CHAPTER ONE
INTRODUCTION

1.0 Background

John Austin, the British philosopher, was the first person who talked about Speech acts theory. Then, it was developed by the American philosopher John Searle. The tenor of this theory, according to Searle is that there are some utterances that do not tell or describe something as true or false but they perform an action. These basic observations, described in his work, bring up speech acts theory as theory that underpins much of pragmatics (Sadock, 1974, p.8; Culpeper and Haugh 2014, p.156; Taguchi, 2019, p.17).

We, as human beings, spend most of our days talking to each other and this communication constitutes part of our daily life, in which we might issue a request to do something, an order or may be an invitation to do something. Invitations are part of everyday life, and due to this importance, the present study investigates pragmalinguistic strategies utilized by Iraqi EFL University students in handling invitations.

Some studies in the literature available (such as Al-Zamor, 2003; Al-Khatani, 2005; Emery, 2000; Umar, 2006) have been carried out in Eastern countries to account for the speech act of invitation. According to the findings of these studies, many Arabic EFL learners of English use different strategies compared with native speakers of English when performing a speech act of invitation, apology, and request in English and so on.

Invitation, according to Hancher (1979, p.13), is a commissive-directive act, that is, it is the act in which the speaker is committed to a certain behavior.

Conversely, Searle (1976, p.11) contends that invitation is a directive illocutionary speech act which indicates attempts made by the speaker to make the hearer accomplish something. An example about invitation is:

-*Do you want to have a lunch tomorrow?*   (Wolfson ,1989, p.119)

However, the speech act of invitation can be pragmalinguistically expressed in various ways, through the utilization of various strategies, exploiting different syntactic forms. Due to the unique pragmatic and linguistic behavior of the speech act of invitation, students mostly find difficulty in handling this speech act. This motivates the present study to take the responsibility of detecting Iraqi EFL university students' ability in handling invitation. To the best of the researcher's knowledge, no study has been so far dedicated to the task of identifying the students' pragmalinguistic strategies of handling invitation.

1.1 The Problem

The process of learning English has stepped to a more developed level, where learners no longer think of language as a structure only, but they do use language to serve several functions when communicating. These functions consist of inviting, arguing, requesting, ordering, etc. These functions are considered as a serious issue for the EFL learners. Generally, in order to communicate successfully, it is demanded that the hearer should understand what the speaker is saying and answer him/her appropriately. One should take into consideration discourse strategies, politeness and pragmatic knowledge as well as grammatical and vocabulary knowledge. In consequence, Iraqi EFL university students then face difficulty in handling the illocutionary act of invitation. Further, they might use inappropriate pragmalinguistic strategies

which do not match the given situations, a point which is worth-investigating in this study.

When making invitation, questions (such as, What are the pragmalinguistic strategies followed by Iraqi EFL students in recognizing and producing the speech act of invitation? Which strategies are most used and which are less used? Does their mother tongue affect the selection of a certain strategy?) are considered fundamental issues.

1.2 Aims

The study aims at:

1. Detecting Iraqi EFL university student's ability to recognize (or differentiate between invitations and other types of speech acts) and produce the speech acts of invitation.

2. Exploring the types of strategies that Iraqi EFL University students employ and reveal the most common one in recognizing and producing invitation.

3. Identifying areas of difficulty that Iraqi EFL students encounter when handling invitation.

4. Giving the reasons behind the errors of the students, finding out remedial solutions and providing recommendations to help the students to handle invitation appropriately

1.3 Hypotheses

The study is based on the following assumptions:

1. Iraqi EFL fourth-year university students' ability to recognize the speech act of invitation is higher than their ability to produce the speech act of invitation.

2. They encounter difficulty to differentiate the speech act of invitation from other speech acts (e.g. *offer, questioning,* and *suggestion).*

3. When producing the speech act of invitation, Iraqi EFL students have tendency to use modality, imperatives and interrogatives more than other strategies.

4. The main factor that affects Iraqi EFL students' production of invitation is interlanguage interference as most of the utterances that they produce when expressing invitation are translations of Iraqi utterances that are used in every day Iraqi spoken situations.

1.4 Procedures

The procedures followed in this study are:

1. Shedding light on the theoretical aspects of invitations, strategies of invitation, speech acts theory and other related issues, focusing on the presentation of the pragmatic features of the speech act of invitation.

2. Designing a test of recognition and production to be administrated to a sample of 50 Iraqi EFL fourth-year university students at the Department of English, College of Education, University of Misan.

3. Conducting data collection drawn from the students' responses to the test.

5. Carrying out results analysis of the test in terms of frequencies and percentages of the strategies students utilize in recognizing and producing invitation.

6. Drawing the relevant conclusions, pedagogical recommendations and offering some suggestions.

1.5 Limits

The study is limited to the pragmalinguistic analysis of the speech act of invitation recognized and produced by the Iraqi EFL university students. It is also confined to a number of 50 fourth year students, morning studies, Department of English, College of Education, Misan University, during the academic year 2020-2021. The instrument used is a test which consists of two parts; recognition and production. Searle's model of speech act is adopted to construct the items of the test. An eclectic modal (of Selinker and Gass, 2008, and Brown, 2000) is used to analyze the students' responses to the test.

1.6 Value

Like other speech acts, invitation is expected to be a problematic issue to English language learners. Pragmatic issues are not focused on inside Iraqi EFL classrooms and this could be the reason why Iraqi EFL learners do encounter difficulties in speech acts. For students, this study is expected to provide a good amount of information about invitation and the different types of strategies that are used by nonnative speakers in handling it. For teachers, it will provide some information about the speech act of invitation and help them to use pragmatic competence at school. This, in turn, leads to the development of students' communicative skills. Further, this study has theoretical and practical benefits which are expected to enhance the linguistic knowledge particularly in pragmatics.

CHPTER TWO
LITERATURE REVIEW

2.0 General Remarks

Invitation is a social activity that occurs between interlocutors. It is considered as an integral part of everyday activities and of our entity as human beings. It involves different pragmatic and linguistic behavior due to its various social situations in which it occurs. Thus, this chapter presents a theoretical background about pragmatics and speech acts theory in general. In particular, it intends to shed light on the pragmatic perspective followed by the syntactic structures used to realize invitation. However, it closes with the pragmalinguistic strategies that are utilized to express the speech act of invitation.

2.1 Pragmatics Defined

Pragmatics is a modern branch of linguistics that has been defined and described in different ways depending on the theoretical orientation of the author and his/her audience. Generally, it refers to the study of human language; it is considered as one of the liveliest and fast developing field of linguistics. Thus, it has been differently defined by different linguists. For example, Huang (2007, p.2) defines pragmatics is the study of meaning systematically depending on the use of language in a society. Pragmatics, as assumed by Mey (2001, p.6), studies language use in human communication as specified by the conditions of society. More specifically, pragmatics is concerned with the study of how utterances have meaning in situations (Leech,

1983, p. x). For Horn and Ward, (2008, p. xi) pragmatics is "the study of those context-dependent aspects of meaning which are systematically abstracted away in the construction of content or logical form".

Relationally, Birner (2013, p.2) states that a question like "what did they mean by that?" is considered as the subject of pragmatics. In order to recognize what somebody meant by what they said, it is significant to know the person who uttered the sentence as well as the context not only the literal meaning of the words(semantics) nor the way in which the words strung together to form a sentence (syntax). Pragmatics deals with a slippery type of meaning; the meaning that is not founded in dictionaries and diverse from context to another. Hence, an utterance could mean different things in different contexts and even mean different things to different people. Consequently pragmatics may be defined as the use of language in context. Furthermore, the additional meaning is considered as the core of pragmatics.

Elaborately, Senft (2014, p.2) explains that pragmatics is a branch of linguistics that tackles the actual language use. Language use is dependent not only on linguistic knowledge, that is to say, the grammatical and lexical one, but also one cultural, interpersonal and situative context and convention. One of the pivotal goals of pragmatics is to research how convention and context – in their widest sense– contribute to understanding and meaning. In many ways, pragmatics is related to the study of the invisible meaning or the way we understand what is meant even if it is not in fact said or written. In order to accomplish that, speakers (or writers) must be capable to rely on a lot of shared expectations and assumptions when they attempt to communicate .The investigation of these expectations and assumptions provides insights into how to understand much more than the linguistic content of the utterance. From the

viewpoint of pragmatics, we can communicate more than what is said (Yule, 2017, p. 362).

Broadly speaking, VerAueren and Östman (2009, p.1) maintain that pragmatics is the cognitive, cultural and social science of language as well as communication. It does not handle language as such but with language use which is concerned with the association between the form of language and language use. Clearly, using language consists of cognitive processes, occurring in social world with a range of cultural constrains.

Depending on the definitions above, it is obvious that pragmatics refers to the study of the meaning of the utterances depending on the context of the participants in any communicative act. One main theme in pragmatics is the speech acts theory.

2.2 Speech Acts Theory

Speech acts theory was first introduced by John Austin, the British philosopher in 1955 at the lectures of William James at Harvard University. Later, this theory was published in the Austin's influential book *How to Do Things with Words (1962).* In his seminal work, <u>Speech Acts</u> (1969) and in his later works (1976, 2010), John Searle, the American philosopher, developed Austin's ideas further. Both of them were interested in utterances' structure regarding their meaning, use as well as the action they perform. Austin noticed that there are some utterances that do not describe or tell something as true or false, which means that they are not truth conditional utterances. In fact, it is not a case of just saying something but of performing an action. These basic observation, described in his work, brings up speech acts theory, a theory that

underpins much of pragmatics (Sadock, 1974, p.8; Culpeper and Haugh 2014, p. 156; Taguchi, 2019, p.17).

Searle (1969, p.16) adds that speech acts are the basic or minimal units of linguistic communication. Searle mentions the reason behind the study of speech acts is simply that "all linguistic communication involves linguistic acts. The unit of linguistic communication is not, the symbol, word or sentence but the production or issuance of the symbol, word or sentence in the performance of speech act". Additionally, Searle (1979) classifies the illocutionary acts into five categories. This categorization is built on his dissatisfaction with the classification of these acts from Austin's point of view. Searle criticizes these acts because of their tendency to classify English illocutionary verbs instead of illocutionary acts. Consequently, Searle suggests to classify illocutionary acts into: *assertives* in this act, the speaker is committed to the truth of a proposition that is not expressed, e.g. concluding , asserting; *directives* which they refer to the attempts made by the speaker to make the hearer do something, e.g. requesting, ordering; *commissives* they are illocutionary acts which commit the speaker to future course of action; *expressives* are used to determine the psychological state, e.g. apologizing, congratulating, welcoming; and *declarations* in which the successful performance requires the prepositional content to correspond to the world, they cause some change, e.g. *you're fired, I resign.* (El-Hiani, 2015, p.480).

Crystal (1992, cited in Destpak and Mollaei, 2011, p.34) uses the term speech act to describe a communicative activity defined with reference to the speaker's intentions while speaking and the achieved effects are made for the sake of the listener. In order to communicate, we should express propositions with specific illocutionary force, in doing so, we carry out particular types of

actions such as promising, warning, stating, and so on, which have come to be known as speech acts (Cruse, 2000, p.331).

2.3 Pragmatic Perspective of Invitation

Invitation is considered as a social activity which can habitually occur among friends in every day interaction, and occasionally in formal settings among acquaintance and indeed unknown persons. Invitations are portions or elements of everybody's normal life. They are an important ways to increase social solidarity, and sometimes they are also used to accomplish institutional goals. Similar to our everyday life actions, invitations are considered as social actions in which the inviter necessarily projects an upcoming response from the invitee, consequently, establishing a sequence of actions in which both participants join in a form of mutual understanding. Making an invitation requires additional layers of implication and sociality. Both participants are committed to participating in a future sociable events. Invitations are said to be free from obligation, need or urgency and they are a result of a voluntary decision relied on the personal wish of the speaker. Invitation acquires its importance from the fact that it is a necessary tool to increase social solidarity, create social cohesion and maintain interpersonal relationship (Margutti et al., 2018, p.2-3).

