Difficulties of Employing Speech Acts Theory in Conversational Classes in Iraqi Private Colleges: Analytical Study

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ABSTRACT

Normally, people communicate by using direct speech acts to get their hearers' understand i.e , the hearer gets the perlocutionary force of a speaker sentence. This is normally the way used in communication but it is not the only way. Sometimes, speakers communicate with others using indirect speech acts. Inside classrooms, instructors tend to use the direct speech acts .

One of the most important theories that has been investigated recently is speech act theory. According to this theory, a speech act is divided into three components: Locutionary , illocutionary and perlocutionary act. Illocutionary act is the most important act among other acts for sentence meaning can be taken as illocutionary act potential. In other words, the intended meaning of the speaker is illocutionary act, or more precisely the illocutionary force of that sentence.

The present study investigate the problems that face instructors in employing speech acts theory in conversation classes to promote students' communicative competence in private colleges specifically in Diyala province . It aims to suggest some techniques and device for English instructors to help learners use speech act to develop their communicative competence.

The study concludes the following :-

1-Employing speech acts theory inside conversational classes can promote students' communication competence.

2-Most of instructors think that activities and strategies play an important role in conversational classes.

3-Instructors in private colleges in Iraq faced many difficulties in employing speech acts theory in conversational classes, some of these are :lacking labs, weak level of students.

Key Words: - *Employing Speech Acts Theory, Private Colleges in Iraq, Conversation*

المستخلص :

يتواصل الناس عادة باستخدام الأفعال الكلامية المباشرة للحصول على فهم السامع , بعبارة أخرى ,أن يحصل السامع على أثر كلام (Perlocution) جملة المتكلم. تلك هي الطريقة الاعتيادية المستخدمة في التواصل ولكنها ليست هي الطريقة الوحيدة . بعض الأحيان,يتواص المتحدثون مع الأخرين باستخدام الكلام غير المباشر. داخل القاعات الادراسية, يميل التدريسيون الى استخدام الأفعال الكلامية المباشرة لكونهم يدرسون متعلمي اللغة الأنكليزية كلغة أجنبية , ولكون اللغة التي يدرسونها هي لغة أجنبية ولكون الطريقة المباشرة هي أسهل في التعلم من الطريقة غير المباشرة.

أحد أهم المفاهيم التي استقصيت هي نظرية الأفعال الكلامية طبقا لهذه النظرية يقسم الفعل الكلامي الى ثلاثة مكونات فحوى الكلام, قصد الكلام واثر الكلام (Locution, Illocution, and Perlocution). الفعل (Illocution) هو الأكثر أهمية من بين هذه الفعال لأن معنى الجملة يمكن أن يؤخذ على انه الفعل الكلامي المحتمل لهذه الجملة, وبمعنى اخر, المعنى المقصود للمتحدث هو فعلها الكلامي أو القوة الفعلية للجملة.

الهدف الرئيس من هذه الدراسة هو أستقصاء الصعوبات التي يواجهها التدريسيون في الكليات الخاصة (الأهلية) العراقية , وحصرًا الكليات الأهلية في محافظة ديالى في تطبيق نظرية الأفعال الكلامية في تدريس المحادثة لتعزيز أداء الطلاب التواصلي. كما تهدف إلى اقتراح بعض التقنيات والنصائح للتدريسيين لمساعدة المتعلمين استخدام نظرية الأفعال الكلامية في التواصل الشفهي وخلصت الدراسة إلى النتائج الآتية:

- تطبيق النظرية الكلامية داخل الصف التحاوري يمكن ان يعزز إداء الطلبة التواصلي.

- معظم التدريسيين يرون ان الفعاليات والإستراتيجيات تلعب دورا هاما داخل الصف التحاوري.

- التدريسيون في الكليات الأهلية في العراق يعانون من صعوبات في تطبيق النظرية الكلامية داخل الصف التحاوري, ومنها فقدان أو نقص في المختبرات, والمستوى الضعيف للطلبة في كيفية استخدام اللغة الإنكليزية , حيث وجب على التدريسي اعطاء الطلبة معرفة بعلم استخدام اللغة قبل أو خلال الكورس التحاوري.

