SOCIO-PRAGMATIC APPROACH
OF COMMISSIVE SPEECH ACT VERBS IN TWO NOVELS TO
LIGHT HOUSE BY VIRGINA WOOLF AND COLOR PURPLE BY
ALICE WALKER
A THESIS
SUBMITTED TO
THE COUNCIL OF THE COLLEGE OF ARTS ALNEELAIN
UNIVERSITY DEPARTMENT OF ENGLISH
IN PARTIAL FULFILLMENT OF REQUIREMENTS OF THE
DEGREE OF PH.D IN ENGLISH LANGUAGE
SOCIO-PRAGMATICS
BY
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SUPERVISED BY
Dr. Ishraga Bashir Mohammed Alhassan
2019 A.D.
(Now hath come unto you a Messenger from amongst yourself: it grieves him that ye should perish: Ardently anxious is he over you: to the believers: Is he most kind and merciful)  

(Yusif,1973:475).
TO:

MY PARENTS WITH LOVE AND GRATITUDE
I certify that this thesis (Socio-pragmatic approach analysis of commissive verbs in some selected novels “Color purple by Alice Walker and To the Light House” by Virginia Woolf, has been prepared under my supervision at Al-Neelain University College of Arts as a partial fulfillment of the requirements for the degree of doctorate in English language linguistics.

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Alice walker “and “To the Light House by Virginia Woolf “, and as Examining committee ,examined the student “Teiseer Mohammed Abd Mohmoud in its content ,and that in our opinion it is adequate as a thesis for the degree of doctorate of philosophy in English Language / Linguistics.

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Approved by the council of the College of Arts ,Al-Neelain University College. Department of English.

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Al-Neelain University. Date. / /
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ABSTRACT

Commissive speech acts are presented in almost all languages. They are considered as the most important aspects of maintaining social relationships between interlocutors in any context. These verbs can be applied for different fields of life such as social, religious, political speech as well as literary works, they can be implemented explicitly or implicitly. Although, there are a lot of ambiguities that can be raised with these verbs because there will be different cultures in applying different types of commissive verbs, and the best way to clarify this problem is to analyze the text pragmatically (sociopragmatically). Within present study the analyzes of explicit and implicit commissive speech act verbs such as (promise, threat, guarantee, pledge…ect) in some selected novels will be analyzed. Texts will be analyzed on three levels, structural level, sociolinguistic level as well as pragmatic level. Researcher will investigate commissive speech act verbs in two selected novels, they represent two different cultures, Black and white American culture, in order to explain different attitudes presented in these two different cultures. He also attempts to reveal the overlapping of these verbs within literary works, to suit the objective of the work, this study attempts to make some modifications to John Searle’s Felicity Conditions as well the semantic roles for these verbs, through extracting semantic roles of Speech Acts of these verbs that implemented by John Searle. Commissive speech act verbs are in complementary distribution and we cannot separate between them.
Present study proposes the following hypotheses:

1. There are different types of (SAs) including: promise, threat, guarantee, pledge...etc, some of these verbs have greater effect than others. For example, pledge has greater effect than other commissive speech act verbs.

2. Commissive speech act verbs can be implemented through indirect illocutionary act more than direct illocutionary acts within selected novels.

In order to investigate the validity of these hypotheses, theoretical and practical analyses have been adopted. Theoretical part investigates pragmatic aspects and structural issues of these acts as well as their Felicity Conditions, while the practical part tackles the analyzing two selected novels and assigning commissive verbs.

3. Examining how socio-pragmatics strategies are implemented through theories of politeness, implicature as well as speech act theory in creating the meaning of commissive speech act verbs mainly in these two novels.

4. Investigating other commissives speech act verbs than respect for the commissive speech act verbs that existed within these two novels.

The findings of this study prove the validity of the aforementioned hypotheses. Accordingly, number of conclusions, recommendations and suggestions put forward. However, commissives are tackled socio-pragmatically of analyzing two selected novels “color purple by Alice walker” and “To the light house” by Virginia Woolf Through descriptive analytical approach.
الملخص:

يتم عرض أعمال الكلام التبادلي بجميع اللغات تقريبًا، وتعتبر أهم جوانب الحفاظ على العلاقات الاجتماعية بين المحاورين في أي سياق. يمكن تطبيق هذه الأفعال على مجالات مختلفة من الحياة مثل الخطاب الاجتماعي والديني والسياسي وكذلك الأعمال الأدبية، ويمكن تنفيذها بشكل صريح أو ضمني. على الرغم من أن هناك الكثير من أوجه الغموض التي يمكن أن تثار مع هذه الأفعال لأنه سيكون هناك ثقافات مختلفة في تطبيق أنواع مختلفة من الأفعال التبادلية، وأفضل طريقة لتوضيح هذه المشكلة هي تحليل النص بشكل عملي (اجتماعيًا). ضمن الدراسة الحالية، سوف أقوم بتحليل أفعال فعل الكلام الصريح والضمني مثل (الوعد، التهديد، الضمان، التعهد ... إلخ) في بعض الروايات المختارة. سيتم تحليل النصوص على ثلاثة مستويات، المستوى النحوي، المستوى اللغوي الاجتماعي وكذلك المستوى الدلالي. لغة تحقق في أفعال الكلام الكلامية في روايتين مختارتين، تمثلان ثقافات مختلفة، الثقافة الأمريكية بالأبيض والأسود، من أجل شرح المواقف المختلفة المقدمة في هاتين الثقافتين المختلفتين. كما يحاول الكشف عن تداخل هذه الأفعال في الأعمال الأدبية. لتناسب مع هدف العمل، تحاول هذه الدراسة إجراء بعض التعديلات على شروط فيليسيتي لجون سيرل، وكذلك الأدوار الدلالية لهذه الأفعال، من خلال استخراج الأدوار الدلالية لأفعال الكلام لهذه الأفعال التي نفذها جون سيرل. الأفعال الفعل، الكلام في التوزيع التكميلي ونحن لا يمكن الفصل بينهما.
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CHAPTER ONE

INTRODUCTION

1.0. Statement of the Problem

Speech act theory has gained an essential element of attention on account of linguists and theorists because it denotes indispensable component of meaning. The study is mainly concerned with the direct analysis of seventy five commissive speech act verbs in order to estimate their function and their literal meanings implemented within these extracts.

The main problem that encountered in the investigation of these speech act verbs is the commitment that can be done through explicit and implicit commissive speech act verbs. It is a fact that there are structural and cultural divergences between American and British culture. The set of illocutionary act is not lexicalized in the same way through different languages, as it is stated in these two novels “Color purple by Alice walker and To the light house by Virginia Woolf.

When the addressee resorts to produce an utterance of literary text, s/he, produces three acts namely locutionary, illocutionary and perlocutionary acts.

It is not surprising that the reader is confused to get the main idea via the speech act of commitment, because the addressee resorts to use different types of illocutionary acts.

1.1 The Value of the study

The researcher expects that the current study will give contribution to academic and practical sides. The academic value is presented in that:
1. The academic benefit is shown through:

a. Shedding light on the significance of commissives speech acts in the selected novels.

b. Focusing on the contribution of pragmatic studies, mainly in the studies of speech act theory (commissive utterances).

c. The findings of the study will add something for the selected topic “commissive speech acts”.

2. Practically speaking, it is expected that the presented study will be of some help for students in the field of pragmatics. It also aimed to be of some benefits for teachers of English language.

3. Students will be familiar with new topic which is socio-pragmatics which can be implied with literary texts.

1.2 Aims of the Study

The present study attempts to investigate the most important types of speech acts which is the scio-pragmatic patterns of commissive realizations in some selected novels, "Alice Walker’s Color Purple and Virginia Woolf’s “To The Light House “. The selected types of commissives will be analyzed from the selected novels in order to show which verbs are widely used in these two novels because lack of them cause much misunderstandings. Both Alice and Virginia Woolf represent the role of the woman within different cultures of twentieth century. They also confirm that types of speech acts are used to perform various functions, one of them is commitment. They vary according to the rank of the addressers and addressees and this generates much misunderstanding. “Literal actions “and their context related to the
structure of the literal text are also highlighted, such as declaratives (e.g. I now pronounce you wife and husband), expressive (e.g. Oh, that’s wonderful), direct speech (e.g. please, close the window), and indirect act (it’s rather cold in here). For more information we can add a lot of information as follows:

1. To present Alice Walker and his position in African American literature in order to realize the main theme of the novel “color purple”, and to the light house by Virginia Woolf, these two novels reveal a great deal of different cultures “white and black communities”.
2. To reveal the main differences between feminism and black feminism for the reader, and to introduce theoretical frame work of this analysis within the theories of black feminism.
3. To investigate traditional masculinities presented within the work of African American writers and to compare them to the new forms of masculinity displayed in the “color purple” and” to the light house”
4. To explore the way that both writers suggest that understanding and recognition between men and women can be reached via pragmatic aspects.
5. To investigate the explicit and implicit speech acts, focusing mainly on commissive speech acts.
6. To assert some felicity conditions for identifying the explicit and implicit speech acts and determine their illocutionary force indicating device (IFID).
7. To shed light on what is called “womenism” as a special movement related to black African women.
1.3 Research Questions
A number of research questions will be answered in this study, such as
A: Whether there other speech acts verbs that can be revealed in these two novels or not ?
B: What are the main social factors that affect the commissive realization patterns of sociopragmatics of both American and British novels such as psychological, political and morals?
C: What are the most frequently used factors of commissive types within these two novels?
D: What are the factors of commissive verbs that are used more than others within these two novels.

1.4. The Hypotheses
This research hypothesizes the following:

1. Commissive realization patterns within these two novels show different social factors.

2. Commissive speech acts can be used implicitly more than explicitly.

3. Commissive speech acts can be applied to literary texts either to let addressee or addresser do something or prevent them from doing something else.

4. Dramatic works reflect a wide variety of speech acts that can be implemented within pragmatic studies.

5. The realizations of commissive speech acts differ depending on the context of both addressee as well as addressee.

1.5 Methodology of the Study
An analytical descriptive research methodology is used in this study. The present study investigates commissive types of speech acts within sciopragmatic aspects
presented in these two novels. In addition, the researcher investigates all numerical representations of statistical analysis of some sentences and phrases used by the different characters in these two novels. Other grammatical factors are also used such as sentence patterns, semantic as well as pragmatics analysis.

1.6 Definitions of Terms

Leech (1983:3) defines the term sociopragmatics as the social interface of pragmatics, in other words sociopragmatics is the study of the way in which conditions of language use drive from social conditions. It examines the relationship between language use and social world. Sociolinguists examine speech communities with specific social characteristics such as age, gender, class, profession, ethnicity, etc. It is often sub divided into two branches micro-sociolinguistics which is concerned, within linguistic phenomena e.g. conversation analysis, pragmatics and critical discourse analysis, macro-sociolinguistics on the other hand studies the behavior of speech communities, like the way they talk and how they share ideas with others. Crystal (1992:362) declares that speech acts maintain communicative activities between interlocutors such as the intentions of the addressee that create speaking and the effect will be on the addressee.
CHAPTER TWO

LITERATURE REVIEW

2.0 Socio-pragmatics

Scio-pragmatics denotes the social aspects of language use; its conditions are deriving from the social norms and situations that internalized in the mind of the addresser. It frequently used to investigation of both forms and functions of language within the immediate social context. Sociopragmatic aspect of language is highly focused within presented study in order to use it appropriately and politely within the context through the messages that are involved as well as to guide language users within speech community. It goes hand in hand within a lot of related terms such as psycholinguistics, sociolinguistics and pragmalinguistics and others, because there is a close relationship between pragmatics and social factors(inter woven elements). Both sociolinguistics and pragmatics help to realize the type of language use within the social norms of speech community and how it can be predicted within different contexts.

Sociopragmatic aspect of literature includes the description of the use of linguistic forms and the chronological order and emergencies of new forms in relation to modernization and standardization of the languages, as well as, unstable states within society leading to variation in use of these linguistic forms. Moreover, it deals with everyday lives; how language employed in current conversations and the media are exposed to. Societal norms, policies, and laws are presented within the language in order to let addresser and addressee get interested in language and the knowledge it concerned.
Through sociopragmatics can view the world differently to test or examine aspects within the range of language use of speech community such as regional dialects, multilingualism, language policy and non-sexist language. Speech community which denotes group of people who are in habitual contact with each other, they hold language variety and social conventions or sociolinguistic norms about language. (Herk;2012:p.1) . It deals with social behavior to reformulate it to deal or tackle literary aspects and to explicate how bits of sociopragmatics can serve a lot of meanings within literary aspects (Siegal, 1996:p.3).

Interlanguage pragmatics is considered as a connection between literature and socio-pragmatics and it confirms that addresser intends to use the acquisition of first language of pragmatic ability in order to understand the language directed to him from addresser specially with those who have different cultures.

Searle (1976:5) classifies acts of utterances such as representatives, directives, commissives, expressives and declaratives which are presented within this field to denote a lot of things within the act of communication like for example requests, offers, suggestions, invitations, refusals, apologies, complains or expressions of gratitude. Universal socio-pragmatic knowledge combines the expectation of recurrent speech situations which are implemented through the factors of conversational routines (Coulmas;1981, p.6) Nattinger and Decarrico, 1992:5). There is a close relationship between sociolinguistics and pragmatics and through relying on politeness theory can draw on both fields.
Brown and Levinson (1978:2) assert to investigate the effect of pragmatics on sociolinguistics through the use of degrees of politeness that addressers make in order to gain what they need, although there are a lot of divergences between these two fields with different focuses, methodologies and motivations, as they have elicited by Mey(2006: p 93) the differences between pragmatics and sociolinguistics are as follows:

1. Pragmatics investigates the use of language while sociolinguistics concentrates on the linguistic aspects of social use.

2. Sociolinguistics pays heavily attention to the relationship between language and society and it investigates many social factors that affect linguistic resources on people and how they are applied for such resources. Social elements that interest sociolinguistics are also included within such relationship such as age, social class, gender and ethnicity in order to interact within social setting. These factors help both addressers and addressees to identify themselves as having particular type of social identity and to make special choices about their language use. The resources for sociolinguistics are recorded data and transcribed, by people who are interested in a new type of interview between interlocutors in order to collect data or by prompting speakers to utter certain words or expressions. Each field has its own type of questions that can be directed to the interlocutors although there is less cross over terminology between these and that of pragmatics. There are some aspects that sociolinguistics draws on when we investigate pragmatics such as the cooperation between interlocutors which has a vital role within the field of sociolinguistics and for conversational interaction but what is important here is that this term is different from Grice’s and it has different implications. In fact there is a difference between
cooperative principle in pragmatics and sociolinguistics which can be considered as an illuminating instance of the difference between these two fields, within pragmatics cooperative principle is employed to define the general norms that examined the communicative use of language and the assumptions that both addressers and addressees bring to in order to derive the intended meaning from literal meaning of the conversation. Within sociolinguistics the term cooperative principle is placed to describe specific styles of interactive behavior or how interlocutors use to present themselves and how to build their social relationship via conversation. These aspects of conversations are associated with gender and conversational interaction. The fact presented by feminists that women’s talk is commonly cooperative, while men’s is generally competitive for maintaining social interaction. That is, women tend to be so close to the group and to support themselves through conversation, in contrast with men who intend to confirm their need and the validity of their own contributions. This sociolinguistic trend is reformed through a number of types of conversational behavior instead of generalized principles as it is stated by Coates(1993:138) when he explained that cooperative principles in terms of subject matter or topics , for instance women tend to select subjects concerned with people and feelings and to build on each other’s contributions to these topics , in addition to that women resort to use short or minimal responses such as’yeh’,’mhm’, in order to explain that they are ready to help or support each other. Another factor which is ‘hedges’ women resort to use a lot of hedges in order to mitigate or reduces the force of what they are saying and to encourage others to participate and to guess participation questions. Women tend to use a lot of types of questions not to seek information but instead of that they resort to invite others and to check agreement. Turn talking is another important
factor women sometimes talk in order to support each other and to construct conversation collaboratively instead of interrupting and suggesting claim for themselves.

Socio-pragmatics pays more attention on explaining strategies of pragmatics that are co-related with social context. These conditions are labeled as “sociological interference of pragmatics” (Leech, 1983:10). It also concentrates on local conditions of implementing language and how these conditions are highly dependent on certain situations.

The corner stone of socio-pragmatics has been asserted by the work of Leech (1983) and Thomas (1983). Leech’s definitions have been criticized by many sociolinguists for not been very clear in defining these conditions, so these definitions can be considered as cultural bond. Archer and Culpeper (2011:1) confirm that socio-pragmatics investigates both the form and functions of a language, which means, how specific forms transform the specific aspects they involve. The most important approaches for socio-pragmatic studies are implemented within speech act theory and politeness because these studies are involved within sociolinguistic studies.

It is highly influenced by honorifics through investing context which determines the correct choice of these forms. Aspects of language that correlated within socio-pragmatics are speech act theory, implicature, politeness as well as discourse analysis.

2.1 Language, Context and Discourse

There is close relationship between language and context which is the main factor for the domain of pragmatics as well as the area of discourse analysis. Moreover, it seeks the ways in which people perform speech acts in
spoken and written discourse and why we resort to use special type of speech act in a different way. The ways in which people perform speech acts across different cultures.

Widdowson(2007:39) defines discourse analysis as the main factor in the comprehension of language as an act of communication. It can be considered as the norm that through it we can understand values, assumptions that reformulate addresser’s social and individual reality, not only individuals define themselves but speech community and the pattern of its communication reformulate its culture.

Discourse analysis is very difficult to define or examine because it is very wide discipline that encountered with range of types of data and analyses, and it can be used in a very broad sense in order to cover many ways in which language use is employed; moreover, it is compatible in order to combine both disciplines such as pragmatics and discourse analysis although it is narrower than them and it is not in concord with them through a number of significant ways. The development of this field was sprung out during (1960s) and (1970s) in order to fulfill linguistic analysis on stretches of real linguistic use that spread out beyond sentences. According to these trends there was dissatisfaction within chomskyan approach that was dominant within main stream analysis of language.

Early pioneers of DA confirm that it is not valid to deal or tackle linguistic data which has not attested occurrence within the applicable language use and to focus on single sentences rather than whole texts, specially when language was normally used in much longer spoken than written texts. The main goal behind DA is that, just as sentences are structured and patterned, these sentences can be investigated and analyzed, longer stretches of texts
present patterns and structures that occur across sentences. DA is highly concentrating on assigning distinctive linguistic features than structural patterns and functions of normally occurring of language within context (Chapman; 2011: 181).

Garner (2004: 39) in turn, confirms that interaction of experience and its culture go hand in hand within the continuation of the conversation between participants so that it requires different approaches from that of single sentence because is not possible to apply sentence-level on a large scale of discourse analysis. For instance, addresser can get communicated with people of different variety or social groups. This property enables both interlocutors for not only producing well-formed utterances but to get contact with each other appropriately taking or paying attention for the social norms. Every member of speech community can conduct conversation within each member of his speech community in an orderly and meaningful manner. Interaction (conversation) between orderly people differ from that of a friend, age, social status as well as that of being a child. In addition to that length, the topic, the turns and what is said and what is not said about them. Paying great deal for the use of lexis which denotes the lexical items that are joined within discourse making explicit and implicit meanings.

Conversational interaction is also affected by the use of the following criteria:
“Physical setting: dealing with people at work is different from dealing with them in pub. Sociolinguistic aspects of linguistics: Through these aspects linguistics rely heavily on linguistic variation within conversation in order to ensure social and contextual phenomena. Macro-sociolinguistic level: discourse linguistics depends on different communicative roles for the investigation of discourse within community or to register different types of discourse involved within society or to compare their role within different communities, focusing on many aspects such as ethnography of communication as well as cross-cultural communication”. (Hymes 1972:41).

The ecology of language (Haugen 1972; Fil and Mühlhusler 2000; Garner 2004); critical discourse analysis (Wodak and Meyer 2002; Wodak and Chilton 2005a, b); and multilingualism (Edwards 1997).

Micro-sociolinguistic analysis may be described, for example, the ways in which patterns of discourse vary, according to situation, communicative function, region, ethnicity, gender and social class.

Conversational analysis is another important activity that reflects the pervasiveness and form of language that is well- common and via it mother tongue language can be an important factor of language that people most ever engaged with. Conversations are implied to finish endless impacts of functions, although they have special forms of structures that mark them out of discourse. Participants are implying to the most important aspect of conversation which is turn-talking. Every participant is restricted to follow what is said before in order to maintain the act of conversation. It starts to investigate everyday lives or informal discussion and it has broaden to combine all fields of talk-in interaction and other non-verbal of
communicative behavior within conversation. Although, coherence and cohesion are always mis-comprehensible within the act of conversation, instead of that addressers resort to use the act of “repairing”. According to this act addressers are qualified to correct themselves one another and this affects the negotiation of meaning to be continued although the temporary set-back or detours (Sacks 1972; Schegloff 1968). There are three prerequisites for using conversational analysis within sociolinguistics

Good quality recording of naturally occurring interaction.

“A lot of contextual information need to be observed. Time span of the participants, the social interacts of the participants and their nature as well as their relationship all of these aspects can be holding on the part of conversation. Meaning of context is implemented in order to explain the meaning of utterances and clarifying their meaning which is comprehended in 1970s (Brown and Yule, 1983:35), moreover, it denotes the circumstances or the environments which represent place, time and general context of situations in which the interlocutors are involved”. (Widdowson, 2007:19).

Context is considered the corner stone within commissive speech act verbs because it can be considered as a pivotal importance in applying these verbs. It helps people to imply and comprehend the language that is directed for them within context, it can also be sub-divided into two types “linguistic context”, “co-text as well as “context of situation “ as they are involved by (Mey, 1993:38, Finch, 2000:212, Crystal, 2003:104).
Fetzer(2010:15) asserts that context has four types such as linguistic context, cognitive, sociocultural, and social context. The last one is very essential because it denotes physical aspects that are presented by place, time as well as individual status and it can be considered as the heart of socio-pragmatics.

Other scholars have confirmed that the main components of context are mainly represented by addresser, addressee, as well as the topic of the study. Leech as well as others refused these points, saying that context encompasses a lot of other aspects such as “relevant aspects of the physical or social setting of utterance. Context is highly influenced by semantics aspects that are fully influenced by platonic categorization; these aspects are very essentials in the case of depicting contexts themselves as absolute discrete and sharply bounded. Frame is implemented within platonic stable and it characterized all possible contexts, so the picture it predicts will be stable and discrete. Within modern linguistics, Aristotle is highly influenced by the predicament of pragmatics through postulating double systems “the forms and synolon”. These are found within Saussure’s differentiation between langue and parole.

“Chomsky’s differences between linguistic competence and linguistic performance can be considered as a rescue Platonism through confining the discussion of linguistic categories via an idealized realm of mind as well as earlier rejection of Bloomfield’s refusal of the relevance of meaning to linguistic investigation. This realm was flourished as an attempt to avoid the messiness of the real world “(Givon;1988:47).
Hymes (1974:34) deals with social and situational contexts in order to produce a model known as “speaking model of context”. (Wardhaugh, 2010:260), sheds light on the features of context in order to help addresser to understand directed speech for him.

Setting and scene: these factors deal with place and time of an interaction, as well as people presented at the time of speaking as bystanders although they are not participants. Scene also denotes implicit psychological setting implemented within the interlocutors. Interlocutors: denotes a lot of things such as addressee, addressee and the context. Audience denotes interlocutors and their relationship as well as their status within the context. End: Means the idea or the aim behind maintaining the conversation between the participants. Act sequence: Refers to the arrangements of the conversation between the interlocutors for the act of interaction. Key: denotes the act through which participants produce their massages as a tone, manner and spirit” in order to enhance the act of communication. Instrumentalities: Refers to specific (certain) style or sort of speech which is involved within the act of interaction between participants. Norms of interaction and interpretation: Denotes the social aspects and interlocutor’s rules towards the act of communication. Genre: Refers to the type of conversation between the participants such as drama, a poem, novel.
2.2 Context in Context

This domain context contains multilayered different perspectives of entities that are involved within other integers, such as frame content that delaminates context as well adjacent pairs and the connectedness between these frames is called a structure whose content composed of separate individual interconnected frames. Another important frame which is called the gestalt-psychological figure of ground scenario which is predominant within psychological as well as psycholinguistic perspectives of context, this frame is also correlated within cognitive pragmatics.

2.3 Context and three Horizons of Contextualization

Comprehension of any sort of language relies heavily on the understanding of context as it is asserted by many anthropological linguists such as Malinowski (1923:13), it should be distinguished from other extra linguistics such as communication content which constituents broader environmental aspects such as social, psychological as well as linguistic aspects), Godwin and Duranti add that context contains the settings and extra situational context these elements can be differentiated from the act of communication because they are re-established open. Anthropological approach calls for reestablishing strong relationship between different types of communication as well as the idea of context, therefore, it is not simply concerned with a frame which is an action or activity occurs, but rather an analysis seeks to specify, and provide evidence for the relevance of features of context which is informed every accomplishment of the participants’ conduct.
2.4 Discourse-Pragmatic Function

Within discourse-pragmatic function there are lots of aspects that can be enrolled within the field of pragmatics such as concatenations of individual move for well-structural moves, the hierarchic meta-structure of those combinations from lowest level, in order to enlarge global aspects which involved tactical or strategic levels contain within discourse pragmatics. Through such type of pragmatics conventions or rules which are expressed individually stated or positioned as well as the events or moves that can be gained via thematic coherence. These forms become meaningful through multi-propositional discourse function which is known as a game within discourse studies.

The main job of discourse-pragmatics is jointly coded with human language, altogether as propositional-semantics through sentence syntax level. It refers to the code system that can be decoding within semantic information as well as those that are more specifically encoding with discourse-pragmatic function (Givon;1988:83).

2.5 Socio-Pragmatic Failure

Inappropriate use of synonymous patterns results in misunderstanding between the interlocutors. Thomas(1983:101) asserts an important example for this point when he mentioned that Russian equivalent of ‘of course’ which is placed instead of da(yes), in order to convey a lot of meanings instead of the phrases such as ‘yes, indeed, certainly, for the English language. This phrase denotes something that can be construed as insulting specially when the addressee resorts to ask something as self-evident.
Moreover, he is obliged to use a lot of examples in order to support this point as in:

A: Is it a good coffee-shop there?

B: Of course (Gloss(for Russian S): Yes(indeed) it is.(For English H).

(What a stupid question!).

A: Is it open on Mondays?

B: Of course (Gloss(for Russian S): Yes,(indeed) it is (For English H).

Only an idiot foreigner would ask!

Misunderstanding of this conversation results from pragmalinguistic failure while socio-pragmatic failure occurs later on as a result from culturally different perceptions for example what reconstruct power relationship within a given context.

2.6 Forms of Address

Address types can be considered as important phenomena within socio-pragmatic aspects. This can occur via the use of first name or last name with a little such as Gohn, Susan or Mr, Mrs, Ms, Dr, Professor Smith. The use of pronouns also has great role within this respect. English has only one pronominal system within this respect such as ’you’. Other languages have what is called TV(tu,vous) distinction. T form is common and widely used between friends and relatives, while V form is used to name strangers as a state of respect. Brown and Gilman(1960, cited in Wichman;2012:112), confirm that the use of these pronouns are restricted by the use of certain parameters such as relative power and degree of solidarity or they can be regarded as non-reciprocal aspect such as symmetrical relationship between
officer and the soldier or the relationship between the family members during the medieval times. Clyne (2009, cited in Wichmann; 2012; 112) adds that there are a lot of terms that make difficulty in deciding which term of address should be chosen as in the case of questions such as ‘do I know this person?, Is this person much younger than me?, does this person belong to the same group like me? Should I do what they do?, the answer to these questions rely heavily on the language used and the type of preferences as well as the situational context. T/V distinction made difficulties for the community that shares such distinction for its people because there is similarity between ‘T’, and their counter parts of other countries such as ”you’ in English sounds like (tu in Frentch, du in German, although these forms regarded as an important fact to express degrees of intimacy between interlocutors.

Weizerbacka (2006:106) considered these forms as an intimacy factor that prevent discrimination between people and lack of these discriminations cause much of misunderstanding between interlocutors. There are other means of expressing intimacy and degree of closeness between interlocutors such as tone of voice, modality, the use of diminutives forms as well as the choice of the first name, surname, nickname. Different cultural conventions result in a different set of address forms in order to determine their use because as Clyne comments that there is a big grey area, through this area several possible forms will be possible to the addresser in order to choose suitable choice from these forms. Deciding how to address anew acquaintance can be considered as considerable anxiety to the interlocutors because inappropriate choice can disrupt the relationship between the target of unwanted amusement and the wanted amusement. Academic customs
made in English are accustomed to use first name only as a term of address and accompany it with ‘V’ sound, in contrast with Germany language that resorts to use it with T sound although that makes a big problem for a German students who want to learn English language, so knowing how to address others cause a potential difficulty within cross-cultural and any violation of these terms may be interpreted as negative attitude towards the addressee (Brown and Gilman; 1960:273).

2.7 Cultural Scripts

Categories of socio-pragmatic and pragma linguistic are very important for decreasing the mistakes that lead to miscomprehension between interlocutors, specially within cross-cultural communication, although these categories are so hard to be distinguished in some contexts, because of the lack of cultural knowledge between interlocutors which leads to be as linguistic break down. Investigating speech acts through culture leads to great deal of cross-intercultural misunderstanding so we either resort to be more or less directed or whether we resort to use supportive movies preceding commissive speech act verbs, although our linguistic beliefs are reformulated by cultural awareness. People within different cultures speak differently because they think differently, feel differently and the degree of their closeness to other people will be different (Wierzbicka;2006:14).

He also focused on semantic primes which have shared meaning over all languages in order to make social relationships within interlocutors such as, good, bad, say, think, want, people, if and because. Below is a table.
Table number (1) semantic primes:

<table>
<thead>
<tr>
<th>1. Substantatives</th>
<th>I, you, some, person, something, think, people, body.</th>
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<tr>
<td>2. Relational substantives</td>
<td>Kind, part.</td>
</tr>
<tr>
<td>3. Determiners</td>
<td>This, the same, other, else.</td>
</tr>
<tr>
<td>4. Quantifiers</td>
<td>One, two, much, many, some, all.</td>
</tr>
<tr>
<td>5. Evaluators</td>
<td>Good, bad.</td>
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</table>

With these forms we can express ourselves socially and to give underlying assumption for each culture that assign linguistic behavior. Klos Sokol (1997:117, cited in Wichmann; 2012:115), confirms that through semantic primes or cultural script we can express our cultural norms in order to interpret our linguistic behavior.

2.8 Sociolinguistics

When I test commissive speech act verbs from sociolinguistic points of view I observe that all the works must have been focusing on context and its conventional knowledge, mainly, felicity conditions which serve the addressee to gain or bridge successful performance of obligation of speech utterance (Austin; 1962:15).

Language variation is an important factor of sociolinguistics and via such expanding domain we can refer to social domain. Language will vary from
place to place and from context to another and misunderstanding between participants cause much of misunderstanding, such as geographical variation, social variation and contextual variation. Languages, dialects, sociolects, accents, jargons and registers are linguistic items and jargons are all included within such domain.

Sociolinguistics tackles social contribution of linguistic items such as words, sounds or grammatical constructions, for instance, an English pronoun “yours” 2nd person plural and you as a second person singular, these pronouns denote different linguistic items as well as different social impacts. The first pronoun encounters with non-standard varieties while the latter is incorporated with standard varieties. For example, if you are encountered with an English dialect there are different aspects of pronouncing the word child, which is used within southern and midland while the word “bairn” is used in the northern of England. Another example is the English sound \ as in the word \sun\ can be considered as a southern sound but this sound is not well common in northern England. Instead of that it is pronounced as /U/ as in /put/. The English suffix /ing/ has different aspect of pronunciation, standard aspect and non-standard aspect of pronunciation, like for instance /in/ as in coming, we have another different pronunciation which is /kimin/, this different aspect of pronunciation denotes different social distributions. The former confirms standard pronunciation while the latter denotes non-standard pronunciation. In addition for that the past tense of the verb catch denotes the most wide spread aspect of English dialects although it has different aspects of pronunciation that reflect different social backgrounds. The past tense of /kæ[t]/ is coughed /kət t/ and another different pronunciation which is /Köt/ they are representing different linguistic items.
Different grammatical constructions can be illustrated within this domain in order to differentiate between standard English and non-standard one, like for example the utterance “Give it to me! Can be written in a variety of different expressions such as ”Give me it, and Give it me! Each of these expressions denote different linguistic item.

Sociolinguistics pays heavily attention on social class because it contains social variables of speech communities and according to these variables speech can be stratified. Most specialists as well as laymen do agree with such ideas as intuitive, still social class as uniformly included as a variable within sociolinguistics studies and individuals are placed hierarchy despite the lack of the variables that contribute to determine the social class(Truddige;1974: 32). Within different social contexts people apply the use of different types of styles and the ways that language is used to convey different meanings about how language works, so we select words carefully according to the context and to whom we are going to talk, because language is directed to people in order to convey meaning and to maintain social relationship. Kinds of information which is relevant to the language choice. This information determine whether the person is from lower or higher status. In other words social relationships determine different ways of greetings because language supplies us with a variety ways of saying same thing in a different ways like describing things, paying complements as well as fulfill our needs. Moreover, it focuses on language variation that is maintained in order to express or reflect social elements within social variation like for instance vocabulary or word choice such as sounds, word-structures or morphology, syntax as well as vocabulary within these linguistic levels there is a variation that enables the addresser to pick out the
right expression or style which is involved within different contexts (Holemes;1992:6).

Ekert (1989:256) declares that there is a close relationship between sex and social class as well as ethnicity for determining the demographic boundaries that reformulate males and females practices, these categories can be considered as more complex than their labels because they suggest the impact of feminist and feminism theory within humanities and social aspects through what is called “feminist thought”. It is also called biological sex through what is called the concept of culture for determining the notion of gender.

The term sex is implemented to denote psychological aspects that differentiate between both male and female as binary categories within socio-pragmatic aspects. It goes hand in hand with gender which refers to the elaboration of sex distinction, matters that restricts our attentions towards what is called “social roles, opportunities as well as expectations. Although, this aspect has been sprung out early but it was able to argue that the term “gender” is most suitable than the term “sex”. Both of those terms are found within variations of literary matters in order to differentiate between biological character as well as social factors (Chambers: 2009).

2.9 Intercultural Communication

This term was sprung out during 1960 and 1970s, the main focus was on great aspects that were in touch within literary analysis such as black and white relations through quantitative approaches. These approaches can be applied on secondary as well as post graduate students such as “questioners”.
2.9.1 Diversity as a Key Term in Interactional Sociolinguistics

Within qualitative approaches we can gain a lot of aspects of different diversity characteristics of today’s communication environments, as well as the effects of the impacts of these approaches on individual’s lives without looming large on grammatical and semantic distinctions as concerned those who are locally bounded. It has great impact on what we do in everyday lives that transform our thinking about social and culture impacts of recent years. Communicative “habitudes” are formed by Bourdieu(1980:67) in order to comprehend the world that directly denotes the aspect of macro-societal conditions as well as power relations between interlocutors within context. Interaction between interlocutors is very essential specially within the process of negotiation in order to gain what others intend to convey and to monitor how one’s own participations are perceived, This process can be gained through an act of exchange of two or more participants in order to gain real meaning through what is called real life situation. Through both processes which are called verbal processes can be taken –for-granted for the underlined negotiation of interpretations (Hanks 1996:67).

2.9.2 Interactional Sociolinguistics

It is an approach for the analysis of discourse for the improvement of sociolinguistics as it was developed by help of many philosophers like john Gumperz, they were focusing on ethnography of communication that interlocutors pay more attention in order to interpret conversational interaction within ethnographic contexts. It pays more attention to a lot of elements in order to investigate or analyze conversational analyzes and what interlocutors say like turn-taking, behavior, hesitations, pauses as well as
paralinguistic behaviours such as sighs, laughter, in-breaths (Holemes;2012:379).

2.9.3 Contextualization Clues for Interpretations

They are very important for the analysis of interactional sociolinguistics work, through these interactional cues addressees can interpret what addressors intend to convey such cues involve semantic content as well as how each pair of sentence is correlated with other sentences that precede or follow it to form discourse moves. Through interactional conversation we can view inferences between interlocutors as well as daily use activities (Holemes,2012:381).

2.9.4 Overt and Covert prestige

Prestige denotes slippery concept that addressers apply in order to reduce the act of imposition on the part of speaker, while overt prestige refers to the self-evident as well as the standard variety within the community, like for example educated people as well as those who are rated highly on scales of educated recycled. It is rated as the best speech variety of the community, as those who has power over their listeners like officer to solider, teacher to student, doctor to nurse.

2.10 Sex and Language Change

Men and women denote different styles which is another important source of variation that can lead to linguistic change, both of them have the authority to do such changes. Women do like to apply for prestige forms while men resort to use vernacular forms. As concerned their pronunciations women tend to use prestige or standard forms while men tend to adhere for
low varieties or non-standard forms, the reason behind that, women are exposed for many different varieties, so they resort to cope with for upper-class varieties. Especially when they want to use these varieties with people outside their villages and these varieties are extended through out their boundaries in order to be social standard variety; moreover, women tend to be more conservative in their pronunciation mainly for certain pronunciation of vowels. Women tend to reflect their daily net work towards broader range of contact of their social work, they also intend to impose their solidarity as well as consolidating vernacular forms in their speech (Holems;1992:234).

2.11 Sociolinguistics and Linguistics

Sociolinguistics can be implemented through two sides one side is theoretical and other one is empirical. The first one is related to amazing parts of facts and the last part is co-related with sitting back and thinking. Approaches to sociolinguistics are co-related that can be regarded as fairly productive of facts through a systematic way as a part of research or simply one’s own experience, in order to apply such a frame work to be worked out through the terms that are implemented. Language refers to the body of knowledge or rules, while speech is co-related with actual speech system, speaker, addresser and the topic of the speech. Relying on personal experiences which are good indication for source information of society. There is a clear difference between sociolinguists and linguistics as separate bodies, although there are many sociolinguistics who called themselves as linguists, and their good background is co-related with a lot of sciences such as sociology, anthropology or social psychology. Linguistics differs from sociolinguistics in taking account on the structure language only, exclusion social context in which is used and learned. According to that linguistic task
is to work out the rules of language, after which, sociolinguistic job is to investigate these rules that are in contact with society.

2.11.1 Variety

“Variety denotes different ways of saying something. In a more precise manner variety can be defined as a set of linguistic items with similar social contribution, and it is not necessary a full-fledged language that holds vocabulary and grammar instead, it refers to a small set of linguistic items of a slang language which is typically defined as a set of quite restricted of new words and new meanings of older words which are mixed of different social distributions.” (Widdowson; 1996:2).

