Ministry of Higher Education and Scientific Research

University of Babylon ِCollege of Education for Human Sciences ِDepartment of English

Advice and warning expressions used by EFL university students

A Paper Submitted as Partial Fulfillment of Requirements for B.A. Degree in English language

By/

Zahraa Adnan Ajaj

Supervisor by//

Dr.Wafaa Fasial

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

وَقُلِ اعْمَلُوا فَسَيَرَى اللَّهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ وَسَتُرَدُّونَ إِلَى عَالِمِ الْغَيْبِ وَالشَّهَادَةِ فَيُنَبِّئُكُمْ بِمَا كُنْتُمْ تَعْمَلُونَ»(التوبة - 105)

صدق الله العلى العظيم

Acknowledgements

I would like to express my gratitude to my supervisor

Dr.Wafaa Mokhlos Fasial and l would like also to thank my family who help me throughout doing my research paper.

Table of contents

Chapter one:

Introduction

1.1 Statement of the Problem

Advice is the directive act by which the speaker directs the hearer to do a particular future action which carries an interest to the hearer. Warning is the directive act by which the speaker warns the hearer against doing an action .

The problem can be seen in the following :

1. Iraqi EFL learners are confused whether it is warning or advice.

2. Iraqi EFL learners face difficulty in producing act of advice and warning.

1.2 Aim of the Study

This study aims at detecting the following:

1. Iraqi EFL learnersin face difficulty recognizing and producing the S(speech)A(acts) of warning and advice

2.Finding the reasons behind students' failure and attempting to find possible solutions, and exploring the main strategies that Iraqi EFL learners employ in performing the SAs of warning and advice in particular situations.

1.3 Hypotheses

It is hypothesized that:

1)   Students commit more errors in producing SAs of warning and advising than recognizing these two SAs.

2)   Iraqi EFL learners show a tendency towards using a particular strategy to express the SAs of warning and advising

3)   They also confuse in using the SAs of warning and advising with other relevant SAs at the recognition and production levels.

1.4 Value

This study is of benefit to Iraqi EFL teachers as well as researchers in the field of linguistics who are interested in the various applications of the SAs theory. levanter one.

1.5 Limits

This study is limited to analyse the SAs of warning and advising as recognized and produced by Iraqi EFL
Fourth stage/English Department/college of Education For Human Science/Babylon university/during the academic year(2021-2022)

Chapter two

Literature Review

2.1 Speech act of Advice

Advice is the directive act by which the speaker directs the hearer to do a particular future action which carries an interest to the hearer. That is, when the speaker advises the hearer to do an action, he/she suggests that the hearer performs it while presupposing that it would be good for him/her to perform it.For example, an utterance like 'I advise you to read every day' carries an interest to the hearer since reading everyday would lead to success(Wierzbica,1987:169). Searle (1969:67) views that "contrary to what one might suppose advice isn't a species of requesting. It is interesting to compare "advise" with "urge", "advocate" and "recommend". Advising you is not trying to get you to do something in the sense that requesting is. Advising is more like telling you what's best for you". According to Searle's point of view, in the utterance 'I advise you to leave', the verb 'advise' issues the illocutionary force of the act of advising, and that force has a meaning similar to the illocutionary force of urging and recommending since all of them carry an interest to the hearer. On the contrary,the act of requesting brings an interest to the speaker; therefore, it is not interrelated with the act of advising. Further, the utterance, 'you better re-readthe book of linguistics' is taken as an advice although it does not contain the verb 'advise'. The illocutionary force of advising in this utterance can be recognized by the hearer because it informs him/her to do what the best action is, Searle (1979:28-29) states that the act of advising (as warning) can take two illocutionary points. It takes the directive point and the assertive point. Forexample: "I advise you to go there (Directive)." and

Passengers are hereby advised that the train will be late (Assertive)". In the first utterance, the speakeradvises the hearer in terms of directing him/her to do a future action (to gothere). In the second one, the speaker advises the hearer by

asserting somethingwhich is not in the hearer's interest (the train will be late) and at the same time,he/she tries to get the hearer to do something about the uninteresting thing.As such, Rintell (1979:99) states that the speaker must believe that the actionhe/she advises the hearer to perform has positive consequences to the hearer andhe/she must be certain that the positive consequences will occur. It can beconcluded that the act of advising is considered as a hearer-based since it bringsinterest to the hearer; and in order for the act of advising to be felicitouslyperformed, the hearer must benefit from it. On this basis, one cannot perform anadvice by uttering an utterance like 'I advise you to be careless with yourstudying duties' because it has a negative consequence to the hearer Speech Act of warning used by EFL Student

