PRAGMATICS OF COMPLIMENT SPEECH-ACT
VERBS USED BY IRAQI EFL STUDENTS

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MASTER THESIS
ENGLISH LANGUAGE AND LITERATURE

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TABLE OF CONTENTS

THESIS APPROVAL PAGE

I certify that the thesis submitted by Huda Abdulatif Ahmed AL-DULAIMI titled "PRAGMATICS OF COMPLIMENT SPEECH-ACT VERBS USED BY IRAQI EFL STUDENTS" is fully adequate in scope and quality as a thesis for the degree of Master of Arts / Linguistics.

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DECLARATION

I thus certify that the content of this thesis is entirely original work of mine and that all sources consulted and data analyzed were done so in compliance with the institute's established academic standards and ethical guidelines. There are no errors in this thesis references to other sources; they have been mentioned and referenced verbatim.

No matter what happens, I'll take full responsibility for anything against what I stated above.

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Signature:

FORWARD

First and foremost, we express appreciation to Allah, the Almighty upon Whom we rely on for nourishment and direction. I would like to express my heartfelt gratitude to my supervisor, Assoc. Prof. Dr Najwa Yaseen Ismail, for her invaluable mentoring and constructive criticism. I would also like to express my gratitude to my classmates, brothers, and sisters for their kind support and encouragement throughout these years while I worked toward completing this project.

DEDICATION

This work is dedicated to my parents, who have never failed to provide us with financial and moral support, forgiving all our requirements while we created our system, and taught us that even the most monumental endeavour could be finished if done in small steps. This dissertation has been dedicated to my supervisor's assist. Prof. Dr. Najwa Yaseen Ismail, I could not have completed this project without her continued support and counsel. I dedicate this project to all of my family, my husband, brothers, sisters, relatives, and best friends who helped me and encouraged me.

ABSTRACT

Learning a new language goes well beyond simply memorising its vocabulary. Students will probably have a hard time first grasping the meaning of each word and then remembering how and when to apply it. For decades, Iraqi children have been denied access to conventional educational services. When you speak, you are engaging in a "speech act" (e.g., apology, request or compliment). The researcher have decided to focus on the pragmatic use of compliment speech act by Iraqi EFL learners. Iraqi EFL students' complement answers are the subject of the current study, which is a sociolinguistic investigation. Pragmatic knowledge and competency of Iraqi EFL learners were examined in this study, as were the language learning strategies used to acquire pragmatic information and their views on and perceptions of pragmatics. In order to have a grasp on practical applications, the researchers focused on primary research. Written Discourse Completion Task (DCT henceforth) were used to gather the data using forty situations under eight different contexts. The contexts consist of classification of speech acts by Searle theory and three main categories of compliment such as skill, possession, and personality characteristics used in the study. The study included 150 students from the English Department at Diyala University in Iraq. The study found variety in the speech acts of Iraqi EFL learners when complimenting any situation. In the current study, Iraqis' responses were likewise shown to contain a combination of the two types of responses i.e. negative and positive semantic structure.

Keywords: Pragmatic; Speech act; Compliment; Sociolinguistic; Iraqi EFL Students

ÖZ

Yeni bir dil öğrenmek, onun kelime dağarcığını ezberlemenin ötesine geçer. Öğrenciler muhtemelen önce her kelimenin anlamını kavramakta ve ardından onu nasıl ve ne zaman uygulayacaklarını hatırlamakta zorlanacaklar. Onlarca yıldır Iraklı çocukların geleneksel eğitim hizmetlerine erişimi reddedildi. Konuştuğunuzda, bir "konuşma eylemi" gerçekleştiriyorsunuz (örneğin, özür, istek veya iltifat). Araştırmacı, Iraklı İngilizce öğrenenler tarafından iltifat konuşma eyleminin pragmatik kullanımına odaklanmaya karar verdi. Iraklı EFL öğrencilerinin tamamlayıcı cevapları, toplumdilbilimsel bir araştırma olan mevcut çalışmanın konusunu oluşturmaktadır. Bu çalışmada Iraklı İngilizce öğrenenlerin edimbilimsel bilgi ve yeterlilikleri ile edimbilimsel bilgi edinmek için kullanılan dil öğrenme stratejileri ve onların edimbilim hakkındaki görüşleri ve algıları incelenmiştir. Pratik uygulamaları kavramak için araştırmacılar birincil araştırmalara odaklandılar. Verileri yirmi farklı bağlam kullanarak toplamak için Yazılı Söylem Tamamlama Görevleri (bundan böyle DCT) kullanıldı. Söz edimlerinin Searle kuramına göre sınıflandırılması ve çalışmada kullanılan iltifatın beceri, sahiplenme ve kişilik özellikleri gibi üç ana kategorisi. Çalışmaya Irak'taki Diyala Üniversitesi İngilizce Bölümü'nden 150 öğrenci katılmıştır. Çalışma, herhangi bir durumu iltifat ederken Iraklı İngilizce öğrenenlerin konuşma eylemlerinde çeşitlilik buldu. Mevcut çalışmada, Iraklıların tepkilerinin aynı şekilde iki tür tepkinin, yani olumsuz ve olumlu anlamsal yapının bir kombinasyonunu içerdiği gösterilmiştir.

Anahtar Kelimeler: Edimbilim; Söz edimi; İltifat; Toplumdilbilim; Iraklı EFL Öğrencileri

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ABBREVIATION

DCT : Discourse Completion Task

EFL : English as a Foreign Language

FSA : Face-saving

FTA : Face-threatning

IFIDs : Illocutionary Force Indicating Devices

PP : Politeness Principle

SPSS : Statistical Package for the Social Sciences

SUBJECT OF RESEARCH

The main topic of the current study is the Pragmatics of Compliment Speech-act Verbs Used by Iraqi EFL Students.

PURPOSE AND IMPORTANCE OF THE RESEARCH

The main purpose of this study is to investigate the competence of the Iraqi EFL learners in compliment speech act.

METHOD OF THE RESEARCH

The research adopted Searle's theory to classify the speech acts, and later the study under these acts found three categories in which Iraqi EFL learners gave compliments pragmatically.

HYPOTHESIS/RESEARCH PROBLEM

Iraqi EFL learners effectively use speech act verbs pragmatically while complimenting skills, appearance, and personality characteristics. Iraqi EFL learners have good competence in speech acts while completing the situations in representative, expressive, commissive, directive, and declarative manner.

POPULATION AND SAMPLE

150 Iraqi EFL students from Diyala University's Department of English Fourth Stage in the College of Education for Humanities.

SCOPE AND LIMITATIONS

There is a limited number of students due to time constraints. The study is limited to Iraqi EFL learners. The study only focused on three categories of speech

acts thought; it could be more studied; however, it can be used for further investigations.

1. INTRODUCTION

1.1. Problem Statement of the study

Nowadays, English has become an important language in the world because it is the language of business science and technology communication. Therefore, the use of this language for learning and communication is considered a factor in the development of abilities in hearing, speaking, reading, and writing in the English language.

There is a significant shortage of human, financial, and other resources in the education industry. Pupils and teachers alike can get demotivated to learn and teach English under these conditions (Rashid, 2016).

Learners of Arabic English face difficulties in both oral and written communication (Rababah, 2002). For Iraqi children learning English in primary school, it may be claimed that they are just bodies sitting in rows in their classrooms with only a blackboard and no additional instructional aids, which resulted in poor exam results (Rashid, 2016). The teacher's lack of enthusiasm in teaching the language and the pupils' lack of motivation were all factors that contributed to the situation described above. Many students are unable to read or comprehend English texts. Some studets found hard to read out loud in class. Thousands of schools lack the fundamental equipment necessary to deliver good instruction to students (Rashid, 2016). In this case, teachers use different strategies to learn the foreign language among Iraqi students. To shed light on a method, the study attempted to select the pragmatic use of compliment speech-act verbs among Iraqi foreign language learners.

This research is important not just for pragmatics, but also for sociolinguistics, universally communication, language acceptance as a 1st or 2nd language, and so on.

1.2. Research Question

The problem addressed in this study can be represented by the sort of uncertainty that may exist over the answers to the research questions mentioned below:

1. According to Searle's theory, how do Iraqi EFL learners use compliments in the classification of speech act verbs?

2. How Iraqi EFL learners pragmatically use speech-act verbs while complimenting for-

   a. skills/performance/abilities,

   b. possessions/appearance, and

   c. personality characteristics?

1.3. The Aims of the Study

This study aims at:

1. Bright light and representation of compliment speech act verbs.

2. Researches the ways how Arabic speakers utilise answers to DCTs presented by the researcher.

3. In part, to investigate the ability of the Iraqi EFL at the university to use appropriate speech actions.

4. To find out the accurate answers to the research questions.

1.4. The Hypotheses of the Study

The researcher in this study believes that:

1. Iraqi EFL learners have good competence in speech acts while completing the situations in representative, expressive, commissive, directive, and declarative manner.

2. Iraqi EFL learners effectively use speech act verbs pragmatically while complimenting skills.

3. Iraqi EFL learners effectively use speech act verbs pragmatically while complimenting appearance.

4. Iraqi EFL learners effectively use speech act verbs pragmatically while complimenting personality charateristics.

1.5. Data Collection Procedures

The study selected primary research to obtain perspectives on pragmatic uses. A perspective was obtained by students in Iraq reflecting their utterance to action relationship in the interpretation of speech acts. So, primary research has been fulfilled in Discourse Completion Task (DCTs) forms by distributing it to selected students who are learning English as a foreign language in Iraq.

1.6. Scope and Limitation of the Study

This study is limited to the Iraqi EFL Students. Actions to recommend only the type of practical action that represents the type of speech act verbs that are fundamental in the performance test of the Iraqi EFL students. The participants of the study are Undergraduate Iraqi EFL students at the University of Diyala's Department of English in the College of Education for Humanities for the Academic Year 2021/2022. The research takes more time and resources in collecting the data, therefore, there were limited number of students because of time constraints and the difficulty in administrating so many students. One approach was used to collect the data which is the Discourse Completion Task (DCT). The age range was limited as well as test period was also short.

1.7. The Model Adopted

A statement, a representation, a commissive, a directive, and an expressive speaking act are all classified by Searle in this study. Direct and indirect speech activities are also examined in this study. The speech act was examined in light of these theories. The research's concept is represented in Figure 1.
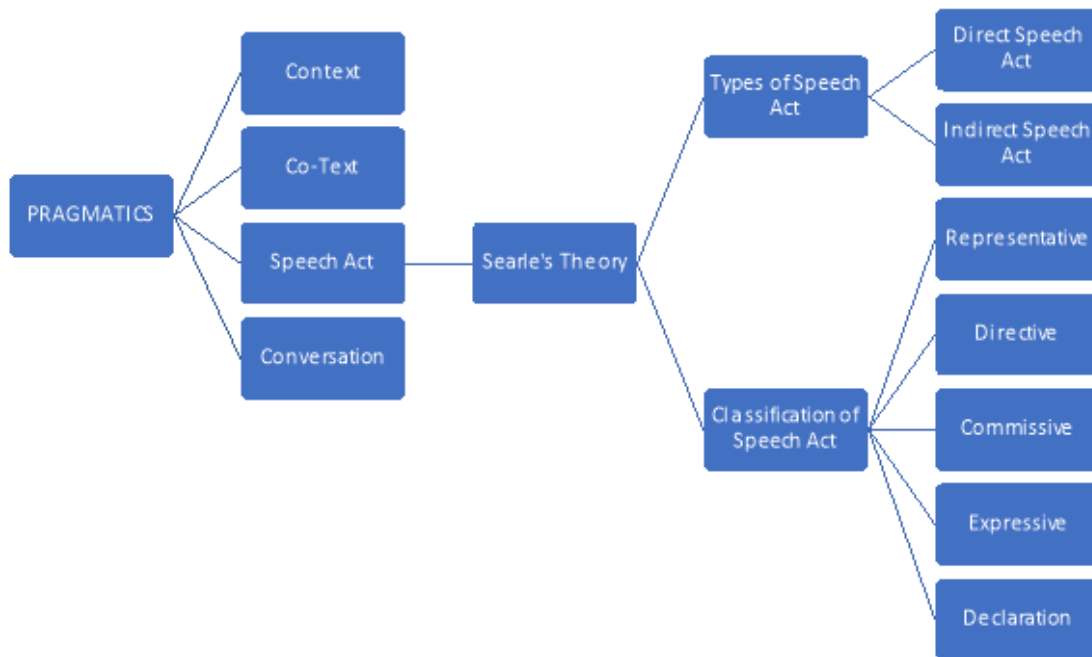
Figure 1. Searle's Theory

As illustrated in Figure 1.1, this research is a pragmatics study; four pragmatic concepts are used in this study: context, co-text, speech act, and conversation. The research examines speech acts through the lens of Searle's theory. The idea is separated into two sections: speech act classification and speech act types. Speech acts are classified into five categories: declaration, representative, commissive, directive, and expressive.

Searle practically did not follow Austin's classification (the only thing he retained was Austin's commissives). Instead, he came up with five basic types of speech acts: assertive, directives, commissives, expressive, and declarations. The following were Searle's reasons for his new classification. First, Austin himself thought of his classification as just preliminary and exploratory, and even expressed some dissatisfaction with it—as Austin (1989) remarked: "I distinguish five general classes: but I am far from equally happy about all of them." Second, Austin was not consistent about the relevant dimensions of performatives that bring about the differences among the kinds of performatives he identified. In other words, Austin's list lacks an organized set of principles that consistently differentiate one basic type of performative from the others (see Fotion 2000). Nick Fotion (2000), in explaining this reaction of Searle to Austin's classification, describes Austin's classification as follows:

"It's a bit like comparing types of cars by noting that some are eight-cylinder machines, some have power brakes and power steering while others are red."

Skill, possession, and personality are the three major categories by Manes and Wolfson (1981) also used in the research to find out the competence of compliments in Iraqi EFL learners.

1.8. Significance of the Study

Complimenting is a very common expressive speech act according to Searle (1975) which can be used to anyone, everyday and in many circumstances. The paper seeks to investigate complimenting realization patterns in pragmatic use of speech acts among Iraqi EFL learners by means of statistical data as well as some prior theories so as to achieve the aims. By nature, this is a pragmatic attempt to find out the pragmatic strategies in a specific speech act. Therefore, the results and findings have provided some implications in improving the ability of using speech acts among Iraqi EFL learners, avoiding miscommunication as much as possible so as to reach the purpose of communication.

1.9. The Basic Terminology Definitions

Some basic terms of this study will be defined here to give an idea about the terms related in one way or another to the title of the current study.

1.9.1. Pragmatic

Pragmatics is concerned with the language used and the settings in which it is used, such as deixis, conversational rotation, text structure, presuppositions, and implication. According to Leech (1983), pragma-linguistics and socio-pragmatics are the two parts of pragmatics where a transfer might take place (Mohammed & Abbas, 2016). "Pragmatic translators" are those who are capable of conveying both the productive and receptive meanings of their native language and culture to the target audience. Lado (1957) explained these phenomena and dubbed it pragmatic transfer.

1.9.2. Compliment

In order to maintain societal peace, one of the speaking actions is to convey solidarity between the speaker and the listener (Olshtain and Cohen, 1991). It is a speaking activity in which someone other than the speaker, generally the person being praised, is given credit for some "good" (such as a quality or ability) that is appreciated by the speaker and the listener.

Compliments are positive judgments that regularly occur in everyday conversational encounters between equal or superior status interlocutors. A complement may be used to launch a topic or encourage conversational participation by boosting the interlocutors' links of solidarity. Individuals commonly compliment others on their physical appearance (e.g., dress, hair), possessions, talent, or achievements. "In terms of cultural differences, Spanish-speaking males (mainly Mexicans) seldom complement one another on their attractiveness, although American men do so more often than American women. Cross-cultural differences in complement answers have also caught the attention of speech act scholars since some cultures prefer to eschew self-praise or to agree with the complimented".

1.9.3. Speech-act

Every time you say something out loud, you're engaging in some sort of speech act. When we speak, we may do things. By'speak acts,' we mean activities performed solely or mostly verbally. When we apologize, greet, request, criticize, invite, compliment, or refuse, we engage in speech acts (Austin, 1962 and Searle, 1969). When used in several settings, the same language may convey a variety of meanings (if, for example, it contains indexical expressions or pronouns whose de- notation is determined by contextual features). Why can a competent speaker grasp the grammatical meaning of a phrase without knowing the specific meaning of each individual utterance? (if, for example, he does not know the contextual features that are relevant for determining the literal illocutionary act).