Al-Khatib (2006, p.272) contends that invitations occur commonly in everyday life, specifically in preservation or (maintaining) of a good relationship. They usually intent to address the positive face of the invitee's. As a constructive and polite type of behavior; an invitation can be regarded as a social act. Nevertheless, socially, an invitation in all speech communities, can be seen as a polite and acceptable humanitarian behavior. Accordingly, an

invitation can be defined as *"a communicative act addressed to B's face-needs and intended to enhance and strengthen good and healthy relations between A and B (where A is the inviter and B is the invitee".*

Invitation, according to Al-Draraji (2013, p.1052), is an attempt that the speaker made to get the addressee to participate or attend in an event or to perform an action presumed to be beneficial to him or her. The speaker is obliged to a potential action in future, which consists of facilitating or allowing the case of affairs in which the addressee is going to perform the action that is expressed in invitation (if a person invites another to a party, he/she has to allow him/her to take part in it). The speaker is simultaneously suggesting the hearer to think about the benefits of some action and, concurrently promising to approve the action that the hearer should perform it, the following examples are illustrative:

-Would you be free in coming to our party this weekend?
-Come in, please come in and share our meal.

In addition, the grammatical structure and the social norms of the language shape the speech act of invitation. Geis (1995, p.90) contends that invitations are seen as proposals for social interaction, with the nature of interaction being up for negotiation. Invitations receive some family sameness to serve encounters. In neither cases, on the basis of a desire, the initiator acts to cause the responder to carry out some action and the responder must be able and willing to fulfil this action before it will be agreed (accepted).Like action, requests and invitations can start with some kind of availability question like those below:

- Whatcha doin'?

- Doing anything?   (ibid, p.29)

Kerbrat-Orechioni (1997, cited in Abu-Humeid and Altai, 2013, p.63) claims that invitation is said to be an illocutionary speech act which is presumed to be primarily a face-enhancing act for the sake of the addressee, as the addresser aims to give the addressee a chance to gain something or enjoy or even proceed something for his/her own sake. An instance of invitations is:

- Come in and sit down.

Searle (1976, p.11) asserts that invitation is a directive illocutionary speech act which refers to the attempts that the speaker makes to get the hearer to perform something. For Hancher (1979, p.13), invitation is a commissive-directive act which means that the speaker is committed to a specific course of behavior. Wolfson (1989, p.119) classifies invitation into two kinds, ambiguous and unambiguous, according to him, unambiguous invitations involve a reference to time and a mention of activity or place, and most importantly, a request for response. An example is:

-Do you want to have a lunch tomorrow?

This example contains a reference to time, activity and a request to response. Wolfson introduces the features used to distinguish ambiguous invitations, these features are (a) the indefinite time ;(b) un required responses that is to say (there is no yes/ no question); (c) an auxiliary modal such as "should " and "must" is almost always used, for example:

- We should get together something.

Relationally, Blum-Kulka and Olshtain (1984 cited in Al-Flig, 2016, p.1) describe invitation as a type of request, thereby, by uttering it the speaker

influences the claim of the hearer to freedom of action and freedom from imposition. Similarly, Suzuki (2009, p.87) claims that an invitation occurs when the participation or attendance of the addressee at a certain occasion or event is requested by an addresser. Basically, one is hosted by the other.

For Leech (2014, p.180), invitation is a speech event that exemplifies the Generosity Maxim. Invitation is seen as an offer occurring in a hospitality frame. That is, it means that S being the host, offers to provide a nice thing for another person who plays the guest role. An invitation may be to a party, to a meal, to stay at S's home and likewise.

To sum up, invitation is a social activity which aims to maintain the social relationships between the interlocutors in any communicative situation.

2.4 Sociolinguistics of Invitations

Socially, invitations, as Holmes (2013, p.9) states, are attempts to get someone to perform something, they are concerned with getting people to do things. Holmes contends that the social factors related to the use of specific variation include participants, state or social context, the topic being discussed and the purpose of interaction. Moreover, these factors are influenced by several large-scale social dimensions. The scales are scales of social distance and social status scale factors which are associated with participants, formality scale relating to the context or type of interaction, and functional scales relating to the purpose or topic of interaction (Amelia, 2015, p.6). These scales are:

1- Social Distance Scale

This scale measures the relation between the speaker and the hearer. Holmes states that the social distance between the speaker and the hearer is

associated with the 'solidarity'; solidarity could be intimate and distant. The term intimate is used when the social distance between the speaker and the hearer is close, for instance,

-Hey guys (S), let's meet in room 102 our group assignment. (Amelia,

2015, p.21)

In this example we can notice that the speaker has an intimate social distance with the hearers, a leader of a group likes to invite the members to gather in a room in order to achieve the tasks assigned by the professor. Here, the speaker uses the imperative sentence because of the close relationship between him and the hearers. 'Distant' indicates the case where the speaker and the hearer are not close, that is to say, they do not know each other. For example,

-We are holding a training and would event love if you could speak at our events.   (Amelia, 2015, p.21)

In this example, the social distance between the speaker and the hearer is distant. Here, the speaker is a steering committee expressing his/her intention to invite someone to be a keynote speaker in their event. Because the relation between the speaker and the hearer is not close, a declarative sentence is used to maintain politeness in the speech. To sum up, if the speaker and the hearer are more intimate, the sense of solidarity is higher, at the same time, if they are less familiar to each other, the sense of solidarity is lower. The difference in this scale is considered as influential in terms of the realization of speech act of invitation (Holmes cited in Amelia, 2015, p.21).

Similarly, Cutting (2005, p.18) contends that the social distance provides speakers authority and power and less dominant to use indirect speech acts. He

claims that if the relation between the speaker and the hearer is close, the speaker tends to use direct speech acts and if it is not too close, then he/she tends to use indirect speech acts of inviting.

2-Status Scale

According to Pateda (1990 cited in Amelia, 2015, p. 22), the social status position of the language users is related to the education level and the type of the job. The scoop of the social status scale was more broadly limited by Chaer and Agustina. Depending on their viewpoints, the variation is resulted from the social status including the speakers' age, sex, education level of nobility, occupation, socioeconomic circumstances,…etc. (Chaer and Agustina 1995 cited in Amelia , 2015, p.22). Speaker/ hearer who has a high social status, is in a superior position, while the subordinate position is taken by speaker/hearer of low social status. The person who is in a superior position is more respected than the one who is in subordinate position. Hence, the type of the speech approached to the hearer of a high status tends to be more subtle and more polite than that is addressed to a lower status hearer. This scale is divided into three divisions: when the hearer is with higher status than the speaker, when the status between the speaker and the hearer is equal and when the hearer is lower than the speaker. First, if the hearer is with a higher status than the speaker he tends to use politeness principle. For example:

This weekend we are holding a training event. I was wondering if you would be so kind as to be a presenter in the event. I'm sure it would make a success of the event and we all would greatly appreciate it.   (Amelia, 2015, p.23)

In this example, the speaker is of a higher status than the speaker, here, a keynote speaker was invited by a steering   committee. Second, if the hearer is

in equal status with the speaker, in this example, a recently graduated man invited his friends to join his graduation celebration party,

-Hi everyone (S)! We finish university in 3 days. So, to celebrate, I thought we could all come celebrate at my house. I gave a small graduation party. You interested? (Amelia, 2015, p.23*)*

Thirdly, when the hearer has a lower status than the speaker, consider:

- Hi guys (S), how are you enjoying university so far? I'm just here to let you know that there's auditorium tomorrow at 1 pm. So if you're overwhelmed by university, come along. (Amelia, 2015, p.23)

This example is handed over to a person with lower status than the speaker. A senior likes to invite his or her juniors to the seminar convened in their factuality.

3-Formality Scale

Holmes (2013, p.10) states that in order to assess the influence of the type of interaction or the social setting on language choice, this scale is conceded useful to do that. In a formal transaction like with the bank manager in his office or at ritual service in church, the used language will be influenced by the formality of the setting. Generally, people choose a colloquial language if the chat is between friends. It is worth to mention that the degrees of formality is strongly influenced by solidarity and status relationships, but not always. A very formal setting like a law court, typically influences the choice of language regardless of the relationships between the speakers. The more formal speech condition, the higher level of formality, for example:

-Morning headmaster(S).We've got a meeting talk about the farewell event. Any chance you could come and make a welcome speech please. (Amelia, 2015, p.24)

This speech is delivered in formal situations, the teacher invited a headmaster to attend a parent's meeting to give his speech. The less formal speech condition, the lower level of formality, for example.

- Hey mum (S). Can you come over and keep me company tonight? So I don't have to be myself. (ibid)

Here, a women wants her mother to come and stay in her house (ibid).

4- Referential and Effective Function Scales

Holmes (2013, p.10) clarifies that language has two fundamental functions, referential and effective one. On the referential kind, language can express objective information as well as to carrying over how some one feels. In the speech act of inviting, the more important function is the affective one, as speaker shows his /her feelings as inviter. An example is.

-I think it is a good idea to discuss the assignment today. How about we meet this afternoon in room 102? is everybody available then? (ibid, p. 25)

In this example, the speaker expresses his opinion that the invitation is very useful to be attended with the utterance *I think it is a good idea* (ibid).

2.5 Pragmatics in EFL Settings

Tackling pragmatics is considered as a challenge to the EFL learners and this challenge is enhanced in the EFL context, because the amount of the inputs of pragmatics that are available to the EFL learners are not the same as that available to the native speakers. EFL students have less exposure to the authentic language use, and as a result, their opportunities to practice English outside the EFL classroom is few. Hence, they have to depend on textbooks, instructions, etc. and as a result, teaching pragmatics to EFL students is said to be vital. Additionally, the pragmatic competence has not been developed in a natural way as the grammatical competence, that is, the high level of grammatical competence does not guarantee a high pragmatic ability (O'Keeffe et al., 2011 as cited in Sharif et al., 2017, p.50).

When exploring the pragmatic teaching to the EFL learners, pragmatic transfer is probed into in order to discuss the development of the pragmatic knowledge of the EFL learners. The lack of the appropriate pragmatic competence of the learner is due to the insufficient input that pedagogical materials supplied (Kasper, 1996, as cited in Eshreteh, 2014, p.27). Scotton and Bernsten (1988, as cited in Eshreteh, 2014, p.27) contend that there is inconsistency between the language of real life and the language of textbooks.

Stalnaker (1972, as cited in Jawad, 2021, p.3502) states that pragmatics "is the study of linguistic acts and the contexts in which they are performed". Moreover, teaching pragmatics can give the student the ability to figure out the language that is considered as socially suitable for the circumstances that s/he meets, as pragmatics consists of studying the way of using language to express the real meaning of someone's speech in a certain situation, especially when the actual words seem to mean different things (Hornby, 2001, p.990).

To sum up, a speech act plays an important role because it increases the awareness about in what manner a language works when it is used by interlocutors in various contexts. In fact, an EFL learner of language should have a good lexical and grammatical command as well as he should succeed at communicating functionally. For an EFL teacher to be successful, he must concentrate on increasing both competencies to make a student succeed in the acquisition and use of foreign language (Rathert, 2013, p. 81-2).

2.6 Pragmatic Failure

Broadly speaking, sometimes we misunderstand others not only because we do not hear them or we are unable to analyze their sentences and understand their words literally, there are other sources that contribute to the difficulty in communication. The term 'Pragmatic failure' is used to refer to miscommunication or misconception that occurs between interlocutors because of the problems of using language, especially by speakers of foreign language. Thomas (1983, p.92) believes that pragmatic failure is "the inability to understand what is meant by what is said". In the same way, Ziran (1988 as cited in Nouichi(2015, p.96)   thinks that it refers to the incapacity to accomplish the desired communicative effects when communicating.

In its broadest sense, pragmatic failure occurs when two speakers fail to successfully understand the intentions of each other. Such a type of misunderstanding can take place between any two interlocutors. Unconsciously, they do share the linguistic and cultural backgrounds or not. Pragmatic failure most likely happens between speakers of different linguistic and cultural backgrounds (Blum-Kulka and Olshtain, 1986, p.166).

Basically, there are two kinds of pragmatic failure: pragmalinguistics and sociopragmatics. The former, according to Thomas (1983, p.99-101), is basically grammatical and it happens when the pragmatic force laid on a linguistic structure or token is different systematically from the one that is normally assigned to it by native speakers. Furthermore, he contends that pragmalinguistic failure may stem from two identifiable sources: "Pragmalinguistic transfer" and "Teaching-induced errors".

Pragmalinguistic transfer is the transferring utterances from the mother language to target language, which are syntactically and semantically equivalent, which as a result of different ' imperative bias' , tend to convey various pragmatic forces in the target language. A typical example about transferring syntactically equivalent structure would be "*Can you X ?*"; it is interpreted by native speakers as a request to do X not a question about the physical ability of someone to do something:

(1)   A: can you pass me the salt?
B: Yes, I can pass you the salt,   (but s/he didn't pass it).