Sometimes it is called “code” for the linguistic forms which are arranged according to social factors. Sociolinguistic variety can be considered as different linguistic norms that can be gained through the use of language within context. It also combines different accents, different linguistic styles as well as different languages that can be different according to different social reasons.

Diglossia can be defined as two different varieties of the same identical language that can be involved with both higher and lower variety, each variety is implemented for specific purposes and they are in complementary distribution. High variety is not used for every day conversation. For example Arabic-speakers tend to apply using their classical Arabic as their higher variety while regional and colloquial varieties as low varieties. The way of pronunciation is different from place to place but the use for the high and low variety is the same but not surprisingly because they are not
involved within more formal situations. High variety includes technical
terms such as conversation and psychometric, while low variety combines
words of everyday objects as in saucepan and shoe, in addition to that the
word “kartoffel” refers to “potato while dachboden denotes “attic”. They
have been involved in order to set two varieties or codes within
communities, so the main goal of the term diglossia is to assert the job or
function of two languages that are involved in order to declare things within
speech communities such as higher and lower varieties, although high
variety is codified within literature and schools and low variety is over-used
within every day speeches, both of these varieties are co-related within the
following criteria as in:

It has three important elements that we must adhere in order to describe
diglossia such as:

1. More than one language that can be involved in order to investigate
   varieties that have been used in community, as two types of high and low
   variety.

2. Each variety is used for certain purposes although they are in
   complementary distribution for each other.

3. High variety cannot be worth for using in all situations (Holmes, 1992:35).

If I adopting Arabic speaking community I would prefer to use classical
Arabic as” high variety”, while low variety is widely preferred by low
classes as regional or classical varieties, degree of difference concerning
these two varieties are different from place to place as well as from context
to another as in pronunciation as well as grammatical and morphological
structures. Concerning vocabularies, there is a great difference between
these two varieties. High varieties resort to use more formal and technical terms as “psychometric and conversation”, while low varieties adhering colloquial for everyday use such as “saucepan and shoe” (Holmes, 2012:27).

2.11.2 Polyglossia

Denotes a situation where two contrasted varieties are involved higher and lower variety within the community, so in order to describe or as investigate these varieties are in need for more sophisticated scales. It also can be regarded as stable situation were these two varieties are existing side by side for centuries as it is stated within Arabic speaking countries and in Haiti sometimes one variety gradually displaces by the other, as for what has happened for Latin when it ousted from its place as high variety and low variety is leaked up into more formal domain. We can observe that within English language when it was diglossic during the Normans during 1066 centuries. English word “ox” for instance became “veau” in French, so when English had displaced French a lot of French words was absorbing such as “beef, mutton, veal as well as pork”. Both diglossia and polyglossia are involved to use different codes within certain or specific situations. Within formal situations for example they resort to use different types or codes like for example religious and legal ceremonies in contrast with relaxed or casual situations, while within multilingual situations participants are enforced to select distinct languages and within monolingual speech communities as in many English-speaking or Newzland they resort to select different styles in order to get contact with each other.
2.11.3 Code-Switching and Code-Mixing

During changing of the domain or social situations people resort to use an act of code-switching as new coming of “strange person”, people resort to switch their way of talking as an act of solidarity between interlocutors. We have good example of this type when a polish family lived in Lancashire in 1950s, this family applies using polish language between its members, while in case of an emergency calling they answer the phone in Polish accent because code-switching is co-related to a particular addresser or addressee. Participants may switch to another language as an act of group solidarity or shared ethnicity within addressees, although they are not so proficient in second language, they resort to use specific phrases and words in order to get communicated, switched will be very limited and short and its main goal is to maintain social relationship between participants. (Holemes;1992:41).

2.11.4 Metaphorical Switching

Pride etal(1972:34) confirm that within the components of speech they can be applied for theoretical investigation of the interlocutors (see also Hymes,1967), and it can be regarded as dependent variable via what is named as descriptive and analytical work, while other factors and configurations can be regarded as the most powerful language selecting and they are combining participants, setting and the topic of the discussion. Other factors also cannot be neglected such as message model or the intent, decoding as well as encoding messages. Close relationship between participants is very essential because it can be considered as alternate speech varieties as good indications of appropriateness.
2.11.5 Multilingualism

It is very much vital to know what is meant by the word “multilingualism” having been appeared a key word to this issue. asserts that multilingualism is seen as “phenomenon that results from a situation where people belonging to a particular society speak different languages.” It is a situation where by different languages are spoken by the people situated in the same environment. Another description remains a linguistic behavior of the members of a group community which alternately uses more than two languages depending on the situation and function. In this regard, there exist many small speech communities having different languages with which they communicate and interact among themselves. Some factors have been observed being the causative agents of multilingualism in our societies include colonialism, imperialism, migration, and their equivalents (Cenoz and Gorter, 2011).

The overall advantage man has over other species is language - the basic and valuable possession. It is with language that man has the capability to deal with changes in his community. It is with what one can organize his society and faces other emergencies in life, this is because language defines man’s humanity and enables individual in survival. Indeed, groups of people are without any point of doubt identified by their languages. The language or speech group of such people is referred to either homogenous or heterogeneous. The homogenous societies simply mean the mono-ethnic dwellers of a particular environ sharing just one common language. Such individuals do have no any single problem in communicating and interacting with other members of their societies.
2.11.6 Linguistic Variation

Labov (1966) asserts that context is the main factor in demining the linguistic variables in order to correlate them with the characteristics of participants within the context to examine the property of formality. Through, what is called “idiolect”, this term denotes less systematic internal consistency in contrast with speech community. Instead of that individuals resort to occupy or control their total distribution in understanding the domain language as in order to comprehend the speech community as a whole. Variants are implemented in order to denote different systems and the alternation is sub-type of “dialect mixture” or “code switching”, in addition to that these variants can be considered as free variations within the same system, linguistic level determines the selection of these linguistic structures (Labov, 1970, cited in Holemes:2012; 37).

Dialect continuum contains chain of dialects labeled from one to ten dialects, addressers from dialect one to ten understand each other extremely well, while addressers from two to three understand each other rather less well. Addressers from one to four comprehend each other less well. There are a lot of samples of such dialects around the world for example the rural dialects of Portugal, Spain, France and Italy constitute a dialect continuum. It represents one of intelligible varieties that represents different geographical varieties. Standard variety means correct and acceptable variety among other varieties, and it denotes the following prototypical properties.

It is a variety adopted by educated users e.g. those in the professions, the Media, formal institutions and so on. It is a variety
found in the dictionaries, grammars, and applied guides. It can be regarded as more correct and socially implemented than other varieties. It denotes highly prestige than other dialects and non-standard varieties: nonstandard varieties are felt to be the province of the less educated. It is used as a written language. It has a great role within society such as the government, the Parliament, courts, bureaucracy, education. Standard variety plays an important role within the distinction of standard and non-standard variety, standard variety has stable written form because it is taught in school and formal institutions.

Much of preoccupation knowledge is included around addresser and addressee in order to decipher meaning of commissive verbs within the context. Commissive realization patterns of SAT do not consider language as a mere isolated language structural aspect but instead of that it relies heavily on context (Nuyts; 1999:3). They geared the attention towards social conventionalized actions of context and to map these conventions within speech act verbs. These verbs can perform conventionally different illocutionary acts via context in a form of felicity conditions, as they are classified by pioneers of general linguistics such as Austin, Searle, Bach and Harnish and others as preparatory conditions which assert the addresser’s ability to perform action. Sincerity conditions denote the required conditions by the addresser in order to perform action. Executive conditions, these conditions require adequate execution for performing speech acts, according to these verbs addressee must reformulate suitable context for his utterance in which it is uttered in order to comprehend it adequately (Sperber and Wilson; 1986:16).
Morgan (1977:44) declares that cultural norms within behavioral expectations demonstrate the idea of interpersonal interpretation of social aspects within context. The cultural features of context are essential for both addresser and addressee in order to encode and decode linguistic meaning conveyed during talk exchange. Context, on the other hand, encounters a lot of important features such as sociopragmatics, social status, age, interactants as well as co-text. Co-text denotes how utterance itself becomes a context for another utterance (Morgan;1977:44). Moreover, it denotes a variety of language that is identified by certain regional group or social class, this variety of language is differentiated from other varieties via certain aspects such as vocabulary, pronunciation and grammar. There is a clear difference between dialect and standard language because it has great rules and usages that mark it as an established practice. Within American literature dialects witnessed a great deal of important works within their field, because there is no clear standard for the language as we can see that through the works of fourteenth century such as “The Canterbury Tales (1386-1400) and Sir Gawain and finally the green Knight (1375-1400), these works have been written in different dialects specially within united states. During nineteenth century, both regional and ethnic literature have inverted dialects in order to represent different types of multicultural American experiences.

2.12 Discourse and Culture

Speakers hold the floor must organize what they want to say through the structure and content. They package their speech in accordance with what their addresses know and to make their speech coherent. In the case of written text addressers do not need addressers in order to provide them with
immediate feedback. Instead of that they should depend on more explicit structure issues to rebuild their texts. According to discourse analysis speakers do not use their language according to interpersonal function which means sharing social aspects between their interlocutors but they resort to use textual function to create correct and well-formed sentences and also we have ideational function to denote correct feelings and thoughts of the interlocutors within the situational context. Discourse analysis covers a broad area of investigation from small range of activities such as ‘oh ’or ‘well ‘are employed within casual talk. It also asserts to investigate the common ideological aspects within culture like political or educational practices (Yule;1996:82).

Through linguistic matters, discourse analysis concentrating on written rather than spoken texts, participants take part with each other in order to produce texts that can be interpreted differently, they call for the overlapped talk as assort of solidarity or closeness. They also resort to competing the floor, the point is that they want to interrupt the listener or the reader ,for example the first addresser must make comment about the procedure via high voices that he produced with written texts with capital letters such as “CAN I FINISH?” regardless the main topic of the conversation. Each interlocutor is expected to wait in order to hold the floor until the current addressee such as

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“uh-uh, ’yeah’, ’mmm’, these signals help us to know that addressee is following what is called ‘frame’. It is shared by every interlocutor within social group just like prototypical version for material things. For instance, if we have classroom, there will be assumed elements such as ‘table, chairs, white board, eraser, and bell. These frames are not only involved within the interpretation of the discourse text but instead of that we have ‘rent or advertisement ‘frame.

In addition to that there is what is called “schemata and script” within discourse analysis. A script refers to pre-existing knowledge containing event sequences inside the mind of addressee. These sequences are regarded as an essential part for what have said.

, such as going to doctors’ office, a movie theater restaurant .It also involves some anticipating sequence of actions through an event because information concerning script is well known to the interlocutors .Script for the same culture has a great role for communication while within different cultures script can lead to great deal of miscommunication between interlocutors

Linguists, cognitive psychologists, and psycholinguists have used the concept of schema (plural: schemata) to understand the interaction of key factors affecting the comprehension process. Simply put, schema theory states that all knowledge is organized into units. Within these units of knowledge, or schemata, is stored information. A schema, then, is a generalized description or a conceptual system for understanding knowledge-how knowledge is represented-and how it is used. According to this theory, schemata represent knowledge about concepts: objects and the relationships they have with other objects, situations, events, sequences of events, actions, and sequences of actions. A simple example is to think of your schema for dog. Within that schema you most likely have knowledge
about dogs in general (bark, four legs, teeth, hair, tails) and probably information about specific dogs, such as collies (long hair, large, Lassie) or springer spaniels (English, docked tails, liver and white or black and white, Millie). You may also think of dogs within the greater context of animals and other living things; that is, dogs breathe, need food, and reproduce. Your knowledge of dogs might also include the fact that they are mammals and thus are warm-blooded and bear their young as opposed to laying eggs. Depending upon your personal experience, the knowledge of a dog as a pet (domesticated and loyal) or as an animal to fear (likely to bite or attack) may be a part of your schema. And so it goes with the development of a schema. Each new experience incorporates more information into one's schema. What does all this have to do with reading comprehension? Individuals have schemata for everything. Long before students come to school, they develop schemata (units of knowledge) about everything they experience. Schemata become theories about reality. These theories not only affect the way information is interpreted, thus affecting comprehension, but also continue to change as new information is received. As stated by Rumelhart (1980), schemata can represent knowledge at all levels—from ideologies and cultural truths to knowledge about the meaning of a particular word, to knowledge about what patterns of excitations are associated with what letters of the alphabet. We have schemata to represent all levels of our experience, at all levels of abstraction. Finally, schemata are knowledge. All of generic knowledge is embedded in schemata. (p. 41) The importance of schema theory to reading comprehension also lies in how the reader uses schemata. This issue has not yet been resolved by research, although investigators agree that
some mechanism activates just those schemata most relevant to the reader's task. (Yule;1996:87).

2.13 Context-Dependence of Meaning

An interpretation of context could be easily conceived of context-dependent semantics that all be compatible with or what is called platonic categorization because it is only the way that we can depict context as absolute, discrete and sharply bounded, for example if we encounter with frame the picture that it is depicted would be fixed and discrete.

2.13.1 Cultural Schemata

Every interlocutor has a great deal of surprise for missing things that he encounters within the context, for instance in case of missing restaurant script such as chairs the big comfortable cushions were good replacement, it is determined that our background knowledge is actually via situational context or ‘cultural schemata’. Sometimes, something good in out addresser’s schema that sounds like something bad in another’s, as it is stated by the Australian factory supervisor assumed that other factory workers would know Easter was so close and they will have a holiday as in:

You have five days off. What are you going to do? The Vietnamese worker instantly comprehends this utterance in case of being laid off, instead of having a holiday (Yule;1996:87).

2.13.2 Cross –Cultural Pragmatics

It is a field of study that is based on expectations that are shared through cultural schemata, these expectations can be considered as a wide area of investigation. If I encountered with the different types of meanings that are reconstructed by interlocutors from different cultures I shall get different
interpretations for those interlocutors. For instance, silence indicates that addresser intends to get the other part from the addressee that is not silence to complete his talk. The comprehension of how language functions in context is important factor for understanding the relationship between what is said and what is understood within both spoken and written discourse. The context of situation includes physical context, social context, the mental worlds as well as the roles of interlocutors involved in the interaction. Each of these aspects impact on what we say and how other interlocutors interpret what we say in spoken and written discourse. Linguistic context has influenced our understanding of what has been said and what is yet to be said. Yule (1996:129) defines linguistic context, which is also called 'co-text' as the other words used in the same sentence. The surrounding co-text has a strong effect on our understanding of the meaning of the sentence. For example, "Jack has to go to the bank to cash a check. There are a number of essential aspects of context which are important to the production and comprehension of discourse. These are:

1. Situational context (what people know about what they can see around them).
2. The background knowledge (what people know about each other and about the world) includes cultural and interpersonal knowledge (Cutting, 2002:3).
3. Co-textual context (what people know about what they have been saying).

Thomas (1995:22) declares that meaning is not something that is inherent in the words alone, nor it is produced by the addresser, or addressee alone instead of that meaning is a dynamic process involving the negotiation of meaning between speaker and hearer.
Meaning is produced through the act of interaction. It is accomplished by both the addresser and the addressee, or the writer and the reader. From this I conclude that discourse analysis is a form of collaborative social action in which language users jointly collaborative in the production of meaning and inferences.

2.13.3 Context
Language must be applicable or suitable to the context in which it uttered. These circumstances play an essential role for the interpretation of the text or the speech. They are mainly referred to as context of the addressee. Hartmann and Stork (1972:104) sheds light on context and they said that

“Context denotes features of the outside world in which utterances and sentences have close relationship to the external world, and its notion combine the graphic and verbal sightseen around the speaker and its equivalent meaning denotes context of the situation and environment.”

In this respect, Crystal (2003 a:103-4) asserts the above definition through pointing out that context is a concept that refers to the non-linguistic world in relation to the linguistic units that are systematically presented. The term ‘situation’ within this respect is also implemented. As for compound term situational context is also an alternative term for context.

Cresswell (1988:66) states that context of situation which is presented by Firthian linguistic theory and of the anthropologist Malinowski who confirm that whole external world features can be considered as relevant for the investigation of the utterances at these levels.
Brown and Yule (1983:35) denote that since the beginning of 1970s linguists became a well-known for the importance of the context for the interpretation of the sentences, this essential aspect comes as a result of broad definitions that are stated by many linguists. Levinson (1983:9) clarifies that pragmatics investigates or studies the close relationship between language and context that are embodied or grammaticalized within the structure of the language. Pragmatics focusing on the close relationship between language and its context of the utterance, so they resort to mention the name of ‘situation’ for context because the study of meaning is pinged to the study of language within context. Meaning which is derived from the close relationship between the utterance and the context is called ‘contextual’ or situational meaning. Context differs according to a lot of factors in order to be investigated such as educational level, specialization, areas of interest and cultural background of the both addressers and addressees (Hartmann and Stork; 1972:138).

2.13.4 Features of Context

Conversation is an act of communication, so there must be at least two persons in order to make the communication communicative, the first one is addresser and the second one addressee. The first one is called actual agent while the second one is called a possible agent (Van Dijk, 1977:191). According to Hymes (cited in Brown and Yule 1983:38) context denotes a lot of features which are very essential to the speech act performed within the context. These features are called ‘speech events’. These speech events represent meaningful aspects that can be communicative through culturally specific structures or features such as participants, genres, codes and other elements.
Gumperz and Hymes (1972:56) confirm that the term speech event is recycled or restricted by the use of rules and norms of speech, they also insist that an event may contain one speech act or several ones. So the main elements of context are addresser and addressee and the subject matter. Addresser refers to the person who utters or reads an utterance, while the addressee denotes someone who is considered as reader or reader who perceived directed speech for him. The subject matter is considered as the message model that connects addresser to addressee with mutual interaction. By relying on what is mentioned by Hymes we can add an explanation to the types of context such as ‘the audience (over hearers),’ setting’(time and place, channel’(the message is fulfilled through speech, writing, singing, smoking signals).”Code” refers to the type of language, dialect or the style of language is being practice. Message form is indicated through what we call intended-chat, debate, sermon, fairy tale, sonnet, love letter and so on. The concept of “key” refers to the evaluation of speech style as in “it was good speech sermon”. Finally “purpose” which is combining the communicative intention of what comes as a result of communicative event. In addition to what have been mentioned above there are a lot of features of context that can be highlighted through the named of these features such as aspects and ‘activity’ aspects, these aspects denote limited features that interlocutors are engaged in ,’socio-cultural aspects denote a lot of aspects such as the personal, social and cultural knowledge, feelings, values, identities and relationships relevant within the interaction of the participants. We have also political aspects refer to the spread of the good deeds or social aspects like for instance power, status and anything else deemed as a social factor in terms of their cultural models, such as beauty ,intelligence, strength, possessions, race, gender and so on. Mainly, all these features play a vital
role in determining the intended meaning of the message model directed from the addresser to the addressee.

2.13.5 Role of Context

Within the role of context we must shed light on most important types of context which are playing a vital role in assigning the meaning of linguistic forms, these forms denote linguistic and physical contexts. Hymes (1975;44) declare that applying linguistic context helps the addresser identifying the exact meaning of the linguistic forms or the range of meanings. While physical context determines important intimate ways, to make interpretation of the text unlimited(meanings), and at the same time supports the required interpretations. These actions can be seen within an act of homonymous which asserts that addresser can derive the intended meaning of the text without the knowledge of the context of the situation. Context is an inevitable matter addressee cannot avoid it in order to get the intended meaning and he must encounter with characters in forming and interpreting any message.

2.13.6 Types of Context

Through the context addressee has the authority to ask the addresser for further information about the act of communication that takes place within situational context or face to face interview, below are a lot of types of context that have been classified by many linguists such as stenning’s classifications, Yule’s classifications and sttenning’s classifications.
2.13.6.1 Stenning’s Classifications

There is no direct relationship between the spoken sign of the word and its written forms that it represents. These written letters represent meaning within situational context Stenning(cited in Brown and Yule, 1983:42).

2.13.6.2 Normal Context

It refers to real situation where the addressee is a part of the context and he is regarded as an experienced of the text. In addition for that the addressee must be presented within the linguistic spot where the text is taking place in order to comprehend it, so the spoken language usually occurs within normal context, every day conversations.

2.13.6.3 Abnormal Context

It refers to situation where the addressee (analyst) reads the text and then he tries to drive the characteristics or the intended meaning of the context in order to provide the additional meaning about that context. For instance the language that is implemented within such type of context can be regarded as drama, novel, story and personal letter. These elements can be analyzed through different interpretations.

2.13.7 Yule’s Classification

Yule(1996 a:129) indicates that there are different types of context and he pays attention to two types only, the first one is linguistic context and the second one is physical context. Linguistic context is also named as co-text which refers to group of words and phrases that are used within the same phrase or sentences. These surroundings of linguistic effects play great role for what words literary mean or indicated. For example through the word formation process we can derive the intended meaning of the word ‘dyke’
which is homonymous an “offensive word” so the addressee can distinguish
the intended meaning through the other words used within this word in a
sentence or a phrase such as ’woman’, ‘excitement’, etc. Physical context on
the other hand refers to the environment where the events take place or the
location where the language is used or perks up in order to be
comprehended. For example if the addressee is encountered with a phrase
“Full bay sales”, this phrase denotes selling clothes for babies and not selling
babies according to physical context.

2.13.7.1 Linguistic Context
This type of context denotes the actual use of language within discourse
analysis. Language on the other hand comprises two levels, the first one
consists of constructions or parts while the other consists of adjacency pairs
such as utterances, clauses sentences, turns and texts. Thus, linguistic
context or co-text consists of a relational construction that consists of global
and a adjacency relation. The connection of these constructions constitute a
text, while the rules that govern the realization of the linguistic constructions
within the context function as “a move” for the interpretation of commissive
speech act verbs, e.g. rules of grammar constitute the realization of these
verbs.

2.13.7.2 Cutting’s Classification
Cutting (2008:4-7), sheds light on sub-classification of context in a more
detailed in order to tackle the meaning of context through physical and
social world and the assumption of knowledge that both addressee and
addressee share. He adds that there are three types of context that the
addressee must encounter
“Situational Context: This type of context denotes the vision that the addresser observes around him. It also denotes the physical or co-presence, of the situation where the interaction between the interlocutors takes place. The background knowledge context: It refers to the old knowledge that the addressers have about themselves and the world around them. Cutting (2008) confirms that this type of context refers to the background knowledge knowing by both addresser and addressee, this type of knowledge can be considered either cultural or interpersonal and comprehending this type of knowledge is very important for the understanding of the speech conducted between them. The co-textual context: This type of context is closely related to the type of speech that has been said and what the addressers know about it. Ties or connections that present with the text in order to make cohesion, like but, and, so, whoever, whenever, if, etc.”

2.14. Interpersonal knowledge

It refers to the previous knowledge shared between the interlocutors themselves and it is private and limited about the history of the participants. Previous interpersonal knowledge is gained through previous interaction or participations of joint activities and experiences.

2.15. Co-textual Context

Yule (1996 a108) defines this type of context as a co-text or linguistic context and it investigates the information mentioned in text in order to support the addressee with clear vision about the main ideas that have been
mentioned in the text itself. The uses of personal pronouns and interpersonal pronouns are common state within such type of context.

2.15.1 Context and Construction of Identity

Humanity is the most important element in our life, people must struggle in order to make themselves representative and well-known, whether this aspect is related to spiritual or physical world or not. All free people regard humanity as their brotherhood and they work hard in order to raise their people to the top.

2.15.2 Religious Identity

Throughout these two novels there are a lot of religious references such as ’prayers’, ‘supplications’, saviors, Christian and God. When the character encountered with danger he will resort to Gold in order to save or protect him. This element is widely used within Virginia Woolf’s novel” Color purple”.

2.15.3 Personal Identity

Personal identity is one of confusing matters of the novels of twentieth centuries, in the sense they have multiple personal identities. They resort to call themselves in different names, or they try to call other people with different names, because black American were suffering from a lot of things such as poverty, sarcasm, loss of identity rape and son.

2.15.4 Gender and Sex

Gender is something which does not exist in people, instead of that it is acquired and can be fulfilled or performed through the context that people
involved in. On contrary sex is biologically inhered through what is called “reproduction and potential aspects”. Moreover, sex can be considered as social elaboration of sex and its exaggerated biological difference of sex. Gender relies heavily on biological difference which is not very essential for analyzing literary texts because it can be regarded as completely irrelevant, as it is stated in the following lines.

“Considering a man or a women is a social decision. People adhering on scientific facts in order to help them to reformulate their decisions. Gender does not rely on science in order to define it, our knowledge that people can produce about sex within the first place (Eckert and Mcconnell-Ginet:2003:10).”

There must be divergences between gender and sex, sex denotes sociolinguistics and grammatical aspects which denotes biological characteristics like for instance “male sex” or “female sex”. Gender on contrary import aspects which are different from sex as in:

Relying on socio-cultural differences, gender sometimes denotes cultural constructions that have been involved through a sexed individual of 21st of western world. If addresser adopts feminine or femininity style of speech that means adhering to cultural aspects and not innate characteristics of being female, which is different from one territory to another. (Baxter,2010:14).

2. 16 Functions of Speech

Speech denotes a lot of functions other than referential and stylistic aspects such as the linguistic content of discourse that serve to mark off a lot
functions in linguistics and this aspect is not new norm in linguistics (Firth;1935; Malonoski;1935, cited in Holems;1992:34).
Recently function of speech has been changed to deal with linguistic theory for both sides linguistic and anthropological side, anthropological side observed certain codes of varieties within repertoire of speech for instance different “repertoires” of some communities such differences in men and women speech specially in north America in order to derive the job of social function. Through what we call speech event as the starting point for the study of the function the language undergoes the social interaction and it can be regarded as an interpretive of the social meaning of language use. In addition to that broadly social factors within the act of communication situation are affected what is expressed linguistically.

2.16.1 Factors and Components

Through these factors addresser can predict language choices presented within language communication situation as well as eliciting the sub-classes of formal statements or rules that can be predicted through sociolinguistics.
Jakobson(1960;51) confirms that there are a lot of factors that affect communication within the context such as ,interlocutors, message model, context, setting, channel, target, mood or tone and intention and affects. Code also has great role for the theoretical discussions for the parts of speech events although it is regarded as dependent variable within descriptive and analytical work, while some combinations or configurations of other factors are regarded independent.
2.16.2 Presupposition

It is another important notion within the area of speech act theory which is 'presupposition'. Yule(2006:132)defines it as speaker continually designs their linguistic message on the basis of assumptions about what their addressees already know." or "what addressers assume are true or known by the addressees. When someone tells you that" your brother is waiting for you outside," there is an obvious assumption that you have a brother. Furthermore, addressers apply for something based on the assumption of what the addressees likely to' know’. “According to LoGastro(2003), there are two kinds of presuppositions within the domain of pragmatics:

Conventional presupposition is less contextual-dependent and it is linked to particular linguistic forms. As in ‘would you like some coffee? ,suggests that the coffee is already prepared, while “would you like anything to drink?” means that there is no drink has already prepared.

“Pragmatic presupposition which is more contextual-dependent and arise from the use of an utterance in particular context which is the work within the area of speech act theory and it is an important step towards comprehending ‘unspoken’ aspects of what people mean by what they say. It has also a major impact on second sciopragmatic aspect of language.

2.16.3 Co-operative Principles

Grice(1975)argues that in order for a person to interpret what addresser says is a kind of “co-operative principles” and they must be assumed to be used within conversation. Moreover, he defines them as "a set of principles
which direct us to a particular interpretation for what addresser says, unless we receive some indication to the contrary. Grice bases his co-operative principles on four sub-principles or maxims. These are:

- **Quality**: "Addressers should only say what they believe to be true and what they have evidence for.
- **Quantity**: Addressers should make their conversation as informative as is required, but no more, or less than is required.
- **Relation**: Addressers should make their conversation relevant to the interaction.
- **Manner**: Addressers should be clear in what they say, and they should be brief in their contribution to the interaction.

For example, what would you like? Two hundred grams of the shave ham thanks. Sometimes we are not sure of what we want to say.

### 2.16.4 Metadiscourse

Hyland (2005) says that people often use metadiscourse to comment on what they are about to say, or have just said. The use of metadiscourse is essential for the interpretation of texts because it shows both their attitudes to what they say as well as their attitudes to the audience of the text. It is the case when the writer reveals his awareness of the reader and his need for elaboration and clarification. "It could be indicated by the use of "of," in fact, "however", "must"... etc. Speaker for example, may say "**I may be mistaken**, but..." or "**may be...**" to show that he does not have evidence about, (he is not sure) of what he is talking about, but he still aware of the Grecian's maxims. People use certain words to explain their awareness of the maxims:

1. 'May be' to show maxim of quality.
2. 'I will not bore you with details' to show maxim of quantity.
3. 'By the way' to show maxim of relation.
4. 'This may be a bit confused, but..' to show maxim of manner.

That there are times being truthful although, brief and relevant might have different meanings. Sometimes, there are some occasions when we can't be brief and true at the same time. These direct the researcher to the process of flouting of the co-operative principles and their maxims.

“There are many occasions when addressers flout the co-operative principles to let their addressees comprehend that they do not observe their maxims, and intend them to be aware of these. The boy shows that he does not know the maxims when he repeats the question twice. People may flout different maxims just as the Chinese student flouts the maxim of 'manner', and may flout the maxim of 'quantity' just like the example of the waiter. When the speaker flouts the maxim of 'quality' 'intentionally' to infer the 'hidden meaning', for example, teacher to his student who arrives late to the class. Teacher: wow! You are such a punctual fellow! welcome to class. Student: Sorry sir, It will not happen again. Sometime flouting the maxim of 'quantity' to be 'humorous' Ali: Where are you Majid - Majid: In my clothes “.

On some occasions it is important to flout the maxims of quality and quantity at the same time and it may be socially accepted and preferred for reasons of politeness (Cutting, 2002), just like when I ask someone if he likes something I am wearing, and he does not. This process called overlaps between maxims.
2.16.5 Violating

Thomas(1995) and Cutting(2002) discuss differences between flouting and violation of maxims. Within flouting the speaker may flout the maxim, but with no intention of deceiving or misleading the hearer, while with violation of the maxims, the addresser violates the maxim ‘intentionally’ because he wants to cause misleading to the addressee. For example, mother to her son:

-Mother: Did you study all the day?

-Son who has been playing all the day: Yes, I have been studying all the day (he lies to avoid punishment).

2.17 Cross-Cultural Pragmatics

The matter of apologizing in Japan and English is different because interlocutor have different ways of dealing with pragmatic issues, as well as different ways of observing Grecian’s maxims (Wierzibcka, 2003), speakers of different languages may have different ways of understanding maxim of ‘quantity’, for instance they have different ways of understanding French and English people about "How are you?"

Studies which investigate cross-cultural use of speech acts are commonly referred to as “cross-cultural pragmatics”. Wierzibcka(2003) points out, different norms that reflect different cultural values in what people say and do in different cultural settings. For example, the matter of “Thanking” in Japan and English people is different.

Two key Notions in the Area of Cross-Cultural Pragmatics are:
1. **Pragmalinguistics**: refers to the study of the more linguistic ends of pragmatics, when addresser considered a particular resource that a given language provides in order to convey particular illocutionary act. Moreover, it is concerned with the appropriateness “message form” which means the study of speech acts in relation to typical linguistic structure. (Leech'1983:11).

2. **Sociopragmatics**: refers to specific local conditions of language use, and it refers to the pragmatic performance of speech acts in specific social and cultural context. Moreover, it is concerned with appropriateness of “meaning” for both interlocutors (Leech,1983:14). The failure to convey or understanding pragmatic intention in another language and culture is known as “Cross-Cultural Pragmatics Failure”. There are Two types of Pragmatics Failure:

   1. **Sociopragmatics-Failure** refers to a situation where a speaker of a second language assesses situational factors on the basis of the sociopragmatic norms for his first language, Thomas(1983:19) refers to the social conditions placed on language in use which are very difficult to influence or change. For example, when foreign manager criticizing a Thai worker in front of his colleagues for being late.

   2. **Paragmalinguistic-Failure** refers to a situation where a speaker transfers linguistic means of realizing speech act from their first language to their second language, it is considered as a 'linguistic problem'. For instance the exchange of the American student, who may think that he/she is being friendly by calling out his/her Japanese friend's. For Japanese this is a quite
rude. Thomas (1983:19) adds that pragmalinguistic has to do with the appropriate use of linguistic form, and this matter is easy to overcome.

3. Conversational Implicature

It refers to the inference addressee makes about a addressee’s intended meaning. Like the expression 'movie'. Thomas (1995:58) shows that the differences between implicature and inference are very essential for the investigation of language. Implicature is generated intentionally by the addresser and may or may not be understood by the addressee. Inference is produced by addressee and may not be the same as what the addresser intends or imports. Moreover implicature can be created by the following criteria:

1. Following the maxim.
2. Flouting the maxim of quality in order to be brief (clash).
3. Flouting the maxim of quantity (without clash).

We have three types of Conversational Implicatures according to Grice:

1. Conventional Implicature in which no particular context is required in that can be derived from the implicature from the words alone, e.g. (but, or) means contrary, (well) means something the addressee does not like.
2. Particularized Conventional Implicatures are derived from particular context rather than the use of words alone. (situation is important for implicature), for example the word coffee, denotes a lot of meanings according to situation.
3. Scalar Implicature this kind of implicature can be detected when a speaker uses a word from a set of words that express some kind of values. Example of the Princess Diana shows that a speaker may choose one item from a
scale, then correct it while he is speaking to cancel out another item in the scale.

The notion of implicature within pragmatic studies involves terms or expressions that denote more than what is actually said, and it is new term composed with other notions of pragmatics. It is presented with H.P.Grice who was a philosopher at Oxford university. Ideas concerning meaning were presented by him at Harvard university in 1967 after that he produced them in 1989. His ideas can be regarded as the main part or the corner stone of pragmatic studies as they are stated by many philosophers till today (Huang,2007:23).

He also focuses on the theory of meaning which is represented by –nn in order to explain different types of meaning such as speaker’s meaning as well as sentence meaning. He also deduces in his first theory that utterance contains or denotes two meanings , sentence meaning which is related to the semantic meaning while implied meaning is correlated with situations related to pragmatics, (Levinson,1983:18).

Gricean’s theory of pragmatics highly emphasized implicature and how people imply by the use of language. It is observed differently according to different viewed of linguists, Gazdar(1979:38) insists that implicature denotes the meaning of the sentence although its propositional content is not a part of what is actually intended .

Yule(1996:46) adds that it is one of the most important topics of pragmatics because it denotes “the additional conveyed meaning “ that can be derived from the communication which is more than what is said . Moreover, it also
denotes expressions which mean more than what is implemented (Chapman and Routledge, 2009:89).

According to Grice that the meaning of an utterance is indicated through two types “what is said “and “what is implicated”. The first meaning denotes the literal or direct meaning of an utterance as well as Grice’s maxims of cooperation principles, what is said within the first part of the utterance relies heavily on is what said within the second one.

In addition to that there are a lot of factors in conversation that can direct their participations into successful act of communication, which is cooperation, which means that the participation participates with each other in order to be communicative. These maxims are indispensable in order to comprehend implicature of expressions (Levinson, 1983:101; Yule, 1996:35; stranzy, 2005:416-417).

2.17.1 Politeness

The notion of 'face' comes from Goffman (1967), politeness and face are important aspects for understanding why people choose to say things in a particular way in spoken and written discourse. Lakoff (2000) proposes three maxims of politeness. These are:

“Do not impose (saying I am sorry to bother you, but…). Give options (could you give me..) Make your hearer feel good (you are better than me in..). The example of the girl who calls her mother to ask for a ride… Politeness Principles and cooperative principles are always in un disciplinary contribution. There are situations in which one principle might become more representative than the other as Cameron (2000) says” that these
principles we can make our addressee feeling good, and they may not always be a matter of words but 'how you improve what you say.' This could be achieved by using 'voice impression, and smile while you are talking'”.

Within face and politeness discussion there are two issues:

1. The notion of Involvement in order to be treated as a member of a group Addresser must show involvement by presenting an interest to someone, agreeing with, approving with, and give names and nicknames.

2. The Notion of Independent refers to a person’s right and not to be dominated by others, not to be imposed as well as to be able to act within the sense of individuality. Addresser could do this by: Giving people options

3. Apology for interruptions.

By using the notion of Involvement and Independent people aim to build up closeness and rapport with each other.

2.17.2 Politeness Strategies

“Bold on –Record which provides no effort to minimize face threatening act. Positive Politeness it is correlated within friendly relationships such as (minimize the face threatening act). Negative Politeness which is used with formal relationships. Off Record (in direct invitation). There are many aspects that influence interlocutors choice of a politeness strategy, e.g. by considering the relationship between the addresser and the addressee (are you close friends, are you social equals, is he older than me, ...). The power the addresser has over addressee. Consider how
significant what I want to say, and to the addressee (borrowing a car).

2.18 Face and Politeness across- Cultures

It is important to know that the nature of face and politeness vary from culture to culture, and from society to society. For example, the process of present giving is a clear example of a politeness that varies across cultures. Collins (2000) says that “It is a strategy by which we show our closeness with someone else, while in Japan gift giving is a matter of social ritual which is an expression of 'duty'.

2.19 Theories of Politeness

Politeness is sub-division of pragmatics, interlocutors can that during past twenty five years of empirical studies. There is close relationship between and literature, politeness has been maintained since the late 1970s, via misunderstanding that has been done through co-existing of politeness within cooperation under the heading of politeness, so in order to make this point so clear participants had focused on five important points as in:


E. Politeness as a surface level phenomenon. F. Politeness as an illocutionary phenomenon.

Politeness within real world refers to genuine desire that would be pleasant for others through an implicit meaning. Regarding linguistics we don’t have access over what participants say and how their addressees react in contrast with the idea of going in depth within speaker’s real motivation as well as one group of people is more polite than the other.
politeness holds different matters for other languages such as Japanese although it is distinct phenomenon and it is differentiated from sameness or similarity. It confirms to raise the idea of virtue in accordance with higher status, greater age as well as the role of participants within politeness is assert to show or present consideration for other people. Both can be manifested through general social behaviors, addressee can encounter such type of deference in daily life for instance, and if a person with a high status entered addressee resorts to stand up as a way of showing respect or showing politeness through holding a door open in order to allow someone to enter the room. The matter of difference is highly built up around the grammar of language like in Korean and Japanese via what is called reduced forms TV, moreover, there is a choice of addressing someone according to some languages such as French, German and Russian, the first letter is associated with higher status while the second one is associated with low status in contrast with address terms such as “doctor and professor as well as honorific terms such as Sir and Madam although they are very rare in British English and American English. Within friendly and non-deferential relationship interlocutors resort to use diminutives of those first names for instance “Dike and Kate”, these forms are implemented within low variety people. (Thomas; 1995:152).

