



ISSN: 1994-4217 (Print) 2518-5586(online)

Journal of College of Education

Available online at: <https://eduj.uowasit.edu.iq>Assis.teach Ashwaq
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Keywords:

pragmatics, speech
acts, directive,
prohibition, happy
performance

Article info

Article history:

Received 5.Febr.2024

Accepted 31.Mar.2024

Published 20.May.2024



Are Iraqi EFL University Students Able to Produce Utterances of Prohibition Happily?

A B S T R A C T

Prohibition is a directive speech act which is performed to stop, prevent or forbid someone from doing something. Happily performance of prohibition requires language users to have both pragmatic and linguistic knowledge to issue prohibition properly and appropriately. However, it has been noticed that most Iraqi EFL university students find difficulty in handling prohibitive utterances. They often produce utterances which do not match with those of native language users. Thus, this paper tends to detect the pragmalinguistic problems those students encounter in making prohibition. An eight-item production test of prohibition is designed and administered to 40 fourth-year students, College of Language, University of Baghdad, with the aim of detecting their pragmalinguistic nonconformity in handling prohibition. The study deduces that the main reason behind students' letdown is their lack of pragmatic and linguistic knowledge. In addition, the interference of the mother language plays a great role in their unhappy performance.

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DOI: <https://doi.org/10.31185/eduj.Vol55.Iss1.3847>

هل لدى طلبة الجامعة العراقيين دارسي اللغة الانكليزية لغة أجنبية القدرة على انتاج تعابير الكلام للمنع

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المستخلص

يعد المنع من اقسام الكلام الارشادية و التي يتم استخدامها لغرض منع او ايقاف فرد ما من القيام بشيء معين. ان الأداء الناجح للمنع يتطلب ان يكون لدى مستخدمي اللغة المعرفة التداولية و اللغوية معا من أجل استخدام المنع بصورة صحيحة و ملائمة. و على كل حال ، فقد لوحظ بوجود صعوبة لدى طلبة الجامعة العراقيين دارسي اللغة الانكليزية لغة أجنبية من استخدام هذا النوع من أفعال الكلام و الذي لا يطابق تعابير المنع المستخدمة من قبل متحدثي اللغة الانكليزية الأصليين .

و عليه تهدف الدراسة الحالية رصد المشاكل التداولية - اللغوية والتي يواجهها الطلبة في استخدام فعل الكلام هذا .
 تم تصميم اختبار انتاج مؤلف من (٨) فقرات من تعابير المنع و تطبيقها على عينة البحث و البالغة (٤٠) طالباً و طالبة من كلية اللغات - قسم اللغة الانكليزية لغرض تحديد عدم التوافق في استخدام تعابير المنع من قبل عينة البحث .
 استنتجت الدراسة بأن السبب الرئيسي الذي يكمن وراء اخفاق الطلبة هو افتقارهم الى المعرفة التداولية و اللغوية و التداخل الذي يحدث ما بين لغتهم الأم و الذي يلعب دورا كبيرا في ادائهم الناجح لتعابير المنع .
الكلمات المفتاحية : علم التداولية ، افعال الكلام ، المنع ، الأداء ، التوجيه

1. Introduction

Prohibition is often described as a directive speech act which might be employed to yield prompt numerous nuisance “illocutionary forces” e.g. cautioning, stopping and intimidating. It requires the claim of abstaining from doing an act, therefore, it is often viewed as a negative directive. According to Nisa and Abduh (2022, p. 289), prohibition is an instruction in the practice of “a command which is intended to stop the interlocutor from taking an action”. Essentially, this act of forbidding is supposed to be a command from “a speaker to ask the interlocutor not to take any action” of stopping or forbidding something. In other words, it is a user’s wish to stop someone from performing something.

In most cases, prohibition is usually issued in indirect or implicit manner. In a study concerned with the use of “implied prohibition” in social contexts, Fatma et al. (2020, p.42).

