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***Investigating students' awareness of the felicity
conditions: problems of misfire in EFL students
statements***

***The case of Master One English Students at Abbes Laghrou University of
Khenchela***

***Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Degree of Master in Language and Culture***

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Dedication

I, Miss Bougoffa Farah, dedicate this work to:

My dear father, who is my model for hard work, persistence and personal sacrifices.

My beloved mother, who always encourages me in hard times by her advice.

Thank you for all the unconditional love, guidance, and support. I love you.

To my sisters, Assala and Ahlem

To all my friends...

I, Miss Zerdoum Imene, dedicate this work to:

The memory of my beloved mother who did not live enough to see the task achieved.

To my father, source of my happiness and success in life. May Allah bless him.

To my brothers and sisters,

To my partner Farah, to all my friends without exception and my relatives.

To everyone who has encouraged me and made me stronger.

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Abstract

Speech acts allow speakers to perform actions through utterances; this utterance can be felicitous or infelicitous. In this research we will investigate a very important matter in the field of pragmatics which is the students' unawareness about the speech act and the felicity conditions in order to utter a felicitous speech act. This ignorance will affect the learners' production of an appropriate speech act.

The aim of this study is to examine the students' knowledge about the felicity conditions, and to raise their awareness about using them to perform a correct speech act, also to see to what extent this consciousness contributes to the improvement of students' production of felicitous speech acts. For this reason, we have directed a questionnaire and a test for Master One English students' at Abbes Laghrour University in Khenchela, and a teachers' survey to investigate this matter. The results obtained from the questionnaires confirmed the students' unawareness about the felicity conditions and speech act. The great majority of students are familiar with the terms (speech act, felicity conditions, felicitous, infelicitous, abuse, misfire...) and they have knowledge about them, but unfortunately during the test they fail to answer correctly. Also, some pedagogical implications are drawn from the overall findings and some suggestions are provided in order to improve the students' abilities to produce a felicitous speech act.

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EFL: English as a foreign language.

LMD: License, Master, Doctorate.

%: Percentage.

N: Number of the participants.

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Introduction

1. Statement of the problem

Speech act is performing an action with words; those words do not only transmit information but also accomplish an action. In other words how, the speaker uses the language to reveal an action and how the listener determines the intended meaning from what is said. The most common speech acts are: Assertion (confirms information), question (evokes information), request (evoke action or information), order (demands action), promise (commit to an action), and threat (impose the speaker to an action that the hearer does not want). The latter are referred to as speech acts.

For example: a judge in court saying: “I condemn you with a lifetime imprisonment”. This utterance conveys the performance of declaring a judgment rather than describing a given situation.

To perform a speech act does not mean to utter words randomly, it is not enough to utter a speech act in order to perform the act. So there are some rules or criteria that must be followed in order to have a successful speech act these rules are called ‘felicity conditions’. Hence, the problem targeted in this study is “The unawareness of the felicity conditions by EFL students”. For instance, the student must know that the main condition of expressing an “apology” is that the speaker must do the act promised. In general, EFL students fall in a misfire which is a failure in conveying the message because of their ignorance about the rules of felicity conditions.

2. Research questions and hypothesis

Due to the importance of the felicity conditions which are the key of achieving a felicitous speech act, an EFL student should be aware of these rules and using it correctly. From all the insights mentioned above, we can pose the following questions:

1-What are the various problems facing the students during the execution of speech act?

2-What are the felicity conditions that can allow the students performing a felicitous speech act?

3-To what extent students are aware of using felicity conditions appropriately?

-In the light of this questions we hypothesize that raising the students awareness about the felicity conditions will help them performing an appropriate speech act.

3. Objectives of the study

This research aims at shedding light on the felicity conditions that have been expounded by Austin (1962) and Searle (1969), and raise the students' awareness about it. To meet the objective, we will first make the students know what the felicity conditions are. We aim at investigating the problems they face during the execution of a speech act. Last but not least, pedagogical implications will be suggested to contribute to finding solutions of what prevents misfire in EFL context. So the general aim here is to help the students produce a felicitous act by using the appropriate rules of felicity conditions.

4. Research Methodology

To check the above questions, we carried out both a quantitative and qualitative approaches (mixed method).

Regarding data collection, we have chosen the case of Master One EFL students at Abbas Laghrour University. A questionnaire plus a test was given to thirty of them to check their awareness about the felicity conditions, the problems they face during a speech act and if they are conscious about using these felicity conditions while communicating in English as a foreign language. Moreover, a second survey was given to fifteen teachers of English Department in order to find out the problems confronting the students in their attempts to communicate in the classroom.

5. Background of the Study

Speech act theory is a theory that explains the way we can use language.

In linguistics and philosophy of language speech acts are utterances that have performative function in language and communication'. For Austin, utterances have a variety of different uses.

Austin (1962) considered the speech act to be the most fundamental element of communication, thus every utterance performs an act. Also he made a distinction between the three types of utterances: locutionary, illocutionary, and perlocutionary acts. In "How to Do Things with Words" published in (1962), Austin explains performatives saying that they are the actions that we undertake with words and he related each one with its own function like: assertion (to convey information), question (to elicit information), request (to elicit action or information), promise, threat, order ...etc. Also he said that the performative can be either implicit or explicit, depending upon whether or not the utterances "contain explicit pointers to the performative (I pronounce you, I sentence you . . .)" (Archer, Aijmer, & Wichmann, 2012: 36). When a performative is implicit, typically the illocution is not clear and we need many contextual information. Take for example the phrase "Do not say that." This statement could be taken as an order. In an implicit performative, the meaning can be ambiguous compared to an explicit performative because there is no direct performative verb in the utterance, such as "promise" or "declare" (Kissine, 2012). When the performatives are explicit the illocution is clear. As an example "I assert that I have what you need", this statement is taken as an assertion. Austin's distinction between explicit and implicit performatives remains ambiguous, and do not provide direct support for the speech act taxonomy.

For many researches, any speech acts must follow a specific order to be considered working or otherwise it will be felicitous. (Saeed, 2000 p.208), this is known as the felicity conditions which are conditions that must meet or different criteria that must be satisfied in

order to achieve a successful utterance. When the speech act fails, it will be considered as “infelicitous” (Austin qtd. in Schiffrin, 2003 [1994]). Hereby, Austin calls this situation either a misfire or an abuse (2002 [1962]).

6. Structure of the Study

The present study contains three chapters, a theoretical part which is concerned with literature review that will be divided into two sections: section one is devoted to speech act theory. On the other hand, section two is to encompass the felicity conditions. The second chapter is all about the practical part which concerns the investigation and the analysis of the results, their interpretation and discussion, while the third chapter provides an in depth analysis of the students’ performance in a test in order to investigate how well the EFL students, in question, can accurately determine the right speech acts and the felicity conditions as well. Also this chapter presents some pedagogical implications on our findings. All the chapters are presented after a general introduction is written. The latter involves the reasons behind choosing this study, the statement of the problem, methodology and the organization of the research.

In the first chapter, we will start by the theoretical review composed of two parts, one that deals with speech act theory in terms of definitions, origins and history. Then, we will examine the different historical stages from the old era of studies until the era of ‘Austin and Searle. Next, we will discuss the different classifications of speech acts. In addition, we shall expose the categorizations of (Austin 1962) and (Searle 1969). Finally, we will examine the ways of expressing speech acts implicitly and explicitly.

In section two, we will deal with the felicity conditions, the felicitous and infelicitous speech acts, cases of abuse and misfire. Also the different problems that an EFL learners encounter during the execution of performatives. Finally, we shall deal with ‘The Austinian rules of felicitous speech acts’ and ‘The Searlean felicity conditions’.

The second chapter, will be devoted to the investigation of our research problem, two different questionnaires were dispatched to both teachers and students. First, the section of teachers' questionnaire consists of sample description, questionnaire description, then the analysis of the obtained results, and finally, the conclusion. The aim of this survey is to investigate the teachers' views about the awareness of the students about the felicity conditions, and explore the different problems faced by the students during the production of a speech act. Secondly, the learners' questionnaire presents the sample description, then the description of the questionnaire, after that reporting the results obtained, and eventually, accurate analysis of the results will be obtained. Finally, we come up with analytic conclusions.

Chapter three is made up of two sections: section one represents an analysis of the test being administered and the second section would be about the pedagogical implications and suggestions drawn on from the research results.

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Speech Acts Theory

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Speech Acts Theory

Introduction

Speaking a language is performing a speech act such as making a statement, asking a question, giving a command or making a promise. In this chapter, we will deal with Speech acts theory in general. First, we will start by what is speech act? We will give various definitions according to several linguists. Then, we will provide a brief examination of the history of speech acts, starting with the early studies until arriving to the recent studies including the most influential linguists. Moreover, we shall discuss the various types of word forces: locution, illocution and perlocution in details. This chapter also deals with the classification of speech acts made by Austin and Searle. Finally, we will explore the different ways of expressing speech explicitly or implicitly.

1. Speech acts

In order to convey a meaning people create utterances with a specific grammatical structure and words, but they also use actions via those utterances.

The theory of speech acts started with the assumption that the process of human communication is not only a sentence, but the performance of specific kinds of acts or actions. For example: giving orders, apologizing, asking question, explaining ... etc.

To perform those speech acts the speaker need to utter a sentence.

Many years ago, it was assumed that the purpose of uttering words is to describe something, technically called by Austin (1962) 'constative'. These constative are used only in description and assertions. However, this view was not convinced for many scholars who investigate it due to the findings in philosophical investigation in language such as: *De Interpretatione* by Aristotle, *Essay on the Active Powers of Man* by Ried (1788), *Intention and Convention in Speech Acts* by Strawson (1964) and *Some Grammatical Correlates of Felicity Conditions* by Heringer (1972).

All these researchers agreed that the purpose of uttering words is to perform an action known as 'Speech Acts'.

Austin (1962) is the creator of Speech Act Theory based on the comparison between constative and performative utterances. Constative means the utterances used to describe something, while performative means performing the act.

Yule (1996) said that the actions performed through utterances are speech acts with specific terms such as promise, apology, and invitation or complain.

For example, suppose you are talking to your neighbor saying "you block the way with your car" now it is clear that you made a statement "Assertive" but also you are indirectly requesting or even ordering him to get off the way.

Hence the idea we draw from all of this is that speech act is the production of utterances to perform actions.

However, in order to perform speech act appropriately there are several conditions that need to be present. So it is not an easy task because there are ways of using words. We will discuss this matter in details in the next section.

1.1 History of Speech Acts

We will deal first with the early studies, and then we will move to the great philosophers "Austin" and "Searle".

1.1.1 Early studies

In the article "Towards the history of Speech Act Theory" by Barry Smith. He claimed that in the early studies of speech acts the use of language to perform actions was an unrealized concept because the action character in linguistic phenomena was acknowledged, it was regarded as a marginal matter.

The first studies in speech act were derived from sociological activities. Starting with Aristotle in his first chapter of "De Interpretatione". Saying that not every sentence can be a

statement but only those having a truth or falsity can be. This means that there is no truth or falsity in all sentences. For example “a teacher” is a sentence but it is neither true nor false. These kinds of sentences are not important since they belong to the field of rhetoric and poetry.

Our investigation deals with the statement making sentence. So to summarize, Aristotle limited the study of speech act to sentences with truth conditions. This view of Aristotle remained authoritative until the end of the nineteenth century when Thomas Reid fought against this concept. Saying that there are other types of sentences, called this different uses of language “social operations” such is warning, promising, forgiving ... etc. And opposes them to “solitary acts” such is intending, judging, desiring ...etc.

“Social operations” or “social acts” according to Reid are a separate field of investigation, they are not a combination or modification of “solitary acts” because an expression belongs to the social act and it is radically different from the expression we find in solitary act. A command is not a desire expressed by language. He also discussed the appropriate conditions concerning the act of promising. But unfortunately Reid was unable to give a clear statement of the relationship between observable utterance and act of will. He also did not give attention to cases of possible “infelicity”.

After that he came Adolf Reinach (1883-1917) to discover the first systematic theory of promising, questioning, requesting, commanding ... etc. He gave an organized analysis of all Social acts. To understand Adolf Reinach work we have to take a look and examine the Brentanian-Husserlian background.

To summarize, all the previous research works on “social acts” becomes a raw materials to the recent studies of Austin, Searle and others.

1.1.2 Austin and Searle

Talking about the philosophical findings and investigations of Speech acts, we cannot talk about the two Anglo-American philosophers Austin and Searle who took these investigations to a whole new level and findings.

Austin was the first to present that there is more in the function of language than semantics.

He presented the locutionary, illocutionary, and perlocutionary acts in his series of lectures.

With Searle they discovered that there is a shift towards the events or acts that occur via

language which means speech acts. Austin introduced pragmatics in studying and modeling

language. So the focus now is on utterances not propositions. They have established several rules in order to have a correct speech acts, known as “Felicity conditions”.

The approach was greatly developed by Searle in the Searlean classification of speech acts when he presented the concept of act and proposition.

The Searlean analysis of speech acts theory had some procedures according to Starr (2008)

first; the speaker tends to produce a performative utterance. Secondly, the speaker tends that

his utterances will be decoded as what he intended. Thirdly, he will expect that the utterances will have various effects on the hearer.

The most known work of Austin in this field is “How to Do Things with Words” published by

the ‘Clarendon Press’ in (1962) a lot of findings were derived from this book like the

difference between performative and descriptive utterances. Also, the possibility of

“infelicities” which are shortcomings that can be produced during the performance of speech

act. Moreover, the establishment of six rules to help the English speakers performing a correct speech acts.

1.2 Types of word-forces

As introduced in “How to do things with words 1962”, Austin demonstrated 3 levels or dimensions of actions at which utterances are said to perform:

a) Locutionary Acts

It is simply the physical act of producing an utterance, or producing a meaningful expression. Example: It is cold in here.

Austin (1962: 108) has pointed out that at first he identified a group of things we do in saying something that we can say we performed “locutionary acts” which is equal to uttering a certain meaning.

In the same context Yule (1996: 48) sees that in any case, the action of producing utterances is made up of three linked acts, locutionary, illocutionary, and perlocutionary acts. He sees that the Locutionary act is an essential act of producing a meaningful utterance. So if you have problems or hardness in uttering words in a correct way to create meaningful utterances, unfortunately you will fail to produce a locutionary act.

b) Illocutionary Acts

It is the act committed by producing it or utterances which have a certain forces. Austin (1962: 99) explained that illocutionary act is performative with a kind of function in mind, sometimes we utter to communicate, to make a statement or an offer ...etc. So it is about uttering words in a specific situations or matters.

Similarly, Yule (1996: 48) sees that the illocutionary acts can be performed in specific circumstances: to make an offer, a statement, an explanation ... etc.