الكلمات المفتاحية: *استخدام النظرية الكلامية، الكليات الأهلية في العراق, محادثة.*

1-0 INTRODUCTION

Teaching is the process by means of which learning is expected to take place. States that teaching is guiding and facilitating learning, enabling learners to learn and setting the conditions for learning[1].

Since language is a means of communication, the aim of Language Teaching (LT) is to train students for developing communication efficiency. Whereas the grammatical patterns play a crucial role in communication, the prim need of most students is the ability to understand and to be understood in that language within the context [2].

Most foreign language instructors want their students at the center of the communication demonstrates that "communicative competence is acquired through communication" , and communication in the foreign language is " the single greatest challenge in the profession" [3].

Nowadays a new goal has been set around the world, that is, to develop the students' communicative competence. Normally, people communicate by using direct speech to get their hearers' understand i.e , the hearer gets the perlocutionary force of a speak sentence. This normally the way used in communication but it is not only way. Sometimes, speakers communicate with others using indirect speech acts. Inside classrooms, instructors tend to use the direct speech acts since they teach.

You can use language to do things. You can use language to make promises, lay bets, issue warning, christen boats, place names in nomination, offer congratulations, or swear testimony the theory of speech acts describes how this is done.

By saying I warn you that there is a sheepdog in the closet, you not only say something, and you warn someone. Verbs like bet, promise, warn, and so on are performative verbs. Using them in a sentence (in the first person, present tense) adds something extra over and above the statement.

There are hundreds of performative verbs in every language. The following sentences illustrate their usage:

I bet five dollars the Yankees win.

I challenge you to a match.

I dare you to step over this line.

I fine you $ 100 for possession of oregano.

I move that we adjourn.

I nominate Batman for mayor of Gotham city.

In all of these sentences, the speaker is the subject. (i.e.: the sentence is accomplishing some additional action, such as daring, nominating, or resigning. In addition, all of these are affirmative, declarative, and in the present tense. They are typical performative sentences.

An informal test to see whether a sentence contains a performative verb is to begin it with the word I hereby only performative sentences sound right when begun this way. Compare I hereby apologize to you with the somewhat strange I hereby know now you. The first is generally! As an act of apologizing. In all of the examples given, insertion given, insertion of hereby would be acceptable.

In studying speech acts, the importance of context is evident. In some situations Band practice, my house, 6 to is a reminder, but the same sentence may be a warning in a different |context. We call this underlying purpose or the speaker's intention- be it a reminder, a warning, a promise, a threat, or whatever- the illocutionary of speech act depend on the context of the utterance, speech act theory is a part of pragmatics. Knowing a language means to know how to produce and understand the meaning of infinitely many sentences. The study of linguistic meaning is called semantics. Lexical semantic is concerned with the meaning of morphemes and words; compositional semantics with phrase and sentences. The study of how context affect meaning is called pragmatics.

The theory of speech acts tell us that people use language to do things such as lay bets, issue warnings, or nominate candidates by using the words "I nominate Bill Smith," you may accomplish an act of nomination that allows Bill Smith to run for office. Verbs that "do things" are called performative verbs. The speaker's intent in making an utterance is known as illocutionary force. In other cases it must be determined from context **(4).**

1-1 Statement of The Problem and It's Significance:

The statement of this study represented by some ambiguity questions which need explicit answers, these are:

1-Does employing speech acts theory can promote students' communicative competence?

2-Does using speech act activities , strategies and provide students with some examples during employing speech acts theory in teaching conversation has effect on students' communicative competence?

3- Are there difficulties faced by instructors during employing speech acts theory in conversational classes?

4-Does students' weak level in using English language has effect on instructors in employing speech acts theory inside the conversational classes?

5-Do the instructors must have knowledge of pragmatics to be more able to employ speech acts theory inside the class?