Relationally, prohibition is a directive illocutionary speech act by which “speakers direct or elicit actions by others” (Matthews, 2007, p. 106). Put differently, in issuing a prohibitive act, the speaker wants to get someone “to do something for the speaker” (Crystal, 2003, p. 140). A directive act is accomplished by the language user who intends his/her hearer/listener to attain the act uttered, such as suggesting, commanding and prohibiting (Chaer, 2010). One impositive directive speech act is prohibition which is issued to stop “something being done or used, primarily by law”. For example, in religious contexts, prohibition is used to forbid someone from doing something unbenevolent or bad, “*you mustn’t come to prayer when you are drunkard*”. That is, it identifies a prevention for someone to command someone else not to do an act (Eastwood, 2002, p. 21). Consider these examples:

- i. *Bullying is prohibited in the park.*
- ii. *Parking is sternly forbidden near houses.*

With reference to the unstable social and linguistic behaviour of prohibition, Iraqi EFL students are anticipated to face difficulty in handling this act, as the enunciation of prohibition requires in addition to linguistic knowledge, a full understanding of the concerned situation in which prohibition is inserted. Furthermore, the relationship between the speaker and hearer and the prohibitive object must be gripped by the utterer of the prohibitive act to perform the act. Thus, this paper is scheduled to identify the pragmalinguistic difficulties that

fourth year Iraqi EFL university students encounter in handling prohibition. In other words, the paper seeks to give answer to its title “*Are Iraqi EFL University Students Able to produce Utterances of Prohibition Happily?*” However, before embarking on the analysis of the students’ nonconformity concerning their use of prohibition, it is necessary to give some introduction about pragmatics in general, speech acts theory, directive speech acts, pragmatic and syntactic behavior of prohibition, pragmalinguistic eccentricities in classrooms and methodology followed in carrying out the study (Al-Sulaimaan, 2010, p.29). .

2. Research Questions

The current paper seeks to provide solutions to the upcoming research questions:

- 1- Are Iraqi EFL students capable of producing prohibitive utterances properly and appropriately?
- 2- What are the recurrent linguistic forms that Iraqi EFL students utilize to produce prohibitive utterances?
- 3- What are the main reasons behind the students’ nonconformity and failure in producing prohibitive utterances?

3. Pragmatic Perspective & Speech Acts Theory

Pragmatics is commonly described as the investigation of the circumstances of “human language use as these are determined by the context of society” (Mey, 1993, p. 42). In other words, it is primarily interested in the communicative circumstances which influence the use of human language. In this sense, pragmatics deals with language use of daily circumstances, instead of the grammatical features a language has. Relationally, Levinson (1983, p.24) identifies pragmatics as the investigation of language users’ capability of relating sentences to “the contexts in which they would be appropriate”. Then, pragmatics must be best identified as the study of “contextual meaning” which essentially encompasses the explanation “of what people mean in the particular context and how the context influences what is said”. This necessitates understanding of “how speakers organize what they want to say in accordance with who they are talking to, where, when, and under what circumstances” (Yule, 1996, p.3).

To recap, pragmatics must be seen as the study of “language use” rather than “language usage”. It studies how linguistic means are employed in everyday life and examines a speaker's intents as well as a listener's explanations. Because language use is reflected as a multi-faceted procedure of social accomplishment, the overall enquiry given in pragmatics is “how language functions in the lives of human beings”. Respectively, the emphasis can be placed on sentences or on extended stretches of speech (Strazny, 2005, pp. 869-872). So, to use language suitably, there must be “a pragmatic value” to a certain language which a speaker must respect in addition to “extra-linguistic and non-linguistic knowledge about the world.” Furthermore, the social connection between the speaker and the listener must be taken into consideration in any pragmatic analysis (Cobley, 2001, p.83).

[For more information on pragmatics see, Farhan, 2017, p.34; Alaameri, 2020, p.650]

Elaborately, Yule (1996, p. 3) illustrates that pragmatics highpoints the addresser's "meaning, contextual meaning, invisible meaning and the expression of relative distance". For this reason, various theories associated with pragmatics have been sprang to account for "meaning within context" such as "speech act theory, cooperative principle, relevance theory" and more lately "politeness theory". In particular, speech acts theory is interested in the idea that uttering words does not only function for conveying information but also for performing actions. The initiator of this theory was Austin (1962) who put the pillars of what this theory entails in his book "*How to Do Things with Words*". Austin asserts that in pronouncing a sentence, the speaker is performing an action in addition to saying something. Put differently, actions are performed through uttering words, expressions or sentences. In this sense, Archer et al (2012, p.35) clarify that with initiating this theory, Austin (1962) attempts to "face problems of truth, meaning and reference". Furthermore, alongside this theory, "English words can be used not only to present ideas (*constatives*)", That is, they have expressive functions which could be preserved with regard to "truth or falsehood", for example, "*It is raining, No Smoking*", but carry out actions as well (*performatives*)" (ibid, p. 57) (See, Alhusseini, Abbas and Abed, 2017 and Farhan, 2020).

