first two parts (introduction & overview) , is certainly more than describing a project work-plan in an English text but is greatly expected to follow a succinct and effective language style which could attract the donor's attention and convince him/her that it is important , interesting , productive and ultimately competitive .

This paper is an attempt of investigation the language used in the body (introduction & overview) of a sample of ten grant proposals with different topics of projects submitted by ten NGOs in Thi-Qar province in Iraq . It is hypothesized that , most grant proposal writers , in Thi-Qar Province , when writing project proposals , are mainly describing and stating information , facts , and details about their proposed projects ; their language of proposals may then lack the adequate

"illocutionary force" required to provoke the donor's interest and desire for taking an action and then for approving the fund . Following Speech Act Theory (SAT) terminologies : using Austin's (1962) words , the majority of the performative utterances in these linguistic texts (proposals) are verdictives and not exercetives or commissives   ; similarly but following Searl's (1969) classification , these performatives are neither dicretives nor commisives but mainly representatives (or assertives) and expressives . The procedure of the study is that the ten texts are investigated in the light of SAT adopting a model of analysis : Searle's taxonomies of performaive utterances . The performatives used in every text are shown in a form of percentage . Then , the Mean Value of percentages of every performative in the adopted model for all the ten texts is calculated .

   In conclusion , the study clearly shows that the grant proposal writers in Thi-Qar province in Iraq haven't yet got enough experience to employ the essential tools of the writing "craft" : as to write their proposed projects with sufficient and adequate power so as to convincingly influence , through their linguistic presentations , their readers (donors) and impress them of the high expectations of their projects' success . The case , if well thought of on the part of the proposal writer , will surely encourage the donor to select the proposal as competitive for the grant . it is obvious that the writes can only introduce proposals' texts full of descriptions with declarative sentences asserting state of affairs or facts, and with no , or probably little , explicit or implicit linguistic manifestations of their future commitments and accountability in regard of implementing the proposed project ; this lack of such a principal linguistic characteristic of grant proposal writing in Thi-Qar NGOs , which could , to a certain extent , be representative of all Iraqi NGOs , needs to be considered . More training will seriously be required .

  <u>Introduction</u> :
          In conformity to the methodology and the purposes of this paper , a light will be first shed on two basic theoretical conceptions necessary as background : first , Speech Act Theory (SAT) , with particular focus on the two leading figures : Austin's and Searle's contributions   ; second , the taxonomies (or classifications) of performatives introduced by different writers within the available literature . Searle's taxonomy will be especially considered as it is the model adopted to analyze the data in this paper . It is worth mentioning

that "illocutionary force or act " is used , among other terminologies , as it is frequently understood to be the specific force associated with the utterance of particular words in a particular context to perform a speech act . Then , both "sentence" and "utterance" are used following Hurford and Heasley's sense that all what can be said of a sentence is applicable to an utterance but not necessarily vice versa (1983 : 22) . And , "text" is used here in a different sense from how it had traditionally been conceived as only a piece of a written text , but following a great number of writers who understand the word as referring to both spoken and written language , one of whom is Fairclough (1995 : 4). Moreover , the three terminologies : "performative" "illocutionary" , and "speech act" are sometimes used here in exchange with one another as it is usually apparent in the literature available in the field .

   All linguistic activities are related to speech acts. Therefore, to speak a language is to perform a set of speech acts, such as statement, command, inquiry , commitment…etc . A speech act can simply be defined as the social action that lies behind the superficial contextless meaning of the words uttered ; in Richards , Platt and Platt (1993 : 342-3) words it is "an utterance as a functional unit in communication." (cited at www.eflbooks.co.uk) . It has two kinds of meaning: a propositional and an illocutionary , or : the basic literal meaning of the utterance which is conveyed by the particular words and structures which the utterance contains , and the illocutionary meaning/force entailed in the utterance . The term illocutionary force refers to the specific force associated with the utterance of particular words in a particular context to convey the speaker's / writer's intention(s) , that is , to perform a certain speech act . Still , an utterance can perform more than one speech act with one propositional meaning .This can be clearly illustrated in Jeffries's (1998 :166) example : " I'd love an ice-cream" ; depending on the context , this sentence may also imply different "actions" or acts such as a request (= please give me one), agreeing to a suggestion (yes, please) , or a statement of grievance (= you all know I'm on diet and can't have one) .