2.2 Speech Act of Warning

Warning is the directive act by which the speaker warns the hearer againstdoing an action. That is, to warn someone from doing an action is to suggest thathe/she should not do it, and it would be a matter of risk if he/she does it as inthese two examples: "I warn you from driving so fast" and "I warn you that youshouldn't drive so fast". The addresser, by these two utterances, warns theaddressee against doing a bad action(which is driving so fast). Warning carries ameaning which includes request and command in a sense that the address warns the addressee in terms of requesting and commanding him to stop doing abad or unpleasant action. The propositional content of warning (as a directiveact) must predicate a future act of the hearer. For example, the utterance 'I warnyou to stop smoking' shows that the hearer is directed to do a future action(which is stopping of smoking), but the utterance 'I warn you that smoking is sodangerous' does not predicate a future action of the hearer. It has an assertivemeaning in a sense that the speaker

4

asserts something to the hearer (which issmoking is so dangerous) (Parker and Riley,2005:21; Searle,1975:71)

2.3 Conditions of Warning

According to Searle (1969: 59-69), felicity situations are a set accountable for growing the illocutionary pressure of a given utterance, an offer markedly exclusive from Austin's which makes a speciality of the present guidelines. When uttering the sentence (T), the speaker (S) intends to warn the hearer (H) in opposition to the proposition.(p) supplied that the subsequent situations are satisfied both the S and the H are ordinary and aware human beings, i.e. they don't have any bodily problem.The S thinks the H have to carry out a destiny motion this is in his hobby.The S intends the H to accept as true with to do the motion this is withinside the H's hobby .The S believes the H has the cappotential to do what the S tells him in order for the H.to keep away from a price.The S believes that the H prefers the S to do the motion instead of now no longer doing it.(Both the S and H apprehend (T(.The S locations himself below responsibility to do an motion by means of uttering it.Both the S and H critically behave in ordinary instances according with.conversational procedures, i.e. they're now no longer kidding or appearing in a play

.(T), while uttered, carries a few illocutionary pressure indicating tool (IFID) The S thinks he might now no longer do the movement .

2.4 Strategies of Warning

1 Direct Warning (Explicit and Implicit)

Yule (1996:54) claims an utterance is called an

immediate SA each time there exists a near connection among its shape and function. According to Palmer (1981:162), specific warnings are formulated while the speaker makes an utterance containing an expression naming the act. Let's take the subsequent trade among the zoo-keeper (A) and a visitor(B

.A: I alert you that the bull is dangerous

B: Er…I'll preserve away

Explicit performatives, in standard, are syntactically marked via way of the primary individual as their topics with the verbs withinside the gift easy tense, and it's far feasible to insert the adverb hereby earlier than their performative verb (Yule, 1996:51). As such, A's starting flow

."may be paraphrased as " I hereby alert you that the bull is dangerous Implicit caution is in particular done in phrases of imperatives. Mey (2009:1002) argues that implicit speech acts are characterised by means of missing the performative verb naming them. Nonetheless, there exists correspondence among the shape of an utterance and its function

Consider the subsequent change among someone (A)

:B) who has been tormented by highblood pressure)

A: You appearance pale. What's the matter

B: I even have a horrible headache. I had salty soup withinside the morning.

.A: Oops! Avoid immoderate quantities of salt and fat.They'reharmful for you What is extra, Quirk etal. (1985) assert that implicit warnings may be done by

means of quick announcements (e.g. Fire!) that are linguistically found out by means of elliptical constructions. This is stimulated through the reality that generating elliptical expressions in conversations is improperly wanted as it saves each effort and time. As a result, the H's venture is to decode the audio system' message, relying at the contextual elements that assist him to get better the deleted factors and, subsequently, is familiar with the S's communicative intent.

