

**انتاج الطلبة العراقيين متعلمي اللغة الانكليزية لغة
اجنبية لأفعال الكلام الموفقة**

Iraqi EFL Learners' Production of Felicitous Speech
Acts

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الكلمات المفتاحية: طلبة السنة الرابعة الجامعيين، طلبة الماجستير، افعال الكلام
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الملخص

تعنى هذه الدراسة في التحقق من قدرة طلبة السنة الرابعة الجامعيين طلبة الماجستير العراقيين متعلمي اللغة الإنجليزية لغة أجنبية في استخدام أفعال الكلام الموقفة في مستوى الإنتاج. تم وضع الفرضيات التالية:1) لا توجد فروق ذات دلالة إحصائية بين القيمة المحسوبة والقيمة المجدولة لاختبار الانتاج لأفعال الكلام الموقفة المستخدمة من قبل طلبة السنة الرابعة الجامعيين،2) ليست هناك فروق ذات دلالة إحصائية بين القيمة المحسوبة والقيمة المجدولة لاختبار انتاج أفعال الكلام الموقفة المستخدمة من قبل طلبة السنة الرابعة الجامعيين حسب متغير العمر،4) وفقاً لمتغير عمر طلبة الماجستير، ليست هناك فروق ذات دلالة إحصائية بين القيمة المحسوبة و القيمة المجدولة لاختبار انتاج أفعال الكلام الموقفة المستخدمة من قبل الطلبة،5) فيما يخص القيمة المحسوبة والقيمة المجدولة لاختبار الإنتاج لأفعال الكلام الموقفة المستخدمة من قبل طلبة السنة الرابعة الجامعيين وطلبة الماجستير لا توجد فروق ذات دلالة إحصائية بينهما. ولتحقيق أهداف الدراسة، فقد أجرى الباحث استبياناً وطبقه على عينة مكونة من (50) طالبا وطالبة في الصف الرابع ، و(13) طالبا وطالبة ماجستير قسم اللغة الإنجليزية ، كلية التربية للعلوم الانسانية، جامعة تكريت. تم تصميم اختبارا مكونا من عشرة مواقف لغرض قياس قدرة المتعلمين على إنتاج أفعال الكلام الموقفة. كانت اهم نتائج الدراسة كالآتي:1) لا يمتلك طلبة السنة الرابعة الجامعيين القدرة على انتاج أفعال الكلام الموقفة،2) يمتلك طلبة الماجستير القدرة على انتاج أفعال الكلام الموقفة،3) لا يوجد تباين بين الذكور والإناث من طلبة السنة الرابعة الجامعيين في استخدام أفعال الكلام الموقفة في مستوى الإنتاج، 4) وفقاً لجنس طلبة الماجستير ، فإنه لا يوجد تباين في انتاج أفعال الكلام الموقفة،5) يمتلك طلبة الماجستير انتاجا افضل من طلبة السنة الرابعة الجامعيين فيما يتعلق باختبار الانتاج لأفعال الكلام الموقفة.

Abstract

This study attempts to investigate the ability of Iraqi undergraduate fourth-year students' and M.A. students' production of felicitous speech acts. The following hypotheses have been set:1) There is no statistically significant difference between the calculated value and the tabulated value of the production test of felicitous speech acts for undergraduate fourth-year students, 2) There is no statistically significant difference between the calculated value and the tabulated value of the production test of felicitous speech acts for M.A. students, 3) There is no statistically significant difference between the calculated value and the tabulated value of the production test of felicitous speech acts for males and females of undergraduate fourth-year students,4) There is no statistically significant difference between the calculated value and the tabulated value of the production test of felicitous speech acts for males and females of M.A. students, and 5) There is no statistically significant difference between the calculated value and the tabulated value of the production test of felicitous speech acts for undergraduate fourth-year students and M.A. students. To achieve the aims of the study , a sample of (50) Iraqi EFL fourth-year undergraduate students and (13) M.A. students at the Department of English, College of Education for Human Sciences, Tikrit University, have participated in responding to a test composed of ten situations used to assess the learners' ability to produce felicitous speech acts. The most important conclusions are:1) Fourth- year undergraduate students do not have production in using felicitous speech acts, 2) M.A. students have production of felicitous speech acts, 3) In terms of the production test, there is no variation between males and females of fourth- year undergraduate students use of felicitous speech acts ,4) There is no variation between males and females of M.A. students use of felicitous speech acts and 5) M.A. students have better production than fourth- year undergraduate students in the production of felicitous speech acts.