In the same context, Searle and Vanderveken (1985: 01) sees that statements, offers, commands, promises and apologies are the essence of human communication which are called illocutionary acts. These acts are composed of an illocutionary force and a propositional content. For example, the two utterances “You will study hard” and “Study hard” both utterances have the same propositional content. But the first one is an illocutionary force because it contains a prediction and the second is an order.

c) Perlocutionary Acts

Is the effect produced through locution and illocution or the effect of the utterances on the hearer, and the hearer reaction towards the speaker.

Going back to the example in locutionary act: It is cold in here.

Here the perlocutionary act would be: the addressee does something about the cold.

Austin (1962:101) sees that there is a third sense for the locution and illocution acts. Which is the hearers' reaction or the effect made by the addresser on the hearer, physical changes in the audience in their behaviors or states.

In similar view, Marina Sbisa (2013: 36) sees that perlocutionary act is an act that maybe performed by saying something and she added examples for her explanation like:

perlocutionary acts is when we persuade someone to do something, or when we convince someone that things are so, surprising someone, alerting someone of a danger... etc.

Yule (1996: 48) sees that you will utter according to the circumstances around you supposing that the hearer will understand what you mean or what do you intended to say.

1.3 Classifications of Speech Acts

There are two different classifications of speech acts:

1.3.1 Austin's Classifications

Austin classified the speech acts into five classes of utterances, grouped according to their illocutionary force.

Verdictives

According to Austin (1962: 150), this kind is characterized by giving a verdict, a judgment or opinion. It cannot also be final; it is to provide results to something. Those verdicts can be: estimate, reckoning or appraisal. They also can be facts or values, which for some cause you cannot be sure of.

Examples of common verbs in expressing verdictives: to reckon, to measure, to assess, to place, to calculate ...etc.

Example: The Algerian Ministry of Education declares that the percentage of the baccalaureate exam this year is more than 56%.

Exercitives

Austin (1962: 150-154) sees these acts as the execution of power, right, and influence.

It is about expressing opinion or views in favor or against a given matter.

The verbs used in uttering exercitives are: voting, advising, ordering, warning, appointing, choosing, dismissing ...etc.

Example: The head of department appoint the 16th march to be a makeup session.

Commissives

According to Austin (1962: 151) these acts are characterized by doing something. It also contains declarations or announcements of intentions.

In the same context, Peter .V Lamarque (1997: 448) sees that these actions are characterized as committing the speaker to do something. Example: to promise, to refuse, to decline, to guarantee, to undertake, to adopt, to plan ... etc.

Also Yule (1996: 54) confirmed that commissives expresses the intentions of the speakers that can be performed alone or in a group.

Example: I promise you I will fix it.

Behabitives

Austin (1962: 151) states that behabitives are actions related to “social behaviors”

Example: to apologize, to curse, to challenge, to commend, to sympathize, to hope, to greet ...etc.

In line with this, Peter.V Lamarque (1997: 448) sees behabitives as the response to other people’s attitudes Example: to congratulate, to thank, to criticize.

Example: Elena says: “Congratulations on the birth of your baby”

Expositives

Austin (1962: 160) states that expositives are about exposing one’s views, arguments; clarifying reasons and communications.

The common verbs used in expositives are: to deny, to inform, to affirm, to identify, to state, to testify, to classify ... etc.

Example: De Saussure affirms that language is a system of signs.

1.3.2 Searle’s classifications

Searle (1975) criticized the classification of Austin (1962) saying that these classification overlapped and sometimes included elements that were not compatible with his definition of the categories. So he listed five different speech acts classification:

Representatives

These are what Austin originally called constatives. J.Searle (1976: 10) sees that the representative utterance is when the speaker is committed to the truth of the expressed proposition. Yule (1996: 53) sees that those speech acts declare what the speaker imagines to be the case or not.

Representatives include: stating, concluding, reporting, asserting and claiming.

Examples:

- 1- Alex says: “It was a great party”
- 2- Cancer is a horrible disease.

Directives

J.Searle (1976: 11) believes, in directives the speaker seeks to direct the hearer to do a specific or a particular act. That can be in a form of an invitation or suggestion, or can be in very aggressive way like insisting.

They include: requesting, ordering, questioning, advising ...etc

Examples:

- 1- Do you mind stepping aside for a while?
- 2- I order you to get up.

Commissives

J.Searle (1976: 11) claims that in commissives the speaker commits to do something in the future, so it is related to future actions such as: promising, offering, threatening, pledging, vowing ... etc

Examples:

- 1- Rick talks to his daughter: "I promise I will bought you the I phone you want if you have a good marks next semester"
- 2- James talks to his son: "I warn you if you don't come home early you will be punished"

Expressives

According to J.Searle (1976: 12) in expressive the speaker expresses his feelings or emotions, so it is about dealing with psychological state or attitudes.

They include: apologizing, blaming, thanking, praising, congratulating, welcoming ...etc

In line with this, Yule (1996: 53) sees expressive as the speaker shows his emotions and feelings, they are about the speaker's personal experiences. They can be: statement of pain, pleasure, like or dislike, sorrow, joy ... etc

Examples:

- 1- Congratulations for the new job.
- 2- I'm really sorry that wasn't my intention.

Declaratives

J.Searle (1976: 13) claims that declarative speech act is a special and unique act because it has the power to change the world once it is pronounced. It is used for pronouncing judgments, declaring war or freedom, firing from employment ... etc

Yule (1996: 53) confirms that those kinds of speech acts can change the world according to what they utter. To perform a correct declarative act the speaker has to have a specified institutional role in a specific context.

Examples:

- 1- The president says: I declare tomorrow a public holiday.
- 2- Judge in court says: "I condemn you with a lifetime imprisonment"

4.1 Direct and Indirect Speech Acts

Another classification of speech acts has been done by several linguists, placing it in two different categories: direct and indirect speech acts.

There are verbs perform actions that we do with words (performatives) those verbs are called performative verbs such as: to promise, to thank, to curse, to declare ... etc

These actions can be performed either explicitly, directly by stating the performative verb, or implicitly, indirectly by not stating it.

Examples:

Speech Act	Implicit (indirect)	Explicit (direct)
Order	Stop that!	I order you to stop that.
Promise	I will help you.	I promise to help you.
Assertion	I have what you need.	I assert that I have what you need.

Table 01: Examples of direct/indirect speech acts

Yule (1996: 54-55) sees that this kind of categories are based on structure, it includes a comparison between structural forms like declarative, interrogative, imperative. And the communicative functions such as: statement, question, command.

Examples:

- 1- You wear a dress. (Declarative)
- 2- Do you wear a dress? (Interrogative)
- 3- Wear a dress (Imperative)

So whenever we have a direct relationship between structure and function we call it direct speech. While indirect speech is founded when we have an indirect relationship between structure and function.

In line with this Austin (1962) said that the direct speech is when the utterance form has a one on one relationship with the illocutionary act.

Yule (1996: 49) added the conditions that should be satisfied by each utterance to be an explicit performative, were reformulated to what is technically called “Illocutionary Force Indicating Device” or IFID which is an expression where there is a slot for a verb that explicitly names the illocutionary act to be performed.

So we can understand that this performative verb is a key word to understand the meaning of the utterances.

On the other side, Searle (1975: 60-61) believes that there is not always a one on one relationship between form and meaning; this is called indirect speech act. The speaker communicate with the hearer more than what he says there is a hidden meaning or a deep meaning that you may understand it due to the shared background.

Other scholars who also mentioned that the same utterance can be made directly and indirectly like: Sadock 1970, and Gordon and Lakoff 1971.

Yule (1996: 56) added that expressing an indirect speech is mostly related to topics about politeness.

In the same line with Searle, Allan (1997: 401) confirms that there is an undeniable proof that the speaker expect from the hearer to draw conclusions from everything that have been said.

Examples:

Direct speech acts:

- 1- It's a beautiful car. (Direct declaration)
- 2- I warn you if you don't clean your room you will be punished. (Direct warning)
- 3- I order you to get out. (Direct order)

Indirect speech acts:

- 1- It's very dark in here. (Indirect request to switch on the light)
- 2- He said to his mom: "I'm thirsty" (Indirect demand for drinking)
- 3- It's very hot in here. (Indirect request to open the window)

Conclusion

Speech act theory is a theory which explains the way we can use language. In this chapter, we have introduced the notion of speech acts, giving definitions of it according to various linguists and scholars. Resulting that the purpose of uttering words is to perform an action know as "Speech Acts".

After that we have dealt with its history, starting with the early studies revealing that the first studies in speech acts were derived from sociological activities that become raw materials to the recent studies of Austin and Searle.

Austin was the first to present that there is undoubtedly more function language can exercise than semantics. He introduced the locutionary, illocutionary, and perlocutionary acts. With Searle they discovered that there is a shift towards the events or acts that occurs via language which means speech acts.

In addition, we have introduced the classes of speech acts. Firstly, with the Austinian classification, listed the speech acts into five classes of utterances according to their illocutionary force, they are: verdictives, exercitives, commissives, behabitives, and expositives.

Secondly, according to the Searlean classification when he criticized Austin's classification saying that he overlapped and sometimes included elements that were not compatible with his definition of the categories. He listed five different speech acts classification they are: Respresentatives, directives, commissives, expressive and declaratives.

It is worth mentioning that speech acts can be expressed explicitly by stating the performative verb or implicitly by not stating it.

In spite of the fact that speech acts theory has been developed through different studies but there are some shortcoming that appeared and prevent the application of these actions named "Infelicities" presented by Austin (1962). This problem will be discussed in details in the next section.

Section Two

Infelicitous and Felicitous Speech Acts

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Infelicitous and Felicitous Speech Acts

Introduction

In this section, we will deal with the felicity conditions and the problems facing the learners during their production of speech act. Firstly, we will start by introducing the terms of felicitous and infelicitous speech acts. After that, we will meet with the infelicitous speech act by discussing its two major factors of infelicities: the internal factors 'misfires' and the external factors, known by Austin (1962) as 'abuses'. Then, we will deal with the felicity conditions and the different criteria that must be satisfied for a speech act to achieve its purpose. In addition, we will move from the Austinian rules that include solutions to avoid failing in misfire and abuse to finish with the Searlean felicity conditions that include propositional content, preparatory, sincerity and essential condition.

2.1 Infelicitous and Felicitous Speech Acts

Austin (1962: 15) states that any speech act can be considered as either 'felicitous' or 'infelicitous'. The infelicitous speech acts are kind of performative utterances that can fail to act. In other words, they are the performative utterances that do not meet with the necessary and the appropriate conditions, it can be known as 'infelicities' or 'unhappy'. Consequently, Austin (1962: 14) sees that the result will be inappropriate or unhappy performative utterances.

While felicitous speech acts are the actions that meet with the necessary and appropriate conditions of the felicitous speech acts. However, Burke (2014:127) claims that the application of special conditions in any speech acts allow it to be considered as valid, effective, legal and felicitous. In similar view, Yule (1996: 50) point out that the felicity conditions can cover appropriate circumstances for the performance of a speech act to be recognized as intended. In addition, those actions are the different performative utterances that are performed appropriately and correctly.

For Austin (1962) the felicitous speech act is the happy functioning of a performative in a communicative utterance. According to Turnbull (2003: 47) every speech act must contain a certain conditions that an utterance must meet to consider as an action.

The performance of speech acts do not only tends to have correct grammatical sentences but, also tends to perform the speech acts correctly by using special conditions. Since we have two concepts ‘felicitous’ and ‘infelicitous’ speech acts; we will examine each one of them separately.

2.1.1 Infelicitous Speech Acts

Austin (1962), in his famous book ‘How to Do Things with Words’, spoke about infelicities in a performative utterance, which is the doctrine of the things that can be and go wrong on occasion. This occurs when a performative fail to function because of a failure in the application of a certain conditions. In the same context, Birner, J (2013) point out that it is possible for the speech act to be infelicitous if it violates the rules governing speech acts which will result a lack of communication in a communicative environment.

However, Yule (1998: 50) adds that the performance of an act will be infelicitous if the speaker is not a specific person in a special context with special circumstances. Without those important characteristics the speech act will be consider as inappropriate or unhappy. So Austin (1962) divided the infelicities into two main categories: ‘misfires’ and ‘abuses’. We will discuss each category separately.

2.1.1.1 Misfires

Misfire is infelicitous performative of speech act, it is considered to be a problem that can face students during the application of speech act. Austin (1962: 16) declares that misfires occurs when the procedure which we purport to invoke is disallowed or is botched and our act is void or without effect. In other words, misfires happens when the performative utterance fails to work (the act is disallowed) or fails to work completely (the act is vitiated).

Huang (2007-2014: 125) point out that the violation of any conditions of Austin (A), (B), (C) will render a performative infelicitous and the violation in (A) with (B) is not observed then it will be a misfire. For example, if I say: I now pronounce you husband and wife to two students who came up to the board to answer the exercise. Here the speech act is a misfire and the intended act does not go through.

According to Austin (1962: 17) there are two types of misfires: 'misinvocations' and 'misexecutions'.

Misinvocations

Misinvoication is the infelicities that make the whole performative act to be scrapped. It is considered to be a type of misfire, it represent the violations of Austin's felicity conditions (A1) and (A2) rules. In which the purported act in the performative utterance is disallowed. According to Austin (1962:17) there are two misapplications, the two happens only when there is a misunderstanding about those conventions that govern that type of performative utterances.

These are examples of misinvocations:

- 1- A student says to his teacher: I hereby order you to quit the class!
- 2- I offered my hand to help but no one gave me his attention.

The first example is a misinvocation, because of the act of ordering it cannot be executed by a student who is not allowed to give orders to his teacher, it means that the student have no authority to order his teacher. While, the second example is unhappy because of the unaccepted help by the others, this is what (Mark,R and Peter,S 2005 :11) shows in their book ' Language in Theory ', when someone refuse to accept certain gift given by someone else, in this case the performative act can be considered as unhappy.

Misexecutions

Misexecutions occur when the surrounding circumstances are correct, but there is a vitiate in the act itself. Or what is considered to be the violations of Austin's felicity conditions in (B1) and (B2) rules.

Austin (1962: 18) states that when we have misexecutions in any performative utterance, the purported act is vitiated. Within these, Austin called infelicities of type (B1) flaws and hitches for the second type (B2) Austin (1962: 36) claims that the procedure is appropriate to persons and circumstances, but it is not executed correctly.

For example, in the sentence: I bet you sixpence. The bet is considered as abortive, because there is no uptake such as: You are on. In the other hand the second type B2 the performative utterance is carried out incompletely. Hitches for Austin are performative utterances that are not fully carried out.

These are some illustrations of hitches:

1- My attempt to marry by saying: I will.

It is abortive when woman says: I will not.

2- My attempt to challenge you by saying: I challenge you.

It is failed when we say: No, we cannot.