6-Do the instructors need training course in modern teaching methods from time to time? Is it has effect on employing speech acts theory in teaching conversation?

7-Do the textbooks have effect on the instructors during employing speech acts theory in the class?

Finally ,this study will be of value for English language learners and instructors in Iraqi universities to overcome the difficulties in communication through speech act theory .

1-2 Aims.

This study aims at:

1- Employing of speech acts theory inside conversational classes can promote students' communicative competence.

2-Identifying the difficulties faced by instructors in employing speech acts theory in the conversational classes .

1-3 Hypotheses .

It is hypothesized that:

1- Employing speech acts theory can promote student's communicative competence.

Conversation instructors face many difficulties in employing speech acts theory inside the class, some of these difficulties are associated with students' weak level in using English language .

1-4 Limits.

This study is limited to the instructors of private colleges in Diyala province during the academic year 2014-2015.

1-5 Definitions of Basic Terms:

1- Difficulty (' DIfIkƏltI)

n, p/-ties

• The state or quality of being difficult.

• A task , problem, ect, that is hard to deal with

• (often plural) a troublesome or embarrassing situation, esp a financial one

• A dispute or disagreement

• (often plural) an objection or obstacle; he always makes difficulties.

• A trouble or source of trouble; worry

• Lack of ease; awkwardness: he could run only with difficulty.

[C 14: from Latin difficultas, from difficilis difficult, from dis-not+ facilis easy, facile].**(5)**

2- Instructor:[in-struchk-ter]

• B1. a person whose job is to teach people a practical skill.

An aerobics instructor

A driving/ ski/ swimming instructor.

• Us. a teacher of a college or university subject, who usually teach a limited number of classes.

a history/ science/ sociology instructor.**(6)**

3- **Speech act:-** any of the acts that may be performed by a speaker in making an utterance, as stating, asking, requesting, advising, warning, or persuading, considered in terms of the content of the message, the intention of the speaker, and the effect on the listener(dictionary. Reference.com/browse/speech act.).

4- **Conversation**:- is a multifaceted construct. Thornbury & Slade point out that this complexity derives from conversation being so ubiquitous in our daily language usage**(7).** In other words, conversation is so intertwined with daily interactions that it is difficult to define. Also, various fields of study have informed conversation linguistics, psychology, and sociology **(8).** So it becomes harder to compile a concise yet comprehensive definition of conversation. It is necessary to define conversation by its characteristics, its functions and its conditions.

• **Characteristics of Conversation:**

Conversation is "a type of speech event″ **(**Hymes in Richard) that is distinct from lectures, discussions, interviews and courtroom trials**(9).** Conversation is cooperatively constructed which is based on contributions, assumptions, expectations, and interpretations of the participants' utterances**(Ibid: 44).**

• **Functions of Conversation:**

Conversation is a way to verbally communicate for mostly interpersonal and somewhat transactional purposes **(10)***. Interactional language engages people for social reasons as illustrated previously.*

5- **Private College:** is independent and sets its own policies and goals, as well as being privately public or private universities**(Peterson's staff on Tuesday, September 29.).**

2-0 Theoretical Background and Previous studies.

2-1 Searle's Theory of Speech Acts:

A key response to these questions and problems was made by Searle, the pulp of Austin, who was primarily responsible for developing speech act theory into the form in which it is now known. His most imprint works in this area are (Searle & Vander Veken). Searle's work differs from Austin's in several respects: firstly Austin distinguished between locutionary, illocutionary and perlocutionary acts, whereas Searle was somewhat skeptical about this distinction, preferring instead a rigorous approach to the description of illocutionary acts**(11).**

A second distinction concerns the different emphasis placed by Austin and Searle on the force and meaning of a speech act. The force of a speech act is a form of gradation of a particular type of speech act. Thus if we accept directive as a term to describe those speech acts that are attempts by the speaker to get the hearer to carry out an action, then a suggestion would carry a weak force whereas a command would carry a stronger force. Searle used the idea of illocutionary force as the central plank of his theory, particularly in his formal theory of illocutionary logic.