1. Literature :

1.1 Speech Act Theory (SAT) :

The concepts of SAT had first appeared in John L. Austin's series of lectures in Harvard University in 1955 , which were gathered later in 1962 in the famous edited book " How To Do Things With Words"[1]. His principle is that uttering any sentence is actually part of doing an action (finch , 2000 :180). Sentences , he believed , are utterances of two kinds : first , those describing states of affairs or facts "constative utterances ", which are true-conditional in the sense that they can be judged either true or false ; second , the "performative utterances" which are neither true or false but bring about a particular social effect by being uttered , that is , by speaking an utterance an act is performed which can be seen as command , wish , concession ..etc. Yet , in order for a performative utterance to be appropriate , goal-achieving , and validly used it must meet certain social and cultural conditions " felicity conditions" : which include the existence of both the accepted conventional procedure(s) for a particular person in particular circumstances , and the participants who could execute this procedure completely and correctly (Austin , 1962 : 5ff) .

Later on , Austin abandons the distinction between constatives and performatives and replaced it by a new general assumption which was a key concept to SAT, that all utterances are really performatives , or as Kevin Halion puts it :

"Austin's investigation of the constative / performative distinction may be viewed (whether or not it was intended to be) as a dialectical investigation. It starts out with two apparently separate classes: utterances that are true or false but not happy or unhappy (statements or constatives) and utterances that are happy or unhappy but not true or false (performatives). But then with claims , as it were , from the performative side that some so-called constatives look somewhat performative , and claims from the constative side that some performatives have a constative dimension , the distinction begins to dissolve, as it were."

(www.e-anglais.com)

And a performative can actually refer to one (or more) of three acts , that is ,when making an utterance , a language user performs one or more social acts which are called 'speech acts' . This new triofold assumption concerns different types of acts : "locution act" which is the act of performing words into sentences to "say something in the full sense of say" (Couthart , 1977 : 17) , "illocution act " which is what the speaker does by using the utterance ; this implies that there is a force associated with uttering a performative which makes the audience convinced of the speaker's commitment (Levinson , 1983 : 236) . And , "perlocution act" is the effect that an utterance has on the thoughts , feelings or attitudes of the listener (Austin , 1962 : 101) . Illocusions , Also , were classified by Hudson as direct and indirect : the former can be detected through the use of grammatical forms and/or the use of a performative verb in a sentence , the latter keeps the intention(s) implicit to the addressee (2000 : 319) .

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1. see Tinajero , **Ernesto** . " Speech Act Theory, Linguistics, Theology and a New Revolution of Understanding ") **an article available at www.articlesbase.com/article-tags.**

In the course of SAT elaboration , John R. Searle is undoubtedly an influential and a prominent contributor ; for him , a language user , when communicating , is engaged in a form of behavior where he expresses whatever he intends to mean "*expressibility principle*" and simultaneously performs certain speech acts (Searle, 1969 : 13 – 19) . According to Searle , any speech act can only be successful (or *felicitous* , using Austin's words) if it meets four governing rules or conditions : the propositional-content rule which includes the meaning of the utterance , the preparatory rule which mostly governs how the utterance is appropriate to the related speech act , the sincerity rule that refers to how sincerely the speaker's beliefs or feelings are introduced , and the essential rule showing the obligations and intentions with which the speaker of an utterance commits himself (Lyons, 1977 : 734) . But Allen (1986 : 189) reclassified Searle's governing rules into only two conditions : preparatory and executive ; the former is related to the participants engaged in (and the circumstances of) the speech act , whereas the latter is about the speaker's attitude and behavior . In his later writings , Searle emphasized his belief that a speech act is part of the interpretation made by the hearer as whenever we talk or write we are performing illocutionary acts which are themselves performed with "intentionality" which is a biological process like any other natural biological phenomenon ; this intention behind any illocutionary act is Searle's "illocutionary point" :