Later on, speech acts theory has been developed by, Austin's student, Searle (1969). Searle discards Austin's separation between "locutionary and illocutionary acts" affirming that since "meaning and force are inseparable, the locutionary and illocutionary acts are inseparable". For instance, "the explicit utterance 'I order you to do it' expresses an order, but the implicit utterance 'do it' may be taken as an order, advice, suggestion, urging or recommending" in terms of the pertinent situation (Al-Sulaimaan, 2010, p.294).

To account for the types of illocutionary acts, Searle (1979, pp.12-18) adopts a classification in which the illocutionary point is the principal means of distinguishing speech acts. He suggests a five-class taxonomy of illocutionary acts. First, *Assertives* are used "describe the world" in terms of truth or falsehood (e.g., a description, a statement, an explanation ...etc.). Second, *Directives* are employed to "direct one's audience to bring it about that something" is to be done. (e.g., a command, a request, advise... etc.). Third, *Expressives* are said to evince "emotions or attitudes"; they are either "sincere or insincere" (e.g., condolences, thanks, congratulations ...etc.). Fourth, *Commissives* are enunciated "to commit the speaker to doing something" (e.g., a threat, a guarantee, a promise ... etc.) Lastly, *Declarations* are meant to "make something the case", they either occur or fail to occur (e.g., naming, firing, christening ...etc.). (See also Yule, 1996, pp.53-54).

4. Directive Speech Acts

Directive speech acts in English appear to share a similar "illocutionary point" i.e. leading the listener to perform an action. Generally, some directive speech act verbs are used to lay the listener "under a strong obligation" while others reflect "a weak or no obligation" in the direction of the listener. For instance, "*come near the window*" is a command to someone to obey the meaning included in the words; it puts an obligation on the hearer to perform the action, whereas "I recommend you to study harder" lays no such obligation on the hearer, (Tsohatzidis, 1994, p.460). In the former the hearer has no choice; he/she must do the action uttered by the speaker, while in the latter, the hearer is free whether to obey the speaker's recommendation or not.

Relationally, Parker and Riley (2005, pp. 12-13) illustrate that directives are “utterances which carry an attempt by the addresser to direct the addressee to do an action.” In other words, the speaker expresses the directive speech act verbs “with the aim of getting the hearer to do a good action or to avoid doing a bad action”. Directives include verbs such as order, request, instruct, warn, invite, offer... etc. (Searle, 1979, p.13). However, Bach (2007, p.151) maintains that directives can be both “directly or indirectly performed with the force of their illocution on the hearer”. More elaborately, Nastri, et al. (2006, p.1029) argue that in using directive speech acts, the focus is on “calling the addressee to action”, nevertheless, it does not require the speaker to respond to his/her own action.

Given Leech’s (1983) general concept of “a cost benefit scale”, a directive speech act is supposed to be graded in terms of “the cost or benefit to the person carrying them out”. Henceforth, a directive act might convey “a benefit for either the speaker or the hearer” (Cruse, 2006, p.178). Placed differently, some directives may be beneficial to the speaker, such as request, command and invitation whereas others may be beneficial to the hearer, such as advice, recommending and warning. For this reason, Bach and Harnish (1979) called the second type of directives “*advisories*”. However, the principle of the “cost and benefit” is not obvious when applied to the speech act of prohibition; i.e. is it beneficial to the speaker who emits prohibition or beneficial to the public as whole? Thus, the upcoming section is devoted to the exhibition of the pragmatic behavior of prohibition.

