

## EFL Graduates' Awareness of Utilizing the English Speech Acts of Commiseration in Oral Discourse

Sara Ahmed Al-tahir Ahmed -Department of English - Faculty of Education-Hantoub -University of Gezira -+249961162222 -[sarace24\\_english@yahoo.com](mailto:sarace24_english@yahoo.com) Ibrahim

Mohamed Alfaki - Department of English - Nile Valley University - +249912294605 - [ibrahimalfaki@yahoo.com](mailto:ibrahimalfaki@yahoo.com)

### Abstract

Commiseration is in fact, part of the positive politeness. Politeness is the lubricant that helps people achieve verbal communication more smoothly and enables speakers strengthen their social relations and gains respect in the community. The main objective of the study is: to discover to what extent EFL graduates are aware of utilizing the expressions related to the speech act of commiseration when speaking English. The study adopted the descriptive analytical method. The data were gathered by using two tools: a diagnostic test for a sample of forty (40) EFL graduates and a questionnaire that was designed for a sample of ten (10) EFL university teachers from University of Gezira, University of Neelain and Alahlia University-Wad Medani. The data were analyzed manually using means and percentages. The findings reached are: Most EFL graduates (56.9%) are not aware of utilizing the social expressions concerning commiseration in oral discourse.

**Keywords:** Speech act, Commiseration, Awareness, Oral Discourse

### المستخلص :

التعازي هو، في الواقع، جزء من استراتيجيات الكياسة الاجتماعية الايجابية. تعمل قواعد الكياسة على التلطيف و إضافة المرونة التي تساعد الناس على تحقيق المزيد من الاتصال والتفاعل علي نحو سلس وتمكن المتحدثين من تعزيز علاقتهم الاجتماعية واكتسابهم الاحترام في المجتمع. الاهداف الاساسية للدراسة هي: لاكتشاف مدي إدراك طلاب اللغة لإستخدام العبارات التي لها علاقة بالتعازي عند التحدث. إتبعنا الدراسة المنهج الوصفي التحليلي. تم جمع البيانات عن طريق أداتين: الإختبار التشخيصي لعينة قوامها (40) طالبا والاداة الثانية هي الاستبيان الذي تم تصميمه لعينة من (10) معلمين من جامعة الجزيرة، جامعة النيلين والجامعة الأهلية بود مدني. وقد تم تحليل البيانات يدويا بإستخدام المتوسط والنسب المئوية. توصلت الدراسة الي عدة نتائج اهمها: ان عدد كبير من طلاب الدراسات العليا (56.9%) لا يدركون استخدام العبارات الاجتماعية التي لها علاقة بالتعزية في اللغة الإنجليزية.

الكلمات الدالة: فعل الكلام، التعزية، الوعي، التحدث

### 1.0 Introduction

Commiseration is one part of Austin's behabitives speech acts and is related to Searle's expressives illocutionary act. Although a theoretically sound issue in pragmatics, commiseration has not been investigated as much as other speech acts in oral discourse related studies.

This study aims at investigating EFL graduates' awareness of utilizing English speech act of commiseration in oral discourse. There are many in this study, relevant literature, previous study, materials and methods, results and discussion, conclusion and recommendations, and references.

### 1.1 Statement of the Problem

The problem of the study arises from the observation that most EFL graduates' are not aware of utilizing English speech acts of *commiseration* in particular. They only use functional expressions such as *sorry!*. Thus, the researcher intends to investigate to what extent EFL graduate students are aware of utilizing speech acts of *commiseration*.

### 1.2 Objectives

- 1) To find out to what extent EFL graduates are familiar with utilizing the expressions related to the speech acts of commiseration when speaking English.
- 2) To investigate if EFL graduates are acquainted with of the situations which demand the usage of the social expressions of commiseration.
- 3) To explore if EFL graduates are conscious of the special cases which require the usage of the specific social expressions and avoid some of them concerning speech act of commiseration.