1.9.4. Verbs

A verb is a word that expresses action or a state of being in a phrase. Depending on when an action takes place, a verb might be stated in a different tense.

The thematic interpretations given by Recanati (2010) and Allott and Textor, (2012) for word meaning, in general, are comparable to what we would arrive at for verb meaning. Lexical meaning is often diminished in comparison to an occasional meaning, which is always a modulation of the verb's lexical sense. It's important to keep in mind, too, that the verb token is tense-dependent. Meanings aren't quite the "ad hoc conceptions" of Relevance Theory, at least not according to certain interpretations of what these ad hoc ideas represent. Variation is apparent in terms of how verbs may be used in composition, especially in regards to how the internal argument of verbs is framed. An explanation for this may be found in the following model: Abstract or general are better terms to express the abstract or broad meanings that verbs convey in their lexical meanings. There is a very limited supply of profound conceptual information that can be accessible by internal reasoning. It is possible that these strange events are due to our in-depth knowledge of the world, which reveals itself in the form of a verb.

1.10. The Contribution of the thesis

The attempts for enhancing English education, pragmatic competency of students in learning English as well as teaching process should be made important. It is the subject of the present research, which examines the English-speaking act of praising as well its usage by learners of English. This research is important not just for pragmatics, but also for sociolinguistics, universally communication, language acceptance as a 1st or 2nd language, and so on.

In-depth knowledge of speech actions is essential for efficient practice. People from various countries and cultures may have difficulty communicating successfully because of the disparities in their native tongues and cultural contexts.

This paper's ideas might serve as a good starting point for practical study and more in-depth consideration of social communication topics for foreign language teachers. The study of speech actions is equally crucial for practice in this way.

Consequently, foreign language learners need to be aware of the linguistic structures and terminology that are suitable for a certain scenario. As a result, this

paper would greatly benefit those who create language programs, foreign language instructors, and foreign language learners.

1.11. Organization of the Thesis

The research completes in six chapters. The problem statement, aims, research questions, hypothesis, limitation, basic terminologies and the organization of the thesis have been discussed in the chapter 1. Chapter 2 focuses on the previous studies which would give the researcher a depth insight related to the research topic in order to analyze the results thoroughly and efficiently. Chapter 3 focus on the research type/research design adopted for the study. Chapter 4 the most important chapter of the study as it would reach out the research questions by analyzing and findings of the research questions. Chapter 5 chapter focus on discussions on the findings (chapter 4). Chapter 6 shed light on conclusions, implications, limitations, recommendations, and suggestions for further studies.

2. THEORETICAL BACKGROUND AND PREVIOUS STUDIES

This chapter will concentrate on the theoretical background of the subjects of the study in the first section/ While the second one will focus on previous studies that have been done on similar subjects, giving the researcher a thorough understanding of the research topic.

2.1. Theoretical Background

The actions taken can be determined by one's ability to perceive utterances in communication. It is possible to communicate verbally and nonverbally. Communication can be classified as either verbal or nonverbal in nature. Verbal communication is the use of words as building blocks to convey information. Gesturing, body language, eye contact, and facial expressions are all forms of nonverbal communication that can be used to convey meanings without the use of words. As a result, this chapter clarified the meaning and background of pragmatics. It also describes and categories performative sentences and performative utterances. So, some of the pragmatic terms will be discussed in the following;

2.1.1. Conceptualization of Pragmatics

Pragmatics is one of the studies that investigate how the surrounding context shapes meaning. Language pragmatics is a subfield that explores how humans understand language meaning in relation to their immediate surroundings (Fromkin, Blair, and Collins, 1999). Pragmatics, according to Kadmon (2001), is concerned with how language is used and with meanings that go beyond the literal. Precisely as Peccei (1999) puts it, "Pragmatics focuses on features of meaning that cannot be predicted merely based on linguistic understanding." Chomsky defines pragmatics as the study of how language is used in relation to the situation in which it is used.

Language serves a variety of purposes in daily life, including giving speeches, making announcements, speaking, and telling stories. ― Speech is a public presentation of our ideas to an audience in a formal setting (Francis Henry, & Della,

1995). Everybody can benefit from speech, but a president can use it to announce what's going on in his country.

For the most part, presidents use speech to explain their position on national issues. Barack Obama's speeches are among those of the most thought-provoking. Obama's speech displays a distinct personality quirkiness. He usually makes some sort of promise to the people he meets.

A promising utterance is one in which someone promises to take a certain action at a later date. This is an illustration of his speech's use of promise.

For the sake of our national security as well as strengthening U.S. global leadership, Barack Obama promised in this data that the war in Iraq would be brought to a responsible end. From his locating act, it was clear that Barack Obama desired the end of the Iraq War. He would improve national security if he were elected president of the United States. He was going to demonstrate the United States' global might. Until the end of 2011, he said, the United States troops in Iraq would be completely removed. Barack Obama made an illocutionary promise when he ran for president of the United States: he would withdraw American troops from Afghanistan by the end of 2011.

Obama made a public promise that he would be truthful. It means that under Bush's leadership, American troops remained in Iraq. Iraq would be obligated to the United States if it made that promise. He planned to withdraw all American troops from Iraq, but he also wanted to beef up U.S. security in the country. In politics, this is his plan of attack.

Pragmatism is concerned with four topics, as per Yule (1996):

1. Pragmatics is the study of how a speaker conveys meaning to the listener via their words.

2. In the field of pragmatics, meaning is studied in relation to one's surroundings.

3. It is the study of how to communicate more effectively than you say.

4. The study of how to express a person's distance from another person is known as pragmatics.

To support this, Richard and Schmidt (2002) state that "pragmatics" examines how phrases and contexts are employed in communication to determine how language is used in that context.

2.1.2. The Pragmatic Component of Utterance

When it comes to pragmatics, the belief that what is communicated is more than what is said dominates the field of study. In communication, the utterances that people make have more meaning than just the words or phrases they use. Pragmatics, according to Yule (1996), is more concerned with what people mean when they speak than with what the words or phrases they use might mean on their own. A speaker must pay close attention to the context when using pragmatics, as it has a strong connection to the situation in which they are speaking. Pragmatics, according to Leech (1983), It's the study of meaning in relation to speaking settings. Pragmatics asserts that context should be considered when defining how and what individuals wish to express in communication.

When addressing pragmatics, there are a number of things to keep in mind. Pragmatics is defined as a consequence of these components. There are a number of aspects that play a role in inferring meaning from a speaker's words: implicit nature, speech acts, assumptions, context, adjacency pairs, and deixis and distance.

2.1.3. Speech-Act Verbs and Pragmatic

Speech act frequently occurs in verbal and nonverbal communication as Pragmatics is also a subdiscipline of pragmatics. Based on the findings of Yule (1996), it is a study of the way speakers and listeners interact with language. Communication, according to Bach & Harnish (1979), involves more than simply words; it also involves acts and the outcomes of those activities. As a last point of clarification, the term "act" is defined as "a conduct or occurrence" as opposed to "a verbal act."

When someone says anything, their words or phrases frequently have meaning behind them. According to Austin, there are speech acts that relate to the actions that are carried out by the utterances themselves (Austin in Tsui 1994). Speech acts, as defined by Yule (1996), are activities carried out orally. It is agreed upon by Birner

(2013), who says saying something is just as good as doing it. By saying something, users can do something. To convey physical action through speech, the speaker uses words and phrases. The words spoken and the actions taken are intertwined.

2.1.4. Types of Speech- Act Verbs

There are three types of speech acts; locutionary, illocutionary, and perlocutionary. To use locutionary as a word in a lexical sense is comparable to using locutionary as a word in a conventional sense, which is roughly similar to using a word in a grammatical sense (Austin, 1962). Cutting (2002) agrees, saying that locutionary is really stated. the locutionary act is defined by Yule (1996) as the production of meaningful utterances.

Here are a few examples of locutionary speech acts in action:

1. This place is extremely dim.
2. There is a lot of weight in this crate.

The real situation is depicted in the following two phrases. The room's illumination and the box's weight are mentioned in the first and second sentences, respectively.

Secondarily, the illocutionary act is carried out by the expressive power of a statement, such as promising, apologizing or presenting an explanation (Yule, 1996). The act of doing something while saying something is another name for this action. The illocutionary act is the most important degree of action in a speech act since it is determined by the force intended by the speakers.

Interaction conditions may be best described by illocutionary acts. For instance:

The following examples of lectionary speech are provided to illustrate its use:

1. This place is extremely dim.
2. There is a lot of weight in this crate

As you can see from these examples, the first line asks for the light to be turned on, while the second asks for the box to be lifted up

Heasley (1983) explains that perlocutionary acts are those that a speaker engages in when delivering utterances that influence the listener and other people. The act of offering someone is also known as a perlocutionary act. Perlocutionary action refers to the influence the speech has on the other person's ideas or behaviours. A perlocutionary act is not normally done only by saying that a particular utterance that comprises all the consequences, intentional, unplanned, or frequently undetermined, that any single word on a certain occasion causes. Consider, for instance

1. This place is extremely dim.
2. There is a lot of weight in this crate

Inferring from the example, the first line was stated while turning on the light, and the second sentence was performed while picking up the box.

As a result of an utterance affecting someone else, such as the hearer, perlocutionary acts are actions taken by the speaker. A perlocutionary act is one in which you offer something to someone in exchange for their cooperation. Whenever you say or do something that influences the other person's thoughts or actions, you are engaging in perlocutionary behaviour. However, saying a specific utterance in a specific situation is not the usual way to achieve a perlocutionary act. This includes all effects caused by a specific utterance.

The examples that follow are samples of analysis collected from various speeches in order to study the numerous sorts of speech actions that may be found:

Example 1

Tonight, as Weston High School's administrator, I am privileged to introduce the Class of 2014 to the community. (Page: 108, Text: 1)

The principal of Weston High School claims that he is proud to present the 2014 graduating class. This utterance is a forceful speaking act (boasting). If we look at what he says, it is evident that the principal exaggerates the significance of the 2014 graduating class. The following are the felicity requirements for this speech: In terms of propositional content, the speaker makes a statement about his admiration for the 2014 graduating class. Due to her position as the school's leader, the principal has a strong claim. It is clear that the principal is sincere when she claims she believes all she says. This shows that what the principal says about his arrogance is true, and the

essential condition confirms that this is the case. There are several things to note about this example: it is declarative, positive, and in the present tense.

Example 2

As you are ready to go, keep in mind the value of tenacity. (Page: 109, Text: 1)

This example uses a directive sort of speech act (ordering). The use of a verb in the first position in the sentence's order signifies its importance. The speaker reminds her audience of the value of tenacity. Conditional content demonstrates the speaker's belief that pupils will take action in the future. The speaker's position and power as a principal, which entitles them to issue commands to the students, is a prerequisite condition. There must be a level of sincerity in the principal's desire for her orders to be carried out. Moreover, the principal's remark is meant to remind the students of the value of perseverance. This is the most important criterion. There are several things to note about this example: it's in the present tense, active, and urgent, positive.

Example 3

Keep things simple and follow your heart as you leave Weston and embark on a new trip. Don't get caught up in the minutiae of the future that you lose sight of the here and now. (Page: 109, Text: 1).

An example of a directed speech act is used in this case (advising). My suggestion" conveys the sense that someone is giving assistance. Focus on the here and now instead of dwelling on the past or worrying about the future Simplicity is key. The propositional content requirement demonstrates the speaker's belief that the pupils will take future action. A prerequisite is that one must have a good faith belief in the listener's benefit from the activity you propose. An honest person feels that the activity he or she is going to do will benefit the intended audience. A student-friendly act requires a commitment to that objective. These examples are excellent examples because they are urgent and active and because they are written in the present tense.

Example 4

Follow your instincts and keep moving forward. (Page: 110, Text: 1)

The principal tells her pupils to follow their hearts and keep their spirits up as they begin a new journey. An example of a directed speech act is used in this case

(ordering). First, the existence of a verb indicates that the statement is structured. The propositional content requirement demonstrates the speaker's belief that the pupils will take future action. The speaker's position and power as a principal, which entitles him or her to issue commands to the students, is a prerequisite condition. There must be a level of sincerity in the principal's desire for her orders to be carried out. The most important prerequisite is that the principal intended her words as an appeal to the students' inner selves, which she hopes they will heed and carry with them on their next trip. These examples are excellent examples because they are urgent and active and because they are written in the present tense.

Example 5

Greetings and good evening. (Page: 111, Text: 2)

The director greets the audience in this speech. It is an expressive verbal verb that uses (greetings). The expression shows that this is a salutation for the speech manager. Having just been introduced to his audience, the principle in this example is to show their respectful appreciation to the listeners if they are willing. There are several things to note about this example: it is declarative, affirmative, and in the present tense. It shows respect in speech.

Example 6

This is Dr. Duvall's last graduation as superintendent of our school system, after a long and successful career. (Page: 111, Text: 2)

In announcing Dr.Duvall's retirement, the school administrator informs the kids. An example of a declaration might be seen in this statement (declaring). The principal made a statement regarding Dr. Duvall, which indicates that he made a declaration. The principal notifies the audience that Dr. Duvall will be retiring at the end of the year in the condition of propositional content. The principal intended for his speech to be a statement, and the crucial requirement is that it counts as a change in Dr. Duvall's academic status, which the speaker declares using his power as a principal. There are several things to note about this example: it is declarative, positive, and in the present tense.

The following is an example: 7

Here we go: I want you to reflect on the last 12 or 13 years of your education. I want you to consider all the things you've learnt. (Page: 112, Text: 2)

The principal asks the pupils to reflect on their time at school and the lessons they have learned along the way. This example uses a directive sort of speech act (ordering). The usage of the phrase "I want you" clearly conveys an order. Conditional content demonstrates the principal's belief that students will take future action. Students must be given orders by their principal; hence this is a precondition. Principals want their orders to be carried out with sincerity. And the important requirement is that the administrator intended his utterance as an attempt to get the pupils to reflect on their time in school and what they've learned from it. As you can see, this example is good because it is active, in the present tense, and imperative.

2.1.5. The Concept of Performative Utterance

It's an expression that does something when we use the term "performative utterance". Searle (2002) claims that the history of the term "performative" is convoluted. Before studying speech acts, scholars first looked at performatives, which were the first spoken words studied. It's necessary to use the term "performative verb" in your speech if you want to use the term "performative." It's like saying something while also doing something when someone uses a performative. A performative sentence is a simple present-tense active first-person sentence. After discovering that this adjectival can only collocate with performing verbs, Austin devises a hereby test to help distinguish between the performative and other alternative applications of the first person indicative active pattern. However, this criterion appears to be a little vague. A performative utterance is a statement that describes a given reality and changes the social reality that it is portraying.

2.1.6. Description of the Performative Sentences

The performative utterance, on the other hand, is never either. When making an utterance, precision is critical, and any other method would compromise that. Say you are on this ship: Please accept my apologies and my warm welcome. Incidentally, the

song's name is "Liberate. " About Austin's argument, the speaker performs four acts: name-calling, apology, welcoming, and advice, when such utterances are made under the right circumstances. First-person subjects, active simple past tenses, and one of a few special performance verbs are common in performance utterances (that allow the use of hereby).

2.1.7. The Classification of Performative

Absolving someone of a crime may take the form of the following examples: The words "acquittal," "acceptance," "acknowledgement," "advice," "agreement," and "apologise" are all synonyms for the words "ascribe," "ask," "assess," and "authorise."

The performative verb, which is used to describe illocutionary behaviours, must be used in the present tense. The following is an explanation of what it means: "These promises, which include "I promise to take you tomorrow," "We can go tomorrow," and "The next time I'm in town, I promise to see you," are all instances of promises from the speaker. Using the adverb in performative clauses demonstrates that the verb takes on a performative rather than imperative function in these sentences. From now on, you are free to act as our representative. I'm done with your products. Those who infringe on someone else's property should be made aware that they will face legal repercussions."

Finally, a performative utterance expresses a performative sentence token, which is the act named by a performative expression. The simple present tense is used in a performative sentence, and the sentence is written in the first-person perspective. Another choice is to use the performative first-person indicative active pattern.