5. Pragmatic View of Prohibition

Prohibition is commonly used to describe a forbidding act by an “authority, an order to restrain or stop, and when it is often capitalized the word prohibition is used to indicate the forbidding by law of the manufacture, transportation, and so on” (Merriam-Webster, 2022, s.v. *prohibition*). It is an illocutionary act which occurs at the “cost or benefit” of the speaker. This means that in issuing a prohibition, there is a greater authority for the speaker over the hearer to perform an act in a way that the hearer seems to have no “optionality to do or not to do” the prohibitive act (Allan, 1986, p. 199). According to Bach and Harnish (1979, p.47), prohibition reflects the speaker’s wish that his/her utterance or the proposition it articulates “be taken as a reason for the hearer to act.”

More elaborately, Haverkate (1979, p.39) draws a distinction between two types of prohibition: *Cessative* and *Preventive*. The former is performed to put an end to some unhappy or bad habit or action, e.g. a teacher points to a student saying “*Don’t chew*”. This imperative sentence is given to inform the hearer to stop chewing. In Haverkate’s words, prohibition in this case is meant to “transform a world in which a particular state of affairs holds into a world in which the state of affairs does not hold” (ibid). This idea is supported by Spring (1999, pp.1-2) who elucidates that with such type of prohibition, “negative imperative” is employed by the speaker to forbid the hearer from undertaking an act which seems unpleasant. In fact, the speaker intends his/her hearer to “stop doing something he has already begun doing.” Therefore, the prohibitive act “*Don’t chew*” can be paraphrased into “*Stop chewing*”

Because it involves an impositive speech act executed “to prevent a certain state of affairs from being brought about”, the second type of prohibition is known as “*preventive prohibition*”. In the example “*Do not tell him what happened when he comes!*”, the speaker issues this prohibition to prevent the hearer from telling something. In Haverkate’s (1979, pp. 39-40) words, the speaker intends his/her hearer “to refrain from transforming the world in which the telling has not taken place into another world in which it has taken place”. In this sense, preventive prohibition can be rephrased into a clause including the verb “to evade” or “to avoid”. So the above example can be restated as “*Avoid telling him what happened when he comes!*”

On the linguistic plane, the illocutionary act of prohibition can be syntactically realized via the use of various syntactic forms; mostly it is realized through imperative sentences, for example “*get away from engine room*” (Allan, 1986, p.98). In certain cases, prohibition, in terms of the fitting context, can be implicitly performed via the use of declarative sentence. In Allan’s (ibid, p.99) example “*John is a bad boy*”, the speaker is directing his utterance to his younger brother. In this context, he is not only stating “a state of a person”, but implicitly forbids “his younger brother from John”. With the use of the declarative sentence, prohibition seems to exhibit “a stronger illocutionary force on his younger brother”

A third common syntactic form used to realize prohibition is via the employment of “*Donot / Don’t*” which appear to be a strong form of prohibition, e.g. a teacher says to her student: “*Don’t come after me*”. In public places, “No + Noun” is used to express prohibition. “*No smoking*” is placed at the entrance of the café to tell customer that smoking is not allowed inside the café. The idea that prohibition is “the negation of permission” is emphasized by Leech and Svartvik (1994, p.165), stating that the negative modals “*cannot, may not and must not*” can predict the sense of prohibition, e.g. “*Children cannot play in the garden*”. However, the expression “*must not*” is employed to express prohibitions. Teachers and father are often heard saying “*You must not come/ go to school late.*”

6. Pragmatic Eccentricities in Teaching Settings

Pragmatic eccentricities take place in “cross-cultural communication” in certain circumstances (Ziran and Xinren, 2004, pp. 52-7), i.e. when (1) the speaker selects an unsuitable subject; (2) he/she uses “expressions which have different implications in the target language, or which deviate from his own intention in producing such utterances”; (3) his/her utterance expresses an idea which “does not conform convention of the target language” and (4) when a locutor gives an unsuitable answer to the given question or statement. Alongside the same line, pragmatic eccentricities takes place when a speaker employs “grammatically correct sentences, but unconsciously violates the interpersonal relationship rules, social conventions, or takes little notice of time, space and addressee”. Two types of pragmatic non conventionality are recognized: pragmalinguistic and socio pragmatic.

