

**Republic of Iraq
Ministry of Higher Education And
Scientific Research
University of Babylon
College of Education for Human Sciences
Department of English**



Investigation Iraqi EFL learners in using imperative sentence

A paper

Submitted by

Dhyaa Flaih Hassan

Supervised by

Asst.prof.Dr. Nesaem Mehdi Abdullah

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﴿ وَلَا تَمْشِ بِالْأَرْضِ مَرَحًا أَنَّا نَ تَخْرِقَ الْآرْضَ وَلَن تَبْلُغَ الْجِبَالَ طُولًا ﴾

Nor walk in the earth with insolence , for thou canst not rend the earth asunder nor reach the mountains in height ﴿

Dedication

To my Parents and Teachers

ACKNOWLEDGEMENTS

**To my family for being them with me throughout my studying
years,**

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Chapter One

1.1 Introduction

The imperative should be thought of as a comparative concept, defined as a sentence type whose only prototypical function is the performance of the whole range of directive speech acts. Furthermore, for a non-second-person form to count as an imperative it must be homogeneous with the second-person form, thereby allowing true imperative paradigms to be distinguished from those that recruit alternative structures. This definition of the imperative sentence type allows more accurate cross linguistic analysis of imperative paradigms, and provides principled grounds for distinguishing between imperative and so-called “hortative” and “jussive” forms. It also helps to clarify the irrealis – or better – potential status of imperatives, and suggests an explanation for the cross linguistic variability in the non-directive occurrence of imperatives in good wishes. (Mark, and Kissine.2016: 11.)

1.2 Beyond obligations: the variable force of imperatives

Certain types of utterances, by virtue of being made, bring about obligations on their speakers or addressees. An utterance of a performatively used necessity modal brings about an obligation for the addresser Kamp (1973). Explicitly performative utterances constituting promises or orders do the same for the speaker and addressee, respectively (Searle.1964: 448). It would seem that in the same fashion an utterance of an imperative creates an obligation for the addressee, a view explicitly espoused (Lewis.196:82). Semantically, On such a view, it is tempting to assume that imperatives create obligations for the addressee by virtue of linguistic convention. However, this cannot be right, given that imperatives are also used with a weaker directive force in requests, pleas, warnings, etc. What directive uses have in common is that they are all attempts by the speaker to get the addressee to do something: (Searle.1964: 450). Suppose we had an account of how this happens. Then we could construe order uses simply as attempts to get the addressee to do something in contexts in which the speaker happens to have authority over the addressee, where ‘authority’ means that the addressee is obligated to comply with such attempts of the speaker.

Looking at things this way, it is only by extra-linguistic circumstance that such directives sometimes create obligations.

A directive utterance of an imperative (I) expresses a certain content related to the addressee's future actions; (II) conveys that the speaker wants the content to become reality; and (III) acts as an inducement for the addressee to bring about the content. The imperative in (5a), intuitively, has the overall effects in .

a. Leave!

b. (I) expresses: The addressee leaves; (content)

(II) conveys that the speaker wants the addressee to leave; (speaker desire)

(III) acts as an inducement for the addressee to leave. (addressee inducement)

The content is presumably determined by the system of semantic composition,¹ but what about (II) and (III)? Are they both determined by linguistic convention, or is only one of them so determined, with the other arising in context where appropriate? In order to answer this question, we have to consider the full range of uses that imperatives can have in context, since any effect that is present as a matter of linguistic convention must be universally present. As observed by (Schmerling.1982: 324.), imperatives have a wide range of uses going beyond even the extended sense of directive uses mentioned above: they can be used to merely express a wish, to permit, concede, offer or invite, and also to give advice. We divide the uses of imperatives into four groups, based on how they line up with respect to speaker desire and addressee inducement and the kinds of issues they raise about the proper analysis of imperatives.

A linguistic reflex of the fact that imperatives come with a variety of 'illocutionary forces' and that uttering them brings about the corresponding kind of speech act is that imperative utterances can be subsequently described, depending on the context they are uttered in, with various verbs for acts of communication. In the examples below, utterances of imperatives in (i) can be described after the fact with the corresponding sentences in (ii)..