2.19.1 Politeness and Gender

Politeness strategies have also been presented in order to differentiate in gender, Holmes(1995) discusses these, showing that “differences in the use of politeness strategies between men and women can be predicted through the use of politeness strategies.
If we say that women are more polite than men, it depends on what we mean by politeness as well as which type women and men are being compared, and what are the settings interactions. All these things influence the matter of politeness and gender (Cameron, 1998).

Mills (2003) points out that the context has an important role to play for what someone says because according to it we can consider it as polite or impolite. For example, "Hello gorgeous" can be considered as a matter of intimacy or rudeness. He investigates politeness and gender from "a communication practice". He argues that men of parliamentary debate in the UK, resort to use the idea of apologizing more than women, but this does not mean that they are more polite than women. Because in this case apology is not an instance of gender politeness, but rather a political behavior.

Politeness and gender research suggest that they may not always be a person's gendered identity as more silent specially in a particular situation but perhaps some other aspects may impact their behaviors through an act of speaking. (Mullany, 2002:17).

Researchers within the area of politeness argue for the idea of a "community of practice" or "view of politeness". Community of Practice is a group of people who come together to carry out certain activities with each other. In such community we can see how politeness is expressed.

While view of politeness reviewed the criticisms against Brown and Levinson’s (1987) claim about necessity of violation of cooperative principles (CP) in giving rise to politeness implicatures. To support these critiques, generosity and tact maxims are the main reasons behind both
direct and indirect offers and invitations. Besides, cost-benefit scale can explain the politeness implicatures raised in performing these speech acts better than directness-indirectness scales.

2.19.2 Face Threatening Acts

When addressee shows no sign of intimacy on the part of addressee this is called “Face Threatening Act”. Interlocutors can mitigate it through using:

1- 'Pre-sequences' device as the following example

A: Are you doing anything afternoon"
B: why?
A: I thought we might go out

2- 'Off-record'

A: I am dying for a cup of coffee.
B: Yes/ lets go to have .

2.20 Language as a Social Class

Social class has great importance for the study of language, because they have some kind of intuitions, ideas, and most people do agree with these aspects, mainly laymen (Trudgill, 1974:32).

Still social class imports uniformly variables within sociolinguistic studies and interlocutors are placed according to concrete and quantifiable, because quantifiable variables are required to determine social class. It produces variable insights within the nature of linguistic variation and change. Moreover, social class can be considered as the life changes according to
good services. Within modern times social class was sparked by the help of grammatical organizations of the industrial revolutions, these changes effect the common society and changed it from agriculture to urbanization mainly in London as well as western countries. The term sociology was coined in 1838 by the help of the French philosopher Agusté comet.

2.20.1 Solidarity and Social Distance

Close relationships between interlocutors have a great impact on the way we address them or talk to them, the choice between regional and standard varieties denote degrees of solidarity between these interlocutors. Vernacular varieties, they share the same ethnic group and those who know each other as well. While standard varieties reflect far away distances between interlocutors or those who come from different places. Intimates resort to use certain speech style between them. Positive politeness can be considered as an important factor between them, while gossiping will be inappropriate or non-standard between them. Negative politeness on the other hand can be regarded as interactional factor between strangers of interlocutors (Holmes ;2012:449).

2.20.2 Racial Identity of Commissive Verbs

Civil rights were the starting points for the beginning of racial identity, especially in 1960s, because African American people were obliged to settle down their discriminations of their daily life. Racial discrimination and stigma had influenced the development of psychological development of African American literature. It was prevailed as racial discrimination for almost different ethnic minorities. These strata differences implemented can be derived via individual differences. Those people are vigilant to praise any
given incident as discrimination, while others are not vigilant who try to minimize their efforts.

2.20.3 Language Functions

Functions of language play a great role for the principle use of language, it can be analyzed according to the meaning of words that carries beyond simple words. It is something that is essential for both the evolution as well as the organization of any natural language. Halliday and Hasan (1989:17) confirm that this function can be predicted through different classification schemes.

Malinoski (1923:84) adds that interlocutors can comprehend the function of language through two basic functions, the first one is known as pragmatic function or ritual function, the latter is closely related with religious or ceremonies activities. In addition to that pragmatic function is further sub classified into active and narrative acts these acts are very important for the act of communication. The framework of such classification is closely related to Plato’s distinction of first person, second person and third person, these terms are derived from his rhetorical grammar. For instance the basic symmetry of these classifications is centered on such categories like person, speaker, addressee and context. Buhler imports that these categories have a great relationship with his model for example the representational or representative function, through this function speaker has great opportunity to connect this category with objects as well as real life situations of both addressee and addressee. This property also serves to describe or comprehend extra linguistic activities, while the conative function denotes brain activities of encoding massages. According to him the
“representational” is very important because it is unmarked function that is presented through many messages. The other two functions are clearly marked, the emotive or expressive function which has great relationship with addressee and writer of the message. Jakobson (1960:353ff) sheds light on intuitively plausible as well as most argued models for the functions of language, this model is closely related with verbal communication and it denotes six functions like for example addressee who decoding the message and the addresser encoding such a message. The addressee is obliged to apply extra linguistic elements (context) in order to derive meaning. A code is another element which is very important for both addressee and addresser in order to understand each other, the other elements are very important for the act of communication such as a contact, a physical channel or psychological connection between addressee, and addressee. From orientation towards addressee or addresser towards context, Jacobson drives three functions while through phatic property he derived it from orientation towards contact. The message will be fulfilled if it has predominant purpose of establishing as well as counting or discounting communication. If the speech is focused on code it will have metalingual function. The poetic function within Jackson’s model, which combining six function-modals, like primary referential function and non-referential each of these functions that he asserts, identifies the job of language, although it is difficult to find one verbal message for the function of language.

Hymes (1968:115) urged that the typology of language has great relationship with Jackson’s classifications of language, although, he adds seven functions which is contextual or situational function in contrast with Jakobson who confirms that addressee cannot analyze language according
to a hierarchy functions which is predominate function. Through definitions of these types interlocutors can find a lot of aspects, these aspects can be harmonious, balanced or conflicting, so the interpreted meaning is not bind up to these seven types.

Popper(1972,106-152) on the other hand adds four types of language functions as they are mentioned below:

“Expressive function :Through this property human being is qualified to assert internal states of mind. Signaling function : Internal states of language can be predicted through this property, interlocutors can get benefit from this property in order to get contact with each other. Descriptive function: According to these, argumentations as well as explanations can be predicted through this property. Halliday and Hasan (1989:45) shed light on three functions of language rather than above functions, the first one is an ideational function, this function denotes two sub-functions the first one is logical function while the second one is experiential function through experiemental function we can convey and predict the world as experienced and real while logical function denotes systematic function as a means of conveying or interpreting language experience “.

Moreover, via interpersonal functions addresser will be able to convey his attitude as well as his feelings towards others. Finally, relying on contextual function, addresser tries to make connection between his speech and real life situations (contexts).
2.21. Indirectness

Commissive speech act verbs are characterized by both direct and indirect use of language. These two aspects predict a lot of functions within speech act theory. The evasiveness is another property of indirectness, through this property addressee can avoid candid or obvious statements. Within literary aspects indirectness is avital aspect that addressee applies in order to gain saved speech acts. The use of “if clause as well as the inference “that can be considered as rhetorically effective in enabling the addressee to have an impact of the addressee through nice or overwhelming speech.

2.22. Speech Act Theory

It has a great importance for the study of language as a means of communication. It has been detected since old ages, great philosophers have important contributions for discovering of such theory such as Levinson(1983:227), who declares that the ideas of speech act theory can be linked to Aristotelian ideas, through what he confirms every sentence is significant, but not every sentence is a statement-making sentence, except those that denote truth or falsity. Although, there is no truth or falseness in all sentences, for example a prayer is a sentence but it is neither true nor false.

Smith (1990:1), adds that understanding the language is a matter of understanding speech act theory, it has been asserted since ancient times. As well as Van-derveken, 1994; cited in Al-Sulaiman,1997:3), he confirms that many scholarshave a great attention for the study of speech act theory, from the variety of disciplines like for instance, linguistics, anthropologies, philosophers, etc. They pay attention for the study of speech act
theory (SAT) in their writing because it has great importance for the human communication. A lot of anthropologies define language, for example Malinowski (1923), defines it as a mode of action and not a counter sign of thought. Bloomfield, (1933) asserts that situational dialogues are very important for that act of decoding via addressee in order to understand the linguistic message. Wittgenstein on the other hand was well known from his famous dictum, when he confirms that the essential meaning of words is inherited in their use.

Speech act theory is highly centered on pragmatics as it is stated by Levinson (1983:37), when he adds that within linguistic pragmatics speech act theory will have a great influence on contextualized language such as pre-supposition as well as implicature, these two phenomena are highly influenced by pragmatics. Van Dijk (1977:203) adds that the importance of (SAT) can be regarded as interdisciplinary act within any general pragmatic theory. There are a lot of scholars that have great contribution to the theory of SAT, those are Austin (1962), Searle (1969), and Grice (1975). As for Austin (1962) and Searle (1969), have great influence for formulating of meaning through what is known as illocutionary force of utterance. As well as conversational implicature which has been improved via the philosopher Grice (1975).

2.2.2.1 Austin’s Speech Act Theory

Austin has great contribution to the theory of SAT, declaring that through language interlocutors can perform actions (Verschueren, 1999:22). Searle’s contributions are unlimited concerning such theory in order to maintain general view of similarities and differences between such theories. Oxford philosopher J.L. Austin in (1930s) tries to expand theories of SAT through
his book in 1962 “How to Do Things with Word”. His contributions has gained a lot of interest among a lot of psychologists, anthropologists, literary critics as well as linguistics.

Austin(1962:3-6) declares two essential observations, the first one is that not all the sentences are statements while a lot of conversations are formed from questions, commands, exclamations and expressions of wishes such as: 

1. Are you serving?
2. Excuse me!
3. Give me the dry roasted ones.

Second notification is that not all sentences of grammatical forms as a form of declaratives which are not involved in order to make statements as in:

3. I declare to take a bus home.
4. I promise this session is opened.

Addresser within these two utterances commits himself to do action such as promise instead of describing one. Austin named these two utterances as performatives utterances in contrast with descriptive statements which are known as constatives as well as performatives.

### 2.2.2 Austin’s Classifications of Speech Acts

Five general types of SAT are stated by the great philosopher Austin(1962:150), via their illocutionary forces.

1. **Verdictives** These verbs are used in order to give a verdict by a jury, arbitrator or umpire. For instance: ruling, convicting, characterizing, assessing and acquitting.
2. **Exercitives** They can be used to exercise powers, rights as well as influence. Executives are implied in order to give powers, rights or influence to confirm decisions against certain course of actions or advocacy for it. Like advising, ordering, commanding, warning and appointing.

3. **Commissives** Through these verbs speaker commits himself for future course of action, such as promising, understanding, betting, shall, adopting.

4. **Behabitives** They represent miscellaneous class of speech act verbs, and they are related with social behavior and attitudes although they combine expressions of attitudes of others as well as their people’s behaviors such as fortunes and expressions of attitudes to someone as past conduct or imminent one.

5. **Expositives**

These verbs are used in order to expand views of speech act verbs as well as conducting arguments and clarifying their usage for both addresser and addressee. Like for example: emphasizing, denying, asking, telling and stating.

2.22.3 **Components of Speech Acts**

Through the components of speech act theory interlocutors can distinguish any speech that addressers utter as prosodic features (variations in pitch loudness, tempo and rhythm), these features are encountered within context as linguistic feature. Addresser relies heavily on these features in order to comprehend speech (Bach and Harnish, 1979:3).
Austin (1962:6) asserts the fact that any addresser cannot hold issuing of word or utterance without relying on three acts like, locutionary, (IAs), illocutionary (IAs), and perlocutionary (PAs), as they are stated below:

1. A locutionary act: Through utterance addresser can perform lots of things such as certain words in certain constructions. These words hold meaning within sense and reference. It also denotes three components such as:

   a. **The phonetic act:** This act denotes uttering certain noises as vocal noises and the addresser can gain a lot of things through such noises.

   b. **The phatic act:** Means uttering certain words (vocabularies) in accordance with certain grammatical rules.

   c. **The Rhaetic act:** Denote performing certain acts using vocal calls within more or less defining sense and reference. For example: “He said that the dog was on the mat”. This example holds for the above acts mentioned earlier because they are related with each other even if one of these acts is not involved within the other. In other words, in order to fulfill the phatic act interlocutors must be able to perform a phonetic act although the reverse is not true.

2. An illocutionary act: Through uttering certain acts addressers can gain a lot of things such as promise, a request and giving advice. Conventional implicature will accompany the sentence in order to denote the intended meaning. Addresser can distinguish between illocutionary and locutionary acts via performative paraphrase, although the difference between them is not an easy matter. The first one has great relationship with meaning while the other is related with force of the utterance.
3. A perlocutionary act: Uttering of perlocutionary act has great impact on the addressee in order to differentiate between locutionary and illocutionary forces. For instance:

5. Ahmed told her, he can do it. An illocutionary.


7. Shatha disturbs him. A perlocutionary.

### 2.22.4 Performative – Constative Distinctions

Constative utterances are utterances whose function is to describe some events, processes or state of affairs. Their propositions have the property of being either true or false as in the following examples: (Lyons, 1977:726).

8. I’ll drive my minibus.

Performative utterances: Through uttering them we perform an action and they do not describe, report or constative anything at all although they fall under the domain of statements.

9. I advise her to give up smoking.

10. I name this ship “Titanic”. Addresser through these two utterances is doing acts such as advising or naming, and addressers cannot perform these acts by other verbs. Moreover, differences between constative and performative utterances are mainly based on saying something and doing something else.

Austin (1962:133) confirms that constative utterances are used in order to perform or fulfill illocutionary acts (IAs) or to warn or pronounce, that means constative utterances can be fulfilled performatively.
2.22.5 Explicit and Implicit Performative Distinctions

Distinction between implicit and explicit performatives are made by Austin as in “I will be there at seven o’clock”, denotes implicit performatives, while the utterance “I promise to be there at ten o’clock” is an explicit performatives because addressers have an explicit verb “promise” and it also refers to, addresse who is binding of making promise and it is more precise in meaning unlike the first one which imports prediction on the part of addresser (Lyons,1981:730). Addresser can predict primary performative verbs through an explicit performative verb. Illocutionary force is the essential property for determining such verb, such as

11.Out.

12.Six pence.

These verbs do not contain explicit performative verbs, but they assert performative acts. Performative verb is used in order to describe an utterance that holds implied performatives. Austin(1962:32-33) adds that addressers can distinguish between implicit and explicit speech act verbs through the use of explicit verbs .That is to say, all the utterances hold highly significant and unambiguous expressions such as “I bet”, “I promise”, I bequeath “,expressions which named the acts in order to perform utterances these utterances can fulfill requests(orders). For instance, I am performing , I am betting, promising as well as betting. In addition to that performative utterances have certain purposes in contrast with non-performative utterances. Within implicit performatives the verb is indicated by grammatical mood, modal verbs, intonation, tone of voice, adverbs, as well as the connectives accompanying the utterance.
11. I promise I shall be there  (Explicit).

12. I shall be there.  (Implicit).

In some cases performative utterances seem to be performed explicitly and implicitly, in this case it will be difficult to assign the right speech act verb. In order to solve this problem, Austin (1962:32) declares that any utterance must be reducible, expandable, or analyzable into a form within a verb in first person speaker as singular form or present indicative, such as “out” is equivalent to “I declare”, pronounce”, give “or call you out”. Addressers can differentiate between performative and constative verbs, for example constative starts with “I + present simple active verb “while performatives do not contain performative verb. Addressers can apply lots of processes in order to determine performative or constative utterances such as reducing, expanding or analyzing. The problem is how addressees can determine the utterance that denotes performative which does not start with the first person speaker “I+ present active declarative verb” as performative or constatives. As in:


This example indicates implicit performative, and we can expand it into:

14. I hereby order you to go out.

The performative verb within example number fourteen indicates explicit verb.

Austin (1962:79-80) adds four processes in order to assign whether the verb is performative or constative as in the following bellow:
Whether the implied words indicate performative of an act or not? This can be tested by question words as in “Did he really”. Can we perform the action without uttering the words or not? According to this point we can apply for repent without saying anything but we cannot do that within the act of apologizing. The action of apologizing can be done either deliberately or voluntary, for instance addresser sometimes can be done willingly or unwillingly. For example one can say sorry for someone else because he commits mistake with him, the other one cannot apply for the act of apologizing. Can the utterance be literary false or not? This can be fulfilled within the act of constatives in order to distinguish between constative and performative verbs. Performatives on the other hand can be either happy conditions or unhappy for example if the addresser says “I am sorry”, this utterance does not literary mean he is really sorry, sometimes he is lying or hid untruth feelings, especially if the addressee is higher status than him. Linguistic context sometimes determines the situation for both of them. The act of apologizing differs here, addresser cannot tell untruth feelings for the addressee because he apologizes from him.

2.22.6 The Syntactic Markers of Performatives

Representation of performatives can be indicated through the form of I +present declarative active form. Austin(1962:5) firstly declares that the performative verbs must hold explicit performative verbs within first person
of present tense as indicative active. Later on he (Ibid, 56-57) asserts other
types of performative verbs such as passive with second person speaker or
third addressee. Other factors are not essential such as “person and voice”. Moreover, syntactic forms can be mentioned below:

1. Performative verbs can be encountered within the adverb “hereby”, this
adverb is good indication for performative verb.

14. I hereby declare that this bridge is open.

The use of hereby within non-performative verbs is not allowed.

15. I hereby tell you the truth (Cruse, 2000:334).

2. Performative verbs are limited within time; we cannot fulfill the job
within past, future or perfect tense, because (IAs) can be performed at the
same time of speaking, such as:

16. I promise to take Ali to the movie tomorrow.


The first utterance represents performative verb while the second one
indicates news or reports for what had done by speaker. Tense distinctions
are very important because within performatives we are applying for present
tense indicative.

3. We can use both simple present or progressive aspect within performative
verbs since present aspect is implemented for the spot of reporting.

18. I warn you that the legal decision will be taken.
19. I am warning you that the legal action will be taken. Performative clauses can be used in both active and passive. 20. I hereby command you to surrender. 21. You are hereby commanded to surrender.

3. Real and factual declarative clauses can be indicated by the use of performatives. They import an actual act of (IAs). An explicit performative clause cannot apply for the following criteria such as:

a. interrogative  
 b. imperative.  
 c. subjunctive. None of these examples are performatives:

20. Shall I bet you 40 pounds on the cup?
21. Get out of here!
22. Should I recommend her for the job?

4. Modal auxiliaries have special properties concerning performative verbs. They can be encountered within performative verbs such as “will” in order to denote typical indicator for future tense.

23. I will hereby promise to visit you next time I’m in town. “Will” within this example can be implied in its performative mood in order to denote a lot of things such as promise, one’s will, desire, fulfillment of the act of (IA). If will is not fulfilled, “the act of visiting will be in the future“. If the action of visiting is not completed, the act of promising will be broken.

24. Tomorrow when I see him, I will promise to visit next time I’m in town.

According to this example we cannot insert hereby between will and promise, “will” within this example denotes an actualized act of promising and not an act of performative verb. Other modals have lots of instructions such as power that the speaker has in uttering them “can, could” while the
modal might denotes possibility on the part of speaker without actualized promise

25. I might hereby authorize your release. Can be regarded as non-performative verb.

26. The subject of the performative clause can be determined by either the agent for either “him “, “herself” ,another person or institution which imports an act of illocutionary force.

5. The explicit performative verb can be implemented by the use of negative and the illocutionary force of refusal can be indicated by the same verb of refusal”, as in :

27. I refuse your request. 28. I do not grant your request.

28. I don’t promise to come to the party. 29. I promise not to come to your party. The differences between these two clauses are, the first one is an act of not-promising while the other one indicates an act of promising for not doing something. The verb hereby must be placed before the negative and not after it. 29. I hereby do not grant your request for more funds

2.23 Felicity Conditions

They can be implemented within speech act verbs as felicitous or infelicitous conditions. Austin was one of great philosophers who set the classification of these verbs. Performative verbs can be judged as either felicitous or infelicitous and he asserts lots of conditions that addressee rely on in order to determine whether performative verbs are appropriate or not as in.
“Conventional knowledge must be involved in order to denote conventional procedures or effects; these conventions include uttering certain expressions in certain circumstances by certain persons. Invocation must be appropriate by all interlocutors through what is called, particular person and circumstances. If the act of communication is unsuccessful there must be misfire or stopping between interlocutors as it stated by Austin (1962:16) for example when the interlocutor says “I bet” or I promise” without any attention to fulfill the action (pay or promise) then there will be breaking of the act of promising as well as the act of betting”.

2.23.1 Searle’s Speech Acts Theory

Speech acts theory witnessed a great improvement by the help of the great philosopher John R.Searle, who developed what Austin had suggested. His book was “speech acts”, which was published in 1969, is considered as the analytical modification as a systematization for the act of promise within Austin’s theory.

Searle (1969:16) asserts that speech can be governed by certain rules which determine the act of behavior of the person of (SAs), for instance making commands, promising, betting ..etc. This means that the linguistic communication is not merely symbols instead of that it represents the issuance act which can be represented by speech act, because it is the basic unit of communication. Moreover, he adds that addressee can figure out what is said from what is meant through what is known as “expressibility”. According to that he proposed two essential rules for this point the first one is regulative rule, through this rule addressee can arrange his utterance just
like traffic regulations. Whereas, constative rules represent the existent of rules which rely on thoughts such as “football, chess rules” in order to determine their results. Moreover, he adds four rules that interlocutors must rely on in order to analyze any utterance:

a. Utterance act.

b. Propositional act.

c. Illocutionary act.

d. Perlocutionary act.

“In uttering any utterance addressers mean words, morphemes as well as sentences, sentences denote a group of words that carry meaning. Within a propositional content, addresser will imply the content of the message as well as the reference and the prediction of the utterance that he utters. IA denotes an act of uttering of questioning, commanding as well as promising. (PAs) denote the effects of the utterance that performed an action, thoughts as well as beliefs on the part of the addressee. These acts will accompany the utterance one by one, so performing IA means we are applying for propositional acts as well as utterance acts. In addition for that different propositional acts can be accompany to different IAs”. These remarks are stated by Searle’s taxonomies as in:
a. Sam smokes habitually.
b. Does Sam smoke habitually?
c. Sam, smokes habitually!
d. Would that Sam smoke habitually?

Addresser is applying for different (SAs), although they are applicable for the same propositional acts (a) imports an act of assertion b. determining a question c. asserting a question d. giving an order lastly but not last expressing an idea of wishing. He adds that any utterance must be included within two acts and they are inseparable such as a propositional as well as function act of indicating device. These two acts are very essential for making illocutionary forces of the utterance. Illocutionary indicating device (IFIDs) within English language imports a lot of devices such as word order, stress, intonation, contour, punctuation, the verb mood as well as the set of performative verbs.

2.23.2 Searle’s Classifications of Speech Acts

Searle’s classifications rely heavily on Verschueren(1999:24) classification of IAs. Verschueren asserts twelve criteria of IAs. They are very important and Searle pays attention to these classes. He declares three essential classes in which Searle builds up his classes, they are

a. Illocutionary acts. b. direction of fit. c. psychological state.

Searle’s classes are five and they are very important within investigation of illocutionary acts.
1. Assertive or Representatives

Within these verbs addressee commits himself for future course of action or truth of proposition. Direction of fit within these two verbs is represented via word-to-world direction of fit. He resorts to apply certain verbs in order to make the words fit the world to express his belief. Such as, state, affirm, believe, conclude, deny and report.

2. Directives

What is important within these verbs is that addressee wants addressee to fulfill his job. Addresser has the authority over the addressee to make him fulfill his job or not such as request, ask, command, warn and advice.

3. Commissives

Through these verbs addresser is obliged to do action and he tries to make the world fits the words that he utters within the context such as promise, offer, guarantee, swear, vow as well as pledge.

4. Expressives

They have great relationship with the mind of addresser in order to express his psychological states and they do not have any relationship with the direction of fit of the world such as apologizing, welcome, congratulate, as well requesting.

5. Declaration

They state unknown information for the addressee and they intend to bring change in reality for example the state of describing proposition. There will
be no psychological state within this point, but what is essential here is to make both the world fits the words and the words fit the world.

2.23.3 Components of Speech Acts

Main components of speech acts have been asserted by John Searle in his taxonomies (1969: 23), they are very important for the analysis of any utterance:

1. Utterances are not like full sentences, instead of that they can be considered as spoken words or string of words that interlocutors pronounced them inorder to communicate meanings with others.

31. If Ali puts his wrist on the hood of the truck that has sitting out in the hot sun, the addressee might pull his back while he pronounces the word “Oh”. There will be misunderstanding of the intended meaning between the interlocutors.

2. We can describe any object whether it is real or imaginary through what is called propositional content of the utterance. The act of sharing meaning is determined by the context of the speaker as well as the language that they speak for example if the addressee utters the same language within the addressee there will be great deal of communication between them, the reverse is incorrect.

3. Interlocutors are getting together through what is called illocutionary acts, sentences contain propositional utterances in order to denote things in real world. Addresser will have different types of words in order to direct them to the addressee, so the intended meaning will depend on the speaker’s intention.
4. Perlocutionary acts: denote an effect on addressee’s behavior. They are equivalent to action, solicit answers, such as questions as well as praises.

2.23.4 Searle’s Felicity Conditions

Speech act verbs (SAs) cannot be investigated without felicity conditions (FCs) in order to make speech felicitous or appropriate. They are sub-divided into four types as in:

1. Propositional Content Conditions

Through this proposition addressee relies heavily on reference as well as prediction in order to comprehend the meaning of an utterance. For instance, the verb “promise” relies heavily on future actions on the part of addressee. Under the propositional content conditions, the future event must be a future act of the speaker when he/she promises to do an act, of course, one cannot promise to do an act in the past, but he/she will do it in the future.

2. Preparatory Conditions

Authority is the main part within these conditions in order to determine whether the addressee has the power to do action or not. These conditions required the addressee to perform action for the addressee specially for the verb “promise”, as well as other verbs. If the speaker performs a warning under these conditions, he/she knows that the event will occur and that the event will not have a beneficial effect.
3. Sincerity Conditions

These acts required from the addressee to be sincere or truthful in fulfilling the action otherwise there will be hesitation or abusing in accomplishment of the action as within the verb “promise”. For instance, the future action is intended to be carried out by the speaker when he/she makes a promise and when he/she makes a warning, he/she genuinely believes that there is no a beneficial effect for the future action.

4. Essential Conditions

These conditions oblige addressee to certain kind of belief or behavior. If the addressee breaks these beliefs or intentions, the act of communication will be misfired. For example, within the act of promising he must produce an act of promising and the addressee must recognize what addressee intends to say.

2.23.5 Vanderveken’s (1994) Expansion of Speech Act Theory

Vanderveken was one of the great philosophers who contributed to development of the theory of SAT, like others such as fridge (1923), Searle (1969) and Austin (1962). He declares that the primary use of speech act verbs can be represented by the use of illocutionary acts such as statements, promises as well as requests and not isolated propositions. (Vanderveken 1994b:99).

One of his most important contributions to the theory of speech acts was the semantic theory of sentence meaning which is developed according to the bases of illocutionary acts, that can be accounted as “primary units“ of literal meaning in the use of any natural language. Moreover, he adds that
any sentence contains syntactic features, these features determine which type of illocutionary acts can be performed for the literal use of that sentence such as, the mood of the verb, word order, intonation as well as punctuation signs. According to Searle’s terms these terms play a great role for (Illocutionary Force indicating Devices). He was eager to unify as well as modify the theory of speech acts that was improved by traditional philosophers like Austin, Searle, as well as classical truth conditions of semantics which improved within Fringe, Russell and others (Vanderveken, 1990:10).

Simple logical elementary of illocutionary acts were another contributions to SAT made by Vanderveken such contributions led to great advantages for the analysis of truth conditions of propositions of each theory, although the investigation of illocutionary speech acts still largely informal within the theory of speech acts, until recently when Vanderveken and Searle (1985) made a great contribution to reformulate the basic laws governing the speech act in the use of language. For example:

A. Illocutionary acts denote good and successful conditions of access between interlocutors. These acts must be gained through the context of an utterance, and if these acts are not succeeded addressee will not succeed in fulfilling that act within context. For example, within the act of promising speaker commits himself for future course of action, while conditions of satisfactions must be obtained in order to be satisfied in the world of that context.

B. As for illocutionary acts each verb can be subdivided in to six types of components, these verbs help to determine the type of success as well
as satisfaction of illocutionary acts within that force. In addition to that six points can be summarized below (Ibid).

1. Illocutionary Point

It is very essential part of the speech act verbs because they determine the direction of fit within that force. In addition to that there are four possible directions of fit within each language such as:

Firstly we have word to world direction of fit as they are asserted within words to world direction of fit. Within commissive verbs as well as directive point of fit, we have world-to-word direction of fit. Thirdly we double direction of fit within other types of sentences such as declarative illocutionary force. While expressive point of view we have “empty direction of fit” for the illocutionary acts.

2. Mode of achievement

This point determines the act of achievement on the part of propositional content for instance within the act of ordering or commanding, addresser must have authority over the addressee in order to gain his act. Within the act of requesting addresser must give a chance to the addressee in order to accept or refuse the act of requesting.

3. Propositional Content Conditions

These conditions can be indicated through the use of acts within the context of an utterance. For instance all illocutionary forces have conditions that their propositional contents represent a future course of action of the addresser.
4. Preparatory Conditions

They represent truth conditions of illocutionary acts within the world of an utterance, e.g., in promising to do something, addresser presupposes that his future is good for the addressee.

5. Sincerity Conditions

Within this condition addresser is obliged to use mental states of special modes of particular state of affairs, observed within propositional content, for instance addresser who makes request expresses desire while who expresses thanks expresses gratitude.

6. Degree of Strength

Different degrees of sincerity conditions accept different degrees of strength of illocutionary forces. For instance the degree of strength of sincerity condition of promise is much greater than that of acceptance.

All other illocutionary forces are derived from primitive illocutionary forces through finite number of applications such as adding new components, changing the degree of strength. Their success will be determined through other components of illocutionary forces seeing in the propositional contents. (Vanderveken, 1994b:17).

2.29 Pragmatic Characterization of Speech Acts

Pragmatic aspect of language is presented through what is known as functional side, this function imports to manipulate linguistic forms that the addresser applies in communication. According to Allerton (1979:280) pragmatic view as well as illocutionary acts can be interpreted via their
actual situational contexts. All linguistic forms should be taken into consideration such as lexical elements as well as grammatical structure in order to express their illocutionary acts.

“Crystal(1997:120) adds that pragmatic studies hold elements that mastered the choice of language through social interaction as well as their impacts on others via context. According to him man ought to use his language correctly and properly in order to gain specific purposes”.

According to Leech (1983:350) through the investigation of SAT interlocutors must apply to certain rules for the investigation of utterances as in the use of an utterance itself

“The addresser of the utterance. utterance. The time and the place of utterance itself. Pragmatics cannot be fulfilled without grammatical use of utterances; the same job can be done within macro-speech acts through discourse as a whole, command, selection of typical uses of pronouns as well as selection of typical units”.

2.23.6 Syntactic Characterizations of Speech Acts

Any verb can be investigated through syntactic structures:

1. The doer of the action must be in the first pronoun” I” or “we” (Lyons,1977:749).

31. I apologize – (uttered when treading on one’s toe or when you break some’s instrument).
32. I give my watch to my friend  (this sentence denotes will on the part of first speaker).

33. We believe we have make progress in our field. Performative utterances in contrast with illocutionary verbs denote the subject of the verb in the first person present in the indicative active as well as they can be implied in the passive forms, in this case they will have second, third or impersonal subject.

34. People are hereby warned to pass the track by the bridge only.

2. There must be no modal or auxiliary, although we can use performative verbs within modal or auxiliary verbs like for example “Can I?”, Let me” and “May I congratulate you on your success?”, there is co-existence between interlocutors so the verb is still performative. Behavities combines certain verbs such as “thank, congratulate, apologize”. Although the utterance “May I order you to open the door? does not denote performative verb because there is a sort of conflict between interlocutors. Leech(1996:60) confirms that we can represent performative verb through what is known as deep structure.

According to Leech(1983:60) performative verb must be used within main clause and not within embedded clause, in addition to that performative verbs denote a lot of hypotheses such as “elements denoting addresser, speech acts as well as the addressee’s, these elements are presented within deep structure of the sentence. There must be no adverb of frequency although, Haung(2007:24) argues that performative verbs include such type of verbs like frankly, honestly, strictly, consequently, definitely, positively. Sentences must not be in the negative form.
2.23.7 Semantic Characterization of Speech Acts

Semantics denotes the study of literal meaning as they are encountered within language of texts which is independent from addresser, addressee, writers as well as readers set in a particular language. Pragmatics on the other hand is closely related with discourse meaning which is used in particular context in order to gain or achieve special purpose. It works closely within semantics because it can be derived from the interplay of semantic meaning of context.

Lyons (1981:141) says that the right defining property of Ps which they contain truth conditions, that means, they are either true or false. Moreover, complete grammar should have semantic component in order to derive the exact meaning, although interlocutors based their realization on the understanding of the world full grammatical structures that must be implemented in order to explain interpreting processes.

2.23.8 Direct and Indirect Speech Acts

According to Yule (1996:54) there are different types of approaches addressee can apply in order to differentiate between different types of speech act verbs. According to these points he declares three simple types of English sentences that interlocutors rely on in the investigation of (SAV). These sentence types are presented below:

34. You wear a seat belt. (Declarative)
35. Do you wear a seat belt? (Interrogative)
36. Wear a seat belt! (Imperative)
He adds that interlocutors can differentiate between direct and indirect objects, through these utterances. For example, when there is a direct relationship between structure and function, that means a direct object (DSA), but if there is indirect relationship between structure and function, it means indirect object (ISA). As in:

37. It is cold outside.

38. I hereby tell you about the weather.

39. I hereby request you that you close the window.

Crystal (1997:121) adds that there is a close relationship between direct object and imperative construction as in (shut the window), although it can be rude or inappropriate in some contexts.

Searle, on the other hand, insists that illocutionary acts denote the way of performing different direct speech acts (DSA). Allan’s ideas for utterances are very important for the study of speech act verbs that all utterances hold direct and indirect illocutions. Crystal (1997:175), talked about literal and un literal meaning of utterances. when someone told you that “I am feeling cold,” denotes non-literal meaning as well as request for you to close the door. In contrast with direct assertion when addresser literary utters what he is suffering from (coldness). Leech (1983:38) adds that direct and indirect speech acts have different degrees of indirectness comprehended by addressee.
2.23.9 Indirect, Non-literal Implicit Speech Acts

There are a lot of performative verbs that present relevant extra-linguistic as well as social institutions, such as (christen, marry, appoint, resign, baptize, veto, guarantee as well as bet or promise), these verbs help the presence of linguistic features to maintain social matters or institutions, secondly literal meaning of the utterance is a weak guide that determined the meaning of the sentence uttered. Moreover, addressees can derive more than one literal meaning from the imperative construction such as “sit here”, can be used as command, request, offer, and exhortation, depending on the context. Furthermore, there are potential communicative acts of utterances; these acts can be interpreted through contextual factors between interlocutors. Background knowledge of the interlocutors that help interlocutors to maintain social interaction as well as understanding each other. These factors can be presented as “yes, sir” (command), “okay” (request), “no thanks” (offer), “What a good idea” (advisory), “Thank you” (exhortation). Yule (1996:54-55) confirms that whenever there is direct relationship between structure of the sentence as (declarative, interrogative, imperative) and the function of the sentence like (statement, question, request) there will be direct speech acts while in the case of indirect relationship between structure and function there will be indirect speech acts. There are lots of philosophers who defined direct illocutionary acts as the close relationship between literal meaning and the grammatical form as well as the vocabulary of the sentence involved. (Hurford and Heasely; 2007:259). Illocutionary as well as perlocutionary acts can be imported in an explicit way, although there are different speech acts that can be performed in implicit way without any discernible markers of performance. Literal meaning of the sentences does not express the intended
addresser’s meaning, as well as the illocutionary acts do not implemented through what is said. Interlocutors can conclude from that speech act verbs can be fulfilled directly or indirectly, explicitly or implicitly, literary or non-literary although there will be contrast as well as overlapping between these acts.

Levinson (1983:264) states that universal language grammar has different syntactic structures that differ from each other, the intended meaning can be derived through speech act verbs as in the following examples “If you rob that bank, you will be very rich”, according to this example addressee can derive two different interpretations. The first one is the incitement, while the other denotes promise. Within different syntactic structures speakers will apply indirect speech act in order to achieve different types of unlined intended speaker meaning. Moreover, there is a great difference between direct and indirect meanings addressee applies in order to gain the IAS. The intended meaning applies non-literary meaning within the words presented such as “I love the sound of your voice to inform someone non-literally (ironically), which means that addressee wants addressee to stop singing because his sound is not good. Another example uttered by someone to his friend “You are very brave”, in order to inform someone non-literally (ironically) that he is coward and indirectly to incite him.

2.24 Major Sentence Types and Speech Acts

There are “declarative sentences, interrogatives as well as imperative sentences. “The first class imports a lot of things such as ”assertion, making statements, announcements, making claims as well as stating conclusions. In addition to that addressee can give unknown information to the addressee. The interrogative sentence is mainly implied in order to make requests as
well as to gain a lot of information from the addressee. The other part denotes addresser’s desires of influence on future events. Structurally speaking, English sentences can be grouped into three types of SAs and each one denotes the meaning of illocutionary acts. These types will be presented below to make them clear for the reader.

1. Declarative: I speak English: through this part of utterance addresser declares to the addressee that he can speak English.

2. Interrogative: Do you speak English? This type of sentence requires additional information from the addressee.

3. Imperative sentence: Speak English! It implies that the addresser is higher status than the addressee. For additional information, the addressee wants to know unknown information from the addresser.

2.24.1 Declaratives

This type of sentences imports direct relationship with constative as well as performative utterances, for example the difference between “John is brave and (I hereby) state that John is brave. The first utterance imports implicit performative verb while the other denotes explicit performative verb.

According to Lyons (1977:745), all statements denote typical declarative acts but the IA is indicated by the use of propositional content of the statement. Searle (1976; 18-19) adds that the violation of declarative speech acts verbs occur when some of the accompanying conditions are vanished, for example when the idea of marriage is fulfilled by someone else not the priest there will be misfired or in fulfillment. Instead of that he focuses on the importance of declaration to describe the act of “action-performing verbs”. Leech (1983:180) says that declarations are words that
are used in the right place and time; they are just like sacrament or audible signs that have psychological, social and spiritual actions being performed within the right time and place. The idea of opening a bridge makes it opened through the idea of permissible use of that bridge because any physical action accompanying the declaration, like for example cutting the ribbon the speech act itself that it is implemented through ceremonial and sacramental acts. These acts form as a bridge of two important aspects such as verbally and non-verbally acts as well as through what is called social change.