On the one hand, pragmalinguistic eccentricities happen “when the pragmatic force mapped by the speaker onto a given utterance is systematically different from most frequently assigned to it by native speakers of the target language, or when conversational strategies are inappropriately transferred from the speaker's mother tongue to the target language” (Thomas, 1983, p. 91). Ziran and Xinren, (2004, pp. 52-57) contend that speakers’ pragmalinguistic non conventionality takes place when they do not succeed to transfer a certain meaning due to the misunderstanding of the pragmatic force of a message. In other words, such pragmalinguistic non conventionality happens when EFL students are occasionally unable to catch an utterance meaning owing to the point that “the communicative conventions” of such an utterance employed are not the same. Therefore, pragmalinguistic difficulties are concerned with realizing how to state an utterance (e.g. a prohibition) with the intention of interpreting it as involving a speech act (e.g. a prohibition) but not as stating facts, or conveying information.

On the other hand, socio pragmatic eccentricities occurs due to the various “cultural norms and pragmatic principles that govern linguistic behaviours in different cultures”. They take place when a speaker does not pay attention to “the identity and social status of the listener during the conversation”. For example, a speaker may show pragmatic non conventionality via the use of “a polite form of expression towards a close person or someone of a lower social status, or by addressing a remote person or someone of a higher social status with an intimate form”. Speaker's dearth of pragmatic knowledge concerning politeness standard of communal communication is the main reason of socio pragmatic non conventionality (Ziran and Xinren (2004, pp. 52-57). Savignon (1983, p. 37) attributes this sociopragmatic nonconventionality to the listener’s inability to construe the social meaning associated with “the knowledge of socio-cultural rules of discourse and language”. To understand the social setting in which an utterance is used, an understanding of “the roles of participants, the information they share, and the function of interacting” is required (ibid).

7. Methodology

The term methodology is concerned with providing a frame work of data gathering, which comprises the sample, the diagnostic test and the research method followed in the analysis of the students’ responses to the items of the test.

7.1 Sample

The sample of the paper involves 40 EFL undergraduate 4th year students, selected from the Department of English, College of Languages, University of Baghdad. They constitute a homogeneous group to be studied as they have the same age and somehow pass through the same educational circumstances. The age of the sample ranges between 22 and 24. They are all speakers of Arabic displaying a similar EFL background. Selecting fourth year students is based on the fact that at this stage, students are thought to attain ample advancement in English. Particularly, they gained good knowledge of pragmatics including speech act of prohibition as they took such topics in Grammar and Linguistics courses.

7.2 Instrument

The main instrument used to elicit data is a diagnostic- production test comprising eight items intended to identify how the selected subjects respond to the eight situations for producing prohibition. It was administered to the students, during the second term, on April 18, 2023. In fact, the main aim behind constructing the test is to identify (diagnose) how 4th year students respond to the given situations. To certify its validity, the test has been exposed to a number of experts in Applied Linguistics and ELT (Appendix B). They confirmed the last version of the test after being modified three times.

7.3 Method

The study makes use of a mixed research method (consisting of qualitative followed by quantitative procedures). The qualitative part involves the researcher's attempt to detect the connotations and inferences of all the collected data introduced in terms of prohibitive acts; therefore, it provides descriptions and information that can be perceived from the students' reflections on the questions given. In opposition, quantitative procedure involves numerical information offered to reply to research questions. Actually, it intends to enumerate findings coming from the variations of the study variables (Farhan, 2020, p. 12).

8. Data analysis

Data analysis implies students' responses to the test involving production situations which were gathered and investigated for the sake of eliciting the occurrences and percentages of (placed in a table followed by a figure) the accurate responses to the items of the tests the sample has given. In other words, the causes and rationalizations of the pragmatic linguistic nonconformity of prohibition are presented. Finally, the main results and conclusions were drawn focusing on points of pragmatic and linguistic difficulties university students encountered. Table 1: displays the frequency and percentages of the correct responses that each item scores.