1.Introduction

Speech acts theory has been thriving in the field of pragmatics as it deals with various aspects of language use. Speech acts are very common in real life situations. The speakers of a certain language, depending on their pragmatic competence, can communicate successfully. The major idea of the theory of speech acts is that utterances are used to perform actions. So, reality will be changed after pronouncing certain words.

To issue a speech act, there should some conditions that are necessary for their accomplishment. These conditions are called felicity conditions (henceforth, FC(s)) that lead to their accomplishment. When such conditions are available, a speech act becomes successful or felicitous whereas when they are not taken into consideration, the speech act is called infelicitous where pragmatic failure appears and may lead to communication breakdown.

Using speech acts represents a challenge to foreign language learners because it is not related to use grammatically correct forms of language but pragmatically felicitous speech acts (henceforth, (FSA(s)) (Zheng and Xu,2019: 37).In a similar vein, Allot (Cited in ibid:38) mention that students are supposed to be aware of the grammatical correctness of language but may encounter problems in matching these forms with FC(s).

Iraqi learners of English are supposed to perform speech acts in a felicitous way. A widely recognized problem is found when learners of a foreign language are not able to use appropriately. As regards Fourth-year students and M.A. students, the production of FA(s) have not been dealt with in detail. Still, there a need for exploring foreign language learners use of speech acts. The present study is an attempt to bridge this gap on the literature about Iraqi EFL learners use of FSA(s) at the production level. In order to achieve the aims of the study , the following hypotheses have been set:

1. There is no statistically significant difference between the calculated value and the tabulated value of the production test of FSA(s) for undergraduate fourth-year students.
2. There is no statistically significant difference between the calculated value and the tabulated value of the production test of FSA(s) for M.A. students.
3. There is no statistically significant difference between the calculated value and the tabulated value of the production test of FSA(s) for males and females of undergraduate fourth-year students.
4. There is no statistically significant difference between the calculated value and the tabulated value of the production test of FSA(s) for males and females of M.A. students.



5. There is no statistically significant difference between the calculated value and the tabulated value of the production test of FSA(s) for undergraduate fourth-year students and M.A. students.

2.Speech Act Theory: An Overview

It seems necessary to present an overview of speech act theory (henceforth, SAT) in order to recapture its essence before conducting the analysis. In SAT, utterances are used to perform actions. So, reality will be changed after pronouncing certain words.

Austin (1962) has laid the foundations for the SAT in language study. Malmkjar (2002:486) mentions that the SAT has been developed by the Oxford philosopher, Austin whose book *How to Do Thing with Words* (1962) is published later after his death. It has an enormous impact on the philosophy of linguistics and thereby on linguistics (Austin, 1962:v).

Searle is another developer of SAT. The major motivation leading to discover the SAT is that the analysis of language is limited to truth conditions, i.e. to statements whether they are true or false where language is ignored as a mode of action. So the SAT comes into existence. Searle has modified Austin's ideas. His contribution is represented by three aspects: his distinction between intention and convention; FC(s); and his distinction between the propositional indicator and illocutionary force indicator (Searle, 1969: 30). The new coming of this theory during the fifties of the twentieth century on has been extended at the hands of different linguists like: Searle,(1969),Levinson,(1983) , Leech,(1983) , Mey (1993) ,Thomas (1995), and others.

Austin (1962: 3-6) classifies utterances into constatives and performatives. The former is introduced to describe true or false statements whereas the latter is used to describe the utterances by which actions are performed.

The essential idea underlying performatives, according to Austin (ibid: 6), is that "issuing of the utterance is the performing of an action." Consider the following utterances presented by him:

- (1) I name this ship the *Queen Elizabeth*.
- (2) I bet you six pence it will rain tomorrow.

So, in (1), an act of naming takes place after the person appointed to name her by saying the words "I name..." in the appropriate circumstances and not before it. Also, in (2), an act of betting takes place when the taker has accepted the offeror of the bet.

Searle (1969:16) highlights the significance of speech act in communication as he says "the unit of linguistic communication is not, as has generally been supposed, the symbol, word or sentence... but rather the production or issuance of the symbol or word or sentence in the performance of the speech act."



2.1 Types of Speech Acts

Birner (2013: 187) classifies speech acts into three types which are: 1) Locutionary act: it is identified with the performance of an act *of saying something*, 2) Illocutionary act: it is the performance of an act *in saying something*, and 3) Perlocutionary act: what is actually fulfilled through the use of a certain speech act.

2.2. Direct and Indirect Speech Acts

Customarily, the way that is familiar in communication is to use the literal meaning of what a speaker says. Sometimes, the speaker may use, in addition to the literal one, another meaning. This case involves using indirect speech acts. In this regard, Searle (1979: 31-32) states that in “indirect speech act, the speaker communicates to the hearer more than he actually says by way of relying on their mutual shared background information, both linguistic and non-linguistic together with the general powers of rationality and inference on the part of the hearer.”