### 1.4 Questions of the Study

- 1) To what extent are EFL graduate students familiar with utilizing the expressions related to *commiseration* when speaking English?
- 2) To what extent are EFL graduates acquainted with the situations which demand the usage of *commiseration* in oral discourse?
- 3) To what extent are EFL graduates conscious of the special situations which require the usage of the specific social expressions and avoiding some of them related to speech act of *commiseration* in oral discourse?

### 1.5 Hypotheses of the study

1. Most EFL graduates are not familiar with utilizing the social expressions related to *commiseration* in oral discourse.

2. A great number of EFL graduates are not acquainted with the various situations which demand the usage of *commiseration*.

3. More than half of EFL graduates are unconscious of the special situations which require the usage of the specific social expressions and avoiding some of them related to speech act of *commiseration*.

### 1.6 Significance of the Study

The significance of the study stems from the fact that speech acts are very essential in oral discourse. The findings of the study are expected to benefit EFL teachers, EFL learners through their teachers, EFL lecturers, interpreters, syllabus designers, and those who are concerned with oral discourse. It will also add to the body of knowledge.

### 1.7 Limits of the Study

The topic of the study is limited to *EFL Graduates' Awareness of Utilizing the English Speech Acts of commiseration in Oral Discourse*. The sample consists of two groups: one contains (40), (27) PhD EFL students from Sudan University of Science and Technology. The College of Languages. Department of English, and (13) PhD EFL students from University of Neelain. College of Arts. Department of English, and the other group consists of (10) EFL teachers at University of Gezira, University of Neelain and Wed Medani Ahlia University. The study is conducted in the years (2017 – 2020).

### 2.0 Relevant Literature

This section includes of the theoretical part and previous studies.

#### 2.1 Identifying of Commiseration

Condolence is part of Searle's expressive speech act and is related to Austin's behabitives illocutionary act.

Zunin and Zunin (2007: 4) write the origin of the word "condolence" conveys a profound message and it comes from the Latin *condolere* which has two Latin roots: *con* meaning "together", and *dolere*, meaning to "grieve". He also adds that condoling actions reaffirm people's bonds to humanity; they strength and enlarge each of them. He confirms that each word of comfort, each letter of condolence, each act of helpful service has the potential to serve not only as a message of sympathy but also as a song of compassion and truth. Whereas Moghaddam, (2012:108) cf. (Parkes and et. al (1997)) points that death of a loved one can bring with itself a state of deep sorrow, grief, shock, and numbness. As a condoler, individuals should express sympathy to a bereaved and help him/her to accept that a beloved has passed away. Bromberg on the other hand, (2000: 337) defines condolences are expressions that are can use to tell of one's sympathy. However, Zunin and Zunin (2007: 13) emphasize that not saying the suitable words of condolences, the bereaved might feel hurt or angry. This might even lead weakening of relationships or loss of friendships.

### 2.3 Classifications of Commiseration

There are several kinds of speech acts of condolences. Smith, (2003: 1) classifies speech acts of condolences into five categories as in the following:

#### 2.3.1 Classical Stock Condolence Phrases

These condolence phrases are neutral to be appropriate for almost everyone, regardless of religious beliefs, for instance:

1. My thoughts are with you (Smith (2003: 1)).

2. Please accept my/our deepest sympathy. (Smith (2003: 1)).

#### 2.3.3 Condolence Phrases Considering Someone's Religious Beliefs

For people who believe in a concept of heaven and hell, one may express the idea that he/she believes that the deceased is in heaven or looking down from heaven, as in:

3. May God comfort you. (Smith (2003: 1))

4. May his/her soul find peace. (Smith (2003: 1))

#### 2.3.4 Condolence Phrases as Quotes

Poetry can be a source of comfort and can express sympathy. Some people choose meaningful quotes from poems or books they like. They use famous quotes from poems dealing with death and mourning to assist themselves in expressing their condolences.