2.1.1.2 Abuses

Abuses are infelicitous performtives of speech acts; Austin (1962: 39) claims that abuses occur when someone doing the performative uttering is somehow not herself acting in a good way or good circumstances. For example, if someone participates in a ceremony of a wedding and he says: I promise to remain faithful to you until death do us part when he has absolutely no intention to remains faithful. So the act here comes to be an abuse. In the other hand, Jhon Lyons (1977: 734) in his book: 'Semantic' shows that the act in abuses case is succeeds, but those participants in that act do not have the ordinary and accepted thoughts and

feeling such as: apologies, insincere promises, mendacious findings of fact and unfelt congratulations ... etc.

Lyons (1977) sees that any person when he is performing an act without the appropriate feelings and thoughts will fail into what Austin's' called "abuses". Whereas, Austin (1962: 39) explained that there are two varieties of infelicities of type (T): T.1 and T.2 insincerities and infractions or breaches. The two refer to a sort of insincerity perpetuated over time.

These are some illustrations:

- 1- I promise that I will solve your problems, said when I do not intend to do what I promise.

The act of promising in the first example is considered to be an abuse because it is uttered without intending to do the promise of solving act.

- 2- I find him not liar, said when I do not believe that he was liar.

The second example is an abuse because it is uttered without sincere feeling.

To conclude, this table summarizes the different categories of infelicities of Austin (1962:18)

Misfires: Act purported but void	Abuse : Act professed but hollow
1- Misinvocations: Act disallowed	1-Insincerities: The appropriate intentions are lacking
a-Misapplications: procedure applied in wrong circumstances b-no procedure or no accepted procedure	2-Infractions or Breeches
2-Misexecutions: Act vitiated a- Flaws: procedure incorrectly executed b- Hitches: procedure incomplete	The appropriate intentions are not fully carried out.

Table 02: The different Classes of infelicities

2.1.2 Felicitous speech acts

Felicitous speech acts are actions that meet with the necessary and the appropriate conditions of the felicitous speech acts. Turnbull (2003: 47) point out that there are certain conditions that an utterance must meet to count, as doing of some specific actions.

According to Austin (1962: 14) there are six rules of necessary conditions for the happy functioning of a performative utterance if we lose one of it our performative utterance will be 'unhappy'. With the same words, Turnbull (2003: 48) in his book 'Language in Action' point out that uttering certain words in the right sort of circumstances, and the right sort of feeling and thoughts will accomplish the actions of sincerely. Hence if an agent fails to behave with certain of these conditions he will fail off the action.

Yule (1996: 50) believes that there are certain appropriate circumstances technically known as the 'felicity conditions' for the performance of speech acts. However, the American philosopher John Searle (1969) argued that each type of speech act has a unique set of felicity conditions that must hold to perform an utterance. Searle (1962) proposed another classification of felicity conditions which are: propositional content, preparatory, sincerity and essential condition.

The "Austinian" and "Searlean" examination of the felicity conditions have the same goals, but each one differs in the content. We will discuss each examination separately.

2.1.2.1 Austinian rules

In his book "How to Do Things with Words", Austin (1962: 14-15) states that there are special conditions for speech act to be performed. He suggests six rules that organize the exhibition of speech act. Anita Fetzer (2007: 62) agree with Austin's felicity conditions pointing out that these conditions illustrate two different parts: the last two rules stands for the internal factor (abuses) and the first four rules stands for the external factor (misfire) of the infelicities.

2.1.2.1.1 Austinian Solutions to Misfires

In order to make solutions for the problem of the external factor ‘misfires’ which represent a purported act but void in the same time. Austin (1962: 26 -38) suggests four rules which aims to provide an appropriate circumstances with a certain and special conventional procedure that is executed correctly (avoid flaws) and completely (avoid hitches). He believes that when a person avoids falling into hitches (a procedure incompletely executed) and flaws (a procedure incorrectly executed) this requires ability to execute the performative completely and correctly.

Rule 01: Appropriate conventional procedures

Austin (1962: 26) claims that to avoid falling in misfires you need to have an accepted conventional procedure, having certain conventional effect. However, he points that it must exist an accepted conventional procedure which have a certain conventional effect, that procedure include the uttering of certain words by a certain participants in a certain circumstances.

Austin (1962: 28) provided us with examples which assert the first rule of the felicity conditions.

- 1- If someone tells the other: Go and pick up Nikola.
- 2- Then the other one said: You are not entitled to give me orders or I do not take orders from you.

Here we can notice that this person want to assert his authority on the other one, so in this case the act is not appropriate, since there is no accepted conventional effect.

Rule 02: Appropriate participants and circumstances

From the content of the second rule we can limit the conditions into: the need for the appropriate participants and the adequate circumstances for the execution of the performative utterance.

Austin (1962: 34) explained that the suitable performance of speech act relies on the specific persons and circumstances in a given case that must be adequate for the invocation of the particular procedure invoked. Also there is a relationship between that rule and what Austin's named 'Misapplications'.

Examples:

1- Rebecca says: Could you change the picture of that profile please!

Stefan replies: It is not my profile, sorry.

Here the act meets with the condition of appropriate participants but the circumstance is not achieved because the profile is for someone else.

Rule 03: The procedure must be executed by all participants correctly

According to Austin (1962: 36) this rule examines the problem of flaws, for him it is a procedure appropriate to the person's and circumstances, the procedure ought to be done by all the participants correctly. In order to perform the act correctly we should avoid inexplicit formulas, the usage of the vague formulas and uncertain references.

Let's consider the following situation:

1- Caroline says: I will go to the fast-food, said when there is more than one fast food.

In this example the utterance is 'unhappy' or "infelicitous" because of the uses of uncertain references.

2- Caroline says: I will go to "Burger X" fast food.

Here the utterance is happy or felicitous because the reference is clear is and the procedure is executed by all participants appropriately.

Rule 04: The procedure must be executed by all participants completely

Austin (1962: 36) states that this rule examines the problem of "hitches", which are conventional procedures that are not completed. Austin claims that the execution of the

procedure requires the complementary of the participants. Austin (1962: 36 -37) provided us with good examples:

- 1- If we say: I challenge you, and the other says: Yes, you can.
- 2- Here the utterance is felicitous with a complete performance.
- 3- If we can say: I will. And the other person says: I will not.

This example is abortive because the performance of the act was not executed by both the participants.

Finally, in order to avoid falling into misfires we must know about these four rules of felicity conditions to produce a felicitous speech act.

2.1.2.1.2 Austinian Solutions to Abuses

Rule 05 and 06: Appropriate persons have certain thoughts, feelings and intentions

In order to resolve the issue of “internal infelicities” or “abuses” Austin (1962: 39), suggest that this process or method is intended for use by people having particular feelings or thoughts, or for the introduction of specific consequential conduct on the part of any participants, after that a person engaging in and so causing the procedure ought to have those thoughts and feelings. For him those are the solutions for “abuses speech acts”, it adjust the intentions, feeling and thoughts of the participants to a suitable circumstances.

Beverly.J .Stratton (1995: 128) claims that participants during the speech act must have the proper intentions, feelings and thoughts. Also they must conduct themselves appropriately in the speech act.

These are some illustrations:

a-Examples of having intentions:

- 1- “I will start working”, said when I do intend to work.
- 2- “I promise to drop in and see you next Monday”, said when I am intending to do the promise.

3- "I will always be by your side", said when am intending to do so.

b- Examples of having feelings:

1- "Congratulations for the new car", said when I did feel glad and happy.

2- "I'm so sorry for your loss, my condolences", said when I really feel said and sorry.

3- "I'm concerned with jack's health", said when I feel worried.

c- Examples of having thoughts:

1- "I advise you to turn the page and start over", said when I am sure that this is a right solution.

2- "I think that the red dress is more suitable for you", said when I admired by this dress.

3- "I advise you to keep working and never give up" said when I believe in his capacities.

To conclude, all the above illustrations are felicitous performative utterances, because it respects the rules of feeling, intentions and thoughts of the appropriate persons. Whoever, the absence of these rules will lead to infelicitous speech act and thus to abuses.

2.1.2.2 Searlean Felicity Conditions

Searle (1969) believes that to produce utterances is to execute actions, those actions have rules to follow in order to perform a felicitous speech act.

For Searle (1969) the felicity conditions are constitutive rules that create the activity itself.

Savas L. Tsohatzidis (1994: 398) claims that the searlian felicity conditions focused on four dimensions in which the illocutionary acts are differentiated. Huang (2007 -2014: 131) point out that the felicity conditions are formulated in terms of four basic categories namely as:

-1- Propositional content condition.

-2- Preparatory condition.

-3- Sincerity condition.

- 4- Essential condition.

2.1.2.2.1 Propositional Content Condition

Searle (1969) claims that the propositional content includes that the performative utterance should accomplish the performed act. In other words, we cannot express a “regret” while using a performative utterance that express “order”. In similar view, Huang (2007-2014 :131) points that the propositional content is an essence concerned with what the speech act is about, its goal is to specify the restrictions of the core of the utterance.

Birner. J (2013) states that the propositional content conditions ensure the semantic meaning of the sentence to be appropriate for a promise. However, Burke (2014: 127) claims that the propositional condition tends to utter the locutionary aspect of the speech act directly or indirectly in general view it is what the speaker propose to do.

Searle (1980: 321) suggests the following propositional content condition for the act of promising:

1-The speaker must express the act of promise in his utterance

2- The speaker should predicate a future action for that promise.

In a contrast with the act of requesting, Huang (2007-2014: 131) sees that the propositional content for a request is to predicate some future act of the addressee.

2.1.2.2.2 Preparatory Condition

Preparatory condition deals with differences of various illocutionary acts such as: promising or warning. In this case, Yule (1996: 51) sees that in the act of warning it is important to have the preparatory condition which is represented as follow:

1- It is not obvious that the listener knows the event will happen.

2- The speaker considers the event will happen.

3- The event will not have a useful impact.

Searle (1980:323) states that utterances in the preparatory condition have clear purposes. Similarly, Huang (2007-2014: 132) sees that the preparatory conditions represent the real-world prerequisites for the speech act. In the act of promising, the addressee would prefer to do the promised action and the speaker with the addressee knows that what is promised will not happen in the normal course of action. However, in the case of request we consider that the speaker has reason to believe that the addressee has the ability to carry out the action requested.

To sum up, the preparatory condition is considered to be very important in fulfilling felicitous speech act; it has the ability to serve the meeting of valid performative utterances.

2.1.2.2.3 Sincerity Condition

Sincerity condition depends on the intentions of both the speaker and the hearer to carry out the indented speech act appropriately. According to Searle (1980: 323) and Huang (2007-2014: 132) sincerity condition should be satisfied if the act is to be performed sincerely. For example when carrying an act of promising, the speaker must intend to keep the promise. Additionally, Searle (1980) states that there is a difference between 'sincere ' and 'insincere' promises; the first one the speaker intends to do the act of promise, while the second one he does not intends to do the act.

Hurford (2007: 286) sees that the sincerity condition on “apologizing” includes that the speaker must accept and believe that the matter which he apologizes for is ethically wrong and inappropriate. In line with this, Huang (2007-2014: 132) point out that the sincerity conditions in the act of requesting, implies that the speaker should intend to do the act requested.

Overall, we can say that all the conditions are related to the psychological features of the members participating in the act. However, if the sincerity condition is not totally fulfilled this will not get the complete performative utterance to be void.

2.1.2.2.4 Essential Condition

Yule (1996: 51) explains that in order to have a felicitous speech act performed the essential conditions must combine with a specification of what must be in the utterance content, context and the intention of the speaker to do the act. However, Searle (1980: 323) shows that essential condition to perform speech act demands an engagement of both the speaker and the hearer to do the action expressed by their utterance.

Huang (2007-2014: 132) points that the essential condition in the act of promising, is that the speaker must have the intention to create the obligation to act, while for the act of requesting, the speaker must intend that his utterance counts as attempt to get the hearer to do what he is requested. Failure to meet these conditions will affect negatively the act of performance.

Similarly, Searle (1980) states that the essential feature of the act of promise is the commitment of an obligation to perform a particular promise. In contrast, Lyons (1977) claims that the essential condition in executing a speech act implies that the speaker is committed by the illocutionary forces of his speech to specific believes.

Departing from what precedes; we can conclude that the essential conditions are so important in order to be appropriate, the participants must be committed to do the actions expressed by their utterance.

The following table represents the various felicity conditions on different types of speech acts:

Felicity condition	Promising	Apologizing
Propositional content condition	Speaker expresses a future action.	The speakers' utterance contains polite expressions.
Preparatory condition	The hearer requires the speaker to do the act.	The apologized act should be about something ethically wrong.
Sincerity condition	The speaker do the act promised	The speaker will expect that the apologized act will not happen again.
Essential condition	The speaker assumes to do the act.	The speaker attempts to report a bad event.

Table 03: Felicity conditions on the act of promising and apologizing

Felicity condition	Questioning	Warning
Propositional content condition	The utterance of the speaker requires the hearer answers.	Speaker expresses a future action.
Preparatory condition	The speaker does not know the answer.	The warned act should not have beneficial effects on the addressees.
Sincerity condition	The speaker tries to know the answer.	The speaker must not want the warned act to happen.
Essential condition	The speaker manages to extract information from the hearer.	The speaker pledges to report the bad event.

Table 04: Felicity conditions on the act of questioning and warning

Conclusion

Felicity conditions are those necessary conditions for an effective production of a felicitous speech act. If all the conditions are met, then the speech act is “happy” or “felicitous”. And if not then it is a “misfire” or “abuse”

In this section, we have discussed the different characteristics of the felicitous and infelicitous speech act by focusing on the different studies in the field of speech act. In addition, people sometimes fail in some problems in their production of speech act, known as “infelicities”. To reduce this problem, Austin (1962) and Searle (1969) try to find simple solutions in the “Austinian and Searlean rules”.

The Austinian solutions based on two parts to overcome “misfires and abuses”. The first one is concerns how to solve the issue of “misfires”, while the second one is devoted to solve the problems of “abuses”.

Moving on to the searlean solutions of felicitous speech act based on four types of conditions: first, the propositional content which help the participants to achieve the action of their performative utterance. The second one is the preparatory conditions which defines the suitable settings in which a performative utterance must be uttered. Thirdly, the sincerity conditions that focuses on the feelings, intentions and thoughts. And the last one is the essential condition that demands an engagement of both the speaker and the hearer to do the action expressed by their utterance.

Chapter Two
The Questionnaires Analysis

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3.1 Teachers' Questionnaire

Introduction

This chapter deals with the analysis and discussion of teachers and students questionnaires. The principle aim of this research is to examine the students' knowledge about the felicity conditions, and to raise their awareness about using them to perform a correct speech act, also to see to what extent this consciousness contributes to the improvement of students' production of felicitous speech acts. That is why we found it necessary to administer two main questionnaires: one for teachers and the second for learners.

3.1.1 Sample Description

The sample of this study consists of English language teachers at the university level that have been teaching various modules including discourse analysis.