1.3 Imperatives

A speech act is an utterance that has performative function in communication (Austin.1975: 535). Of the three types of speech acts, Searle (1976) subcategorized the illocutionary act, the act of expressing the speaker's intention, into five sub-groups. We are interested here in the Directives sub-group. Often, a directive can be viewed as an attack (Dung.1995: 321), albeit an indirect one, e.g., "Could you provide the source to me?". The user, to whom this directive is made, undercuts (Pollock.1992: 265.) the attack by responding with some sources. Ervin-Tripp (1976) lists six types of directives one being imperative. Imperatives express a command. Typically the predicate is an action verb and the subject, often eliminated, is second person (you). As well, there can be words of politeness and adverbial modifiers of the verb:

- Please do this sort of check in the future.
- Just avoid those sorts of comments and perhaps strike the one above. Cohortatives (first person plural imperatives) are normally used in suggestions such as, "Let's have dinner together." Some directive sentences from AfD discussions are listed below:
- Add the information, and please give us some information so we can judge these sources.
- Let's avoid compounding the BLP issues caused by the existence of this article, in violation of notability and policies, by having it snow-deleted post-haste.
- You must first discuss the matter there, and you need to be specific.
- Perhaps time would be better spent adding more and improving the article rather than just arguing here.
- Instead of complaining, how about finding such content and improving the article?

Viewing the above examples, some users directly suggest or command other users to do something (the first one). Cohortatives include the user (the second example). The third one is obviously commanding someone to discuss the matter first and to be specific. The first three examples are

imperatives. Some commands include politeness, as illustrated by the last two examples. Since the form of this kind of utterance varies, it is difficult to define a rule for recognizing it by computer. In this paper, we only detect direct imperatives and leave indirect imperative recognition for future work. (Mao.2014:171).

1.4 THE IMPERATIVE IN ENGLISH

In English, as in many other languages, we can influence the person we are speaking to by prompting them to perform or to not perform a specific action. The most direct way of doing this is through the use of the imperative, as the name of this verbal mood indicates. The imperative mood in English is generally used to give an order, to prompt someone to do something, to give a warning or to give instructions. *ibid*

There are several distinguishable forms of the imperative in English:

- affirmative,
- negative,
- exhortative,

As well as the more cordial ways of expressing an order. Let's look at the characteristics of each of these together.

Chapter Two

2.1 AFFIRMATIVE IMPERATIVES

This is the most common and direct form of the imperative. There is only second person singular and plural. It is formed by using the infinitive of the verb without the “to”.

- 1- Hurry up or you’ll miss the show!
- 2- Switch the TV off.
- 3- Put the flour, milk, and eggs in a bowl and whisk until smooth.

Given that this is a very direct way to give orders, it can be accompanied by other expressions such as just, please, and if you don’t mind in order to soften the tone. *ibid*

- 1- Just wait for me here, please.
- 2- Close the door, if you wouldn’t mind.

2.2.1 NEGATIVE IMPERATIVES

The negative form of the affirmative imperative requires the addition of the auxiliaries do + not (don’t in its contracted form) to be added to the infinitive version of the verb without the “to”.

- 1- Don’t be late!
- 2- Do not go to work today.

Don’t keep opening the fridge! *Ibid*

2.2.2 EXHORTATIVE IMPERATIVES

More than an imperative, this imperative is an exhortation and only applies to the first-person plural. In some cases, it is accompanied by please. It is formed using the prefix Let’s + the infinitive of the verb without “to” in the affirmative form. *ibid*

Let us observe a minute of silence, please.

In the negative form, the addition of the negation not is required between the prefix and the verb. *ibid*

Let’s not go in, please.

When the prefix Let by a personal pronoun other than us, the meaning changes to “allow”.

Let me do the washing up for once. Ibid

2.2.3 USING THE IMPERATIVE FOR SUGGESTIONS...

In some cases, the imperative can be used to give suggestions or to make proposals. In these cases, we have two constructions: ibid

Let's + infinitive verb without the “to” (Exhortative Imperative)

- 1- Let's not miss the train.
- 2- Let's take a holiday!

Why don't we + infinitive verb without the “to“

- 1- Why don't we go to the beach?
- 2- Why don't you tell her the truth? ibid

2.2.4 IMPERATIVE + PERSONAL PRONOUNS

In some cases, a personal pronoun can be added to reinforce the imperative value. But, be careful to not appear impolite. This verbal form is only used for a strong and decisive order. ibid

- 1- Can I go home?
- 2- No, you wait another 10 minutes.
- 3- Don't you tell me what to do!

2.2.5 IMPERATIVE ADDRESSED TO A GROUP OF PEOPLE

In some situations, we must speak to a clearly-defined group of people. In that case, we can use words like somebody , everybody, and all . ibid

- 1- Somebody call an ambulance. Quick!
- 2- Everybody sit down, please.
- 3- All rise! (used in courtrooms)

1.7 IMPERATIVE + DO

In some cases, the auxiliary **Do** can be added to give a more formal and courteous appearance to the imperative. *ibid*

1- **Do** come in!

2- **Do** come and visit us next time.

3- **Do** help yourselves to the buffet!

23) Tom ran **out** the door.