5. "To live in hearts we leave behind is not to die". (Smith (2003: 1))

6. "Like a bird singing in the rain, let grateful memories survive in times of sorrow". (Smith (2003: 1))

7. "May the blessing of love be upon you, may its essence illuminate your heart, now and forever more."

#### 2.3.5 Condolence Phrases Containing the Condition of the Deceased

It is convenient to mention the condition of deceased in a condolence phrase if someone is a close friend to the survivors. Condolence phrases to survivor of someone who died from lingering illness, for instance, might include a note of appreciation that the pain and difficulty are over.

8. I was sorry to learn of your mother's death, but I am glad hear that her suffering has come to an end. (Smith (2003: 1))

## 2.6 Main Occasions for Condolences

Maggio, (2001: 383) expresses that condolences are offered only in the event of a death; sympathy may be expressed for a death, but it is also extended to those who have suffered from a fire, flood, storm, or natural disaster; burglary, theft, or violent crime; a lost job, bankruptcy, personal reverses, or other misfortunes. He expands that there are some situations of sending letters of sympathy such as:

1. Absence of superior who would normally respond
2. Anniversary of a death
3. Death of family member of friend/ neighbor/ relative/ customer/ client/ employee/ colleague
4. Death of a pet
5. Divorce
6. Hospitalization due to serious illness or accident
7. Miscarriage or stillbirth
8. Misfortune: loss job/ bankruptcy/ burglary/ violent crime
9. Natural disaster: flood/ hurricane/ drought/ storms
10. Terminal illness

## 2.7 Way of Saying Commiseration

There are various steps that people should follow when they commiserate someone in various cases. Maggio, (2001: 384) asserts that in the following steps:

1. Simply and directly express your sorrow about the other person's loss or trouble.
2. Mention by name the person who died or the unfortunate event.
3. Tell how you heard the news, if appropriate.
4. Express your feelings of grief, dismay, loss.
5. Offer sympathy, thoughts, prayers, good wishes.

6. In the case of death, mention what people liked or loved about the deceased; relate some happy memory, anecdote, favourite expression, or advice they gave them; mention the virtues, achievements, or successes for which they'll be remembered; tell about something they said or did that touched them. Especially welcome is recalling a complimentary or loving remark made by the deceased about the bereaved person. The more specific they are, the more memorable and comforting their letter will be.

7. Close with a general expression of concern or affection or an encouraging reference to the future: "You are in my thoughts and prayers"; "My thoughts are with all of you in this time of sorrow"; "In the days ahead, may you find some small comfort in your many happy memories."

## 2.8 Impoliteness in Commiseration

Maggio (2001: 384-385) assures that there are various steps that people should not use when they utilize commiseration in various cases as in the following:

1. Don't say too little (sending only a commercial card with your signature) and don't say too much (offering clichés, or inappropriate comments).
2. Don't use overly dramatic language ("the worst tragedy I ever heard of, "the dreadful, horrible, appalling news"). If people were shock or appalled at the news, say so—but avoid being excessively sentimental, sensational, or morbid. A simple " I'm sorry) is effective and comforting.
3. Don't discuss philosophy of death and disaster or offer religious commentary unless people are certain that sympathy grounded in a shared philosophic or religious orientation is appropriate with this person.

4. Avoid pious clichés, simplistic explanations of tragedy, or unwarranted readings of God's activities, intents, or involvement.

5. Don't give advice or encourage big changes (leaving town, moving into an apartment, selling the spouse's model ship collection). It's usually many months before survivors can make well-thought-out decisions.

6. Don't make generic offers of help like "let me know if I can help," or "feel free to call on us." This requires a response from people who already have much to deal with; most people will not take others up on such vague invitations. Instead, just do something: bring food, have the dress or suit the person is wearing to the funeral dry-cleaned, put up out-of-town relatives, watch children for several hours, address acknowledgments, take over word duties for a few days, cut grass or shovel snow or water the garden, help clean the house. If they're not close to bereaved, an offer of help will be seen for the empty gesture it is. If they are close, they will either know what is helpful or they know whom to ask (friend, neighbour) about what needs doing.