The questionnaire is handed to 15 teachers taken randomly in sequence that they will be a representative sample for the whole population of teachers.

3.1.2 Questionnaire Description

The teachers questionnaire consists of (10) questions most of them are a multiple choice questions .They were required to answer by crossing the right box and making sentences when necessary.

The aim of the questionnaire is to investigate the teachers' views about the awareness of the felicity conditions among Master one students. And to explore the different problems confronting them during their production of a speech act.

3.1.3 Questionnaire Analysis

Question one: What is your qualification?

Option	N	%
License	00	00
Magister	10	66.66
Doctorate	05	33.33
Total	15	100

Table 05: Qualification of the teachers

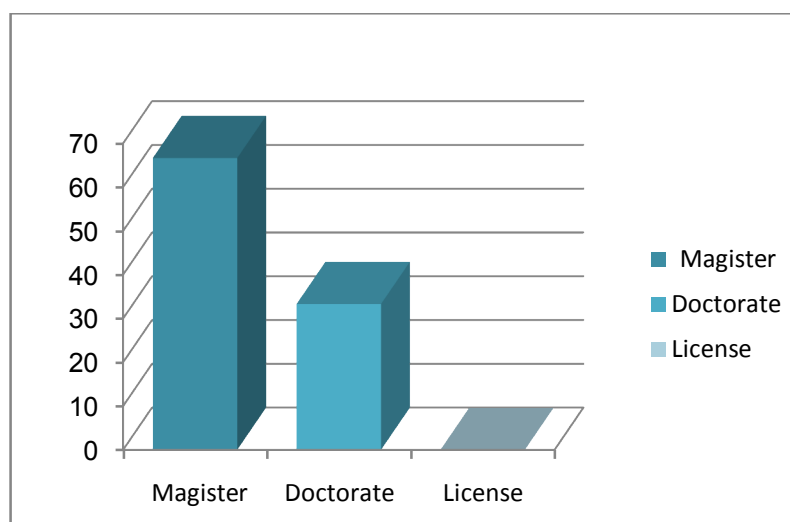


Figure 01: Qualification of the teachers.

Teachers who were given the questionnaire are highly experienced educators. Most of them (10) have a magister degree, whereas (05) have a doctorate degree. So their experience and degree can be of a great use and their testimony and suggestions are very helpful in our investigation.

Question two: Have you taught or do you teach speech act theory during your classes?

Option	N	%
Yes	06	40
No	09	60
Total	15	100

Table 06: Teaching speech act theory

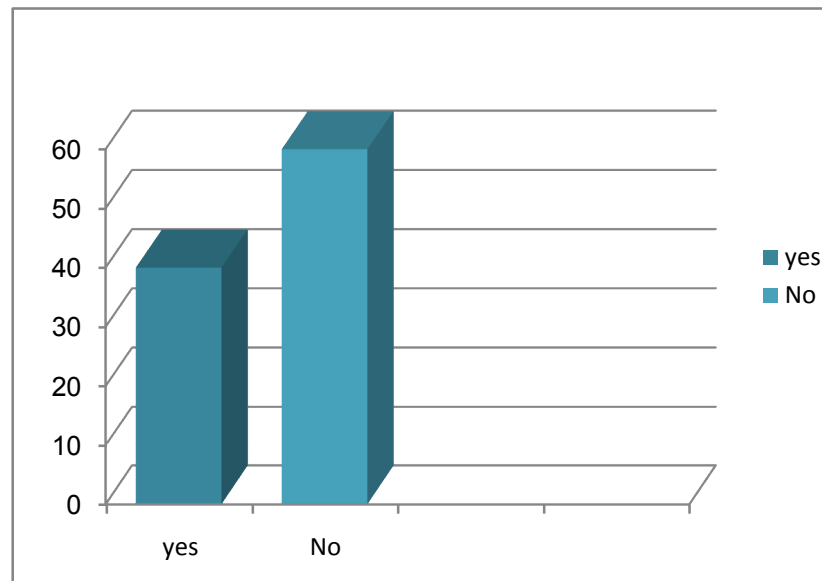


Figure 2: Teaching speech act theory

Since my research is about speech act it is obvious to ask the teachers if they taught or teach speech act during their classes.

As showing in the table above, the majority (60%) do not have experience in teaching speech act theory, while only (40%) have been teaching speech act theory during their classes. This shows that most of them are not familiar with the Master One program. This means they did not teach discourse analyses before. But since they are very experienced with great degrees that would not be a problem because they are already familiar with the lessons of speech act and felicity conditions and that is what we will discover during this survey.

Question three: In your opinion, is it important to teach speech acts and felicity conditions to the students? Why?

Option	N	%
Very important	12	80
Important	03	20
Not important	00	00
Total	15	100

Table 07: The importance of teaching speech act and the felicity conditions

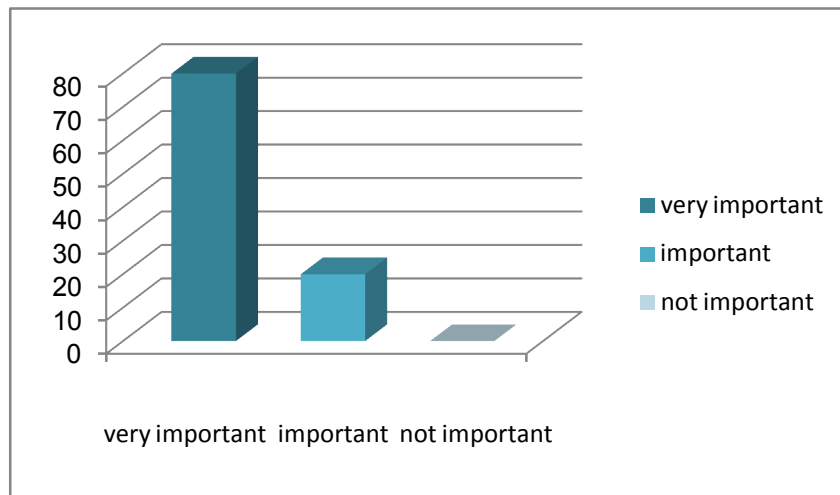


Figure 03: The importance of teaching speech act and the felicity conditions

In this question teachers are required to give their opinions about the importance of teaching speech act and felicity conditions to the students.

The great majority (80%) agreed that it is very important to teach speech act and felicity conditions. While, (20%) of them believes that it is important as well.

Justify your choice:

Teachers declared that the importance of speech act theory is in its critical significance in building the student's verbal bases and obtaining better frames of understanding, which give him a solid ground for the right and proper dialogue in the academic environment or the external environment which is the society.

Question four: Does the students follow the rules of felicity conditions during the performance of speech act?

Option	N	%
Usually	00	00
Always	00	00
Never	00	00
Often	07	46.67
Sometimes	05	33.33
Rarely	03	20
Total	15	100

Table 08: Students follow the rules of felicity conditions or not

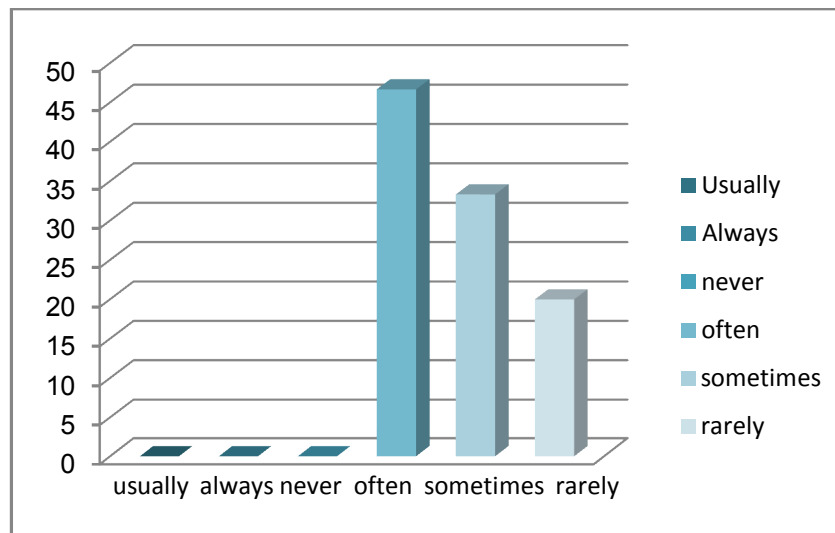


Figure 04: Students follow the rules of felicity conditions or not

As the results in the table above shows, (46.67%) of teachers said that the students often follow the rules of felicity conditions during the performance of speech act. Whereas, (33.33%) of them agreed that students sometimes use them. And (20%) confirms that the students rarely apply it in their performance at the classroom. This difference in views is related to the students' awareness about those rules and how to apply it.

Question five: Does your students perform a successful speech acts during their participations in the classroom?

Option	N	%
Yes	08	53.33
No	07	46.67
Total	15	100

Table 09: Successful performance of speech act

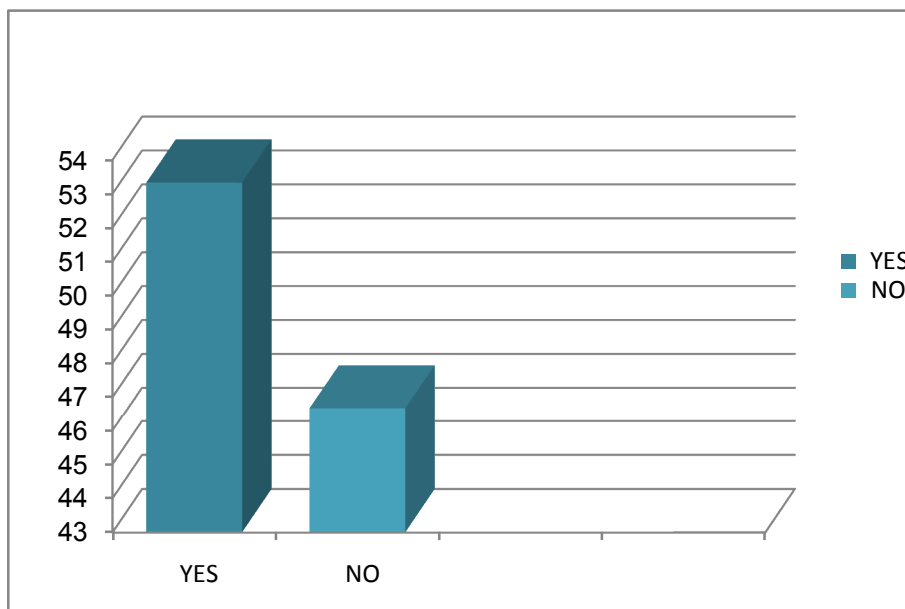


Figure 05: Successful performance of speech act.

This question acts as a complement to the previous one, teachers are asked to declare if their students perform a successful speech act during their participations in classroom.

The results were somehow very close (53.33%) of all teachers answered with a 'Yes'. While (46.67%) answered with a 'No'

These views are obtained through their observations of the students in classrooms and due to their different level.

Question six: What are the problems confronting your students in their attempts to communicate in classroom?

Option	N	%
Problems of prononciation	02	13.33
Problems of grammar	03	20
Problems of vocabulary	04	26.67
Problems in expressing their thoughts	06	40
Total	15	100

Table 10: Students problems during classroom communication

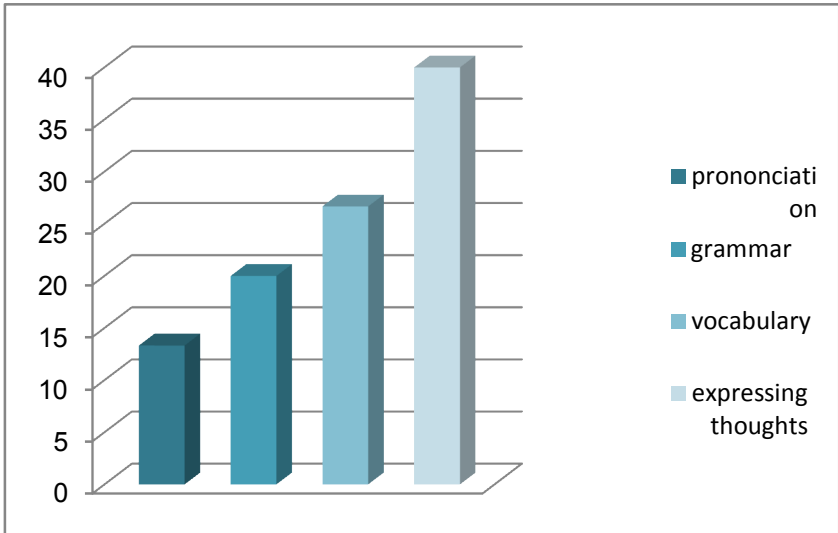


Figure 06: Students problems during classroom communication

In question six we have asked the teachers about the students’ problems during the classroom communication. The results from the table above reveal different answers from the teachers. Most of them (40%) see that the main problem confronting the students in their attempts to communicate in classroom is the difficulty of expressing their thoughts, whereas (26.67 %) of students have problems of vocabulary. However, (20%) of them have problems

of grammar and (13.33%) problems of pronunciation. These differences among the students can be due to the weak tribal gains and the basic foundation of the students.

Question seven: Do you find it difficult to explain the lesson of speech acts and the felicity conditions to the students? Justify your answer?

Option	N	%
Usually	00	00
Always	00	00
Never	00	00
Often	02	13.33
Sometimes	08	53.33
Rarely	05	33.33
Total	15	100

Table 11: The difficulties in explaining the lesson of speech acts and felicity conditions

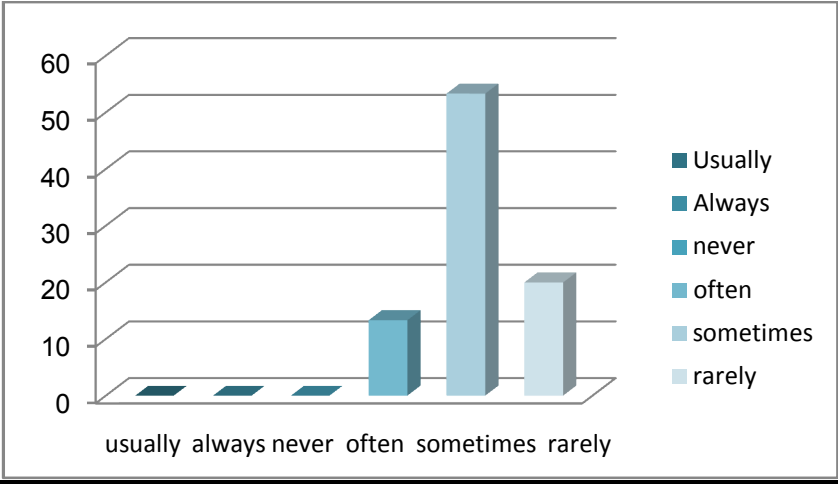


Figure 07: The difficulties in explaining the lesson of speech acts and felicity conditions

The next question was about the difficulties facing the teachers during the explanation of the lesson of speech act and felicity conditions.