2.24.2 Interrogatives

They include a lot of speech act verbs such as commands, permissions, legal judgements, baptisms, etc. Addresser does not have authority to utter these verbs in inappropriate context. The interlocutors must have the ability to share ideas, otherwise there will be misunderstanding between them. Lyons (1977:338) says that there are different ways of answering speech act verbs for example if someone says “Now where is my wallet? According to this example addresser does not merely directed question to the addressee instead of that posing it to express doubt or ignorance. Moreover, if someone says No! to the word order command that means he is refusing the desired action, while if someone says No! to answer the question is Hameed here? In this case he is not refusing to answer the question, but he is answering the question. There is a close relationship between commands and requests and the way of distinguishing between them is, in the case of expressing polite speech we import “request”, while in the case of impolite speech we mean “command”.

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Cruse(2000:338) adds that through interrogative construction we are paying to someone’s misunderstanding or ignorance in order to remove it as an act of waiting to addressee.

2.24.3 Imperatives

They denote an act of imposition on the part of addressee and they contain a lot of speech act verbs such as commands, permissions, legal judgements, baptisms. These acts rely on whether the addressee is qualified to utter these words within the context or not. Imperative verbs do not hold overt indication of both tense and person, moreover command and requests are restricted within semantic and grammatical structures within tense and person (Lyons;1977:746).

They also import an act of action on the part of addressee and they must be implemented in the present time as immediate and future time. Indirectness is the main idea of imperatives on the part of second speaker as in “Let him come and see me tomorrow “this type of sentence denotes an act of ordering whose main verb is imperative mood.
Chapter Three
The Model of the Study

3.0 The Proposed Model of Analysis

The proposed model of analysis is an eclectic one which draws upon Austin (1962), Searle (1969, 1975), and Bach and Harish (1979). As in the following points:

1. Twenty five different commissive verbs have been selected from these two novels, which have undergone soci-pragmatic analysis to verify the aforementioned hypotheses.

2. Searle’s felicity conditions are applied to the selected data in order to establish the status of commissive verbs through sciopragmatic aspects.

3. Syntactic realization of commissive verbs is presented in order to show the type of commissive verbs whether it is explicit or implicit type of speech acts.

4. Two different cultures are presented here British and American culture in order to show the different realization patterns of commissive speech act verbs through these two cultures.

5. Different syntactic realization between black and white American are presented in order to show the difference.

3.1 Austin’s (1962) Model

Within speech act theory addresser can say something and imports something else. Language can import a lot of things rather than asserting
statements for describing some events, processing, or states within the property of being true or false. Austin (1962:5) differentiates between two types of utterances within the speech act theory, they are constatives and performatives, although what is proposed first is rejected by the second. He resorted to describe every utterance of the language by performative utterances.

Levinson (1983:231) confirms that any performative utterances can imply a lot of functions in order to satisfy the idea of analyzing of performative speech act verb as in the following points:

a. Interlocutors cannot prove its truth or falseness as well as they do not delineate, rehearse or constant anything else.

through uttering the utterance addresser can perform an action and it cannot be normally described or saying something as in the following examples.

1.”I do (take this girl to be my lawful wedded wife).”
2.”I name this ship the Queen Elizabeth”.
3.”I bet you sixpence it will rain tomorrow”.

What is important within these utterances is not performativeness but the appropriateness of these utterances within the context. Whether they are happy (felicitous) or unhappy (infelicitous).

Levinson (1983:229) declares that interlocutors rely on felicity conditions in order to investigate any type of utterance; these categories can be implemented below:

A.(i) There must be conventional procedure that have conventional knowledge.
(ii) They destine that persons must be specified in the procedures in order to be gained through aforementioned hypotheses, as they are mentioned in the following points.

B. The procedures should be executed correctly and completely.

C. Interlocutors ought to have the requisite thoughts, feelings, as well as intentions, for example if the following consequent is executed the relevant parties will be valid. These conditions oblige the interlocutors to have the requisite feelings as well as intentions. According to Austin if these above conditions are not implemented (meet) the speech act will be misfired. While , in the case of insincerity speech act there will be an abuse. According to him the illocutionary act can be grouped into five general classes such as.

“Verdicatives these verbs can be denoted through the use of a verdict, such as “assess, value, diagnose, as well as estimate”. Exercitives these verbs are called for exercising of powers, rights, or influences such as “appoint, vote, order, urge”. Commissives addressers through these verbs commit themselves or their addressees to some future course of action. They are implemented through the use of certain verbs such as promising, undertaking responsibility such as “promise, swear, favor”...ect. Behabitives social behavior as well as attitudes play a great role within these verbs, they are grouped under miscellaneous groups such as “apologize, thank, welcome, defy, curse, praise”. Expositives they are very difficult to define. They are reformulated in order to make plain into how speakers fit into course of an argument or conversation and how the words involved are expository or illustrative”.

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Moreover, he makes distinction between two types of speech act verbs such as implicit performatives as well as explicit performatives, as for the first one they are called primary verbs. Within implicit performatives the speech act verb will not be implemented directly like for instance “I will attend the conference tomorrow”, the verb “will” indicates lots of implications such as promise, as well as future act. While, explicit performatives involve explicit speech as verbs as they have stated by other philosophers such as “I promise to come tomorrow”. The verb promise indicates explicit verb. Finally he abandons the idea of constative and performative utterances and he resorted to describe locutionary, illocutionary and perlocutionary acts instead of that.

3.2 Searle’s (1969,1975) Model

Searle (1969:16) confirms that through speech act verbs interlocutors can perform actions such as promising, making statements, giving commands, consulting questions as rule behavior that govern speech behavior. All types of communications involve linguistic acts which can be considered as the ways interlocutors resort to study all these verbs. They are not merely symbols, word or sentence but they represent the issuance or the symbol or sentence within performing speech act verbs, because they import minimal units of linguistic communication. After Austin’s original proposal of speech act theory a number of scholars have resorted to elaborate the theory of speech act in a systematic way (1962:151). Searle resorts to improve theory of speech acts that have been asserted by Austin. He systematized Austin’s intuitions about felicity conditions in order to apply them for four speech act verbs to be felicitous, for example the year of 2018 will be a year of prosperity and peace”. Interlocutors can analyze any utterance according to felicity conditions such as:
a. Propositional content condition this condition specifies future state of affairs for the addressee.

b. Preparatory condition through this condition the addressee has the adequate information in order to reformulate valid opinion for the future state of affairs.

c. Sincerity condition what addressee describes must be valid and accurate as they believed it.

d. Essential condition interlocutors oblige themselves according to their likelihood for state of affairs to be stated within the for mentioned hypothesizes (Verschueren, 1999:23).

Searle (1969:12) adds that language is an act of communication which is rule governed for the act of communication (behavior). For him the uttering of speech acts addressers mean performing actions. He asserts illocutionary acts through stating necessary and sufficient conditions in order to perform specific speech acts. If the rules presented are sufficient for illocutionary acts, interlocutors will be aware of social relationships between them in order to impose an act of obligation relying on semantic rules. A command expression stand up from someone who is higher status to someone who is lower status, it can be felicitous, if the addressee is not standing, and if the addressee was possible to make him stand up the act of ordering can be considered as proper command. If any of these conditions is flouted, the act of ordering will lose its validity. Conditions of illocutionary acts are so closed to constative rules instead of regulative rules, regulative rules can be defined as the laws that are implemented from higher status (government), to lower status (community). Constative rules represent defining a particular activity of present time under certain circumstances, such as rules that
governing football matches, or chess activities. The act of goaling will not be valid without these rules (Wardhaugh, 2010:288).

3.3 Bach and Harnish’s (1979) Model

Illocutionary act in any sentence expresses an attitude, which is closely related to the intention of the addresser in order to realize his attention. Communication of intention is another important part that accompanies illocutionary acts or R-intentions for short-whose .Bach and Harnish’s model relies heavily on illocutionary intentions which denote the illocutionary effects when addresser imports his utterance. Illocutionary act denotes *illocutionary effects* the addressers make when trying to build up an utterance. As well as he will have attitude in order to mark his sincerity ,when addresser says “can you pass the salt?, the form of this example denotes and act of questioning on the part of addressee but the implied meaning imports an act of request.

Bach and Harnish (1979:13) classifies illocutionary acts into six categories ,some of them are conventional and not communicative acts such as *effectives* and *verdictives*. The rest of the other verbs are constatives, directives, commissives, as well as acknowledgements, these verbs are in accordance with Searle’s speech act verbs like for instance”representitivies, directives, commissives, and expressives, respectively. Some of these verbs are closely related within conventional groups, while the other part of these verbs is closely related with communicative groups.
“Effectives they represent the effectiveness for fulfilling of the act of communication under suitable circumstances such as place and time. of announcement of war, and to vote for someone who is good. Verdictives they represent official representations or determinations that have special effects within the context of situation in which they encountered such as to discover a thief as a guilty, and to call a runner out. Constatives they assert an act of addresser’s beliefs as well as his desires and intentions in order to share them with the addressee. Such as confirm, announce, describe, predict and assert. Directives they direct addressee to some future course of action, as well as the utterance will be taken as a reason for the addressee in order to call. These verbs as consult, interrogate, command, order, forbid, allow as well as suggest. Commissives these acts oblige the addresser to fulfill some future course of action as in promise, swear, guarantee, offer as well as bid. Acknowledgements Good feelings are directed towards addressee as a sign of love or good affairs such as apologize, condole, congratulate, greet and thank”.

3.4. Directives Speech Acts

Crystal (2003, 140) states that directive speech act denotes an utterance whose purpose is to commit some people to do something for the addresser. These verbs can be denoted through a lots of means such as grammatical aspects(command), semantic(suitable vocabularies) as well as phonological patterns(persuasive intonation). Addressers can imply lots of sign language
makers in order to let addressee fulfill something for addresser, such as passing the salt can be done by nodding the head. Rise thumbprint means okay as well as rising the eyebrow means surprise.

Speech act verbs assert direct or eliciting action by others, questions can be regarded as orders because they require the addressees to imply answers. Other philosophers like Hurford, Heasley and Smith(1990:294) state that directive speech act involves illocutionary act that directs addressee to behave in a good way as well as undertaking for doing things on the part of the addressee is another important aspect of maintaining social relationship. Interlocutors pay heavy attention to directives and comissive acts within context, because without these verbs the act of communication cannot be fulfilled. They can imply different types of directives such as orders “hand me the book”. Other polite expressions can also be used such as “would you like to hand me that book?”, suggestive remarks such as “I wonder what the paper says about the weather. The aim of any propositional utterance is to communicate information about the world, this means that propositional content can be tested through state of world from the truth or falsehood, and it can be considered as central function of language, for example the utterance “pass the salt!”, although this utterance does not hold proposition because addressers cannot reply to it by that’s true or that’s false, instead of that the job of this utterance is to cause addressee to perform some actions.

What is essential here is the illocutionary act of any utterance as well as what any utterance does. It will be valid if the felicity conditions are met. Moreover, illocutionary acts can be gained through explicit or implicit performatives. Implicit performatives can be indicated through turns, either direct or indirect.
3.4.1 Syntactic Characterizations of Directives

Directive illocutions are formed through what is called interrogative and imperative sentences both directly and indirectly. Declarative illocutions can indicate directive illocutions which are indirectly indicated either through directive performative verb or the meaning of predicates holding modal verb. As in the following examples.

6. You will address me as miss. (Requirement).
7. Ahmed must not be allowed out on the window (Prohibition).
8. I would prefer to know your answer. (Question).
9. I’ll take green tea, please. (Request).
10. You ought to have some more food. (Invitation Imperative)

The third person speaker is implemented within these examples instead of first one, so directives will not be communicative by interrogative or imperative constructions. Addresser sometimes resorts to use declarative sentence instead of a directive one because he believes that declaratives are more appropriate than directives within context (Allan, 1986:235).

Imperatives, on the other hand, denote great relationship within directives, such as (commands, requests, prohibitions, questions and warnings), these verbs are implied by addresser in order to impose on the addressee to perform an action. The act of imposition will be implied from higher status addresser to lower status (addressee), in order to perform an action. It will not be performed by the subject such as “speak, please!” instead of that it will be directed to second person (hearer or reader). These pronouns are
indicated through reflexive and anaphoric pronoun reference. For example “help yourself to more eggs if you’re still hungry”, “give me hand, will you? While, “drop over for dinner sometime”, within imperative aspects do not hold modal verbs as well as perfect aspect cannot be used within it, because imperatives denote future acts. Instead of that we can resort to use progressive forms although it is infrequent or uncommon in English.

“Be working when the boss comes in”. Passives also can be used within imperative constructions, specially within negative forms as in:


Negative imperative constructions denote directives rather than fulfillment of something and they also refer to addressee’s refrain from doing action as in the following examples.

Don’t worry.

Don’t move.

We can unite imperative constructions through a lot of co-ordinate conjunctions like for instance “or” and “but”, in order to perform multiple sentences as in:

11. Another form that can serve within imperative construction such as “Elliptical Imperatives”, and there is another name for such a type of imperative which is verb less imperative, because it lacks the essence of giving an order which is implemented through the use of the verb(order), although it has the effect of brusque commands e.g.
12. This way! Out with it (Leech and Svartvik, 1975:34). We can use *let* as some sort of introductory marker or a function word in order to give constructions e.g.,

- Let me see you.
- Let her come.

### 3.4.2 The Concept of “Explicit Speech Acts”

Commissive speech act verbs are those illocutionary acts whose point is to commit the speaker to do future course of action, they are one type of directive speech acts and it has been recognized since the very beginning of speech act theory, moreover, they were also the subject of attention as they are stated by (Austin; 1962:157, and Searle; 1979:14).

Types of commissive speech acts denote a very wide phenomenon, and the narrowest act of promising must be highlighted within this wide context. Their linguistic varieties can be done through a lot of linguistic manifestations (Searle, 1979:22-25). For example, when the addressee utters an utterance he will be obliged to do future action and it will be as a promise for him such as “*I will do it*“, it also carries an act of intention on the behalf of the addresser (Astington; 1988:412). Context is very important and through it addressees can make clear indication for the speech act of commissive. Moreover, addressers can explicate the meaning of commissive verbs via the act of “performative verbs” such as *I promise to finish the work*. These verbs are mainly represented by the use of promising or undertaking of the addresser and they commit him to fulfill future action.
through either declaration or announcement of intention. Austin pays more attention to the insertion of most important verbs that denote an act of intention within these verbs such as (shall, mean to, regard as and others) to the sub-class of commissives, moreover, he confirms that declaration of intention differs from undertaking and they because we cannot make sure that we can group them together or not.

He confirms that as there are different aspects of urging and ordering as, he also adds that all commissive verbs import an act of commitment on the part of the addressee, e.g. promise,’ swear’, ‘contract’, bind myself’, threaten’, vow’. A lot of philosophers such as (Searle;1979, Levinson;1983 and Crystal; 2010) adopted Austin’s definition of speech act theory in general and speech act of commissive verbs in specific, he declares that speech act of commissives commit the addressee to fulfill an action for the addressee within future course of action, according to our culture and other cultures promise or vow binding the addressee to do future action, such verbs can be recognized from the utterances that they contain, such as ‘promising, threatening, offering ’ect. Other linguistics follow Austin’s work like for example, Bach and Harnish (1979:49-50), they assert that commissive verbs are referring acts of obligating oneself or proposing to obligate oneself to do something identified in the propositional contents which may assign conditions under which the deed is to be done or does not to be done through committing oneself to fulfill an act via conditions specified or exclusively to be relevant. These conditions denote the acceptance on the part of the addressee and he is not at least has the right to reject them because lack of explicit disapproval may be regarded as exclusively account as in acceptance. Addressee asserts that he is restricted to have his belief towards
the addressee because he obliged him to do so in order to have his believe and intention, addressee is binding to do action because the required conditions between him and addressee are met.

Leech (1983:106) takes into consideration the degree of strength between these commissive verbs relying on the greater or lesser degree of future actions, e.g. ‘promising, ‘vowing, ’offering’. He insists that these verbs denote convivial rather than competitive acts being performed on the part of other person rather than the addresser. Haverkate (1984:21-22) adopts much more comprehensive definitions of illocutionary point of commissive verbs as he mentioned that “via performing commissive act addresser and addressee placed him/her self under obligation to fulfill an action on the benefit of the addressee as it is proposed by the proposition”. He confirms that these verbs can be investigated through the bases of direct and indirect speech acts, Moreover, he confirms that direct performative of commissive act contains both explicit of direct reference as well as a full description of the act to the addresser.

Hickey (1986:70) sheds lights on the notion of commissive speech act verbs by saying that commissive verbs mainly refer to the case of pending of or committing one-self for an act of future action, he also emphasizes that the act of pending or commitment is mainly of moral nature and the job of the addressee can be regarded as moral one. What have mentioned reveal a great similarity for that of Austin (1962:10), because they both focusing on the role of addresser and his commitment for certain course of action, that role will not be different from that of addressee although that role will be passive in contrast with the active role of addresser. The job of addressee is to derive
the act of commitment on behalf of the addressee otherwise the act of commitment will not be valid.

3.4.3 The Classification of Explicit Commissive Speech Acts

Bach and Harnish (1979:49-50) assert that there are two main types of commissive speech act verbs such as promises and offers, verbs of promises can be regarded as the act of obligating oneself and they are also regarded as proposals in order to binge oneself. Within the case of promising, a model of special cases combining contradicting and betting, as well as three commissives or constatives hybrids as ”swearing, ’guaranteeing’, surroundings ‘, and one commissive denotes ,directive , hybrid and ‘inviting’.

They, moreover, insisted that commissive verbs undertaking an act of obligation and it is not necessary to create one although addressee is applying for the act of performative such as I promise, through this utterance addressee can derive that the obligation is created hereby, although it doesn’t denote the sense of truth and it is shared by both addressee and addressee. Addressee here is obliged to fulfil his obligation in a matter of question which is not answered by the illocutionary force of the utterance according to situational context in which it is uttered. It presents within the context as a matter of moral beliefs. Within social institution sense of obligation is highlighted whether it is an aspect of moral or not that can be existed within this institutional context. Commisive issued implemented within institutional rules affect that one must honor one’s commitments instead of affecting them toward conventional matters. However, initiation an oath, signing a document is regarded as intrinsic conventional rules.
Allan and Livenson (1983:240) are not just like other philosophers because they set three sub-classes for commissive speech act verbs and they confirm that commissive speech act verbs are those verbs that obliged the addressee to some future action as they are stated within paradigm cases such as ‘promising,’ threatening, ’and offering.’ And what is the difference between Allan and Levinson is that Allan confirms that promise and threat are two sides of the same coin and they both belong to the same stem of illocutionary act of promising.

Allan (1986:195) points out two types of commissives: promising and offers. Promising denotes performative verbs that contain verbs like ’promise ,’swear, ’and ’vow’ and sub-class of promises are ’bets’,’ contracts’, guarantees, and ‘surrenders’ while offering performatives include, ’offer, ’propose, ’and volunteer’.

Mey (1993:164) sets a distinction between commissives and directives although there is a close relationship between commissives and directives because both of them create a change in the world by means of obligation through speaker and not hearer. In order to make a distinction between request and a promise, the first one is directive while the second one is commissive as it is stated in their direction of fit , they are adopted in order to make world adapted to words , so the direction of the obligation between the promiser , requester does in the addressee(listener) ,according to that speaker cannot sub-categorize these two verbs into one category of obligation.

Yule (1996:54) clarifies two types of commissives and directives .He adds that directives are those verbs that commit addressee to some future actions
as well as addressee’s intentions for future actions such as, ‘promise, ‘threats, ’refusals,’ and pledges’. They can be fulfilled by the addressee himself or the addressee and the speech community. Through commissive verbs addressee tries to make the world fit the words, via the utterance that he uttered such as

12. I will be back.
13. I am going to get it right next time.
14. We will do our best.

Commissive speech acts verbs are one type of directive speech acts, the addressee resorts to use them in order to direct the addressee to do actions. They denote addressee’s intentions that are enrolled in his mind. Through applying to these rules addressee wants to make the world fit the words via addressee (listener) as in:

15. Why you don’t be quiet?
16. Jack open the window please.

The act of commitment on the part of the addressee can be encountered within commissive verbs and these verb include,’promises,’ pledges, ’threats, ’and vows’. They are explained through the use of the following verbs such as, ‘agree, ‘ask’, offer, ‘refuse and swear ... ect. All these verbs are followed by infinitives, they are all related within addressee’s intention in order to fulfill future actions such as:

17. I promise to be on time.
18. We volunteer to put up the decorations for the dance.
Commissive predicates can be predicated through the commitment of the oneself or the refusal to commit oneself to some future action. The most important pronoun is the first speaker pronoun I or we, the tense must be in present time and there should be an addressee, whether the utterance makes commitment to somebody or not. In contrast with the following utterances:

19. Ernest promised us to be on time.

We volunteered to put up the decoration for the dance. According to these two examples we can predicate different types of subjects as well as different tenses which are not commitment but instead of that they are reports of commitments. He sub-classified commissive verbs into the following:

1. Response to directive which consists of the following

   (A) Positive response like for example the verbs (agree and consent). *agree* is more common than *consent*.

   (B) Negative response is implemented in two verbs like (refuse and decline), according to these verbs *refuse* is stronger than *decline* is more formal and more polite.

2. Self-motivated which does not respond to directives.

   (A) Benefactive it is presented within these two verbs such as (Offer and Volunteer), volunteer contains more sense of formal commitment.

   (B) Malefactive this type of commissive verbs is implemented in the form of the verb (threaten).
3. Centering the speech acts such as “pledge, promise, swear, according to these verbs, promise,’ is unmarked, ‘pledge is a solemn promise which is made in public, and to swear is to undertake a semi-religious oath.

Habermas, (cited in: Eriksson, 1999:43) was in contrast with the views that are presented by Mey and Searle, when he highlighted the classifications of pragmatic functions (communication acts) such as representatives, regulatives and expressives. Regulatives are speech act verbs that have an essential role for regulating the interaction between the interlocutors of the external world. The following table gives clear picture for the classifications of commissive speech act verbs that have been presented by Searle (1979).

3.4.4 Conditions for successful Performance of Explicit Commissive Speech Acts

Vanderveken (1990:125) clarifies that the main goal of commissive illocutionary force is to commit the addressee to do something, through the neutral mode of achievement and a degree of strength. The condition that the addressee fulfilled is the future one. The preparatory condition here is that addressee is capable of carrying out action directed to him, finally, sincerity condition refers to the intentions that the addressee holds in order to carry out condition directed to him. Through sincerity condition interlocutors can observe the direction of fit of the world to the words.

Mey(1993:131) clarifies that these conditions are very important for the illocutionary force of commissives, for example if addressers adopt the illocutionary force of promise speaker can observe that his illocutionary force carries the benefit for the addressee.
Trosborg (1995:14) highlights that through commissive speech act verbs the addresser commits him/her self to different variable degrees of some future actions. Explicit commissives are implemented by the addresser in order to create expectations, he insisted that Searle’s classifications of commissive speech acts are regarded as convivial in their nature as they are performed for the interest of addressee instead of the addresser.

Searle (cited in Eriksson, 1999:65) adds that the main goal of illocutionary act of commissive is that addresser commits himself to fulfil an act and the direction of fit presented here is words to world, i.e. through words I make the worlds fit my language. The psychological state is the main goal or intention. Searle asserts that these two verbs are belonging to the same class of directives because they both hold the same direction of fit, but we cannot assimilate these two classes because they have different illocutionary forces.

3.4.5 Explicit and Implicit Commissive Speech Acts

Austin (1962:32-33) sets clear distinction between ‘explicit and implicit’ performative speech acts, and it is specified in the following block quotation. That is to say, they (all) begin with or include some highly significant and unambiguous expression such as “I promise’, I pledge’, I bet’, an expression very commonly also used in naming the act which, in making such an utterance, I am performing - for example betting promising, bequeathed.

Explicit speech acts is an utterance which holds explicit verb, whose function is to assign certain speech act. Such clauses hold special properties that differentiate them from non-performative verbs such as:
20. I promise I shall be there ‘(Explicit).

Implicit speech act verbs on the other hand are indicated through the use of grammatical structures such as ‘mood, ’modal verbs’, intonation, ’tone of voice’, adverbs,’ and the connective verbs that accompany the utterance like .


According to these verbs there are lots of commissive verbs that can be performed both explicitly and implicitly and none of the former characteristics is indispensable to perform the latter. Austin( 1962:32) asserts solutions to this problem when he said that such type of utterance can be expandable to an explicit performative and identifies it as a performative utterance and each performative utterance can be examined into a form with a verb into first person indicative pronoun as in:

22. Out

23. I declare, pronounce, give, or call you to get out.

Searle (1979:30-36) did not agree with Austin’s classifications to the explicit and implicit performatives when he declared that performative utterances are those utterances that contain explicit performatives which contain performative verbs. Although addressees can encounter performative expressions that do not contain performative verbs through an isolated clause or sentence such as.

24. I will buy you a nice tie, and that is a promise.
So not each occurrence of a performative sentence denotes a performative use as in:

25. I promise too many things to too many people.

In addition to that all the illocutionary verbs must be performed performatively, although all the verbs included within Austin’s classifications of illocutionary verbs and since part of them can be fulfilled without performative verbs like for instance ‘mean to’, regard to’, intend’. But they are in accordance to the idea that performative verbs have the property of showing the illocutionary force of an utterance, and this is a clear indication of the notion of illocutionary force indicating device (IFID). Searle (1969:68) confirms that we can perform the speech act of promising which is the umbrella of commissive speech as verbs without using the explicit performative verbs. Moreover, Addressees can derive a lot of information that the addressers are accepted via their utterances without saying the verb itself.

26. I promise.

And the addresser can just utter:

27. I will do it for you.

These utterances can be regarded as promising according to the context in which they are encountered. Lyons (1981:186) adds that not only performative verbs can make the utterance explicit as it stated or claimed by Austin instead of that interlocutors can encounter a lot of expressions that have the same impact of these verbs for instance the expression ‘by heaven’ can be regarded as special part of certain group of English speakers as an
equivalent of explicit alternative to the use of the verb ‘swear’ in order to point out that this verb can be taken into account as an ‘oath’ specially within suitable circumstances as in:

28. By heaven, I shall be there. Moreover, can be counted as an explicit performatives. Such as “by heaven I would be there.

Palmer (1981:164) sheds light on the importance of modal auxiliaries as commissive verbs such as ‘can/may and shall /will’ that can be used to give promises and to give permissions in order to serve as implicit performatives, as they are stated in the following examples:

29. I shall come tomorrow.

30. I will be there.

31. You can go now.

He confirms that these verbs denote commissive verbs such as promising and granting of permission, so we can observe that ‘can and shall’ within above examples can be regarded as performative verbs. Haverkate (1984:21-22) adds that commissive speech act verbs can be examined or analyzed in terms of direct and indirect speech acts, through these verbs we can know or derive commissive verbs, for him direct performative of commissive speech acts produce an utterance whose action denotes an explicit pointing to the addressee as well as his description in order to do action, taking in to account the referential structure of directive commissive speech acts that Haverkate derives. This consists of non-assigned terms applied by addressees in order to oblige themselves to do future actions. He regards that, as far as the formal realization is concerned pseudo-reflexive
constructions can be involved in a special way in order to fulfill direct in formation within questions, the following example is a clear way for this type of commissive.

32. Don’t cry, all those things will be cleaned up.

According to this utterance, addresser assigned himself to do action as one who assumes the responsibility in order to do the job of cleaning. He (Ibid:22) clarifies that addresser other than the addressee can be involved in doing the cleaning up because he relies on the knowledge of the context in which the utterance is pronounced as it is emphasized by Haverkate.

3.5. Commissive Verbs

They are considered as subgroups of illocutionary acts, they are obligating oneself or proposing oneself to fulfill something which is implemented within propositional content. Austin (1962:157) classifies commissive speech act verbs contain certain verbs such as “promise, undertake, determined to, mean to, propose to, envisage, guarantee, vow, dedicate myself to, adopt, espouse, covenant, bind myself, intend, plan, shall, engage, pledge myself, agree, declare for, champion, oppose, contact, give my word, declare my intention, purpose, contemplate, swear, bet, consent, side with, embrace, favour. Moreover, he typified through promising or undertaking in order to commit speaker to some future course of action. He announces that declaration of intention differs from undertaking of the action and there are sometimes questioned together directed by the addresser. Within the other types of speech act verbs we have clear distinction between urging and ordering as well as between intending and promising. Searle’s relies heavily on Austin’s classifications of commissive speech act verbs within the only
objection that certain verbs like shall, intend and others have been asserted by Austin do not belong to the same class. Bach and Harnish (1979:50) were in accordance with Searle’s classification for commissive illocutionary acts, who declares that commissive verbs are those verbs that oblige someone to do action within propositional content under which the deed is done or not. As for him, promise and offers are considered silent verbs. For promises he declares that these verbs obligating oneself; whereas, offers are proposed to obligate otherselves. Within the act of promising we can derive *contract and bet*, these verbs contain commissive verbs such as *constative hybrid swear*, guarantee and surrender, as well as one commissive directive hybrids (invite). While offers present two verbs such as volunteer and bid.

Mey (1993:164-165) adds that Searle’s classifications of commissive verbs are in accordance with Austin’s classifications, he calls them “unexceptionable”, because they operate change in the world via context in order to create an act of obligation such as *directives and commissives*.

### 3.5.1 Pragmatic View of Commissives

Grammatical constructions are the main part of pragmatic function of an utterance. This is so close to the macro-speech act verbs that can be predicted through discourse analysis such as typical use of pronouns, imperative syntactic structures as well as the correct syntactic structures. Moreover, pragmatics specifies the act of appropriateness within context, specially speech act theory, if all these acts are met the act of communication will be successful. (Van Dijk, 1977:245).
3.5.2 Semantic view of Commissives

Semantic and pragmatic studies are the main core of speech act theory, because they are considered as social fabric of everyday lives. Within semantic studies the addressee requires two important issues; the first one is the comprehension of future course of action, while the second one denotes the agent of the future action on the part of addressees. SAT can be implemented through the use of two speech acts, the first one is direct speech act and the second one denotes indirect speech act. Within direct speech act direct illocutionary force is highly focusing on literal part of grammar as well as vocabulary of the sentence pronounced. While indirect one imports implied meaning that of illocutionary act that can be derived through the mind of addressee.

33. Ahmed will take out the trash.

This utterance imports direct illocutionary act (command) which further indicated by the use of literal use of words.

34. Can you pass the salt?

Addresser asks about addressee’s ability in order to perform action (pass the salt). The difference between direct and indirect illocutions is seen through a pedantic or deliberately unhelpful reply that can be directed for the utterance that has both types of illocutions (Hurford et al., 2007:291). Within illocutionary forces, Bach (1992:149) confirms that Searle resorts to explain the rules of illocutionary forces through the means of constitutive rules to imply for “force-indicating devices”, for instance, performatives. The speaker can apply such utterance in order to differentiate between
apologizing explicitly through using the verb “apologize”, and the act of doing it inexplicitly, although there is no theoretically important differences between them. Addresser’s intention has a great deal within semantic studies. Through these forces, reference to semantic terms , can be differentiated between dominated figure and configuration of proposition .Searle adds that there is a close relationship between speech acts for the investigation of meaning ,we can imply this relationship by the following points :

1. First of all, there is a close relationship between propositional content and illocutionary force as it is stated within propositional content.

2. Secondly direction of fit within speech act theory is very important for the reformulating (word-to-world ) within the act of assertion, while within commissives we resort to imply (world-to-word) direction of fit.

3. Thirdly sincerity condition is very important within the particular speech act.

3.5.3 Syntactic View of Commissives

Many scholars have asserted that there are different types of sentences as they are stated by Verchueren (1999:25),Grundy(2000:59) as well as (Cooper,1973:28) who confirm that are three types of English sentences: interrogatives, declaratives and imperatives .Interrogative sentences are used in order to assert interrogative questions and to get unknown information from the addressee .Declarative sentences are mainly used within speech act verbs in order to declare unknown information for the Addressee these verbs are (asserting, claiming, stating, accusing, criticizing, promising as well as
guaranteeing), while imperative sentences are mainly focusing on the act of imposition or advising from higher status addressee to lower status (addressee) as an act of imposition. These verbs are, orders, requests, suggestions, prescribing appeals.

35. Ahmed is taking out the garbage.

36. Is Ahmed taking the garbage out?

37. Take the garbage out, Ahmed!

Verchueren (1999:25) declares that the major sentence types can indicate an act of IFIDs, that can accompany the literal use of declarative utterance, while directive force can be implemented through the use of imperative utterance of speech act.

38. Can you call taxi driver.

The form of this utterance declares addressee’s ability to call a taxi driver, while its function indicates an act of request. Grundy (2000:59), on the other hand, declares a lot of utterance types that can be implemented within speech act theory; these acts can be mentioned below:

1. Assertion this form of utterance can be used through the use of declarative sentence.

I never sell Amina.

2. Order or request this form can be used through the use of imperative construction in order to assert imperative.

39. Don’t ever sell her.
3. Question interrogative construction can be used only such as

40. Will you ever sell her?

Cooper (1973:188) declares that such varieties are not adequate for discovering the great function of language within interrogative sentences, as in: 41. Can you pass the salt?

According to the context several interpretations can be revealed within this sentence as “a question, make a request, a demand, a plea, issue a command, an indicative sentence is more fertile because it can be implemented to denote warning, state, hypothesizes, describing, reporting as well as promising.

3.5.4 Felicity Conditions of Commissives

Through these conditions the category of commissive speech act verbs can be determined as in the following points:

1. Propositional Content Condition through this condition addresser can imply future course of action at each text.

2. Preparatory Condition this condition declares that addresser is qualified to do action that is determined in the propositional content condition, because addresser cannot permit an action without the possibility of doing that action.

3. Sincerity Condition this condition determines the intrinsic feature of illocutionary act which determines the psychological modes of mental states which addresser must hold in order to gain speech act sincerely, i.e. the addresser intends to carry out that action, as well as “the performing of an
illocution can commit the addressee to an illocution that he has not performed before, because he relies heavily on psychological state which is unknown to addressee.

4. Essential Condition this condition is undertaking by the addressee who commits himself to fulfill something. He can oblige himself to perform an action which is not explicitly performed. Future act will be denoted through assertion on the part of addressee, even though an implicitly implied speech act verb (Searle and Vanderveken, 1999: 120-125).

3.5.5 The Syntactic Formula of Explicit Commissive Speech Acts
Austin (1962: 55-57) adds that there are a lot of criteria through them we can know or distinguish between commissive speech acts, these criteria can be presented below:

1. Their subjects must be first person and their objects will be indirect object within present simple tense and they will be you in most cases.

2. Their tenses will be present simple tense, and it will be instantaneous use of present simple tense.

3. They must be affirmatives.

4. They must not be an implicit sentences.

5. They must accept “here by” insertion. Moreover, different aspects have been mentioned in order to clarify the aspect of the structure of explicit commissive speech act. The most canonical formula was presented by Austin (Ibid: 57) as he mentioned the following rules for explicit commissives:
- I+(hereby) + V + (simple present, indicative, active)…. 

42. I hereby promise to send you a nice card.

Searle (1979:22) pays more attention to the commissive speech acts, he adds a more comprehensive rules for the commissive speech acts such as:

43. I promised to pay the money and I pledge allegiance to the plug,” and “I vow to get revenge”, contain or denote the deep structure of the formula “I verb (you) + I full Verb (NP) (ADV). Thus, “I promise to pay you the money ,” denotes the surface the structure of the formula “I promise you + I will pay you the money “. Within the equivalent. NP deletion for the repeated “I”. Habermas (1979:35) clarifies the most important formula of speech act of commissives is in the following:

I +(verb) you that + sentence. As in the following example:

I undertake to finish the work on Monday. According to this example the addressee undertaking the act of commissives and he is promising to do action.

44. I hereby promise you that I will come next week.

45. I undertake to finish the job on Sunday.

Leech (1983:206) cofirms his viewpoint for the construction of commissive speech act verbs, when he presented his formula as in:

S+V + that +(where that clause is non-indicative), and S+V+ to Y (where construction ‘to Y’ is an infinitive). There is a close relationship between commissive speech act verbs and that of directive speech act verbs because both of them “have non-complementizes” which means that for clauses and
infinite clauses it is necessary to contain posterior time references (i.e time reference which is most important than the time of the verb presented within these small classes contain verbs).

Kreidler (1988:193) presented an essential diagram that elucidate the main classifications of commissive speech act verbs, it is important to shed light on it as in:

Commissiissive Predicate

<table>
<thead>
<tr>
<th>Source:</th>
<th>Goal</th>
<th>Actor</th>
<th>Them (Prospective)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/ WE</td>
<td>You</td>
<td>I/WE</td>
<td>Predicate</td>
</tr>
</tbody>
</table>

According to this form the subject within commissive speech act verb is predicted by the use of the pronouns I, We. As they presented above, and through above table we can get a clear picture for the illustrating of different aspects of the pronouns.

Batch and Harnish (1979:50-51) elucidate group of verbs that can fulfill the job of commissive speech act verbs, and these verbs are very important for investigation within the selected novels in order to make clear picture for the addressee such as:


‘commit,’pledge’,undertake,’engage,Promise,Hypothecate,Guarantee, Threat en,’vow, swear’, assure’, certify,’ accept, agree ,’consent ,’acquiesce’, abid,
reject, refuse, renounce, offer, counteroff, ‘bid,’ tender, ‘dedicate,’ bet, ‘wager,’ contract, ‘covenant,’ subscribe’. In addition to that he resorted to present a table in order to make these verbs clear or well-known for the reader as in:

<table>
<thead>
<tr>
<th>Commit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accept</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Abide</td>
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<td>Acquiesce</td>
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</table>

Table (2) English Commissive Speech Act Verbs and their Relationship.

They denote the underlined meaning or the subgroups of the illocutionary acts. Speaker applying to these verbs are obligating oneself or proposing oneself for future action which is presented within propositional content of the speaker.