2.1.8. The Pragmatic Performative

Before delving into performative theory, it is important to understand the structure of traditional linguists' classification of sentences. Sentences are traditionally divided into three types according to linguists: declarative, interrogative, or imperative. As the name implies, declarative sentences ask the audience to concentrate solely on the speaker's message and make no other decisions. An interrogative sentence solicits a response from the reader or listener orally. While drawing attention to themselves, the

speaker also asks questions. In an imperative sentence, you ask the listener to do something in exchange for the speaker's compliments. (Chaer, 2004).

Declarative utterances can be classified as either performative or constative, according to Austin (1962). An utterance used to act is known as a performative utterance. English uses the verb "perform" to denote an activity in addition to just expressing something.

2.1.9. The Function of Performative

We've established that a performative illocutionary act is the most unusual type. The performative has unique semantic properties:

The main clause's verb is illocutionary, as shown in Example

1. The present tense of this verb is simple.
2. There is a solitary subject for this verb.
3. The indirect object of this verb is "you."
4. This verb can be preceded by the adverb "hereby" if you want to be more formal.
5. The verb is followed by a reported speech clause (except in elliptical cases).

For example:

1. I command you to rise.
2. I beg you to take a seat.
3. In the end, I'll put you to death.
4. As far as I'm concerned, the United Nations is nothing more than a talking shop.
5. My agreement with your assessment is that the United Nations is nothing more than a clearinghouse for ideas.

Descriptive and non-descriptive views of illocutionary performative are related. Leech, for example, takes a descriptive stance, whereas Austin and Searle take a non-descriptive stance.

Arguments of Descriptivists:

1. Every remark doesn't have to have a performative underpinning.
2. Since speech acts are subcategories of performative, performative does not distinguish between performative and constative utterances.
3. In some cases, a performative can be refused.
4. In the oratio oblique proposition, the performative is a subset of the performative.
5. It is possible to argue that the performative's uniqueness is predicated on its sense and the relationship between it and force.

Non-descriptivists, on the other hand, argue that:

1. Every word spoken has a performative underpinning.
2. The difference between a performative and a constative utterance is twofold.
3. In this case, the performative cannot be ruled out.
4. Fortuitously, the similarities between performative and ratio oblique are a good thing.
5. According to a semanticist position, performatives' distinctiveness is a matter of their essential logical status.

The performative theory accepts the present tense of the performative verb as both a non-habitual and a plausible interpretation. Per informativeness is a subset of semantics that includes pragmatics and even per informativeness itself.

There are two ways to interpret a proposition with a present-tense verb: as habitual or as instantaneous. Even though it is a forceful self-naming statement, pragmatically, it is not. Their illocutionary heart is on their sleeve when it comes to non-pragmatically performing (in the example is implicit rather than explicit).

As a result, let's look at how a performance analogue compares to its non-performance analogue

- I admit that Gus is greedy

- Gus is greedy

A plausible and nonhabitual interpretation of the performative theory is that it accepts the verb's present tense. As a result, when we discuss the performative, we have properties such as semantics, pragmatics, and even per informativeness.

A proposition with a present-tense verb can be interpreted in two ways: as habitual or as instantaneous. Self-naming statements can be powerful, but they aren't always pragmatistic ally sound. When it comes to non-pragmatically performing, their illocutionary heart is on their sleeve (for the example is implicit rather than explicit).

1. When it comes to their non-performative counterparts, performers typically share some of their meaning with their non-performative analogues, but
2. When it comes to the additional meaning they communicate, performers only convey it implicitly.

2.1.10. Explicit VS Implicit Performatives

Explicit and implicit performative utterances are the two types. (Austin, 1962). A performative is either explicit or implicit, depending on whether the performative verbs are mentioned explicitly or implicitly in the speech that is being read aloud. An explicit performative statement is one such as, "I promise to pay you back tomorrow." This is because the speaker performs the action described in the speech at the time of the statement. Because of this, the action will be a pledge. If the speaker fails to keep his word, it will not be a mistake but a misunderstanding. In a performative setting, conditions must be appropriate or suitable to make a statement true (felicitous). (2). Austin (1962) refers to these circumstances or situations as "felicitous conditions," and they help to support a performative utterance or sentence.

An example of an implicit performative is as follows: To stay with me, you have to stay with me! The context of the speech determines how often this phrase is used. This transition is based on a scene from a movie in which a general issues orders to his troops, telling them to "stay with me." If you look at the indicators, you'll see that the verb "command" appears and is tailored to fit its listeners/addresses as well as the situation in which the speech takes place, based on who the speakers are and their relationship is. A commander's order must be obeyed by the soldiers in a war situation,

regardless of moral objections. When it comes to the verb "command," it can mean many different things, according to McIntosh (2000).

There are five types of expressive utterances classified as illocutionary acts: declarations, representations (or assertive), expressive, directions, and commissives. (Searle, 1976). The following paragraphs explain what they are:

1. It is possible to change the course of history with a declaration.

2. A representative is an act of speaking in which an opinion is expressed. An expressive is an act of speaking in which the speaker's emotions are conveyed.

3. To compel someone to do something, you must use directive speech acts.

4. Commitments are speech acts in which speakers make a future commitment to do something. As a consequence, the speaker's intended message is conveyed via them. As a result of their ability to convey, sentences can also be classified as declarative (declaratory), imperative (interrogative), exclamatory (exclamatory), or empathetic (empathetic) (Rahardi, 2002).

2.1.11. Conditions of Performative Sentences

It is argued by Austin that to carry out an act,

1. Certain Words Must Be Uttered (And Not Others),

2. Appropriate Circumstances Must Exist,

3. And The Speaker or Some Other Person should carry out other "physical" or "mental" actions in addition to these.

2.1.12. Compliment Acts

According to France (1992), the word "compliment" comes from the Italian verb complement to (to praise). According to one definition, a compliment refers to an obligation-driven action as well as a " heartfelt thanksgiving that expresses the sincerity and honesty of one's feelings." Many definitions have been provided for the speech act known as "complimenting.". Culturally defined, says Manes (1983). Window-like in their ability to reveal important cultural values to the entire society or

an individual. Complimenting speech has been classified in numerous ways by academics with varying points of view. The following paragraphs will go into greater detail about this particular speech act.

The compliments speech act serves as the theoretical foundation for Shaheeb & Jibreen's (2008) investigation. According to the author, "compliments" are expressive verbal acts used to show the hearer's appreciation for something positive. There are a number of syntactic and semantic formulas that define the usage of compliments.

A compliment is said to be derived from compliments in Italian, according to France (1992). A compliment can mean either an obligation-driven action or a "sense of gratitude that comes from the heart." Compliment is a speech act for which there are numerous definitions. Manes explains that culture is defined (1983). This set of values acts as a set of windows through which society as a whole or an individual can see what is significant in a specific cultural context. This speech act has been broken down into many different categories by academics, all with their take on what constitutes "complimenting." This speech act will be discussed in greater depth in the following paragraphs.' (Searle, 1979).

Because he expresses an emotional state resulting from circumstances involving the H by performing an expressive act, the speaker establishes an interpersonal relationship. Haverkate (1984) agrees that expressive acts are "speaker and hearer centred" because of this. It's pointless to engage in acts of self-expression. The speaker is simply expressing how he or she feels about the situation as it is described in the proposition (Vanderveken, 1994).

They claim the expressive power of a "compliment" (Searle and Vanderveken 1985). Also, Searle's expressive acts class is connected to the conviviality class (Searle 1979). Consequently, compliments are classified as expressive. Such acts "suppose that the thing for which the hearer is complimented is good, though it does not have to be good for him." Complimenting the H on his or her heroic and self-sacrificing behavior is an example of this.

Two questions may arise from the above information: First and foremost, why do individuals use "compliments"? Second, what are their personalities like?

Han (1992), cited in Yousif (2003), responds to the first question by stating that "compliments" are used for a number of reasons, including:

i. Show admiration for or approval of another's work.

ii. Confirm/sustain solidarity (as defined by Cohen (1991) and Holmes (1994).

iii. Acts of welcome, thanks, apology, and congratulation should be replaced.

This function was further studied in Manes and Wolfson's (1981) investigation of complimenting behaviour in American English, which was noted in Smadi (1999). Their research reveals that in such a society, 'compliments' serve other purposes than those listed above, such as greeting, thanking, apologising, and even substituting for them. As a result, they recommend that "any contrastive study, accordingly, must include both form and function levels."

iv. Make face-threatening activities like "apologies," "requests," and "criticisms."

Kasper specifically mentions this function (1990). He claims that the literature on 'compliments' (by Manes and Wolfson, 1983) gives "support for systematic maximization of hearer benefits," whereas the literature on complaints (by House and Kasper, 1981 and Olshtain and Weinbach, 1987) provides "cost mitigation for the hearer" (since it is one of the face-threatening acts).

v. Begin and continue a conversation

Regarding the second question, there are three groups of key 'compliment' topics:

Possessions / appearance

In English, it is one of the most popular sorts of 'compliments.' e.g.

Your blouse is stunning.

Your car is amazing.

Performances/abilities/skills

You did an excellent job.

You're an incredible writer.

These are some of the forms of compliments given by male speakers:

Nice work!

Personality characteristics

This 'compliment' category appears less frequently than the first and second categories.

Good boy.

You're very nice (Gajaseni, 1994 cited in Yousif, 2003).

Many scholars from various backgrounds have classified the act of complimenting speech under many categories. The following will shed some light on different viewpoints in order to gain a clearer picture of this speech act.

2.1.12.1. Compliment and Politeness Strategies

In this part, two related concepts of 'politeness' will be discussed: a convivial act and 'face.'

Compliments as Convivial Acts

Leech (1983) provides a system for categorising illocutionary functions based on politeness. He makes an attempt to link illocutionary activities to the social purpose of maintaining comity. He divides them into four categories:

i. Competitive

ii. Convivals

iii. Collaboratives

iv. Conflictive

Only the first two types are primarily concerned with' politeness.' This is because politeness has a negative meaning in 'competitives,' and its goal is to "minimise the discord implicit in the competition between what S needs to achieve and what is good manners." Convivials, on the other hand, are inherently respectful. In this category, politeness takes the more positive form of searching out possibilities for

comity. Since 'compliments' are one sort of second illocutionary function, the researcher would concentrate on convivial functions.

<u>Compliments as a Positive Politeness Strategy</u>

The utilization of politeness methods is one of the most effective approaches to ensure and accomplish communication. "A need to protect self-image and hears face," Trosborg (1995) defines "politeness." Brown and Levinson's (1978) and (1987) theories of language behaviour divide politeness into two basic categories: positive and negative politeness. The term 'face' refers to a person's public self-image. It refers to the emotional and social sense of self that everyone possesses and expects others to notice.

First, 'positive politeness' directs the addressee's focus by implying that in some ways (e.g., by treating him as a member of an in-group whose wants and personality traits are known and liked). Brown and Levinson (1987)

Second, 'negative politeness' is primarily concerned with partially fulfilling its negative face, namely, his or her basic need to retain territorial and self-effacement claims, formality, and limitations.

Are "compliments" face-saving (henceforth FSAs) or face-threating (henceforth FTAs) acts? In contrast to the fourth illocutionary function, 'conflictive,' compliments, i.e. convivals, are FSAs, as previously mentioned (cf. 2.1).

Since conflictive functions are designed to provoke offence, politeness is out of the question. It's a contradiction in terms of threatening or causing someone in a polite way. The only way to understand the concept is to assume that the speaker is speaking ironically. Positive politeness, on the other hand, terms imply the Politeness Principle (henceforth PP), which indicates that if one has the opportunity to congratulate H on his/her 30th birthday, one may do so.

Furthermore, compliments are primarily positive politeness strategies, according to Brown and Levinson's (1987) approach, because they convey the complimenter's awareness of and attention to the complimentee's interests and needs (Brown and Levinson, 1987).

Because the theory's interest in 'compliments' is primarily in their usage in re-addressing FTAs, Brown and Levinson's theory (1987) is relevant for the examination

of 'compliments' as politeness techniques. "Paying a compliment is a constructive tactic that addresses the hearer's positive face," they explain (Yousif, 2003).

Similarly, literature in several dialects of English (e.g., Manes (1983); Wolfson (1983) primarily describes optimising techniques, such as enhancing the force of 'compliments' and therefore hearing the receiver's favourable face needs, such as

1. I like your shirt.
2. Your presentation was excellent (Kasper, 1990).

2.1.12.2. Compliments and Praising

There are certain terms in the English language that share certain characteristics, such as expressing approval or appreciation, yet there are variations between them. 'Praising' is one of them.

To' compliment' someone, according to Lewandowska- Tomaszczyk (1989), cited in Al-Rassam (1999), means giving him or her a positive personal evaluation about his or her appearance, attire, physical shape, or anything related to that person (this is a broad definition because the researcher adopts Searle and Vanderveken's (1985: 215)). Praise, on the other hand, is not to be directed at others. As a result, one compliments his or her own home (country, army, ancestors, etc.).

Furthermore, according to Lewandowska-Tomaszczyk (1989), referenced in Al-Rassam (1999), "compliments usually require a human addressee" in face-to-face interactions. As a result, when someone says,

"We have a good professor,"

In this scenario, one isn't' complimenting' the teacher; rather, one is' praising' him/her.

Another alternative arises where' praising' implies' complimenting,' for example:

"You have a handsome son".

In this case, one is' praising' the boy while' complimenting' the parents for their contribution or personal engagement in the complimented object. If, on the other hand, someone says,

"That girl is attractive,"

This is not a case of' complimenting,' but rather of' praising.' Praising is used to describe not only achievements but also the appearances of others. (ibid). Compliments are FSAs, as noted above (cf. 2.2); nonetheless, they might be considered FTAs in regard to face-to-face interaction (particularly in Arabic culture), such as:

I like your pen.

Because the comment would put the addressee's face at risk, it indicates an FTA. Because the addressee is likely to be humiliated if the complimenter demands his/her pen, the latter's reaction could be: Please take it! While

X has a nice pen

Because X is passive, i.e. on the scene, it does not suggest an FTA. As a result,'praise' cannot be termed FTAs (AL-Rassam, 1999).

Praising is also different from 'complimenting' in terms of function; 'compliments' are used to create solidarity, regardless of the fact that this is not the case when it comes to sex.

Praise, on the other hand, can only help in this way.

In some cases, Herbert (1990), referenced in AL-Rassam (1999), implies that compliments can act as "praising" and "encouragement" in a review of over a thousand American compliments. Praising is frequently directed downward from superiors to subordinates. As a result, a teacher's compliment on a student's work, such as:

"This is a very good painting Ali",

would be considered' praising'. Because the terms "complimenting" and "praising" overlap, as it's difficult to make a clear boundary.

2.1.13. Principles of Teaching Speech-Act Verbs in EFL Classes

For classroom English teaching and learning to be effective, several elements must be taken into consideration, one of which is how instructors communicate with students. Celce-Murcia (2000) claims that the language used in the classroom affects students' growth and learning. Teachers in Indonesia who do not speak English as their first language may have difficulty communicating with their pupils if they are trying to teach EFL (English as a Foreign Language).

Students' ability to communicate in English in the classroom, on the other hand, is problematic. There is a problem with the way speech acts are used in English classes, says Nurani (2015). Speech acts, according to her, cause misunderstandings because they are misused in Indonesian EFL classes. Just saying something to the class can elicit completely different reactions from the students. There is no usage of IFIDs (Illocutionary Force Indicating Devices) or a choice is taken to employ direct or indirect speech actions in a given context to induce this. When it comes to making utterances, culture has an impact on the different linguistic styles people use. When it comes to complimenting, Americans and Persians complement differently, according to the research of Seifoori and Emadi (2015). Their perceptions of culture, values such as social distance and status, and how to communicate politely or directly all play a role in how well they communicate.

"Teaching and learning are charaterized by "teacher talk," a term that refers to a teacher's speech during this time. Lei (2009) argues that excellent communication between teachers and students is impossible without engaging and effective teacher talks. In Harmer's opinion, students learn more when they pay attention to what their teachers say. In order for kids to hear language they comprehend, instructors must know how to interact with them and adapt their language accordingly.

As applied to linguistics, pragmatics involves a wide variety of concepts. Pragmatics, according to Akinwotu (2013), is the study of language in action. Pragmatic, as defined by Mey, holds that language is used in accordance with social norms, laws, and values (2001). This means that the subjects of Phonology, Syntax and even Morphological Semantics are all included in the logic branch of Pragmatics.