Regarding the process of bringing about indirect speech acts, Searle (ibid: 31) mentions that “one illocutionary act is performed indirectly by way of performing another.” According to Yule (1996:54-56), direct and indirect speech acts can be differentiated from each other on the basis of their structure. In English, there are three basic structure of a sentence. Each one form (declarative, interrogative, and imperative) with its respective communicative function (statement, question, request) respectively. A common example in English is that which is mentioned in (3) below:

(3) Can you pass the salt, please?

Typically, it is not used as a question but as a request. In this case, the illocutionary act of a question is secondary (literal) whereas the illocutionary act of a request is primary (non-literal).

Yule (ibid) adds that when there is a direct relationship between the structure and the function of the speech act, we have a direct one. Whereas when there is an indirect relationship between the two, we have an indirect speech act. The distinction between direct and indirect speech acts is ascribed, according to Huang (2007: 111), to the literal force hypothesis which means that “there is a direct structure-function correlation [in] speech acts and that sentences forms are by default direct reflexes of their underlying illocutionary forces.”

2.3 Searle's (1979) Classification of Speech Acts

Searle (1979: 12-20) suggests a taxonomy of speech acts as shown below:

1. Assertives: those acts which commit the speaker to something being the case or to the truth of the expressed proposition. Like complain, conclude, etc. The direction of fit is that words match the world.



2. Directives: these acts are represented by the speaker's attempt to get the hearer do something, for example: request, order, command, etc. In this class, the words cause the world to change.
3. Commissives: those acts in which the speaker is committed to some future course of action, for example: promise, and commitment. This class involves changing the world according to the words.
4. Expressives: these acts express a psychological state about a state of affairs expressed in the propositional content, for example, welcome, apologize condole, etc. This class reflects a neutral direction of fit. In other words, there is no fit between words and the world.
5. Declarations: they bring about a change in the status or condition of the referred object, e.g. appoint, declare, etc. The direction of fit in this class is similar to that of directives.

2.4 Felicity Conditions

FC(s) are requisite for the performing an illocutionary act, so they must be obtained in the issuance of a speech act. Accordingly, a speech act is either happy or unhappy in relation to the circumstances in which it is used. Highlighting the importance of pragmatic felicity, Pratt (1977:81) that as he says: "To perform a speech act correctly, however, it is not enough merely to utter a grammatical sentence. Speech acts, like all behavior, are correctly or felicitously performed only if certain conditions." According to Yule(1996:51), in order for a speech act to be felicitously performed, the content of utterance, the speaker's intention, and its context should be associated with some conditions.

According to Crystal (2003:178-179), felicity conditions refer to "a term used in the theory of speech acts to refer to the criteria which must be satisfied if the speech act is to achieve its purpose." Briner(2013:184) confirm that FC(s) involve contextual and intentional requirements for the felicity of speech acts.

2.5 Felicitous and Infelicitous Speech Acts

FC(s) form a group of necessary conditions for the performance of a speech act. The act will be performed successfully if these conditions are present Austin(1962:14-15) categorizes felicity conditions into four types: (A.1-2) preparatory conditions, (B.1-2) executive conditions, (Γ.1) sincerity condition, and (Γ.2) a fulfillment condition. He (ibid) proposes six rules to devise felicitous performative utterances and he claims that "Now if we sin against any one(or more) of these six rules, our performative utterance will be (in one way or another) unhappy."

Searle (1969: 65-68) re-classifies these conditions into four types: propositional content conditions, preparatory conditions, sincerity



conditions, and essential conditions. Each of these types has certain functions. FSA(s) are those which meet certain circumstances or conditions which are called FC(s). Infelicitous speech acts are utterances which do not meet these conditions.

Austin (1962) states that misfires and abuses are the main classes of infelicitous speech acts. Regarding misfire, he (ibid:17) mentions that violation of the first two rules leads to misfire. Misfire is subdivided into two types: misinvocation and misexecution. Consider (4) and (5) which represent them respectively:

(4) I offer a gift and no one accepts it. (Robson and Stockwell, 2005:11).

(5) Ahmed says: "I am waiting you in my flat."

So (4) is infelicitous if the speaker has more than one flat. Utterance (5) is also infelicitous because the gift is not accepted by any one. Abuse will also occur when the third rule is violated as in (6):

(6) congratulations.

This utterance is infelicitous when the congratulation is unfelt by the teacher who knows that the student succeeds in cheating.