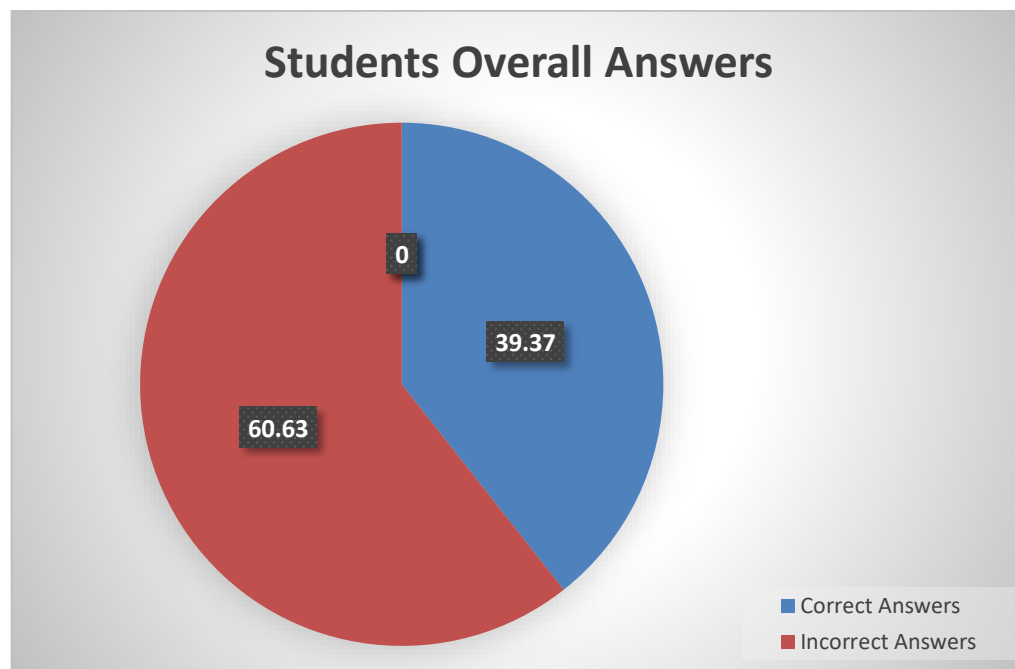
Item No.	Correct Responses	Percentage
1	13	32.5 %
2	17	42.5%
3	20	50%
4	19	47.5
5	22	55%
6	12	30%
7	11	27.5%
8	12	30%
Total	126	39.37%

Table 1: Production of Prohibition

A discerning look at the above table discloses that Iraqi EFL fourth year students faced difficulties in solving problems related to producing prohibition. Furthermore, only the third and fifth items ("3. Some students are talking loudly in the library. Prohibit them. 5. Prevent your employee from drinking alcohol.") score 20 correct answers with a percentage of 50%

and 22 correct answers with 55% respectively. Other items score fewer occurrences, particularly items 6, 7 and 8 (“6. Prohibit the students from using their cellphones during the lecture. 7. Forbid the girl students from wearing unpleasant clothes. and 8. Prohibit your students from copying their assignments from the internet”). recording 12, 11 and 12 occurrences with percentages 30%, 27.5% and 30% respectively. However, the overall results record 126 correct answers out of 320 constituting a percentage 39.37 % while the incorrect answers constitute 60.63%. The overall result can be illustrated in Figure 1:

Figure 1: Overall Results



This figure 1 unveils the fact that the percentage of incorrect answers (60.63%) is higher than that of the correct answers (39.37%). This entails that Iraqi fourth-year students find difficulties in solving problem related to prohibition. This can be attributed to their lack of the pragmatic and linguistic knowledge utilized for creating prohibition in appropriate situations. Perceptively, there must be certain reasons and causes for their idiosyncrasies and awkward prohibitive utterances which do not match those of native speakers.

9. Causes of Pragmalinguistic Eccentricities

Pragmalinguistically, Iraqi EFL university students' eccentricities in producing the illocutionary acts of prohibition can be ascribed to their lack of both pragmatic knowledge (social and cultural norms and principles) and linguistic knowledge (syntax, semantics). The lack of such knowledge leads students to produce diffident and awkward utterances which imply incomplete or unhappy prohibitive acts. On the linguistic plane, failure to produce accurate and appropriate prohibition occurs due to incorrect tenses, inappropriate prepositions and articles, wrong modals ... etc. Some clear examples related to a students' answer to item 4: "Prevent your younger daughter from neglecting her homework." are "You must not neglected the homework", "My daughtershould not neglect about her homework", "Do not

neglect a homework”, “She cannot neglect the homework”. These examples reflect the idea that students’ linguistic knowledge is insufficient to help them produce correct utterances of prohibition. Consequently, their utterances are characterized by being clumsy, and doubtful; they they are very murky replies.