(Hall 1986: 4)

Chapter Three

TEST

3.1 what is the test

A test or examination (exam or evaluation) is an educational assessment intended to measure a test-taker's knowledge, skill, aptitude, physical fitness, or classification in many other topics (e.g., beliefs). A test may be administered verbally, on paper, on a computer, or in a predetermined area that requires a test taker to demonstrate or perform a set of skills. Tests vary in style, rigor, and requirements. There is no general consensus or invariable standard for test formats and difficulty. Often, the format and difficulty of the test are dependent upon the educational philosophy of the instructor, subject matter, class size, policy of the educational institution, and requirements of accreditation or governing bodies. Tests vary in style, rigor and requirements. There is no general consensus or invariable standard for test formats and difficulty. Often, the format and difficulty of the test is dependent upon the educational philosophy of the instructor, subject matter, class size, policy of the educational institution, and requirements of accreditation or governing bodies. A test may be administered formally or informally. An example of an informal test is a reading test administered by a parent to a child. A formal test might be a final examination administered by a teacher in a classroom or an IQ test administered by a psychologist in a clinic. Formal testing often results in a grade or a test score. A test score may be interpreted with regards to a norm or criterion, or occasionally both. The norm may be established independently, or by statistical analysis of a large number of participants. (Wainer,2001:1)

3.2 Characteristics of A Good Test

1. Validity:

The first important characteristic of a good test is validity. The test must really measure what it has been designed to measure. Validity is often assessed by exploring how the test scores correspond to some criteria, that is same behaviour, personal accomplishment or characteristic that reflects the attribute that the test designed to gauge. Assessing the validity of any test requires careful selection of appropriate criterion measure and that reasonable people may disagree as to which criterion

measure is best. This is equally true of intelligence test. Reasonable people may disagree as to whether the best criterion measure of intelligence in school grades, teacher ratings or some other measures. If we are to check on the validity of a test, we must settle on one or more criterion measures of the attribute that the test is designed to test. Once the criterion measures have been identified people scores on the measures can be compared to their scores on the test and the degree of correspondence can be examined for what it tells us about the validity of the test.

2. Reliability:

A good test should be highly reliable. This means that the test should give similar results even though different testers administrate it, different people scores in different forms of the test are given and the same person takes that test at two or more different times. Reliability is usually checked by comparing different sets of scores. In actual practice, psychological tests are never perfectly reliable. One reason is that changes do occur in individuals over time; for example, a person who scores low in her group at an initial testing may develop new skills that rise her to a higher position in the group at the time of the second testing. Despite such real changes, the best intelligence test usually yields reliability correlation coefficient of 90 or higher (where 1.00), indicates perfect correspondence and 0.00 indicates number correspondence whatever.

3. Objectivity:

By objectivity of a measuring instrument is meant for the degree to which equally competent users get the same results. This presupposes subjective factor. A test is objective when it makes for the elimination of the scorer's personal opinion bias judgment. The recognition of the quality objectivity in a test has been largely responsible for the development of an aroused and objective type tests. Objective-based tests measure or evaluate the entire human development in three domains that is cognitive, affective and psychomotor. As the name itself indicates they are based on particular objective of teaching and evaluating. They provide proper direction, and thus streamline the whole process of evaluation. These tests are all comprehensives.

4. Norms:

In addition to reliability and validity good test needs norms. Norms are sets of score obtained by whom the test is intended. The scores obtained by these groups provide a basic for interpreting any individual score. (Hanan .2019:online)

3.3 'Imperative'

'Imperative' is the name we give to the types of sentences we have in our languages that appear to be designed to signal our intention to get someone to do something. In English, we recognize sentences of this type by the absence of a subject, while, in many other languages, a special form of the verb is used. So, the Spanish version of is, which is marked by a verb form that can only be used in this type of sentence. (Media, Culture and Language, 2017: online)

(1) Go away!

(2) Vete!

Although basic and fundamental, imperative sentences are poorly understood. They pose a number of problems for linguists tackling problems of meaning and interpretation. Firstly, just specifying their meaning is far from problematic. The most obvious hypothesis is that their meaning just is that command (or request) is being made. However, there are considerations that argue against this position. For example, we find sentences such as, in which the first clause is an imperative, but it can't be interpreted as a command: you can't command someone to be tall. abid

(3) Be tall and you'll get picked for the team

Second, there is the problem of how to characterize the meaning of imperatives within the semantic theory. Linguistic semantic theories generally try to explain meaning in terms of truth: the meaning of a statement is typically expressed in terms of the conditions that would have to hold in the world for that statement to be true. Imperative sentences, however, are not open to judgements of truth and falsity. This raises the problem of how to explain their interpretation. abid

Over the last 50 years, a number of authors in linguistics and the philosophy of language have attempted to provide an account of how

the meaning of imperative sentences should be characterised. While a great many important insights have been achieved, there has yet to emerge a consensus on this issue. Nor, moreover, has there been any attempt to systematically bring together this range of perspectives in one volume. *ibid*

We did a test for a sample of students on the subject of the imperative sentence. The questions were divided into several types.

first type

The focus in it was on the grammatical aspect and how students use grammatical structures in using imperative sentences correctly. The questions were as follows:

A- Choose the correct answer

Q1 -What did you say? I can't hear you. Please _____ off the radio.