> "While the number of uses for language is "enormous," Searle believes that there is a limited number of things we can do with language. In the structure of the illocutionary act F(p), the potential propositional content is limitless . But Searle asks : " How many types of F are there?" . . .So how many Fs there are would be limited to the number of verbs and open to the vagaries of language use and change ; to "overcome" this problem , Searle posits the notion of " illocutionary point, " which is the "point or purpose in virtue of its being an act of that type" ... In other words , the illocutionary point is the intention behind the illocutionary act , which is stated in a verb that describes the work the sentence is doing . "

(www.rhetoric.net)

Also , through SAT research , Ross (1970) added a new vision of grammatization to the theory suggesting that any sentence is only a form of a higher sentence that includes a verb expressing one and only one performative act . This "performative Hypothesis" was further extended later by Sadok (1974) who indicated that in order for any well-formed sentence to express its intended meaning it should pass through three levels : the semantic level expressed by the abstract performative verb used by the speaker , the intermediate levels in which a stage of linguistic derivation could occur , and the surface level in which a sentence must meet the conditions of the situation / context (Leech , 1996 : 193-4) .

Katz explored how the semantic structure determines the SA of a sentence . Away of the pragmatic level which , in his view , is only a non-literal verbal production model , Katz emphasized the semantic level as a recognition model of a sentence meaning that can be determined by the performative verb (Katz , 1977 ; 6). But Batch and Harnish (1979) contribution focuses on the communicative

intention that can be comprehended by the receiver of the linguistic message due to his/her inferential strategies which can be simple for direct utterances or complicated for non-literal for indirect utterances . This inferential process depends on certain mutual input conditions such as the mutual contextual beliefs or the information provided in the context , the linguistic presuppositions related to language knowledge , and the communicative presupposition that carries the illocutionary intent (Batch& Harnish , 1979 : 7). Among other contributors but with the involvement of discourse analysis is Geoffrey Leech who wrote about the politeness strategies in conversational exchanges and how the "*politeness principle*" , which can be shown through a group of maxims , can play a big role in the whole process (1983 : 132ff).

1.2 Taxonomies :

Apart from the other taxonomies of performatives , the following Searle's taxonomy is necessarily referred to for two reasons : first , it is one of the most influential classifications in SAT on which lots of studies of spoken and written texts counted and relied ; and , consequently , it is part of the methodical procedure of this paper being the model adopted for analyzing the data researched . Searle (1969) classified the performatives into five categories [1] :

1. Representatives (or assertives) : those in which a speaker expresses his belief towards something or represents a state of affairs . This may include performative verbs such as assert , state , describe , and suggest.

2. Directives : which are used by the speaker to direct the hearer/ reader to do something Using verbs like invite , order , suggest , request , challenge.

3. Commissives : if the speaker commits himself to a course of action found in verbs like intend , promise , pledge , threat .

4. Expressives : in which the speaker expresses his psychological state or attitude , as in the verbs like greet , apologize , congratulate .

5. Declarations (or Declaratives) : those speech acts that lead to an action correspondence between the propositional content and reality ; actions that can be implied in verbs like appoint , marry , declare war.

There are other linguists who have introduced their own classifications of performatives (or   illocutions) ; in a wonderful paper on the web Dr. Keith Allan gathered some influential types of these acts (with their writers) in a form of comparison quoted in the table below :

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1 . For brief statement of Searle's taxonomy see (**www.uark.edu**)

Austin	Vendler	Searle	Bach and Harnish	Allan
Expositives	Expositives	Assertives	Assertives	Statements
Commissives	Commissives	Commissives	Commissives	
Behabitives	Behabitives	Expressives	Acknowledgments	Expressives
Exercitives	Interrogatives	Directives	Directives	Invitationals
	Exercitives			Authoritatives
Verdictives	Verdictives	Declarations	Verdictives	
	Operatives		Effectives	

Comparison of Five Classifications of Illocutionary Types
(after Dr. Keith Allan available at **www.arts.monash.edu.au**)