Another cause of pragmalinguistic nonconventionality is attributed to the cultural influence of the mother language, which mostly seems to be of negative L1 transfer. As well, their “lack of the social norms of the target language culture” (Thomas, 1983, p.92) leads them to produce unsuitable utterances which do not match the target language. Students conveyance of their L1 conventions into L2 resulted in pragmatic letdown, particularly the two languages L1 and L2 undergo different cultural norms. Being influenced by Iraqi cultural and social norms, the following utterances are produced by Iraqi university students in responding to item 6, “6. *Prohibit the students from using their cellphones during the lecture.*”: “Mobiles are forbidden in the class”, “It is a shame to use your mobile in front of the teacher” and “Switch the mobile not acceptable in the class”.

Conclusion

The analysis of Iraqi EFL university students’ pragmalinguistic nonconformities leads to the following deductions:

- 1- Students exhibited insufficient (pragmatic and linguistic) awareness of producing prohibitive utterances as they committed a plenty of errors in their responses. However, the most common form they employed to express prohibition is through negative imperative “*Don’t*”. Very few examples are given with modal auxiliaries such as “*must + not*” or “*can + not*.”
- 2- They often resort to the L1 sociocultural standards when producing prohibitive utterances; therefore, their prohibitive utterances appear to deviate from L2 norms. This points out that EFL students are socially ignorant of the cultural and societal means, conventions and norms. Consequently, students’ utterances concerning prohibition making are awkward and clumsy.
- 3- One main factor which influences students’ inappropriate and incorrect responses is attributed to the interference of the mother language. In some cases, because they lack strategic competence, students resort to utterances and sentences which are translations of Iraqi-Arabic dialect used in everyday life situations. Some answers revealed senseless interpretations due to the students’ pragmatic incapability of interpreting the circumstances calling for prohibition. So, the outcome is non-native like utterances for the illocutionary act of prohibition. However, some responses disclose that students were unable to arrive at the exact meanings of the given items. In this sense, they created answers linked to semantic meanings rather than pragmatic or contextual meaning associated with the context in which the utterance is used.

Here, EFL teachers should be recommended to pay attention not only to linguistic, grammatical, syntactic , semantic and lexical rules for creating correct sentence, but also to the pragmatic, contextual and social principles and norms associated with L2 culture. That is they must focus on correctness as well as appropriateness of an utterance within a suitable context.

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Appendix (A)

Jury Members

No.	Name	Place
1	Prof. Abbas Lutfi Hussein, PhD	College of Arts, Mustansiriya University
2	Prof. Abdul Karim Fadhil, PhD	College of Education, University of Baghdad.
3	Prof. Bushra Sadoon, PhD	College of Education, University of Baghdad.
4	Asst. Prof. Raed Fadhil Mohammed, PhD	College of Education, University of Thi Qar.
5	Asst. Prof. Mazin Jasim, PhD	College of Arts, Wasit University.
6	Asst. Prof. Zaidoon Abdul Razaq Abboud, PhD	College of Education, University of Basra.
7	Asst. Prof. Thulfiqar Hussein Muhi, PhD	College of Arts, Mustansiriya University.
8	Asst. Prof. Ali Arif Fadhil, PhD	College of Languages, University of Baghdad.
9	Asst. Prof. Nadia Majeed Hussein, PhD	Middle Technical University
10	Asst. Prof. Hassan Kadhim Hassan, PhD	College of Education, Thi-Qar University

(B)

The Test

Q1/ What would you say in the following?

1. You see one of the students is cheating. Prohibit her.
2. The driver is driving so fast and does not respect the road signs. Forbid him.
3. Some students are talking loudly in the library. Prohibit them.
4. Prevent your younger daughter from neglecting her homework.
5. Prevent your employee from drinking alcohol.
6. Prohibit the students from using their cellphones during the lecture.
7. Forbid the girl students from wearing unpleasant clothes.
8. Prohibit your students from copying their assignments from the internet.