Here A is making a request. B may react properly by saying 'yes.'/ 'yes I can.' and he passed the salt. This indicates that the hearer understands the intentions of the speaker. Otherwise, the response, in this example, refers to either that the hearer unsuccessfully interprets the intentions of the speaker or he is unwilling to do the action, and in both cases communication breakdown. Another example is introduced by Thomas (1983, p.102):

(2)A: is it a good restaurant? (a native speaker of English)
   B: of course.   (Russian speaker)   (Al-Hindawi et al., 2014, p.18)

The expression 'of course', in this example, means 'yes' for Russian speakers but for a native speaker of English it would likely mean ' how stupid' which in this context seems to be impolite.

'Teaching induced-errors' refer to the transference of the strategies of speech acts from one language to another inappropriately (e.g. the use of direct speech act where a native speaker usually uses an indirect one or maybe he tends to use "off-record" politeness strategy). Some teaching techniques may in some way increase the potentiality of pragmatic failure. Kasper (1981 as cited in Thomas 1983, p.102) introduces many examples of what she calls teaching-induced errors. Some of these are caused by teaching materials (e.g. using modality in inappropriate way); others are caused by classroom discourse (e.g. complete sentence responses, the inability to or deficiency to mark modality and the inappropriate explicitness of preposition). Examples are:

(1) A: have you washed the dishes?
    B: yes, I have washed the dishes.

The proper answer that an English native speaker gives is 'yes' or 'yes. I have' but using complete answer indicates that the hearer is annoyed, irritated, etc. (Al-Hindawi et al., 2014, p.18).

Sociopragmatics, on the other hand, according to Thomas (1983, p.91-104), basically refers to those social conditions that restrict the language in use. It arises from the cross-cultural various perceptions of what forms a suitable linguistic behavior, as Thomas points out that different cultures have various rules of speaking, ways of thinking and social values, etc, all these negatively affect the linguistic choice of language users. In addition, sociopragmatics

involves judgments about the size of imposition, social distance, cost/benefit, and relative obligations and rights.

He Ziran (2004, cited in Lihui and jianbin, 2010, p.43) clarifies that pragmatic failure occurs when the speaker does not give any concern to the social status and the identity of the listener when communicating. Pragmatic failure may be produced when using a polite form of expression to a person of lower social status or to a close person, or when addressing higher social status or remote person with an intimate form. Sociopragmatic failure is mainly caused by the lack of knowledge of the speaker about the principles of politeness of social interaction.

2.7 Pragmalinguistics of Invitation

Pragmalinguistics is a field of research that has a very short history and insufficient collected theoretical and empirical findings to define its own character and perspective boundaries. It refers to the study of different linguistic and extralinguistic phenomena (conditions and effects) engaged in any communicative act in which some specific function is performed by the verbal message (Prucha, 1983, p.1). In communication, according to Sukesti (2014, p.23), a crucial role has been always played by pragmatics in terms of producing and understanding the language, that is, why speakers are said to have sufficient pragmatic knowledge to generate the intended and proper speech acts depending on the situation. Hence, having pragmatic competence is considered as one of the most efficient factors in communication.

In order to learn about the study of how people achieve their goals interpersonally while using language, Leech (1983, p.10-11) introduces the idea of dividing pragmatics into constituents (components) namely:

Pragmalinguistics and socoipragmatics. The former refers to the study of the more linguistic end of pragmatics – where we take into consideration the particular resources provided by a given language in order to convey particular illocutions. The latter refers to the sociological interface of pragmatics and to the studies which are culture specified. Sociopragmatics is a less abstract field of general pragmatics and is concerned with the local conditions on the use of language, that is to say, the effect of particular social condition, e.g. social distance and social status on the linguistic realization of a specific illocution. It is obvious that the politeness principles and the cooperative principles operate variously in different cultures or communities of language, in various social situations and among various social classes.

Similarly, Thomas (1983, p.99-101) claims that pragmalinguistic failure is basically grammatical and it happens when the pragmatic force is laid on a linguistic structure or token is different systematically from the one that is normally assigned to it by native speakers. Furthermore, it refers to the transference of the strategies of speech act from one language to another inappropriately or transferring utterances from the mother language to their target language, which are syntactically and semantically equivalent which as a result of different ' imperative bias' ,would give various pragmatic forces in the target language. On the other side, sociopragmatics refers to those social conditions that restrict the language in use.

Crystal (2008, p. 379) argues that the pragmalinguistics is used sometimes within the study of pragmatics to indicate to the study of the use of language from the perspective of the structural resources of a language. Crystal explains that sociopragmatics is concerned with the pragmatic studies which investigate the condition on language use which arises from the social situation. The

pragmalinguistics approach might start with a language's pronoun system and find out the way that people follow when choosing various forms to express a variety of relationships and attitudes (such as intimacy and deference) . Sociopragmatics starts with the participant's social background in an interaction, and investigates the way in which the choice of people of particular pronouns is influenced by different factors (like sex, age, class).

Likewise, Taguchi (2019, p.487) contends that the concept of pragmalinguistics is concerned with linguistic resources which can be used to serve a certain communicative function (i.e. the syntactic structure which can be used to accomplish a particular act of speech in a given language), whereas sociopragmatics is interested in the social circumstances in which a specific communicative act is performed in a specific situation or context (i.e. the rules of politeness socially prevailed). Thus, pragmalinguistics concentrates on linguistic-specific elements, while sociopragmatics is concerned with the specific conventions and norms of culture associated with a communicative act.

Demirezen (1991) and Xiaole (2009), cited in Sukesti (2014, p.25) argue that pragmalinguistics refers to the correct way of using language. Pragmalinguistic transfer is resulted from the linguistic form divergence in a second or foreign pragmatic acquisition. It exists when second or foreign speakers use the typical forms and methods of their native language in second or foreign discourse practices. On the other hand, sociopragmatics is used to indicate the perception of communicative action socially. Hence, pragmatic competence refers to "the appropriate way of language usage and selection in accordance with context and the capability to comprehend what governs communication that is the social condition."

It can be concluded that pragmalinguistics refers to the way that a learner uses to generate utterances in order to communicate by appropriately using linguistic units depending on social context and politeness value which is related with the degree of rank, power and imposition.

2.8 Syntactic Behavior of Invitation

Syntactically, the speech act of inviting can be accomplished by different strategies, such as using declarative, imperative and interrogative clause. In addition, modal and non-modal expressions are also used to perform a speech act of inviting.

2.8.1 Declaratives

Declaratives, according to Downing and Locke (2006, p.208), are said to be the most common type as well as the most basic one. Directives, with a modal auxiliary (e.g. shall, can, may, might, will, ought to, must, should), indicate that an action to be carried out by the addressee can be used with the force of directive. They are usually quite strong, invoking authority. Declaratives can be used to make command, order, obligation, permission and invitation, for example:

-Hi, I have a lot of cake. You can take one. (Al-Marrani and Suraih, 2019, p.9)

-This evening will be an interesting match.   (ibid, p.13)

Borjars and Burridge (2010, p.108) explain that in the structure of a declarative sentence, the subject NP precedes the predicate VP:

Declarative: Subject   Predicate

-I will enjoy if you come with me to watch the game.   (Al-Marrani and Suraih, 2019, p.13)

It is a known fact that the declarative structure is the most normal way of arranging a sentence and generally a wide variety of speech acts are expressed by using it like asserting, claiming, complaining etc. In addition, the widest potential for the indirect expression of speech acts is for declaratives. Any speech act that is expressed by any of the other types of clause can be expressed indirectly through the use of a suitable declarative clause. Numerous purposes are expressed by declaratives. They can be used to give advice, request, praise, permission, apologize and to make an invitation (Aarts et al., 2020, p.387). Consider:

-Hi. We are talking about our graduation party.   (ibid, p.12)

2.8.2 Imperatives

Nuyts and Auwera. (2016, p.73) maintain that imperatives are prototypically used to convey a directive force. According to speech acts theory, a directive act is an attempt made by the   speaker to get the hearer to accomplish some action. It is well known that imperatives are not only used to convey a command but also other types of directives as such, demands, requests, permission, recommendation and so on.

Huddleston and Pullum (2005, p.8) contend that imperatives are constructions or forms that are used not only to form a command, but also request, order, plea etc. Furthermore, the term 'command' is far too narrow for the meaning usually related to imperatives. A lot of imperatives are employed to talk about family, friends and co-workers, but not mostly as commands. The broader term 'directive' is more suitable as it covers offers, commands,

requests, instructions, advice and invitation. The following imperatives are utilized to make an invitation:

- Come to dinner.   (Huddleston and Pullum, 2005, p.8)
- Come to eat together.   (Al-Marrani and Suraih, 2019, p.8)
- Do have a chocolate biscuit!   (Cobuild, 2001 as cited in Trong, 2012, p.21)
- Go out and have a drink!   (ibid)

Downing and Locke. (2006, p.191) and Carter and McCarthy (2006, p.541) argue that imperative clause has a striking feature which requires no subject and this makes it different from the other types of clauses sharply. The addressee understands the subject pragmatically, and this is confirmed by reflexive pronoun presence as such (yourself, yourselves), a vocative (you, you guys, you people used to address women and men) and a question tag:

-Help yourselves, everyone!

-Shut up, you two

-Be quit, will you!

In addition, imperatives fundamentally serve to give directives (e.g. orders, commands, instruction). Specifically, bare imperatives may function to make an invitation, as in:

-Have some more coffee.   (Carter and McCarthy, 2006, p.541)
 -Next time you're in Manchester, come and see us.   (ibid)

Generally speaking, Siemund (2018, p.231) illustrates that the term 'imperatives' is manipulated to refer to a construction whose characteristic or primary use is to issue directives. The speaker, in using an imperative, tries to influence the addressee's behavior in one way or another, as shown in the example below:

-Help yourself to any books you need.   (ibid, p.233)

Siemund (ibid) explains that a sentence such as "*Read this book carefully*" may be understood as an order, request or a piece of advice to attract your attention to this book. The speaker obliges the hearer to do something. The precise interpretation of the act of speech depends on several parameters, mostly contextual. These parameters include, the verbal content, inter alia, and the degree of control that the speaker has over the addressee.

Furthermore, Huddleston and Pullum (2002, p.929) maintain that imperatives are prototypically concerned with performing some future action. They are used as directives. Directives have no truth values. It is not a case of that directives are true or false but whether it is (subsequently) compiled with. Directives express a proposition that represents a possible situation: actualizing or realizing that the situation is in compliance with the directive. Examples about invitation are:

-Come over and see my etching.

-Feel free to call in at any time.   (ibid, p.931)

For invitation, one of the most common form used is the contracted form (*let's+ infinitive*) which is a structure of suggestion often employed to make an invitation in informal situations particularly for the first person plural imperatives (Carter and McCarthy, 2006, p.542), Consider:

 - Let's start, shall we.   (Carter and McCarthy, 2006, p.542)
A-Let's go to our place for a beer.
B- All right   (Tillitt and Bruder, 1985, p.29)

2.8.3 Interrogatives

Interrogatives commonly function as question, i.e. a request for information. In certain respect, interrogatives can be utilized to perform other functions such as, invitation. Wh-question and Yes/No question are the major types which can be used to make an invitation (Borjars and Burridge, 2010, p.108).

- *Can you sit with us?*   Al-Marrani and Suraih (2019, p.11)

- *Are you busy today?*   (Suzuki, 2009, p.100)

-*Lisa, do you want to come to stay at my house tonight?*   (ibid, p.94)

More support comes from Huddleston and Pullum (2002, p.939) who affirm that interrogatives are very often used to convey directives indirectly. The forms of indirect directives conveyed by interrogatives are said to be more polite. Interrogative sentences consist of the type that searches for a 'yes or no' answer, for example:

Do you have a lot of work to do tonight? (Wolfson, 1983 as cited in Eshreteh 2014, p.197)

  -*Are you busy tonight*?   (ibid)

- *Do you like to watch TV at my home?*   (Al-Marrani and Suraih, 2019, p.12)

- *Children, are you hungry?*   (ibid, p.9)

- *can you come over and join us?*   (Lam 2000 cited in Trong, 2012, p.22)

Other types of interrogatives are related to asking for information. This kind begins with an element such as when, who, how, which, when, what, whose, whom, where, whether and why. Consider:

-What do you want to drink?   (Al-Marrani and Suraih, 2019, p.11)

-Why don't you come round for a meal one evening next week? (Lam, 2000

as cited in Trong, 2012, p.21)

A-How about dinner?