2.2. Classification of Speech Acts

Originally devised by Austin, who died in 1960, the American Philosopher J. R. Searle, an Oxford student, improved and systematized Austin's taxonomy of speech actions. A profound effect was produced on me by Searle's idea. Ultimately, Bach and Harnish are able to categorize each other's work jointly (mixed classification).

A profound effect was produced on me by Searle's idea. Ultimately, Bach and Harnish are able to categorize each other's work jointly (mixed classification). The next sections will focus on the three major classifications listed above.
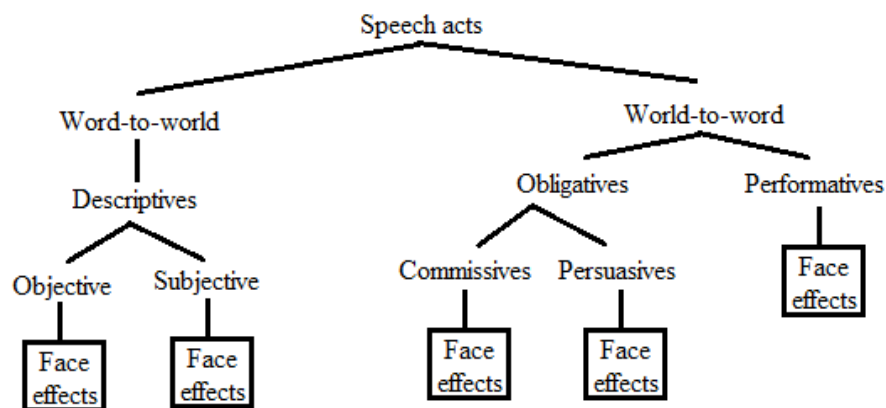
Figure 2. Speech Acts

2.2.1. Austin's Classification

According to Austin (1962), utterances may not only describe distinct things or matters, but they may also signal particular performances and acts that are taking place. He distinguishes between performatives and constative by referring to these utterances as performatives or performative utterances. A statement like "I call this ship Queen Elizabeth" doesn't explain a true or false action, hence this is what Austin (1962) concludes.
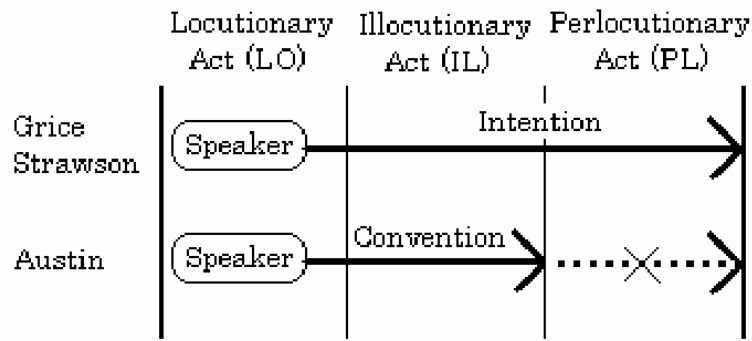
Figure 3. Austins' Classification

Many performative remarks are out of the ordinary, he admits. It's this expansion of performative utterance that raises new issues after he's dealt with the conventional performatives. Consequently, he distinguishes between explicit and implicit performatives while discussing performatives (ibid).

As a result of his hypothesis, he believes "I bet" appears in the explicit performatives "I promise," "I bequeath," and "I bet.". Additionally, explicit performatives, such as betting, pledging and bequeathing, serve to clearly define the action being performed (ibid).

We may determine speech's implicit (or fundamental) performatives by examining the "basic devices" that surround it (e.g. tone of voice, adverbs, linking particles, and circumstances of the utterance) (ibid).

There are three elements to each statement that Austin (ibid) refers to as an "act." This is the first time that Austin has abandoned the performative/constative categorization system. The Illocutionary Act and the Perlocutionary Act are two examples.

As a result of emitting particular sounds and words by the grammatical rules of a given language and with clearly defined meanings and allusions, lexical activities constitute speech (Sadock, 2006).

A kind of illocutionary action is one in which a speaker denotes a specific activity by making a performative or declarative speech (marriage, baptism, etc) (ibid).

The third type is called Perlocutionary Acts, or the effects of speaking. They've spoken expressions. Making a ship's name the "Joseph Stalin" is an example of

illocutionary behavior. Persuading someone to believe a proposition is true or making someone feel compelled to do something are all examples of this (Sadock, 2006).
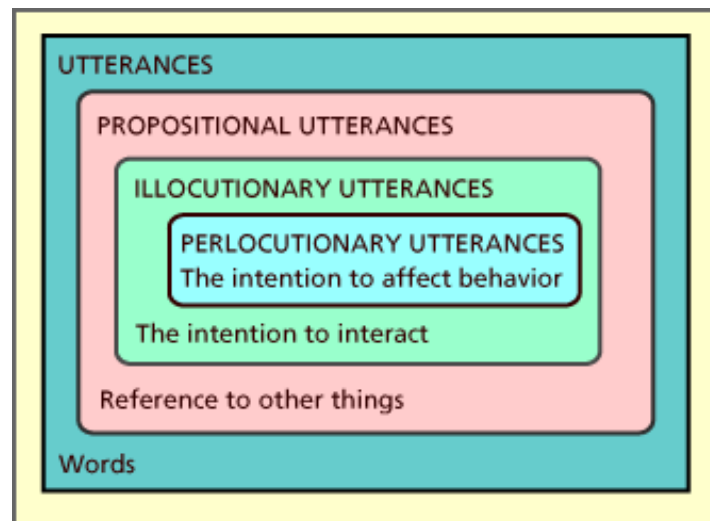
Figure 4. Utterances

For an example of the distinctions between these three acts, see Austin (1962). Act of exposition: At that point, he used the word "she" to refer to her. Locution's First Act. The Acting: Shooting her was what he insisted I do. As a last effort of persuasion, he persuaded me to shoot her.

According to Austin (1962), speech actions can be divided into five broad kinds depending on illocutionary power.

1. Verdictives

Jurors, arbitrators, and umpires commonly employ them to render a decision. Evidence-based results are presented in this way to demonstrate the significance or validity of the findings.

- *Congratulations on a job well done.*

2. Exercitives

Power, rights, and influence are all conveyed through these symbols. A decision may have been made to take action. One thing arbitrators and judges have in common is the employment of exercitives and verdictives.

- *I appoint you a chairman.*

3. Commissions

When making a commitment or executing a certain activity known explicitly, a declaratory statement or declaration of purpose is employed.

- *I assure to pay the debt.*

4. Behabitives

They include a diverse set of people, and their social behavior and views are linked to them. Behaviour, reactions to other people's behavior, and attitudes all fall under the umbrella of habits.

- *I am sorry for being late.*

5. Expositions

These are employed in a manner that clarifies usage and allusions while also elaborating on points of view. Verses such as "affirm," state," and "deny" might be used in this context.

- *I state that he did it.*

2.2.2. Classification of Searle

John R. Searle, a student of Austin's in the United States, develops and organizes Austin's Speech Acts Theory in the United States. A key figure in the development of the Speech Acts Theory emerges after his professor's death. In his view, "language" encompasses everything, even non-verbal exchanges (Searle, 1969). However, Austin's taxonomy of speech acts does not include all of the verbs listed in the classes (ibid).

He concludes that an illocutionary act requires the propositional and utterance acts at the same time (ibid). Certain fundamental rules must be followed for every speech act to be considered a speech act (Huang, 2007).

Searle uses only three of the twelve significant aspects he proposes for identifying speech acts.

1. There is a difference in what the (kind of) act is trying to accomplish.

Trying to convince the listener to do something is, as Searle (1979) points out, one way to describe the objective of an "order." Nevertheless, the purpose of a

"description" is to depict anything as "true, false, right, or incorrect." A "promise" is a promise, and the speaker's purpose is to get them to do some work.

2. Inconsistencies in the direction in which words and the real world fit

In this course, you will learn how to connect your words with the environment around you. "Assertion" is an excellent illustration of this. The importance of a "promise" can't be overstated. To fulfil his promise, it forces the speaker to change the reality to suit his words. (Searle, 1979).

3. Differences in the psychological states

Here, the speaker expresses an attitude or state toward the propositional material. When a speaker uses illocutionary action with propositional content, he or she "expresses some attitude" toward the proposition, according to Searle (ibid. 4). To put it another way, when someone speaks, they are expressing their emotional state. The "psychological state conveyed in the execution of an illocutionary act is the sincerity requirement of the act," Huang (2007) says.

2.2.3. Illocutionary Acts fall into one of three broad categories:

1. Assertiveness (or representatives)

In an aggressive speech act, the speaker's commitment to the proposition's truthfulness is the primary goal. All assertive speaking acts can be evaluated based on' true and false. True and misleading assessments describe this class. This class's focus is on conveying the truth in words, which means that the speaker must be able to accurately describe the world around them (Searle, 1979). The following are examples of this type of class:

- *Moon is bigger than the ball*

2. Directives

The addresser's effort to persuade the receiver to do anything is known as an illocutionary point. The ideal strategy is a word-to-word match. A person must "desire," "hope," or "wish" to do something in the future to be sincere. It is possible to categorize some of these verbs in the following ways: 'ask; command; requisition; request; beg; beseech; entreat; permit; advise; invite; dare; challenge; defy. As an

effort to compel a response from the recipient, questions fall under the directive classification (Thornbury, 2005). The following are some of the directives:

- *Close the door.*

3. Commissives

Commitments, such as promising, threatening, offering, refusing, and pledges, are spoken actions that bind the speaker to a future course of action. Saying "I'll be back" is a guarantee from the speaker that he/she will return. This class's illocutionary goal is to persuade the addressee to take action in the future. The addressee is expected to take some action in the future. Word-for-word compatibility is the best way to communicate sincerity. A few instances of this sort of class are as follows:

- *I'll purchase a new house.*

4. Expressives

As the propositional substance of a phrase indicates, expressive communication conveys the speaker's emotional state. There is no correlation between what students say and what they experience in the real world in this subject. Thank you, congratulate you, apologize, condole, bemoan, and welcome are examples of expressive verbs (Searle, 1979).

- *It was a pleasure having you join us.*

5. Declarations

Students must be able to relate propositional information to reality or their immediate surroundings in order to be successful in this course. A state of war is declared when an act, such as designating someone as chairman of the board, is carried out successfully by X. The same is true when an act, such as marrying Y, is carried out with great success by X. (Thornbury,2005).

- *I now pronounce you husband and wife*

Figure 5. (Speech Act Classifications by John Searle)

Speech acts, according to Searle, are performed by following established rules of conduct in order to carry out a speech act. Those rules are known as "Felicity Constraints.". When it comes to the Speech Act Theory, Searle's work is crucial since it helps to categorize the original Austinian felicity requirements into four main categories: prepositional content, anticipatory, sincere, and vital (Huang, 2007). Acts must meet specific characteristics before they may be considered successful and happy, according to Searle (1969). The act will be completed successfully if the speech meets all of these requirements. These are the requirements:

1. Propositional Content Conditions

Its primary focus is on the purpose of the Speech Act. The propositional content of a promise, for example, or a request differs from that of a promise in that it predicates some future action by the addressee or the listener. (Huang, 2007).

2. Preparatory Conditions

The speaker's intentions are made clear in the act by the conditions of the preparation. To do a speech act, you must first "explain the real-world criteria." A promise must meet two requirements: Everyone can see that a promise cannot be kept in the normal order of events, i.e. a speaker cannot vow to do what he is expected to do anyhow, both speaker and hearer.

49

3. Conditions of Sincerity

In your own words, express what the speaker is thinking and feeling about what they're trying to accomplish. If the act is to be conducted truly, sincerity conditions must be met, such as in the case of a request and a commitment. Even though the act is nevertheless carried out, abuse will occur if sincerity is not attained (Huang, 2007).

4. Essential Conditions

Essential conditions are defined according to Huang as the successful act by requiring the hearer to be aware of the addresser's intention that his utterance is understood as an identifiable act (ibid). The speaker means the statement to be counted as a promise, request, etc.

Educate someone by demonstrating or assisting them in learning how to do a task, offering directions or academic guidance, or supplying information. Teaching is the work that teachers do to teach, and it includes providing students with materials, instructing them, and evaluating their progress.

There are four basic language skills that every English learner should have mastered by the time they graduate from elementary school: speaking, reading, writing, and listening. Teachers of English should make sure that their students can communicate with others as well as understand the meaning of words in context. People with a lot of communication tend to be better speakers. Thornbury (2005) states that speaking is something he takes for granted because it is a part of his daily routine. As a result, students can become fluent in speaking if they put in the time and effort.

For teaching speaking, Nunan (2003) recommends following a few guidelines:

1. It is critical to recognise the difference between learning a second language and learning a foreign language.
2. Assist students in improving their speaking fluency and accuracy
3. Having them participate in group or pair work and limiting instructor discourse.
4. Assist students in developing their negotiating skills
5. Having them participate in speaking assignments that require negotiation for meaning.

According to Harmer (2007), when teachers talk too much, pupils lose their opportunity to speak. Harmer went so far as to claim that a competent teacher maximises the time students have to speak while reducing the time they have to talk. Teachers that communicate with their pupils in an engaging manner have an effect on their attitudes and conduct, as discovered by Sadeghi, Ansari, and Rahmani (2015). Teachers need to use the right words when communicating with students because it can influence whether or not students perceive the teacher as polite or direct.

A relationship exists between pragmatics, which is concerned with the way that individuals utilise language in context and culture. The context of a user's statements, according to Grundy (2008), influences its meaning and purpose. Cultural and contextual variables impact communication, he said. In order to understand what the speaker is saying, the listener needs context. As Grundy points out, culture and language are interwoven when people speak to one another. Cultural disparities exist across nations. Knowing the rules, customs, and beliefs of a particular culture is important for communicating in that culture's language is understandable and accepted utterances.

A foundation for ideas concerning speech acts was created by J.L. Austin's lectures, subsequently collected in the book "How to Do Things with Words." After he died in 1962, the book was finally released. According to Austin (1962), people do not always utter an utterance to describe something when they make an utterance. Instead, they take action by making utterances.

When someone uses speech acts, they are making a statement or asking a question. They can also be giving commands or ordering someone to do something. When people perform speech acts, they aren't just randomly spewing out words. According to Yule (1996), this is the case. These people speak with intent and force, which influences the behavior of those they speak to.

The researcher concludes by using a movi to teach students speaking skills through performative utterances. Using performative utterances is a simple method that is simple for students to grasp. Students can identify all of the expressions in the movie and determine whether they belong to the expressions of thanking, apologizing, or congratulating, and then they can create similar utterances from the movie using the material that the teacher has taught them about.

2.3. Related Previous Studies

Some related studies related in some aspects to the current study are discussed in this section.

The word "pragmatics," first used by Charles Moriss in 1938, refers to the study of a field's overall structure of signs or semiotics. Semantics, syntax, and semantics are three distinct areas of semiotic study that he categorizes (Levinson, 1983). Moriss (1933, in Saeed: 1997) Pragmatism is a subfield of semiotics that, along with syntax and semantics, is concerned with the interaction between signals and interpreters.

As a result, he defines pragmatics as the way people use language in the real world. From then, he expanded pragmatics to include all elements of psychological, biological and social development, based on his behavioristic theory (Levinson, 1983). It is a relatively recent discipline of linguistics that has its origins in philosophical debates about the nature and meaning of language. According to philosophy, in the 1930s, pragmatics was helped forward by Charles Morris, Rudolf Carnap, and Charles Peirce (Huang, 2007).

Pragmatics, in the words of Griffiths, is the study of how these tools are used to communicate effectively. It is a branch of linguistics that examines how our understanding of the world and our understanding of semantics interact. Studies of how people communicate and interpret the meaning of utterances are known as pragmatics. Interpretation of what individuals intend in a specific situation and how that affects what they say in their utterances are at the focus of this research. What is not stated might be equally essential to what is, according to pragmatics. Pragmatics is the study of how individuals communicate more than simply what they say.

One of the most basic things we do when speaking is called Deixis, which is a Greek technical term for the way language encodes or grammaticalizes context features of an utterance or speech event and how that analysis influences the interpretation of that utterance's meaning (Levinson, 2008). When it comes to deixis, it's clear that the context of the speaker determines whether an expression is near or far from the speaker. This means that the deixis of utterance means something if you know exactly what was said before it.