7. People don't focus on their feelings: "I've been just devastated—I can't seem to keep my mind on anything"; "I start crying every time I think of him"; "why didn't you call me?". Lynn Caine in her book "Don't tell *me* how bad you feel!" says that most of condolence letters she received were more about the writer's awkwardness, discomfort, and inadequacies than about her sorrow or their share loss. She says many letters were "full of expressions of how uneasy the writers felt, how miserable the writers were—as if they expected *me* to comfort *them*." There is a fine line

between expressing your sorrow and dramatizing your own reactions.

8. Don't offer false cheeriness or optimistic platitudes. In a *reader's digest* article, "An Etiquette for Grief," Crystal Gromer says, "In the context of grief, clichés are simply bad manners... 'At least he didn't suffer,' people say. 'At least he's not a vegetable'. Any time you hear 'at least' come out of your mouth, stop. Creating an imaginary worse scenario doesn't make the real and current one better. It trivializes it." Colton once said, "Most of our misfortunes are more supportable than the comments of our friends upon them."

## 2.9 Special Situations of Commiseration

There are special situations that people should be aware of when they commiserate someone. Maggio, (2001: 387-388) explains them in the following points:

1. Miscarriages and stillbirths are devastating. Sympathize as one would for the death of any child. Avoid such unfortunately common remarks as: "you already have two lovely children—be grateful for what you have"; "this may have been for the best—there might have been something wrong with the baby, and this was nature's way of taking care of it"; "you're young yet—you can try again." And the worst of all: "Don't feel so bad. After all, it isn't as though you lost a child." The person *has* lost a child.

2. In the case of suicide, offer sympathy as one would to any bereaved family. Because many survivors experience feelings of guilt, rejection, confusion, and social stigma, they need to know that he's thinking of them. Although it is generally appropriate to say "I was shocked to hear about" someone's death, avoid the phrase in this case.



3. Don't ask questions, speculate about how the death could have been prevented, or dwell on the fact of the suicide; what matters is that the person is gone and the family is grieving. Instead, talk about how the person touched your life, share a happy memory, or express sympathy for bereaved's pain.

4. Those who live with ADIS are first of all they can be friends, neighbours and relatives, and only second someone with a usually fatal illness. people write as they write to anyone with serious illness. Don't assume the person's time is short. Some AIDS patients have goods years ahead of them in spite of recurrent crises. It's more important to be supportive and to send a card than to say exactly the right thing. Focus on how special the person is to the speakers rather than on their illness, their prognosis, the sadness of it all. Ask if they 'd like company; because of the perceived nature of AIDS, some people are unwilling to visit and people's friend may appreciate seeing them all the more.

5. Responding to news of a divorce or separation is difficult, unless the speaker is well acquainted with the person he is addressing. Neither expressions of sympathy nor congratulations are entirely appropriate in most cases. However, whether the person is "better off", or not, such life changes are never without their sad aspects and mourned losses, and a message of sympathy and support is often welcome.

6. Don't hesitate to say to people experiencing a misfortune considered embarrassing (a family member convicted of crime, for example); if friends and family are hurting, people's warm message of support will be welcome.

7. When business associates, customers, clients, or employees lose someone close to them, say as speaker would for friend or relatives, although his utterances will be shorter and more formal. Avoid personal remarks; it is enough to say you are thinking about them at this time. expand sympathy on behalf of the company and convey condolences to other members of the person's family. When writing to the family of employee who has died, people can offer assistance in gathering personal effects, discuss the pension plan, or make a referral to someone in the company who can help with questions.