2. Procedure :

2.1.   Input:

This includes description of the data to be analyzed and the method of analysis .Every text
(introduction and overview taken as on text) of the ten proposals understudy is approximately one page in length containing an average of 30 sentences . In the introduction which roughly forms half of the text , most of the sentences are statements declarative of the concerned project with a probable reference to the NGO itself . In the overview , there is usually a background to and description of the proposed project . The background is supposed to briefly show a community need or problem , and a concise description of a proposed project adopted as a way of fixing this problem or meeting that need . Justifications and expected results are , mostly , included . Topics of the proposals understudy can be identified through their following titles with a brief idea about each : (Titles are given as they are in proposal texts , but the explanations are the researcher's ; "T" for text) :

T 1 : "Strategic Planning" : a workshop for managers in governmental departments to increase
        building their capacities in strategic planning in their fields of work .
T 2: "Developing Computer Skills in Thi-Qar Secondary Schools" : supporting Department of
        Education in Thi-Qar   for providing 50 secondary schools with desk computers.
T 3: "Human Rights , First Step to Democracy" : a workshop project for Police staff responsible
        for the main prison in Thi-Qar .

T 4: "Pensioners' Payment Place Facilitation" : providing tents and linear canopies for shading the
    queues of pensioners in Department of Pension .
T 5: "Youth in Action" : a workshop for increasing the awareness of youth about their rights ,
    responsibilities , and roles to take part in the decision making process in their country .
T 6 "Voice of Women" : sewing training for 80 unemployed and unskilled women in an attempt
    to help them find an income to meet their needs , and ultimately to lessen the expected
    violence against them due to economical reasons.
T 7: "Happiness of Children " : rehabilitation of a public garden , and providing it with children
     plays .
T 8 :"My City , My Responsibility" : providing fund to pave a road employing 70 of the
    unemployed people .
T 9: "Together we set up our constitution" : two-day workshop highlighting the major points in
    the Iraqi institution with discussions necessary to assess them .
T 10: "Business Plan" : a three-day workshop to promote the private sector building their
     capacities in writing business plans and executive summaries .
    The following random samples of sentences are typical examples from the texts above :

 T 2 :   1. We got all the information we need to this project from Thi-Qar Education which is
        facing the problem of the shortage in computers and suitable computer labs in
        Nassirriyah city schools.
      2. The education directorate has no ability to provide these 67 schools with computers.
      3. And thus the organization will help developing the scientific situation in the schools .

 T 4 : 1. There is only one Pension headquarter located in a narrow place down town from which
        thousands of pensioners and their families are monthly coming from Nasiriyah and 19
        other districts and sub districts gathering to get paid .
      2. This project will help the salary distribution went smoothly and easily .
      3. The articles provided will add an organized atmosphere to the pensioner department which would help the hard working clerks doing their job very accurately .

   T 9   :   1.We are attempting to have Iraqi People , regardless of race , sector and ethnic group , be

            fully aware of the process of writing the Iraqi constitution .
            2. They clarify the current political terms and put them in practice .
   **3. Our NGO will encourage women to take their role in writing the**
               constitution.

   Each text of the ten proposals is to be analyzed in such a way that shows in a table of percentages the performatives lurking behind the sentences that form the text . Searle's classifications of performatives (see 1.2) , is taken the model for analyzing the available data . Each text will be investigated alone . Then the Mean Value of the percentages of each performative in each of the taxonomy is also presented in a form of a table.