B- Sounds great.   (Tillitt and Bruder, 1985, p.29)

-What do you think if we go to Aden?   (Al-Marrani and Suraih, 2019, p.11)

The required answer for such type of question is completely different from yes/no question. Such question is concerned with gaining information (Young, 1984, p.79).

2.8.4 Invitation Utilized by Modality

Furthermore, Carter and McCarthy (2006, p.685-702) confirm that the modal expressions sometimes are used in a declarative interrogative clause to function as directives, realizing speech acts such as instructing, commanding, advising, suggestion, requesting and warning. In certain cases, modal expressions function as commissives, having the speech acts of offering, promising and inviting. Invitations are related to the case of offering an opportunity to someone to share or do something usually pleasurable with the speaker. An invitation may be accepted or rejected by the speaker.

i. Would you like to

This pattern is often used in order to give invitations, for instance:

Katrina looked at him. I have got the tickets. You have met Gloria and Sophie, they are coming. Would you like to come too? The opera? He had never been. Opera had never appealed to him.

*A: **Would you like to** come to dinner on Friday night?*

B: Oh, I'd love to, yeah.   (Carter and McCarthy, 2006, p.702)

Eastwood (2006, p.120) expounds that to invite someone, the pattern *would you like to …?* is often used, as exemplified in:

A: Would you like to have lunch with us?

B: Yes, I'd love to. Thank you.

Would like can have an object with a noun after it, for instance:

*A: Would you like **a bed** for the night?*

B: Are you sure it's not too much trouble?

It can be followed by a verb with **to** after it, as in:

*A: Would you like **to stay** for the night?*

 B: Oh, that's very kind of you.

ii. Do you want to

Do you want to is used to make an invitation and it is considered as less formal than *Would you like to*:

[A and B are discussing plays which are on at London theaters; 'Antony and Cleopatra' is a play by Shakespeare.]

A: And when's 'Antony and Cleopatra'? Monday?

B: We're going Monday.

A: Excellent

*B: **Do you want to** come?*

A: I can't cos of work.

iii. Will / won't

A number of uses are expressed by *will*. Basically, it is used to express future time and predication. Additionally, it can be used to make an invitation, for instance:

-Will you join us for a drink after the concert?   (Carter and McCarthy,

2006, p.648)

Or

-Will you join us for coffee?

-Yes, thanks.   (Eastwood, 2006, p.120)

A rare and more formal use of the negative form (won't) is used for polite invitation, for example:

The manger will be here in a minute. Won't you take a seat, Mr Parker? (Carter and McCarthy, 2006, p.648)

-Won't you sit down?   (Eastwood, 2006, p.120)

iv. Must

A number of meanings are expressed by using *must*, like obligation, deduction as well as making polite invitation.

A: You must come down and have a meal with us sometime.
B: Yeah.
A: And you must come down to Barr at some stage or another.
B: It would be nice actually. I'd like to
A: You know, for a weekend.
B: it would be good.

A: Or even a day or two.

B: Yeah. Yeah. I might do that.

A: You know you should.

B: Yeah.

A: Just give me a ring, cos I won't mind.

B: Yeah.

A: Go out for dinner or something as well. (Carter and McCarthy, 2006, p.654)

B: Perfect. That's great. Yeah. (The friendly and positive reply to a non-specific invitation: it would be nice and it would be good.) (Carter and

McCarthy, 2006, p.702)

v. You'll have to

This form *'youll have to'* is used to make non-specific invitations:

A: You'll have to come round for a coffee.

B: Yeah. (Carter and McCarthy, 2006, p.702)

2.8.5 Invitation by Non-modal Expression

Mostly, '*Why don't*' is concerned with making suggestion, but it can be used to make an invitation; it is considered less frequent (Carter and McCarthy, 2006, p.705).

[A is a university academic; B is an ex- student who is looking for a work]

A: I could give you jobs to do in the library for me and you could save me hours and hours of work.
B: I'd really like to be still doing stuff like that actually.
*A: Well **Why don't you** come up some time?*
B: Well I will, yes.
A: That's a marvelous idea.

33

B: Yeah.
A: Come up in the spring when it's at its loveliest.   (ibid, p.706)

2.9 Pragmalinguistic Strategies of Invitation

In order to perform a specific speech act, certain linguistic elements are used. These elements are what we called pragmalinguistic strategies. When we want to invite, we use linguistic resources or structures to accomplish our goals. Pragmalinguistics consists of word choice and the linguistic strategies to implement the intentions of the speech and the linguistic items required to express these intentions (Roever, 2006, p.230). Here are the main strategies:

1- ***Declaratives*** are the most common type of strategies and they are quite strong. Declaratives are used to make commands, order, permission, and invitation etc. (Downing and Locke, 2006, p.208).

2- ***Imperatives*** are usually used to express a command as well, they can be used to convey a request, permission and an invitation, etc. One of the most common forms that is used to make an invitation is the contracted form (*let's+ infinitive*), which is used in informal situations.

3- ***Interrogatives*** are also used to make an invitation by using the forms of Wh-questions and Yes/No questions. Interrogatives are considered as polite form of invitation.

4- ***Invitation by modality*** is used to invite others. Modality is often comes with the terms (*Would you like to) (Do you want to) (must) (you'll have to*).

5- Invitation by Non-modal expression is used to make an invitation as (*Why don't*') and it is considered less frequent one.

CHAPTER THREE
METHDOLOGY

3.0 General Remarks

This chapter is devoted to the presentation of the methodology followed in carrying out this study. It is also concerned with research method (qualitative and quantitative), selecting the suitable sample of the test, equalization among participants in the sample, the procedures used to build up a test, description of the test, validity and reliability of the test, pilot study, administration of the test and scoring scheme. In other words, it intends to survey the methods and steps utilized to verify the hypotheses and attain the aims behind this study.

3.1 Research Method

This study is based on a mixed method consisting of qualitative and quantitative practices. The term mixed method refers to an approach of inquiry consisting of both qualitative and quantitative data, incorporating the two forms of data and using a special design that may include theoretical frameworks and philosophical assumptions. In such a form of inquiry, the core assumption is that the integration of quantitative and qualitative data to produce additional perception beyond the information that the qualitative and quantitative data provided it alone (Creswell et al., 2017, p.41). Qualitative research is an "exploratory, explanatory and descriptive in nature" (Babbie and Mouton, 2001, p.79-81). It is, for Flick et al., (2004, p.5) "more open and thereby 'more involved' than other research strategies and forms the starting point for the construction of a grounded theoretical basis" and it is attributed

to how "the social world is interpreted, understood, experienced, produced and constituted".

For quantitative research, Tavakoli (2012, p.33) expounds that researchers are concerned with how the results represent the general population. It is also concerned with "measurement or sampling bias". Quantitative data are frequently presented in "the form of numbers that researchers analyze using various statistical procedures". However, the mixed method "a method of inquiry which involves collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks" (Creswell, 2014, p.32).

3.1.1 Qualitative Method

Qualitative research methods according to Bryman (2016, p.374) represent a strategy of research that emphasizes words instead of quantification in the process of collecting and analyzing data. As a research strategy, it is generally constructionist, inductivist and interpretive. This type of research methods is interested in qualitative phenomena, that is to say, phenomena involving or relating to quality or kind (Kothari, 2004, p.13). Qualitative method involves collecting and analyzing non-numerical data in order to understand concepts or opinions. The researcher collects, compiles, categorizes, and understands data, which are taken from the subjects' responses to the test.

The first step that the researcher does is to analyze the data after collecting them. The researcher is, in this respect, required to follow the qualitative method in order to identify, classify and explain the reason behind the students' failure or difficulty to identify and produce invitation. Then, the researcher

explains each situation separately and gives her opinion about each one. The results of this process reveal the extent to which the students have the ability to handle utterances about speech act of invitation, the strategies they used to produce utterances about speech act of invitation and the most common strategies that they used.

3.1.2 Quantitative Method

Quantitative research method according to Ernst (2003, p.2) is originally developed in natural sciences in order to study natural phenomena. The aim of such method is to gather relevant facts in addition to causally explaining these facts with empirical and analytical methods. Generally speaking, quantitative research method relies on a type of data that is described as statistic, numeric and analytic, such as surveys, statistics, timescales etc. Usually, the data contains standard surveys, measurements and any type of sources which introduces rough, numeric information. Quantitative research is concerned with methods of empirical inquiry in which data are collected, analyzed and displayed numerically rather than narratively (Given, 2008, p.713).

The results of the subjects' responses are collected, analyzed and then rendered into percentage depending on a specific formula. The data are collected from Iraqi EFL University students' responses to the test administered to them during the academic year 2020-2021. The analysis of data is based on a pragmalinguistic investigation of the students' answers to the test. The consequences of the analysis are made in terms of statistical tools to measure the number and the percentage of the errors that students committed.

The results of the two questions (recognition and production) are collected and first analyzed qualitatively (explained above). After the qualitative method has been performed, the data are quantitatively analyzed as the frequency and percentages of the answers are gathered and placed in tables, after being statistically analyzed. In brief, the data is first analyzed qualitatively and then quantitatively.

3.2 Sample

The whole population for the study constitutes 160 fourth year students / morning studies/ Department of English/ College of Education/ University of Misan during the academic year 2020-2021. The sample of the study consists of 50 fourth year students; it forms 31.25% of the population (comprising 3 sections A,B and C). The reason behind choosing fourth year students is that they have a good knowledge about pragmatic behavior, especially of speech acts because they have studied such topics related to speech acts in Linguistics and Grammar courses during the four years of their bachelor stage.

In order to get an accurate results of the test and to avoid any side effects on the test, there are some variables that must be taken into consideration. These variables include equalization, age, and the academic level of the parents.

3.3 Equalization

There are some variables which must be taken into consideration otherwise these variables may cause a variance in the students' achievements and eventually affect the result of the study (Goodman, 1976, p.366). These factors (variables) includes the age of the student, the gender variable, the academic level of the student's father variable, and the academic level of the

student's mother variable. The sample of the test consists of males and females which their age ranged from 21-24 years. The academic level of the subjects' parents is categorized mostly as educated.

Using some statistical tools, it has been figured out that there are no substantial differences among the subjects in terms of age variable, gender variable and the academic level of the students' parents.

3.4 Test Description

Tests are measuring instruments that are considered as valuable for educational research. A test is defined as a set of stimuli introduced to an individual for the purpose of eliciting responses based on what a numerical score can be assigned. This score is considered as an indicator to show the degree or the extent to which the measured characteristics are possessed by the subjects (Ary et al., 2010, p.201).

The students are asked to participate in the test which consists of two parts. The first part includes recognition which involves twelve situations of invitation. It takes the form of a recognition test as it aims at identifying the students' ability to recognize the speech acts of invitation. In this part, the students are also asked to distinguish speech acts of invitation from another related speech acts like offer, advice, request, questioning, order, and suggestion. The students are required to choose the correct choice from the variety of four options.

The first part of the test is divided into three subdivisions. In each of these subdivisions there are four items. These subdivisions are divided into three sections depending on the relationship between the speaker and the hearer, that is to say if the speaker is higher than the hearer, if the speaker is lower than the

hearer and finally if the relationship between them is equal, as shown in the three examples below:

1. Suppose you're a teacher and you want your students to go camping in the forest. You say "Do you want to go camping in the forest?" This entails…

- Invitation
- Questioning
- Request
- Order

2- You are a college student and your graduation party is on the 7th of July and you want grandmother and grandfather to come to the party. You say "would you like to come to my graduation party on the 7th of July?" This entails…

- Suggestion
- Invitation
- Offer
- Request

3- You want your girlfriend to meet your family tonight. You say "Ella, do you want to come and stay at my home tonight?" This entails …

- Request
- Questioning
- Offer
- Invitation

These subdivisions are simply intended to show if the relation between the speaker and the hearer has an impact on the selection of the kind of the strategy that will be used to invite or not. In this part, the correct answers of

the students will be given one mark for each one and the incorrect will be given zero mark.

The second part of the test aims to obtain information concerning students' abilities at the production level. It is concerned with the production of speech acts of invitation in terms of certain contextual factors. This part of the test consists of twelve situations; each situation expresses a certain idea and the task of the students is to produce suitable utterances about speech act of invitation. This is done purposely in order to determine the ability of the students to produce utterances about invitation and as at the same time to reveal the mostly common strategies that are used by them to express the speech acts of invitation. An example about production is that:

1- An old woman saved your child from being stepped on by a car and you want to thank her and invite her for a dinner with the family. What would you say?