8. Those who are grieving the death of a companion animal will appreciate an utterance of sympathy. This loss can be devastating; whether one can identify with the feelings or not, expressing sympathy is a loving respectful gesture.

9. When someone has lost a close family member, remember the person with a special utterances on the anniversary of the person's death and (in the case of spouse) on the couple's wedding anniversary date. Don't worry about "bring up sad memories." The person will hardly think of anything else on that day, and will be grateful for the supportive speech that says somebody remembers. Those who plan class reunions might send cards or flowers to parents of deceased classmates to assure them that their children are remembered.

10. Saying utterances to someone terminally or very seriously ill is more of a sympathy expression than a "get well", utterance, but be careful not to anticipate someone's death. Avoid mention of imminent death unless the person has introduced the subject and shows a desire to talk about it.



11. Instead, say how sorry you are to hear that the person is ill and that you are thinking of them. Instead of a "get well" card, choose one of the "thinking of you" or no message cards.

12. When sending flowers to a funeral home, address the accompanying small card's envelope to "family or Emily Webb Gibbs." Insert a plain white card from the florist or people's own visiting or business card with a brief message ("Please accept my sincerest sympathy" or "My thoughts and prayers are with you and the children"). If people make a donation to a charity in the deceased person's name, give the name and address of a family member as well as their own. The charity will send a notice of the contribution to the family and acknowledge to them that the donation was received.

#### 2.10 Previous Studies

There are many studies has been done related to this study such as: In Persia, Moghaddam (2012) published a research paper; entitled Discourse Structures of Condolence Speech Acts. PhD candidate in TEFL. University of Tabriz in Journal of English Languages Teaching and Learning No (10). 2012. The main objective of the study was to investigate interjections and intensifiers while performing condolence speech act among Persian and English and English speakers. The main finding is: there was a significant difference among intensifiers and interjections in each culture; intensifiers and interjections can be organized semantically. The main recommendation is: The teachers as the conductors of class should use the findings in order to instruct learners. Also, predict where students may have difficulty using and interpreting interjections and intensifiers in various

situations via the findings. And it includes several sections: materials and methods of the study, results and discussion, and conclusion and recommendation. And, in Iraq Muhammed, (2013) published a research paper; entitled Condolences in English in Journal Kербala University,(vol.11),(no.4), 2013. The main objective of the study was: to intend to show the grammatical structures of condolences. The main findings are: As for the categories of condolences, most of condolence phrases are classical and stock phrases because they are suitable for every religion or culture. The speaker can use such kind of condolence phrases when he wants to send condolences to someone who practices a religion the speaker is not familiar with. Some religions have traditional condolence phrases. Moreover, the researcher has noticed that condolence phrases which are famous quotes from poetry or prose are rare. Finally, some condolence phrases, especially condolence phrases considering someone's religious beliefs are recursive in nature. For instance, in the practical analysis, the researcher has noticed that the condolence phrase "may his soul rest in peace." Has been repeated. It has been used by many people. This makes the phrase sounds slightly clichéd. Bereavement is a time when people may be particularly vulnerable and weak. So, the bereaved is in need of such a language that helps him to soothe down his sorrow to some extent.

#### 3.0 Materials and Methods

This section includes the sampling, tools for collecting data and tools for data analysis. The descriptive analytical method will be adopted for conducting the study. This research method does suit the nature of the topic.

#### 3.1 Sampling

The sample includes two groups: the first group consists of (10) experienced EFL university teachers, who are chosen purposively from University of Gezira, University of Neelain and Alahlia University. Whereas the second group is composed (40) EFL graduates, (27) PhD EFL students from Sudan University of Science and Technology. The College of Languages. Department of English, and (13) PhD EFL students from University of Neelain. College of Arts. Department of English.