4. Pragmatic Competence

Pragmatic competence falls within communicative competence with organizational competence. Pragmatic competence involves sociolinguistic and illocutionary competence whereas organizational competence comprises of grammatical competence and textual competence (Bachman Cited in Allami and Boustani, 2017:90). Only pragmatic competence will be accounted for as it is related to this study. Pragmatic competence is defined by Thomas (1983:92) as "the ability to use language effectively in order to achieve a specific purpose and to understand language in context." She adds that pragmatic competence focuses on the production and comprehension of language a speaker uses in a certain social situation. According to Fraser (2010:15), pragmatic competence is the speaker's ability to convey the intended message in a socio-cultural situation. It involves two types of knowledge: the knowledge of a pragmatic system and the knowledge that enables language users to



make choice of a specific meaning suitable for a certain situation (Liu, 2004:14).

Sociolinguistic competence is related to the speaker's capacity to utilize language in a way that suits various social contexts. According to Mizne (1997:11), it is defined as "the ability to produce utterances that are socially appropriate for the situation in which they are spoken." Gass and Scinker (Cited in Hashemian and Farhang-Ju, 2017:14) highlights the significance of pragmatic competence in helping foreign learners when he states that "Pragmatic competence, in essence, aid L2 learners to use L2 in a wide range of environments, factoring in the relationships between the speakers involved and the social and cultural context of situation."

5.Methodology

This section presents the methods utilized to collect data such as: the participants and the questionnaire . The test validity and reliability in addition to the pilot study and the test administration are also dealt with.

5.1 Participants

The study involves (50) EFL fourth-year college students and (13) M.A. students randomly chosen from (140) and (13) M.A. students at the Department of English, College of Education for Human Sciences, Tikrit university in the academic year (2021-2022). The EFL learners are classified according to their gender as males and females and their educational level .The undergraduate fourth-year students' ages range from 21 to 28 years whereas M.A. students' ages range from 24 to 44 years.

5.2 Instrument

The questionnaire is designed for investigating Iraqi EFL Learners use of FSA(s) includes open-ended questions. It is a discourse completion Test (DCT) which is devoted to a production test where participants are asked to react to ten situations that are used for eliciting information about the learners' ability to use speech acts felicitously. The situations included in the questionnaire are adopted from various sources including daily communication situations. The participants are asked to respond to the situations provided in the test (See Appendix A).

5.3 Procedure

In order to investigate the effectiveness of data collection techniques and items appropriateness, the questionnaire is piloted to a random sample consisting of twelve fourth-year students from the Department of English, College of Education for Human Sciences, University of Tikrit. Some explanations have been made in order to attain participants' satisfactory performance. The participants are asked to sit for the test in March 2022. Before participate answering the questionnaire, they are encouraged to respond seriously to all its questions .

In order to ensure the objectivity of the student's answers, they are asked to answer the test with their consent. They are told that the aim of



the test is for research purposes and has nothing to do with their marks in their study. They have also been told that it is optional to mention their names on the test sheet in order to keep them away from any probable embarrassment. Spelling mistakes in the participants' answers are not considered. The items that are left without any answer are given zero marks. The test maximum score is (50) . The results obtained show no significant ambiguity of test items so their appropriateness has been confirmed. The Statistical Package for the Social Sciences (SPSS) software Version 22 is used in the analysis of data. An independent sample T-test is used to analyze the data collected.

5.4 Test Validity

Test validity is an essential component of tests. It is considered the most important quality in test use. In order to reach this objective, the test has been presented to a jury of experts (See Appendix B). All the items used are approved by the jury members except some few suggested modifications to some items. As a result, the questionnaire has taken the form of the version in Appendix (A), which is forwarded to the participants to conduct the pilot study.

5.5 Test Reliability

Test reliability is the extent to which a test is consistent and stable in measuring what it is intended to measure (Harrison,1983:11). In order to ensure the reliability of the test used in this study, a sample of the participants is subjected to the test twice after three days. This sample is composed of twelve students chosen randomly from undergraduate students at the Department of English, College of Education for Human Sciences, University of Tikrit. The correlation between scores of the two tests is calculated by using the Kuder-Richardson formula:

$$R = \frac{N}{N-1} \left(1 - \frac{m(N-m)}{Nx^2} \right)$$

Where R= reliability, N= the number of items in the test, m = the average of the test scores, and x= is the standard deviation of the test scores. The computation of the results has revealed that the reliability of the test amounts to 0.79 which is a positive correlation.

6.Data Analysis and Discussion

This section represents the practical part of the current study where the results of analyzing the data collected are displayed according to the utilized methods of analysis.

6.1 Data Analysis

The data is analyzed in light of the study's hypotheses. The results of analysis will be based on the production test.