As we can see, The teachers' views were varied (53.33%) of them thinks that explaining the lesson of speech act and felicity conditions for the students can be sometimes difficult , while (33.33 %) of them thinks that it is rarely difficult to explain those lessons. Whereas, (13.33%) of teachers sees that they often suffer from these difficulties. So we can say that this variety in the views is related to the teachers' experiences and their professional competences to make the lessons easy and clear to be taught.

Justify your choice:

Teachers who declared that teaching those lessons can be sometimes difficult justified their answers claiming that the problem of explaining the lessons to the students refers to the different level of knowledge for each student. They have different understanding abilities. Some of them have a weak understanding and others have a quick and great understanding of the lessons.

Question eight: Are there any special methods you follow, in order to help your students avoid falling into misfire or abuse? Justify your answer?

Option	N	%
Yes	06	40
No	09	60
Total	15	100

Table 12: Opinions about Methods to follow to avoid 'misfire' or 'abuses'

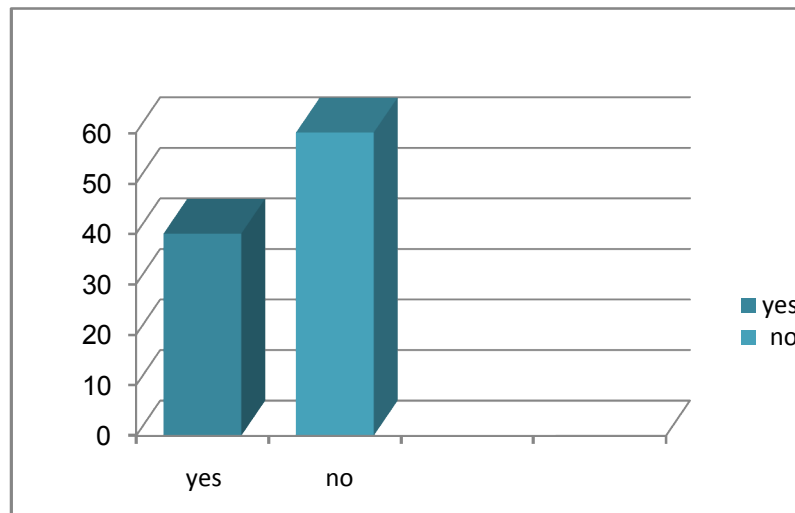


Figure 08: Opinions about methods to follow to avoid 'misfire' or 'abuses'.

The aim of this question is to discover the methods used by teachers to help their students to avoid falling into misfire or abuse.

The majority of teachers (60%) do not follow any kind of method in order to help their students avoid falling into misfire or abuse. This is due to the lack of specialists in this module and the lack of experience with Master One students. Whereas, (40%) of them declared that they follow certain methods to deal with this problem.

Justify your choice:

Teachers who claimed that they follow specific methods to help their students not failing into misfire or abuse declared that those methods can be like, providing students with exercises and some types of tests to be done in classroom in form of groups and home works. So their method is to use not only the theoretical part, but also the practice in a form of individual and group exercises and tests.

Question nine: Do you think that “misfire” and “abuse” should be:

Option	N	%
Neglected	00	00
Carefully treated	15	100
Total	15	100

Table 13: Opinions about if misfire/abuse should be neglect or carefully treated

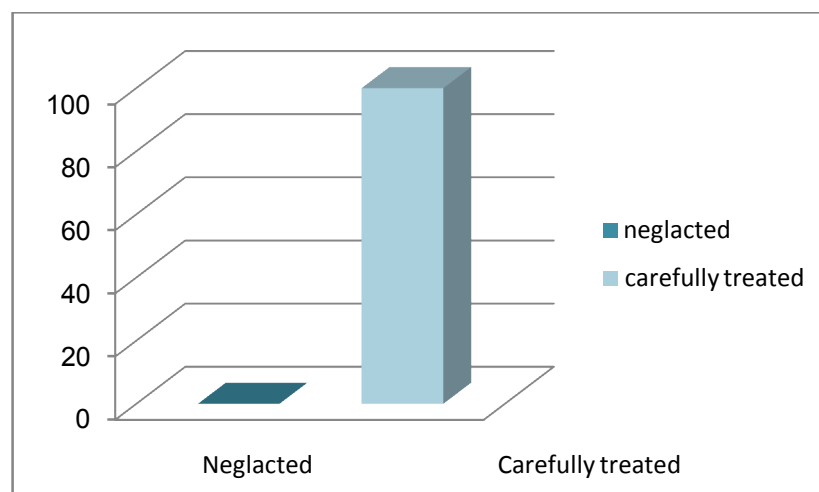


Figure 09: Opinions about if misfire/abuse should be neglect or carefully treated

All teachers (100%) thinks that “misfire” and “abuse” should be carefully treated rather than neglected because if you fall in misfire or abuse the meaning you indented to explain would be incorrect and people wouldn’t understand you. So students have to be aware of the possible difficulties that may face them during the performance of a speech act.

Question ten: Please feel free to add any further comments:

(15) Teachers did not give any comments on our questionnaire.

Conclusion:

From the results of the teachers' questionnaire we can conclude that, to eradicate the problems of the unawareness of the students about the speech act and felicity conditions and avoid falling into misfire or abuse, we should have teachers specialized in the course of discourse analysis to give the learners the basics they need. Accordingly, we have noticed that the majority of teachers do not have a specific method to solve this problem so here teachers must make an effort to find the right methods. Also the students need to make effort to develop their abilities and skills in order to perform a correct and meaningful speech act through practice.

3.2 Students' Questionnaire

In order to answer our research questions, a questionnaire was submitted to EFL learners of Master one at the University of Abbes laghrour, kenchela, in order to investigate and analyze their knowledge about the speech act and felicity conditions.

3.2.1 Sample Description

In this study we have a sample consists of thirty EFL learners in Master One at the University of Abbes Laghrour, Kenchela. These students were selected randomly to be representatives for the whole population of Master One English students.

3.2.2 Questionnaire Description

Since the main objective of this study is to raise the students awareness about using the felicity conditions to perform speech act. It is important to direct a students' questionnaire in order to investigate this issue.

The survey consists of 10 different questions, the learners are asked to answer by 'Yes' or 'No' with brief justification whenever necessary. Sometimes they choose the right answer in multiple choice questions. This questionnaire aim at examining the students' knowledge about the felicity conditions and speech act, and how to use them in order to perform a felicitous speech act. Also to shed light on the reasons that lead to the failure of producing the intended speech act.

3.2.3 Questionnaire Analysis

Question one: Are you familiar with the terms “Speech acts” and “Felicity conditions”?

Option	N	%
Yes	30	100
No	00	00
Total	30	100

Table 14: Familiarity with the terms “Speech acts” and “Felicity conditions”

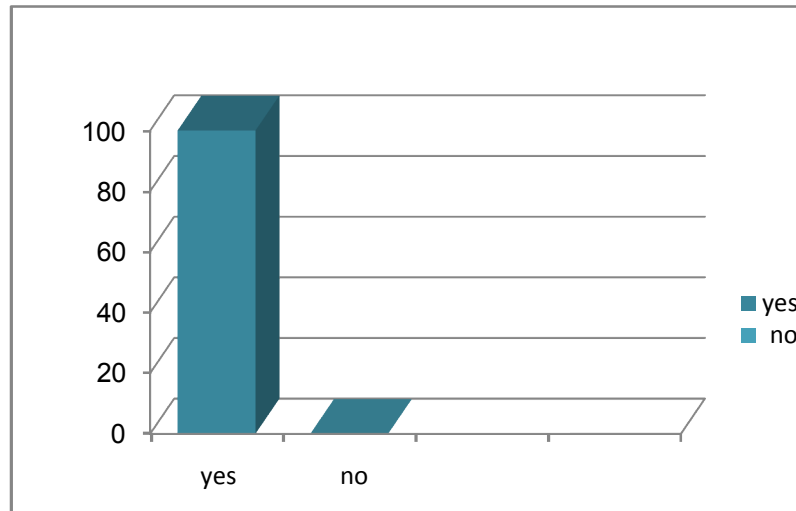


Figure 10: Familiarity with the terms “Speech acts” and “Felicity conditions”

In his table respondents are required to answer if they are familiar with the terms “Speech acts” and “Felicity conditions”. All of them (100%) answered with “Yes”. Since Master one students are already dealt with those lessons. But being familiar with the terms does not necessary means that they have knowledge about it.

Question two: Speech act is:

Option	N	%
A theory that words are things	01	3.33
Performing an action with words	28	93.33
Using language	01	3.33
Total	30	100

Table 15: Definition of speech act

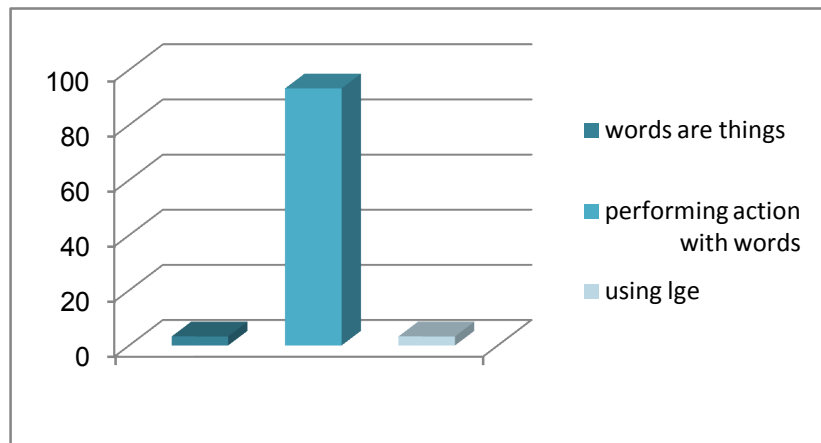


Figure 11: Definition of speech act.

This question acts as a support to the one preceding (Familiarity with the terms “Speech acts” and “Felicity conditions”) Students here are asked to choose the correct definition for the term “Speech act”.

It seems from the results obtained in the table above that the majority of students did not have problems in indicating the right definition of “Speech act” (93.33%) of them answered: Speech act is performing an action with words, which is the correct answer. However, only two students failed to indicate it.

This high proportion of correct answers confirms the answerers of the first question about the familiarity with the terms of “Speech acts” and “Felicity conditions”. Students have knowledge not only about the term but also the lesson.

Question three: Do you think that students fail in performing the intended speech act because of:

Option	N	%
Lack of coherence	06	20
Very poor and limited vocabulary	10	33.33
Inability to make grammatical sentences	04	13.33
Cultural differences between the mother tongue and the second language	10	33.33
Total	30	100

Table 16: Opinions about the reasons in failing to perform the intended speech act

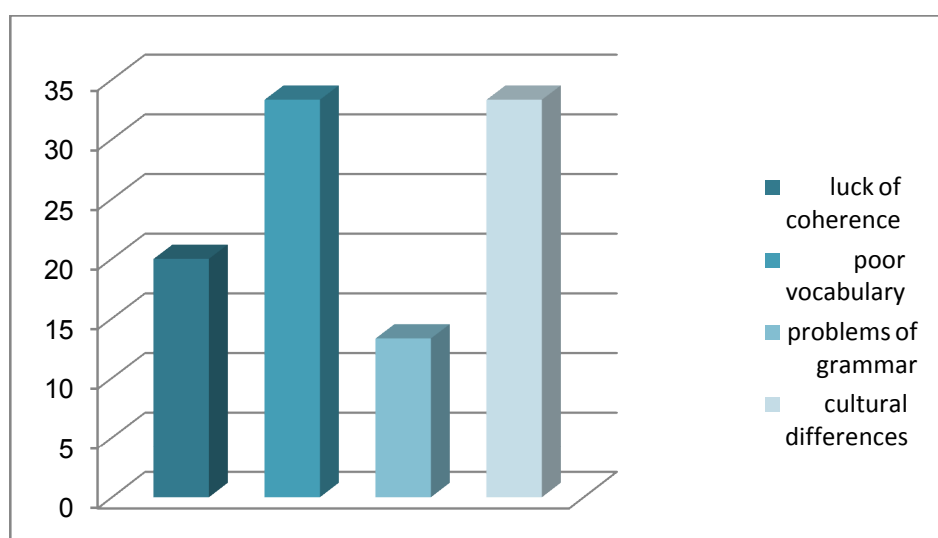


Figure 12: Opinions about the reasons in failing to perform the intended speech act

Concerning the question above we wanted to know the opinions of the students about the reasons behind failing in performing the intended speech act. It seemed wise to ask this question in order to find the problems or reasons, so that we can figure out a solution.

Therefore, subjects were provided with a set of possible choices from which they will have to choose the suitable answer for their case.

The answers were varied according to the problems facing each student of course. As we can see (06) of them (20%) indicated that they fail in communicating the intended meaning because of the lack of coherence. (10) Of them (33.33%) claimed that the main issue is the very poor and limited vocabulary. While (04) of them (13.33%) said it is because of the inability to make grammatical sentences. We also have recorded (10) subjects (33.33%) who answered that this problem is due to the cultural differences between the mother tongue and the second language. Therefore, we can conclude that the main problems facing the students during the production of speech act are issues of vocabulary, grammar, and the inability to translate the intended meaning from their mother tongue to the target language. So they will have to work on their previous knowledge and practice more in order to be better.

Question four: Do you think that a misfire occurs when the students do not know the standards of politeness and impoliteness in the second language:

Option	N	%
Agree	20	66.66
Disagree	06	20
Strongly agree	00	00
Strongly disagree	00	00
Neutral	04	13.33
Total	30	100

Table 17: The nature of misfire

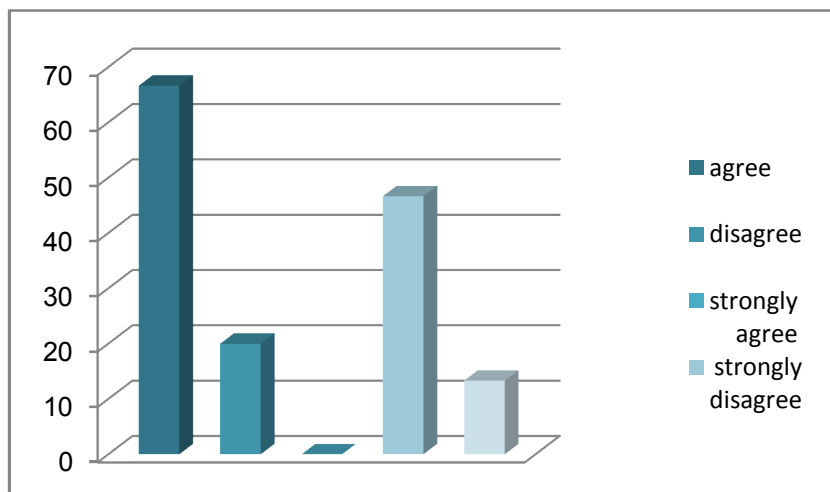


Figure 13: The nature of misfire

When a student fails in communicating the intended meaning automatically he will fail in a Misfire. This question shed the light on the matter of Misfire, if students are aware about it and if they know what does it means. Subjects are, therefore, asked do they think that a misfire occurs when they do not know the standards of politeness and impoliteness in the second language. Five different choices were given.