2.2 Processing :

            The tables and graphics below indicate the percentage of each performative in each text   according to the model of analysis (Searle's classification) :
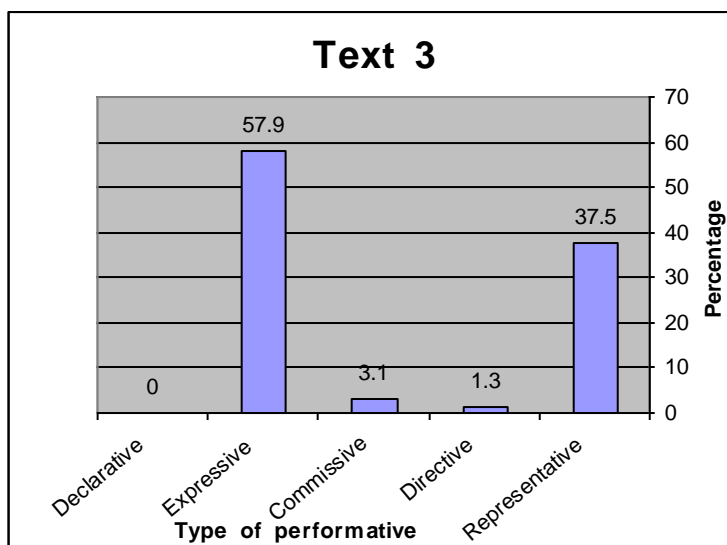
Text 1	
Performative	*Percentage*
Representative	32.8
Directive	2.2
Commissive	4.2
Expressive	60.8
Declarative	0
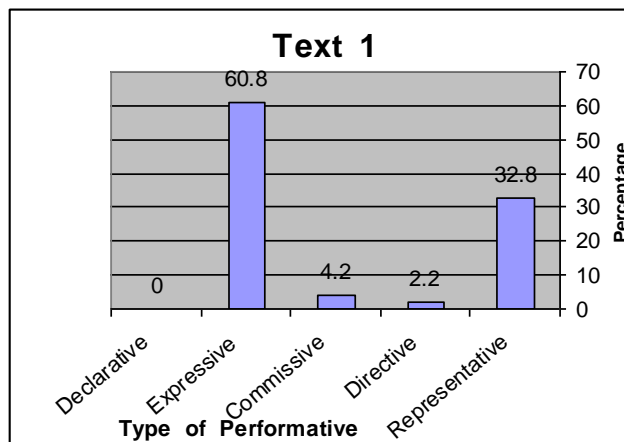
Text 2	
Performative	*Percentage*
Representative	27.1
Directive	2
Commissive	1
Expressive	69.9
Declarative	0

Text 2
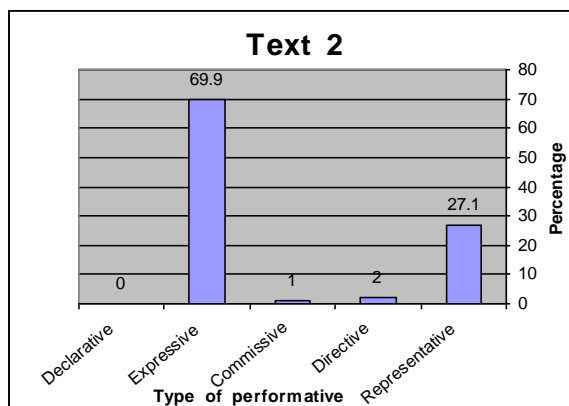
Text 3	
Performative	*Percentage*
Representative	37.7
Directive	1.3
Commissive	3.1
Expressive	57.9
Declarative	0

Text 3

Text 4	
Performative	*Percentage*
Representative	22.2
Directive	2 .8
Commissive	2
Expressive	73
Declarative	0