### 3.2 Tools of Collecting Data

Two tools are used for gathering data: a diagnostic test for EFL graduates and a questionnaire for EFL university teachers. The questionnaire and the test are designed for the purpose of eliciting the data that serve the topic of the study. The diagnostic test comprises (4) sections: section one; choosing the option for the suitable response. Section two; matching the situations with their suitable responses while section three;

Table (4.1.1) Unawareness of EFL Graduates of Various topics Demanding the Use of Speech Act of Commiseration

Option	Correct	Incorrect	Total
Anniversary of Death	82.5%	17.5%	100%
Death	47.5%	52.5%	100%
Death of Pet	55%	45%	100%
Divorce	35%	65%	100%
Hospitalization	17.5%	82.5%	100%
Miscarriage	25%	75%	100%
Stillborn	47.5%	52.5%	100%
Misfortune	28.75%	71.25%	100%
Natural Disaster	47.5%	52.5	100%
Terminal Illness	45%	55%	100%
Mean	43.1%	56.9%	100%

Table (4.1.1) dissects that (43.1%) of EFL graduates answer correctly, whereas (56.9%) of EFL graduates answer incorrectly. This explicates that most of EFL graduates are unaware of various situations demanding the use of speech act of commiseration.

tick the appropriate response and cross inappropriate one. Finally, Section four; What would you say in the following situations. Whereas, the questionnaire includes (23) statements.

### 3.3 Tool for Data Analysis

The collected data are analyzed manually, using percentages and means. The collected data are presented in tables, analyzed, discussed and interpreted.

### 4.0 Results and Discussion

This section is limited to the analysis and discussion of the data collected with the test for students and questionnaire for EFL teachers.

#### (4.1) Result of the Diagnostic Test

The tables from (1-3) summarize the results of EFL graduates responses to the (13) thirteen questions of the test. The tables below are classified according to the various topics and special cases of speech act of commiseration. Hence, the results will be analyzed, discussed and interpreted accordingly.



Table (4.1.2) Knowledge of Graduates of Special Cases of Speech Act of Commiseration

Option	Correct	Incorrect	Total
Unfortunately Common Remarks Related to Miscarriage or Stillborn.	36.25%	63.75%	100%
Expressions Related to Suicide Cases	40%	60%	100%
English Culture Related to Death of Pet	55%	45%	100%
Offering False Cheeriness or Optimistic Platitudes Related to Commiseration.	25%	75%	100%
Avoidance of Expressions which Focused on their Feeling Related to Commiseration.	47.5%	52.5%	100%
Mean	40.75%	59.25%	100%

Table (4.1.2) reveals that (40.75%) of EFL graduates answer correctly, whereas (59.25%) of EFL graduates answer incorrectly. This finds that most of EFL graduates have little knowledge of special cases of speech act of commiseration

Table (4.1.3) Using of Formulaic Expressions Related to Speech Act of Commiseration

Questions	Items	Frequency	Correct	Incorrect	Total
Four	Item10	40	14	26	40
	Percent		35%	65%	100%

Table (4.1.3) shows that (35%) of EFL graduates do not use formulaic expressions, whereas (65%) of EFL graduates use formulaic expressions. This draws out that most of EFL graduates tend to use formulaic expressions related to speech act of commiseration.

#### (4.2) Result of the Questionnaire

Table (1-4) below shows the teachers' responses to the questions of the questionnaire.

Table (4.2.1) awareness of EFL Graduates of Utilizing the Social Expressions Related to Speech Act of Commiseration

Option	Frequency	Percent
Agree	7	70%
Not sure	2	20%
Disagree	1	10%
Total	10	100%

Table (4.2.1) explains that (70%) of the teachers agree that EFL graduates are not aware of the utilizing the social expressions related to speech act of commiseration, (20%) of the teachers are not sure about the statement, whereas (10%) of the teachers disagree with the statement. This detects that most EFL graduates are not aware of the utilizing the social expressions related to speech act of commiseration.