A. turned B. turn C. turning D. All
the three options are correct

Q2 -We are going. Please _____ ready in 10 minutes.

A. got B. getting C. get D. to
get

Q3 -Don't _____ today.

A. smoke B. enjoy smoking C. allow yourself to smoke D. All
the three options are correct

Q4 -She washed the apples in cold water. "Now _____ your hands.", I said to her.

A. wash B. washed C. washing D. to wash

Q5 - _____ out from here. _____ again.

A. Got out, Don't come B. Getting out, Didn't C. Get out, Don't
came D. Get out, Don't come

Q6 -Which sentence is correct?

- A. Please come here. I needs you to feed the cow.
- B. Please come here. I need you to feed the cow.
- C. Please come here. I need you feed the cow.
- D. Please came here. I need you to feed the cow.

Q7 -Which sentence is correct?

- A. Don't snore at night.
- B. Don't laugh at him.
- C. Make her present the case of poor.
- D. All the three options are correct

Q8 -Which sentence is correct?

- A. Don't touch it. It is hot.
- B. Don't touched it. It was hot.
- C. Don't touch it. It not hot.
- D. Don't touch him. It is hot.

Q9 -Which sentence is correct?

- A. Do have some more tea.
- B. Do has some more tea.
- C. Do have a some more tea.
- D. Do have a more tea.

Q10 -Which sentence is correct?

- A. Do let not him play in that park.
- B. Does let not him play in that park.
- C. Do not let him played in that park.
- D. Do not let him play in that park.

ITEM	NUMBER OF CORRECT RESPONSE	PERCENTAGE OF CORRECT RESPONES	NUMBER OF INCORRECT RESPOES	PERCENTING OF INCORRECT
1	6	62%.	6	6
2	6	62%	6	6
3	8	85%	3	8
4	5	54%	5	5
5	5	54%	6	5
6	4	46%	7	4
7	4	42%	8	4
8	6	62%	9	6
9	4	46%	5	4
10	4	42%.	6	4

We can note here that the percentage of students who were able to use the special grammar and structures of the imperative sentence

1- In the first question, the percentage of students who answered was 62%.

2- In the second question, the percentage of students who answered was 62%.

3- In the third question, the percentage of students who answered was 85%.

4 - In the fourth question, the percentage of students who answered was 54%.

5- In the fifth question, the percentage of students who answered was 54%.

6- In the sixth question, the percentage of students who answered was 46%.

7- In the seventh question, the percentage of students who answered was 42%.

8 - In the eighth question, the percentage of students who answered was 62%.

9 - In the ninth question, the percentage of students who answered was 46%.

10- In the tenth question, the percentage of students who answered was 42%.

In the following types of questions that was presented to the students, we wanted to make the student form imperative sentences in the light of certain conditions that were presented to him in the following questions:-

B- Give an imperative sentence to the following situation

1. You are a teacher. Give some instructions to start a class
2. You are a father or a mother. Your son is going to practice karate for the first time. are worried. What will you say?
3. You are a doctor. You have a patient with a cough and fever. Give him some basic recommendations.
4. You have a little brother. He's eating dirt from the flowerpot. What do you say?
5. You had an accident. You are in bed and can't move. You need some help.
6. You have a sister. She's going on vacation to the beach. Give some advice to her.
7. It is cold and windy outside. You are going to go out. What will your mother say?
8. Your friends are going to go shopping. You want something. What will you say?
9. You have a little sister. You want to leave for school, but she is taking too long to get ready. It's 6:35! What will you say?
10. Your cousin is at home using your computer, but you need it now to do some homework. What will you say?

And here we find that there is a big problem in foreign language learners. They suffer from a big problem in forming a correct sentence in terms of grammar and meaning, as the results were as follows

In the eleventh question, the percentage was 46%.

In the twelfth question, the percentage was 35%.

In the thirteenth question, the percentage was 0%.

In the fourteenth question, the percentage was 0%.

In the fifteenth question, the percentage was 0%.

In the sixteenth question, the percentage was 0%.

In the seventeenth question, the percentage was 0%.

In the eighteenth question, the percentage was 0%.

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