Text 4
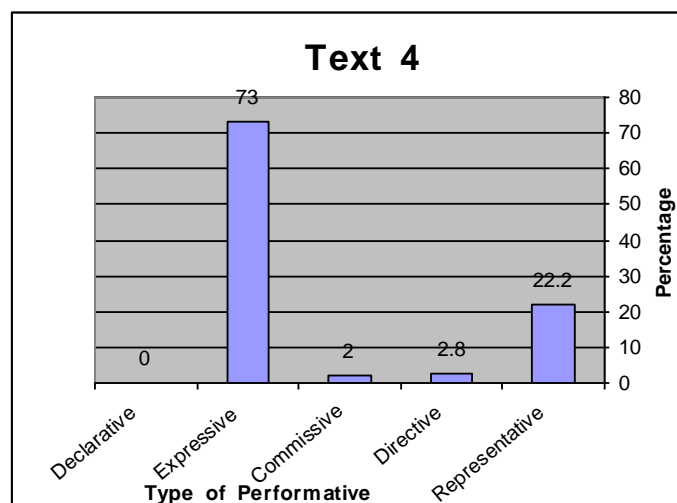
Text 5	
Performative	*Percentage*
Representative	36.1
Directive	0. 4
Commissive	4.9
Expressive	58.6
Declarative	0
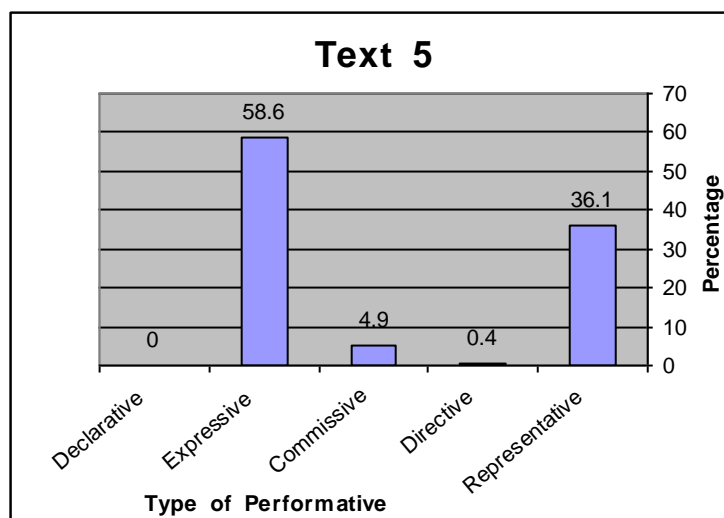
Text 6	
Performative	*Percentage*
Representative	33.1
Directive	2
Commissive	3.9
Expressive	61
Declarative	0
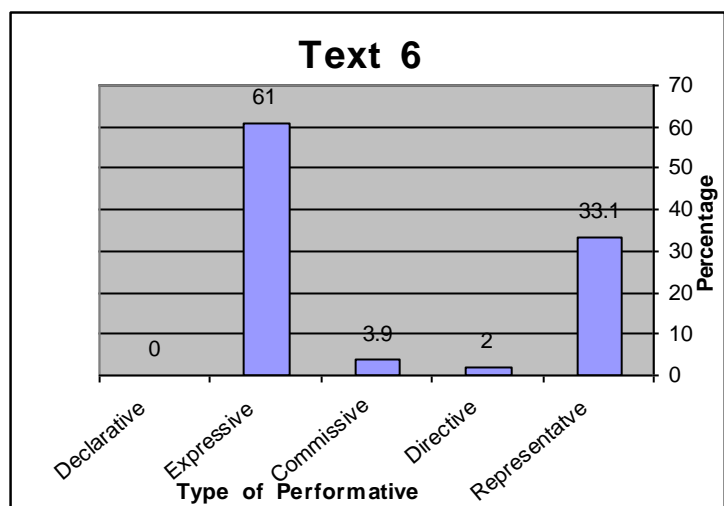
Text 7	
Performative	*Percentage*
Representative	25 .5
Directive	0.4
Commissive	1.1
Expressive	73
Declarative	0

40
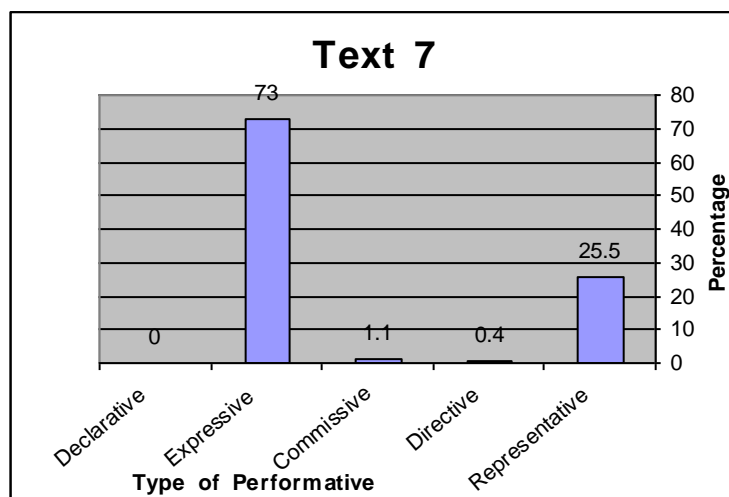
Text 8	
Performative	*Percentage*
Representative	40.8
Directive	0.5
Commissive	1.5
Expressive	57.2
Declarative	0