The results show that (66.66%) of them agree that misfire occurs when they do not know about the standards of politeness and impoliteness. While, (20%) of them disagree, and (13.33%) are neutral.

To conclude we can say that the majority of the students are familiar with the felicity conditions and know about the misfire or the infelicitous speech act. However, the results also indicate that some of them do not know the term Misfire or they do not have a clear idea about it. Since the majority answered correctly we can assume that “Misfire” is clear for the majority of them.

Question five: In your opinion, to what extent are the felicity conditions important?

Option	N	%
Extremely important	05	16.33
Very important	14	45.66
Important	11	36.66
Not important	00	00
Total	30	100

Table 18: The important of felicity conditions

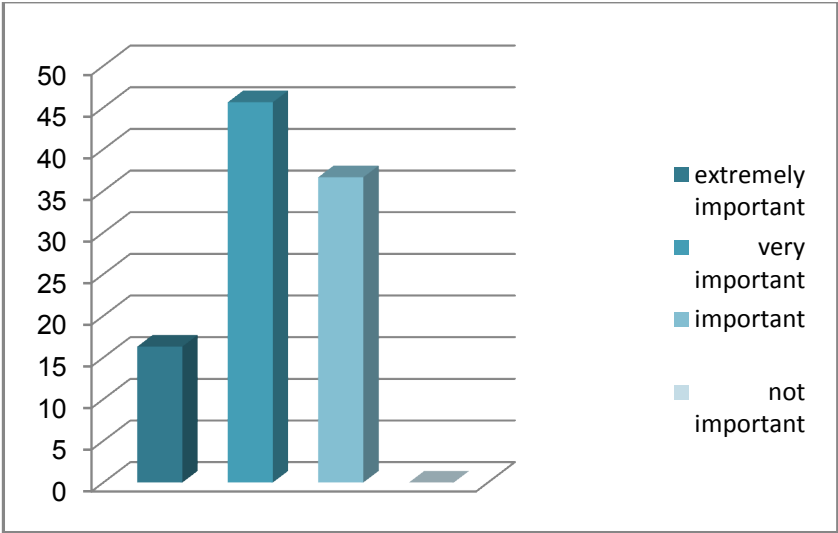


Figure 14: The important of felicity conditions.

The following question was to know to what extent students think that the felicity conditions are important. To answer this question multiple choices were given. The statistics reveals that only (16.33%) of them thinks that the felicity conditions are extremely important. While (45.66%) believes that they are important and (36.66%) confirms that they are important.

So as a final result we can say that (100%) of the students knows and believes about the importance of the felicity conditions in order to perform a correct and a successful speech act.

Justify your choice:

Only (30%) of the subjects justified their answers claiming that felicity conditions are so important because if you do not know how, where and when to use the appropriate words in the appropriate context, this will lead to misunderstanding therefore committing a misfire or abuse. Others said that they are so essential in the performance of a felicitous speech act and without them we will produce infelicitous utterances.

From all the above answers we can conclude that only (30%) of the students do know about the importance of the felicity conditions and they express it in a written form. While the rest did not justify their answers which mean that they do not really know the importance of the felicity conditions or they do not know how to express their thoughts in writing.

Question six: How do you rate your skills in performing speech acts?

Option	N	%
Excellent	00	00
Good	23	76.66
Bad	07	23.33
Very bad	00	00
Total	30	100

Table 19: Skills in performing speech acts

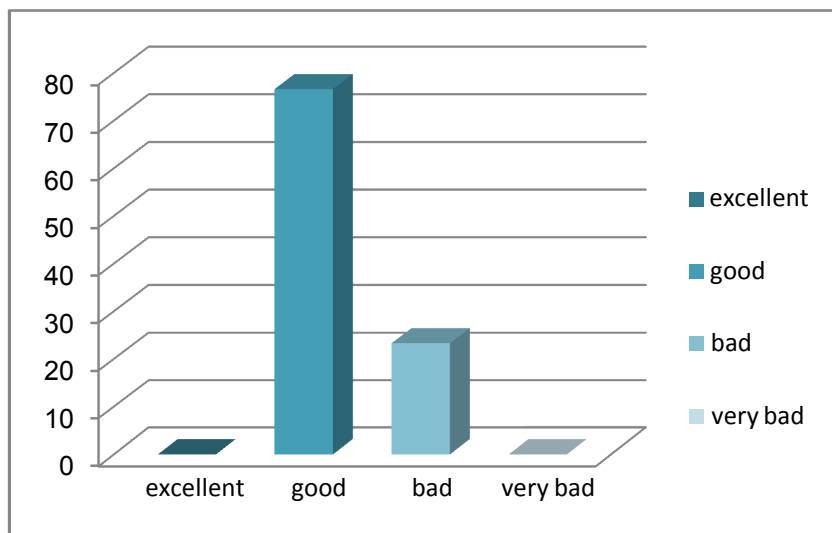


Figure 15: Skills in performing speech acts

If students are aware about the speech act and the felicity conditions as it was shown in the previous questions having a good knowledge about the lessons i.e.: the theoretical part. It's time to ask them how they rate their skills in performing a speech act i.e.: a practical part. The results in the table above show that (76.66%) of the subjects have good levels in performing speech acts, against (23.33%) who have not. That is to say, the majority of the respondents has a good level and can produce a correct speech act.

Question seven: How much is important your teacher's explanation in performing a correct speech act:

Option	N	%
Extremely important	12	40
Very important	14	46.66
Important	03	10
Not important	01	3.33
Total	30	100

Table 20: Importance of the teacher's explanation

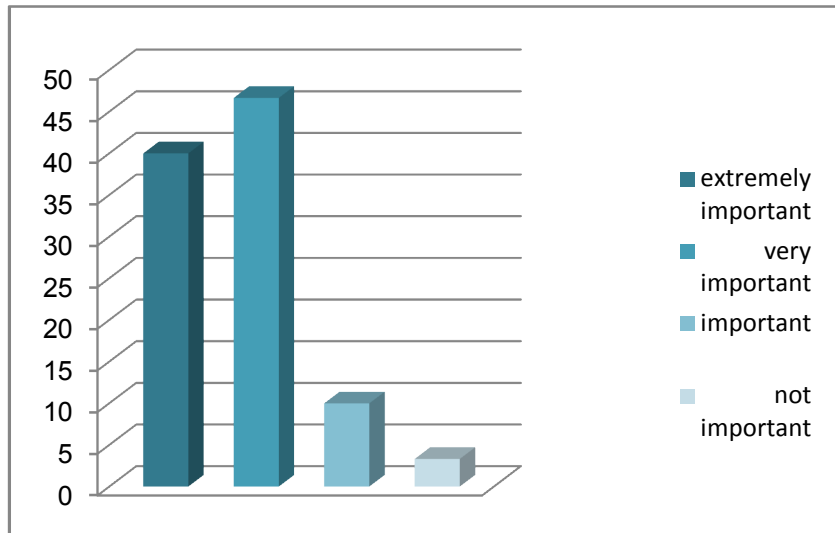


Figure 16: Importance of the teachers' explanation.

To understand the lessons of “Speech acts” and “Felicity conditions” definitely you need the help and explanation of your teacher. So in this question subjects are invited to say whether they find their teachers explanation important and useful for them to perform a correct speech act or not.

In this question we have recorded (40%) of the respondents indicated that their teachers explanation are extremely important. And (46.66%) claimed that it is very important. While (10%) answered that it is important. Against (3.33%), believing that it is not important.

We conclude that the teacher here plays a key role in the understanding of those two lessons providing the students with the necessary knowledge and rules to follow in order to produce a correct speech act.

Question eight: Does your teachers' explanation help you to avoid falling into problems such as: misfire and abuse?

Option	N	%
Yes	26	86.66
No	04	13.33
Total	30	100

Table 21: Teachers explanation benefits

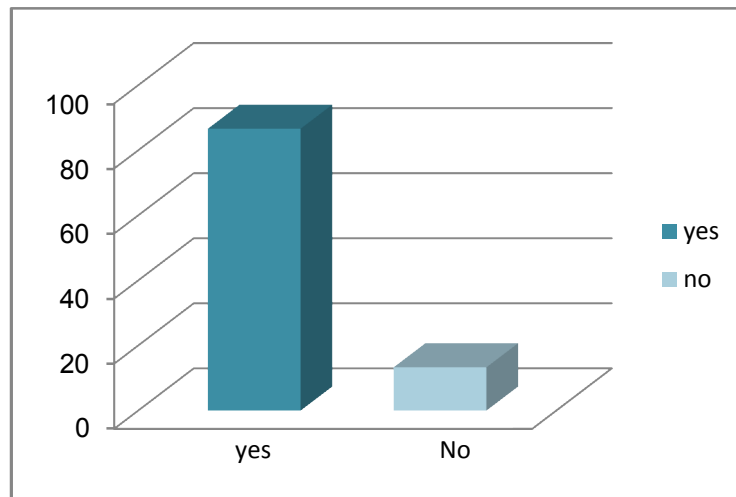


Figure 17: Teachers explanation benefits.

In the same line with the question before students here are required to say if their teachers' explanations help them to avoid falling into problems such as: misfire and abuse. As it was expected the majority of the students (86.66%) answered with "Yes". On the other hand a numerical minority of (13.33%) answered with "No". This question confirms what has been said in the question before and expresses the necessity and importance of the explanation of the teachers.

Question nine: In your opinion how Speech act can be taught?

Option	N	%
Through lectures	07	23.33
Through exercises	03	10
Through practice	20	66.66
Total	30	100

Table 22: Methods of teaching speech act

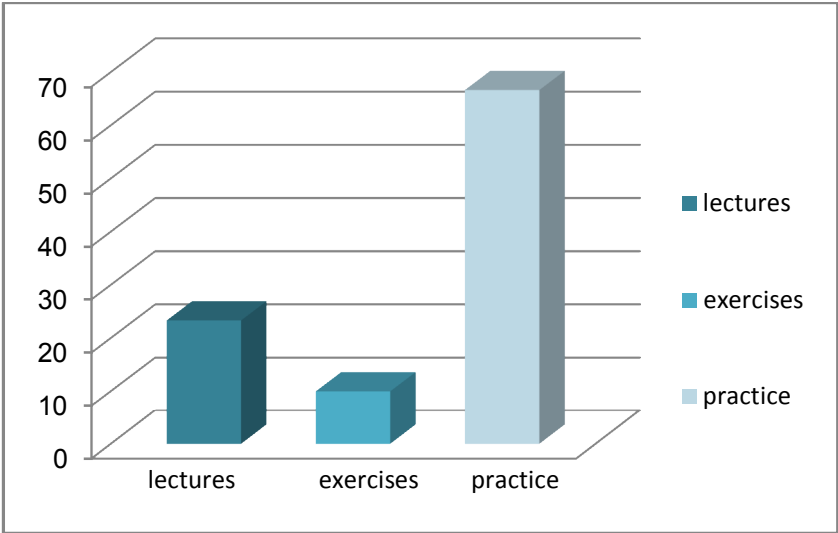


Figure 18: Methods of teaching speech act.

Right after that question, we wanted to know according to the students how speech act can be taught. Different possibilities were given.

Of the total respondent (23.33%) said that it should be taught through lectures, whereas (10%) said through exercises. While the great majority (66.66%) thinks that speech act can be taught through practice. So as we can see students confirms that the best method to teach the lesson of speech act is through practice.

Justify your choice

Since the question allows the students to express their personal views about the best method or way to teach speech act. We have chosen to ask them to justify their answers so we can know more about the preferences of each one of them.

Only (36.66%) of them justified their choice, the answers are varied according to the choices of the student. (07) Of them which agreed that the best method to teach speech act is through practice claimed that, practice help us to understand better and to memorize better. Also it is the best way to reveal our weaknesses and correct it. In the same context students confirms that when you practice more you learn more. (03) students believes that the best method is through lectures, they justified their choice saying that we should first be taught theoretically about the lessons in order to understand the terms, then moving to the practice. Moreover, during the lecture the interaction between the teacher and student leads to a better understanding. Only (01) student thinks that exercises are the best method because through exercises you can experience different cases and different situations that lead to a better understanding.

To sum up, and once again only the minority of the students justified their answers (36.66%) which shows that they are not confident about their chooses or once again they do not know how to communicate their thoughts into words.

Question ten: Do you think that you can perform a correct speech act without knowing about the felicity conditions?

Option	N	%
Yes	09	30
No	21	70
Total	30	100

Table 23: Performance of a correct speech act without knowing about the felicity conditions

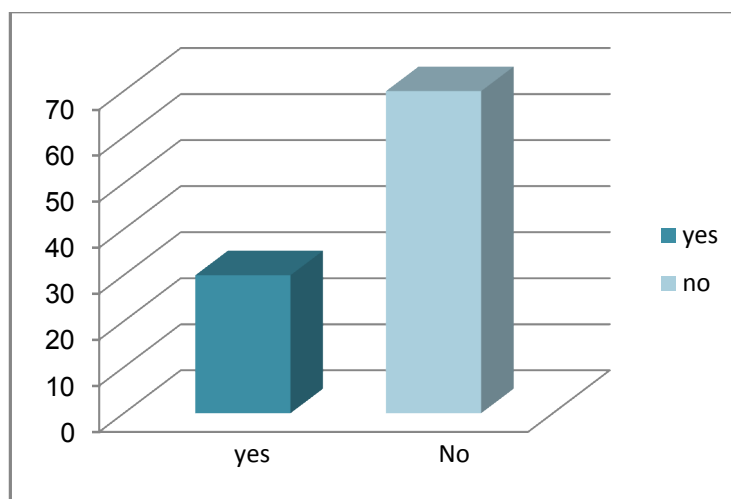


Figure 19: Performance of a correct speech act without knowing about the felicity conditions.

Question ten is a very important question because some of the students can perform a correct speech act without knowing about the felicity conditions due to different factors. For example they know very well the rules of grammar and vocabulary which allow them to produce a correct utterance.

The table above confirms that some of the students (30%) as I said can produce a successful speech act without knowing about the felicity conditions. While (70%) confirms that it is impossible for them to produce it correctly without a previous knowledge about the felicity conditions.

Conclusion

The data collected from the survey administrated to the Master One LMD students helped us to investigate their perspectives about the felicity conditions and speech acts.