Austin, on the other hand was more concerned with individual speech acts and less with illocutionary force. Another notion that has been promoted by Searle's theory is the idea of direction of fit.

Searle's taxonomy of speech acts consists of five broad categories:(12)

1- Assertive: The assertive class commits the speaker to something's being the case, to the truth of the expressed proposition. Examples include assert, predict and inside, suggestion, putting forward, swearing, boasting, and concluding.

2- Directives: These are attempts by the speaker to get the hearer to do something. Examples include direct order ,entreating, asking, inviting, advising, begging, and asking.

3- Commissives: These are acts that commit the speaker to some future course of action. Examples include committing, promising, threaten, planning, betting, and opposing.

4- Expressive: These express the psychological state specified in the sincerity condition; acts of this kind express the speaker's own feelings. Examples include apologizing, thanking, praising, deploring, and welcoming .

5- Declaratives: These are acts which bring about a corresponding change in the world, e.g. I declare x to be y, x shall henceforth be known as y, assuming the speaker has the authority to make the declaration.

2-2 Communication Techniques and Activities of Teaching English Oral Skills:

Here are some activities and techniques which may stimulate the instructors to produce their own: *(Attayeb, Ibrahim.(1998) Unpublished. The Communication Methods of Teaching English as A foreign Language in Sudan. Africa International University. P 51-52.).*

1- Listening for stress, rhythm and intonation, lively dialogues and the normal conversations of native speakers are useful to familiarize students with rhythm, intonation and emotional overtone(e.g. anger)

2- Listening to short interviews which can be done in class with students grouped in pairs.

3- Listening for drawing: this activity required vocabulary related to share. The procedure is simple, the teacher tells the class to draw figures or objects in certain specific places and ways in order to produce a particular picture.

4- Listening to dialogues: the teacher uses short taped conversations or dialogues between native

speakers of English talking in everyday situations such as asking for a room in a hotel ordering a meal in a restaurant, shopping (www.Carla.umn.edu/Speech acts/definition.htm.)

5- The teacher can ask the students to make phone calls to native speakers of English in agencies or companies they inquire about any information that interest them.

6- Dictation: this technique is an excellent exercise to call students attention to the occurrence of words in sentences, and expand their knowledge of vocabulary in a communicative way.

7- Radio, Video tapes and films, which requires careful preparation and specific guidance.

8- Listening for gist: in this exercise students listen to a whole passage with the aim of extracting the main idea from it .

9- Games and competitions which help students to recognize the sounds of words, word clauses, word meaning and idioms.

10- Identification of key words that students listen to a single sentence, then they are asked to give the key words, subject verb, object and other elements.

11- Reading a poem or a playlist and asking the students to state specific points.

12- Attending lectures or seminars and reporting the class the main points.

13- Problem solving about topics of general interest**.**

2-3 Previous studies.

2-3-2 Yiyu Zhao & Paul Throssel`s (2011): present paper under title "Speech Act Theory and Its Application to EFL Teaching in China". They show that many Chinese learners of English fail to achieve the tactful or appropriate use of English in their daily communication with native speakers. Thereby, researchers suggest that applying speech act theory in language

teaching has become increasingly imperative. This paper has reviewed the speech act theory and its significance to language learning. It has also examined the differences of speech acts in culturally different settings.

2-3-2 Douglas A. Demo, Georgetown study : under title "Leave A Speech Act After The Beep': Using the Telephone to Teach Pragmatics". The aim of this study to learn to make requests, extend invitations, and offer congratulations (or other speech acts); to learn how to open and close telephone conversations when leaving a message.