Austin (1962:157) sheds light on types of commissives, he declares the main point of commissives is to commit the speaker in order to imply for certain course of action. These verbs can be indicated below in order to pay attention to them during the analysis of commissive verbs in these two novels, they are, undertake, promise, determine to, mean to, propose to, envisage, guarantee, vow, dedicate myself to, adopt, espouse, covenant, bind myself, intend, plan, shall, engage, pledge myself, agree, declare for,
champion, oppose, contact, give my word, declare my intention, purpose, contemplate, swear, bet, consent, side with, embrace, favor. He insists that verbs of declarations within speech act verbs such as (shall, intend, mean to, regard and so on), can be involved within the class of commissive verbs. Although these verbs differ from other verbs such as undertaking, they can be grouped or gathered together, although we have difference between lots of them such as urging and ordering, we resort to distinguish between intending and promising. Searle follows Austin’s foot prints concerning sub-classifications of commissive verbs but he did not accept Austin’s classifications for certain verbs such as (shall, intend and favour), these verbs according to Searle (1976:91) adds that commissive verbs denote the illocutionary acts, through them addressers are ordered or obliged to do a course of future action.

Batch and Harnish (1979:50) were in accordance with Searle’s viewpoints concerning commissive verbs they announced that commissives denote the illocutionary acts whose propositional content obliged oneself in order to do future course of action according to the context of the interlocutors, under which the deed is done or not.

Searle (1979:14) insists that commissive verbs are equivalent or in equal with directives because both of them create change in the world and the addressee tries to make his speech fit or change the worlds. Mey (1993:14) on the other hand, asserts that Searle agreed with Austin for the classifications of the commissive verbs, for Searle (1975:35) he named them or called them “unexceptional verbs”. As for directives, commissives operate a change in the world through the commitment of the verbs on the part of addressee and not the addressee.
3.6 Pragmatic View of Commissives

Grammatical structure of each utterance is very essential for determining the meaning of pragmatics for each utterance within the context, the act of commissive verb can be implemented through the use of speech act verbs within the context or what is called the appropriateness conditions (Van Dijk, 1977:245). For the close relationship between commissives and commitment verbs, commissives can be predicted through the use of commitment because they commit addressee to some sort of action according to the context of the utterance (Bussman, 1996:83).

3.7 Language Functions

Function is abecedarian of language use, moreover, it can be construed as moderately going beyond unvarnished words of mere use of language. It is rudimentary use for the progressing of human being and any challenge of other languages. These functions can be enrolled within the terms of semantics and pragmatic studies of language (Halliday and Hasan; 1989:17). There are multi-sided classifications schemes for the function of language, some of them are presented in the light of commissive speech act verbs in order to present limpidity of these forms within language.

The ideational function edifice of language which is inherited from Plato’s distinction between first, second and third person relying on his rhetorical grammar or what is ranked around the fraternity of verbal system of different languages existing within person, addressee as well as addresser, the difference between basic functions of these verbs is implemented in his model as in the following (1) representative or representational category, this category indicates real life situations, moreover ‘this property serves to
examine extra linguistic reality, (2) connotative property which is highly influenced within the receiver of the message. It is the central function of language because it is involved in every message, as well as it is unmarked function, (3) the emotive–expressive function, this function is closely related to the addressee or writer of the message, so the most important models that have been developed by Roman Jacobson (1960:353ff), through his model when he condenses on the verbal communication via six functions of language as in: Addresser encodes the message and the addressee decodes the message. The message is highly influenced by context of situation or what is called (extra-linguistic world), indicated by the help of the addressee (receiver). A code on the other hands belongs for both addresser as well as addressee. In addition to that we have a contact, a physical channel or psychological state these aspects import a connection between addresser and addressee. From frontage towards addresser, addressee, or ambient, Jacobson extrapolates a phatic function from three Buhlerian functions. It will be valid if the message has prolonging or discontinuing act of communication.

Hymes(1968:115) was in accordance with Jacobson when he sets seven functions of language which he called them contextual (situational) functions, although he differs from Jacobson in the way of analyzing through terms of symmetric functions like predominant functions, these functions denote a lot of aspects such as balanced, harmonious, or conflicting between more than one function of the language.

Popper(1972,106-152) confirms that there are four functions of language such as expressive function, this function denotes the interpersonal states of the person, secondly we have signaling function, through this function
interlocutors use language in order to communicate internal states with other individuals, descriptive function on the other hand assumes an evaluation of arguments and assert an explanation for them. The expressive signifies special function or activity for which a thing exists or is used depending on Hallidays classifications of speech act verbs. Halliday and Hassan (1989:45) declare positively that language has three functions, first of all, the metafunction of system theory, secondly, the ideational or interpersonal, this function can be sub-divided into two functions, the experiential function through this function world can be picturized through the experience of language in order to convey social attitudes between interlocutors or hearers as well. It also enables interlocutors to make link between them and the context of situation. This property is called “textual function”, it links the construction of building of language within context in order to make it real one.

3.8 The Adopted Models

After reviewing the related theories and models within theoretical part of the presented study, it is very important to produce an eclectic model based on what has been mentioned before. In order to identify commissive verbs from sociopragmatics aspects, models adopted based on two interlocutors or levels:

1. The sociolinguistic level focusing mainly on the role of the context in which an act of conversation takes place through the use of commissives as an act of speech act verbs,

2. Adopting some aspects of Hyme’s (1974) model, such aspects are interlocutors, place (setting), purpose of the talk, bystander and the
standardization of the talking as well as the formality of the situation which determines status of the interlocutors and with whom they are interact. Their status whether they are of higher status, lower status and of equal status, the topic of the conversation, power or solidarity that have been involved within this model under the influence of context. This model also sheds light on the lexical items that rely heavily on addressee’s education, age, profession as well as address forms which are very important within the context as an act of intimacy between interlocutors.

3. Other level of this model depend on pragmatic levels of commissive verbs which deal with the meaning of commissives (explicit or implicit) in order to analyze commissive verbs within selected novels such as “color purple “by Alice Walker and “to the light house” by Virginia Woolf. The analysis will depend on a number of models such as Brown and Levinson’s(1987), positive and negative politeness strategies, also the Grice’s(1975) theory of implicature and his maxims as well as conversational implicatures. Searle’s model(1979), for direct and indirect speech acts mainly “requests”, finally Levinson’s (1983) for personal and social deixies.

3.9 Related Studies

The idea behind SAT and its basic principles were first triggered by Austin, and then greatly modified by Searle to the extent that it attracted of many other linguistics as well as pragmatists, and then tempted them to take part in the development of this thriving aspect of speech act theory. This point presents some studies which are related to postgraduate students which has a close relationship with present study:
1.”Asocio-pragmatic study of honorific forms in George Bernard Shaw’s Plays”. Thises is summed to the council of the college of languages, University of Baghdad, 2014.Other contributions can be summarized below:

3.9.1 Ross (1970)

Austin’s contribution to the theory of SAT through what is known as “performative hypothesis”, Which was the corner stone for many linguists such as Ross (1970) and Sadock(1974), as for Austin (1962) he differentiates between sentences as constative and performatives as in the following examples:

46. Prices slumped.

47. I promise you that I will not squeal.

The first utterance does not constitute an act of slumping while the second one constitutes an act of promising on the part of addressee. Austin says that the performing of communicative act through what is known a performative utterances, can be considered the difference between explicit and implicit verbs, as in:

48. I order you to go.

49. Go

According to him the second one denotes implicit performative, to captured deep structures of them. This deep structure is almost identical to the surface structure which has been assumed to underline superficially complex act for first one. Ross wants to claim that even declarative sentences that Austin calls constatives ,must also be analyzed as being implicit performatives and must be differentiated from deep structure as containing an explicit performative verb.
3.9.2 Bach and Harnish (1979)

In the case of communication addresser resorts to use his intention in order to be successful and understandable by the addressee, he must also pay attention to the context of situation to comprehend the utterance. Interlocutors must rely heavily on four acts these are below:

1. The utterance act, the utterance will be directed by the addresser to the addressee via context, context of situation must be known to the interlocutors.

2. Locutionary act, according to locutionary act addresser says so and do so within context.

3. Illocutionary act, the addresser does such and mean something else within the context.

4. Perlocutionary act, this point denotes affects from addresser towards addressee, in other words uttering an utterance denotes an effect on the addressee. Bach and Harnish classify illocutionary acts in to six types two of them are conventional holding effectives and verdictives, whereas the other four are communicative including constative, directives, commissives and acknowledgements, as in the following points:

**1. Constatives**

This class denotes an act of belief within the expression of intention, in other words through this act addresser believes that addressee shares the same intention within addresser and it holds many verbs such as assertive, predictive, descriptive, informative, responsive and suggestive, etc.
2. Directives

These acts denote actions that can be performed via addressee in accordance with addresser, and reflect addressers desires and wish because his utterance denotes a reason for the addressee to act and it includes the following sub-classes: Questions, prohibitive, permissive as well as advisories, etc.

3. Commissives

This class imports an act of obligation on the part of addresser in order to perform action, as well as includes addresser’s beliefs to fulfill an action. It includes two sub-classes such as “promises and offers”.

4. Acknowledgements

This class denotes feelings from addresser towards addressee and how such feelings affect them on a particular occasions, for example apologizing reflecting speaker’s regrets for breaking others instruments, while acknowledgements hold acts such as apologizing, thank, welcome as well as congratulate etc.

5. Effectives

This class of speech acts reformulates an effect of changes in the institutional states of affairs as in personal resigned.

6. Verdicatives

They reflect judgement through convention or binding import through the context of situation in which they encountered with, they do not only implement judgments but also to make it the case within reality for instance
to make defendant guilty, it is not only to make a judgement but it must be also a fact.

There is a close relationship between Bach and Harnish’s classifications and Austin’s taxonomy for both veridicatives and effectives which cause some institutional changes of persons or objects.

3.9.3 Wierzbicka (1987)

Wierzbicka (2006:22) is in accordance with Austin’s opinion concerning speech act verbs which can be used performatively. According to this relationship, these verbs differ from each other according to the degree of performativity such as “I boast”, and I threaten. Boast can be used within modal verbs as in “I have to boast that I managed to do x today”, threaten cannot be implemented through this way. Moreover, he adds that there are a lot of verbs that can be used differently, for example, the verb “order” can be used as a bare imperfective as in the utterance “stop it “and it can be fulfilled through the use of the following formula “I order you to stop it”.

Within semantic analysis Wierzbicka (2006) sub classify speech act verbs into (237) grouping them into (37) classes each one has a number of performative verbs ranged from two to eleven verbs, each verb is arranged according to its verbs for example praise class holds praise verb, command, compliment, boast, praise group and credit.

3.9.4 Mey (1993)

Mey(1993:170) pays much attention to pragmatic view after investigating of both Austin’s and Searle’s SAs. He declares that this view can be regarded as the case against SAs”. He rejects Austin and Searle for operating
on the one sentence-one case principle”. Mey declares that the wide experience of investigate the theory of SAs leads to what is called as “promises” in order to determine the role of context in such away. As in the directed form of parents to his child in order to ban smoking, he argues that “societal conditions surrounding the execution of such a promise can be very difficult as (peer-group pressure, work conditions, etc.)” . Although Austin and Searle reject the idea of inclusion the context of situation within the investigation of SAT, Mey on other hand insists on the importance of context –oriented, pragmatic view of language.

3.9.5 Yule (1996)

Yule(1996:47-8) directed his attention to the importance of the speech event which is performed via utterances such as apology, complaint, compliment, invitation, promise, as well as request are mainly used for such acts(SAV). In order to be communicative, addressee and addressee must comprehend each other through communicative intention in producing the utterance. Circumstances surrounding the context of situation together within other utterances are called “speech event”, and it can be considered as a nature that determines the interpretation of a particular speech act. for example in a winter cold day a guest has said it is so cold in here, according to the context of situation the owner of the house must turn on the heater for him.

3.9.6 Brinton(2005)

Brinton(2005:305-6) states that there are appropriate conditions under which speech acts can be performed successfully, these conditions are named by great philosopher Austin as “felicity conditions”, they are
unspoken rules which determine how, when, where and by whom a speech act can be a happy speech act. These conditions can be summarized below:

“Close relationship between addressee and addressee must be maintained. The S must have the requisite thought in order to speak as he or she does. Different interlocutors play a great role for conveying different speech acts, for example the speech act of commanding required higher status speaker than the hearer. The speech act of pleading demands that S must be inferior to H, while the speech act of urging demands that S and H must be of equal status. The aim of getting together must be determined within propositional content condition and it must be appropriate. Addresser must have different interests such as boasting, complaining, urging, etc. Addressee, on the other hand, must receive different speech acts like warning and advising”. As in the following examples:

50. I (warn, advise) you not to speak to him.

51. The strength or the commitment of speech act must be appropriate. Addresser has different degrees of commitment for the proposition such as suggesting, insisting.

52. I suggest that we go to the theater.

52. I insist that we go to the theatre.

6. Some speech act verbs must be related to the previous discourse in appropriate context, in this way we cannot start an answer in discourse but
we can end it. At the end of the segment we must end it with a segment of discourse as well as interjection and interruption cannot begin or end a discourse.

7. The act of performance must be appropriate for the speech acts, for instance one can assert, report or inform explicitly, but he cannot hint, insinuate or intimate only indirectly.

8. An extra linguistic institution must be required for some speech acts, as when Addresser and addressee occupying certain position as the case that can be performed by the judge.

3.9.7 Geis (1995)

He sheds light on a new theory of speech acts relying on the assumption that speech act theory can be considered as genuine, empirical, and of theoretical importance, and it should be co-related with conversational competence capable of accounting for how we do things with words in naturally occurring conversation.

Moreover, he proposes what is known as “Dynamic Speech Act”. He observed this theory as a synthesis of traditional speech act theory mainly of (Searle 1969,1975,1979). Through his investigation of the theory of conversational analysis he points out that the interlocutors play great role within the conversation in order to do a lot of things such as requesting, offering, promising, making, assessments as opposed to linguistic actions. He also drew the idea that the fundamental unit of investigation of speech act theory must be naturally occurring within conversational consequences,
which is not the individual constructed utterances, isolated from conversational contexts (Geis 2006:12).

**The study Asserts on the Following Criteria:**

1. The socio-pragmatic strategies like for instance politeness, implicature and speech act have a great role of manipulating the meaning of honorifics in George Bernard Shaws’s selected plays.

2. Honorifics denote a lot of meanings or functions such as mocking, irony, flattery and anger which are implemented within these plays.

3. Context has great role within honorifics because through it we can interpret meaning and we can consider it as the corner stone of socio-pragmatic studies.

In order to assess the validity of the previously mentioned hypotheses, certain steps are followed (1) A detailed explanations of the theory of speech acts, politeness theory and implicatures as well as certain topics or aspects that are related to socio-pragmatics studies. (2) Literature review as well as theoretical review of honorifics are presented within presented study. (3) of the way of analyzing the data is also presented specially within the methodology of the present study. (4) developing an eclectic model is also manifested within the present study in order to investigate honorifics within socio-pragmatic topics or studies. (5) analyzing the data through using the eclectic model and the use of other elements such sociolinguistics and pragmatics topics. (6) according to these aspects conclusions, suggestions and recommendations for further studies can be done.
This Study Concludes That:

1. Hedges enable the participants to go on and to keep the flow of conversation and prevent conflict between them, through motivation of language users such as indetermination, subjectivization, depersonalization, modulation, evasion, vagueness as well politeness theory.

2. Context has a great role for interpreting the meaning of hedges. Males resort to apply many types of hedging in contrast with females because of their awareness of undesirables effects of certain topics.


The present study presupposes the following hypotheses:

1. Commissives as one type of speech act verbs contain a lot of verbs such as promise, threat, guarantee and pledge. Pledge has a greater effect on the addressee among other verbs.

2. Commissive verbs can be implemented through the use of indirect illocutionary act rather than direct illocutionary acts, which means implicit act rather than explicit act.

In order to assert aforementioned hypotheses theoretical and practical analyses have been adopted. Theoretical part deals with the pragmatics and the structural part of speech act verbs as well as their felicity conditions,
while the practical part deals with the investigation of commissive verbs within two selected novels assigning commissive verbs such as (promise, threat, pledge, volunteer. The findings of this study have proved the aforementioned hypotheses, via a number of conclusions recommendation and suggestions that have been put forward.
CHAPTER FOUR
DATA ANALYSIS

4.0 Introduction

This chapter is devoted to the analysis of extracts from two novels that contain commissive verbs. As explained in the previous chapter, commissive verbs can be realized in different forms. These forms are distributed into ‘promise’, ‘swear’, ‘contract’, ‘bind myself’, ‘threats’, refusals, ‘vow’, offers’, and’, pledges. These verbs can be fulfilled by addressee alone or by addressee as a member of group. Through commissive verbs the addressee intends to make the world fits the words via his speech.

4.1 Features of English

Within literary works especially “language” seem to be different from other varieties of language in order to denote massages, especially when poets resort to use a lot of figurative speeches such as imageries and rhythmical techniques to direct messages from addressee to addressee via context. Novels differ from poetry because they are written in different ways that show similarity between them like prose and dialogues between interlocutors. These dialogues seem to be like real conversations between interlocutors with a large stretches of narrative descriptions. While drama denotes conversations that are similar to naturally occurring conversations, and it contains face to face interaction that’s why many linguists resort to apply their analysis to drama in order to analyze the sort of interaction between interlocutors within the context.
4.2. Modernism

Modernism denotes new and modern thoughts that are implemented by the help of the addresser, or his practice. This term examines the modernist movements, in order to describe cultural tendencies and to accompany cultural movements. They sprang out from wide-scales and far-reaching changes of the western society during 19\textsuperscript{th} and early 20\textsuperscript{th} centuries.

They were standing against conservative movements of realism as well as the common type of these movements which refer to the traditions and reprises, incorporation, rewriting, recapitulation, revision and parody through new forms. In addition to that they were in contrast with lingering of certain forms of enlightenment thinking, and the existence of a compassionates that indicate all-powers of creator God. They also denote concord for those who felt the traditional norms of arts, architectures, literatures, religious faiths, social organizations and daily life were becoming outdated for the new coming trend of life of industrialized world. A salient feature of modernism is self-consciousness which is very important because it leads to form and content that draw attention to the tendency of abstraction. These features strung out during 20\textsuperscript{th} century for the first time within the name ’avant-garde’, until the term ‘modernism’ was spread out which was used for artistic aspects rather than military and political aspects. Surrealism Avant-grade this term gained fame between the public and it is the most extreme form of modernism.
Chapter Four
DATA ANALYSIS

Introduction

“To the light house” is a name of the novel written by Virgina Woolf as a journey whose destination is predicted in advance. Light house within this novel does not literary mean light house instead of that it denotes thoughts and memories implemented during their childhood (characters). Although, it is an antique place that denotes the ending of the journey, because it marks the endings of the coasts on lakes. Ships can be directed by the help of those light houses. The equivalent meaning of the “light house “is deceptively one-way for the journey which is neither single or straight for-ward, otherwise, broken and bewildered and any step for far future is swept backwards by the help of groundswell of the past. Although, Woolf was highly insisting on both “surprising and conviction”, because light house was mainly devoid of symbolism we can predict that through her expression “I meant nothing by The light house “, which means nothing. Woolf intends to make everything of the light house clear and explicit that came from her own life such as prolific-diary and a letter–writer as well as a staunch believer in the influence of life on art, she a abandon wealth for her biographers in order to discover plenty of impenetrable reticence’s. (Boland and Maud Ellmann;2000;xvi).

The color purple is the second novel that is dealt with. It is sometimes used as an aspect in order to deal with women’s novel. Women were oppressed not only by the dominance of white but by the dominance of both specific whites as well as black males. Women were struggling in order to live against all odds for the survival of their families. They try to protect and
bring their families in such dislocated and disjointed communities. Characters of this novel pay more attention to the present time in order to ensure a healthy future as well as dealing within the past. It denotes parodies or the traditions of the slave narratives, because through the tales we can predict the origin of slave narratives. Walker’s novel as well as slave narratives resort to discover the oppression of the speaker, as well as unearthing horrific treatment that had already gone unchallenged. Africans that have been driven to America as slaves were prevented from speaking their mother tongues, so Walker has concocted to use black American as the language of Celie’s letter in order to make the novel more authentic, she resorts to apply the type of conversations instead of narrations of events as series of conversations rather than being strained rather than touchstone of narrative voice. The ventilate of the characters can be predicted throughout the text. They also resort to use speech patterns of reporting conversations such as “I say, He says”. Two important elements that are unfamiliar within the “Color purple”, the first element is epistolary form which is implemented within the novel as a series of letters directed from low status character “Celie” to her creator ”God”, then to her sister Nettie and finally to the world whom she loves. These letters helped her in order to procure the scent of the characters which is inarticulate because she is illiterate as well as silenced by patriarchy. In addition to that these letters give the reader a sense of urgency.

Second important element that can be predicted throughout this novel is the southern black dialect as well as African American characters. Patterns of Black English are in contrast for many rules that are encountered with many SAE dialects. Pronunciations as well as spellings are different between
these two languages. Celie resorted to use black American language instead of standard language in order to capture the main ideas of the characters. (G. Vaidyanathan; 2012: 55).

**Extract 1**
"Yes, of course, if it's fine tomorrow," said Mrs Ramsay. "But you'll have to be up with the lark," she added. (Woolf; Part One, 1927: 3).

**Extract 2**
You gonna do what your mammy wouldn't. First he put his thing up gainst my hip and sort of wiggle it around. Then he grab hold my titties. Then he push his thing inside my pussy. When that 2 hurt, I cry. He start to choke me, saying You better shut up and git used to it. But I don't never git used to it. And now I feels sick every time I be the one to cook. My mama she fuss at me an look at me. She happy, cause he good to her now. But too sick to last long.

**A- The Structural Level**

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<td>But, you ’ll have to be up with the lark”</td>
<td>she added</td>
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He start to choke me, saying You better shut up and git

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Used to it. But I don't never git used to it.

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An now I feels sick every time I be the one to cook.

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My mama she fuss.

**B. The Sociolinguistic Level**

According to selected extracts above they divulge a lot of divergences between American and British fraternities. Within this excerpt we have different denominations between American and British societies. This style is called vernacular or argot language as in “gonna, instead of going to, “2 hurt”, instead of “two hut”, and we have “git” instead of “get”, such type of linguistic bifurcation between Black and British language leads to great deal of misunderstanding. They also reveal the undergoing that the characters from such as rape, beggary, brickbat as well as differences between white and Black due to colors.
C-The Pragmatic Level

Pragmatically speaking commissive verbs within these two extracts can be encountered with the following extracts Yes, of course, if it's fine tomorrow," said Mrs Ramsay. "But you'll have to be up with the lark," she added. Addresser (Mrs Ramsay) commits himself to future course of action, ‘if’ clause within this extract denotes conditional state which is executed according to the covenant of the weather if it is fine they will go and if it is bad they will not. “If it is fine tomorrow denotes commissive verb of conditional state, the equivalent condition of this extract is “But you’ll have to get up with the lark”. Prosperous commissive verb has occurred due to the second part of this extract which is “But, you’ll have to be up with the lark”, she added. Commissive verbs can be restricted according to many aspects such as, religion, culture as well as public affairs. As concerned second excerpt commissive verbs can be run in the following prototypes “You gonna do what your mammy wouldn't”, saying You better shut up and git used to it. But I don't never git used to it”. Within first excerpt imports coerced or unvoiced type of commissive verbs expressed by Addresser, through such type of verbs addresser bangs the addressee to redeem future action, by squealing him that Celie’s mother does not accept that. Time excited within first utterance differs from second one. First one signifying contracting present continues tense while within second one it denotes past modal. Second part of the utterance signifies the act of order from the addresser towards the addressee within unvoiced commissive verb. Time executed within this extract is simple present.
**Extract 2** "But," said his father, stopping in front of the drawing-room window,"it won’t be fine.

"(Woolf;1927;Chapter one ; 4 ).

**Extract 3**

I ast him to take me instead of Nettie while our new mammy sick. But he just ast me what I'm talking bout.

I tell him I can fix myself up for him. I duck into my room and come out wearing horsehair, feathers, and a pair of our new mammy high heel shoes.(Walker; 1982:Letter Eight ).

**A. The Structural Level**

**Extract 2**

But," said his father, stopping in front of the drawing-room window, "it

Won’t be fine.

**Extract 3**

I ast him to take me instead of Nettie while our new mammy is sick. But he just ast me what I'm talking bout.

He just ast me what I'm talking bout, I tell him I
Can fix myself up for him.

**B-The Sociolinguistic Level**

Mr Ramsey tries to give glozses in order to defer or put over the idea of cogitation in order to incision aperture in his father’s outface and killed him. There and then James recognize it. Out most emotions that Mr. agitated in his father’s breasts bare current ;standing as now slender as a knife, narrow as the blade of one beaming corrosive , not only with the gladden of disabusing of his son and casting deride upon his wife , who was ten thousand times better in every way than he was ,but with some secret confidence at his own veracity of doom, what he had confessed was really true  because he was unqualified of delusion , never tampered with fact of splenetic word to befit the pleasure or accommodation of any mortal being , least of all his own children. Celie’s lack of dearth of her life which is presented in his letter as she prick up one’s ears to her father’s assay as  a wife to albert , a man to whom she has never even spoken, if they were livestock , Fonso enumerates benefits of her accreditation; although she is grotesque , but she is hardworking , she is impotent, so she can have sex without producing the encumber of children; she is not too nimble, but she can deterge, garble, and care for children. Thus, in order to make trade more alluring to Albert , Fonso is inclined to adventure a cow into the haggle. The commute between the two men divulge the bemired and avaricious approach these men have apropos women. Both of them are ardent to get their hands on Nettie, the largely, pang, and unspoiled young woman . In contrast, the observe Celie, at the young at of twenty as nothing more than a used up
woman, who can be drudger and sex object. This carriage or posture that Black woman disport within this novel. Shug Avery comes off the patriarchal system. That is why Celie at her picture when she observes that Fonso haggling her off as a wife. Though Shug Celie observes the capability of another world where women are no longer commodified but can act and do fatality of an onerous system.

C. The Pragmatic Level

Within extract number three there were outermost sentiments that are implement by Mss. Ramsay instead of Mr. Ramsay in her children’s breasts by his bare company, and she assorted there will be adventure for going to the light house. The act of commissive verb is executed through the act of suggestion from the speaker towards the listener in order to postpone the idea of going to the light house such as “it wouldn’t be fine”, within this pattern we have subject plus past model negative. Speaker contemplates to hold up the intellection for going to the light house. Within the extract number five, Celie commits himself to do future action through the utterance “I tell him I can fix myself up for him”, time baroques within this extract signifies present simple tense with present model. Form of commissive verb within both extracts are expressed implicitly rather than explicitly because speaker does not resort to use the main types of promise. Speaker here haunts to use act of determination or promise. First speaker has executed the act of commissive by himself. Form of writing between extract three and the fourth one is different as we can adhere to such as “ast”, mammy sick”ect. These forms images miseries of the black community.
D. Felicity Conditions

1. Preparatory condition: S is able to perform A.
2. Sincerity Condition
   H wants S to perform A.
   S intends to do A.
3. Propositional Content
   S predicates a future act A of S
   Condition.
4. Essential Condition
   Counts as the undertaking by S
   Is obliged to do A.
Extract 4:
Miss Ramsay denotes the use of implicit commissive speech at “may be indicates the use of suggestion. She is not sure whether the weather will be fine or not. If it is fine they will go to see the light house and if is not they will not. The use of “will” bespeaks the use of futurity. He indicates the use of commissive verb through the use of declarative positive sentence as in:

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<th>NP</th>
<th>M</th>
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"But it may be fine—I expect it will be fine,"

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<th>MV</th>
<th>NP</th>
<th>Present participle</th>
<th>Modifier</th>
<th>Adj</th>
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said Mrs Ramsay, making some little twist of the

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<th>NP</th>
<th>Pro</th>
<th>AUX</th>
<th>MV</th>
<th>Adv.</th>
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reddish brown stocking she was knitting, impatiently.

"(Woolf;1927;Chapter one ; p.4 ).

Extract 5:
If she mine, her name Olivia. I embroder Olivia in the seat of all her daiaries. I embroidery lot of little stars and flowers too.

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<th>Conj</th>
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I think she mine. My heart say she mine. But I don't know she mine. He took the daidies when he took her. She was bout two month, old. Now she bout six.

(Walker;1982;letter ;14).
A. Structural Level:

Extract 5:

Conj | NP | M | MV | Adj | Pro | V | Pro | M | MV | Adj
---|---|---|---|----|----|---|----|---|----|----
But it may be fine—I expect it will be fine,

Within extract number six speaker signifies the use of conditional state of commissive verb via the use of conjunction “if”, within the other part of the extract we have an act implicit speech act verb indicated by the use of declarative sentence within an act of determination or volunteer, as in. ”I embroider”

Extract 6:

If she mine, her name Olivia. I embroider Olivia in the

Seat of all her dairies. I embroidery a lot of little stars and flowers too.

B. The Sociolinguistic Level

Mrs Ramsay wants to corroborate what her husband has said, she wants to make a deal as if she terminated reddish-brown stocking to-night, they will go to the light house. She tried to custodian her little child, who was impended over apprise; coolheaded with a pile of old repositories and some tobacco, assuredly whatever she could find about mendacious not really earthed, instead of that agglomerate the room, in order to bestow or donate those poor supervene who ought to be fed up to death, sitting all the day without doing anything but only to refinement the beacon and dispatch the wick and rake about on their hassle of arena, something in order to regale them, for how would you like to be dummy up for the whole month at a time
conceivably more fierce or turbulent weather, upon a rock of a tennis lawn, so she would consult to have no letters or newspapers, and to observe nobody; if you were married, not to see your wife not to comprehend how you children were, weather they are sick or they had fallen down and broken down their legs or arms; to discern to observe the same cheerless weaves breaking week after week, after that fearsome bristle coming, and the windows covered with sprinkles, in addition for that birds dashed against the lamp and the whole place rocking, and not be able to put your noise out of doors for anxiety of being swept into the sea. Celie figures out that the name of the expounder that loved him so much she intends to embellishes her name on her clothes as a totem of their love as time passes. She wants to embroider her name ambient with stellar and flowers as true love. Within this extract we have different stylistic writing which is different from extract above such as “she mine, her name Olivia, she mine, he took, was bout six”, these crystallize the agonies that black communities were upholding. She wants to immediate these dispatches to God to array these miseries to God as well as to community.

"But it may be fine—I expect it will be fine,"

If she mine, her name Olivia. I embroider Olivia in the Seat of all her dairies. I embroidery lot of little stars and flowers too.
A. The Pragmatic Level

Commissive verbs within extract number six can be denoted by “it may be”, I expect “these two utterances signify an act of anticipation. “May” within first utterance denote present model while the second one imports present simple tense. The addresser within these two examples is not sure about the occurring or existing of the action, within these two utterances he does not commits himself to future course of action. The other part of the extract (number seven), expresses futurity, something that will betide within future time “it will”, the addresser perpetrates himself for future course of action. Within second extract (number seven) addresser adjudges in order to fulfil the action, “commissive verbs within this extract can be predicted by “I embroider”, “I embroidery”, speaker commits himself within these two utterances to fulfil an action. Within both extracts speaker purlieus to use explicit declarative speech act verbs “commissive”, as well as present simple tense.

Felicity Conditions:
1. Preparatory condition: S is able to perform A.
2. Sincerity Condition H wants S to perform A.
3. Propositional Content S intends to do A.
4. Essential Condition S predicates a future act A of S
Condition.
4. Essential Condition Counts as the undertaking by S of obligation to do A.
Extract 7:

If she finished it tonight, if they did go to the Lighthouse after all, it was to be given to the Lighthouse keeper for his little boy, who was threatened with a tuberculous hip; together with a pile of old magazines, and some tobacco, indeed, whatever she could find lying about, not really wanted, but only littering the room, to give those poor fellows, who must be bored to death sitting all day with nothing to do but polish the lamp and trim the wick and rake about on their scrap of garden, something to amuse them.

(Woolf;1927; P 34).

Extract 8:

I tell her she can’t be all the time going to visit her sister. Us married now, I tell her. Your place is here with the children. She say, I’ll take the children with me. I say, your place is with me. She say, you want to come? She keep primping in front of the glass getting the children ready at the same time.


A. The Structural Level

If she finished it tonight, if they did go to the Lighthouse after all, it was to be given to the Lighthouse keeper for his little boy,
I’ll take the children with me.

B: The Sociolinguistic Level

Within extract number eight Mss. Ramsay authenticates a conditional state if it is fine “they will go to the lighthouse, these lines are directed to the lighthouse keeper for his little boy who was menaced with a tuberculous hip; together with a pile of old magazines as well as some tobacco, incontrovertibly anyhow she could find lying about, which is not really required but only littering the room in order to bestow those beggared postdated swains who must be bored to death by the post bonded promises from their father. Women incessantly espouse or genteel speech in contract within harangue of men specially between black and white people, especially for those who must bored to death sitting all the day with nothing to do but to refinement the lamp and trim the wick and rake about their scrap of garden in order to regale them. Their children spouse to be shut up for a whole month at a time feasibly in convulsive weather even if you are married you are not supposed to see your wife, not to know how your children were –if they were sick, if they had fallen down and broken their legs or arms, so as to observe the dreary waves breaking week after week. Within extract number eight Harpo grizzles that Sofia does not goose-step him, he chronicles her one thing and she does another and never ever does what he interrogates her and she always back talks. He asserts her for not to visit her sister’s house but she still goes. He grills his father who to fabricate his wife hark him. Albert on the other hand informs Harpo to bleary Sofia in
order to make suggested idea about what is possibly true or real about women who need to be punished just like children.

**C: The Pragmatic Level**

Within extract number eight addresser commits himself to the future course of action to do an action such as “If she finished it tonight”, if they did go to the light house”, these two conditional utterances import implicit declarative act of commitment, Moreover, addresser resorts to use past simple tense within these two utterances, and he does not use explicit act of commitment within these two utterances indicating by the use of certain explicit speech act verbs as they are mentioned already. As concerning extract number nine speaker adopts futurity in order to execute an action “commitment”. In addition to that he is applying for implicit declarative type of request, because he does not use explicit speech act verbs.

**D: Felicity Conditions**

A: Preparatory Condition: S is able to perform A. H wants S to perform A.

B: Sincerity Condition: S intends to do A.

C: Propositional Content Condition: S predicates a future act A of S.

D: Essential Condition: Counts as the undertaking by S of an obligation to do A.
Extract 9:

A. Structural Level

That is to say, the wind blew from the worst possible direction for landing at the Lighthouse. (Woolf;1927:5).

Extract 10:

A. The Structural Level

If she mine, her name Olivia. I embroder Olivia in the seat of all her daidies. I embrody lot of little stars and flowers too.

I think she mine. My heart say she mine. But I don't know she mine. He took the daidies when he took her. She was bout two month, old. Now she bout six. (Walker;1982;letter ;14).

B: The Sociolinguistic Level

Mr. Ramsay confirms that there will be no landing or visiting to the lighthouse because of the situation concerning the weather as in “the wind blow from the worst possible direction of the wind”, in addition to that he did say disagreeable things, Mrs Ramsay confesses was odious of him to rub this in, so as to make James still more disappointed; but at the same time she does not want them mocking at him because she observed that there are a lot of people who incipientities laughing like “the little atheist”, Rose”, Prue”,
Andrew”, Jasper, Roger” as well as the old Badger, although he has no tooth in his head started mocking at him. Mrs Ramsay adds winningly with great authoritarian which part from the exaggeration that they had gained from her as well as from the possible future effect or result which was real .She consulted a lot of questions and to lodge some in the town , she does have mind to endure bad circumstances towards poor people who attained the church. With extract number ten Celie determines supervene the child .She follows the girl down stars , as she observes her Olivia comports indifferent while her new mother informs her not to hold anything although both Olivia and her mother dressy the same thing. Celie congratulates the woman’s choice of fabric in order to help her help her to hold his face for a better look, the women pretends to be so happy and she determined to make some new clothes for her . She believes that this matter will please the child’s father , Celie felt chaotic because she was eager to know the real name of the child , but the woman answered her that he is the girl’s father , the matter that confused her .

In addition to that This letter divulge that Celie does possess a small measure of courage when she assets a child she believes may be her daughter ,so she follows her up to the store and she makes contact with girl’s mother .She also invites them in order to have a seat in her wagon while they wait for their ride. Celie’s intuitiveness is also pictured. She observed how the child seems just like her father and she tried to find out the name of the girl is Olivia or not , finally she discovered that her name is Olivia , she thought that her intuition was correct. The poignancy of the scene is heart -rending , although Celie believes that it is her child . She is useless to speak to the wife of reverend and she does not have the courage to confess that she is probably the child’s mother because her baby was stolen from her
Powerlessness is also predominant through good treatment that white clerk behaves towards women because of their race as well as their gender.

B: The Pragmatic Level
Within extract number ten the addressee resorts to use implicit act of commissive verbs through the use of relative clauses “that is to say “, the wind blew the worst possible direction for landing at the lighthouse. Through this sentence addresser does not figure on to perfume an action because he does not apply for explicit commissive speech act verbs. Time presented denotes simple present tense. Their going depends on the weather if it is fine they will go, and if it is worse they will not. Structure of the first extract is different from the extract number two. Within extract number ten addressee adopts conditional state which means “if she doesn’t mind”, of implicit declarative of commissive verbs, the other part of the utterance refers to an act of determination “I embroider in the seat of all her dairies’ embroider lot of little stars and flowers too. The original sentence will be “I’ll embroider. Will within first person signifies willingness, determination or a promise the fact that something is going to occur. “Will” in the second or third person assert determination or command on the part of the addresser. In addition to that “will” within second and third persons denote willingness or determination on the part of the doer of the action.

Felicity Conditions
A: Preparatory Condition: S is able to perform A. H wants S to perform A.
B: Sincerity Condition: S intends to do A.
C: Propositional Content Condition: S predicates a future act A of S.
D: Essential Condition: Counts as the undertaking by S of an obligation to do A.

Extract 11:

but at the same time, she would not let them laugh at him. Yes, he did say disagreeable things, Mrs Ramsay admitted it. was odious of him to rub this in, and make James still more disappointed. (Woolf; 1927: 5).

Extract 12:

A. Structural Level:

She say, All my life I had to fight my cousins and my uncle a girl. child ain’t safe in a family of men. But I never thought I’d have fight in my own house. She let out her breath. I loves Harpo, she say. God knows I do. But I’ll kill dead before I let him beat me Now if you want a dead. (Walker; Letter; 21; 189).
B: The Sociolinguistic Level

Mrs Ramsay resorts to make his children feel comfortable when he tried to post bond the visiting to the light house but at the same time she stands within him because he is his husband. Women adopt nice words or speech as a kind of euphemisms in contrast with men. Men espouse harsh style or unmild or unpleasant speech, as it asserted above by Mrs Ramsay, she always tries to restrain her children and make them feel comfortable in contrast with her husband.