Text 8

Percentage

57.2   40.8

0   1.5   0.5

Declarative Expressive Commissive Directive Representative

Type of Performative
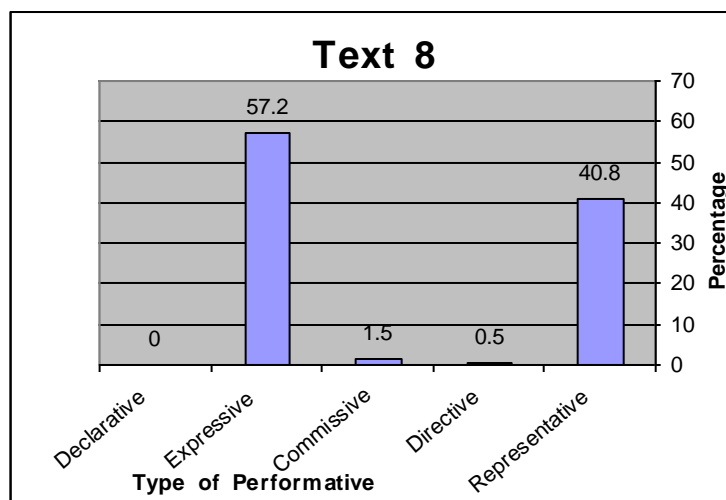
Text 9	
Performative	*Percentage*
Representative	33.9
Directive	4.2
Commissive	3.1
Expressive	58.8
Declarative	0

Text 9

Percentage

58.8   33.9

0   3.1   4.2

Declarative Expressive Commissive Directive Representative

Type of Performative

41
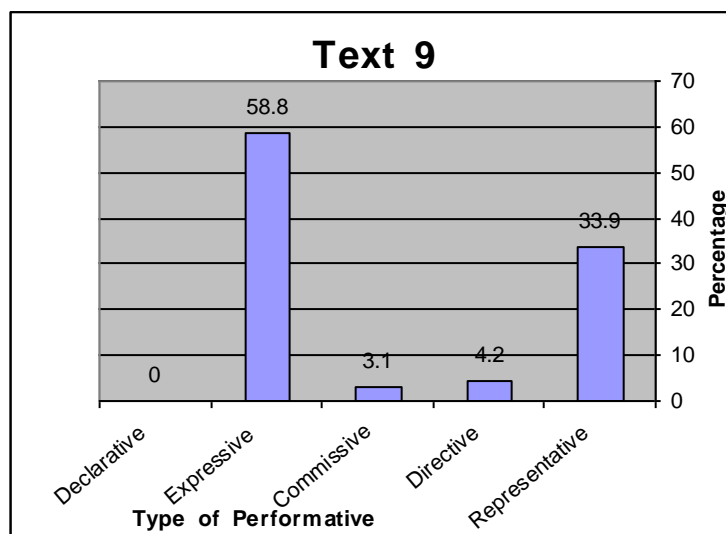
Text 10	
Performative	*Percentage*
Representative	40.4
Directive	0.9
Commissive	2.1
Expressive	57 .6
Declarative	0
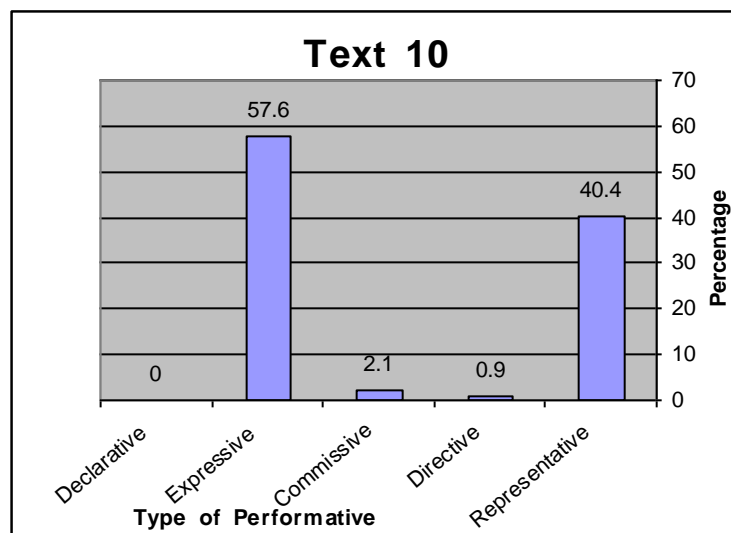
2.3   Output :