For example: *Listen, I'm not disagreeing with you, and not about this but this* (Levinson, 2008).

People have no idea who is involved, where it takes place, or when it is said. Deixis in the utterances can only be understood by the interpreter if the context is fully understood. There are five types of deixis, according to Levinson (2008). Deixis is a term used to describe several different cognitive processes, including person, place, time, discourse, and social.

Implicature- Implicit meaning may be derived from what is said, even if it's not explicitly stated. There are two types of implicature, according to Grice (2004). These are called conversational implicature and conventional implicature, respectively. An implied meaning that can only be assumed by those who are involved in or understand the context of the speech event is revealed by conversational implicature. When words are used together in a conventional implicature, they add additional meaning to the sentence.

Presupposition- The use of presupposition in communication is common. However, there are presumption trigger words, such as again, that signal to listeners and readers, speaker or writer that the state or event referred to has already occurred, as well as presupposition trigger syntactic constructions (for example, the relative clause).

There is a pragmatic element known as a presupposition that has to do with speech acts. It refers to premises that a speaker takes for granted. It is assumed that the listener is familiar with the subject matter being discussed. Have a look at the following sentence: "John regrets not continuing his work on language before he left Cambridge."

1. 'John' is a name that is distinct to both the speaker and the recipient.
2. Before he departed Cambridge, John gave up his studies in linguistics.
3. Before John left Cambridge, he was studying linguistics.
4. John departed Cambridge.
5. John attended Cambridge University.

Changing an assertion to a denial or a question does not affect its underlying assumptions. Presuppositions fall into two categories: semantic and pragmatic.

Pragmatic presupposition occurs when assumptions are determined by context, whereas semantic presumption is based on the specific description of referents.

The structure of discourse relates to how a conversation is put together. The fact that every conversation has structures means that conversation analysis can be used to examine any of them. Turn-taking, for example, occurs when people show respect for one another by taking turns speaking. A fundamental unit of conversational organization is adjacency pairs, which regulate which paired utterances, such as questions and answers, greetings, and acceptances, should be replied to by the other.

Learning about people's intentions, assumptions, purposes, and actions when they speak are all possible topics to discuss when studying language in pragmatics. As a result, a consistent and objective analysis of all these subjective concepts is nearly impossible.

According to Black (2006), a speech act is not just the act of speaking; it also includes the utterance's context and paralinguistic features that may add to its meaning in the interaction. In linguistics, the speech act is the most important concept because it underpins all communication. According to this theory, language is used to act as well as to explain a word to listeners. When someone says something, they also do something to emphasize their intended meaning. As an illustration, consider the following statement: I'll do better next time. Saying something is an action in three senses: locutionary act, illocutionary act, and perlocutionary act. These three senses can be used interchangeably.

Pragmatics is the study of language usage and the structure of the language in order to communicate between a speaker and a listener between two individuals. A branch of philosophy studies the interplay between language and its situation in order to determine the meaning of an utterance. Extent pragmatics includes the study of deixis, implicature, presumption, discourse structure, and speech act Pragmatics is the study of how individuals use language and how that language is utilised to derive conclusions about the meaning of things.

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Pragmatics is the study of language usage and the structure of the language in order to communicate between a speaker and a listener between two individuals. As a subfield of linguistics, pragmatics looks at how words interact with their surrounding environment to discover the intended meaning. Extent pragmatics includes the study of deixis, implicature, presumption, discourse structure, and speech act. Pragmatics is the study of how individuals use language and how that language is utilised to derive conclusions about the meaning of things.

'An Analysis of Performative Utterances in Textbook of Look Ahead for Second Senior High School Students and its Application in Language Teaching is the title of the second research. In 2014, Nevianti finished his second study. The goal of this study is to better understand and explain how Austin's theory of speaking teaching and learning can be used in performing utterance analysis in the textbook *Look Ahead*. She classified and analyzed the utterance utilizing the descriptive qualitative method. They include verdictives, executives, commissive, behabitives, and expositive as examples of performative utterances she discovered while researching the subject matter for her textbook.

"The communicative intents of utterances" is the fundamental emphasis of speech acts theory, according to Perkins (2007), in terms of what the speaker means to achieve and the effect it has on the receiver.

Speech actions, according to Crystal (2008), are comments that serve a range of purposes, such as requesting, greeting, advising, griping, warning, and pushing the listener to do some sort of action. Language scientists utilize them to develop theories about how words affect the way people behave when communicating with one another.

Philosophers Ludwig Wittgenstein and J. L. Austin first discussed speech actions theory throughout the middle of the twentieth century. During his time at Oxford in 1952-4 and at Harvard in 1955, Austin articulated the main concepts of speech acts theory in the late 1930s.

This series of lectures was eventually collected in 1962 and published under the title *How to Do Things with Words* (Huang, 2007, Mey, 2001).

Language has a certain level of power since it is utilised by its users to express themselves. Speak Act Theory is a term that refers to the study of human communication, especially in the context of work and everyday life (Taylor,1978). Each and every word a speaker says should be viewed as an act of communication in accordance with the Speech Acts Theory (Allan, 1986; Yule, 1996). Cook (1989) describes the "feeling condition" as a set of circumstances that must be met before someone may take action via words.

In order to achieve the goal of communication, Duan (2011) conducted research on complimenting speech acts on Chinese EFL learners. The study's conclusions have significant pedagogical implications for teaching second languages.

Briska (2013) looked on the practise of complimenting others among Hausa native speakers. The study then identifies three fundamental ways to show gratitude: admiration, appreciation, and feeling. By utilising specific semantic bearers like positive verbs, adjectives, and nouns, these methods are realised either overtly or implicitly. The three complement response options of acceptance, mitigation, and rejection are also shown in the study. This research demonstrates that compliments are very context sensitive and, like in other speech groups being investigated, are used to demonstrate solidarity in order to strengthen social relationships in the Hausa community. As a result, the study identifies a few similar compliment structures among the respondents.

3. METHODOLOGY

The study's methodology is explained in this chapter. The participants, data collection methods, instruments, and models of analysis are all covered in this section.

The results of this study are critical in determining how well Iraqi EFL students are doing in their studies. The sociolinguistic norms, structural rules, and discourse rules of the target language must all be carefully observed by Iraqi EFL speakers to achieve the high standards of cross-cultural communication expected. For this study, a combination of quantitative and statistical methods is used.

Iraqi EFL students' pragmatic communication skills, including their written efficiency (implicit PV), are the focus of this research. The informants were kept in the dark about the study's goals, but they were given an advance notice that their conversations would be recorded so that the researchers could get their consent. For recording purposes, the students set up a recording device on a desk in front of them.

Using Searle theory and Wolfson and Manes theory as a model, the study created a test that measures pragmatic ability in the context of real-world situations. The primary method was used in the test to evaluate the compliment act.

Searle is credited with inventing the complement activation and its accompanying methods. According to Austin, there are several types of expressive performative, all of which deal with attitudes and social conduct.

The compliment formulas, according to Manes and Wolfson, show how the situations in these DCTs were created.

The primary goal of this chapter is to examine the use of compliment speech-act verbs by Iraqi EFL students at Diyala university/ English department, recognizing that they are part of a larger group because Diyala University is one of the top Iraqi universities. Typical Iraqi EFL students were selected for the study, making them suitable for the task.

As a result, the researcher would go over how the data was collected. The study itself is descriptive quantitative, but the Appendix includes statistical methods to support those findings statistically more robust. The results can be summarized and interpreted using a statistical method. Descriptive statistical methods were employed in

the study's DCTs data to determine percentages and frequencies of students using compliment acts.

3.1. The Participants of the Study

The research included a total of 150 Iraqi EFL students from Diyala University's Department of English Fourth Stage in the College of Education for Humanities. The research included 120 female participants and 30 male individuals. This study focused on students between the ages of 21 and 25.

3.2. Sampling Technique

Random sampling was utilized to choose the research participants. The research was undertaken to better comprehend Iraqi foreign language students' pragmatic usage of complement speech-act verbs. Every student was informed about the study and they gave their permission to participate, the researcher said. The DCTs have been completed by all of the participants in the study. And the researcher has made sure to uphold academic research ethics' ideals by doing so as well.

3.3. The Instrument of the Study

The data was collected through an random sampling method that relied on DCTs modified from the Previously used "Discourse Completion Task" (Herbert 1989). Researchers were able to contact a large number of individuals with these DCTs and adjust for factors so that they could evaluate data in a statistically correct way." Students' use of compliment acts to express their feelings about something nice is studied primarily through the DCTs.

Pragmatic researchers, according to Spencer-Oatey (2008), use the Discourse Completion Task (DCT) to gather data. Despite their flaws, data gathered through DCT can be used to facilitate real-world conversations (Beebe & Cummings, 1996). To conduct the current research, a Google form-based DCT is used, which includes forty complimenting-act situations. "Written surveys with brief descriptions" are followed by a short conversation with an empty place for the speech act understudy. In

his book, *Kasper* (1992), Scholars of cross-cultural communication, notably Blum-Kulka (1982), have used this method extensively since its invention (Enssaif, 2005; Al-Khateeb, 2009). The responses were collected through the lectures at the university.

3.4. The Research Design

The current study conducted a pragmatics study and a descriptive quantitative one supported by statistical analysis. There are a variety of factors to consider when conducting a cross-cultural study, such as socio-economic status, cultural context, and linguistic background. As the study's only focus is on Iraqi EFL students, the researcher adopted an inter-lingual approach. Compliment speech-act verbs are studied using a quantitative research approach. Statistical analysis is the method that researchers use to analyze data because of previous research and studies on performative verbs compliment acts.

As part of the current study, the researcher used three different contexts to examine compliment speech acts by Iraqi EFL learners pragmatically: skill, ability, and personality, and situations also followed Searle theory classifying speech acts (appendix).

3.5. The Data Collection

After selecting 150 students from the lists of fourth-level students in the Department of English at Diyala University, a researcher and a few lecturers administered the DCT to the group to get a better sense of how the students performed. In addition to the revision, some elements are added to ensure that the items are clear. Final revisions were made after all items had been corrected by the supervisor and before the final copy was distributed to students. To conduct the current research, a Google form-based DCT is used, which includes eight complimenting-act situations. For the most part, the test was distributed and collected in the lectures at the University. Descriptive statistics were then done on the acquired data in SPSS.

3.6. The Data Analysis Procedures

The investigator started analyzing the data after verifying the answer sheets.

1. Compliment response utterances can be identified by analyzing the strategies used by respondents.

2. Each production's strategy for responding to compliments is ranked according to the percentage of the audience that prefers that strategy, starting with the highest percentage.

3. Understanding the mentality of each male's and females' approach to problem-solving.

Statistical analysis is the method that researchers used to analyze data because of previous research and studies on performative verbs complement acts. This research relied on SPSS (Statistical Package for the Social Sciences) to summarize and analyze the findings. Descriptive statistical methods were employed in the study's DCTs data to determine percentages and frequencies of students using compliment acts. Additionally, SPSS software calculates the value for the internal consistency reliability.

4. FINDINGS OF THE RESEARCH

This chapter provides the results and interpretation of the data collected from the sample of compliment responses from Iraqi EFL students. The results of the study were analyzed based on the research questions presented in Chapter 1.

Students needed to take a look at a written account of various language situations and then choose the answer they deemed most appropriate based on their own experiences and knowledge. The act of praising speech has been explored in three distinct contexts in present DCTs.

As expressive speech actions, compliments may have numerous purposes. "Verbal presents," as defined by Kerbrat-Orecchioni (2005), are meant to enhance the recipient's appearance. Aside from that, compliments may be used to amplify other speech actions and indirect means of apologizing for things like praising someone or asking for help. As a result, compliments may also be employed as a way to soften the impact of face-threatening behaviors like criticism and reprimand, while certain speakers may use praises as discussion starters (Traverso, 1996). To indicate that the praise provider recognizes or pays attention to the recipient's facial demands, the complimenting speech act is generally seen as a good politeness tactic.

4.1. Compliment Responses in the 40 Situations by Iraqi EFL Learners

According to Searle (1975), the complimenting speech act is a common expressive speech act that may be applied to everyone, every day, and in a variety of situations. According to Holmes (1988) compliment is a speech act that assigns giving someone other than the speaker should be given credit for their work being complemented (for a quality the speaker and hearer both admire: possession, personality, skill, etc.). The following tables demonstrate some of the compliment answers that Iraqi men and women EFL speakers have provided:

Table 1. Percentage of the responses given by the students

Situations	A	B	C
Stuation **1**	50%	32%	18%
Stuation **2**	35%	52%	13%
Situation **3**	13%	36%	51%
Situation **4**	48%	32%	20%
Situation **5**	40%	12%	48%
Situation **6**	39%	38%	23%
Situation **7**	15%	50%	35%
Situation **8**	22%	60%	28%
Situation **9**	31%	36%	33%
Situation **10**	30%	35%	35%
Situation **11**	40%	35%	25%
Situation **12**	30%	32%	38%
Situation **13**	32%	34%	34%
Situation **14**	35%	40%	25%
Situation **15**	29%	29%	42%
Situation **16**	25%	25%	50%
Situation **17**	28%	30%	42%
Situation **18**	25%	35%	40%
Situation **19**	60%	25%	15%
Situation **20**	33%	32%	35%
Stuation **21**	30%	36%	34%
Stuation **22**	31%	39%	30%
Situation **23**	33%	34%	33%
Situation **24**	30%	40%	30%
Situation **25**	33%	34%	33%
Situation **26**	25%	40%	35%
Situation **27**	31%	39%	30%
Situation **28**	40%	25%	35%
Situation **29**	38%	30%	32%
Situation **30**	30%	30%	40%
Situation **31**	25%	33%	42%
Situation **32**	35%	35%	30%
Situation **33**	30%	40%	40%
Situation **34**	30%	25%	45%
Situation **35**	18%	32%	50%
Situation **36**	36%	33%	31%
Situation **37**	35%	23%	42%
Situation **38**	30%	30%	40%
Situation **39**	26%	30%	44%
Situation **40**	40%	42%	18%

Table 1 shows 40 situations where Iraqi EFL learners gave their responses in three situations A, B, and C by following Searle's theory (20 situations) and possession, personality, and skill (20 situations). Each situation classifies its own category of compliment speech act which has been discussed in the next sections.

Findings on Research Questions One

4.2. The section focus on the classification of speect act verbs on how Iraqi EFL learners compliment by following Searle's theory

4.2.1. Representative

The situations focused on the pragmatic use of speech act verbs by Iraqi EFL learners complimenting in *representative* form described in the following tables-

Table 2. Situation 1

Compliment	Responses	percentage
You are a 23-year-old girl studying MBA (Masters of Business Administration), and your parents want to get you married as they think the higher study is not important for girls. What would you express for your admiration?	a. I will not get married before my studies get completed	50%
	b. I will get married if my in-laws will support my studies shortly	32%
	c. I will drop my study and listen to you	18%

Table 2 illustrates representative speech act on how Iraqi EFL learners compliment situation 1. The majority of Iraqi EFL learners (50%) compliment in representative form as "I will not get married before my studies get completed" while the lowest percentage compliment as "I will drop my study and listen to you".

Table 3. Situation 2

Compliment	Responses	Percentage
Due to an outbreak of covid-19, Priya is roaming without practising social distancing. You have seen her from the balcony. What would you assert to her as a friend?	a. You should follow social distancing rules	35%
	b. If you can't follow the rules, you should stay home	52%
	c. You don't care for yourself and others too.	13%

Table 3 illustrates representative speech act on how Iraqi EFL learners compliment situation 2. The majority of Iraqi EFL learners (52%) compliment in representative form as "If you can't follow the rules, you should stay home" while the lowest percentage compliment as "You don't care for yourself and others too". 35% Iraqi EFL learners compliment the situation as "You should follow social distancing rules".

Table 4. Situation 3

Compliment	Responses	Percentage
In your neighbourhood, you see that children often disrespect their parents. As a neighbour and close friend, how would you express this to the children?	a. Respect your parents, they are like God for us.	13%
	b. Parents are originators, we must not disrespect them	36%
	c. If you disrespect, then your children will also disrespect you in the near future.	51%

Table 4 illustrates representative speech act on how Iraqi EFL learners compliment on situation 3. The majority of Iraqi EFL learners (51%) compliment in representative form as "If you disrespect, then your children will also disrespect you in the near future" while the lowest percentage compliment as "Respect your parents, they are like God for us". 36% Iraqi EFL learners compliment the situation as "Parents are originators, we must not disrespect them."