As for extract number twelve imports the most influential aspect of this novel, which uncovers breakthrough for Celie. Sofia defies her about what she informs Harpo. Celie concedes that she was wrong and apologizes. She then adopts the first step in overcoming her internalized oppression by recognizing her solidarity within another woman. Discussion between women reveal different aspects of violating and deviations aspects about their lives. Sofia didn’t comprehend that person can shut down anger as fully as Celie has. Celie adds that women are not brave enough in order to hit their husbands. We can get these regulations from the Bible to be honorable to our parents as well as to our husbands and she does not endure the question of God’s words because she accepted that death represents all miseries of her life. Walker resorts to present a vision of God who has the supernatural power over all and who only cripples its believers.

C: The Pragmatic Level

As for extract number eleven the speaker espouses or commits himself for future course of action “She would not let them laugh at him”. “Would” within this example denotes action in the past, determination, willingness, deduction (inference), as well as it may be used with subject in the first,
second and third except in the simple futurity. Addresser espouses second person speaker, as well as implicit declarative act of commissive verbs. Structure of the extract number eleven is different from the structure number twelfth. Within extract number twelfth, speaker commits himself for future course of action as in “I had to fight my cousins and my uncle”. This expression denotes determination or obligation on the part of the speaker (addresser). “Have to” denotes a lot of criteria on the part of the speaker (addresser) such as obligation or external obligation, which is very similar in meaning to must, but within “have to” the act of obligation is usually external (i.e., it comes from somebody or someone else. The addresser embraces or is highly influenced within past perfect tense. He also uses implicit declarative speech of commissive speech act verbs.

D: Felicity Conditions
A. Preparatory Condition: S is able to perform A.
B. Sincerity Condition: H wants S to perform A or S intends to do action.
C. Propositional Content Condition: H predicts future course of A from S.
D. Essential Condition: Counts as the undertaking by S of an obligation.
Extract 14:

A. Structural Level:

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It would have been pleasant if Cam had struck a flower in his coat or

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clambered over his shoulder, as over her father’s, to look at a picture of

Vesuvius in eruption; but they had also, his old friends could not but feel, destroyed something.  
(Walker; 1927: 21)

Extract 15:

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I tell her she can’t be all the time going to visit her sister.  
Us married now, I tell her. Your place is here with the children. She say, I’ll take the

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children with me. I say, Your place is with me. She say, You want to come? She keep primping in front of the glass getting the children ready at the same time.  
(Woolf; 1982; letter, 19 to 30; P 187).

B. The Sociolinguistic Level

Mr. Ramsay wants to postpone the matter of going to the light house, through the motif of the married because married portrayer’s great image of the society. He craves to delineate the Mss. Ramsay does not have sufficient time to accompany their children to the light house, because she will have great liabilities towards his children. She intends to stand with her children in order to solve or restrain them. She told him that she can accompany the children within us in order to make sensation or feeling happy. As for extract
number thirteen is concerned with the saddest or heartbroken legacies of abuse or ill-treated aspects in order to accept the inflected cruelty as the appanage as right and proper behavior, advocate their own oppression. Concerning Celie, she is the most prominent figure within the novel because all episodes are round her. She was curiously observing Sofia’s behavior as concerning the men. She does not feel fear from them and dares to stand up for herself. She is shocked at her behavior and she is little jealous of her courage, as aftermath she behaves out of her orders towards Sofia and endorses the idea that this proud and strong woman should be brought down like she has been. She squeals Harpo to beat his wife. It is very essential that Celie is not being cruel because corporal abuse as well as physical abuse are the things that she must comprehend. Harpo obviously supremely follows his father’s adjuration as well as Celie in order to give Sofia beating. In disparity he was beaten by his wife, we can observe that through the bruises, so he assays to persuade every person that his mule has fulfilled it. His lie denotes some truth, for Sofia is seen as mulish by the men who observe her adamant and willful ways. In addition to that Celie comprehended that Sofia has knuckled under the beating, which is another reason that women are not submitted to her husband’s cruelty.

C: The Pragmatic Level
Commissive speech act verb within extract number thirteen can be encountered in “it would have been pleasant if Cam had struck a flower in his coat or clambered. The verb would within this extract best speaks simple futurity and it is the subject to same rule which gives for shall and will. Annexes to that, it denotes a lot of things such as habitual action in the past, determination, willingness to fulfill something as well as it can be
implemented as “will”, as for this extract “could” points predication for the future. The other part of the extract signifies the matter of conditional state which is indicated by the use of “if”, indicates the principal or independent clause of a sentence which may express the imaged result of one or more conditions. As concerning this extract it indicates past condition because the other part of the utterance denotes past model tense. In addition to that “if” may come before or after the result clause. Time implemented denotes past model as well as past perfect. Commissive verb within first part of the utterance can be fulfilled via the other part of the conditional state. The commissive verb within extract number fourteen can be predicted through the use of the utterance “I’ll take the children with me”. I tell her she can’t be all the time going to visit her sister. The commisive verb within this extract denotes negative deduction, the simple infinitive usually negated by the particle”not “which means that it is not possible that.” Can” also can be used with semi-negative or in other non-assertive forms. in addition to that it can be used with negative interrogative, it can be implemented with simple future events. “Will” within this example denotes a lot of aspects such as willingness, determination as well as promise in case of first person. Simple futurity can be presented through the use of second and third persons.

**D: Felicity Conditions**

A: Preparatory Condition: S is able to perform A. H wants S to perform A

B: Sincerity Condition: S intends to do A.

C: Propositional Content Condition: S predicates a future act A of S.

D: Essential Condition: Counts as the undertaking by S of an obligation to do A.
Extract 15:

A. Structural Level:

I know you think I am dead. But I am not. I been writing to you too, over the years, but Albert said you’d never hear from me again and since I never heard from you all this time, I guess he was right. Now I only write at Christmas and Easter greetings, or that Albert get the holiday spirit and have pity on us (Walker; 1982; letter 49:228).

Extract 15:

“Perhaps it will be fine tomorrow,” she said, smoothing his hair. (Woolf; Chapter, Three; 1927:6).

B. The Sociolinguistic Level

For the first time of the novel the writer tries to change the letter that is directed by Nettie to Celie. Celie prefaces the letters with a one-line note to God, informing him that her sister had forgotten her or was dead. Now she learns that her cruel husband has been hiding the letters from her. After that Shug makes a discovery and recovers the letters in order to deliver them to Celie. It is also Shug who comprehends that Celie who has only one really
lovable two persons in all her life –Nettie and herself. This change is very vital within the novel because within the discovery of her sister’s dead fast love for her, Celie begins to speak freely and not hiding her thoughts through letters to a distant God.

Mrs Ramsay apprehended what her husband did not comprehend ; that we do not co-exist with the truth, though we should live by truth, but on faith and hope as well as charity. She comprehends that mercifulness to the sensitive mind of a child comes before loyalty to an abstraction. Mrs. Ramsay’s is a reverence for the spirit in others, for the frail of human personality, so easily wounded.

**C: The Pragmatic Level**

Within extract number fifteen the addressee commits himself to some future course of action as in “you’d never hear from me again and since I never heard from you all this time, I guess he was right, now I wright at Christmas and Easter greetings. The addressee is applying for second person speaking, “would” within this extract denotes promise. Commissive speech act verb is implemented implicitly rather than explicitly. It can denote a lot of aspects, such as assertion and non-assertion form, within non-assertive form both could and couldn’t can be used. It can fulfill or denote possibility. In addition to that “could “can be used with tentative forms of epistemic and it is less commonly used as the counter parts of may and can, so it is restricted to the interrogative of polite request. With dynamic modality a tentative use of request can be used as suggestions and request. Moreover, it denotes agreement, contrary-to-fact. Addresser within this extract is applying for implicit type of commissive verb rather than explicit one, because he does not apply for explicit commissive speech act verbs. Moreover, “never “is
adverb of frequency which is used to express surprise, doubt, or disbelief, and it also used to say that you did not do something. Its place will be between the subject and the main verb, if we have an auxiliary its place will after it. Time presented is past modal as well as present simple tense. As for extract number sixteen, speaker executes himself for future course of action “perhaps, it will be fine tomorrow”, “perhaps” within this extract denotes possibility but not certainly, for doing the action ”going to the light house”. “Will” within this extract denotes a lot of things such as futurity, promise, agreement, request, contrary-to-fact) as well as future plan. The addresser applies for first person, and he is applying for future and past simple tense. Structure of the first utterance differs from the second one.

**D:Felicity Conditions**

A:Preparatory Condition: S is able to perform A. H wants S to perform A.
B:Sincerity Condition: S intends to do A.
C:Propositional Content Condition: S predicates a future act A of S.
D:Essential Condition: Counts as the undertaking by S of an obligation to do A.
Extract 16: A. Structural Level

Sofia would make a dog laugh, talking about those people she work for. They have the nerve to make us think that slavery fell through because of us, said Sofia. Like us didn’t have sense enough to handle it. All the breaking hoe handles and letting the mules loose in the wheat. But anything they build can last a day is a wonder to me. They backward, she said, Clumsy, and unluckily. (Walker; 1982; letter; 44; p. 223).

Extract 17: It is a moment of perfect harmony, a rare moment such as in never forgotten. Her husband would never remember it, and so would fulfil her wish of going to the lighthouse years after her death (Woolf; 1929; Chapter 19; 82).

B: The Sociolinguistics Level

This painful letter reveals the frustration level in Sofia’s life. She is forced to take care for a weak, unintelligent woman who acts like a tyrant. On the day that Miss Millie is finally doing something nice for Sofia, driving her to observe her children, she ruins the gearbox on her car and demands that Sofia take her to the mechanic. After the car is fixed, Sofia has no time to visit her children whom she misses greatly. This is the first of several times that automobiles are mentioned in this novel as financial progress as well as independence, that both Shug and Buster hold one. Concerning extract number eighteen, stars with Mrs. Ramsay entering her room, and she takes
up her stocking and starts knitting. She understands that her husband does not want to disturb her, her resorts to recital something for her in order to comfort her and she tries to imitate some character in the book through her knitting. It is a Waverly novel she is reading at a time, she has complete faith in him that loves her so much, so she wants to please him to have intervened him though the discussions at the dinner table, although he is worried about his fames and about his future. Mr. Ramsay is well interested in writing, so Mrs. Ramsay wants to informs him that she is well interested in his writing because reading is so peaceful and so refreshing. On contrary, he believes that she is not interested in reading or she is not clever, not book-learned at all and she is not understand what she is going to read, and she does not comprehend what she does reading. She wants to inform him that Minta and Paul are engaged and she has already suggested it and nothing more can be added about this matter, instead of that she could marry a man with a wash leather-case, which Paul has. This Joke was good for them in order to enjoy together. He told her to be precise in order to complete her works concerning stocking every night, she informs him that she doesn’t have any mind to complete the work. He looks at her with a sense of admiration and he wants her to tell him that she is fond of. He tells her that he is very admiring of her beauty, on contrary, she can’t bring herself to tell him about her feelings towards him. She looks at him with smile even she has no power to confess for him. The weather was very dismal so that Mr. Ramsay pretends to postpone the matter of going to the light house, so as usual she surrenders him, but in this way she triumphs once again.
C: The Pragmatic Level

Commissive speech act verbs within extract number seventeen can be encountered with “Sofia would make a dog laugh”, addresser here commits himself for future course of action, “would” within this extract denotes a lot of things such as “promise, agreement, request, contrary-to-fact”. Moreover, it denotes polite request for action in the immediate or distant future. Present and past contrary to-fact statement. It also can be implemented with tentative forms of epistic such as “may” in order to express lower degree of possibility; it also can be used with assertive forms as well as it is used within subordinate clauses after expressions of surprise and similar meaning. Moreover, would is used within tentative forms as well as it is used within reported speech. In addition to that “would “can be used with habitual actions in order to denote that these habitual actions can be gained. Within this extract “would” denotes possibility. Addresser adopts second person speaker of implicit commissive speech act verbs, as well as past model tense within the first utterance and present simple tense within the second one. As for second extract commissive speech act verb can be found in “would never remember it, so would fulfil her wish of going to the light house”, within first utterance addresser bids himself for not doing his action in the future “would never” denotes dynamic possibility of tentative use. He adopts second person addressee for not doing actions “never” is adverb of frequency its place will be between the subject and the main verb, and if we have an auxiliary verb its place will be after the auxiliary verb. Moreover, he adopts past modal within both utterances.
D: Felicity Conditions

A: Preparatory Condition: S is able to perform A. H wants S to perform A.
B: Sincerity Condition: S intends to do A.
C: Propositional Content Condition: S predicates a future act A of S.
D: Essential Condition: Counts as the undertaking by S of an obligation to do A.

Extract 18:

A. Structural Level
Well, I started to fight him, and with God’s help, I hurt him bad enough to make him let me alone. But he was some mad. He said because of what I’d done I’d never hear from you again, and you would never hear from me.

(Walker;1982;Letter;66).

Extract 19

"Damp, not wet through," said Mr Tansley, pinching his sleeve, feeling his socks. She said, the other day, something about "waves mountains high." Yes, said Charles Tansley, it was a little rough. "Aren't you drenched to the skin?" she had said

(Woolf;1927:85).

B: The Sociolinguistic Level
Albert promised that he would never allow Celie to hear from her sister again as punishment for Nettie having hurt him. With no family other than Celie, Nettie followed her sister’s advice and called upon the reverend. When the minister’s door is opened to her, Nettie is surprised to see a little girl standing there with eyes and a face just like Celie’s, and this is the second in series of letters from Nettie that will act as a counter-narrative to
Celie’s story of suffering and injustice. Nettie’s voice will reveal a powerful and positive experience as she comes to terms with being an African-American. Within this letter, she informs us how it all begins. Following Celie’s advice, Nettie has gone to the minister in order to seek help. The door is opened to her, and she discovers that Celie’s daughter is living inside. Nettie’s letters will enlarge Celie’s world. Never travelling outside of provincial South, Celie will learn from the first time about a foreign place as her sister tells of her experiences in Africa. Within extract number nineteen is related to shuttlecocks, to the steamer sailing on the sea. Cam had never seen again from the sea before this. It looked charming from the distance. She thought of the tales of adventures she had read, and felt she herself was taking in one of such adventure. Memories crowded in her mind, she experienced a sense of exultation. She looked at her father, and was filled with admiration for him. She believed that her father was not a tyrant: she thought him to be a Wiseman, although James called him a sarcastic brute, a tyrant, as well as intolerably egoistical but in her present mood she is not in concord with her husband.

C: The Pragmatic Level

Commissive speech act verb within extract number eighteen can be found in

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I’d never hear from you again, and you would never hear from me.”

“Would” in addition to that denotes a lot of implications, first of all it is used as a polite synonym for want and it frequently used by an infinitive. A statement with “would” denotes an act of order. Moreover, it can be used within tentative forms of an epistemic form “might and could

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are less commonly used deontically as counterparts than may and can. “never “within this extract imports adverb of frequency and its place will be between the subject and the main verb and incase if we have an auxiliary form we placed it after the auxiliary verb. Speakers espouse past modal tense as an act of promising. Within extract number nineteen, addresser commits himself for future course of action "Damp, not wet through," said Mr Tansley. The verbs damp and wet through denote a glimes of hope for them to go and see the light house. Addresser here predicts future course of action or he anticipates good venture to go and sojurn the light house. They also denote present simple negative. There is no difference between first and second utterance of these two extracts. Both of the addressers adopt second person speakers as an act of commitment.

**D: Felicity Conditions**

A: Preparatory Condition: S is able to perform A. H wants S to perform A.
B: Sincerity Condition: S intends to do A.
C: Propositional Content Condition: S predicates a future act A of S.
D: Essential Condition: Counts as the undertaking by S of an obligation to do A.
Extract 20:
A. Structural Level

Dem | Wh. | N | V. | Pro | Aux | Part | V | Ob | Pro | V | IO | V | IO | Adj
--- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---
That | what | Shug | say. | He | do | n't | say | nothing. | She | ast | me, | Tell | me | the | truth,

she | say, | do | you | mind | if | Albert | sleep | with | me? | I | think, | I | don't | care | who

Albert | sleep | with. | But | I | don't | say | that. | I | say, | You | might | git | big | again.

She | say, | Naw, | not | with | my | sponge | and | all. | (Walker;1982;letter;80).

Extract 21

Pro | V | Pro | M | Det | V | Ref | Con | N | N | Conj | Phv | V
--- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---
She | wished | they | would | both | leave | her | and | James | alone | and | go | on | talking. | She | looked | at | him. | He | was | such | a | miserable | specimen, | the | children | said, | all | humps | and | hollows. | (Woolf;1927: p.88).

B: The Sociolinguistic Level

Celie | wants | to | get | additional | information | from | Shug | towards | Albert | feelings | , | Celie | wants | to | informs | him | that | Shug | wants | to | enforce | her | in | order | to | marry | her | .She | squeals | him | that | she | does | not | have | mind | to | get | married | of | him, | or | she | does | not | have | any | feelings | towards | him. | Within | extract | number | twenty | one | , | one | of | Mr.Tansely’s | children | was | eager | to | leave | his | parents | alone | and | go | way, | they | want | to | give | their | mother | a | chance | to | confines | him.
In addition to that Mr. Ramsay was crestfallen or dejected, so they want to leave Miss Tansely with him in order to restrain him and to change his mind.

C: The Pragmatics Level
Explicit commissive speech act verb within extract number twenty can be encountered with “I don’t say”, “tell me”, “I don’t care”, “You might git big gain”. These verbs are executed explicitly, the first one depicts first person present tense, as well as “I don’t care”, ”I don’t” say that “, some denote the negative aspect of commissive verb of not doing or fulfill an action, like “I don’t say”, “I don’t care”, the other aspect of the extract denotes an act of suggestion of commissive verb within the form of second person addressee. We can adhere to different sociolinguistic expressions within extract number twenty, as in “you might git big”, which imports past model verb and it discriminates between black and white American people. According to these verbs addressee or addressee commits himself for future course of action. As for extract number twenty one, commissive verbs can be encountered with “She wished they both leave her”. The addressee her predicts future course of action or he commits himself for doing future course of action in a form of wish.”Wish” within this extract imports a lot of implications such as , it does not state a condition, but it often refers to the unreal, the contrary-to-fact. We wish for things we do not have, for events which cannot happen. The verb forms in object clauses after wish bear the same relationship to time as those in conditional clauses, a wish about the present time is expressed in past tense, a wish about past is expressed in the past perfect. It also denotes possible wishes about future as it is stated in two patterns below
A: Wish+I.O+D.O. to express a desire for something to happen – usually something pleasant.
B: Wish +infinitive is a synonym for want. It is felt by some people to be slightly more elegant or more polite than want.

As for “would” within this extract imparts a lot of things that impose the addressee to do future course of action such as immediate future, negative questions of disability within present and past, statement of disability, all-time and future, unfulfilled obligation, present and past, expectation or likelihood as well as chance happening as condition. Addressee adopts past modal as well as present simple tense in order to fulfill the act of commissive. Finally we have different sociolinguistic levels between extract number twenty and extract number twenty one.

D: Felicity Conditions

A: Preparatory Condition: S is able to perform A. H wants S to perform A.

B: Sincerity Condition: S intends to do A.

C: Propositional Content Condition: S predicates a future act A of S.

D: Essential Condition: Counts as the undertaking by S of an obligation to do A.
Extract 22:
A. Structural Level

I remember one time you said your life made you feel so ashamed you couldn’t even talk about it to God, you had to write it, bad as you thought your writing was. Well, now I know what you meant. And whether God will read letters or no, I know you will go on writing them; which is guidance enough for me. Anyway, when I don’t pray, locked up in myself and choking on my heart, I am so lonely, Celie (Walker;1982:Letter;55,P. 237).

Extract 23

If he could base his work upon his own feeling and not upon convention, there would be no plot, no comedy, no tragedy, no love-interest or catastrophe in the accepted style, and perhaps not a single button on as the bond street tailors would have it. (Woolf;1927;P.137).

B: The Sociolinguistic Level
Nettie was allowed to visit Africa because one of the missionaries backed out of the trip at the last minute; therefore, there was an extra ticket for her. Nettie informed Samuel she wanted to learn to be a real missionary,
someone they would be proud to call a friend. In her letter, she tells Celie how she is learning about the history of Africans. She is thankful Miss Beasley kept alive her thirst for learning. In addition to that Nettie wants to inform us through her letter where her narrative intersects with the time line of Sofia/Harpo narrative. She was still in town when Sofia was imprisoned and then released in order to work for the mayor’s wife. This connection also reveals the irony of how physically close Nettie was to Celie, yet how distant and different their lives have been. Nettie provides an insight into Celie’s strength of character in spite of her lack of self-confidence. Despite all her hardships and difficulties, Celie has kept her faith and written letters to God. Nettie knows Celie writes letters because she does not feel worthy to talk to God directly. Nettie, who is in a much more privileged position than her sister, still takes strength from Celie’s perseverance. She continues to write Celie letters to give her sister encouragement, hoping one of them may get through to her. Nettie also finds that the letter writing makes her feel less lonely. Within extract number twenty three life is not stable or fixed, instead of that it is a flux, a shower of atoms, aluminous halo, “a semi-transparent envelope “and it is the business of the novelist to convey this fluidity, this every-changing flux, with truth and sincerity. The human consciousness is a chaotic welter of sensations and impressions, fleeting, trivial and evanescent, and it is the business of the novelist in order to convey these sensations and impressions, and it is only in this way that he can bring us close to the quick of mind. He should do so without the admixture of anything external, for example, without any attempt at organizing or at imposing some order or form on the ever-changing flux of human consciousness. The conventions of plot, tragedy, comedy, climax, catastrophe, so the writer must not put any sign-posts for the guidance of his readers, he should not care for the logical
inter-linking of the various events, but concentrate his art on the rendering of inner reality.

**C: The Pragmatic Level**

Commissive speech act verb within extract number twenty two can be encountered with “you had to write it”, I know you will go on writing them”. Had to within first utterance denotes commissive verb on the part of second person speaker, in addition to that it denotes an act of obligation. Commisive speech act verb can be haggled implicitly rather than explicitly, he espouses past perfect tense. Furthermore, “had “denotes a lot of things one of these is to express time relationship between two events in the past, mainly when the clause marker does not indicate this relationship. Secondly to report statement which is made in simple past or present perfect. The other part of the utterance imports commissive speech act verb on the part of the addressee, commits himself for future course of action. “Will” within this extract signifies explicit commissive speech act verb, on the part of second person addressee. It also denotes futurity. Moreover, “will” within this extract denotes explicit commissive speech act verb. It is one of the modal verbs which have no s-forms or ing-forms, they also use with other verbs, contradictions with subject pronouns and finally contraction with “not “is irregular. Structure of extract number twenty two varies within the structure of extract number twenty three predominantly within the utterances that hold commissive speech act verbs. As for extract number twenty six commissive speech act verb can be found in “If he could base his work upon his own feeling and not upon convention, there would be no plot, no comedy, no tragedy, no love-interest or catastrophe in the accepted style.” “If he could”, imports commissive speech act verb in a form of conditional state, and it
denotes second person speaker, speaker adopts past modal, as well as conditional state can be imported though this utterance. Moreover, “would” assigns a lot of things as grammatical structures such as “it can be used within might as tentative forms of epistemic may within all possible environments in order to import lower degree of possibility, within dynamic modality a tentative use of could for suggestion as well as for requests.

D: Felicity Conditions

A: Preparatory Condition: S is able to perform A. H wants S to perform A.
B: Sincerity Condition: S intends to do A.
C: Propositional Content Condition: S predicates a future act A of S.
D: Essential Condition: Counts as the undertaking by S of an obligation to do A.
Extract 24
A. Structural Level

I don’t like to go to bed with him no more, she say. Used to be when he touched me.

I’d go out my head Now. When he touch me I just don’t want to be bothered.

One he git on the top of me I think bout that’s where he always want to be …I use to love that part of it, she say. I use to chase him home from the field. (Walker; 1982: p. 200).

Extract 25

Never tampered with a fact; never altered a disagreeable word to suit the pleasure or convenience of any mortal being, least of all his own children, who, sprung from his lions,

should be aware from childhood that life is difficult. (Woolf, 1927: P. 133).

B: The Sociolinguistic Level

Celie is reminded of Albert who climbs on her for ten minutes before falling asleep. She thinks of how she never feels anything “stirring down there “unless she thinks about Shug. The women look backwards the house where
Shug and Albert sit on the porch. He is getting something out of her hair. In addition to that Sofia confesses to Celie about disintegration of her marriage, mainly according to Harpo’s affirmation for the dominate aspects of their sex life. Ironically, in these efforts to dominate Sofia, he is driving her away; instead of submitting to his will, Sofia informs Celie that she is planning to drive children and going to live at her sister’s. She apprehends more and more about her amatory interest in Shug Avery. She was affected by forced sex since she was fourteen, never having a sexual longing for a man. Now she feels stirring for Shug which she does not observe as unnatural. She never consults that Shug is a woman and that love is condemned via society and religion. In comparison to the villainy of patriarchal sexuality, her lesbian craving as for Shug comes across sane and wholesome. Within extract number fourteen, the writer is applying for third-person narration which is very common in the novel device, Woolf, however very careful to make her direction of the narrative as little noticed as possible, which indirect narration of interior monologues of her characters in order to make it easy for her to work in these interior monologues a number of statements and ideas which are outside the range of knowledge of the characters she is dealing with, as she starts to describe James’s feelings towards his father she moves from what the child is thinking to what Mr. Ramsay habitually did and said via interpersonal sentences.

C: The Pragmatic Level  
The addresser commits himself for future course of action through the utterance I’d go out my head. Now when he touch me I just don’t want to be bothered. ”I’d go” imposes an act of commissive on the part of the addresser, as an act of promise, “would” within this extract denotes a lot of
things such as promise, agreement as well as polite request for action within immediate or distant future. Moreover, it represents present and past which is contrary to fact statements, affirmative questions of advisability, first person, immediate or distant future can be implemented through the use of” would”. Addresser is appertained for implicit commissive speech act verb. Within other part of the utterance we have “I just do not want to bother you” , imports an act of commissive act within an act of prohibition on the part of the addresser. The addresser adopts present simple tense within this part of the utterance, ”just”, denotes an adverb, its place will be between the subject and the main verb, and it will be hassle be after the auxiliary verb. Within extract number fourteen we have two utterances that clenched disparate sentence patterns such as” Never tampered with a fact, never altered a disagreeable word”, should be aware from childhood”. “never” within this extract signifies an act of commissive on the part of the speaker of not doing action, to express an act of surprise, doubt or disbelief, it is also used to say that you did not do something. “should” within this extract imports a lot of things such as future plans, promise, agreement, request, contrary-to-fact, polite request for action within immediate or distant future, present to past contrary-to-fact statement as well as advisability, obligation, expectation and chance. Moreover, it imports affirmative questions of divisibility, first person, immediate or future. We have different sociolinguistic levels within extract number twenty four such as “git” instead of get”. In addition to that we have different sentence patterns between these two extracts.

D:Felicity Conditions
A:Preparatory Condition: S is able to perform A. H wants S to perform A.
B:Sincerity Condition: S intends to do A.
C: Propositional Content  Condition: S predicates a future act A of S.

D: Essential Condition: Counts as the undertaking by S of an obligation to do A.

Extract 26:

A. Structural Level

Sofia would make a dog laugh, talking about those people she work for. They have the nerve to try to make us think slavery fell through because of us, say Sofia. Like us didn't have sense enough to handle it. All the time breaking hoe handles and letting the mules loose in the wheat. But how anything they build can last a day is a wonder to me. They backward, she say. Clumsy, and unlucky. (Walker;1982;Letter 107).

Extract 27

“No going to the lighthouse to-morrow, Mrs.Ramsay,” he said asserting himself. He liked her; he admired her; he still thought of the man in the drain-pipe looking up at her; but he Felt it necessary to assert himself. (Woolf;1927: p.80).

B: The Sociolinguistic Level

According to extract number twenty six the mayor bought a new car for Miss Millie, for he did not want a black having something his wife did not have, instead of that he garbages to indoctrinate her driving, at the end she resorts to consult her to teach her driving, howbeit Sofia is ferrying for her children, she finally haunts to teach her driving. She promised her if she
teaches her she will drive her to her children. This afflictive letter reveals the frustration level in Sofia’s life. She is forced to care for a weak, unintelligent woman who acts like tyrant, Miss Millie covenants Sofia that she will assist her, she ruins the gearbox on her car and clamors that Sofia takes her to the mechanic. After the car is fixed, Sofia has no spare time to visit her children, whom she blows off greatly, through the use of the automobiles they are implemented as financial progress as well independence both of them owned one. If Celie is to stand up for herself, she knows there will be price to pay. Within extract number sixteen Briscoe was really mad from what he has seen towards women because they are not qualified to paint, what they matter coming since clearly it was not true to him, and that was why he said it, Mr. Ramsay tried to delay the idea of going to the light house, he take an oath on himself for not going there, miss Ramsay as a woman tries to comfort her children.

**C: The Pragmatic Level**

The commissive speech act verb within extract number twenty six is encountered with “Sofia would make a dog laugh”, “would make” denotes an act of promising on the part of second person addressee. It is also an act of determination on the part of second addressee. “would” within this example signifies a lot of things such as promise, agreement, request, contrary –to-fact, polite request for action in the immediate or distant future as well as present and past contrary-to-fact statement. The addressee is applying for past modal tense. Within extract number twenty seven, we are encountered with an act of commissive verb for not doing the action “No going to the lighthouse to-morrow, imports an act of devoting commissive speech act verb on the part of addressee, as well as it expresses an act of
promising. The addresser within this extract is applying for present continuous tense as a future tense. *He felt it necessary to assert himself.* “It necessary” denotes an act of imposition on the part of the addresser in a form of commissive verb. Addresser here pays heavily attention on past simple tense within an act of imposition. Addresser within both extracts is adopting implicit speech act verb rather than explicit speech act verb.

**D:Felicity Conditions**

A: Preparatory Condition: S is able to perform A. H wants S to perform A.
B: Sincerity Condition: S intends to do A.
C: Propositional Content Condition: S predicates a future act A of S.
D: Essential Condition: Counts as the undertaking by S of an obligation to do A.
Extract 28:

A. Structural Level

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| It all | I can do not | to | cry | I make myself wood. | I say to myself , Celie, you a tree. That’s how I know trees fear men. (Walker; 1982; Letter iii, p. 325).

Extract 29

But for all that, she thought, watching it with fascination, hypnotized, as if it were stroking with its silver fingers some sealed vessel in her brain

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| whose bursting would floor her with delight, she had known happiness, exquisite happiness, intense happiness, and it silvered the rough waves a little more brightly, as daylight faded, and the blue went out of the sea and it rolled in waves of pure lemonade. (Woolf; 1927: p. 153).

B. The Sociolinguistic Level

This letter is reckoned for physical and mental torture that young Celie, a girl of fourteen undergoes at the hands of her husband Albert. He strongly believes that the best way for a husband to make his wife mind him is to beat her and bring her round to his ways. He continues to beat his children and wife with a belt, but he does not beat the children nearly as often. When she hits, Celie tries not to cry by imagining she is a tree. Harpo directed a question to Albert why he physically abuses Celie. He answered him that he punished her all the time because she is his wife as well as she is stubborn. Harpo, on the other hand declares to Celie that he is in love and will get
marriage soon. She tells him he is not old enough and consults if he has married so soon. She also confesses to him that he is not old enough and asks if he has not spoken to the girl or her family concerning conjugal. Actually, he has only winked at her when observed her at the church, and she reacts with shyness as well as fear. Harpo is very interested in the idea of married, although, he is revelatory of dating and sexual matters as Celie is. Harpo does seem to be somewhat sensitive. He asks his father why he physically abuses Celie. Albert confesses again in order to reveal his patriarchal mindset; he tells that he beats Celie mainly because she is his wife and can do whatever he wants for her. Moreover, that Alice Walker wants to reveal the cycle of oppression within Black families. Children who are bringing up in abusive, patriarchal households are trained in these ideas and primed to accept them and act in the same way. In earlier context Albert teaches his son, Harpo, that he should not do house chores, for they are a woman’s work. Now he teaches Harpo that a man is expected to beat his wife, in order to keep her in line. The extract number twenty nine denotes the poetic plane as well as the poetic symbol of the light house with an uncircumscribed power of suggestion. The alternating light and shadow of the lighthouse beam symbolizes the rhythm of joy and sorrow of human life and the alternating radiance and darkness of even the most intimate human relationships. The structure of the book itself reproduces the effect of the light house beam, the long flash represented by the first movement (The Window), the interval of darkness presented by the second movement (Time Passes), and the second and short flash by the last movement (The Lighthouse). When this aspect of the book is bought off, the subject is no longer a particular group of human beings; it is life and death, joy and pain. Moreover, there are two important aspects of human life, within this extract,
the isolation of individual human spirit and the contrast between the disordered and fragmentary experience of living as well as the ideal of truth or beauty to which human mind aspires. Mr. Ramsay’s habit of murmuring “Someone had blundered “and” we perished each alone”, on the prose plane is a mere eccentricity, in keeping with his character, on this other plane evokes the sense of chaos and of loneliness. Mr. Carmichael, the remote, inscrutable old poet, addicted to drugs and unfortunate in his domestic life, is used, at the prose level, to illustrate a typical difference between Mr. Ramsay, whose despotic intolerance cannot forgive his behavior at dinner (he asks for a second helping of soup), and Mrs. Ramsay’s larger understanding. But Mr. Carmichael has also another function. Already, in the first movement, his disinterested self-sufficiency causes Mrs. Ramsay to suspect her own motives. In the last part, while he still remains the remote, inscrutable old man (the reader never comes into direct contact with his reflections), he is also the poet who, Lily feels, shares her quest for beauty and significance.

C: The Pragmatic Level

Commissive speech act verb within this extract can be encountered with

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*It all I can do not to cry. I make myself wood.* The first part of the utterance denotes possibility for doing action, while the other part imports determination or promise to do action. In addition to that “can” denotes a lot of implications either as deontic or dynamic (permission or ability), “can” also can be used as deontic possibility or giving permission, moreover, it can be used in stylized utterances. It can be used to give instruction often of a brusque or impolite kind. Addresser can assume authority to permit, and
implies that what he permits will be done.” Can” also be used in interrogation to convey a polite request. Within extract twenty nine addresser commits himself to do action through

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“whose bursting would floor her with delight, she had known happiness, exquisite”. “would floor her “imports commissive speech act verbs, it also denotes suggestion. Moreover, “would” denotes a lot of things such as , it can be found within reported speech, where there is deictic shift to report. “Could” is also possible if there is an implication of success with difficulty, it is also possible if there is an implication of success, but limited success, or success with difficulty. Moreover, “could” can be used as tentative forms of epistemic sense. It is less commonly used demonically as the counterparts of “may” and “can”. Moreover, “could” cannot be used with private verbs, even though there might seem to be actuality. The addresser is applying for past modal and past perfect tense within implicit commissive verbs.

**D:Felicity Conditions**

A: Preparatory Condition: S is able to perform A. H wants S to perform A.
B: Sincerity Condition: S intends to do A.
C: Propositional Content Condition: S predicates a future act A of S.
D: Essential Condition: Counts as the undertaking by S of an obligation to do A.
Extract 30:

A. Structural Level

I remember one time you said your life made you feel so ashamed you couldn’t even talk about it to God, you had to write it, bad as you thought your writing was. Well, now I know what you meant. And whether God will read letters or not,

\[
\text{I know you will go on writing them; which is guidance enough for me.}
\]

Anyway, when I don’t pray, locked up in myself and choking on my heart, I am so lonely, Celie. (Walker, 1982; Letter 55, p.237).

Extract 31

\[
\text{I'd run go git the scissors if I saw ban-coming, and I'd cut and cut, long as I could. That I did love to cut hair, I say to Shug, since I was a little bitty thing. how come I was the one cut his hah-. But always before I cut it on the front porch. It got to the place where every time I saw him coming with the scissors and the comb and the stool, I start to cry. (Walker; 1982; Letter; 117).}
\]

Extract 32:

"There'll be no landing at the Lighthouse tomorrow," said Charles Tansley, clapping his hands together as he stood at the window with his husband. Surely, he had said enough.
She wished they would both leave her and James alone and go on talking. She looked at him. (Woolf;1928;p. 302).

**B: The Sociolinguistic Level**

Nettie was allowed to go to Africa because one of missionaries backed out of the trip at the last minute; therefore, there was an extra bamboozle for her. She informed Samuel that she is fond of missionaries, so that she wants him to help her in order to improve her efforts in order to be good missionary, someone they would be proud to call a friend. In her letter, she confesses to Celie about how she is learning about the history of the Africans. She is thankful Miss Beasley kept alive her thirst for learning. Furthermore, Nettie decided to go to Africa with Samuel and Corrine. She wrote to Celie every day on the ship, but he tore her letters up, she thought that Albert would not pass them on. She concedes Celie in order to direct her letters to God, because she feels too shame to speak about such matters. Celie’s strong faith paved the way for Nettie in order to go on in her writing for her. Although she does not receive such messages permits her to feel less lonely. As for extract number thirty two, there is a sort of debate between Charles Tansely and his children, he wants to inform them that there is no visiting to the light house because of the bad weather while he was standing with his wife near the door, Miss Tansely wants restrain their children by promising them to convince Charles and let them go and see the light house.
C: The Pragmatic Level

Commissive speech act verb for extract number thirty as well as number thirty one can be encountered with

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“I know you will go on writing them; which is guidance enough for me”. I'd

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“run go git the scissors if I saw ban-coming, and I'd cut and cut, long as I could.” You will go on writing them denote commissive verb on the part of second addressee of a future tense. The addressee is applying for implicit commissive speech act verb, go on writing them”, denotes continuity of doing action. The verb “git” denotes different sociolinguistic levels. “I would cut” commits addressee for future course of action. Addressee is applying for past modal in a form of promise. Implicit speech act verb can be found within this utterance. “as long as I could imports determination on the part of the first addressee. According to what is mentioned above “would “imports a lot of things such as ability, possibility, opportunity and permission. Moreover, it signifies suggestion of changed condition. Future possibility can signified. Structures of extract thirty, thirty one differ from extracts thirty two. Within extract number thirty two we have commissive speech act verb for not doing action within a form future tense. Addressee is appertaining for implicit commissive speech act verb. “Will” within this extract denotes a lot of things such as “polite request for doing action within immediate or distant future, it also signifies promise, agreement, request as
well as contrary-to-fact. Structure of this extract differs from the structure of above extracts.

**D: Felicity Conditions**

A: Preparatory Condition: S is able to perform A. H wants S to perform A.

B: Sincerity Condition: S intends to do A.

C: Propositional Content Condition: S predicates a future act A of S.