6.1.1 Results Related to the First Hypothesis

The first hypothesis statement is: “There is no statistically significant difference between the calculated value and the tabulated value of the production test of FSA(s) for undergraduate fourth-year students.” The purpose of this hypothesis is to investigate undergraduate fourth-year students' production of FSA(s).

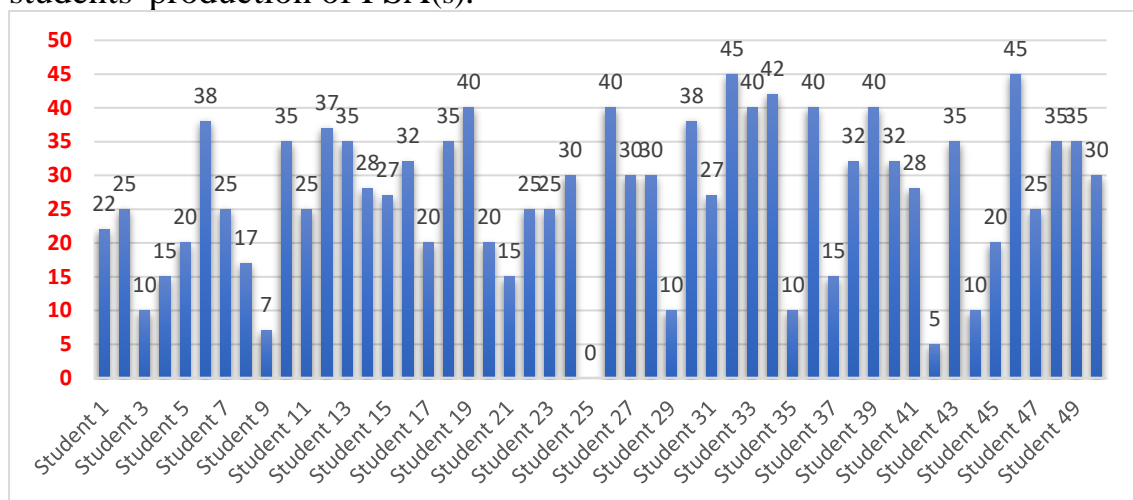


Figure (1): Production Test Marks for Undergraduate Fourth-year Students

As shown in Table (2) below, the mean score is (17.70) and the standard deviation is (9.047). With respect to the test value, the calculated value (1.229) is lower than the tabulated value (1.677) at the Alpha level of significance (0.05) and degree of freedom (49). This indicates that there is no statistically significant difference between the calculated value and the tabulated value of the production test of FSA(s) used by undergraduate fourth-year students. As a result, the null hypothesis is accepted.

Table (2): Mean Scores of Production Test for Undergraduate Fourth-year Students:

No. of students	Mean	SD.	T. value		DF	P. value
			Calculated	Tabulated		
50	17.70	9.047	1.229	1.677	49	0.225

* Note: Alpha level of significance = 0.05, SD: standard deviation, DF: degree of freedom

6.1.2 Results Related to the Second Hypothesis

The second hypothesis statement is: “There is no statistically significant difference between the calculated value and the tabulated value of the production test of FSA(s) for M.A. students.” This hypothesis aims at examining Iraqi M.A. students production of FCA(s).