Table 5. Situation 4

Compliment	Responses	Percentage
Your friend is coming home for group studies but while studying, her points are not clear to you? How would you represent yourself in the situation?	a. Can you make your points clear in a better way?	48%
	b. You are not good at studies I do not understand what you are saying?	32%
	c. I will study alone, I don't need your help.	20%

Table 5 illustrates representative speech act on how Iraqi EFL learners compliment on situation 4. The majority of Iraqi EFL learners (48%) compliment in representative form as "Can you make your points clear in a better way?" while the lowest percentage compliment as "I will study alone, I don't need your help". 36% Iraqi EFL learners compliment the situation as "You are not good at studies I do not understand what you are saying?"

4.2.2. Directive

The situations focused on the pragmatic use of speech act verbs by Iraqi EFL learners complimenting in *Directive* form described in the following tables-

Table 6. Situation 5

Compliment	Responses	Percentage
You see that you forgot to bring a pen with you for your exam, if you want to ask your friend for one. How would you express your request? Aq	a. Could you lend me a pen, please?	40%
	b. Give me your pen .	12%
	c. Ask your friend if he has as I know you won't have an extra pen	48%

Iraqi EFL learners compliment the directive speech act in three different ways. Table 6 illustrates directive speech act on how Iraqi EFL learners compliment situation 5. The majority of Iraqi EFL learners (48%) compliment in directive form as "Ask your friend if he has as I know you won't have an extra pen" while the lowest

percentage (12%) compliment in ordering tone as "Give me your pen". 40% of Iraqi EFL learners compliment the situation in requesting manner "Could you lend me a pen, please?"

Table 7. Situation 6

Compliment	Responses	Percentage
In the office, your employer is rude to you; how would you respond?	a. Sir, please will you talk politely? It's not good for the work environment.	39%
	b. You can't talk to me like that.	38%
	c. I am resigning. I can't work here anymore.	23%

Iraqi EFL learners compliment the directive speech act in three different ways. Table 7 illustrates directive speech act on how Iraqi EFL learners compliment situation 6. The majority of Iraqi EFL learners (39%) compliment in advising tone as "Sir, please will you talk politely? It's not good for the work environment" while the lowest percentage (23%) compliment as "I am resigning. I can't work here anymore". 38% of Iraqi EFL learners compliment the situation in ordering manner "You can't talk to me like that".

Table 8. Situation 7

Compliment	Responses	Percentage
Your mother is fidgety about her work-life balance and as the eldest daughter, how would you advise her?	a. Leave the job if you can't handle both things	15%
	b. I will help you with the household work, you can see your office.	50%
	c. I will plan your day so that you can handle both things.	35%

Iraqi EFL learners compliment the directive speech act in three different ways. Table 8 illustrates directive speech act on how Iraqi EFL learners compliment situation 7. The majority of Iraqi EFL learners (50%) compliment in advising tone as "I will help you with the household work, you can see your office" while the lowest percentage (15%) compliment in a warning tone as "Leave the job if you can't handle

both things". 35% of Iraqi EFL learners compliment the situation in advising manner "I will plan your day so that you can handle both things."

Table 9. Situation 8

Compliment	Responses	Percentage
You and your friend enter the restaurant, after seeing the menu card, you call the waiter, how would you ask/order the situation?	a. Go and get the food	22%
	b. Nice restaurant, will you please take my order?	60%
	c. Hurry up, go and get the food. I will not wait for a long time	28%

Iraqi EFL learners compliment the directive speech act in three different ways. Table 9 illustrates directive speech act on how Iraqi EFL learners compliment situation 8. The majority of Iraqi EFL learners (60%) compliment in requesting tone as "Nice restaurant, will you please take my order?" while the lowest percentage (22%) compliment in a ordering tone as "Go and get the food". 28% of Iraqi EFL learners compliment the situation in ordering manner "Hurry up, go and get the food. I will not wait for a long time."

Table 10. Situation 9

Compliment	Responses	Percentage
You know your friend Ruksar has a diamond necklace; you want to wear at the wedding party. How would you compliment the situation?	a. Hey, you have that diamond necklace right, could you lend me for a day?	31%
	b. I want your diamond necklace for the wedding party	36%
	c. That diamond necklace will fit me cool. Please, could you lend it to me?	33%

Iraqi EFL learners compliment the directive speech act in three different ways. Table 10 illustrates directive speech act on how Iraqi EFL learners compliment situation 9. Here, responses compliment the situation requesting manner in their different speech style like 36% compliment as "I want your diamond necklace for the wedding party". 31% compliment as "Hey, you have that diamond necklace right, could you lend me for a day?", and 33% compliment as "That diamond necklace will fit me cool. Please, could you lend it to me?"

4.2.3. Commissive

The situations focused on the pragmatic use of speech act verbs by Iraqi EFL learners complimenting in *commissive* form described in the following tables-

Table 11. Situation 10

Compliment	Responses	Percentage
Sahil is having some mental issues, as a sister you discuss this with your parents. How would you express the situation?	a. Brother, let's make a plan to play your favorite sport in the evening.	30%
	b. Let's plan for a short trip.	35%
	c. Hey brother, we will go shopping today.	35%

Iraqi EFL learners compliment the commissive speech act in three different ways. Table 11 illustrates commissive speech act on how Iraqi EFL learners compliment situation 10. Here, responses compliment the situation offering manner in their different speech style like 30% compliment as "Brother, let's make a plan to play your favorite sport in the evening". 35% compliment as "Let's plan for a short trip" and 35% compliment as "Hey brother, we will go shopping today".

Table 12. Situation 11

Compliment	Responses	Percentage
Your wife is asking and insisting that you give her a gift on her birthday. How would you say?	a. I will promise you to gift a gold bracelet on your birthday	40%
	b. It is a surprise, I promise.	35%
	c. I will not promise but I will try to you something	25%

Iraqi EFL learners compliment the commissive speech act in three different ways. Table 12 illustrates commissive speech act on how Iraqi EFL learners compliment situation 11. Here, responses compliment the situation in a promising manner in their different speech style like 40% compliment as "I will promise you to gift a gold bracelet on your birthday". 35% compliment as "It is a surprise, I promise" and 35% compliment as "I will not promise but I will try to you something".

4.2.4 Expressive

The situations focused on the pragmatic use of speech act verbs by Iraqi EFL learners complimenting in *expressive* form described in the following tables-

Table 13. Situation 12

Compliment	Responses	Percentage
You invited your friend Sana to the 25th wedding anniversary of your parents, here she is wearing a black saree at the party. How would you express your opinion of her?	a. Sana, you are looking gorgeous	30%
	b. Thank you for coming, but I must say your saree looks elegant.	32%
	c. Thanks for coming. You are looking completely different.	38%

Iraqi EFL learners compliment the expressive speech act in three different ways. Table 13 illustrates expressive speech act on how Iraqi EFL learners compliment situation 12. Here, responses compliment the situation in a thankful manner in their different speech style like 30% compliment as "Sana, you are looking gorgeous". 32% compliment as "Thank you for coming, but I must say your saree looks elegant" and 38% compliment as "Thanks for coming. You are looking completely different".

Table 14. Situation 13

Compliment	Responses	Percentage
Heena is a hardworking girl; as a result, she got a promotion in the office. How would you compliment her as a colleague?	a. Wow, Heena congratulations, I'm happy for you	32%
	b. Great job Heena, Keep working hard	34%
	c. Congratulation Heena, let's have a party.	34%

Iraqi EFL learners compliment the expressive speech act in three different ways. Table 14 illustrates expressive speech act on how Iraqi EFL learners compliment situation 13. Here, responses compliment the situation in a congratulating manner in their different speech style like majority (34%) compliment as "Congratulation Heena, let's have a party". 34% compliment as "Great job Heena, Keep working hard" and 32% compliment as "Wow, Heena congratulations, I'm happy for you ".

Table 15. Situation 14

Compliment	Responses	Percentage
You are playing cricket on the ground and mistakenly, you hit an old person with the ball. How would you express the situation?	a. I apologize, uncle, it's my mistake	35%
	b. Did you get more hurt, let's go to my house for first aid.	40%
	c. I will not do it again please forgive me.	25%

Iraqi EFL learners compliment the expressive speech act in three different ways. Table 15 illustrates expressive speech act on how Iraqi EFL learners compliment situation 14. Here, responses compliment the situation in a apologizing manner in their different speech style like majority (40%) compliment as "Did you get more hurt, let's go to my house for first aid". 35% compliment as "I apologize, uncle, it's my mistake" and 25% compliment as "I will not do it again please forgive me".

Table 16. Situation 15

Compliment	Responses	Percentage
Sneha, your friend, sees you at the mall. She comes and meets you when you are paying the bill; you see that you do not have enough money in the purse. You are returning a few things but she stops you and pays the remaining bill. How would you compliment the situation?	a. Thank you Sneha, you are so nice	29%
	b. I am thankful for your helpful nature	29%
	c. Thank you, I will return your payment soon.	42%

Iraqi EFL learners compliment the expressive speech act in three different ways. Table 16 illustrates expressive speech act on how Iraqi EFL learners compliment situation 15. Here, responses compliment the situation in a thankful manner in their different speech style like majority (42%) compliment as "Thank you, I will return your payment soon". 29% compliment as "Thank you Sneha, you are so nice" and 29% compliment as "I am thankful for your helpful nature".

Table 17. Situation 16

Compliment	Responses	Percentage
You throw the success party at your office and invite your rival to the party. And when he comes, how would you compliment the situation?	a. Welcome, and enjoy the party.	25%
	b. Nice to see you at the party, have fun.	25%
	c. I think that you will not come, but welcome.	50%

Iraqi EFL learners compliment the expressive speech act in three different ways. Table 17 illustrates expressive speech act on how Iraqi EFL learners compliment situation 16. Here, responses compliment the situation in a welcome manner in their different speech style like 50% compliment as "I think that you will not come, but welcome". 25% compliment as "Welcome, and enjoy the party" and 25% compliment as "Nice to see you at the party, have fun".

Table 18. Situation 17

Compliment	Responses	Percentage
Haya and you meet suddenly in the park. She looks at your shoes and she compliments the shoes. What would be your speech act in this situation?	a. Thank you for complimenting	28%
	b. You are so nice; I will get you a new one	30%
	c. Oh, thankyou dear, you have also a good one.	42%

Iraqi EFL learners compliment the expressive speech act in three different ways. Table 18 illustrates expressive speech act on how Iraqi EFL learners compliment situation 17. Here, responses compliment the situation in a thankful manner in their different speech style like 42% compliment as "Oh, thank you, dear, you have also a good one". 28% compliment as "Thank you for complimenting" and 30% compliment as "You are so nice; I will get you a new one".

Table 19. Situation 18

Compliment	Responses	Percentage
You are poor in your studies but with the support of parents and teachers, you pass the exams. How would express the situation?	a. Thank you so much for the support	25%
	b. I think I could not pass but with your support, I passed the exam	35%
	c. You have made a bright future for me, from now I will do more hard study.	40%

Iraqi EFL learners compliment the expressive speech act in three different ways. Table 19 illustrates expressive speech act on how Iraqi EFL learners compliment situation 18. Here, responses compliment the situation in a thankful manner in their different speech style like majority (40%) compliment as "You have made a bright future for me, from now I will do more hard study". 25% compliment as "Thank you so much for the support" and 35% compliment as "I think I could not pass but with your support, I passed the exam".

4.2.5 Declarations

The situations focused on the pragmatic use of speech act verbs by Iraqi EFL learners complimenting in *declarations* form described in the following tables-

Table 20. Situation 19

Compliment	Responses	Percentage
In the office, an employee has leaked some confidential details to another company resulting in a profit loss for the company. How would you compliment the situation?	a. You are fired, leave my company	60%
	b. If anybody in the company tries to do any fraud then there is a penalty of heavy amount and jail of 2 years.	25%
	c. I will give you a chance to prove yourself to the company. Go and get back to your work	15%

Iraqi EFL learners compliment the declarative speech act in three different ways. Table 20 illustrates declarative speech act on how Iraqi EFL learners compliment situation 19. Here, responses compliment the situation in a declaring manner in their different speech style like majority (60%) compliment as "You are

fired, leave my company". 25% compliment as "If anybody in the company tries to do any fraud then there is a penalty of heavy amount and jail of 2 years" and 15% compliment as "I will give you a chance to prove yourself to the company. Go and get back to your work".

Table 21. Situation 20

Compliment	Responses	Percentage
You are getting late to the office, but couldn't find any conveyance. And last you find your friend who is also getting late? How would you compliment the situation?	a. Give me the lift please, I am getting late, I beg you	33%
	b. Your office is just 15 min away from my office, you can give me the lift	32%
	c. You go as you are also getting late; I will wait for more for conveyance.	35%

Iraqi EFL learners compliment the declarative speech act in three different ways. Table 21 illustrates declarative speech act on how Iraqi EFL learners compliment situation 20. Here, responses compliment the situation in a declaring manner in their different speech style like majority (35%) compliment as "You go as you are also getting late; I will wait for more for conveyance". 33% compliment as "Give me the lift please, I am getting late, I beg you" and 32% compliment as "Your office is just 15 min away from my office, you can give me the lift".

Findings on Research Questions Two

4.3. The Section Focus On The Skills, Appearance, Personality On How Iraqi Efl Learners Use These Speech Acts While Complimenting To Each Other.

4.3.1 Skills/Performance/Abilities

The situations focused on the pragmatic use of speech act verbs by Iraqi EFL learners complimenting on *skills/performance/abilites* described in the following tables-

Table 22. Situation 21

Compliment	Responses	Percentage
Ananya is a sketch artist. Once you visited her house and saw her sketches. How would you compliment her skill?	a. Oh, sister, it's so amazing	30%
	b. It's looking so realistic; I can't take my eyes off it.	36%
	c. Wow, I want to learn your art, will you teach me?	34%

Table 22 illustrates speech act on how Iraqi EFL learners compliment skills in situation 21. The majority of Iraqi EFL learners (36%) compliment as "It's looking so realistic; I can't take my eyes off it" while the lowest percentage (30%) compliment as "Oh, sister, it's so amazing". 34% Iraqi EFL learners compliment the situation as "Wow, I want to learn your art, will you teach me?".

Table 23. Situation 22

Compliment	Responses	Percentage
Syed is a famous cricket player and he won the trophy for his country in the match. As an audience what would you compliment?	a. I know he will win. He plays excellent	31%
	b. Yeah, my favourite won the match. One day, I will also play like him	39%
	c. He is the best cricket player I have ever seen	30%

Table 23 illustrates speech act on how Iraqi EFL learners compliment skills in situation 22. The majority of Iraqi EFL learners (39%) compliment as "Yeah, my favourite won the match. One day, I will also play like him" while the lowest percentage (30%) compliment as "He is the best cricket player I have ever seen". 31% Iraqi EFL learners compliment the situation as "I know he will win. He plays excellent".

Table 24. Situation 23

Compliment	Responses	Percentage
Suhana plays good badminton and you see her playing. How would you compliment her as a neighbour?	a. You play so well	33%
	b. Oh nice, you play like just an experienced player	34%
	c. Suhana, you must try for a higher platform as you play like a winner	33%

Table 24 illustrates speech act on how Iraqi EFL learners compliment skills in situation 23. The majority of Iraqi EFL learners (34%) compliment as "Oh nice, you play like just an experienced player" while the lowest percentage (33%) compliment as "You play so well". 33% Iraqi EFL learners compliment the situation as "Suhana, you must try for a higher platform as you play like a winner".

Table 25. Situation 24

Compliment	Responses	Percentage
Azeez is very good at vocabulary. You notice him in a vocabulary competition exam. How would you compliment his skill as a friend?	a. Your vocabulary is on another level, I am amazed to see it	30%
	b. How you are so good at vocabulary, can you teach me?	40%
	c. Wow, I am impressed with your skill.	30%

Table 25 illustrates speech act on how Iraqi EFL learners compliment skills in situation 24. The majority of Iraqi EFL learners (40%) compliment as "How you are so good at vocabulary, can you teach me?" while the lowest percentage (30%) compliment as "Wow, I am impressed with your skill". 30% Iraqi EFL learners compliment the situation as "Your vocabulary is on another level, I am amazed to see it".