Here, the duty of the students is to read the situation and understand it, then to produce an answer that suits the situation. A correct answer will get two marks. It should be noted that the grammatical and spelling mistakes are taken into consideration. Answers that are left blank are given zero and those that contain grammatical or spelling mistakes will be cut 0.5 of the mark.

3.5 Validity

Cohen et al. (2007, p.133) state that validity is a crucial key to have an effective research. The validity of a research determines its worthiness. If a research is not valid then it is worthless. Thus, validity is a requirement for quantitative and qualitative research. According to Marczyk et al. (2005, p.158), validity is a very useful and important concept in all of the research

methodology forms. The primary purpose of validity is to ensure the usefulness and accuracy of findings by controlling and eliminating as many confounding variables as possible which permit a greater confidence in the given study findings.

In the same vein, Kothari (2004, p.73) and Marczyk et al. (2005, p.110) affirm that validity is the most important criterion, focusing on the extent to which an instrument measure is supposed to measure. Kothari (2004, p.73) present three types of validity: (i) content, (ii) criterion and (iii) construct validity. The first one refers to the degree to which a measuring instrument gives sufficient coverage of the topic under study; it is primarily intuitive and judgmental. The second type is related to the ability of the researcher to expect some of the outcome or the existence of some present condition. The third type is the most abstract and complex one. It is related to the assessment of the extent to which the measurement strategy or the test measures a trait or a theoretical construct.

Content validity is defined as a kind of validity that is fundamentally based on how sufficiently and adequately a test measures the particular behavior and skills that it is supposed to measure (Richards and Schmidt, 2010, p.126). This type of validity is related to the content of the test and the relationship of the test's content to the construct it is designed to measure. It can be defined as the degree to which the sample of tasks, items, or questions on a test are representative of some determined domain or universe of content. The researcher must search for evidence that the test represents an adequate and balanced sampling of all the relevant skills, knowledge, and dimensions constituting the content domain (Ary, et al., 2010, p.226).

To ensure content validity, the test is built in a careful manner. Each utterance is chosen accurately to suit the subjects' ability to recognize and use the speech acts of invitation. The items of the test are easy to understand as varied in their content. It is also ensured that the subjects are familiar with the mentioned speech acts. During their four years of study, students get acquainted with some functions of language such as apologizing, requesting, and inviting. Such functions help them gather information about recognizing and producing utterances associated with invitation.

Face validity is a suitable type to determine whether the given items are valid to achieve the study aims which are stated at the beginning or not. According to Richards and Schmidt (2010, p.215) face validity is defined as the degree to which a test seems to measure the abilities or the knowledge it pretends to measure, on the basis of the observer's subjective judgment. Ary et al. (2010, p.228) illustrate that this term is used sometimes in relation to the content of the test. It is related to the degree to which the examinees think that the instrument is assessing what is supposed to assess. Face validity is necessary to assure the test acceptance and the examinees' cooperation.

To determine face validity, the test has been exposed to a number of experts in linguistics and ELT in various universities in Iraq (see appendix 4). They have been requested to comment on the test as well as to make any necessary modification, suggestion, omission, or addition to the test items. In this regard, the items of the test have proved to be valid and suitable to the University students of fourth stage at the Department of English. These items show 100% agreement of the jury experts.

3.6 Pilot Study

A pilot study according to Daniel and Sam (2011, p.137) can be defined as the preliminary study performed on a limited number before carrying out the original study in order to obtain some primary information. Based on the pilot study, the basic project is planned and formulated. This preliminary study or survey helps the researcher to obtain a general knowledge about the research problem and eventually helps her to know the nature of the problem and its different aspects.

Pilot studies are carried out before conducting the large scale in any quantitative research method. They are applied to a small number of students. The pilot study helps the researcher to determine feasibility of the study and to check if the study is worthwhile to continue. It provides the researcher with the opportunity to assess the appropriateness of the methods of data-collection and the other procedures and changes that take place. It intends to test the hypothesis preliminary which may give indication about its tenability and suggest whether there is a need for a further refinement. It is well worth the time needed because unanticipated problem that appears at this stage can be solved saving effort and time later (Ary et al., 2010, p.95).

On the 25th of May 2021, the pilot test was applied to sample consisting of 15 fourth-year students, morning studies. First, the students were asked to answer the first part of the test which is the recognition. Then, the same sample were asked to answer the second part of the test which is the production. The total time required for the two parts of the test is 60 minutes, 20 minutes for part one and 40 minutes for part two. Meanwhile, the researcher introduces the first part of the test (recognition) and when the students end it, she introduces the second part of the test (production). The reason behind this is not to give

the student the chance to guess the topic of the test. That is to say, if the researcher gets mistaken and introduces the second part first, the students will know that this test is about invitation and all of their answers of recognition will affect the reliability of the final result of the test.

When the test ends and the results are collected, the researcher makes her decision about the test; that is, if it is appropriate and applicable or not. Here, the results of the pilot study show that the methods of data collecting are appropriate and the test is well-prepared, and there is no need for further refinement. This leads the researcher to continue her work and apply the test to the students to find out the final results.

3.9 Reliability

Reliability, according to Marczyk et al. (2005, p.103), indicates that the dependability and consistency of a measuring strategy is concerned with the stability or consistency of the obtained score from an assessment or a measure over time and cross conditions or settings. A test is considered reliable if the result obtained is consistent. That is to say, the result that the learner scores in the test should be the same in different periods (Patten and Newhart, 2018, p.136). Cohen et al. (2007, p.117) contend that reliability is essentially a synonym for replicability and consistency over instruments, over time and over groups of respondents. Reliability is associated with accuracy and precision.

Marczyk et al. (2005, p.105) expound that reliability can be determined by a range of methods: test-retest reliability, alternate-form reliability and interrater reliability and split-half reliability. The first method, test-retest reliability, is applied to the stability that test scores have over time. It involves repeating the same test at a minimum on one or another occasion. This method is the one that the researcher follows here to check the reliability of the test.

To measure the test reliability, the equation adopted to measure this study is the KR-2o formula of Kurder and Richardson (1937, cited in Miller et al., 2011, p.166). It measures the internal consistency of the test reliability. The KR-20 formula is as follows:

$$r = \frac{K}{K-1} \left(1 - \frac{\sum_{j=1}^{k} pj\ qj}{\sigma^2} \right)$$

Where

K=the number of questions on the test

P= Proportion of test takers who gave the correct answer to the question

q= proportion of test takers who gave an incorrect answers to the question

σ^2 = variance of all the test scores

The reliability of the test here is 82.44%

3.8 Test Administration

After making sure that the test is valid and reliable, the final version of the test was electronically administrated to the sample of 50 fourth-year students, Morning Studies, at the Department of English, College of Education, University of Misan The researcher introduces extra illustration to the students and sometimes, she was obliged to use Arabic language in order to help the students to understand the purpose behind the items given.

The test was submitted to the students during the second term on 6th of June of the academic year 2020-2021. The goals of the test were explained for the students before answering the test in order to give them a clear idea about

their task. The test consists of two parts, On the part of recognition, the students were asked to pinpoint (pick out) the suitable speech act used in the given item. On the part of production, students were asked to provide an appropriate utterance in correlation with the given situation.

3.9 Scoring Scheme

Scoring scheme, according to Hidri (2020, p.79), is an instrument that is used to describe what criteria that should be measured and how these scores should be accomplished. This tool is usually used by teachers or test makers. Crusan (2015, p.1, cited in McCallum and Coombe, 2020, p.172) illustrates that rubric is a "guide listing specific criteria for grading or scoring academic papers, projects, or tests, and an instrument that describes a specific level of performance within a scale". A rubric refers to a "coherent set of criteria for students' work that includes description of levels of performance quality on the criteria' rubric is used to assess performances" (Brookhart, 2013, p.4).

Scores are distributed equally over the two parts of the test, i.e., the recognition and production level. For part 1, one mark is given to each correct answer and zero mark is given for the incorrect one, as well as the items that the student left without response is given zero. Scores for part 2 are distributed in such way that two marks are given to each correct answer. Spelling and grammar mistakes are accounted. For each mistake 0.5 is discounted. The incorrect answers is given zero mark as well as items that are left blanks.

To measure the central tendency of the subjects, the mean or arithmetic average is mostly used. The mean according to Ary et al. (2010, p.108) is the sum of the whole scores in a distribution divided by the number of the cases. In terms of formula, it is

$$\bar{X} = \frac{X_1 + X_2 + X_3 + \cdots + X_n}{N}$$

It is usually written as

$$\bar{X} = \frac{\Sigma X}{N}$$

$\hat{X}$ = the mean

X = raw score

Σ = the sum of

N = the number of subjects.

The results of the subjects' responses at this level are turned into percentage, according the formula below, which are then compared with each other.

$$\frac{\text{Number of correct responses per item } \times 100}{50 \text{ (number of subjects)}} = 100\%$$

The first part of the test can be identified as an objective one since its scoring scheme depends on precise and strict answers that the participants choose. It does not depend on the personal opinion of the participant or on the scorer's subjective judgment. At the recognition level, each participant is demanded to choose only one correct answer. In this respect, recognition test is an objective one, whereas the second part (production) is mostly subjective as each item may be answered in different ways and therefore scoring is not objective, i.e. two scorers may give two different marks on the same item. Put differently, in order to ensure reliability, the researcher and her two supervisors have assessed the test sheets. The three designed a scheme for scoring the test

items based on somehow objective criteria. These criteria involve paying attention to the given appropriate answer first then spelling and grammatical mistakes are taken into consideration.

CHAPTER FOUR
DATA AND RESULTS ANALYSIS

4.0 General Remarks

This chapter aims to analyze the answers of Iraqi EFL University students in recognizing and producing speech act of invitation. At the recognition level, this investigation involves the learners' ability to distinguish speech act of invitation from other related ones, namely offer, request, advice and suggestion. On the other hand, there is an assessment of the strategies that the learners use to express speech act of invitation at the production level.

4.1 Recognition Level

The test consists of two parts, the first one is the recognition and the second one is the production. The first part of the test aims to check the Iraqi EFL University students' ability to identify speech act of invitation and their ability to differentiate it from other speech acts such as (offer, request, advice, etc…). It contains twelve items and each item contains four options and the student should choose only one option in order to identify the appropriate use of invitation in the item concerned. The items of recognition are subdivided into three subdivisions depending on the relation between the speaker and the hearer from higher to lower, from lower to higher and of the same rank, each of these three divisions consists of four items. First, examples from higher to lower are given.

1.   Suppose you're a teacher and you want your students to go camping in the forest. You say "Do you want to go camping in the forest?" This entails…

- Invitation
- Questioning
- Request
- Order

The analysis of the students' answers to this item are explained as follow, (21) of the students have chosen the correct answer which is invitation, (25) of the students have mistaken as they resort to questioning strategy. The reason behind that is most of them are deceived by the grammatical construction of the sentence, while (4) have chosen order strategy. The answers of the students are summarized in the table below. In item number (1), 50% of the subjects face difficulty to identify the strategy used and they mistake and choose questioning strategy to express invitation, while 42% answered correctly and only 8% used order strategy. Some students succeed to choose the correct answers while the others failed, the reasons behind that are different. It could be the grammatical construction of the item or the use of a familiar strategy to the students or social relation between the parties.

Table (1) Recognition: Item 1

Item No.	Correct Answers	Per. of Correct Answers	Invitation	Questioning	Request	Order
1	21	42%	21	25	0	4

2. Suppose you are a manger and you want to celebrate the second anniversary of the company and you want your stuff to participate. You say "Will you join us for a drink?" This entails…

- Offer
- Invitation

- Suggestion
- Request

In this item, (26) of the students go for the correct answer (18) of them have chosen offer strategy, (2) of them select suggestion strategy while (4) choose request strategy. In item number (2), in this item, more than half of the students answered correctly i.e. 52% of the subjects use invitation strategy, while 36% of the students encounter difficulty in selecting the accurate strategy and they used offer strategy, meanwhile 8% of the subjects select request strategy and only 4% of the students use suggestion strategy. The students' selections can be due to grammatical construction of the item or the use of a familiar strategy to the students or social relation between the parties. The answers of the students can be summarized as below.