2-3-3 Kadhim M., Sultan(2007): present a paper under title "The Semantics, Pragmatics and Translation of Speech Acts". The aims of this paper to give a thorough and comprehensive picture of the semantics and pragmatics of speech acts and their realizations in English and Arabic . A major finding of this research is the fact that, speech act is a language area in which performance is not absolute; therefore, we can`t expect all learners to acquire perfect native like performance. What instruction aims to achieve is the development of an awareness of socio-cultural and sociolinguistic differences which are subsumed under cross-cultural differences. Such awareness will often help explain to both teachers and learners why sometimes there is unintended pragmatic failure and breakdown in communication.

2-3-4 Ahmed Gasim Al-Seed Ahmed study: presented to the University of Khartoum (M.A) by. The objectives of this study is to investigate the nature of techniques used in teaching English in Sudanese Schools, focusing on communicative techniques. It suggests techniques and activities through which, the elements a communicative skills of language can be taught, it tries to answer the follow questions(a): Are the activities enough to

motivate the learners?(b)What is the natal of the communicative techniques? He recommended that , teachers should speak English in the classrooms. They should not over correct the learner's mistakes and recommended that the learners centered an approach teaching .**(**Yousif, Neimat.(2012) Unpublished. Investigating Teaching and Learning of Speaking Skills of English Language at Sudanese Basic Education Schools. Al-Neelain University.. P 27-28.).

2-3-5   A.Raffia-   Suliman-Aladdin(ph.D.in2010) study:"Strategies for Developing English and Communication in Sudanese Secondary School in English Language Teaching" presented to university for science and Technology- faculty of education.Aims that at verifying the efficiency of some teaching strategies to develop English oral communication skills for Sudanese secondary school pupils(third-grade),and identifying the strategies teachers and pupils employ when they teach and learn speaking and listening skills. The tools used in this study were two questionnaires and test pupils one about pupil`s point of view of listening also teachers, questionnaires and test for pupils(listening speaking). It results using speaking strategies, only two strategies used out of thirteen effective strategies and there was a clear difference in the speaking pre. And gust test's performance, which the clearly demonstrated the efficiency. The recommendations of this study are:

1-That teachers should create opportunities and chance encourages students to use the foreign language in and outside the classroom, because the best outcome of learning is possible with practice and exercises.

2-English libraries with nature listening *(Ibid : 30).*

2-3-6   Zaniab Saad Mohammed study: - "Investigating Iraqi EFL University Instructors' Preformence of Classroom Ilocutionary Acts". The aims of this study are:

1-Categorizing the illocutionary acts used by instructors inside classrooms,

2-Finding out which type of sentence structure is the most widely used,

3-Finding out which act is the most prominent the direct speech act or the indirect speech act, and,

4-Identifying and categorizing the illocutionary forces of each class of illocutionary act.

3-0 Procedures and Methodology.

3-1 Population and Sample:

The population of the study consists of private colleges in Diyala(Alyarmouk and AlRafdain college). The total number of instructors at these two colleges are 20 of both sexes, male is 15 , and female is 5. The sample of this study is randomly chosen by conducting the percentage of formula, represents 50% of the whole population. The total number of the sample is 10 participants male is 7, and female is 3 . After excluding 3 instructors for participation in the pilot administration of the questionnaire. See the tables below.

The degree of instructors

Level	Number	Percentage
Ph. D	3	30%
M.A	7	70%
Total	10	100%

The years of experience of instructors

Level	Number	Percentage
1 to 5	2	20%
5 to 15	6	60%
More than 15	2	20%
Total	10	100%

3-2 Instruments:
The first version of the questionnaire is presented to referees; specialists in linguistics and English Language Teaching and they are kindly requested to add, omit and modify the items to the suitable to get the aim of the study and testifies its hypothesis. See appendix(3)
3-3 Validity and Reliability of the Questionnaire:
Corder defines validity as " the extent to which it does what it is intended to do"**(13).** To achieve validity of the questionnaire, the researcher exposed it to the jury members. The suggestions and modifications of the referees were considered in the refined form of the questionnaire.
3-4 Strategy of the Questionnaire.