Table (4.2.2) Unawareness of EFL Graduates of Various topics Demanding the Use of Speech Act of Commiseration

Situations	Agree	Not sure	Disagree	Total
Anniversary of Death	50%	40%	10%	100%
Death	40%	30%	30%	100%
Death of Pet	60%	40%	0%	100%
Divorce	60%	20%	20%	100%
Hospitalization	70%	20%	10%	100%
Miscarriage	70%	20%	10%	100%
Stillborn	60%	30%	10%	100%
Misfortune	80%	20%	0%	100%
Natural Disaster	90%	10%	0%	100%
Terminal Illness	60%	30%	10%	100%
Mean	64%	26%	10%	100%

Table (4.2.2) illustrates that (64%) of the teachers agree that EFL graduates are not aware of various situations demanding the use of speech act of commiseration, whereas (26%) of the teachers are not sure about the statement, while (10%) of the teachers disagree with the statement This result discloses most of EFL graduates are not fully aware of various situations demanding the use of speech act of commiseration.

Table (4.2.3) Knowledge of Graduates of Special Cases of Speech Act of Commiseration

Situations	Agree	Not sure	Disagree	Total
Unfortunately Common Remarks Related to Miscarriage or Stillborn.	70%	30%	0%	100%
Expressions Related to Suicide Cases	50%	30%	20%	100%
English Culture Related to Death of Pet	70%	10%	10%	100%
Offering False Cheeriness or Optimistic Platitudes Related to Commiseration..	60%	0%	0%	100%
Avoidance of Expressions which Focused on speaker's Feeling Related to Commiseration	60%	30%	10%	100%
Mean	62%	20%	8%	100%

Table (4.2.3) clears up that (62%) of the teachers agree that EFL graduates have little knowledge of special cases of speech act of commiseration, whereas (20%) of the teachers are not sure about the statement, while (8%) of the teachers disagree with the statement. This result reveals most of EFL graduates have little knowledge of special cases of speech act of commiseration.

Table (4.2.4) Utilizing of Formulaic Expressions Concerning Speech Act of Commiseration by EFL Graduates

Option	Frequency	Percent
Agree	7	70%
Not sure	2	20%
Disagree	1	10%
Total	10	100%

Table (4.2.4) lights that (70%) of the teachers agree that EFL graduates tend to use formulaic expressions concerning speech act of commiseration, while (20%) of the teachers are not sure about the statement, whereas (10%) of the teachers disagree with the statement. This evolves that EFL graduates tend to use formulaic expressions concerning speech act of commiseration.

#### 4.0 Discussion of Results in Relation to Study Hypotheses

In this section the results of the questionnaire and the test are discussed in relation to hypotheses of the study.

##### 3.3.1 The first Hypothesis

"Most EFL graduates are not aware of utilizing the social expressions related to commiseration in oral discourse."

This hypothesis is supported by the result to the test where table (4.1.1) presents that most of respondents (56.9%) answer incorrectly. This hypothesis is also verified by the response to statement in the teacher questionnaire: Table (4.2.1), (70%) of teachers agree that EFL graduates do not have full realization of utilizing the social expressions related to speech act of commiseration.

##### 3.3.2 The Second Hypothesis

"A great number of EFL graduates are not aware of the various situations which demand the usage of commiseration."

This hypothesis is supported by the results of the test where table (4.1.1) reveals that (56.9%) of respondents answer incorrectly. This hypothesis is also verified by the response to ten statements in the teacher questionnaire table (4.2.2) shows that (64%) of the teachers agree that EFL graduates are

not fully aware of situations which demand the usage of social expressions of speech act of commiseration. Last but not least, the open ended questions reveal that the majority of the teachers (90%) insure that EFL graduates are not fully aware of various situations of speech acts of commiseration.

##### 3.3.3 The Third Hypothesis

"More than half of EFL graduates are unconscious of the special cases which require the usage of specific social expressions and avoiding some of them related to speech act of commiseration and commiseration."