Table (2) Recognition: Item 2

Item No.	Correct Answers	Per. of Correct Answers	Offer	Invitation	Suggestion	Request
2	26	52%	18	26	2	4

3. Suppose you are a professor and you want your student to join the college anniversary carnival. You say" why don't you come and participate in the college anniversary carnival?" This entails…

- Advice
- Invitation
- Offer
- Questioning

The analysis of this item shows that (21) of the students prefer to pick up questioning over invitation, because the form of the item looks like a question,

that is the use of (why) at the beginning of the sentence and the question mark at the end of the sentence lead the students to guess the questioning. Meanwhile (10) of the subjects have chosen choose offer, (13) select invitation and (6) choices go for advice. Item number (3), is the biggest percentage of the students who show difficulty in identifying the correct answer. Where 42% of the students mistake and select questioning strategy. 26% of the subjects answer correctly. 20% of them used offer strategy and 12% of the subjects' mistake advice strategy. The reason behind that is the subjects' were deceived by the construction of the item as the item looks like a questioning not an invitation. The responses of the subjects are summarized in the table below.

Table (3) Recognition: Item 3

Item No.	Correct Answers	Per. of Correct Answers	Advice	Invitation	Offer	Questioning
3	13	26%	6	13	10	21

4. Suppose you are a grandfather and you want your grandsons to come and celebrate the New Year. You say "come to my house". This entails…

- Order
- Request
- Offer
- Invitation

The result of the analysis of item 4 indicates that the greatest number of the subjects are prone to select the correct answer that is invitation; (38) students have chosen invitation. The minimum number which is (3) of the responses goes for the first option, that of order, (5) responses for request and (4) for offer. Item number (4), constitutes the biggest percentage of the subjects who answered correctly. The percentage of the correct answers is 76%. While 10%

of the students mistake request strategy, 8% of the subjects select offer strategy and 6% of them select order strategy. The answers of the students are summarized in the below table.

Table (4) Recognition: Item 4

Item No.	Correct Answers	Per. of Correct Answers	Order	Request	Offer	Invitation
4	38	76%	3	5	4	38

The analysis of the second part of the recognition items is built on the principle that the relation between the speaker and the hearer is from lower to higher. Similar to the above explanations, the second four items will be analyzed individually as shown below.

5.   You are a college student and your graduation party is on the 7th of July and you want grandmother and grandfather to come to the party. You say "would you like to come to my graduation party on the 7th of July?" This entails…

- Suggestion
- Invitation
- Offer
- Request

The results of the analysis for this item show the students have preference for choosing invitation strategy, where (45) of the subjects select it. The reason underlies this selection is that the student during their years of study ordinarily study use *would you like* as a strategy for invitation. In this respect, it becomes more familiar to them than the rest of the strategies. However, (3) answers are

given to offer and (2) for suggestion. Item number (5), shows that most students have answered it correctly and easily. The percentage of the correct answers is 90% and this is a sign that subjects mostly face no difficulty in identifying invitation strategy. Whereas 6% of the students' mistake offer strategy, 4% of them select suggestion strategy. The reason behind that is that most students are familiar with *would you like to* as a strategy used to express invitation. The table below sums up the students answers.

Table (5) Recognition: Item 5

Item No.	Correct Answers	Per. of Correct Answers	Suggestion	Invitation	Offer	Request
5	45	90%	2	45	3	0

6. You work at a supermarket and you want your boss to watch a football match with you. You say "How about watching a football game?" This entails…

- Request
- Advice
- Questioning
- Invitation

The analysis of this item reveals that (27) of the students choose the correct answer, (10) select questioning, (7) pick up advice, meanwhile (6) prefer to choose request strategy. Item number (6), half of the students answer correctly; the percentage of the correct answers is 54% whereas 20% of the subjects wrongly choose questioning strategy. In addition, 14% of the subjects select advice strategy and 12% of them choose request strategy. This analysis can be shown in the table below.

Table (6) Recognition: Item 6

Item No.	Correct Answers	Per. of Correct Answers	Request	Advice	Questioning	Invitation
6	27	54%	6	7	10	27

7. You're a college student at Oxford University and you saw your professor at the Mall and you want him to have a cup of coffee. You say "I will be honored if you join me to have a cup of coffee." This entails …

- Request
- Offer
- Invitation
- Questioning

The analysis of this item elucidates that (37) of the students select the correct answer, (10) of the answers go to offer and only (3) answers go to request. In item number (7), 74% of the subjects are able to recognize the correct answer whereas 20% misuse offer strategy and 6% select request strategy.

Table (7) Recognition: Item 7

Item No.	Correct Answers	Per. of Correct Answers	Request	Offer	Invitation	Questioning
7	37	74%	3	10	37	0

8. You're an employee at a company and you've got a promotion recently and you want to make a party and want your boss to join. You say "won't you join us for the party, Mr. Parker?" This entails…

- Suggestion

- Advice
- Offer
- Invitation

In this item, (34) of the subjects select the correct answer, (10) of them prefer to choose offer, (4) of them decide to select suggestion and (2) go for advice. In item number (8), (10) students face difficulty to answer correctly having a low percentage. 20% of the subjects wrongly employ offer strategy and 8% of them select suggestion strategy. 68% of the subjects succeed to answer correctly. The table below summarizes the answers of the students.

Table (8) Recognition: Item 8

Item No.	Correct Answers	Per. of Correct Answers	Suggestion	Advice	Offer	Invitation
8	34	68%	4	2	10	34

The third part of the recognition items is related to the equal relation between the speaker and the hearer; the process that will be used for analyzing these items is similar to the above one.

9. You want your girlfriend to meet your family tonight. You say "Ella, do you want to come and stay at my home tonight?" This entails …

- Request
- Questioning
- Offer
- Invitation

For the analysis of item (9), (39) of the responses are correct, whereas (11) of the answers are incorrect and broken down as follows, (6) answers for questioning, (5) answers for offer. In item number (9), most of the students

show their ability to select the correct answer. 78% of the subjects select invitation strategy. The rest of the students are divided into two parts, some questioning. The percentage for questioning is 12% and while for offer the percentage is 10%. These results are illustrated in the below table.

Table (9) Recognition: Item 9

Item No.	Correct Answers	Per. of Correct Answers	Request	Questioning	Offer	Invitation
9	39	78%	0	6	5	39

10. You are a painter and you have a gallery next week and you want your friends to come. You say "Hi guys. Come to my gallery next week." This entails…

- Suggestion
- Invitation
- Offer
- Request

The analysis of item 10 shows that (36) of the subjects' answers are correct. (7) answers go for offer, (4) for request and (3) for suggestion. Item number (10), 72% of the subjects answer correctly, whereas 14% of the subjects select offer strategy, 8% prefer request strategy and 6% chose suggestion strategy. The result is explained in the table below.

Table (10) Recognition: Item 10

Item No.	Correct Answers	Per. of Correct Answers	Suggestion	Invitation	Offer	Request
10	36	72%	3	36	7	4

11. Your friend is suffering from depression and you want to change his mood and take him watch a movie. You say "Let's go out and watch a movie." This entails …

- Request
- Offer
- Invitation
- Order

As far as the numbers of students' answers are concerned, the results showed that most of the students incorrectly choose offer instead of invitation. (30) of the students' answers go for offer, simply because some students use the form of *let's* to make offers or suggestions rather than invitations. (14) of the students have chosen invitation and (6) of them select request. Item number (11) is considered difficult for the subjects since the biggest number of the students cannot recognize the correct answer. The percentage of the correct answer is 28%. The rest of the students that is 72% of them answer incorrectly and select offer strategy and request. 28% of the subjects answered correctly and 12% of them select request strategy. The construction of the sentence mislead the subjects and make them choose offer strategy. These results are summarized in the below table.

Table (11) Recognition: Item 11

Item No.	Correct Answers	Per. of Correct Answers	Request	Offer	Invitation	Order
11	14	28%	6	30	14	0

12. You feel thirsty and you want to go to STARBUCKS café to have a drink and you want your friend to go with you. You say" Come to have a drink from STARBUCKS." This entails…

- Advice
- Offer
- Questioning
- Invitation

The analysis of the last item reveals that the majority of the subjects answer correctly, where (36) of them have chosen invitation, (10) select offer and (4) for advice. Item number (12) shows that most of the students succeed in identifying the correct answer. The percentage of the correct answers is 72%. This indicates that the subjects encounter no difficulty in recognizing the correct answer. Meanwhile 20% of the subjects have mistaken offer strategy and 8% of them select advice strategy. The results of item 12 is represented in the table below.

Table (12) Recognition: Item 12

Item No.	Correct Answers	Per. of Correct Answers	Advice	Offer	Questioning	Invitation
12	36	72%	4	10	0	36

4.2 Results

The analysis of strategies that EFL students follow in recognizing the illocutionary act of invitation in the above twelve items reveals that students resort to various strategies in order to identify invitation. All the answers are

represented in the table below with the percentage for each item in order to give a full picture about the results of the analysis.

Table (13) Overall Results of Recognition

Item No.	Correct Answer	Request	Offer	Invitation	Questioning	Suggestion	Order	Advice	Per. of Incorrect Answer	Per. of correct Answer
1	21	0%	0%	42%	50%	0%	8%	0%	58%	42%
2	26	8%	36%	52%	0%	4%	0%	0%	48%	52%
3	13	0%	20%	26%	42%	0%	0%	12%	74%	26%
4	38	10%	8%	76%	0%	0%	6%	0%	24%	76%
5	45	0%	6%	90%	0%	4%	0%	0%	10%	90%
6	27	12%	0%	54%	20%	0%	0%	14%	46%	54%
7	37	6%	20%	74%	0%	0%	0%	0%	26%	74%
8	34	0%	20%	68%	0%	8%	0%	4%	32%	68%
9	39	0%	10%	78%	12%	0%	0%	0%	22%	78%
10	36	8%	14%	72%	0%	6%	0%	0%	28%	72%
11	14	12%	60%	28%	0%	0%	0%	0%	72%	28%
12	36	0%	20%	72%	0%	0%	0%	8%	28%	72%
	366	4.66%	17.83%	61%	10.33%	1.83%	1.16%	3.16%	39%	61%

The analysis of the twelve items of recognition question discloses that most students have the ability to recognize speech act of invitation with few mistakes. 61% of the subjects' answers are correct and 39% of the subjects' answers are not correct. Depending on the analysis of the twelve items of the test it has been found that 17.83% of the subjects' go for offer strategy, 10.33 of the students' answers are for questioning strategy. In addition to that 4.66% is for request

strategy, meanwhile 3.16% select advice strategy. Furthermore, 1.15% choose order strategy and finally 1.83% select suggestion strategy. We can conclude that some of the students were unable to differentiate between speech act of invitation and other related speech acts such as offer, questioning, request and advice. Consider the illustrative figure (1):
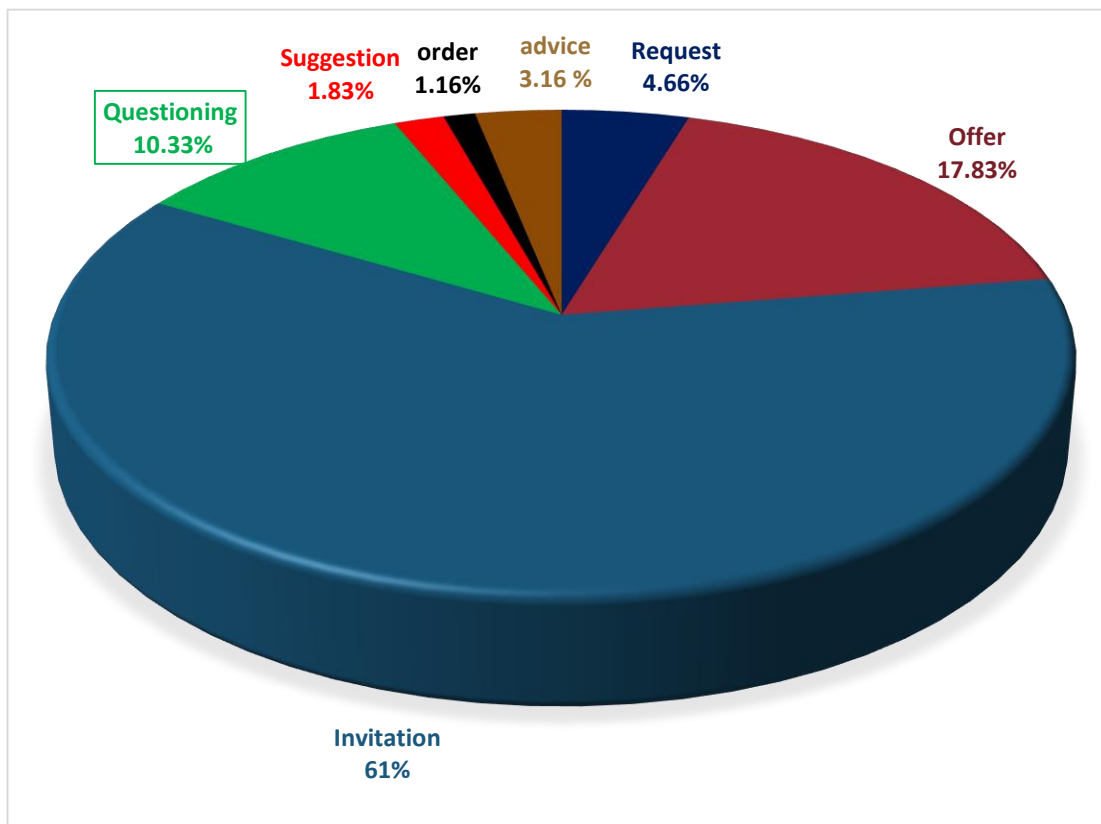

Figure 1: Recognition Strategies of Invitation

4.3 Production Level

The second part of the test is the production. The aim of the production part is to identify Iraqi EFL students' ability to produce utterances containing the

speech act of invitation. It consists of twelve different situations and the students are asked to produce utterances containing the speech act of invitation, i.e. suitable for the given situations. The data obtained by part two reveal that the subjects employ a wide range of strategies in their attempts to produce utterances about the speech act of invitation. The subjects tend to use certain types of strategies other than others.