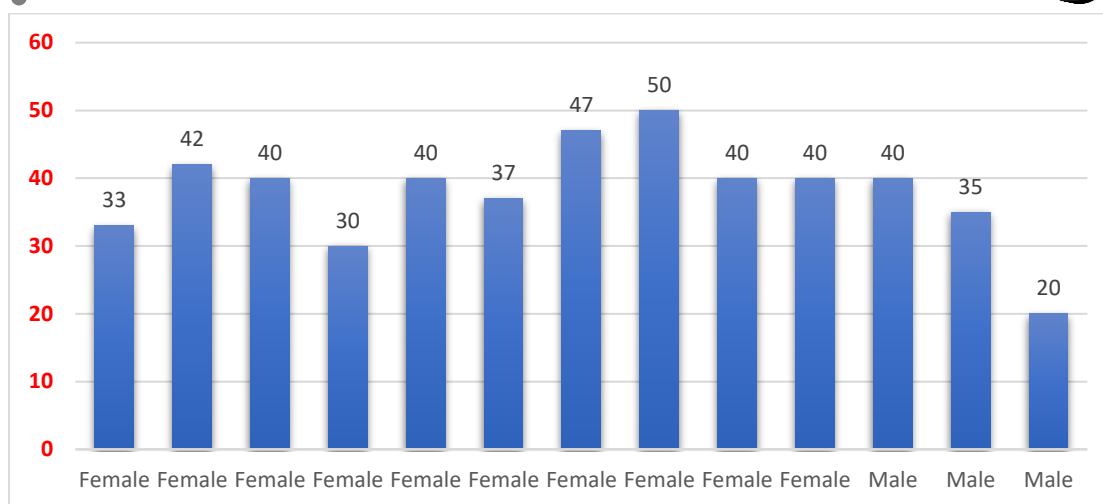


Figure (2): Production Test Marks for M.A. Students

It is obvious from Table (3) below that the mean score is (34.15) and the standard deviation is (10.938). With regard to the test value, the calculated value (6.208) is higher than the tabulated one (1.782) at the Alpha level of significance (0.05) and degree of freedom (12). This means that there is a statistically significant difference between the calculated value and the tabulated value of the production test of FSA(s) used by M.A. Students. Thus, the null hypothesis is rejected.

Table (3): Mean Scores of Production Test for M.A. Students:

No. of students	Mean	SD.	T. value		DF	P. value
			Calculated	Tabulated		
13	34.15	10.938	6.208	1.782	12	0.000

6.1.3 Results Related to the Third Hypothesis

The third hypothesis statement is: “ There is no statistically significant difference between the calculated value and the tabulated value of the production test of FSA(s) for males and females of undergraduate fourth-year students.” This hypothesis attempts to scrutinize gender similarities in the production of FSA(s) for undergraduate fourth-year students.

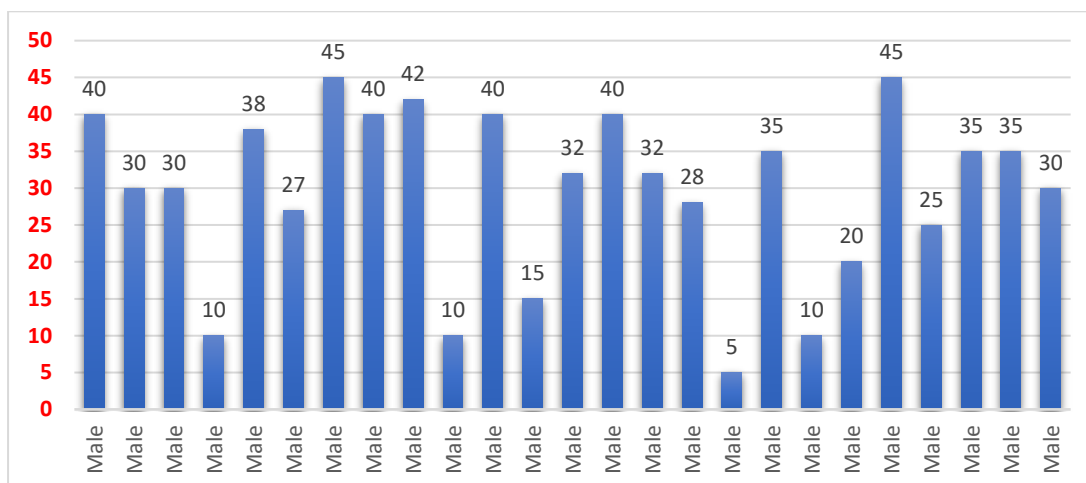


Figure (3): Production Test Marks for Males of Undergraduate Fourth-year Students

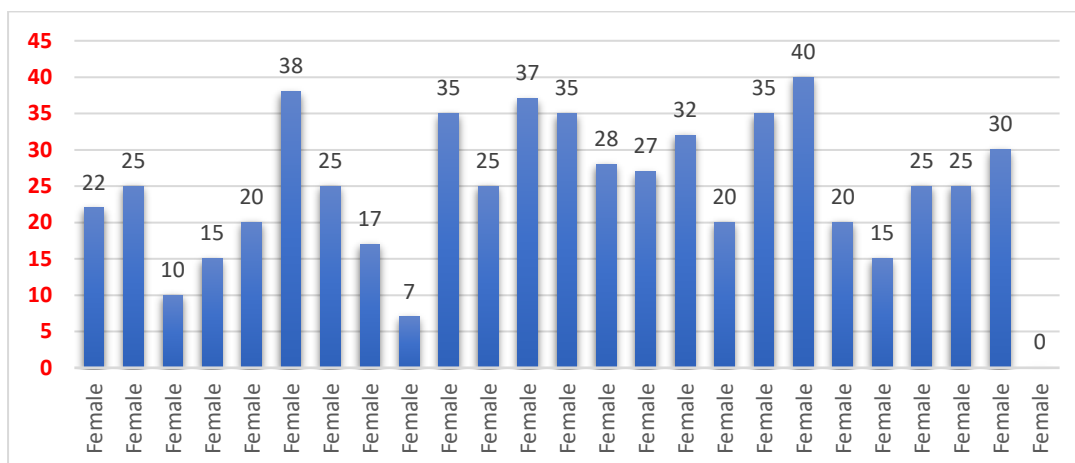


Figure (4): Production Test Marks for Females of Undergraduate Fourth-year Students