Table 26. Situation 25

Compliment	Responses	Percentage
You visit your friend Rehman's house; you both are going for a long drive. What would you say to compliment him on his appearance?	a. You look better than you think you do, Rehman.	33%
	b. I'm amazed to see you in a different look.	34%
	c. Wow, Rehman you look great.	33%

Iraqi EFL learners compliment skill in their different speech acts. Table 26 illustrates speech act on how they compliment skills in situation 25. The majority of Iraqi EFL learners (34%) compliment as "I'm amazed to see you in a different look" while the lowest percentage (33%) compliment as "You look better than you think you do, Rehman". 33% Iraqi EFL learners compliment the situation as "Wow, Rehman you look great".

Table 27. Situation 26

Compliment	Responses	Percentage
Roma, a student dancing at her annual college party. After her performance, how would you compliment her skill as a teacher?	a. I appreciate your skill.	25%
	b. I have made no mistake in choosing you for the performance. Proud of you child	40%
	c. Excellent, you are always a bright student of the college	35%

Iraqi EFL learners compliment skill in their different speech acts. Table 27 illustrates speech act on how they compliment skills in situation 26. The majority of Iraqi EFL learners (40%) compliment as "I have made no mistake in choosing you for the performance. Proud of you child" while the lowest percentage (25%) compliment as "I appreciate your skill". 35% Iraqi EFL learners compliment the situation as "Excellent, you are always a bright student of the college".

4.3.2. Possession/Appearance

The situations focused on the pragmatic use of speech act verbs by Iraqi EFL learners complimenting on *possession/appearance* described in the following tables-

Table 28. Situation 27

Compliment	Responses	Percentage
You are invited to a party where you meet your cousin and the accessories complete her look. How would you compliment her appearance?	a. Nice to meet you, cousin; you are looking gorgeous	31%
	b. Your accessories are making you more elegant; from where did you buy them?	39%
	c. Oh my God, you are failing other girls in front of you	30%

Iraqi EFL learners compliment possession in their different speech acts. Table 28 illustrates speech act on how they compliment possession in situation 27. The majority of Iraqi EFL learners (39%) compliment as "Your accessories are making you more elegant; from where did you buy them?" while the lowest percentage (31%) compliment as "Nice to meet you, cousin; you are looking gorgeous". 30% Iraqi EFL learners compliment the situation as "Oh my God, you are failing other girls in front of you".

Table 29. Situation 28

Compliment	Responses	Percentage
Shoiab purchased a new car and he invited you for a ride as a friend? How would you compliment the appearance of the car?	a. Hey, Shoiab colour of the car is so eye-catching	40%
	b. Nice car, this makes your appearance more classy	25%
	c. You have good taste in the selection of the cars	35%

Iraqi EFL learners compliment possession in their different speech acts. Table 29 illustrates speech act on how they compliment possession in situation 28. The majority of Iraqi EFL learners (40%) compliment as "Hey, Shoiab colour of the car is so eye-catching" while the lowest percentage (25%) compliment as "Nice car, this makes your appearance more classy". 35% Iraqi EFL learners compliment the situation as "You have good taste in the selection of the cars

Table 30. Situation 29

Compliment	Responses	Percentage

Megha and Sumedha are twins. They are identical twins. As a guest in their house, you looked at them for the first time. What would your compliment on the situation be?	a. Oh, no I have heard about twins but never seen any in my life	38%
	b. Can I touch you both?	30%
	c. Nice to meet you both. Come to my house. My children will be happy to meet you both	32%

Iraqi EFL learners compliment possession in their different speech acts. Table 30 illustrates speech act on how they compliment possession in situation 29. The majority of Iraqi EFL learners (38%) compliment as "Oh, no I have heard about twins but never seen any in my life" while the lowest percentage (30%) compliment as "Can I touch you both?". 32% Iraqi EFL learners compliment the situation as "Nice to meet you both. Come to my house. My children will be happy to meet you both".

Table 31. Situation 30

Compliment	Responses	Percentage
You and Shafaq went shopping and after looking at so many shops, you selected an evening gown for her as you think she would look good in it. How would you express the situation?	a. Hey, look, this gown will suit on you	30%
	b. Shafaq, this gown will make you a star of the party. You should try it	30%
	c. I must say the colour and work on the gown will make you attractive	40%

Iraqi EFL learners compliment possession in their different speech acts. Table 31 illustrates speech act on how they compliment possession in situation 30. The majority of Iraqi EFL learners (40%) compliment as "I must say the colour and work on the gown will make you attractive" while the lowest percentage (30%) compliment as "Hey, look, this gown will suit on you" and 30% of Iraqi EFL learners also compliment the situation as "Shafaq, this gown will make you a star of the party. You should try it".

Table 32. Situation 31

Compliment	Responses	Percentage

	a. Welcome, both of you. You look made for each other	25%
Kashaf and Zarun, a husband and a wife, were invited to dinner at your house, so how would you compliment their appearance?	b. You both are looking adorable. Have a sit	33%
	c. I must say, brother, your wife is so beautiful. Enjoy the dinner	42%

Iraqi EFL learners compliment possession in their different speech acts. Table 32 illustrates speech act on how they compliment possession in situation 31. The majority of Iraqi EFL learners (42%) compliment as "I must say, brother, your wife is so beautiful. Enjoy the dinner" while the lowest percentage (25%) compliment as "Welcome, both of you. You look made for each other" and 42% of Iraqi EFL learners also compliment the situation as "I must say, brother, your wife is so beautiful. Enjoy the dinner".

Table 33. Situation 32

Compliment	Responses	Percentage
Adem is going for a first-time interview. As an experienced friend, you come to his home and prepare him by giving him some tips. How would you compliment his look?	a. You have a good personality, which will be an advantage in your interview.	35%
	b. You will select definitely; your personality will force them to select you	35%
	c. I know you are a fresher, but your confidence and personality will put this job in your hands.	30%

Iraqi EFL learners compliment possession in their different speech acts. Table 33 illustrates speech act on how they compliment possession in situation 32. The majority of Iraqi EFL learners (35%) compliment as "You have a good personality, which will be an advantage in your interview" and 35% of learners compliment the possession as "You will select definitely; your personality will force them to select you". The lowest majority of learners' (30%) compliment as "I know you are a fresher, but your confidence and personality will put this job in your hands".

Table 34. Situation 33

Compliment	Responses	Percentage
As you enter the mall, you see your friend trying on	a. These dresses do not suit you; I think you should try a new type	30%

	b. We must go to another mall; these dresses do not make you attractive	30%
dresses which makes you think that they do not make her look pretty. What would you say to compliment her?	c. You should try some dark colour; it suits you.	40%

Iraqi EFL learners compliment possession in their different speech acts. Table 34 illustrates speech act on how they compliment possession in situation 33. The majority of Iraqi EFL learners (40%) compliment as "You should try some dark colour; it suits you". The lowest majority of learners' (30%) compliment as "These dresses do not suit you; I think you should try a new type" and 30% of learners compliment the possession as "We must go to another mall; these dresses do not make you attractive".

Table 35. Situation 34

Compliment	Responses	Percentage
While visiting your friend John in his house, you find his daughter wearing a new dress. What would you say to compliment her on it?	a. You look like a doll	30%
	b. Your eyes are really attractive	25%
	c. Hey, my princess, your new frock is making you so pretty	45%

Iraqi EFL learners compliment possession in their different speech acts. Table 35 illustrates speech act on how they compliment possession in situation 34. The majority of Iraqi EFL learners (45%) compliment as "Hey, my princess, your new frock is making you so pretty". The lowest majority of learners' (25%) compliment as "Your eyes are really attractive" and 30% of learners compliment the possession as "You look like a doll".

4.3.3 Personality Charateristics

The situations focused on the pragmatic use of speech act verbs by Iraqi EFL learners complimenting on *personality characteristics* described in the following tables-

Table 36. Situation 35

Compliment	Responses	Percentage
Krish has a helpful nature. He helps everybody without having a second thought. As a friend, you are delighted about his nature. How would you compliment his personality?	a. Krish, you are so kind	18%
	d. I must say, I have such a good friend, I will also follow your path	32%
	e. You are so helpful. May God bless you always, Krish.	50%

Iraqi EFL learners compliment personality charateristics in their different speech acts. Table 36 illustrates speech act on how they compliment personality charateristics in situation 35. The majority of Iraqi EFL learners (50%) compliment as "You are so helpful. May God bless you always, Krish". The lowest majority of learners' (18%) compliment as "Krish, you are so kind" and 32% of learners compliment the personality as "I must say, I have such a good friend, I will also follow your path".

Table 37. Situation 36

Compliment	Responses	Percentage
You notice that your neighbour is helping an injured dog. How would you compliment her personality?	a. Aunt, your nature is so kind	36%
	b. You are so good, Aunt; otherwise, who cares for anybody in the world	33%
	c. I see the bonding between you and this dog because of your helpful nature	31%

Iraqi EFL learners compliment personality charateristics in their different speech acts. Table 37 illustrates speech act on how they compliment personality charateristics in situation 36. The majority of Iraqi EFL learners (36%) compliment as "Aunt, your nature is so kind". The lowest majority of learners' (31%) compliment as "I see the bonding between you and this dog because of your helpful nature" and 33% of learners compliment the personality as "You are so good, Aunt; otherwise, who cares for anybody in the world".

Table 38. Situation 37

Compliment	Responses	Percentage

You and your friend had a worse discussion on a topic in which you think he is wrong. How do you compliment the situation or compliment his appearance?	a. He fights so aggressively. How he can say I am always wrong	35%
	b. He has such a violent nature; I will talk to him from now	23%
	c. My other friends are right don't talk to him; he doesn't have a good sense of talking	42%

Iraqi EFL learners compliment personality charateristics in their different speech acts. Table 38 illustrates speech act on how they compliment personality charateristics in situation 37. The majority of Iraqi EFL learners (42%) compliment as "My other friends are right don't talk to him; he doesn't have a good sense of talking". The lowest majority of learners' (23%) compliment as "He has such a violent nature; I will talk to him from now" and 35% of learners compliment the personality as "He fights so aggressively. How he can say I am always wrong".

Table 39. Situation 38

Compliment	Responses	Percentage
In the examination hall, you tried to help your friend Sunaina in the exam but by chance, you both get caught and your friend blames you rather than feeling apologetic for you. How would you compliment her appearance in this situation?	a. Sunaina, instead of feeling apologetic, you are blaming me. How disgusting you are?	30%
	b. I am not expecting from you like this. Shame on you	30%
	c. I was helping you and you are blaming me for the cheating, you are so cruel	40%

Iraqi EFL learners compliment personality charateristics in their different speech acts. Table 39 illustrates speech act on how they compliment personality charateristics in situation 38. The majority of Iraqi EFL learners (40%) compliment as "I was helping you and you are blaming me for the cheating, you are so cruel". The compliment of lowest majority of learners' are similar in two choices i.e. 30%.

Table 40. Situation 39

Compliment	Responses	Percentage
While you were spending	a. It's been a nice holiday with you, my	26%

Compliment	Responses	Percentage
your holidays, you met your friend Priyal. You notice her nature. How would you compliment her on it?	sweet friend.	
	b. I am lucky to have you as a friend	30%
	c. I would like to come with you on holiday again because of your joyful nature	44%

Iraqi EFL learners compliment personality charateristics in their different speech acts. Table 40 illustrates speech act on how they compliment personality charateristics in situation 39. The majority of Iraqi EFL learners (44%) compliment as "I would like to come with you on holiday again because of your joyful nature". The lowest majority of learners' (26%) compliment as "It's been a nice holiday with you, my sweet friend" and 30% of learners compliment the personality as "I am lucky to have you as a friend".

Table 41. Situation 40

Compliment	Responses	Percentage
Your friend is from a rich family; therefore, she is so arrogant. How would you deal with the situation?	a. As a friend, I am telling you because of your arrogant nature no one will talk to you	40%
	b. You should be polite to everyone; this nature will not help you shortly	42%
	c. I can't be your friend anymore because of your arrogant nature.	18%

Iraqi EFL learners compliment personality charateristics in their different speech acts. Table 41 illustrates speech act on how they compliment personality charateristics in situation 40. The majority of Iraqi EFL learners (42%) compliment as "You should be polite to everyone; this nature will not help you shortly". The lowest majority of learners' (18%) compliment as "I can't be your friend anymore because of your arrogant nature" and 40% of learners compliment the personality as "As a friend, I am telling you because of your arrogant nature no one will talk to you".

4.4. Summary

This chapter highlighted the findings from the Iraqi EFL learners on pragmatic use of compliment speech act. 150 Iraqi EFL learners have participated in the study. The findings are collected and compared with each group. The data were analysed on

the basis of searle's theory and the three main categories of compliments i.e. skill, possession, and personality. After analysing the data, the next chapter deals with the discussion on the collected data among groups.

5. DISCUSSION

Pragmatics is a modern term related to philosopher Charles Moriss (1938), who was concerned in defining the overall structure of a field of signs or semiotics. He distinguishes three branches of semiotics: syntax, semantics, and pragmatics (Levinson, 1983). Moriss (1933, in Saeed: 1997) describes pragmatics as the study of "the relationship of signals to interpreters" as part of his semiotics theory, alongside syntax and semantics.

As a result, Moriss defines pragmatics as users' use of language in real-life settings. He then expands the scope of pragmatics in accordance with his own behavioristic semiotics theory, which is a sufficiently accurate definition of pragmatics that it covers all psychological, biological, and sociological events (Levinson, 1983). Pragmatics is a relatively new branch of linguistics with roots in language philosophy. The work of Charles Morris, Rudolf Carnap, and Charles Peirce in the 1930s is credited with establishing pragmatics (Huang, 2007).

The study is different from previous researchers like the study of Shaheeb & Jibreen (2008) is theoretical based. Theoretical based study cannot have the originality and perspectives of respondents (learners) as the current study found the miscommunication among Iraqi EFL learners. Previous studies have not discussed in the Iraq such as Briska (2013) study have researched in Hausa social context and Duan (2011) researched in China. Therefore, the study aims to focus on pragamatic use of compliment speech act verbs by Iraqi EFL learners. The study focused on classification of speech acts by Searle's theory and three main complimenting acts i.e. skill, possession, and appearance.

The study found five speech acts in Searle's theory i.e. representative, directive, commissive, expressive, and declarative.

1. In representative terms, the study found Iraqi EFL learners compliment to each other in informing, suggesting, objecting, and blaming.

2. The study observed that in the responses, Iraqi EFL learners have different manners to compliment in their directive speech acts such as requesting, ordering, and advising.

3. The study observed that in the responses, Iraqi EFL learners have different manners to compliment in their commissive speech acts such as promising, and offering.

4. The study observed that in the responses, Iraqi EFL learners have different manners to compliment in their expressive speech acts such as welcoming, thanking, apologizing, and praising.

5. The study observed that in the responses, Iraqi EFL learners have different manners to compliment in their declarative speech acts such as declaring any rule.

In searle's theory, these classification of acts states that Iraqi EFL learners know how to such speech acts while complimenting in any manner.

Compliments are favourable expressions of opinion that are widespread in everyday conversational encounters between people of equal or higher rank. A complement can be used to start a conversation or smooth conversational contact by enhancing the interlocutors' bonds of solidarity. People frequently compliment traits such as physical appearance (clothing, hair), appearance, ability, or achievements. Therefore, the chapter also discusses the pragmatic use of compliment speech act verbs by Iraqi EFL learners, for which the study focused on three categories such as skills/abilities/performance, possession/appearance, and personality characteristics. According to Holmes (1988), a complement is a speech act in which the speaker or the "hearer" openly or implicitly gives credit to someone other than the speaker, usually the person addressed, for some "good" (possession, characteristic, skill, etc.). A compliment can be viewed as a positive speaking act, but it can also be viewed as a face-threatening conduct (FTA).

In the study, Iraqi EFL learners compliment positive semantic structure in skill and possession such as 'nice, wow, good, beautiful' while learners compliment positive as well as negative sematic structure like angry, kind, bad, good as nature in personality charateristics. On the semantic level, Al-Rassam (1999) stated that each compliment must consist of atleast one term which have positive semantic structure.

The study also observed the variation in percentages in options A, B, and C of hypothesis 1, 3, and 4 (table 1) which means there is lack of knowledge to use the compliments in speech acts accurately. This shows that hypothesis 1, 3, and 4 are

rejected due to lack of proper guidance and communication. However, there is much similarities in the options A and B or B and C means Iraqi EFL learners have much competence in the speech acts while complimenting skill. Finally, it can be said *Iraqi EFL learners effectively use speech act verbs pragmatically while complimenting skills* (hypothesis 2 is accepted).