The results support our research hypothesis which stipulates that if the students are aware about the felicity conditions, they can perform a felicitous speech act. Accordingly, we have seen that the great majority of the students are familiar with the terms: speech act, felicity conditions, abuse, and misfire. Also we have observed that students fail in producing the indented speech act due to the very poor and limited vocabulary, so here students need to make effort in revising lessons of grammar and vocabulary. As well as, students confirm that the best methods of teaching speech act theory and felicity conditions are through practice.

To sum up, all this tables and graphs confirm that the students are familiar with felicity conditions and speech act theory in general.

Chapter Three

Test

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4.1 Test

Introduction

This chapter will be a continuity of our study in order to know more about the students' awareness about the felicity conditions. It is divided into two parts. First, a test provides numerical and statistical findings that might or might not confirm the research hypothesis. Correspondingly, students' knowledge of the speech acts and felicity conditions are practically tested meanwhile the second part will be about the pedagogical implications and suggestions coming out of the research results.

4.1.1 Test Description

The test consists of two small exercises. In the first exercise, students were given (08) statements and they were asked to identify whether the statement is “felicitous” or “infelicitous”. This task aims at pointing out the impact of students' awareness about the felicity conditions on their abilities to produce a felicitous speech act and avoid falling in infelicities. In the second exercise, students were given (05) different dialogues and they were asked to decide whether the second speaker's utterance is a: representative, a commissive, or a directive.

4.1.2 Analysis of the results

The method of analyzing the students' performances in this test is based on the number of correct / incorrect answers.

Exercise 01 The students' awareness about the felicitous and infelicitous speech acts.

Statements	Correct answers		Incorrect answers		Unrecognized		Total	
	N	%	N	%	N	%	N	%
A	14	46.66	16	53.33	00	00	30	100
B	10	33.33	20	66.66	00	00	30	100
C	12	40	18	60	00	00	30	100
D	13	43.33	15	50	02	6.66	30	100
E	17	56.66	12	40	01	3.33	30	100
F	20	66.66	09	30	01	3.33	30	100
G	09	30	20	66.66	01	3.33	30	100
H	11	36.66	18	60	01	3.33	30	100

Table 24: Students' examination of felicitous and infelicitous speech acts

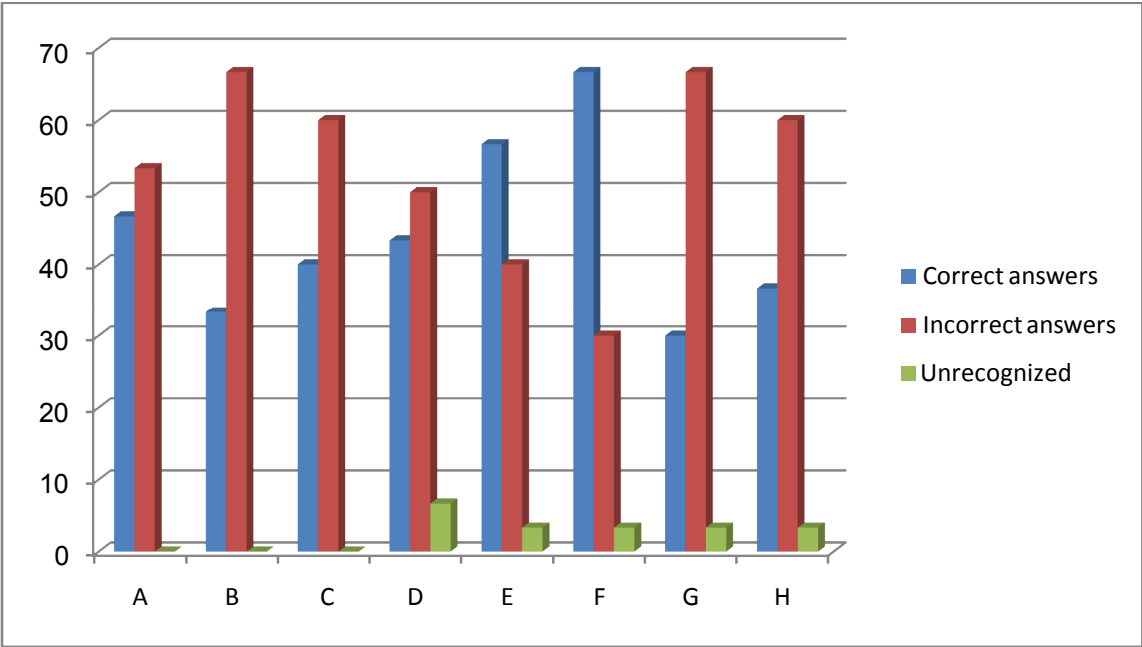


Figure 20: Students' examination of felicitous and infelicitous speech acts

Statement A: I pronounce you man and wife, anything you say can and will be used against you.

As we can see in the table above, the results of statement (A) show that (46.66%) of the participants distinguished the felicitous from the infelicitous speech, whereas, (53.33%) of them failed in answering this statement correctly. We can assume that this speech act is not familiar for the students.

Statement B: I promise you, I will fix the problem, Said when I do not intent to do that.

Undoubtedly, the results show that the majority of the students answers are incorrect (66.66%), while only (33.33%) of the learners answers are correct. Hence, we assume that students have problems with practicing the lessons that have been taught.

Statement C: I forbid you to say that.

The results which appear in the table state that a greater number of the participant answers are incorrect (60%). Whereas, only (40%) of them answered correctly. Here we can say that the learners still do not distinguish between the felicitous and infelicitous speech act.

Statement D: I promise to help you with yesterday's homework.

Unexpectedly, the students continue in failing to recognize the right answers. (50%) of them answered incorrectly, and (6.66%) did not recognize the answer. Hence, only (43.33%) of the participants answers was correct.

Statement E: A president declares war to another country by telling a group of friends at a dinner.

As it is revealed in the table, the majority of the students (56.66%) have selected the appropriate answer. While (40%) of the answers was incorrect and (3.33%) did not find the answer. As far as, this kind of utterance seems illogical so we assume that students could answer it correctly following their logic.

Statement F: An administrative agent ordering the director.

The results in the table show that a large number of learners (66.66%) have selected the suitable answer. However, (30%) failed and (3.33) did not recognize the answer. Same as “statement E”, here also the participants were successful to select the appropriate answer according to their logic and their familiarity with the statement or the situation.

Statement G: I condemn you with a lifetime imprisonment.

The findings obtained from the table show that only (30%) of the students selected the correct answer. While, the greater majority (66.66%) did not discover the appropriate answer and (3.33%) did not identify it. We assume that the students ignore a lot of details about how to identify the felicitous speech act.

Statement H: I apologize for forgetting next week’s appointment.

The last statement represents the continuity of the students’ unawareness about the felicitous and infelicitous speech act. As we can see in the table, the great majority (60%) of the participants failed in identifying the correct answer and (3.33%) did not recognize the answer. While, only (36.66%) selected the appropriate answer.

Students’ answers	%
Correct answers	44.16%
Incorrect answers	53.33%
Unrecognized	2.49%
Total	100%

Table 25: Students awareness about the felicitous and infelicitous speech act

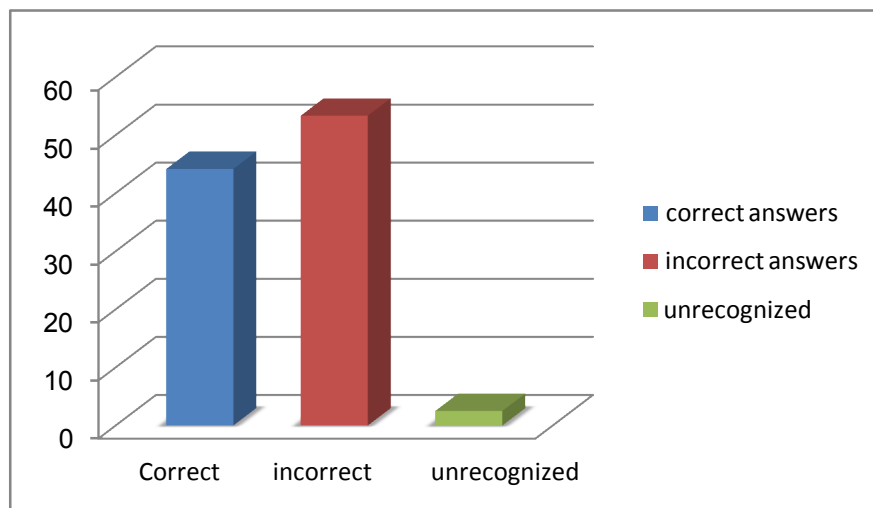


Figure 21: Students awareness about the felicitous and infelicitous speech act.

Overall, we notice from the first exercise that the students' knowledge to identify the felicitous and infelicitous speech act is very poor. The proportion of the students' responses in the first task is: (44.16%) correct answers, (53.33%) incorrect answers and unrecognized (2.49%) unrecognized answers. Certainly, the learners need more practice to be successful in determining the felicitous speech act from the infelicitous one. Practice can be at the classroom or even in dealing with each others in everyday communication in order to be familiar with the felicitous speech act and the felicity conditions.

Exercise 02 The Different classification of speech act.

Statements	Correct answers		Incorrect answers		Unrecognized		Total	
	N	%	N	%	N	%	N	%
A	09	30	16	53.33	05	16.66	30	100
B	12	40	12	40	06	20	30	100
C	13	43.33	11	36.66	06	20	30	100
D	15	50	10	33.33	05	16.66	30	100
E	04	13.33	21	70	05	16.66	30	100

Table 26: Students’ knowledge about the different classification of speech act

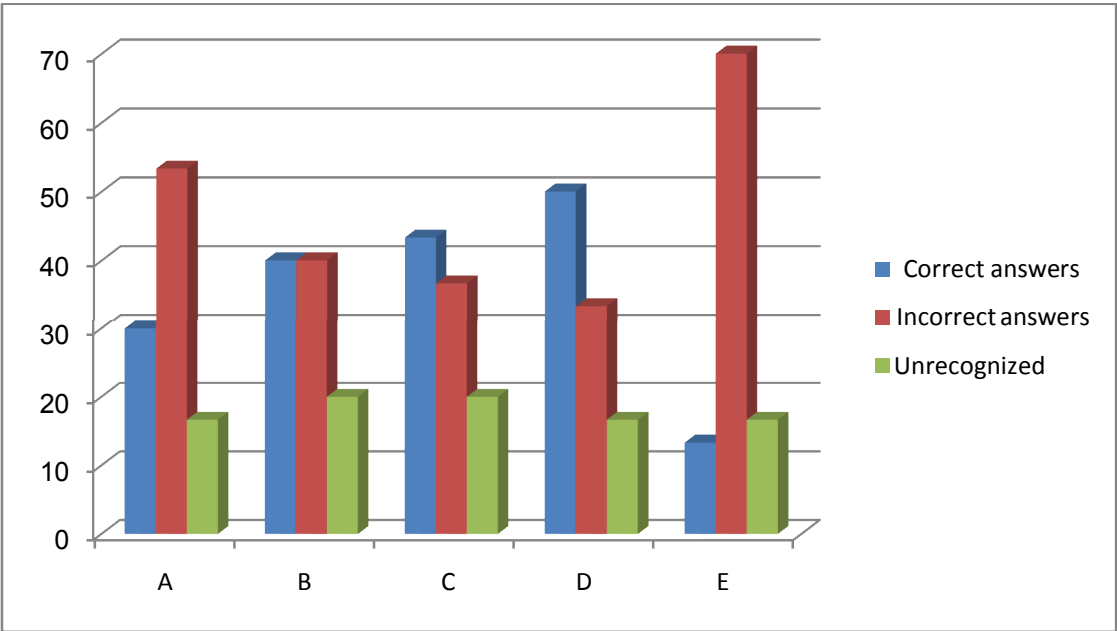


Figure 22: Students’ knowledge about the different classification of speech act

Dialogue A

Selena: Coco’s sick.

Taylor: I will take her to the vet.

The results reveal that only (30%) of the participants have answered correctly. While, (53.33%) of them answered incorrectly and (16.66%) did not recognize the answer. We can

assume that the students' knowledge about the different classification of speech act is so limited and not clear so they need to revise it.

Dialogue B

Vincent: What's the weather like in L.A?

Raphael: It's raining.

The table above shows that (40%) of the participants have found out the appropriate answer. While, (40%) did not and (20%) of the students did not recognize the answer. Hence, the students' familiarity with the classification of speech act is so poor.

Dialogue C

Julian: The garage is a mess.

Maddy: Clean it up!

As the table might suggest, only (43.33%) of the students managed to answer correctly. Whereas, (36.66%) of the answers was wrong and (20%) was unrecognized. The students continue in failing to find the suitable answers and prove their incapability to select the right classification

Dialogue D

Nikola: Let me sleep.

His mom: I order you to get up.

Accordingly, the results obtained from the table indicate that half (50%) of the students answered correctly. We also observed that (33.33%) of the answers was incorrect and (05) or (16.66%) of the learners have not answered this question at all.

Dialogue E

Jack: dad I'm going out.

Dad: I warn you if you don't come home early you will be punished.

Approximately, the great majority of the participant (70%) failed to discover the suitable answer, and (16.66%) of them did not recognize the answer. Whereas, only (13.33%) managed to answer appropriately.

Students' answers	%
Correct answers	35.33%
Incorrect answers	46.66%
Unrecognized	17.99%
Total	100%

Table 27: The percentage of the students' awareness about the speech act classification

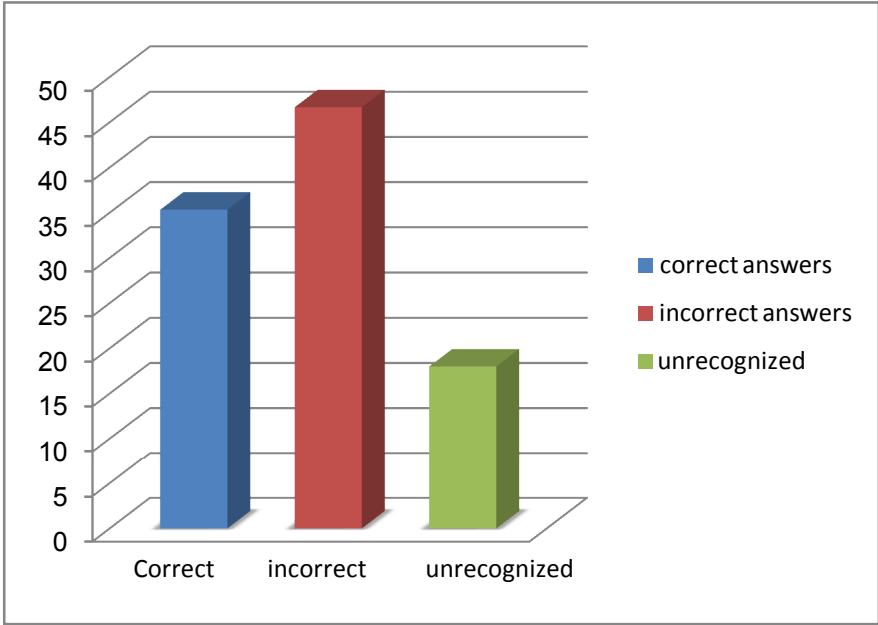


Figure 23: The percentage of the students' awareness about the speech act classification.