1. You saw your friend accidently at the Mall and you want to invite him to your birthday next week. What would you say?

Table (14) Production: Item 1

Item No.	Correct Answers	Incorrect Answers	Declarative	Performative	Imperative	Interrogative	Invitation/ modality	Non-Modality	Others
1	24	26	2	2	5	4	10	0	1

Situation (1): in this situation, 10 (20%) of the students prefer to invite others in the form of modality. This gets the highest number of answers. The reason behind this use might be that this strategy is the easiest and most familiar one for the subjects among other strategies as shown in the given examples:

1- *Would you like to come to my birthday party next week?*

2- *I'm having a party next week. Would you like to come?*

3- *I'm having a birthday party at 6:00 PM next week at home. Would you like to come? Lots of colleges are coming. It will be fun.*

However, 4 (8%) of the subjects choose interrogative strategy to invite by using yes/no questions.

1- *My birthday is next week. Can you come to the party?*

63

2- *Do you want to come to my birthday next week?*

In addition, 2 (4%) of the subjects prefer declarative strategy to produce invitation.

1- *Oh my god, what an amazing chance to see you mate. It will be my pleasure to have you in my birthday party next week.*

2- *Hi, how are you? I wish you are fine. By the way my birthday is next week and I will be happy if you came.*

Meanwhile 5(10%) of the subjects' preferences are towards imperative strategy, as exemplified in:

1- *Come to my birthday party, please.*

2- *My birthday is next week in my house. Be there at nine o'clock*

Besides, 2 (4%) of the participants prefer to invite using performative strategy.

1- *Omg, what a coincidence! I would like to invite you to my birthday party next week, don't forget bro.*

2- *My birthday is next week. You are invited to the party.*

Finally, only 1(2%) uses invitation via other strategies, here the strategy of (hoping) is used:

1- *You will be glad to know that my birthday falls on the 25ᵗʰ of September. I am going to celebrate my birthday at home. I have invited all my friends. I <u>hope</u> you will also come and join my birthday party.*

2. A new movie is played in the cinema and you want to invite your girlfriend to watch the movie with you. What would you say?

Table (15) Production: Item 2

Item No.	Correct Answers	Incorrect Answers	Declarative	Performative	Imperative	Interrogative	Invitation/ modality	Non-Modality	Others
2	22	28	0	0	9	7	6	0	0

Situation (2): in this situation, (18%) of the subjects, employ imperative strategy to express invitation between people of equal status. Here, the speaker and the hearer are in equal power and they are familiar with each other. Consider:

1- *A new movie has been shown in the cinema, so let's go and see it together.*
2- *Come to see the new movie with me.*

The form of interrogatives is the second most frequent strategy employed by the subjects where 7 (14%) of them about choose it. The forms used are Wh-questions and yes/no questions.

1- *A new movie will be shown in the cinema, so what do you think about coming with me to see it?*
2- *Why don't we go and see the movie?*
3- *Do you want to go to the cinema and watch a movie?*
4- *Can you come with me to watch a movie in the cinema?*

In this situation, 6 (12%) of the subjects choose to invite by using modality.

1- *Hi sweetie, there is a new film plying in the cinema. Would you like to go with me to watch the film?*

2- Hi love, actually there is a great new movie played in the cinema. Would you like to watch it together?

3. You want to travel to Paris to see your cousin and you want to invite your friend to go with you. What would you say?

Table (16) Production: Item 3

Item No.	Correct Answers	Incorrect Answers	Declarative	Performative	Imperative	Interrogative	Invitation/ modality	Non-Modality	Others
3	20	30	0	1	4	8	5	1	1

Situation (3): in this situation, most of the subjects tend to invite, that is about 16% of them, using interrogative strategy in the form of yes/no questions and wh-questions.

1- Can you go with me to Paris?

2- Who would like to Paris with me?

5(10%) Of the subjects, prefer to invite using modality.

1- I'm going to travel to Paris. Would you like to come with me?

In the same situation, 4 (8%) of the subjects prefer to use imperative strategy about 8% of them.

1- Oh mate. I bought an extra ticket for you to Paris, be ready to go with me.

2- Come with me to travel to Paris to see my cousin.

Only 1 (2%) chooses to invite by using performative and 1 (2%) chooses non-model expression:

1- I would like you to come with me to Paris to my visit my cousin.

2- I'm going to Paris. Why don't you go with me?

Only one (2%) subject uses to invite via the form of suggestion.

1- *I suggest you take a nice trip to Paris with me.*

4. You want to have a party at the beach and you want to invite your college mates. What would you say?

Table (17) Production: Item 4

Item No.	Correct Answers	Incorrect Answers	Declarative	Performative	Imperative	Interrogative	Invitation/ modality	Non-Modality	Others
4	19	31	2	0	3	3	10	0	1

Situation (4): in this situation, it can be observed that most of the subjects select inviting by modality, using (*would you like* strategy) where 10 (20%) of them choose this strategy.

1- *I will make a party on the beach. Would you like to come?*

2- *Would you like to come to my party on the beach?*

In the same situation, 3 (6%) of the subjects, select imperatives to express speech act of invitation.

1- *If you want to live an unforgettable day and have a crazy party then meet me on the beach at 6P.M.*

2- *I will have a party on the beach, come and join.*

Moreover 3 (6%) of the participants use interrogatives strategy in the form of yes /no question.

1- *Can you come to my beach party?*

2- *Do you want to come to my party on the beach?*

Furthermore, only 2 (4%) choose declarative strategy to make invitation.

2. *I will be honored if join us to my beach party.*

3. *Everyone is invited to the party that will be held at the beach.*

   In addition, only one (2%) uses a different strategy to express invitation which is hoping strategy.

   1-we have a party and we hope you join us in it if you don't mind.

5. You and your classmates are holding the end of the course party and you want to invite your teachers. What would you like to say?

Table (18) Production: Item 5

Item No.	Correct Answers	Incorrect Answers	Declarative	Performative	Imperative	Interrogative	Invitation/ modality	Non-Modality	Others
5	18	32	7	5	0	2	4	0	0

Situation (5): in this situation, as shown in the table that 7 (14%) of the participants prefer to make invitation in the form of declarative by using the following types of invitations:

1- *I and my friends are having a party, we will be honored if you come to our party.*

2- *Dear teachers we will be very happy if you come to our party.*

3- *We are having a party to celebrate the end of the course and we would like you to celebrate with us.*

   Moreover, 5 (10%) of the participants, tend to use performative strategy using the following strategies to invite the teacher:

1- *Hello doctor, I'm glad to invite you to our party and we will all be happy if you came.*

2- *Hello professor , my apology to sending you an Email, but I'm representing my classmates, we would happily like to invite you to our party , it would mean a lot , so please let us know if you are coming.*

3- *Our dear teachers, we are having a party and happily want to invite you.*

In addition, 4 (8%) of the subjects, choose to invite in the form of modality, as follows:

1- *Would you like to come to the end of the course party?*

2- *Dear teachers we will have a party at the end of the course, would you like to come? We will be glad to have you with us.*

Meanwhile, 2 (4%) of the subjects choose interrogatives strategy to invite, as follows:

1- *Do you want to attend the end of the course party that I do with the classmates?*

In this situation, the speaker seems to have lower power than the hearer although they know each other and they are familiar with each other, however, the participants employ a declarative strategy. The forms of declarative and performative are used by the participants in order to show respect to the person invited.

6. You are sitting in a bus stop station waiting for a bus and eating some donuts and next to you an old man sitting who seems hungry. You want to invite him to have some donuts. What would you say?

Table (19) Production: Item 6

Item No.	Correct Answers	Incorrect Answers	Declarative	Performative	Imperative	Interrogative	Invitation/ modality	Non-Modality	Others
6	19	31	2	0	5	5	7	0	0

Situation (6) in this situation, It can be observed that the speaker has lower power than the hearer, so he should use polite strategy to show respect to the hearer. So 7 (14%) of the subjects, choose modality in the form of *would you like* to make invitation, for example:

1- *Would you like to eat some donuts?*
2- *Would you like to have some, sir?*

In the same situation, 5 (10%) of the participants, use interrogative strategy in the form of yes/no question.

1- *It's a delicious donuts. Do you want some of it?*
2- *Sir, I don't want to feel alone. Can you eat with me?*

In addition, 5 (10%) of the subjects, choose the strategy of imperative to make invitation, such as:

1- *Here, have some please I hate to eat alone.*

2- *I'm sorry sir you seem hungry. Take this piece of donuts.*

Meanwhile, only 2 (4%) of the participants, choose declarative strategy, like:

1- *Hi. I have a lot of donuts. You can take some.*

2- *I will be happy if you eat some donuts.*

7. You have two tickets for a baseball match and you want to invite your manger to the match. What would you say?

Table (20) Production: Item 7

Item No.	Correct Answers	Incorrect Answers	Declarative	Performative	Imperative	Interrogative	Invitation/ modality	Non- Modality	Others
7	18	32	2	0	3	9	4	0	0

Situation (7): in this situation, the speaker intends to use interrogative strategy to invite. Interrogatives are very often used to convey directives indirectly as affirmed by Huddleston and Pullum. (2002, p.939).The form of indirect directives with interrogatives are considered more polite in this situation where the speaker has lower power than the hearer; they know each other. It has been found that 9 (18%) of the participants prefer to invite in the form of interrogatives by using yes/no questions and wh-questions.

1- *Dear manger. Can you come with me to watch a baseball match?*
2- *Do you mind if I invite you to join me to watch a baseball match? It would be so happy.*
3- *How about going outside to watch a baseball match?*
4- *Director, I have two tickets to a baseball match. What do you think about coming?*

Meanwhile, 4 (8%) of the subjects intend to invite, utilizing the form of modality.

1- *Well, I heard that you like baseball just as I, so I was thinking for some free time that we could have a little fun out of the company. Would you like to join me for a baseball match? I already got you a ticket.*
2- *Hi manger. Would you like to come to the baseball match?*

Furthermore, 3 (6%) of the students prefer to invite using the form of imperative:

1- *Let's go to the baseball match.*
2- *Come with me to watch the game.*

Moreover, only 2 (4%) intend to invite using performative strategy.

1- *Mr. I would like to invite you to come to the match with me.*

2- *My dear boss. I want to invite you to watch the match with me.*

8. An old woman saved your child from being stepped on by a car and you want to thank her and invite her to a dinner with the family. What would you say?

Table (21) Production: Item 8

Item No.	Correct Answers	Incorrect Answers	Declarative	Performative	Imperative	Interrogative	Invitation/ modality	Non-Modality	Others
8	20	30	3	6	3	5	3	0	0

Situation (8): in this situation, the reason that makes the participants choose performative to invite others is that this strategy is often used when the speaker has lower power than the hearer, so he/she should show respect and use polite expression for invitation. It can be observed that 6 (12%) of the participants prefer to invite utilizing the form of performative.

1- *Dear Madam, you are a lifesaver. Thank you for your noble work, and for this I would like to invite you to dinner with the family.*

2- *I would like to invite you to dinner with your family to express my gratitude to you.*

3- *I'm very grateful for saving my child, and on this occasion, I'd like to invite you to dinner.*

Moreover, 3 (6%) of the subjects choose the form of declarative to invite.