D: Essential Condition: Counts as the undertaking by S of an obligation to do A.
Extract 33:  
A. Structural Level

After two days it became clear that Tashi was deliberately hiding. Her friends said while we were away

\[she'd	ext{ undergone both the facial scarification ceremony and the rite of female initiation.}\]

Adam went quite gray at this news. Oliva merely stricken and more concerned than ever to find her. It was not until Sunday that we saw Tashi.

She'd lost considerable amount of weight, and seemed listless, dull-eyed and tired.  

(Walker;1982:Letter; 81, P.280).

Extract 34

I cannot make it out –here is the most difficult abstract piece of writing

\[I	ext{ have to give an empty house, no people characters,\ the passage of time, all eyeless and featureless with nothing to cling to.}\]

(Woolf;1927: IX; p.179).

B: The Sociolinguistic Level

When Nettie and her family come back home to Africa from England, Adam and Olivia go in search of Tashi. They cannot find her for days and realize she is hiding because she has undergone the initiation ceremony and scarification. When they finally observe her, Tashi is listless and cannot hold her head up; her scarred face now has twelve incisions on each cheek. Adam totally rejects her, but Olivia remains to console Tashi. While Tashi is beginning to realize the magnitude of her mistake, Adam is in struggle
between the modern and the Olinkan cultures. Nettie further confesses Celie that Samuel and she are really happy and they are so grateful to God for that. They still keep a school for littlest children; those eight and over are already workers in the fields. in order to pay rent for barracks, taxes on land, and to buy water, wood and food, everyone must work. So they teach the young ones, babysit, look after the old and sick and attend birthing mothers. Their days are fuller than ever, and their halt in England is already a dream. But all things seem brighter because Nettie has a loving soul in Celie to share them with. Moreover, the clash of cultures pays itself out most intensely among the younger generation. Tashi is in a very difficult position because, as an Olinkan, she ought to believe that the ceremony of initiation into womanhood is natural; however, she has also been educated by Westerners, who regarded genital mutilation and the scarification of her face as barbaric. This ritualistic African violence is, in truth, a reflection of violence in the American south where women, such as Celie, are subjected to constant abuse because of tradition. Furthermore, extract number thirty three, there is one obvious way in which Virginia Woolf seeks to bring aesthetic unity to the novel through using sandwiching the short, largely lyrical, which is written in language we might more readily associate with poetry than with prose sector. Time passes, between two parts which are longer in terms of years, shorter in terms of hours covered. During this section, we learn that Mrs. Ramsay dies, Prue Ramsay is married and then rather rapidly dies in some illness connected with childbirth, and finally Andrew Ramsay is killed in the first World War. But the predominant intention in “Times passes” is not to chronicle ten years in the life of a set of specific individuals, but to convey a general impression of the passage of time. Virginia Woolf was well
aware of the difficulties which she saw setting herself. She wrote in her diary on 30 April 1926.

**C: The Pragmatic Level**

Commissive speech act verbs for both extracts can be encountered with

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*she’d undergone both the facial scarification ceremony and the rite of*

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*female initiation. She’d lost considerable amount of weight, and seemed listless, dull-eyed and tired.*

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*“I have to give an empty house”*. She would undergone” imports commissive verb on the part of second adddresser. “Would” denotes past model and it refers to a lot of things more than committing such as future possibility, present or future possibility , contrary-to-fact, past permission with suggestion of changed condition finally past ability with suggestion of changed condition. “I have to give”, refers to commissive speech act verb on the part of first person adddresser, as well as it denotes obligation or commissive speech act verb .The addresser is appertaining for present perfect tense. “Have” without this magnitudes a lot of things such as , to hold or maintain as a possession, privilege, or entitlement, to hold in one’s use, service, regard, or at one’s disposal , to hold, include, or contain as apart or whole, to feel obligation in regard –usually used with an infinitive with to, acquire or get possession of, to be marked or characterized by quality ,attributive or faculty, to experience especially by submitting to, undergoing, or suffering ,to make the effort to perform an action or engage in an activity, to cause or command to do something-used with the infinitive without to, competent in ,finally to hold in a position of disadvantage or certain defeat.
Addresser within “have” is applying for present perfect tense. Within both extracts addresser is applying for indirect speech act of commissive verb.

**D:Felicity Conditions**

A: Preparatory Condition: S is able to perform A. H wants S to perform A.

B: Sincerity Condition: S intends to do A.

C: Propositional Content Condition: S predicates a future act A of S.

D: Essential Condition: Counts as the undertaking by S of an obligation to do A.
Example 35:

A. Structural Level
After two days it became clear that Tashi was deliberately hiding. Her friends said while we were away

she'd undergone both the facial scarification ceremony and the rite of female initiation. Tashi would lose considerable amount of weight.

(Walker;1982;Letter;81, p.280).

Extract 36:

I cannot make it out here is the most difficult abstract piece of writing

-I have to give an empty house, no people characters, the passage of time, all eyeless and featureless with nothing to cling to. (Walker;1928;P.179).

B: The sociolinguistic level

While Tashi is beginning to realize the magnitude of her mistake, Ada on the other hand is in struggle between different cultures such as modern and Olinkan cultures. Nettie imports Celie that Samuel and she are truly happy as well as they are so grateful to God for that. They remain holding a school for the littlest children; those eight and over are already workers in the field. In order to pay rent for the barracks, taxes on land, and to buy water, wood and food, everyone ought to work. So they teach the young ones, babysit, look after the old and sick and attend birthing mothers. Their days are fuller than ever, and their halt in England is already a dream. Although, all things seem brighter because Nettie has a loving soul in Celie to share them with.
Moreover, clash of cultures imports itself out most intensely between younger generation. Tashiis in a very difficult position because, as an Olinkan, she has been raised to believe that the ceremony of initiation into womanhood is natural; however, she has also been educated by Westerners, who considered genital mutilation and the scarification of her face as barbaric. This ritualistic African South where women, such as Celie, are topics to steady abuse because of tradition. As for extract number twenty four, the writer imports to focus on fiction faces squarely the breaking down of a public sense of significance and its aftermath for the novel. A novelist who could ask, what meant by reality, and reply “it would sound to be something very desultory, very undependable—now to be found in a dusty road, now in a scrap of newspaper in the street, now in the daffodil in the sun; who mainly points out “the power of their belief and security of public conviction about fundamentals which differentiate Scott and Jane Austin from her own contemporaries, such a novelist does not have to wait for the critic to come along and explain what she is doing and why she is doing it. She saw one aspect of modern problem with remarkable clarity, and consciously developed a view of fictional art which would enable her to deal with it. Of course she saw this not only as a modern problem but as a deep personal need—the need to develop a kind of fiction which would render persuasively the quality of her own personal insights into experience.” Quality “is the main word is to implied here, as for Mrs. Woolf is less concerned less with projecting any given view of what is important within experience instead of the sort of thing, the moods, intuitions, blending of memories, sudden awareness of the symbolic in the real world that suggests how inner life is really lived. The material environment, which she criticized Bennett and Wells and Galsworthy for concerning on, was for her at most
only a background, and even changes in status and fortune (where the interested in her novels, which is rarely) are presented less interesting from the states of consciousness accompanying them. Even the change from life to death can be less significant for her than the mutations of one person’s consciousness into the differing recollections of that person, and the differing responses to the meaning of his or her personality, left in the consciousness of others after he or she has died. Mrs Dalloway reflecting on what death might mean, speculates that perhaps through death she would become “part of people she had never met” being laid out like a mist between people she had never met; being laid out like a mist between the people she knew best, who lifted her on their branches as she had seen the trees lift the mist, but it spread ever so far, her life and herself.

C: The Pragmatic Level

*she’d undergone both the facial scarification ceremony and the rite of female initiation.* The addresser commits himself to fulfil future course of action through the use of “she’d “ as second person addressee of past model, “would” her imports an act of obligation or commitment on the part of the second addresser. “Would” within this extract denotes a lot of things such as, it can be possible if there is any implication of success, but limited success, or success with difficulty. It is used in auxiliary function in the past such as we found we could go. Within past conditional “we said we could go if we could; and as an alternative to can suggesting less force or certainty or as a polite form in the present as in “if you could come, we would be pleased. Its origin belongs to middle English “couthe”, coude” from old English “cuthe”; akin to old high German Konda “could”. It does not apply to the use of could with private verbs, even though there might seem to be actuality. It
can be implemented with might do denote tentative forms of epistemic, may in all possible environments expresses lower degree of possibility. As for non-assertive forms could(n’t) occur in the same kinds of environments as “may(n’t),” and “can(‘t).” “Could” is less commonly used within deontically for can, instead of that it is used for interrogative of polite request. For dynamic modality a tentative use of could can be implemented for suggestions and requests. Within extracts number twenty three speaker espouses past model tense in order to fulfill his commitment. Structure of extract number thirty five differs from structure number thirty six.

Within extract number thirty six addresser executes himself for future course of action as in” I have to give an empty house”, I have to”, imports an act of obligation(commitment) on the part of addressee (first person), in order to do future course of action. He is applying for present perfect tense. In addition to “have to” denotes a lot of aspects that we can implement here such as, it hold or maintain possession aspect, privilege, or entitlement, to hold in one’s use, service, regard, or at one’s disposal, to include, or contain as apart of or whole, to feel obligation in regard to usually used with an infinitive with to, in addition to that “to” stands in a certain relationship of has to or will have to wind at our backs. To acquire or get possession of, obtain, receive as well as accept. To mark or be characterized by quality, attribute or faculty, exhibit, show, as well as use and exercise. “To” experience especially submitting to, undergoing, or suffering, to make an effort in order to perform an action or engage in an activity, to entertain in the mind, to cause or command to do action-used with the infinitive with out to, allowance to do an action, to be competent in.”To” hold in a position of
disadvantage or certain defeat, “bear” as another aspect of have, to partake of something finally, it is used to indicate bride, suborn.

**D: Felicity Conditions**

A: Preparatory Condition: S is able to perform A. H wants S to perform A.
B: Sincerity Condition: S intends to do A.
C: Propositional Content Condition: S predicates a future act A of S.
D: Essential Condition: Counts as the undertaking by S of an obligation to do A.

**Extract 37:**

A. Structural Level

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V Adj V Prep N Pro N
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*We finally consent to answer their question*. (Woolf; 1927; Letter; 138, p. 270).

**Extract 38**

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Pro Adj Pro M Mv Part Adj Pro V Reflex N V Prep Ref
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*It all I can do not to cry. I make myself wood. I say to myself, Celie, you a tree. That’s how I know trees fear men.’*(Delhi University, B.A.(Hons)iii year, 2009).

(Walker, 1982: Letter 65; p. 325)

**B. The Sociolinguistic Level**

Finally, Miss as well as Mr. Ramsay make a deal about going and visiting the lighthouse, after a long time of reflection between her husband and her children. This strain of discussion divulges a lot of debates between the
father and his children, woman as a sort of benevolence in contrast with the men, men assay to use remit or hold up to use excuses or delays for fulfilling or doing things. As for extract number thirty seven recounts the physical and mental torture that Celie, a girl of fourteen undergoes at the hands of her husband Albert. He strongly believes that the best way for a husband to make wife mind him is to beat her and bring her round his ways. He continues to beat his children and wife with a belt, but he does not beat the children nearly as often. Celie tries to prevent herself from crying by her imagination as if she was a tree. Harpo tries to let Albert confesses for him why he physically abuses Celie. He informs him that he beats her because she is his wife and she is stubborn. Harpo declares to Celie that he is in love and will get married soon. She tells him that she is not qualified to get married because she is not old enough and asks if he has even gotten permission from the girl’s family. He admits that he has not spoken to the girl or her family about marriage. He was fond of her when he observed her at the church; although she reacts with shyness and fear. Harpo is very interested in getting married, although he is an ignorant of dating and sexual matters as Celie is, he wants to be sensitive. He consulted his father why he abuses Celie. Albert’s confesses his patriarchal mindset; he respond that he punishes Celie many times mainly because she is his wife and he can do whatever he wants. Through this extract Walker wants to reveal the idea of oppression within or in Black families. Children who grow up in abusive, patriarchal households are trained in these ideas and primed to accept them and act in the same way. In earlier context Albert teaches his son, Harpo, that he must not apply for house chores, for they are a women’s work. He wants to informs Harpo that man must beat his wife in order to keep her in line. Celie’s sort of imagination in order to escape from her abuse is to
imagine that she is not a person but a tree. This idea supplies her with a means of manipulating her emotions and weather the beatings. Albert resorted to insult or brickbat Celie with the idea of stubborn, although he is partially right. Celie is not totally concerned about Albert, because she fights back her tears and tried to hold the ground. Repeated rapes by her step-father Alphonso and the childbirths she has suffered from before her wedlock of Albert. Another physical tortured of Celie to show his patriarchal hold over her (his slave) made her emotionally torture and barren as well. Walker tried to apply for an idea of personification through the use of imagery tree in order to point out man’s in humanity for both the nature and women. When Celie accesses her husband’s house she was encountered with a bloody welcome from one of her oldest children Harpo. As Harpo was not disremembered by his mother who was shot dead by her boyfriend while she was coming back from the church, because he was not able to bear the idea of another wife for his father. So her resorted to get rid from Celie, he hits her with a stone on her head and she agonizes esoterically. She resorts to bandage her wounds and minds her other two children who were crying from hunger strike. Clueless of her head injury, Albert climbs on her and appeases his sexual hunger without carrying about her feelings. He cappers his affair, climbs down and goes to sleep. After that Celie resorts to come back to her husband’s house from that of her step-father’s home or from frying pan into the fire.

**C: The Pragmatic Level**

Explicit commissive verb within extract number thirty seven can be perceived within the verb “*consent*”, this verb commits the addresser to do future course of action. The addresser is espousing present simple tense of first addresser. Furthermore, it denotes a lot of things rather this extract such
as to agree to do or allow something: to give permission for something to happen or be done. Furthermore, to give assent or approval, agree, arctic means to be in concord in opinion or sentiment. Moreover, it refers to compliance in or approval of what is done by another “Acquiescence” means he shall have power, by and with the advice and consent of the Senate, to make treaties-U.S. Constitution. Agreement as to action or opinion; mainly, voluntary agreement by a people in order to organize a civil society and give authority to the government. Structure of extract number thirty seven differs from the structure of extract number thirty eight. The origin of consent belongs to old English, from Anglo-French consentir, from Latin consentire, from com+sentire to feel-more at sense. As for extract number twenty six, commissive speech act verb can be encountered with commissive speech act verb. It all I can do not to cry . I make myself wood. I say to myself. “Can” within first part of the utterance denotes explicit commissive verb of first part addresser, it also imports possibility of the speaker to do or fulfil action. He resorts to use present modal. Moreover, addresser was eager to do action(applying) for crying but he promises himself or he commits himself for crying. Moreover, “can “semantically imports many things such as negation, it be used with negation in order to emphasize that the addresser wished to do action but he couldn’t. It also can be implemented with the semi-negative or non-assertive negative, to indicate that addresser fulfilled the action but in very hard manner. With interrogative, only the modality can, of course, be questioned and again “can” is used, in this case “can” denotes expectation. Moreover, it can be used with non-assertive forms in order to denote simple future tense. It also refers to deontic possibility (giving permission) as a type of promise (explicit) commissive verb. There is no past tense forms : denotic modals cannot be indicated for tense for
either modality or proposition, according to this aspect addressee may be giving permission for him to stand with the addressee. It also imports a lot facets, possibility on the part of the subject as confirmation or possibility to do action. A neutral sense can be indicated through use of can to say that something is possible without suggesting that’s relies on person’s ability. “Can” and “could” denote ability so that “shall”, “should”, “ought to” and “had better”. Can also indicates characteristic behavior of people, often with a derogatory sense. This property is dynamic which is subject oriented and it has a great relationship with what is called existential use. It is also implemented with private verbs, mainly verbs of sensation, further more”can” imports characteristic behavior of people, sometimes within a derogatory matter. Through this category we can infer that the addressee is unkind. It also can be implemented in order to indicate different aspects of uses within a lot of verbs such as semi-idiomatic verbs but within non-assertive contexts such as afford, dear, be bothered and stand. It’s negative form can indicate ability and as well as neutral sense which is even more difficult to distinguish, it also imports the negative aspect within interrogations in all cases, but there is one special case of it which is polite request.

D:Felicity Conditions
A:Preparatory Condition:  S is able to perform A. H wants S to perform A.
B:Sincerity Condition:  S intends to do A.
C:Propositional Content Condition:  S predicates a future act A of S.
D:Essential Condition:  Counts as the undertaking by S of an obligation to do A.
Extract 39:

A. Structural Level

Ah, but was that not Lily Briscoe strolling along with William Bankes? She focused her short-sighed eyes upon the backs of the retreating couple. Yes, indeed it was.

Did that not mean that they would marry? Yes, it must, what an admirable idea! They must marry. (Woolf; 1928; p. 185).

Extract 40:

No wonder the men are often childish. And a grown child is a dangerous thing, especially since, among the Olinka, the husband has life and death power over the wife.

If he accuses one of his wives of switchcraft or infidelity, she can be killed.

What do you learn about Olinka and their way of life from African section of the novel from other letters of Afro-American Nettie?

(Walker; 1982; Letter; 149; 332).

B: The Sociolinguistic Level

Through this extract Woolf adheres to the possibilities for humour in Mrs. Ramsay’s small world as well circumscribed view. She changed the matter into physical disability; three times at least Mrs. Ramsay is described as a short-sighted. She observed who is the first in front of her; so the man putting up billboard, her husband and children, the two figures immediately
before on the lawn. Deftly the deficiency in sight and the practical exertion of will are made correspondent, although it is a matter that is particular within human mind, yet Miss Ramsay, compact of great strength and weakness, whose existence declares shape and coherence for the well-known dining party, and steadily she went as a type of disintegration in order to reformulate a moment within life which resembles in its beauty as well as completeness a work of art. Through the wedding party becomes a light house as the guests grow consciousness of being a party. They resort to lit the candles and the faces a round both sides of the table were lit and brought nearer each other, and composed, as they had not been in the twilight into a party round a table, as the night was shout off by the panes of glass, which are far from giving direct view of the external world, through rippling it so strongly that here inside the guests room, that looked older than any dry land, thins outside and inside their dining room wavered and vanished waterlily. As for extract number thirty nine, Nettie describes her arriving to Celie at African American village where she will be launching. This village is located at the center of jungle and it is isolated from other villages. Its connection will be only through white missionaries. Nettie, tries to describe the people of the village there. One of the most important physical attribute she observed was the difference between the teeth of the English, which were decayed and crooked, and those of the villagers, which were just like houses because they present healthy and strong manner through their daily life. Their skin represents brown color rather that black color. Nettie was welcomed as she arrived at the village and the people there were crowded around her in curiosity. They are so eager to see the missionaries who are not from European descent. They held welcoming ceremony for them, singing songs as well as dancing. Furthermore, Nettie’s letter contains a lot
of information about Africa, especially the village where she lives can be considered as patriarchal. Women became equal with men through the use of labor, although they are referred to as being lazy. Through their wedding party Nettie hold the chair and she started to talk about the men sitting at the front of the ceremony, while women were sitting at the back. Via such comments Walker wants to make parallel between African and American African customs. Religion was also one of the most important topics that Olinka was very interested such as the owner of roof leaf as a symbol of an omnipresent deity, they believe that leaf will protect people from terrible weather that often ravages their village. Moreover, Nettie wants to inform Celie about her daily routines, saying how she likes to imagine Celie reading her letters. She tells her that she spent all her life teaching at schools, where Olivia is a female student. Olinkas do not believe that she must have knowledge in order to be qualified for her husband duties. Olivia was able to recognize discrimination against women females, astutely compares it to the white discrimination against black people in America, Olivia secretly confesses to her villager girl named Tashi. Her parts joined Nettie in order to speak about Olivia’s influence on their daughter. They thought that Olivia has been changed in order to become Olinkan woman. Nettie want to inform the people in the village that Tashi can fulfill the job of the teacher or a nurse for the people there. Her father was not in agreement with the idea and he didn’t agree about that. He informs them that men can do the job and take care of the women (their wives), the conversation ends up that Tashi cannot come over to visit Olivia anymore, so she will be enforced to come cross his hut in order to be informed about what women are. Nettie tries to confess to Celie about the sort of similarity between Olinkan men to their Pa, and they do not talk for what women have said. This sort of discussion
explores rigid gender roles presented within Olinkan gender comparing it to the patriarchy found within southern united states. Tashie’s parents get upset because they thought that Olivia’s influence will have a great influence on their daughter as a sort of modernized matter. Tashie’s father informed Nattie that Tashi is not free and she must be directed to take care of her future husband. For Nettie the family structure sounds just like what she has experienced in the south, so she comprehended that Olinka’s people apply for protection of their women as a matter of control. Nettie discovered that she is more pitted because she lose her husband so she has no value. This idea represents Fonso’s earlier statement about Ms. Beasley, the instructor who has no value to him since she was not able to find her suitable husband. Nettie does not feel threatened by such evaluation, although this matter does not make her feel isolated and lonely.

C: The Pragmatic Level
Within extract number thirty nine we are encountered with commissive speech act verb in “Did that not mean that they would marry? Yes, it must, what an admirable idea! They must marry”. Would marry “, indicates implicit commissive speech act verb, it also imports past modal verb. First part of the utterance indicates negative interrogative sentence, the addressee wants to get informed about the idea of marriage. While the second part denotes confirmation through the use of obligatory modal verb “must”, on the part of the second addressee. They oblige themselves to fulfill an action. Both of them “could and must “indicate different aspects rather these, such as. “Could” is possible if there is an implication of success , but limited success, or success with difficulty. “Could” can be a tentative form of epistemic may in all possible environments, in order to express lower
degree of possibility, it is less commonly used deontically as the countered part of can, and it is used for interrogative form of polite request. Within dynamic forms of modality a tentative form of “could” can be implemented for both suggestion and request. “Would like” is a polite synonym for want and it is frequently followed by infinitive. “Would rather” is an idiom which means prefer and it followed by simple form of verb. Moreover, it imports a lot of things such as promise, agreement, request, and contrary-to-fact. Polite request for action in the immediate or distant future. Present and past contrary to fact. Within second utterance the addressee applies present modal of second person speaker as in “they must marry”, “must” denotes an obligatory present modal and it also imports an order as well as necessity, abstention, deduction, for necessity it imports present, future, and all –time. Abstention is denoted by the use of negative, past necessity is expressed by the use of have to since must has no past form. Deduction about present situation or action can be indicated by must plus simple present or must plus be +ing form. Deduction about future tense can be implemented through the use of must plus future maker going to. Finally, must about past simple as well as present can be formulated through have+been….as for extract number forty we have commissive verb that can be identified through” If he accuses one of his wives of witchcraft or infidelity, she can be killed. These two utterances import conditional state on the part of the second addresser, in order to inforce him or oblige him to fulfill his action. “if he accuses” or denotes conditional state of commissive verb the answer depends on the second part of the utterance. While the other part denotes commissive verb on the second part of second addresser. The modal verb can import a lot of things such as “can” can be used with semi-negative or in other non-assertive forms. It can also be used within somewhat stylized utterances. It
can be used to indicate ability on the part of subject, it also seems to have a neutral sense, in order to confirm that something is possible without suggesting that this relies on anyone’s ability. Moreover, it denotes characteristic behavior of people, often in a derogatory sense. Within private verbs “can” is very commonly used. Suggestion can be indicated by the use of can, i.e. to suggest what is dynamically possible and so to imply that it might or should be done. “Can” also occurs with a number of verbs in a semi-idiomatic sense but only in non-assertive context with afford, dear, be bothered and stand. With negative form “can’t” is used with all the different senses of can to negate the modality only. But with this negative form the ability as well as neutral senses are even more difficult to distinguish. In addition to that “can” and “can’t” are used within interrogations with all senses, but there is one special use of it, which is polite request. Moreover, a person’s ability to do something often depends on the characteristics of other persons and things.

D: Felicity Conditions:

A: Preparatory Condition: S is able to perform A. H wants S to perform A.

B: Sincerity Condition: S intends to do A.

C: Propositional Content Condition: S predicates a future act A of S.

D: Essential Condition: Counts as the undertaking by S of an obligation to do A.
Extract 41:

A. Structural Level

| Pro | Prep | V | Adverb | N | V | Phrasal | N | V | P.P | V | Adj | Pro |

Nothing to worry about. Titties gonna perk up, button gonna rise again. I

| N | V | Phrasal | V | Aux | Part | Pro | Adverb |

loves to hug up, period, she say. Snuggle. Don't need nothing else right now.

Now I know I'm dead. But she say, Naw, just being mad, grief, wanting to kill somebody will make you feel this way. (Walker; 1982; Letter; 152).

Extract 42:

Never was anybody at once so ridiculous and so alarming. But so long as he kept like that, waving, shouting, she was safe;

| Pro | M | Part | N | V | Conj | Phrasal | Reflexive | N |

he would not stand still and look at her picture. (Woolf; 1982; P.153).

B. The Sociolinguistic Level

Within extract number forty one, Celie starts suffering from unlawful relationship with Shug, she tries to confess to God about her miseries because he only has the supernatural power to forgive her. She wished death and cannot endure situation and she asked God to let her die. Shug, on other hand, tries to comfort her in order to let her forget what she is suffering from, he told her that only criminals feel like that. Celie wants to inform Alfonso that Titties is going to pick him up and he answered her that, she does not have mind to accompany him. So she would prefer to stay at home and didn’t do anything. He refused to accompany her because he is suffering
from a lot of miseries such as madness, sadness, as well as agony. These miseries do not come at immediate circumstances, instead of that they accompany her from a long time as agonies. Within extract number forty two, Mss. Ramsay’s children consult her father about going to light house to turn to be upset and angry because he didn’t like the idea of going there.

C: The Pragmatic Level
Commissive speech act verb within extract number forty one can be encountered with “Nothing to worry about. Titties “gonna” perk up, button gonna rise again.” Nothing to worry about”, denotes comfortable aspect on the part of the second addresser, the other part of the utterance present continuous tense of commissive verb. Within this extract we have different sociolinguistic styles that differ from second extract such as goona, ‘perk up”, “she say” and so on .The addresser adopts present continues tense. The structure of the this extract differs from extract number forty two as it imports commissive speech act verb “he would not stand still and look at her picture.” ,”he would not stand” imports commissive speech act on the part of second addresser, the addresser adopts past modal in order to denote the idea of commitment. “Would” denotes a lot of aspects rather than this aspect such as, possibility, ability, opportunity, as well as permission . It also imports past ability within suggested change condition, future possibility can be predicted within the use of “could”. Moreover, present or future impossibility , contrary to fact can be implemented through the use of could. Past impossibility can be inferred by the use of “could”. Past permission with suggestion of change condition. Moreover , promise agreement, request contrary-fact, future plans, promise or agreement , polite request for condition within immediate or distant future , present and past which is
contrary to fact statements that “would “can import. Within this extract there are different sociolinguistic expressions from the extract above.

**D:Felicity Conditions**

A: Preparatory Condition: S is able to perform A. H wants S to perform A.

B: Sincerity Condition: S intends to do A.

C: Propositional Content Condition: S predicates a future act A of S.

D: Essential Condition: Counts as the undertaking by S of an obligation to do A.
Extract 43:
A. Structural Level

Every day for the past week I’ve been trying to get Corrine to remember meeting you in town.

I know if she can just recall your face she will believe Oliver (if not Adam) is your child. They think Olivia looks like me, but that is only because I look like you. Olivia has your face and eyes; exactly. It amuses me that Corrine didn’t see the resemblance. (Walker;1982;Letter;165).

Example 44
He stamped his foot on the stone step. "Damn you," he said. But what had she said?

Simply that it might be fine tomorrow. So it might. Not with the barometer falling and the wind due west. (Woolf, Chapter five; 153).

B: The Sociolinguistic Level

Nettie writes to Celie in order to inform her that she has persisted in trying to get Corrine recalling the encounter at the store that day. She was resembling Olivia, she confesses that, I was afraid that she’d want her back. She tried to forget her forever; finally she resorted to pass through old quilts, in order to look for old fabric that Corrine might have purchased in the store, which scared her; she was afraid that Celie would want her daughter back. Nettie wants to inform Corrine that Celie was so happy to see that Olivia being
well cared about her; in addition to that she thought that her children had been died. Nettie, on the other hand, confesses to Samuel that Fonso is the father of Olivia and Adam, although he was shocked by such news. During the mid-night Corries wakes up and utters certain words before his death, these words were very important of Samuel’s life such as “I believe”. So, Nettie persists on trying to make Corrine observe the truth about Olivia as well as well as Adam; for the Christian concern, Nettie wants her to die in peace, knowing that Samuel has been very honest for her. Lastly, it is a quilt that Nettie discovers that imposes Corrine remember her encounter with Celie. She confesses that she feels fear from woman in the fabric store, for she knew Olivia looked just like her. She was scared that Celie would want her children back. Once again the quilt is implemented as a sign for keeping or tying together disparate lives as well as unifying women. According to the extract number thirty we have a sort of debate between Mr. Ramsay and his family, the father reprobates the idea of going to the light house, the children starts crying the mother starts to comfort her children and to restrain them, she tells them that the idea of going to the light house relies or depends on the weather, if the weather gets fine they can go and if it is bad they must postpone the idea of going there.

C: The Pragmatic Level

Addressee adopts commissive speech verbs within this extract such as *I know if she can just recall your face she will believe Oliver (if not Adam) is your child.* “if she can just recall your face“ imports conditional states, and the decision can be determined on the other part of the utterance, the other part imports simple future tense as well as it denotes performative utterance because it denotes an action. Within first utterance speaker adopts present modal while the other part of the utterance denotes simple future tense.
Conditional “if” within these two utterances denotes a lot of things such as zero conditional state; this state expresses general or scientific facts, while first condition expresses conditional states. For imagining situations we can use if pulse past tense but the meaning will be at the present time. The auxiliary verb where “can” be used instead of was. We do not normally use would in the if-part of the sentence or after wish. Present modal “can” within the utterance implements a lot of things like for example possibility, ability, opportunity, and permission. Present ability denotes affirmative and negative. Future possibility can be implied through the use of “can”. Moreover, present or future permission can be used by “can” as well as it can be used within reported speech. Within the first part of the utterance addresser uses present modal while within the second part of the utterance he is applying for future as well as present simple tense as conditional state, which denotes constative utterance. Structure of the first extract differs from the structure of the second one. For extract number four, *Simply that it might be fine tomorrow. So it might. Not with the barometer falling and the wind due west.*

Within first part of the utterance speaker commits himself to do action (going to the light house), and this kind of commitment denotes suggestion, he is not fully convinced to fulfil the idea of going there because it relies heavily on the idea within the second part of the utterance (not with barometer falling and the wind due west). In addition to the past modal might import a lot of things rather than these such as past permission with suggestion of changed condition, permission or conjecture can be implemented. Conjecture refers to present situation, while might +ing denotes present activity. Conjecture about future might can be used. Finally conjecture about past “ might “ can be used. Past modal tense is involved
within this extract. Within both extracts addresser uses implicit type of commissive verbs.

**D: Felicity Conditions:**

A: Preparatory Condition: S is able to perform A. H wants S to perform A.
B: Sincerity Condition: S intends to do A.
C: Propositional Content Condition: S predicates a future act A of S.
D: Essential Condition: Counts as the undertaking by S of an obligation to do A.
Extract 45:
A.Structural Level:

The ancient, giant mahogany trees, all the trees, the game everything of the forest was being destroyed, and the land was forced to lie flat, he (the chief) said, and bare as the palm of his hand.... But the worst was yet to be told. Since the Olinka no longer own their village, they must pay rent for it, and in order to use the water, which also no longer belongs to them, they must pay a water tax. (Walker; 1982; Letter; 55, p. 251).

Extract 46:

knows that he must lay himself down and die before morning comes, stole upon him, paling the color of his eyes, giving him, even in the two minutes of his turn on the terrace, the bleached look of withered old age. Yet he would not die lying down; he would find some crag of rock, and there, his eyes fixed on the storm, trying to the end to pierce the darkness, he would die standing. He would never reach R. (Woolf, Chapter five; p. 30).
B: The Sociolinguistic Level

At the beginning Olinka laughs at the stand of the Planters for they have been there forever. But the chief does not laugh. He informs his men that they are not qualified to fight the white man (the white governor) as he has brought his army, so Olinka starts to make a lien of their own village through the imperialistic British road builders. Nettie declares that the boys in the school are beginning to accept Olivia and Tashi’s presence among them. Mothers, other than Tashi’s, are also thinking of their daughters to school. The men still oppose female education and ask, “who wants a wife who knows everything her husband knows?” Nettie also tells Celie that Corrie is very sick African fever. With imperialism comes the destruction of the tribe’s traditional ways of life and ability of self-determination. After the road is first completed, the Olinka people celebrate and welcome the road builders, supplying them with food and drink. It is clear they do not comprehend anything about imperialistic ways. The villagers quickly understand, however, that they no longer own their land, but ought to pay rent for the rubber company, and will obviously be paid low wages. They suddenly feel betrayed by their own “brothers, “recalling how previous Africans must have felt when they were sold into slavery. Now that their way of living has been changed in the village, the power structure also starts to shift. Although the impact of the west brings hope for women, Olinkan men no longer keep on the omnipotent control; as a result, the women start to assert their idea, even letting their daughters be well learned at the first time. For extract number thirty one Mr. Ramsay starts to assert excuses in order to prevent them (his children) from going there, he told them that there may be a storm tomorrow and they fall down from highly rocks and
die. They will not have good sight seen for the light house because wind will be so fiercely. Their mother, on the other hand, starts to restrain them and to give them ray of hope, she told them that there will be sunny weather and they have chance to go there. As a woman she has kind heart and she loves her children more than their father.

**C: The Pragmatic Level**

Within extract number fifty four we have second person addresser “they” that commit themselves for future course of action, “they must pay rent for it”, this utterance imports implicit act of commitment and it denotes an act of imposition on the part of the addresser, the other part of the utterance denotes ant act of conditional state or an act of obligation. Addresser uses present modal in order to render or fulfil his act of commitment. Must without this extract denotes a lot of things such as ostentation through the use of negative, deduction about present situation or action through the use of present simple or present continuous while for future we use “must” plus the future maker going to. Deduction about past, simple and continues to use must plus have been. These two utterances represent constative utterances because they inform us about real things. Second person addresser commits himself to do action, commits suicide if he tries to through himself from highly mountains. Through this part of utterance the addresser is unwilling to perform action. Within this extract speaker adopts present and past modal. The first part of the utterance imports obligatory manner within implicit commissive verb “must”, and it denotes performative utterance because it refers to a movement. While the other part refers to constative utterance of commissive speech act verb “would”. The other part denotes promise “he would find some crag of rocks” on the part of second speaker.
D: Felicity Conditions:
A: Preparatory Condition: S is not able to perform A. H does not want S to perform A.
B: Sincerity Condition: S intends to do A.
C: Propositional Content Condition: S predicates a future act A of S.
D: Essential Condition: Counts as the undertaking by S of an obligation to do A.

Extract 47:
A. Structural Level

Celie, she say. All I ast is six months to have my last fling. I got to have it Celie. I’m too weak a woman not to have it.

But if you just give me six months, Celie, I will, try to make our daughter like it was. (Walker 1982; Letter 83; P.82).

Extract 48:

Charles Tansley thought him the greatest metaphysician of the time, she said.

But he must have more than that. He must have sympathy. He must be assured that he too lived in the heart of life; was needed; not only here,
but all over the world. Flashing her needles, confident, upright, she created drawing-room and kitchen, set them all aglow; bade him take his ease there, go in and out, enjoy himself. She laughed, she knitted.

(Woolf; 1927; Chapter seven; p.34).

B: The Sociolinguistic Level:
Celie informs Nettie that Shug falls in love with Germaine, a young fellow of nineteen that is in her group. Celie felt heart broken, Shug, on the other hand, claims that she told him to have last fling and then to spend rest of her life with Celie. She told Celie that their friendship must be stretched for six months, because she was hurted worse than she thinks she can endure, although she informed Shug that she will her no matter what; however, she is departing to Georgia. Finally, Celie endures one more unhappiness for Shug falls in love with a nineteen-year old man. Although this idea breaks Celie’s heart, it motivates her to make last move to fonso’s house. She was planning to leave Shug, demonstrating her newfound self-respect and strength. As for extract fifty one, Chareles Tansley believed him that the greatest metaphysician of the time, he convinced, although he deserved more than that. He ought to have kindness, and he must be assured that complexities of life required will and endure in order to live in it. Not for her only but for all human being on the earth, he resort to draw a lot paintings in order to entertain himself and to forget his miseries such as drawing room, bedroom as well as the kitchen in order to set them all aglow; bade him take his ease there, go in and out in order to entertain himself. Finally she resorted to laugh in order to enjoy himself from the miseries of the life.
C: The Pragmatic Level

Second person addresser uses conditional state of implicit commissive verb, he asks about the duration of time in order to fulfil his job, the other part of the utterance denotes commissive verbs of implicit speech act verb. Addresser within second extract he uses simple future tense. The second part of the extract imports promise speech act. Moreover, that if clauses within this extract expresses zero conditional state, which is present simple plus simple future, This state import general facts, second conditional state expresses imagination states which are very difficult to gain or impossible states and it consists of “if” plus past simple plus past modal, third state refers to regret state in the past, it consisted of past perfect plus past modal. “Will” is used to import a lot of things such as, it is used to denote prediction for future. Another use is for decision of immediate future, we also use ‘will’ to make promise for some one. Within conditional states (if clause), we use “will” as future tense within other part of the utterance it denotes areal situations. Finally, the structure of extract number thirty three is different from the other extract. Within extract number forty seven. Addresser commits himself for future course of action to be more kind and polite in order to accept the heart of the kind people, through what is called second person addresser, commissive verb must within this extract refers to implicit commissive verb.

Modal verb “must “it is used when there is strong necessity for the verb in the future or present time, its past tense is had to for urgent necessity for the past. Within negative we apply using must plus not in order to say that you are not allowed doing action strongly. The conjunction but joins two sentences that have different ideas or two contrasting ideas. Tenses presented within this extract are present modal as well as past simple tense
C: Felicity Conditions
A: Preparatory Condition: S is not able to perform A. H does not want S to perform A.
B: Sincerity Condition: S does not intend to do A.
C: Propositional Content Condition: S predicates a future act A of H.
D: Essential Condition: Counts as the undertaking by S of an obligation to do A.