Overall, we noticed that the second exercise was worse than the first one as it is shown in the table above. The participant showed a very limited and poor knowledge about the speech act classifications. All in all, only (35.33%) of the students managed to find out the correct answers. While, (46.66%) of them did not answer correctly and (17.99%) have not

answered this question at all. These findings prove the crucial role of knowing felicity conditions in order to perform a felicitous utterance.

Conclusion

The main concern of this chapter is to provide inclusive and comprehensive answers for the questions we have raised at the beginning of our research. The results obtained from the test confirmed the unawareness of the students about practicing and performing speech acts and the felicity conditions. We have seen that students have real problems and issues when it comes to the practice; theoretically they proved to be great but practically they showed a very low level, due to the lack of practice. Students need to practice more in order to be familiar with the felicity conditions and speech act. In sum, all these tables and graphs confirm that the great majority of the students cannot determine the felicitous and infelicitous speech act or know the different classes of speech act.

4.2 Pedagogical implications

The main concern of this section is to review some pedagogical implications about teaching pragmatics specifically discourse analysis. Speech act theory plays a curial role in expressing different situations of talk. Students' must be aware of the importance of this field and be conscious about the possible difficulties that may face them during the production of a speech act. This final section examines and discusses the implications of the present research on English teaching in various pedagogical situations and highlights some procedures and strategies to be applied by course designers of English Syllabi. It also provides some insights that may be helpful for further studies.

First of all, if I may propose for the administration of English department to include the module of 'Discourse Analysis' in the curriculum of first year students, due to its great importance in building the students' verbal bases and obtaining better frames of understanding which give him a solid ground for the right and proper dialogue. Moreover, the administration must recruit teachers specialized in "Pragmatics" and specifically 'Discourse Analysis' to start with a solid basis with the students.

Secondly, teaching style is very important factor in teaching, all students have different preferences in learning styles, some of them can easily adapt and learn using various styles, while others are less flexible and need a specific style. Matching the curriculum to every student in the classroom is an impossible task. Thus, teachers must recognize students' learning styles through a designed survey. In our case and depending on the results obtained from the questionnaire students prefer to learn discourse analysis module through practice. Consequently, teachers should focus more on the practice (exercises, home works, group works...) more than lectures. Moreover, teaching discourse analysis does not concern only the teachers of this field. At the contrary, it regards all teachers for its great importance. So they should include the lessons of speech act theory and felicity conditions during the classroom

activities. Another important point is that teachers should teach speech act through visual images, videos, and familiar examples that can be more suitable for this course. Last but not least, in order to know the level and awareness of the students about speech act and felicity conditions, students must participate in the classroom which is not an easy task for the teachers. Sometimes students can be passive and unmotivated to participate. It will be helpful for the teachers to link the teaching of felicity conditions with reward anticipation in the classroom.

Finally, students should recognize the importance of speech act and felicity conditions and should know that the more they practice the more they will produce an appropriate utterance. Moreover, students must have a good knowledge and background in vocabulary and grammar, so they should revise the rules and lessons. Furthermore, students must not only rely on the teachers to understand and practice speech act. They must practice it even in their daily life by talking to each others.

General conclusion

Teaching speech act theory has become one of the most important subjects in pragmatics, because it is considered as a central unit of communication and a tool of expressing different performatives. However, the practical process of this theory can be somehow difficult for both teachers and students. The aim of this study has been to investigate the awareness of Master One LMD students of English Department at Abbes Laghrour University, Khenchela about speech act and felicity conditions, and their abilities to produce an appropriate felicitous act. Furthermore, it has allowed us to discover some problems facing the learners during their product of speech act. As well as, the suitable methods for teachers to teach speech act and felicity conditions. The study departs from three principle research questions:

1-What are the various problems facing the students during the production of speech act?

2-What are the felicity conditions that can allow the students to perform a felicitous speech act?

3-To what extent students are aware of using the felicity conditions appropriately?

To answer these questions we have conducted a teachers' questionnaire, a students' questionnaire, and a test.

The results obtained from the teachers' survey reveals that all teachers agreed on the importance of teaching speech act theory and felicity conditions, for its critical significance in building the student's verbal bases and obtaining better frames of understanding, which give him a solid ground for the right and proper dialogue in the academic environment or the external environment which is the society. As well as, teachers declared that the most common problems facing the students during their productions of speech act are: problems of expressing their thoughts, pronunciation, vocabulary and grammar. While when we asked

them about if there are methods to follow in order to teach this module most of them respond with a 'No'

Moving on to the learners' survey, the results acquired show that students have a great knowledge and familiarity with the different terms of 'Discourse analyses'. As well as, we have also observed that students fails in producing the indented speech act due to the very poor and limited vocabulary, so here students need to make effort in revising lessons of grammar and vocabulary. Moreover, students confirm that the best methods of teaching speech act theory and felicity conditions are through practice.

After testing the theoretical knowledge of the students about speech act and felicity conditions a small test was conducted in order to know if students are able to practice what they have been taught at the classroom or not. Unfortunately, the great majority of the participants failed to prove their awareness about the felicity conditions and speech act practically. They could not differentiate between the felicitous and infelicitous speech act. Also they are not aware of the different classifications of speech act.

To sum up, the results obtained from the test confirmed the unawareness of the students about practicing and performing a speech act and the felicity conditions. We have seen that students have a real problems and issues in practice. So they need to practice more in order to be familiar with the felicity conditions and speech act.

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Appendix One

Teachers' Questionnaire

Dear teachers,

This questionnaire is a part of a research work on speech acts theory and the felicity conditions. It aims to know about teachers' awareness of this felicity conditions. I would appreciate your collaboration if you could fill in this questionnaire.

Please, tick (×) the appropriate answer or make a full statement when necessary.

I thank you in advance for your cooperation.

Key words:

Felicity conditions: Conditions that must be met, and criteria that must satisfied for an utterance to achieve its purpose and a speech act to be successful (or felicitous).

Misfire: the violation of any of the felicity conditions happens when the performative utterance fails to work.

1. What is your qualification?

License

Magister

Doctorate

2. Have you taught or do you teach speech act theory during your classes?

NO

YES

3. In your opinion, is it important to teach speech acts and felicity conditions to the students?

Very important

Important

Not important

Why.....

.....

.....

4. Does the students follow the rules of felicity conditions during the performance of speech act?

Usually

Often

Always

Sometimes

Never

Rarely

5. Does your students perform a successful speech acts during their participations in the classroom?

No

Yes

6. What are the problems confronting your students in their attempts to communicate in classroom?

Problems of pronunciation

Problems of Grammar

Problems of vocabulary

Problems in expressing their thoughts

Others.....

.....

7. Do you find it difficult to explain the lesson of speech acts and the felicity conditions to your students?

Usually	<input type="checkbox"/>	Often	<input type="checkbox"/>
Always	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>
Never	<input type="checkbox"/>	Rarely	<input type="checkbox"/>

Please justify your answer

.....

.....

8. Are there any special methods you follow, in order to help your students avoid falling into misfire or abuse?

No	<input type="checkbox"/>	Yes	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

Please justify your answer

.....

.....

.....

9. Do you think that 'misfire' and 'abuse' should be?

Neglected	<input type="checkbox"/>
Carefully treated	<input type="checkbox"/>

10. Please feel free to add any further comments:

.....
.....
.....

Thank You.

Appendix two
Students' Questionnaire

Dear students,

We would be thankful if you could answer the following questions which mainly deal with your knowledge about the “Speech Acts” and the “Felicity conditions”. In an attempt to determine what are the major problems you face when using them, we will be very grateful if you share your opinions and thoughts. We can assure you that the answers will be kept anonymous. Your answers are very important for our research, thank you in advance for your cooperation.

Will you please tick (√) next to the corresponding answer or fill in with information where necessary.

1. Are you familiar with the terms “Speech acts” and “Felicity conditions”?

Yes No

2. Speech act is:

a-A theory that words are things

b-Performing an action with words

c-Using language

3. Do you think that students fail in performing the intended speech act because of:

- a- Lack of coherence
- b- Very poor and limited vocabulary
- c- Inability to make grammatical sentences
- d- Cultural differences between the mother tongue and the second language

4. Do you think that a misfire occurs when the students do not know the standards of politeness and impoliteness in the second language?

- a- Agree
- b- Disagree
- c- Strongly agree
- d- Strongly disagree
- e- Neutral

5. In your opinion, to what extent are the felicity conditions important?

- a- Extremely important
- b- Very important
- c- Important
- d- Not important

Justify your choice

.....

.....

6. How do you rate your skills in performing speech acts?

- a- Excellent
- b- Good
- c- Bad

d- Very bad

7. How much is important your teacher's explanation for performing a correct speech act?

a- Extremely important

b- Very important

c- Important

d- Not important

8. Does your teacher explanation help you to avoid falling into problems such as: misfire and abuse?

Yes

No

9. In your opinion how Speech act can be taught?

a- Through lectures

b- Through exercises

c- Through practice

Please justify your answer

.....

.....

10. Do you think that you can perform a correct speech act without knowing about the felicity conditions?

Yes

No

Thank you!

Appendix three

Test

This is a small test in order to know about your awareness about the felicity conditions:

1. Among this infelicitous conditions, could you identify the following statement “felicitous” or “infelicitous” (Tick the right answer):

a) - I pronounce you man and wife, anything you say can and will be used against you. Felicitous
Infelicitous

b) - I promise you, I will fix the problem. Said when I do not intent to do that. Felicitous
Infelicitous

c) - I forbid you to say that. Felicitous
Infelicitous

d) - I promise to help you with yesterday’s homework. Felicitous
Infelicitous

e) - A president declares war to another country by Felicitous

telling a group of friends at a dinner.

Infelicitous

f) - An administrative agent ordering the director.

Felicitous

Infelicitous

g) - I condemn you with a lifetime imprisonment.

Felicitous

Infelicitous

h) - I apologize for forgetting next week's appointment.

Felicitous

Infelicitous

2. In each of the following dialogues, decide whether the second speaker's utterance is a representative, a commissive, or a directive.

A) - Selena: Coco's sick.

.....

Taylor: I'll take her to the vet.

b) -Vincent: What's the weather like in L.A?

.....

Raphael: It's raining.

c) -Julien: The garage is a mess.

.....

Maddy: Clean it up!

d) - Nikola: Let me sleep

.....

His mom: I order you to get up.

e) - Jack: dad I'm going out.

.....

Dad: I warn you if you don't come home early you will be punished.

Résumé

La théorie des actes de parole est considérée comme la théorie la plus importante qui a été négocié dans le domaine du pragmatisme. Grâce a « John Austin » qui a joué un grand rôle dans l'analyse des différents types de discours, et d'identifier les différentes conditions pour l'ensemble des actes de langage qui sont employés pour exprimer les différentes situations d'une manière correcte exact. Alors que le manque de l'une de ces conditions influe négativement, ce qui provoque la non compréhension de la parole.

Notre objectif dans cette étude est d'évaluer la capacité d'assimilation des étudiants pour les conditions des actes de langage et d'accroître leur prise de conscience pour produire un acte exacte et correcte. Et de connaitre comment améliorée ses compétences et son niveau. À cet égard, nous avons réalisé un questionnaire pour les professeurs du Département D'Anglais à l'Université D'Abbes Laghrour Khenchela, qui mit en évidence l'importance d'enseigner les actes de parole pour les étudiants. Ainsi qu'un autre questionnaire réalise aux étudiants de la Première Année Master Anglais, en plus d'imposition d'un devoir pratique pour évaluer la connaissance des étudiant pour les conditions des actes de parole. Les résultats du questionnaire montrent que l'étudiant a une bonne connaissance avec les différents concepts d'analyse du discours, mais cela ne l'a pas empêché de surmonter son échec à produire le discours correctement et d'appliquer ces conditions en forme théorique a cause de des difficultés de grammaire, exprimée des idées et le manque du vocabulaire, et pour le devoir pratique, il a été constaté que la majorité d'entre eux sont incapables d'appliquer leur connaissances théoriques et la plupart des réponses semblent fausses.

Finalement nous concluons que l'étudiant est incapable d'exprimer correctement les paroles à cause de problème d'application.

ملخص

تعتبر نظرية أفعال الكلام من أهم النظريات التي تم تداولها في مجال البراغماتية , حيث أنها لاقت صدى كبيرا في دراسة كل الظواهر اللغوية . يعود الفضل في ظهورها اللغوي و اللساني للانجليزي جون اوستين الذي بين أهميتها الكبيرة في تحليل مختلف أنواع الخطاب وكذلك توظيف شروط لباقة أفعال الكلام للتعبير عن مختلف الوضعيات الكلامية بطريقة صحيحة و لبقة. حيث أن الاستغناء عن احد شروطها وعدم المعرفة التامة بقواعدها ينجم عنه انعدام القدرة الإنتاجية للكلام وبالتالي انعدام أداة التواصل بين المتكلم و المستمع.

هدفنا من خلال هذه الدراسة تقييم القدرة المعرفية لطلاب بشروط أفعال الكلام والرفع من وعيهم لإنتاج كلام صحيح و لائق. أيضا معرفة مدى مساهمة إدراك الطالب لهذه الشروط في تحسين مهاراته و مستواه. وفي هذا الصدد قمنا بتوجيه استبيان لكل من أساتذة قسم اللغة الانجليزية بجامعة عباس لغرور, الذي أبرزت نتائجه أهمية تدريس أفعال الكلام للطلبة لما لها من ايجابيات في بناء مهاراته اللغوية الصحيحة. وكذلك استبيان آخر لطلبة السنة الأولى ماستر انجليزية , بالإضافة إلى فرض تطبيقي بهدف تقييم مكتسباتهم المعرفية لشروط لباقة أفعال الكلام. حيث أوضحت نتائج الاستبيان أن الطالب على معرفة جيدة بمختلف مفاهيم تحليل الخطاب ولكن هذا لم يمنعه من تجاوز فشله في إنتاج كلام صحيح و تطبيق مختلف شروطه في الحصة النظرية نظرا لوجود صعوبات في قواعد اللغة , التعبير عن الأفكار و الكم القليل من مفردات اللغة المكتسبة . و من خلال الفرض التطبيقي تبين أن الأغلبية الساحقة غير قادرين على تطبيق المعارف النظرية في الحصص التطبيقية حيث تظهر اغلب الإجابات خاطئة نظرا لوجود عائق التطبيق لديهم.