This hypothesis is supported by the results of the test where test table (4.1.2) evinces that (59.25%) of respondents answer incorrectly. This hypothesis is also verified by the response to five statements in the teacher questionnaire Table (4.2.3) shows that (62%) of the teachers agree that EFL graduates have basic familiarity with special cases which demand the usage of social expressions and avoiding some of them concerning speech act of commiseration. Finally, the open ended questions reveal that the majority of the teachers (90%) insure that EFL graduates are not fully aware of special cases of speech acts of commiseration.

#### 5.0 Conclusion and Recommendations

This section discusses the conclusion and recommendations and provides for suggestions for further studies concerning the same field.

#### 5.1 Conclusion

The study aimed at revealing EFL Graduates' Awareness of Utilizing the English Speech Act of Commiseration in Oral Discourse. The researcher used the descriptive analytical method for conducting the study. Two tools for collecting data were used; a diagnostic test for EFL graduates; (27) EFL PhD students from Sudan University of Science and Technology. The College of Language. Department of English, (13) EFL PhD students from University of Neelain. College of Arts. Department of English. And a questionnaire for (10) ELT teachers from University of Gezira, University of Neelain, and Ahlia University. The study has reached the following finding:

##### 5.1.1 Findings

1. Most EFL graduates are not aware of utilizing the social expression concerning commiseration in oral discourse {(56.9%); table (4.1.1) and (70%); table (4.2.1)}.
2. A great number of EFL graduates are unaware of the various situations which demand the usage of commiseration {(56.9%); table (4.1.1) and (64%); table (4.2.2)}.
3. More than half of EFL graduates are unconscious of the special cases which require the usage of specific social expressions and avoiding some of them related to speech act of commiseration. {(59.25%); table (4.1.2) and (62%); table (4.2.3)}
4. EFL graduates tend to use formulaic expressions related to speech act of commiseration. {(65%); table (4.1.3) and (70%); table (4.2.4)}.

#### 5.2 Recommendations

Based on the results and findings of the present study, several recommendations have been made. The following are the main ones which the researcher recommends:

1. It is strongly recommended that teaching English speech act of commiseration should be started from basic school.
2. Giving more attention to English speech acts by focusing on different types in designing the courses of spoken language in EFL university syllabus.
3. It is also advised that great consideration should be placed on teaching all topics and special cases of English speech act of commiseration with equal emphasis.
4. It is recommended that EFL graduates should be given adequate exercises for practicing and consolidating the English speech act of commiseration. This means that the syllabus should provide intensive exercises of different situations and various special cases concerning English speech act of commiseration.
5. EFL graduates should pay attention to their spelling of the words.
6. Teachers should draw the EFL graduates' attention to the special cases of commiseration.

#### 5.3 Suggestion for Further Studies

Several topics and problems in field of English language learning and teaching remain un-discussed. The researcher suggests the following related studies:

1. Commiseration and Positive Politeness Strategies in Sudanese Context.
2. Linguistic Politeness in Expressing Commiseration.
3. Speech Act of Commiseration in Sudanese and English: Across-Cultural Study.

6 References

Bromberg, M. (2000). 110 Words You Need to Know . New York : Barron's Educational Series , Inc.

Maggio, R (2001). How To Say It: Choice Words, Phrases, Sentences, and Paragraphs for Every Situation- Revised and Extended. New York: Penguin Putnam Inc

Moghaddam, M (2012). Discourse Structure of Condolence Speech Act. Journal of English Language Teaching and Learning 10: 105-125.

Muhammed, Sh. (2013). Condolences in English. Journal Kerbala University (11: 1-12)

Parkes, C; Laungani, P; Young, B (1997). Death and Bereavement Across Cultures. New York: Routledge

Smith, B (2003). John Searle form: Speech Acts to Social Reality. Cambridge: Cambridge University Press.

Zunin, L; Zunin, H (2007). The Art of Condolence: What to Write, What to Say, What to Do a Time of Loss. Canada: Harper Collins