2 Indirect Warning

Motivated by means of face-saving this is constant in conversational interactions, oblique SAs, which includes caution, permit for the H now no longer to do the motion postulated via way of the speaker. Leech (1983) states that "the diploma of indirectness correlates to the diploma to which the addressee is permitted the selection of now no longer acting the."proposed motion

If- conditional approach is one of the main techniques that audio system hotel to for you to carry out oblique caution. Quirk etal. (1985) verify that the state of affairs withinside the essential clause relies upon on that withinside the subordinate conditional clause. Declaratives co-ordinated with conditional clauses may also accomplish caution defined as hypothetical following the sentence pattern: If youdo now no longer or do X, Y will occur (Searle, 1969: 69). This method is commonly used whilst the speaker affords a direction of motion which the hearer ought to perform if the latter desires to save you a terrible situation from taking location. The bad scenario is implied withinside the matrix clause, at the same time as the subordinate if -clause features as a mitigating tool highlighting the optionality variable of caution

(Hernandz,2001:198). Consider the subsequent talk among a overseas student (A), bored with seeking out a accommodations to briefly stay in, and the proprietor of :(B) of a flat to be rented

.A: A pal instructed me I would possibly locate a few lodging here

B: Yes, I even have were given a vacancy

?A: How a good deal is it

.B: IQD.150,000 a month, which includes lightning

?A: Could I actually have study the room

B:Yes. But, ifyou don't pay the lease in advance, you won't go room

foregoing communicate, the proprietor warns his companion now no longer to postpone paying the lease. The caution utterance in formidable kind has the situation protected in if clause. In unique contexts, waning is expressed in phrases of query. This method is commonly performed via way of the inferior peoplewhentheywarn the advanced ones to maintain steady theasymmetrical relationshipsthat holds among them. As such, an employee, who is aware of approximately the formalities of maximum companies, can use the subsequent query to warn his boss who's approximately to signal a agreement with a famous Japanese company

Is it now no longer time to provide our Japanese colleagues a duplicate of statement Seen as "preliminary step for ulterior purpose", caution hints makes use of the relevance maxim of co- operative precept postulated by means of Grice and advanced via way of advocates of relevance idea in conversational interplay (Leech, 1983:97). In this approach, the H ought to apprehend each the S's initial and implied desires to cooperatively communicate. For

illustration, don't forget the speak beneathneath among a well-behaved skilled younger guy and a teen who has currently fallen in love, wherein the previous not

:directly warns the latter towards enticing in such behaviour

 A: You appearance out of sorts, my dear. What is the matter)

B: Err I… I'm in love. Could you inform me what it's far like

.A: Easy to start, tough to cease and not possible to forget

2.5 Structure of Advising and Warning

Structure of the Speech Act of Advising and warning using by EFL Student general structure of speech act in general, and speech of advising in particular is as follows: Any speech act can have two clauses. In other words, speech act =performative clause which conveys the force of action + prepositional clause which conveys the meaning of the action. E.g. I advise you to study hard.

In this example 'I advise you' is called performative clause because this clause actually performs the act of advising i.e. advising. The function of performative verb is to name the speech act which here is speech act of advising. The second clause 'to study hard' is prepositional clause which conveys the meaning of the utterance i.e. to study hard. Concerning the tense of the speech act of advising, it has to be present simple tense. Simply because the action refers to

the moment of speaking and onward. As for the subject, the subject of speech act of advising can be first person singular or sometimes first person plural which presents the 'royal we'. 'We advise you, to study hard'. The function of 'we' may indicate plurality, power, respect or even speaking on behalf of others. The active and passive voice can be implemented in performative verb. 'You are advised to study hard'. The performative verb is

'are advised' which is passive voice. In regard to the use of the adverb

'hereby', it can be used between the subject of the speech act and the verb. e.g.

'I hereby advise you to study hard'. Finally the speech act of advising can be of two types: A) explicit, and implicit. Explicit performatives which must have the performative verb i.e. advise, simply because the performative verb names the type of the speech act. Implicit performatives which have no performative verb. E.g. of implicit speech act of advising can be this sentence, 'if you want to pass the examination, you must study hard'. Grammatically speaking, it is an if clause, but semantically speaking it is the speech act of advising. (Allen, 1986 & Wirya, 2014) .

Chapter three

1 Testing

defines language testing as any means of checking what the students can do with the language and what they cannot do with it.