The initial form of the questionnaire covers two domains using which contain 10 items, which are measured using a three- point liker type scale anchored by agree, doubtful, and disagree. The first 6 items appraise the idea of employing speech acts theory in conversational classes to promote students' communicative competence and the activities which use to do that, while other items concern with difficulties faced by instructors in employing speech acts theory in conversational classes.
3-5 The Pilot Sample of the Questionnaire:
This pilot administration has been conducted in order to check the clarity of the instrument instructions, estimate the time allotted for answering the instruments, and compute the reliability coefficient of the instruments. The

same procedures have been followed for the instruments, they are as follows:

1- A group of 10 instructors has been selected for the pilot administration of the questionnaire .This was on Tuesday , 12rd, March, 2015.

2- The instructors are asked to read the directions of the questionnaire by themselves.

3- The time required for the participants to work out the questionnaire by computing the average length of the time is needed by participants for responding to the questionnaire , is found out to range between 15 to 20 minutes.

4- The application of the pilot study shows no serious ambiguity concerning the instruction of the questionnaire.

3-6 The Final Sample of the Questionnaire.

After achieving the validity and reliability of the questionnaire , it has been administered at different days to the selected sample, starting from 22th,March, 2015. The researcher has explained the aim behind the instrument of the participant. The allocated time for the questionnaire one day. Then, the participants answering sheets are collected by the researcher and then tabulated in order to find the final results.

4-0 Conclusions and Recommendations.

4-1 Conclusions.

The study conclusions at :

1-Employing speech acts theory inside conversational classes can promote students' communication competence.

2-Most of instructors have seen type of activities and strategies play an important role in conversational classes.

3-Instructors in private colleges in Iraq faced many difficulties in employing speech acts theory in conversational classes, some of these :lacking labs, weak level of students in using English language so that instructors should give

students knowledge of pragmatics to be helpful to effectively use of speech acts before or while conversation course.

4-4 Analysis of Results.

Analysis of the results shown that:-

1-Employing speech act theory in teaching conversation can promote students' communicative competence. The result of the first item of questionnaire confirms that, as (70%) of instructors agree with this item and just (20%) of them disagree.

2-Instructors should give students good knowledge of pragmatics to be helpful to effectively use of speech acts. The result of the second item of questionnaire confirms that, as (80%) of instructors agree with this point and just (20%) of them chose doubtful.

3-Instructors should use speech act activities, strategies and provide students with many examples of speech acts inside the class. The result of the third item of questionnaire confirms that, as(70%) of them agree with this point and (20%)of them disagree it, while just (10%) of them chose doubtful.

4-Instructors should encourage active participation and use feedback in oral class. The result of the fourth item of questionnaire confirms that, as (90%) of instructors agree with this point and just (10%) chose doubtful.

5-A language learner need to handle the different types of appropriate speech acts. The result of the fifth item of questionnaire confirms that, as (50%) of instructors agree with this point, while (20%) of them disagree and (30%) chose doubtful.

6-Instructors faced many problems in employing speech acts theory in teaching conversation , some of these are associated with students' weak level in using English language and other associated with colleges themselves because it suffer from loosing labs. The results of points

(7) and (9) of questionnaire confirms it. As (70%) of instructors agree with these points.

7-Most of the present conversation textbooks focus on reading and writing rather than speaking and listening skills. The results of the eight point of questionnaire confirms it. As (60%) of instructors agree with this point and (20%) of them disagree with it, while (20%) chose doubtful.

8-Instructors need training course in employing speech acts theory in teaching conversation because of using technology in teaching is very important manner. The results of point (6) and

(10) confirms it. As (70%) of instructors agree with item (10) and (100%) of instructors agree with item (6).

4-5 Recommendations

The following recommendations are drawn:-

1-It is not sufficient to teach conversation in lexical way, so that should provide intransitive to be taught in modern techniques and activities suitable with technology at the present time .

2-Specify efficient classroom procedure for teaching conversation, and suggestion conducting an effective remedial work in this area.