CONCLUSION

Here the study gets to the end of the investigation. It aims to draw conclusions based on the preceding chapters' research and findings. The section summaries of the thesis in the terms of conclusion, implications, and suggestions for future research.

There are a total of five chapters in this study. The first chapter of the thesis is an overview, in which the research's gap, the technique used, and the relevance of the study were described and demonstrated. The second part of the paper focused on the researcher's theoretical framework. Phenomenological applications of complement speech-act verbs, their grammatical functions and forms were examined in chapter two. With this emphasis on syntactic and semantic characteristics of performative verbs, the study referred to the Concept of Pragmatics and its component parts, semantically and morphologically.

To address this, the study used academic writing examples selected to test theories of Speech-Act Verbs and Pragmatics in academic writing. This study's methodology was detailed in detail in Chapter 3. In Chapter 4, the results of the analysis were discussed. In addition, the participants' study findings and praise speech-act verbs were discussed in detail in Chapter four. In Chapter 5, the inquiry was brought to an end with a discussion of the findings.

Conclusion

The results concluded Iraqis favoured the long compliment responses because they believed that a longer compliment response indicated greater sincerity on the part of the giver. The mixture of speech acts were identified in Searle's theory such as representative, expressive, commissive, directive, and declarative. According to the findings Iraqi EFL learners use these speech acts in complimenting the different situations. Thanking, apologising, requesting, advising, declaring, welcoming, asserting, insisting, refusing, suggesting and so on are the compliments used by Iraqi EFL learners in their speech acts. However, learners use negative semantic structure such as angry, bad, cruel, and son on while complimenting in their speech acts. Positive semantic strutures also used by the Iraqi EFL learners.

Implications

Overall, students said studying English should focus on improving their grammar, vocabulary, and pronunciation. It is important for the Iraqi EFL learners to develop their pragmatic competence to communicate in the English. This study shows that students' mindsets need to be shifted as well. Consequently, the students' choices and understandings of the relevance of pragmatic competence may become hurdles for growing their pragmatic knowledge. As a result, Iraqi EFL learners must have opportunities to practice speaking English outside of the classroom as part of their English-language education at the secondary school level. High school students pragmatic competency is lower than should be because of a lack of practical resources and opportunities for practice. Teachers must help the students to enhance their knowledge level and competence in the speech acts.

Recommendations

The enhancement of grammatical competency needs EFL teachers rethink the English course's cultivation goal. More practical courses, such as writing, translation, and speaking, are offered to students to practise in order to reinforce their language abilities. Input courses, such as listening and reading, can be exposed to students anywhere and anytime with a variety of styles; more practical courses, such as writing, translation, and speaking, are offered to students to practise in order to reinforce their language abilities. The educational materials should be authentic and current. Aside from texts designed to help students pass particular types of exams, teachers could select more authentic supplementary materials to encourage pupils to learn more. The traditional grammar teaching strategy should be questioned; teaching is the primary means of acquiring knowledge. Traditional teaching methods should be replaced with communicative teaching methods focused on real-world problems and a focus on meaning. A teacher's position should be shifted to that of a counsellor and an aid, while pupils should be treated as performers and speakers. If they take the lead in class, they will be more engaged.

Limitation of the Study

This study is limited to the Iraqi EFL Students. Actions to recommend only the type of practical action that represents the type of speech act verbs that are fundamental in the performance test of the Iraqi EFL students. The participants of the study are Undergraduate Iraqi EFL students at the University of Diyala's Department of English in the College of Education for Humanities for the Academic Year 2021/2022. The research takes more time and resources in collecting the data, therefore, there were limited number of students because of time constraints and the difficulty in administrating so many students. One approach was used to collect the data which is the Discourse Completion task (DCT). The age range was limited as well as test period was also short.

Suggestions for Future Studies and Development

The findings of the study are expected to be valuable for future studies on compliments and responses to compliments in Iraqi women and men, according to the study's lead author.

The study focused on the verbal act of responding to praise, which necessitates greater proficiency in social interaction. Additional research is needed to examine the various factors that could influence the execution of this difficult speaking act. Future studies should pay close attention to disparities in offence severity between men and women, as well as between different ages and sexes. Greater samples and additional cases should be included in future studies to ensure that the conclusions drawn from them are valid.

Compliments and compliment answers, as well as other speech acts like advice and complaint, should be studied more closely in terms of comparison for the purpose of speech act theory.

Students should be encouraged to use the grammatical rules they learn in school in their conversations, according to the study. When making a speech act of praise, they should also be cognizant of the social and cultural conventions of English. Research on Iraqi EFL students' social and linguistic pragma transfer is also

recommended by academics. Research on the pragmatic applications of complement speech-act verbs is needed.

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LIST OF TABLES

LIST OF FIGURES

APPENDIX

Discourse Completion Tasks (DCTs)

Instructions: The study I conducted for my master's thesis, titled "Pragmatic Uses of Compliment Speech-act Verbs Among Iraqi Foreign Language Learners," focused on how Iraqi English language learners use speech actions. Do the Discourse Completion Tasks and reply to the following speech situations in English? You don't need to put your name on this since it's not an exam. The purpose of this DCT is to identify how you communicate various speech actions while speaking English as a second language. In this method, we will be able to see how your original language influences your ability to speak the target language. That was so kind of you to do.

Please go through the following instances of praising in three distinct settings to learn more about the speech act. When given a speech circumstance, you are supposed to respond with the natural English term you would use if replying directly in that language. The following tasks must be completed in 30 minutes.

RQ1/ Situations According to Searle's theory, how do Iraqi EFL students use compliments to classify speech act verbs?

Representative

1. You are a 23-year-old girl studying MBA (Masters of Business Administration), and your parents want to get you married as they think the higher study is not important for girls. What would you express for your admiration?
   a. I will not get married before my studies get completed
   b. I will get married if my in-laws will support my studies shortly
   c. I will drop my study and listen to you

2. Due to an outbreak of covid-19, Priya is roaming without practising social distancing. You have seen her from the balcony. What would you assert to her as a friend?
   a. You should follow social distancing rules
   b. If you can't follow the rules, you should stay home
   c. You don't care for yourself and others too.

3. In your neighbourhood, you see that children often disrespect their parents. As a neighbour and close friend, how would you express this to the children?

   a. Respect your parents, they are like God for us.

   b. Parents are originators, we must not disrespect them

   c. If you disrespect, then your children will also disrespect you in the near future.

4. Your friend is coming home for group studies but while studying, her points are not clear to you? How would you represent yourself in the situation?

   a. Can you make your points clear in a better way?

   b. You are not good at studies I do not understand what you are saying?

   c. I will study alone, I don't need your help.

   Directive

5. You see that you forgot to bring a pen with you for your exam, if you want to ask your friend for one. How would you express your request?

   a. Could you lend me a pen, please?

   b. Give me your pen .

   c. Ask your friend if he has as I know you won't have an extra pen

6. In the office, your employer is rude to you; how would you respond?

   a. Sir, please will you talk politely? It's not good for the work environment.

   b. You can't talk to me like that.

   c. I am resigning. I can't work here anymore.

7. Your mother is fidgety about her work-life balance and as the eldest daughter, how would you advise her?

   a. Leave the job if you can't handle both things

   b. I will help you with the household work, you can see your office.

   c. I will plan your day so that you can handle both things.

8. You and your friend enter the restaurant, after seeing the menu card, you call the waiter, how would you ask/order the situation?

   a. Go and get the food

b. Nice restaurant, will you please take my order?

c. Hurry up, go and get the food. I will not wait for a long time

9. You know your friend Ruksar has a diamond necklace; you want to wear at the wedding party. How would you compliment the situation?

a. Hey, you have that diamond necklace right, could you lend me for a day?

b. I want your diamond necklace for the wedding party

c. That diamond necklace will fit me cool. Please, could you lend it to me?

Commissive

10. Sahil is having some mental issues, as a sister you discuss this with your parents. How would you express the situation?

a. Brother, let's make a plan to play your favorite sport in the evening.

b. Let's plan for a short trip.

c. Hey brother, we will go shopping today.

11. Your wife is asking and insisting that you give her a gift on her birthday. How would you say?

a. I will promise you to gift a gold bracelet on your birthday

b. It is a surprise, I promise.

c. I will not promise but I will try to you something

Expressive

12. You invited your friend Sana to the 25th wedding anniversary of your parents, here she is wearing a black saree at the party. How would you express your opinion of her?

a. Sana, you are looking gorgeous

b. Thank you for coming, but I must say your saree looks elegant.

c. Thanks for coming. You are looking completely different.

13. Heena is a hardworking girl; as a result, she got a promotion in the office. How would you compliment her as a colleague?

a. Wow, Heena congratulations, I'm happy for you

b. Great job Heena, Keep working hard

c. Congratulation Heena, let's have a party.

14. You are playing cricket on the ground and mistakenly, you hit an old person with the ball. How would you express the situation?
    a. I apologize, uncle, it's my mistake
    b. Did you get more hurt, let's go to my house for first aid.
    c. I will not do it again please forgive me.

15. Sneha, your friend, sees you at the mall. She comes and meets you when you are paying the bill; you see that you do not have enough money in the purse. You are returning a few things but she stops you and pays the remaining bill. How would you compliment the situation?
    a. Thank you Sneha, you are so nice
    b. I am thankful for your helpful nature
    c. Thank you, I will return your payment soon.

16. You throw the success party at your office and invite your rival to the party. And when he comes, how would you compliment the situation?
    a. Welcome, and enjoy the party.
    b. Nice to see you at the party, have fun.
    c. I think that you will not come, but welcome.

17. Haya and you meet suddenly in the park. She looks at your shoes and she compliments the shoes. What would be your speech act in this situation?
    a. Thank you for complimenting
    b. You are so nice; I will get you a new one
    c.   Oh, thank you, dear, you have also a good one.

18. You are poor in your studies but with the support of parents and teachers, you pass the exams. How would express the situation?
    a. Thank you so much for the support
    b. I think I could not pass but with your support, I passed the exam
    c. You have made a bright future for me, from now I will do more hard study.

Declarations

19. In the office, an employee has leaked some confidential details to another company resulting in a profit loss for the company. How would you compliment the situation?
    a. You are fired, leave my company
    b. If anybody in the company tries to do any fraud then there is a penalty of heavy amount and jail of 2 years.
    c. I will give you a chance to prove yourself to the company. Go and get back to your work

20. You are getting late to the office, but couldn't find any conveyance. And last you find your friend who is also getting late? How would you compliment the situation?
    a. Give me the lift please, I am getting late, I beg you
    b. Your office is just 15 min away from my office, you can give me the lift
    c. You go as you are also getting late; I will wait for more for conveyance.

RQ2/ How Iraqi EFL students pragmatically use speech-act verbs while complimenting for-

Skill

21. Ananya is a sketch artist. Once you visited her house and saw her sketches. How would you compliment her skill?
    a. Oh, sister, it's so amazing
    b. It's looking so realistic; I can't take my eyes off it.
    c. Wow, I want to learn your art, will you teach me?

22. Syed is a famous cricket player and he won the trophy for his country in the match. As an audience what would you compliment?
    a. I know he will win. He plays excellent
    b. Yeah, my favourite won the match. One day, I will also play like him
    c. He is the best cricket player I have ever seen

23. Suhana plays good badminton and you see her playing. How would you compliment her as a neighbour?

a. You play so well

b. Oh nice, you play like just an experienced player

c. Suhana, you must try for a higher platform as you play like a winner

24. Azeez is very good at vocabulary. You notice him in a vocabulary competition exam. How would you compliment his skill as a friend?

a. Your vocabulary is on another level, I am amazed to see it

b. How you are so good at vocabulary, can you teach me?

c. Wow, I am impressed with your skill.

25. You visit your friend Rehman's house; you both are going for a long drive. What would you say to compliment him on his appearance?

a. You look better than you think you do, Rehman.

b. I'm amazed to see you in a different look.

c. Wow, Rehman you look great.

26. Roma, a student dancing at her annual college party. After her performance, how would you compliment her skill as a teacher?

a. I appreciate your skill.

b. I have made no mistake in choosing you for the performance. Proud of you child

c. Excellent, you are always a bright student of the college

Possession/Appearance

27. You are invited to a party where you meet your cousin and the accessories complete her look. How would you compliment her appearance?

a. Nice to meet you, cousin; you are looking gorgeous

b. Your accessories are making you more elegant; from where did you buy them?

c. Oh my God, you are failing other girls in front of you

28. Shoiab purchased a new car and he invited you for a ride as a friend? How would you compliment the appearance of the car?

a. Hey, Shoiab colour of the car is so eye-catching

b. Nice car, this makes your appearance more classy

c. You have good taste in the selection of the cars

29. Megha and Sumedha are twins. They are identical twins. As a guest in their house, you looked at them for the first time. What would your compliment on the situation be?
    a. Oh, no I have heard about twins but never seen any in my life
    b. Can I touch you both?
    c. Nice to meet you both. Come to my house. My children will be happy to meet you both

30. You and Shafaq went shopping and after looking at so many shops, you selected an evening gown for her as you think she would look good in it. How would you express the situation?
    a. Hey, look, this gown will suit on you
    b. Shafaq, this gown will make you a star of the party. You should try it
    c. I must say the colour and work on the gown will make you attractive

31. Kashaf and Zarun, a husband and a wife, were invited to dinner at your house, so how would you compliment their appearance?
    a. Welcome, both of you. You look made for each other
    b. You both are looking adorable. Have a sit
    c. I must say, brother, your wife is so beautiful. Enjoy the dinner

32. Adem is going for a first-time interview. As an experienced friend, you come to his home and prepare him by giving him some tips. How would you compliment his look?
    a. You have a good personality, which will be an advantage in your interview.
    b. You will select definitely; your personality will force them to select you
    c. I know you are a fresher, but your confidence and personality will put this job in your hands.

33. As you enter the mall, you see your friend trying on dresses which makes you think that they do not make her look pretty. What would you say to compliment her?
   a. These dresses do not suit you; I think you should try a new type
   b. We must go to another mall; these dresses do not make you attractive
   c. You should try some dark colour; it suits you.

34. While visiting your friend John in his house, you find his daughter wearing a new dress. What would you say to compliment her on it?
   a. You look like a doll
   b. Your eyes are really attractive
   c. Hey, my princess, your new frock is making you so pretty

   Personality

35. Krish has a helpful nature. He helps everybody without having a second thought. As a friend, you are delighted about his nature. How would you compliment his personality?
   a. Krish, you are so kind
   b. I must say, I have such a good friend, I will also follow your path
   c. You are so helpful. May God bless you always, Krish.

36. You notice that your neighbour is helping an injured dog. How would you compliment her personality?
   a. Aunt, your nature is so kind
   b. You are so good, Aunt; otherwise, who cares for anybody in the world
   c. I see the bonding between you and this dog because of your helpful nature

37. You and your friend had a worse discussion on a topic in which you think he is wrong. How do you compliment the situation or compliment his appearance?
   a. He fights so aggressively. How he can say I am always wrong
   b. He has such a violent nature; I will talk to him from now
   c. My other friends are right don't talk to him; he doesn't have a good sense of talking

38. In the examination hall, you tried to help your friend Sunaina in the exam but by chance, you both get caught and your friend blames you rather than feeling apologetic for you. How would you compliment her appearance in this situation?
    a. Sunaina, instead of feeling apologetic, you are blaming me. How disgusting you are?
    b. I am not expecting from you like this. Shame on you
    c. I was helping you and you are blaming me for the cheating, you are so cruel

39. While you were spending your holidays, you met your friend Priyal. You notice her nature. How would you compliment her on it?
    a. It's been a nice holiday with you, my sweet friend
    b. I am lucky to have you as a friend
    c. I would like to come with you on holiday again because of your joyful nature

40. Your friend is from a rich family; therefore, she is so arrogant. How would you deal with the situation?
    a. As a friend, I am telling you because of your arrogant nature no one will talk to you
    b. You should be polite to everyone; this nature will not help you shortly
    c. I can't be your friend anymore because of your arrogant nature.

    Dr. Najwa and Dr Raid helped me in analyzing the data

LIST OF ATTACHMENTS

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