3.2 The Characteristics of a Good Test

There are two important characteristics of a good test which are:

3-2-1. Validity

Al-Hamash and et al.states that " a test is valid if it measures what it is supposed to measure. It should be related to the content of the course. The most important types of validity are:

Face Validity

It means the way the test looks to the examinees, supervisors or in general to the people concerned with the education of the students.

The present test has been approved by the following supervisors :

1- Prof.Dr.saleh Mahdi Aday Al-mamouri
2- prof .Dr.muneer khudair
3- Asst.prof.Lihadh Mubarak

Content Validity

It is the extent to which the test can cover, as far as possible, the material to be tested.(Ibid.)
11

Reliability

It is the stability of the test scores. If the same test is given twice to the same group of Learners under the same conditions it would give the same results. (ibid).

The Sample of the Test

A randomly sample of students are chosen from the fourth stage,Department of English, College of Education for Human Sciences, University of Babylon. This sample consists of thirty students (males and females). They are native speakers of Iraqi Arabic.

Test Design

The present test includes two questions that reveal to us the ability of students who study English as a second language to use phrases of advice and warnings,,, The first question includes the ability of students to form sentences of advice or warning and complete sentences with the appropriate phrase,,, The second question consists of twelve points It includes a correct choice of the phrase to complete the sentence,,, The sample is for students of the fourth stage who speak Arabic and study English as a second language that reveals the extent of their ability to use and understand phrases of advice and warning

Chapter four

Data Analysis

After correcting college students' responses to the take a look at they're given, the subsequent outcomes were reached at as a ways as the primary query approximately recommendation conditions is concerned:

The advice and warning expressions test Q1 Item correct percentage incorrect percentage

1	20.	40%.	12.	27.5%
2.	23.	55%.	15.	26.7%
3.	27.	69%.	8.	12%
4.	25.	59.7%.	11.	20%
5.	23.	56%.	13.	24.5%
6.	27.	69%.	8.	12%
7.	22.	54%.	17.	28.7%
8.	20.	43%.	14.	29%

The test Qll (second table) the second question was multiple choic questions

Item.	Correct	Percentage.	Incorrect	percentag
1	18.	25%.	13.	22%
2.	14.	22.7%.	20.	30%
3.	22	49%	14.	24%
4.	25.	50%.	12.	20%
5.	17.	39%.	15.	27%
6.	20.	45%.	11.	18.7%
7.	27.	57%.	9.	15%
8.	26.	55.7%.	10.	17%
9.	24.	54.7%.	9.	15%
10.	27.	58%.	11.	16%
11.	28.	69%	5.	7%
12.	20.	45.5%	12.	18%

Situation (1):

- thirty college students used the direct approach with the subsequent numbers and percentages:
 (30%), 21 college students used the performative (40%), and no scholar used the declarative creation with ought to/must/must. 10 college students used the oblique conventionalized approach thru the subsequent creation with ought to/must/must. 10 college students used the oblique conventionalized approach thru the subsequent structures: 6studentsused the declarative creation with" should and would possibly" scoring(12%) and four college students made use of the interrogative one scoring three20%). No pupil in any respect used the oblique non-conventionalized method

Situation (2):

represented through the usage of hints.(15%) of students used the negative warning (shouldn't, wouldn't, don't have to)(4%) of Students used weak warning otherwise about (10%) of the the college Student choice the type of strong warning

Situation (3):

-        A big variety of college students, extra specially 27 college students, hired the oblique conventionalized approach through the interrogative creation scoring 42%, even as 23 of them used the direct method with15 college students using the declarative constructionscoring30% and eight college students using the vital had been at the rating of 16%.

Situation (4):

-        A excessive percent changed into scored via way of means of the direct approach the use of the vital creation to attain 60% and the performative forty%. The oblique conventionalized and oblique nonconventionalized techniques scored no percent whatsoever.

Situation (5) :

-        The range and percent of the students responses to the conditions they had been given might be distributed among the direct and oblique conventionalized techniques: 15 college students used the vital with the subsequent percent 30% and 15 college students used the per formative with the share of 30%, while 12college students used the declarative with "can/should/would possibly" to attain 24%, eight college students used the interrogative scoring 16%, and a couple of college students used the conditional with "if I had been you" to become with four% as a low percent .

Situation (6):

-        All of the scholars made use of the direct approach: 33 of them used the bad vital with the excessive percent of 66% and 17 of them used the performative to attain 34%. The different techniques scored no percent withinside the least.