As illustrated in Table (4) below, there is no significant difference between the mean score and standard deviation of the learners according to their gender . The mean of males (29.56) is higher than the mean of females (24.32).The calculated number of males is (1.691) which differs slightly from the tabulated one (1.677) at the Alpha level of significance (0.05) and degree of freedom (48). This means that there is no statistically significant difference between the calculated value and the tabulated value of the production test of FSA(s) used by males and females of undergraduate fourth-year students. Thus, the null hypothesis is accepted.



Table (4): Mean Scores of Production Test for Males and Females of Undergraduate Fourth-year Students

Gender	No. of students	Mean	SD.	T. value		DF	P. value
				Calculated	Tabulated		
Females	25	24.32	10.074	1.691	1.677	48	0.097
Males	25	29.56	11.769				

6.1.4 Results Related to the Fourth Hypothesis

The fourth hypothesis statement is: “There is no statistically significant difference between the calculated value and the tabulated value of the production test of FSA(s) for males and females of M.A. students.” This hypothesis aims at exploring M.A. students' production of FSA(s) according to their gender.

Table (5) illustrates that the calculated value (-1.806-) is lower than the tabulated one (1.796) at the Alpha level of significance (0.05) and degree of freedom (9). This means that there is no statistically significant difference between the calculated value and the tabulated value of the production test of FSA(s) used by M.A. students according to their gender. Thus, the null hypothesis is also accepted.

Table (5): Mean Scores of Production Test for Males and Females of M.A. Students:

Gender	No. of students	Mean	SD.	T. value		DF	P. value
				Calculated	Tabulated		
Females	10	39.90	5.877	-1.806-	1.796	11	0.098
Males	3	31.67	10.408				

6.1.5 Results Related to the Fifth Hypothesis

The fifth hypothesis statement is: “There is no statistically significant difference between the calculated value and the tabulated value of the production test of FSA(s) for undergraduate fourth-year students and M.A. students.” The aim of this hypothesis is to assess undergraduate fourth-year students and M.A. students ability to produce FSA(s) at the production level.

As indicated in Table (6) below, the mean score of M.A. students (38.00) is higher than their mean score of undergraduate fourth-year students at the production level (26.94). The calculated value (3.368) is greater than the tabulated one (1.670) at the Alpha level of significance (0.05) and degree of freedom (61). This means that there is a statistically significant difference between the calculated value and the tabulated value of the production test of FSA(s) used by undergraduate fourth-year students



and M.A. students in behalf of the latter. Thus, the null hypothesis is rejected.

Table (6): Mean Scores of Production Test for Undergraduate Fourth-year Students and M.A. Students:

Educational Level	No. of students	Mean	SD.	T. value		DF	P. value
				Calculated	Tabulated		
Undergraduate	50	26.94	11.160	3.368	1.670	61	0.001
M.A.	13	38.00	7.550				

6.2 Discussion of Results

The results related to the first hypothesis indicate that undergraduate fourth-year students have no enough pragmatic knowledge about using speech acts at the production level. This can be attributed to the fact that they have limited experience in the use of speech acts. One explanation may be that they concentrate on the skills of memorization in learning English. In addition, the syllabus of linguistics they have studied in the college is limited to the theoretical aspects paying little attention to the actual uses of language.

The results of the second hypothesis obtained from the production test of FSA(s) for M.A. students make clear that they have sufficient knowledge of speech acts. This can be attributed to the wider experience M.A. students have. Most of those students are qualified and have higher marks that indicate their high achievement. A considerable factor that may affect the performance of M.A. students is that they practice speaking language because most of them are teachers of English in addition to their age which reflects more experience in using English.

It appears from the results related to the third hypothesis that males and females of undergraduate fourth-year students show no significant differences in the production test of FSA(s). These results show that males and females have similar ability in the production of FSA(s). This can be explained in light of the fact that they study the same subjects. In addition, they live in the same culture which necessitates that they acquire similar experiences. As a consequence, they will have similar production levels of FSA(s).

The results of the fourth hypothesis show that there are no statistically significant differences between males and females of M.A. students at the production test of FSA(s). These results indicate that M.A. female students and M.A. male students similar in producing FSA(s). This may be attributed to the fact that they all have been qualified in the English language. They are also interested in English so they are motivated to enhance their knowledge of linguistic and sociocultural aspects of English which, by itself reflects their performance.