Mean Value of the percentages of each performative in the ten texts is indicated in this
table (numbers have been approximated) :

Mean Value	
Performative	*Percentage*
Representative	34
Directive	2
Commissive	3
Expressive	63
Declarative	0
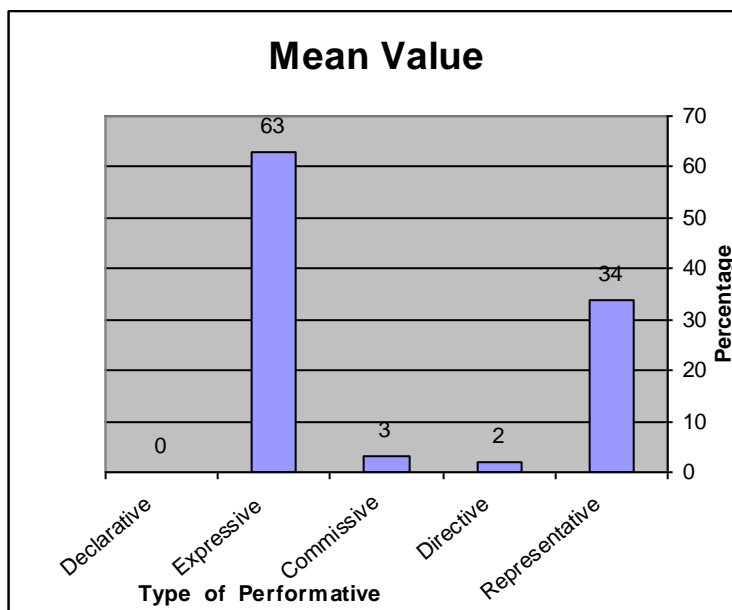
The numbers of the expressives is the highest ; less is the representatives (or assertives) ; then a low number of commisives and directives . But , there is no use of declaratives due to the nature of these grant texts being offer-like , not-yet-decided or implemented , and only proposed projects , which have , so far , no existence in (or effect on) reality as the definition of "declaratives" shows (see 1.2).

3 . Analysis :

It is obvious that there is a high volume of expressives and representatives (or assertives) and a low one of commisives and directives . This heavy use of representatives and expressives refers to the grant proposal writers' tendency to more state , describe or assert states of affairs than alternatively choose the expressions (utterances , or more specifically , sentences) which are expected to effect the readers of their texts so as to motivate them (the readers) to positively react . Comparatively , this case can also be illustrated through the use of a small number of commissives and directives , as these performatives have more immediate influence on the proposals' readers (or donors) .

Conclusion :

The study clearly shows that the grant proposal writers in Thi-Qar province in Iraq haven't yet got the essential tools of the writing "craft" : as to write texts for their proposed projects with sufficient power to convincingly influence their readers (donors) and impress them of the high expectation of their projects' success . They can only write texts full of descriptions with declarative sentences asserting state of affairs , and with no , or probably little , clear manifestations of their future commitments which , if well referred to , help them win the grant .

Writing grant proposals by any institution , and by Non-Governmental Organizations in particular , is a skill that needs a lot more than writing in English or merely knowing correct forms of English sentences to be used to describe a proposed project within a layout of a grant proposal , rather it involves the know-how to use (or in this case write) English texts proficiently ; the case that will put the proposal submitted within the competitive list if , and only if , the reader , who is the donor , has been powerfully affected with the linguistic presentation of the proposal as a text , and will , ultimately , be urged to pay the fund as a grant . Consequently , proposal writers need to have more knowledge of English to write for this objective i.e. to write grant proposals.

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