Situation (7):

-        Few deployed the oblique conventionalized approach: 15 college students made use of the interrogative buildings to mark the share of30% and seven college students used the declarative with"would possibly and may want to" scoring14%. All the opposite college students resorted to the direct approach: 17 college students made use of the vital with the percent of 34%, at the same time as 20 college students made use of the performative with the share of forty%.

Situation (eight):

-        Equal use become made from the direct and oblique conventionalized techniques: 25 college students sought to apply the
 direct one accompanying the performative scoring 20%, the poor vital 24%,
 and the declarative with "ought to" four%, while 25 college students went to
 apply the oblique conventionalized approach with the interrogative
"why don't you" scoring 50%.The results of the test showed that Iraqi EFL learners, particularly males,are unaware of the social variable of status. They

mostly used the speech act of advice unmitigated (i.e., without downtoners such as just, possibly, and perhaps; committers such as I think/believe, in my opinion; etc.). And also they are not totally aware of the type of the warning expressions and the way and situation we have to used. At the production level, the learners' achievement is poorer because they largely opt for direct strategies in expressing warning and threatening,.Direct strategies of these acts, like if condition and hints, are seldom resorted to,an indication of their pragmatic incompetency

Linguistically, it has been noted the vast majority of the revealing group(around

68%) show tendency to employ imperatives that begin with

Don't in issuing these acts. Be careful and avoid are found in the informants' contribution. Declaratives are less frequently used by these learners. It is noticed that the subjects' performance is free of elliptical constructions when they make the acts at issue .Indirect warning and threatening are not responded to as successfully as is the case with the direct ones, where the learners gain only 43%of correct responses in indirect if conditional strategies as is illustrated by the table (2) below. Brief announcements as an indirect strategy for both acts are responded to at the recognition level better than at the production level. This is traceable to the fact that these learners are unable to recover the missing elements of the speaker's message because they cannot utilize the context skillfully.

Searle (1979:28-29) states that the act of advising (as warning) can take two illocutionary points. It takes the directive point and the assertive point. For example: "I advise you to go there (Directive)." and Passengers are hereby advised that the train will be late (Assertive)". In the first utterance, the speaker advises the hearer in terms of directing him/her to do a future action (to go

there). In the second one, the speaker advises the hearer by asserting something which is not in the hearer's interest (the train will be late) and at the same time, he/she tries to get the hearer to do something about the uninteresting thing. As such, Rintell (1979:99) states that the speaker must believe that the action

he/she advises the hearer to perform has positive consequences to the hearer

and he/she must be certain that the positive consequences will occur. It can be

concluded that the act of advising is considered as a hearer-based since it brings interest to the hearer; and in order for the act of advising to be felicitously performed, the hearer must benefit from it. On this basis, one cannot perform an advice by uttering an utterance like 'I advise you to be careless with your studying duties' because it has a negative consequence to the hearer.

section 5: Conclusion

Advice is the directive act by which the speaker directs the hearer to do a particular future action which carries an interest to the hearer. That is, when the speaker advises the hearer to do an action, he/she suggests that the hearer Performs it while presupposing that it would be good for him/her to perform it.

Warning is the directive act by which the speaker warns the hearer against doing an action. That is, to warn someone from doing an action is to suggest that he/she should not do it, and it would be a matter of risk if he/she does it. From the results of the test we conclude that Iraqi EFL learners face difficulty in recognize and produce sentence which contain warning and advising content.

Bibliography

1/Leech, G. N. (1983). Principles of Pragmatics. London: Longman.

2/Rintell, E. (1979). Getting your Speech Act Together: The Pragmatic Ability of Second Language .Working on Bilingualism.

3/searle ,J.(1969). An Essay in the Philosophy of Language .Cambridge:

Cambridge University Press

John R. Searle, Expression and meaning: Studies in the theory of speech acts. Cambridge, London, New York, Melbourne: Cambridge University Press, 1979.

Yule, G. (1996). Pragmatics. Oxford: Oxford University Press.

Robert V O'Neill, Donald Lee Deangelis, Jack B Waide, Timothy FH Allen, Garland E Allen
Princeton University Press, 1986

Ellen Rintell
Walter de Gruyter, Berlin/New York 1981 (27), 11-34, 1981