Table (1)Percentile of the Questionnaire

Items	Agree	Doubtful	Disagree
1-Employing speech acts theory in conversational classes can promote student's communicating competence.	70%	10%	20%
2-Instructors should give students good knowledge of pragmatics to be helpful to effectively use of speech acts.	80%	20%	0%
3-Instructors should use speech act activities, strategies and provide students with many examples of speech acts inside the class.	70%	10%	20%
4-Instructors should encourage active participation and use feedback in oral class.	90%	10%	0%
5-A language learner needs to handle the different types of appropriate speech acts.	50%	30%	20%
6-Using educational technology : pictures, Video, internet, and computer as teaching aids can promote students' communicative competence.	100%	0%	0%
7-The weak level of students in using English language is one of difficulties that face instructors in using speech acts theory in conversational classes.	70%	20%	10%

8-Most of the present conversation textbooks focus on reading and writing rather than speaking and listening skills.	**60%**	**20%**	**20%**
9-Most colleges suffer from loosing of labs, this is disrupts employing speech acts inside the class .	**70%**	**10%**	**20%**
10-Instructors need training course in employing speech acts theory in conversational classes.	**70%**	**10%**	**20%**

Appendix (1)A questionnaire Submitted to the referees (First Version)

Dear Mr./Mrs.

The researcher intends to conduct a study entitled "Difficulties Faced by Instructors of Iraqi Private Colleges in Employing Speech Acts Theory in Conversational Classes ".The aim of this study is limitation difficulties faced by Instructors in employing speech acts theory inside conversational classes in Iraqi private colleges in Diyala province during the academic year (201402015) .

As specialists in the field of teaching English, please check these items and kindly state if they are suitable or not. Any addition or modification will be highly regarded.

Thank you

Asst. Instructor: Anwar Jawad Khadim

Items	Agree	Doubtful	Disagree
Employing speech acts theory in conversational classes can promote student's communicating competence.			
Instructors should give students good knowledge of pragmatics to be helpful to effectively use of speech acts.			
Instructors should use speech act activities, strategies and provide students with many examples of speech acts inside the class.			
Instructors should encourage active participation and use feedback in oral class.			
A language learner needs to handle the different types of appropriate speech acts.			
Using educational technology : pictures, Video,			

internet, and computer as teaching aids can promote oral skills.		
The weak level of students in using English language is one of difficulties that face instructors in using speech acts theory in conversational classes.		
Most of the present conversation textbooks focus on reading and writing rather than speaking and listening skills.		
Large numbers of students in the class regard very important problems that face instructors.		
Instructors need training course from time to time to be able to teach in modern and suitable ways.		

Appendix(2)

A questionnaire (Second Version)

No	Items	Agree	Doubtful	Disagree
1-	Employing speech acts theory in conversational classes can promote student's communicating competence.			
2-	Instructors should give students good knowledge of pragmatics to be helpful to effectively use of speech acts.			
3-	Instructors should use speech act activities, strategies and provide students with many examples of speech acts inside the class.			
4-	Instructors should encourage active participation and use feedback in oral class.			
5-	A language learner needs to handle the different types of appropriate speech acts.			
6-	Using educational technology : pictures, Video, internet, and computer as teaching aids can promote students' communicative competence.			
7-	The weak level of students in using English language			

	is one of difficulties that face instructors in using speech acts theory in conversational classes.			
9-	Most colleges suffer from loosing of labs, this is disrupts employing speech acts inside the class .			
10-	Instructors need training course for employing speech acts in conversational classes.			

Appendix (3)Referees List Name

1. Prof. Sami Al-Ma'muri. (hp. D) /Diyala University/College of Basic Education.

2. Asst. Prof. Ayad Hammed Mahmoud (ph. D)/ Diyala University. College of Education for Human Science.

3. Asst. Prof. Amthel M Abbas (Ph. D)/ College of Education/Diyala university.

4. Asst. Prof .Zainab Abbas (Ph. D) in ELT / College of

Education for Humanities /University of Diyala.

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