Extract 49:

A. Structural Level

<table>
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<th>Pro</th>
<th>V</th>
<th>ad</th>
<th>N</th>
<th>pre</th>
<th>Ref</th>
<th>obj</th>
<th>M</th>
<th>V</th>
<th>Ref</th>
<th>Con</th>
<th>adj</th>
<th>pro</th>
</tr>
</thead>
<tbody>
<tr>
<td>If</td>
<td>he put implicit faith in her, nothing should hurt him; however deep he</td>
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<td></td>
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<th>Ref</th>
<th>Conj</th>
<th>V</th>
<th>Adj</th>
<th>part</th>
<th>prep</th>
<th>art</th>
<th>n</th>
<th>m</th>
<th>pro</th>
<th>v</th>
<th>ref</th>
<th>prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>buried himself or climed high, not for a second should he find himself</td>
<td></td>
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</tbody>
</table>

without her. So boasting of her capacity to surround and protect, there was scarcely a shell of herself left for her to know herself by; all was so lavished and spent; and James, as he stood stiff between her knees. (Woolf; 1927; Chapter seven; P.198).

Extract 50:

And after all—after all (here insensibly she drew herself together, physically, the sense of her own beauty becoming, as it did so seldom, present to her) after all, she had no, generally, any difficulty in making
people like her; for instance, George Manning; Mr Wallace; famous as they were.

they would come to her of an evening, quietly, and talk alone over her fire.

(Woolf; 1927;Chapter eight; 192).

**B: The Sociolinguistic Level**

Shug wants to confess to Nettie that true love cannot be died and if there is some kind of love between them, Celie is not going to confess for any one and she cannot forget him, instead of that he raped her in an illegal way. They will live as one soul in one body. As for extract number fifty Mrs. Ramsay is fascinating woman because she has ability to draw the attention of the people around her not only her husband, her way of talking draws other’s attention towards her. There is attendance between men towards women and women towards men within an innateness predisposition of our creator. Naughty women just like Mrs. Ramsay have the ability to convince others and gets whatever fluttering in her mind. We had observed that in all the situations when she was keeping on convincing Mr. Ramsay for going there (to visit the light house), especially he was unwilling for the idea of going there, although his children want that. This idea reflexes the kindness of the woman towards her children. She is ready to sacrifice her life for them. You can imagine that when there a river bang in front you and there is a woman holding her small baby on her shoulder the woman will be ready to through herself instead of her child in case of dangerous situations happened.
C: The Pragmatic Level

The addressee commits himself to do action encourages the second person addressee in order to have strong relationship with her as true love. This utterance denotes conditional state on the part of second addressee; he uses present simple tense in order to fulfil the idea of commitment. He uses conditional state “if “within the first utterance and the past modal within the other part of the utterance “would” denotes unreal things, moreover, it denotes a lot of things such as advisability, obligation, expectation as well as change .Affirmative questions of advisability, first person ,immediate or distant future ,”should” can be used. Negative questions of advisability, present or past ,should can be implemented, Moreover, statements of advisability for all-time as well as future can be used. Chance happening as a condition “can” be implemented through the use be “should”. Addresser, adopts present and past modal in order to fulfil the idea of commitment. The structure of the second extract differs from the first one. The implicit type of commissive verb is implied.

D: Felicity Conditions:

A: Preparatory Condition: S is not able to perform A. H does not want S to perform A.

B: Sincerity Condition: S does not intend to do A.

C: Propositional Content Condition: S predicates a future act A of H.

D: Essential Condition: Counts as the undertaking by S of an obligation to do A.
Extract 51:

A. Structural Level

| V  | IO | V  | Rela | Pro | V  | Pro | V  | pro | N  | N  | Aux | Pro | N  | Pro | M  | V  | N  |
|----|----|----|------|-----|----|-----|----|-----|----|----|-----|-----|----|-----|    |    |    |
| prep| art| n  | N    | Art |    |     |    |     |     |     |     |     |     |     |    |    |    |

Let me go with you, I say. I can press your clothes, do your hair. It would be like

| Adj | N  | Con | Pro | Aux | V  | Art | N  | Poss | N  | V  | Adv | Pro | M  | V  | N  |
|-----|----|-----|-----|-----|----|-----|----|------|----|----|-----|-----|----|----|    |    |    |
| old times, when you was singing at Harpo’s. She say, Naw. She can act like

| pro | Part | adj | Adv | prep | N  | prep | N  | adj | prep | Pro | N  | Co  | pro | m  | part | V  |
|-----|------|-----|-----|------|----|------|----|-----|------|-----|----|-----|-----|----|-----|    |    |
| she not bored in front of a audience of strangers, a lot of them white, but she wouldn’t have

| Art | N  | Pre | v  | A  | Adv | IO  | Adv | Pro | V  |
|-----|----|-----|----|----|-----|-----|-----|-----|    |
| the nerve to try to act in front of me. Besides, she say.

You not my maid. I didn't bring you to Memphis to be that. I brought you here to love you and help you get on your feet. And now she off on the road for two weeks, and me and Grady and Squeak rattle round the house trying to get our stuff together

(Walker; 1982; Letter; 218).

Extract 52:

Shabby and worn out, and not presumably (her cheeks were hollow, her hair was white) any longer a sight that filled the eyes with joy,

| Pro | Aux | Adj | V  | Ref | N  | Pre | Art | N  | prep | art | N  | con | ref | N  |
|-----|-----|-----|----|-----|----|-----|-----|----|------|-----|----|-----|-----|    |
| she had better devote her mind to the story of the Fisherman and his Wife

<table>
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<tr>
<th>Conj</th>
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<th>Prep</th>
<th>Adj</th>
</tr>
</thead>
</table>
| and so pacify that bundle of sensitiveness (none of her children was as sensitive as he was), her son James.  

(Woolf; 1927; Chapter eight; p.36).
B: The Sociolinguistic Level

Nettie wants to accompany Shug, she starts to convince him in order to let him accompany her. She informed him that if she joined him she will entertain him as well as doing a lot of things for him such as iron his clothes, comb his hair, and she will sing for him old songs that remember him of Harpo’s days. She wants to inform him that she will be instead of his sweetheart in order to restrain him in such isolated island, Shug, on the other hand, agrees because there is no such true love between him and Celie. Trivial love cannot stand forever. Within extract number fifty two Mrs. Narrates a story of a fisher man and his wife for her children in order to show the respect between them, they were just like one group, if any one suffers from something bad his brother is going to hold his back. Such type of sensitiveness is not presented within Mr.Ramsay’s family, they make quarrels all they time and there is no respect between the father and the wife as well as their children.

C. The Pragmatic Level

First part denotes suggestion, while the other part of the utterance denotes ability, or possibility of present modal. It would be like old times”, denotes promise of commissive verb on the part of first addresser. Addresser adopts implicitly commissive speech act verb because he doesn’t apply such type of verb(promise) directly. “but she wouldn't have the nerve to try to act in front of me”, imports advice or suggestion on the part of second addresser, for not doing action (commitement). Addresser adopts implicit commissive speech act verb. He adopts present and past modal, within the first extract we have
different sociolinguistic expressions that differ from the first one, such as “Naw”, instead of now, she say, instead of she says “can”, and “could”, in addition to that they denote a lot of things such as “can” denotes ability, possibility, opportunity, as well as permission, within present ability we can denote present and negative. Future possibility can be indicated by the use of can. While could imports such things like past ability with suggestion of change condition, future possibility, present or future possibility, contrary to fact, moreover, past impossibility inferred can be indicated by the use of couldn’t have plus past participle. Past opportunity not realized can be informed through “could have” plus past participle. Finally, past permission with suggestion of change condition.

**D: Felicity Conditions**

A: Preparatory Condition: S is able to perform A. H does not want S to perform A.

B: Sincerity Condition: S does intend to do A.

C: Propositional Content Condition: S predicates a future act A of H.

D: Essential Condition: Counts as the undertaking by S of an obligation to do A.
Extract 53:

A. Structural Level

Try to take over, say Sofia. The woman dead.

Pro M V Con pro adj v art N intens

I can cry and take it easy and lift the coffin too. And whether you help us or not with the food and the chairs and the get-together afterward, that's exactly what I plan to do. It git real quiet. After while Harpo say, real soft to Sofia, Why you like this, huh? Why you always think you have to do things your own way? I ast your mama bout it one time, while you was in jail. What she say? ast Sofia. She say you think your way as good as anybody else's. Plus, it yours. Sofia laugh. (Walker; 1982; Letter; 225).

Extract 54

Possibly the greatest good requires the existence of a slave class. The liftman in the Tube is an eternal necessity. The thought was distasteful to him. He tossed his head.

pre v pro m v deter n Prep N Art N prep art N

To avoid it, he would find some way of snubbing the predominance of the arts.

(Woolf; 1927; Chapter eight; 37).

B: The Sociolinguistic Level

Sofia confesses to Harpo in order to leave Celie, because he is doing unlawful relationship with her. Celie cannot endure such bad relationship. She wants to inform him that she will pay any attention or she will not take care if Celie dies, she will take everything easy and she will not cry for her. Celie was enthusiaded to do such things because she was following what her mother doing, when she spent the rest of her life in jail. If you do good deeds
you will harvest good at the end, while if you did bad things you will harvest bad things. Mr. Ramsay tries to escape from the predominance slave class, through the obstacles that he tries to make, he believed that his wife was distasteful to him, so he resorts to toss his head in order to snubbing the predominance questions directed to him.

C: The Pragmatic Level

The addresser adopts possibility or determination as implicit commissive speech act verb “I can cry and take it easy and lift the coffin too”. The addresser adopts present modal in order to fulfil his action. “can “in addition to that denotes a lot of things such as be permitted by conscience or feeling to, be made possible or probable by circumstances ,be logically or axiological able to. Finally have permission to – used interchangeable with may. Different sociolinguistic expressions are encountered within extract number one which is different from the other extract these expressions are git, ast and ast, these sociolinguistic expressions denote different status between white and black Americans. Within extract number fifty four addresser commits himself for future course of action “he would” change the direction of the talk. Type of commissive verb within this extract can be indicated through the use of promise, so implicit speech act verb can be implied implicitly not explicitly,because he does not directly involved the use of explicit commissive speech act verbs explained earlier. He adopts past modal , in addition to that structure of second extract differs from the structure of the above one.
D: Felicity Conditions

A: Preparatory Condition:  
S is able to perform A. H does not want S to perform A.

B: Sincerity Condition:  
S does intend to do A.

C: Propositional Content Condition:  
S predicates a future act A of H.

D: Essential Condition:  
Counts as the undertaking by S of an obligation to do A.

Extract 55:  
A. Structural Level

<table>
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<th>M</th>
<th>PN</th>
<th>Det</th>
<th>N</th>
<th>V</th>
<th>N</th>
</tr>
</thead>
</table>

*I don't reckon Mary Agnes could come back this time, say Sophia.* She was just here bout a month ago. You just ought to see her and Suzie Q. Naw, I say. She finally working steady, singing at two or three clubs round town. Folks love her a lot. You just ought to see her and Suzie Q. Naw, I say. She finally working steady, singing at two or three clubs round town. Folks love her a lot.  
(Walker; 1982; Letter; 226).

Extract 56:  
But why different, and how different? she asked herself, scraping her palette of all those mounds of blue and green which seemed to her like clods with no life in them now, yet

|-----|---|-----|---|-----|-----------|------|---|---|-----|-----|---|-----|

*she vowed, she would inspire them, force them to move, flow, do her bidding tomorrow.* How did she differ? What was the spirit in her, the essential thing, by which, had you found a crumpled glove in the corner of a sofa, you
would have known it, from its twisted finger, hers indisputably? She was like a bird for speed, an arrow for directness. (Woolf; 1927; Chapter eight; 41).

**B: The Sociolinguistic Level:**

Sofia bets that Mary Agnes will not join her as soon as possible, although she is making a deal with her, in order to dance and at the night cub party around the city, so she ought to meet her as soon as possibility, because she may be not attained the party, at the same time she attained part before one month. Furthermore, that there will be three different parties within three clubs, so Sofia will not make sure about what club she will attain. Within extract number fifty six we have dis symmetry between Mrs. Ramsay and her husband third attitude and way of thinking is different, mother is kind polite, she always try to restrain her children from the miseries of life. Extract number fifty six talks about the sensitive feelings that Celie carries, in contrast with all the women. Shuq was fond of her and he resorted to make unlawful relationship with her. She makes a deal with God in order to give up from such bad things, just like birds which immigrate from one country to another because of the hot weather (ravens), or just like an arrow of directness.

**C: The Pragmatic Level**

The commissive speech act verb can be encountered with “I don’t reckon she could come back this time”. The first part denotes betting on the part of the first addresser the other part of the utterance denotes suggestion, determination, of commissive speech act verb. “Could” denotes a lot of things such as, it is used firstly within auxiliary function in the past, it also
can be used within past conditional states within “if” clauses. Furthermore ability, possibility, opportunity and permission, past ability with suggestion of changed condition, future possibility also “can” be indicated by the use of could. Present or future impossibility, contrary to fact “could ”can be inferred. Moreover, past permission with suggestion of changed condition could can be used. Past modal can be indicated within this extract, as well as the syntactic structure differs from the other extract. Implicit commissive speech act verb can be indicated in contrast within second extract which is explicit commissive speech act verb. Moreover ,we have different sociolinguistic expressions that differ from the second extract such as ”Naw” and “bout”. Present simple tense is encountered within first utterance, while second utterance adopts past modal tense. Implicit type of request is encountered within the first extract. Within extract number fifty six we have explicit commissive speech act verb “vowed”. The addresser commits himself to do action , he makes a deal in order to oblige them to move to another place before tomorrow. Vowed denotes serious promise to do something or to behave in a certain way. Moreover, it denotes a solemn promise or assertion ; specifically :one by which a person is bound to an act,service, or condition. Its origin is middle English vow, from Anglo-French vou,from Latin votum, from neuter of votus, past participle of vovere to vow; akin to Greek euchesthai to pray ,vow, Sanskrit vaghat sacrifier.The addresser adopts past simple tense as well as past modal in order to fulfill action.

**D:Felicity Conditions:**

A:Preparatory Condition: S is able to perform A. H does not want S to perform A.
B: Sincerity Condition:  
H does intend to do A.

C: Propositional Content  
Condition:  S predicates a future act A of H.

D: Essential Condition:  
Counts as the undertaking by S of an obligation to do A.

Extract 57:

A. Structural Level

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<th>M</th>
<th>MV</th>
<th>pp</th>
<th>pro</th>
<th>N</th>
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_I always thought their unofficial motto should have been our community covers the world, because_

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<th>Part</th>
<th>N</th>
<th>Aux</th>
<th>Art</th>
<th>Adj</th>
<th>N</th>
<th>PP</th>
<th>V</th>
<th>art</th>
<th>N</th>
</tr>
</thead>
</table>

_no sooner had a young woman got covers the world, because no sooner had a young woman got through Spelman Seminary than she began to put her hand to whatever work she could do for her people, anywhere in the world. It was truly astonishing. These very polite and proper young women, some of them never having set foot outside their own small country towns, except to come to the Seminary, thought nothing of packing up for India, Africa, the Orient. Or for Philadelphia or New York. (Walker;1982; Letter;241)._

Extract 58:

Andrew had his net and basket. That meant he was going to catch crabs and things.

<table>
<thead>
<tr>
<th>Conj</th>
<th>V</th>
<th>Pro</th>
<th>M</th>
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<th>Prep</th>
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<th>N</th>
<th>Pro</th>
<th>M</th>
<th>V</th>
<th>Phrasal V</th>
</tr>
</thead>
</table>

_That meant he would climb out on to a rock; he would be cut off. Or coming back single file on one of those little paths above the cliff one of them might slip._
Pro

M

V

Conj

Adv

V

He would roll and then crash. It was growing quite dark. (Woolf; 1927; Chapter ten; P.51).

B: The Sociolinguistic Level

Black women were not accepted within American society as concerned white women. Black women are suffering from a lot of things such as rape, racism, poverty as well as unlawful relationships. They are not allowed to do a lot of things like for example some of them never having set foot outside their own small country towns, except to come to the Seminary, thought nothing of packing up for India, Africa, the Orient. Or for Philadelphia or New York. Mr. Ramsay wants his children the breeze will be so strong and they might fall from the highly mountain, so he rejected the idea of going there. He informed them that if they go there their efforts will be just like someone who tries to catch the air with a net. Furthermore, the sun is going to sit, so the vision will be clear because of the darkness.

C: The Pragmatic Level

The addresser commits himself to do action we he says “unofficial motto should have been our community covers the world.” Commissive verb “should”, an act of obligation of commissive speech act verb. An act of implicit speech act of commitment is used. It also denotes logical representation of sentence. Moreover, should import a lot of things such as obligation about what is expected, and generally what we think is a good or appropriate idea. We use it in order to give advice or ask for, as well as to give warning. We can use “should” to say that something is likely because we have planned it or expect it. “Should” can be used within perfect when
we think that something good or desirable did not happen. Moreover, it can be used as a way of expressing regret. It has the same meaning of ought to. The structure of the extract number fifty seven differs from the extract number fifty eight, as for the second extract commissive speech act verb can be encountered with “should have been”, which denotes implicit commissive verb, as well as an act of obligation. The structure of this phrase denotes past modal continues, of the second person speaker. The implicit act of commitment is used. Within extract number fifty eight, commissive speech act verb is found in” That meant he would climb out on to a rock; he would be cut off. He would roll and then crash. The first part of the utterance denotes implicit commissive verb, within an act of promise. The second addressee, while other part of the utterance denotes an act of determination on the part of second person. Implicit act of commissive verb is encountered. The structure of this extract differs from the above extract. Tense presented is past modal of implicit verb. It imports unreal or imagination things on the part of the first addressee. In addition to that it denotes a lot of things such as counterfactuals. ‘Would’ (without have) locates an event description at the time of utterance or later ,counterfactual “would have” locates an event description at, before or after the time of utterance. It also denotes unembedded occurrences of will/would, as well as metaphysical ability of plain future as one type of counterfactual. Assertion type of would within future has more strength than non-assertion modal. Will and would are not tenses but temporal operators shifting of evaluation forwards. Moreover, it denotes the morphosyntic manifestation of “will”, past indicative while present is subjective. Factual reading is also indicated by would.
**D: Felicity Conditions**

A: Preparatory Condition: H is able to perform A. S does want H to perform A.

B: Sincerity Condition: H does intend to do A.

C: Propositional Content Condition: S predicates a future act A of H.

D: Essential Condition: Counts as the undertaking by S of an obligation to do A.

**Extract 59:**

**A. Structural Level**

But before we do, I said,

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Pro M V Pro Objet Con poss N Con Adv N Conj Pre P N
I must tell you something about my life and about Corrine and about someone else. And it was then I told them about you, Celie. And about their mother Corrine’s love of them. And about being their aunt. But where is this other woman, your sister? asked Olivia. I explained your marriage to Mr! as best I could. Adam was instantly alarmed. He is a very sensitive soul who hears what isn’t said as clearly as what is.
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Pro Aux Phv Pre N Adv V N Pre V IO Conj V Adv Pro
We will go back to America soon, said Samuel to reassure him, and see about her.
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(Walker; 1982; Letter; p.244).

**Extract 60:**

Ah! She was lovely, lovelier now than ever he thought. But he could not speak to her. He could not interrupt her. He wanted urgently to speak to her now that James was gone and she was alone at last. But he resolved,

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Part Pro M Part V Reflexive P
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no; he would not interrupt her. She was aloof from him now in her beauty, in her sadness.

He would let her be, and he passed her without a word, though it hurt him that she should look so distant, and he could not reach her, he could do nothing to help her. And again he would have passed her without a word had she not, at that very moment, given him of her own free will what she knew he would never ask, and called to him and taken the green shawl off the picture frame, and gone to him. (Woolf; 1927; Chapter twelve; 54).

B: The Sociolinguistic Level

Olivia wants to convince Celie in order to leave Mr., she tries to convince her telling her that she has good family that they welcomed her. Better than bad treatment that she is encountered from unlawful relationship with Mr. .Her mother likes her so much as well as their sisters. If she decided to visit them, she will be welcomed, also she will be free and she will have her special life.Mr. already decides to go to America in order to be free there. Within second extract Celie wants to confess about her agony towards Shug, she is unwilling to see or meet him because he is rude and hard hearted. She does not have mind to change her style, and she wants to be aloof from
him, because she believes that all around her are useless, they cannot do anything for her. Black women are depressed, alienated, and unlikely to be so closed for the surrounding community. Instead of that they resort to be alienated in order to protect themselves. They don’t have mind to take care of themselves as well.

C: The Pragmatic Level

The addresser commits himself to do action through the verb must, it denotes present modal. It denotes implicit modal verb on the part of the first speaker, through the addresser makes a deal in order to do things for the benefit of the hearer. The other part of the other utterance denotes intentions that will be done in the future. To reassure and see about” denotes commissive verbs of implicit first person addresser. Two different tenses are encountered with these two utterances, the first part denotes present modal while the other part denotes simple future. Within extract number sixty, the addresser commits himself for future course of action, he would let her be” would indicates something that can or cannot be a achieved, the addresser “can” or “cannot” apply for the act of commitment in contrast with “should” or “must”. The addresser within this extract adopts past modal, also the structure of the second extract differs from the second extract. Moreover, “should” within the rest of the extract indicates commissive verb, speaker is obliged to do action in contract within he could not reach her”, “could” as I mentioned above, within it speaker has the authority to do or not to action. We have one expression which is different from the above extract such as “it hurt him”, he would have passed”, “could” denotes regret, the addresser wished that he did not confess any word for her, while he was directing her.
D: Felicity Conditions:

A: Preparatory Condition: S is able to perform A. S wants H to perform A. 
S wants H to perform A. H is able to perform action.

B: Sincerity Condition: H does intend to do A.

C: Propositional Content Condition: S predicates a future act A of H.

D: Essential Condition: Counts as the undertaking by S of an obligation
to do A.

Extract 61:

A. Structural Level

They must have seen it, she said, with the tears running down her cheeks, the 
brooch which her grandmother had fastened her cap with till the last day of 
herself life. Now she had lost it.

She would rather have lost anything than that! She would go back and look 
for it. They all went back (Woolf; 1927; Chapter Fourteen; P.64).

Extract 62:

"I'm so sorry," said Mrs Ramsy, turning to him at last. He felt rigid and 
barren, like a pair of boots that have been soaked and gone dry so that you 
can hardly force your feet into them.

Yet he must force his feet into them. He must make himself talk. Unless 
he were very careful, she would find out this treachery of his; that he did not 
care a straw for her, and that would not be at all pleasant, he thought.
So he bent his head courteously in her direction.

(Woolf; 1927; Chapter Seventeen; p.75).

**B: The Sociolinguistics Level:**

Celie confesses about her agony to her parents, compelling them that she sustains from a lot of miseries such as rape, racism, poverty as well as unlawful affinities from Shuq. She desires to squeal her parents through a lot of marks on her cheek such as tears on her cheeks, the brooch which her grandmother had fastened her cap with till until the last day of her life. She take a promise in order to come back again as she was. Pure gold cannot be changed by time just like noble people. As for extract number fifty one, Mrs. Ramsay wants to change her mind towards her husband because he is her husband and she does not have any one except him. She informs him that he is very rigid concerning his behavior with his children. He is compassionless concerning his family, so they must abide by his aphorisms, his children say silent these things directed Mr. Ramsay to pay more attention for them and to join them to the light house.

**C: The Pragmatic Level:**

Within extract sixty one the addressee commits himself through obligatory modal verb “must have” which denotes the meaning of ‘had to’. According to the context it also carries prediction or assertion on the part of second addressee. Time presented within first utterance denotes present perfect, while second extract denotes past simple. Past modal verb within second extract imports a kind of comparative. It is followed by a simple-form verb
which may or may not have an object. The complete form (not in the modal paragraphs) then requires to be followed by another simple verb or by another object of the same verb. It also can indicate the meaning of would prefer. She would go back “ denotes commissive verb on the part of second addresser. Moreover, it also denotes the meaning of order on the part of second addresser. The addresser also commits himself through obligatory modal verb “must”, it is also an order on the part of second addresser, he must convince them or tell them words that restrain them, otherwise they will keep on crying.”Must “ denotes necessity, present, future, and all the time. Within the other part of the utterance commissive verb, within a form of conditional state as in “unless”, if he does not impinge himself to talk within family he will not find happiness at the end, because there will be quarrels between him and his family. “Would” as past modal denotes regrets for not doing things in the past. Unless means the same as if...not. Like if, unless is followed by a present tense, a past tense, or a past perfect tense (never by a conditional). “Unless” is used instead of if...not in conditional sentences of all types. The order of the clauses doesn't matter with sentences using unless.

**D:Felicity Conditions:**

A: Preparatory Condition: S is able to perform A. S wants H to perform A.

  S wants H to perform A. H is able to perform action.

B: Sincerity Condition: H does intend to do A.

C: Propositional Content Condition: S predicates a future act A of H.

D: Essential Condition: Counts as the undertaking by S of an obligation to do A.
Extract 63:

A. Structural Level

That afternoon. And secretly he resolved that he would not tell her, but he
would slip out of the house at dawn when they were all asleep and if he
could not find it he would go to Edinburgh and buy her another, just like it
but more beautiful. (Woolf; 1927;Chapter Seventeen; 65).

Extract 64:

Men and women not suppose to wear the same thing, he said. Men spose to
wear the pants.

So I said, You ought to tell that to the men’s in Africa.

(Walker;1982;Letter;278).

B: The Sociolinguistic Level:

The second person addresser commits himself through past perfect structure
“had had”, The past perfect tense is used when we are talking about the past
and want to refer back to an earlier past time. She wants to recall all her
agonies that she suffered from during her teenagers .Sometimes, we are
obliged to recall past days because these days give strengths to the addresser. He would not let her “on the other hand signifies commissive verb on the part of the second addresser. It also means regrets for doing things in the past. For preterit form “would” is used in some conditional sentences, and as a past form of future will as described above under past forms. (It is sometimes replaced by should in the first person in the same way that will is replaced by shall.) Other uses of would include: Expression of politeness, as in I would like... (for "I want") and Would you (be so kind as to) do this? (for "Please do this"). Expression of habitual aspect in past time, as in Back then, I would eat early and would walk to school. Both will and would can be used with the perfect infinitive (will have, would have), either to form the future perfect and conditional perfect forms already referred to, or to express perfect aspect in their other meanings (e.g. there will have been an arrest order, expressing strong probability). Within extract number sixty four commissive verb can be encountered with “women not suppose”, “Men spose”, explicit verb “suppose” denotes an order on the part of the second addresser in contrast with the above extract. Through this verb addresser is binging to do action. The verb “ought “denotes explicit commissive verb on the part of first addresser. He is obliged to tell information about the place of the men. In addition to that we have different linguistic expressions within this extract that differ from the above one such as” he come, ast, bout, spose. These expressions denote different linguistic expressions between black and white Americans. Addresser adopts present and past simple tense in order to fulfill his act of commitment.
D: Felicity Conditions:

A: Preparatory Condition: S is able to perform A. S wants H to perform A. S wants H to perform A. H is able to perform action.

B: Sincerity Condition: H does intend to do A.

C: Propositional Content Condition: S predicates a future act A of H.

D: Essential Condition: Counts as the undertaking by S of an obligation to do A.

Extract 65:
A. Structural Level

Paul must sit by her. She had kept a place for him. Really, she sometimes thought she liked the boobies best.

They did not bother one with their dissertations. How much they missed, after all, these very clever men! How dried up they did become, to be sure. There was something, she thought as he sat down, very charming about Paul. His manners were delightful to her, and his sharp cut nose and his bright blue eyes. He was so considerate. Would he tell her—now that they were all talking again—what had happened? (Woolf; 1927; Chapter Seventeen; 82).

Extract 66:

I bet they do that same kind of stuff today, Mr. ???? say,. Oh, from what Nettie say, them Africans is a mess. And you know what the bible say, the fruit don’t fall too far from the tree. And something else, I say. Guess who they say the snake is? Us, no doubt, say Mr. ???? Right, I say. Whitefolks
sign for they parents. They was so mad to git throwed out and told they was naked they made up they minds to crush us wherever they find us, same as they would a snake. You reckon? Mr. ??? ast. That's what Olinka peoples say. But they say just like they know history before the white children start to come, they know the future after the biggest of 'em leave. (Walker;1982;Letter;281).

B: The Sociolinguistic Level
Mrs. Ramsay tries to constrain her children in order to let them be patient since they are avouching on going there. Paul is one of her dearest child, she tries to tell him about boobies bests that he likes so much, after she told him about these bests he has stopped crying and his eyes start glittering. The matter that makes all the family happy and co-existing with each other. Within extract number sixty six Nettie wants to tell Celie something about Africa, it is not good place for living there, because the weather is very hot there, and the fruits do not fall near their trees. Things that necessitate great exertion to recollect their fruits. There are a lot of snakes that can be very dangerous for people there. People are naked there, so women do not have power or authority to protect themselves from raping. She wants to inform her that she has read the history of Africa well and she knows a lot of information about it, before the white children start to visit it.

C: The Pragmatic Level:
The second addresser commits himself to do future course of action “must “denotes present modal and it also imports implicit commissive verb. According to that “must” denotes a lot of things such as obligation, deduction about present, within negative abstention can be neglected. Necessity, as well as deduction. It follows main verb negation. “Mustn’t” is
not used at all and must not only rarely, instead of that common state of negation for must is “needn’t” which has two meanings of non-obligation and non-necessity, because of the diametric opposition between meaning of “permission, and obligation”, an odd seeming equivalence exists between may not (non-permission), and mustn’t (obligation). Within the other part of the utterance we have past perfect tense indicated by the use of “had” it denotes commissive verb on the part of second addressee. ”Must” within first utterance imports the meaning of ‘need to ‘or ‘have to’, in addition to that it denotes positive orientation, the fact that must happen. As for the second utterance, past tense sometimes can be used in a real conditional sentences. It is used in order to indicate time relation between two events in the past, especially when the clause maker does not indicate this relationship. “Had”, within second utterance denotes explicit commissive verb, as well as determination on the part of second addresser. We can use past perfect in order to indicate reported speech. In order to express wishes and unreal conditions about the past can be indicated by the use of past perfect. “Would”, indicates past perfect of interrogative question. Within extract number sixty six we have explicit commissive speech act verb “bet”, this verb is used directly in order to assert an act of betting on the part of first addresser. Addresser is betting that the same group or staff of workers will be used. Time presented is present tense. Within this extract we have different linguistic expressions that indicate different linguistic expressions from the above extract such as “git”, “ast”, “of ‘em” “Olinka peoples”, these expressions denote differences between white and black Americans. Structures of second extracts differ from the first one.
D: Felicity Conditions:

A: Preparatory Condition: S wants H to do A. S wants H to perform A.
   S is able to perform A. H is able to perform action.
B: Sincerity Condition: H + S intend to do A.
C: Propositional Content Condition: S predicates a future act A of H.
D: Essential Condition: Counts as the undertaking by S of an obligation
   to do A.

Extract 67:

A. Structural Level

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<th>Adv</th>
<th>Pro</th>
<th>Aux</th>
<th>Mv</th>
<th>Art</th>
<th>Adj</th>
<th>N</th>
<th>Conj</th>
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<th>art</th>
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<th>Aux</th>
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Then they will become the new serpent. And wherever a white person is

<table>
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<tr>
<th>V</th>
<th>Pro</th>
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Found he'll

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<tr>
<th>Be</th>
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<th>Pro</th>
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</table>

be crush by somebody not white, just like they do us today. And some of the
Olinka peoples believe life will just go on and on like this forever. And
every million years or so something will happen to the earth and folks will
change the way they look. Folks might start growing two heads one of these
days, for all we know, and then the folks with one head will send 'em all
someplace else. (Walker; 1982; Letter; P. 282).

Extract 68:

She knew from the effort, the rise in his voice to surmount a difficult word
that it was the first time he had said "we." "We did this, we did that." They'll
say that all their lives, she thought, and an exquisite scent of olives and oil
and juice rose from the great brown dish as Marthe, with a little flourish, took the cover off. The cook had spent three days over that dish. *And she must take great care, Mrs Ramsay thought, diving into the soft mass, to choose a specially tender piece for William Bankes.* (Woolf; 1927;Chapter Seventeen; 82).

**B: The Sociolinguistic Level:**

Celie talks about bad aspects that have been spread within American society. There is no serpent between black and white. White women cannot be raped by white men, as well as black women cannot be raped by black men. These ideas can be confirmed by Celie. These matters cannot be changed because these things have been confirmed before many years, she wants to imitate Olika’s people, those people have strong faith concerning their way of living as well as their country. Although people try to change their way of living when they are encountered with dangerous circumstances just like salmon fish they try to swim against the currents. Within extract number sixty eight, we have strong faith and unity that have been confirmed by Olinka’s people they try to be one group in order to defeat any danger. They represent symmetry and unity, all black women must imitate them because they represent a great model that they must adhere.

**C: The Pragmatic Level:**

The commissive speech act verb is found in “they will become”, which denotes futurity, it also imports suggestion on the part of the second addressee, the other denotes conditions on the part of second addressee. The addressee adopts implicit type of commissive verb. Within extract number
sixty eight, we have present modal “must” which denotes implicit type of commissive verb, the addressee is obliged to have the right amount of time(duration) in order to fulfil his action. The structure of the first extract differs from the second one.

D:Felicity Conditions:
A:Preparatory Condition: S wants H to do A. S wants H to perform A.
   H is able to perform action.
B:Sincerity Condition: H intends to do A.
C:Propositional Content Condition: S predicates a future act A of H.
D:Essential Condition: Counts as the undertaking by S of an obligation to do A.

Extract 69:
A.Structural Level

Took me long enough to notice you such good company, he say. And he laugh.He ain't Shug, but he begin to be somebody I can talk to. And no matter how much the telegram said

Pro | Aux | Be | V | Pro | V | P.P | N | Prep | Pro | Pro | N | N

you must be drown, I still git letters from you. Your sister, Celie.
(Walker;1982;Letter; 283).

Extract 70:

Would they go to the Lighthouse tomorrow? No, not tomorrow, she said, but

Adverb | Pro | Adj | Reflexive | Art | Adverb | Adj | N

soon, she promised him; the next fine day. He was very good. He lay down. She covered him up. But he would never forget, she knew, and she felt angry

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with Charles Tansley, with her husband, and with herself, for she had raised his hopes. (Woolf; 1927; Chapter Eighteen. 93).

**B: The Sociolinguistic Level:**
Celie is in need for a good company in order to join him because what done by Shug was great and she cannot forget what has happened for her. Shug was a real criminal; he did a lot of things that led to great pains for her. She resorts to find another person in order to take place instead of him. She will be considered him just like her brother. Life without real friends cannot be continued, friend in need is friend indeed. She will get contact with him through messages, and she will meet him at any time. Mrs. Ramsay’s son told her about their going to the light house, she told him not to go tomorrow, because the idea of going depends on the weather, if it is fine they will go and if it is not they will not. These matters made her husband gets angry with her, because she promised them without her husband’s acceptance.

**C: The Pragmatic Level:**
Implicit commissive speech act verb is encountered with “you must”, in a form of order, the other part of the utterance refers to explicit commissive verb in a form of determination on the part of first speaker “still”, within this extract we have different linguistic levels that differ from the second one, these expressions denote different sociolinguistic levels between black and white Americans. These expressions are ”still”, “ain't” “he begin” *git*. Time presented within this extract is present and present modal. Within extract number seventy we have explicit commissive speech act verb “promise”. Addresser commits himself for future course of action. She will be obliged to fulfil her promise.(there going to visit or see the light house). She adopts past simple tense in contrast with above extract.
**D: Felicity Conditions:**

A: Preparatory Condition: S wants H to do A. S wants H to perform A.
   H is able to perform action.

B: Sincerity Condition: H intends to do A.

C: Propositional Content Condition: S predicates a future act A of H.

D: Essential Condition: Counts as the undertaking by S of an obligation to do A.
CHAPTER FIVE

CONCLUSIONS, PEDAGOGICAL RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

1. Conclusions

In the light of previous chapters the study has come up with the following conclusions:

1. The basic socio-pragmatic strategies like speech act, politeness, and implicature are mainly important in reforming and interpreting the meaning of both explicit and implicit commissive speech act verbs.

2. Depending on pragmatic level and depending on the table of analysis, it is clear that the implicature, has an important role in creating the underlining meaning of commissive verbs, more than indirect speech act and negative politeness strategies. They are involved by Grice’s maxims or flouting them.

3. Relying sociolinguistic level, it is clear explicit and implicit commissive speech act verbs are main issues of deciding the meaning of commitment on the part of both speaker and the listener.

4. It has proved that all types of commissive verbs are reflected successfully in the selected novels of Alice Walker and Virginia Woolf.
5. Implicit commissive speech act verbs are used more than explicit verbs within selected extracts.

6. Context, mainly social context, is the main important element in creating, using, and interpreting the meaning of commissive speech act verb.

7. The intended meaning of commissive verbs can be indicated in both explicit and implicit meaning.

8. Types of commissive verbs, adopted by this study, are implemented successfully within selected novels. Woolf and Walker are applying for all types of commissive verbs (explicit and implicit).

9. Types of commissive verbs implied in these two novels reflect social identity between interlocutors.

10. Within these two novels we have different sociolinguistic levels, mainly within the American society which differs from the British society.

11. Different speech act verbs have been given and all the lexical verbs have the same illocutionary force, but they have different illocutionary points, this result in one-to-four and one-to-five correspondence between British and Americans.

12. We can predict different sociolinguistic levels as well as different commissive speech act verbs between American and British culture.

13. Investigation marked differences in the degree of strength between commissive speech act verbs as evidenced by data.
14. Context has proved to be of a crucial factor in arriving at speaker’s intended meaning, this leads to great deal of interpreting the meaning of the utterances.

15. Most of the locutionary acts of our data analysis have a one-to-many illocutionary acts.

II. Pedagogical Recommendations:

1. With reference to the conclusions arrived at in this study, it is pedagogically recommended that:

1. Teachers must improve their students’ communication as far commissive speech acts verbs involved. That is, they must train them abide by contexts in which they encountered.

2. All sorts of applying commissive speech acts must involve not only in speaking but in writing also, students must know how to apply these aspects in email letters, business letters, or research papers, as it predicts great benefits for student’s knowledge of the formality of the topic they deal with.

3. Commissive verbs, and the social situations or factors affecting the use of honorifics must be involved in the materials of textbooks taught to students at pre-university and university stages in order to make students be familiar with such situations, that is, to make them use commissive verbs within positive sides rather than negative ones.
III. Suggestions for Further Research:

To confirm the findings of this study, the following are suggestions for further research:

1. A semantic-pragmatic study of commissive verbs in business letters, interviewers, press conferences, etc.

2. A stylistic analysis of commissive verbs in some selected novels.

3. A contrastive pragmatic study of commissives in English with their realizations in Arabic.

4. Commissive illocutionary acts can be investigated in different texts, literary texts, religious texts, etc.

5. Implicit commissive speech act verbs can be a good topic for further research.

6. Investigating of commissive utterances in our daily life can be a good topic for further research.
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