A major finding related to the fifth hypothesis is that there are statistically significant differences between M.A. students and undergraduate fourth-year students at the production test of FSA(s) that the former outperform the latter. This can be construed in terms of the fact that M.A. students have wider background knowledge as compared to undergraduate fourth-year students. This knowledge extends their communicative competence in general and pragmatic competence in particular which by, itself, aids them in dealing with different situations.

7. Conclusions

The most important conclusions of the study are:

1. Fourth- year undergraduate students do not have dequate production in using FSA(s).
2. M.A. students have sufficient production of FSA(s).
3. In terms of the production test, there is no variation between males and females of fourth- year undergraduate students use of FSA(s).
4. There is no variation between males and females of M.A. students use of FSA(s).
5. M.A. students have better production than fourth- year undergraduate students in the production of FSA(s).

8. Pedagogical Implications

Based on the results of the current study, certain pedagogical implications can be stated as follows:

1. In order to internalize pragmatic knowledge for learners' appropriate production, teachers of English as a foreign language should teach their students formulaic expressions of speech acts. This will enhance the students' performance in their use of language.
2. Learners of English as a foreign language should pay more attention to the most commonly used sociocultural strategies in it . This will enhance their pragmatic competence in general and speech acts in particular.



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APPENDIX (A)

THE QUESTIONNAIRE

The questionnaire attached to this letter is a procedure adopted by the researcher to investigate the way in which Iraqi learners of English as a foreign language produce felicitous speech acts in different situations. Hence, you are kindly requested to answer the items of the questionnaire as carefully and accurately as possible.

Thank you

General Information

Name(optional):.....

Age:.....

Gender :.....

Kind of study :

Please read through the following situations carefully and attentively and respond as realistically and honestly as you can. As though you in a real-life situation respond accordingly. You are free to write whatever you want. (50 Marks)

1.The weather is sunny and warm. What do you say to describe it?

You say.....

2.You see a movie with your friend. State your opinion about that movie.

You say.....

3.There is a servant at your home .You feel thirsty .What do you say to him?

You say.....

4.You are a student. You are conducting an exam. Your pen is out of use . You want to lend a pen from one of the students. What do you say to him?

You say.....

5. You are an employee in the electricity office. A homeowner did not pay the electricity bill though it is issued three months ago and he has been warned of three times. What do you say to him?

You say.....

6.You go to a party alone at night. Your wife asks you to return home as early as possible in order to pack your bags for travel in the following day. You promise her to return soon. What do you say to her?

You say.....



7. You are in a great hurry to attend your brother's surgical operation in the hospital. While you are getting on the bus, you step on someone's toe . What do you say to him?

You say.....

8.You are a college student. You are a bit forgetful so you try to use your cellphone during the lecture. The lecturer sees you and scold you. What do you say to him?

You say.....

9. You are a referee in a football match . One of the players who receives a yellow card in a previous time in the same match hits another player . What do you say to him?

You say

10. You are a jury foreman . You find someone guilty of a certain action that, according to the law, he deserves to be sentenced for five years .What do you say to him?

You say.....



APPENDIX (B)

A LIST OF JURY MEMBERS

No.	Scientific Degree	Name	Specialization	Academic Status	University, College
1.	Prof.	Basim Yahya Jassem	Linguistics	Ph. D.	Mosul, College of Arts
2.	Prof.	Ali Sulaiman Izreaji	Linguistics and Translation	Ph. D.	Tikrit, College of Arts
3.	Prof.	Kamal H. Hussein	Linguistics	Ph.D.	Mosul, College of Education for Human Sciences
4.	Prof.	Muhammed Badea Ahmed	Linguistics	Ph.D.	Tikrit, College of Education for Human Sciences
5.	Prof.	Ahmed Muhammed Salih	Linguistics	Ph.D.	Tikrit, College of Education for Human Sciences
6.	Prof.	Amra Ibraheem Sultan	Methods of Teaching English	Ph.D.	Tikrit, College of Arts
7.	Prof.	Istabraq Tariq Jawad	Methods of Teaching English	Ph.D.	Tikrit, College of Education for Human Sciences
8.	Asst. Prof.	Ismail Fathi Hussein	Linguistics	Ph.D.	, Mosul, College of Education for Human Sciences
9.	Asst. Prof.	Hadeel Kamil Ali	Linguistics	Ph.D.	Tikrit, College of Education for Human Sciences
10	Asst. Prof.	Omar Ali Ilyas	Methods of Teaching English	Ph.D.	Mosul, College of Education for Human Sciences