1- *Thank you very much for saving my son and I will be happy to accept my invitation to dinner with my family.*

2- *I will be happy if you join us for dinner tonight.*

Furthermore, 5 (10%) of the subjects prefer to invite others using the form of interrogative, i.e. wh-questions and yes/no questions.

1- *Madam, why don't you join us for dinner?*
2- *You have done me a favor that I will never forget in my life and I want to thank you in my own way, can you have dinner with us please?*

Meanwhile, 3 (6%) favor the form of imperative as politeness markers, such as "please "to invite other. 3 (6%) choose the form of modality to invite.

1- *Thanks for saving my son. Please do me a favor and join me on dinner with my family, you are our hero today.*
2- *We have roasted meat for lunch. Please come with us.*
3- *Thank you very much. Would you like to have dinner with us tonight?*
4- *Oh madam thank you. Would you like to join us in the evening? My wife cook a tasty food.*

9. Suppose you are a company boss and you want to invite your team as a reward for their effort or success. What would you say?

Table (٢٢) Production: Item ٩

Item No.	Correct Answers	Incorrect Answers	Declarative	Performative	Imperative	Interrogative	Invitation/ modality	Non-Modality	Others
9	22	28	2	6	7	5	2	0	0

Situation (9), in this situation, the speaker has more power than the hearer, but they are familiar with each other. This can interpret why they tend to use imperative strategy to invite, it can be observed that 7 (14%) of the participants prefer to invite with the form of imperatives.

1- *Let's celebrate this amazing achievement.*

2- *Guys you all deserve a great night and a delicious meal for your hard work so, be ready tonight to celebrate.*

It appears that 6 (12%) of the students choose to invite using the form of performative.

1- *All of you are invited to have a drink.*
2- *Employees, I would like to invite you to lunch as a reward for your effort and success in my company.*

In this situation, 5 (10%) of the students choose the form of interrogative to invite by using yes/ no questions and Wh-questions.

1- *Can I invite you to come to have dinner as a reward for your success and effort?*
2- *Why don't you join me for dinner tonight?*

Meanwhile, only 2 (4%) choose to invite by using *would you like* and 2 (4%) choose to invite utilizing the form of declarative.

1- *Would you like to come to dinner?*
2- *I would be grateful if you come to my house to celebrate our success.*

10. Suppose you are a school manger and you want to invite the teachers to your wedding party. What would you say?

Table (23) Production: Item 10

Item No.	Correct Answers	Incorrect Answers	Declarative	Performative	Imperative	Interrogative	Invitation/ modality	Non-Modality	Others
10	19	31	4	7	2	3	3	0	0

Situation (10): in this situation, the speaker has more power than the hearer. They know each other, so the speaker uses the form of declarative and performative to invite because these forms are more polite expression, used when the speaker wants to show respect to the hearer, as shown in the table above that 7 (14%) of the participants prefer to invite using the form of performative and declarative. Here are some typical examples:

1- *My wedding party is soon. You are invited to join me.*
2- *I would like to invite you to my wedding party. I hope you will attend.*
3- *I'm so happy to tell you that my wedding is soon and you are all invited.*

Meanwhile, 4 (8%) of the participants choose to invite using declarative form.

1- *My wife and I will be happy if you we had you in our wedding party.*
2- *I will be glad if you come to my wedding party.*

Furthermore, 3 (6%) of the subjects invite using the form of interrogative, i.e. Wh-questions and yes/no questions:

1- *I will get married next week. What do you think about coming to the party?*
2- *Can you come to my wedding party?*

Moreover, 3 (6%) of the subjects prefer to invite using modality.

1- *Would you like to come to my wedding party?*

In the same situation, only 2 (4%) imperative form to invite.

1- *My wedding is next week. Come and join us.*

11. Suppose you're a father and you want to invite your son who studies in London to spend Christmas day with the family. What would you say?

Table (24) Production: Item 11

Item No.	Correct Answers	Incorrect Answers	Declarative	Performative	Imperative	Interrogative	Invitation/ modality	Non-Modality	Others
11	21	29	1	0	10	6	2	1	1

Situation (11): in this situation, the speaker has more power than the hearer, but they are familiar with each other. So, he/she tends to invite with the form of imperative. The reason behind this is that the relationship between speaker and the hearer is close and the speaker is in higher position or has power than the hearer, 10 (20%) of the participants prefer to invite in the form of imperatives. The highest number of the responses are taken in the form of imperatives, such as:

1- *Hey, dear son. I miss you so much. You have to spend Christmas this year with the family.*
2- *Come and join us for Christmas day.*
3- *We miss you so much. Come let's celebrate all of us.*

In this situation, 6 (12%) of the subjects use interrogatives in the form of yes/no questions to invite, such as:

1- *Can you come to spend Christmas day with the family?*

2- *Are you free in Christmas day to spend it with us?*

3- *Do you want to spend Christmas day with the family?*

Moreover, 2 (4%) of the subjects prefer to use modality to invite.

1- *Would you like to join us for Christmas?*

Moreover, only 1 (2%) of the participants prefers to use declaratives and 2% of them use non-model expression.

1-   We will be happy if you join use for Christmas.

2-   Why don't you come and spend Christmas evening with us?

In this item, only one student (2%) chooses to invite, using other strategies here (wishing) strategy is used:

1-we miss having you with us son and for this Christmas I will wish seeing you.

12. Suppose you are the CNN station manager and you want to celebrate the success of a program with your stuff and invite them for a drink. What would you say?

Table (25) Production: Item 12

Item No.	Correct Answers	Incorrect Answers	Declarative	Performative	Imperative	Interrogative	Invitation/ modality	Non- Modality	Others
12	18	32	0	5	8	1	4	0	0

Situation (12): in this situation, the speaker has more power than the hearer but their relation is close; they know each other. This motivates most of the subjects to choose imperative strategy, it can be observed that 8 (16%) of the participants them invite each other using the form of imperative.

1-   Let's have a drink to celebrate the success of the program.

2-   Oh yeah that's a great job. As an appreciation for your effort. Let's all have a drink for the great success we achieved.

3-   For your excellent job. Let's go celebrate, drinks on me.

In the same situation, 5 (10%) of the participants choose to invite using the form of performative.

1-   *You are all invited to have a drink.*

2-   *Guys. I invite you for a drink, hope to see you there.*

Furthermore, 4 (8%) of the subjects intend to invite using the form of modality.

1-   *Would you like to go for a drink?*

2-   *Would you like to drink a coffee with me?*

Meanwhile, only 1 constituting (2%) chooses interrogative strategy to invite.

1-   *Can you join us for a drink?*

4.4 Results

The analysis of the twelve items of production reveals the strategies Iraqi EFL students use when producing speech act of invitation and the most common ones. All the answers are represented in the table below with the percentage for each item in order to give a full picture about the results of the analysis.

Table (26) Overall Results of Production

Item No.	Correct Answer	Incorrect Answer	Declarative	Performative	Imperative	Interrogative	Modality	Non-Modality	Others
1	48%	52%	4%	4%	10%	8%	20%	0%	2%
2	44%	56%	0%	0%	18%	14%	12%	0%	0%
3	40%	60%	0%	2%	8%	16%	10%	2%	2%
4	38%	62%	4%	0%	6%	6%	20%	0%	2%
5	36%	64%	14%	10%	0%	4%	8%	0%	0%
6	38%	62%	4%	0%	10%	10%	14%	0%	0%
7	36%	64%	4%	0%	6%	18%	8%	0%	0%
8	40%	60%	6%	12%	6%	10%	6%	0%	0%
9	44%	56%	4%	12%	14%	10%	4%	0%	0%
10	38%	62%	8%	14%	4%	6%	6%	0%	0%
11	42%	58%	2%	0%	20%	12%	4%	2%	2%
12	36%	64%	0%	10%	16%	2%	8%	0%	0%
	40%	60%	4.16%	5.33%	9.83%	9.66%	10%	0.33%	0.66%

The analysis of the items of the test shows that 10% of students, which is the highest percentage, tend to invite using modality strategy (*would you like*) because the students are familiar with this strategy and it is considered as the most common one. 9.83% of the subjects prefer to use imperative strategy because the speaker has more power than the hearer but their relation is close, that is to say, they know each other or when the speaker and the hearer are equal in status. Meanwhile, 9.66% used interrogative strategy to invite the reason behind that is the form of indirect directives with interrogatives are considered

more polite where the speaker has lower power than the hearer, they know each other.

Furthermore, 5.33% of the students invite by using performative strategy and 4.16% use declarative strategy. The reason behind that is, the speaker has more power than the hearer; they know each other, so the speaker uses the form of declarative and performative to invite, simply because these forms are polite expression, used when the speaker wants to show respect to the hearer. In addition, 0.33% invite using non-modality and 0.66 used other strategies because the students are not familiar with such strategies. Examine Figure 2.
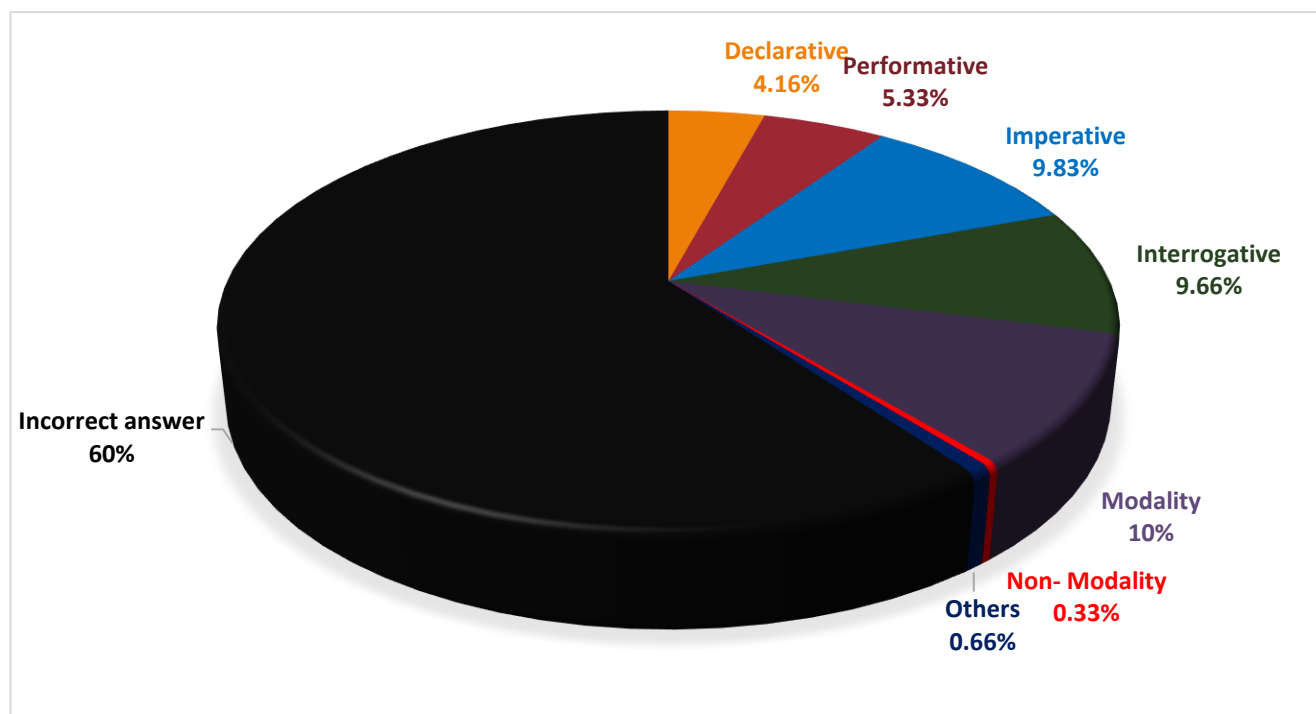
Figure 2: Pragmalinguistic Strategies of Invitation

4.5 Error Analysis: Introduction

Revealing the errors that Iraqi EFL University students committed can add some new information which is useful for both the teachers and the students in the process of learning second language. Error analysis is basically recognized as a fundamental sub-branch of applied linguistics and form the suitable start for the acquisition of second language. It is fundamentally linguistic analysis of complex phenomenon of learning language. The role of error analysis is very important in teaching and learning second and foreign language. Analyzing the errors of second language learner helps to detect the linguistic difficulties that learners face at a certain stage of language learning (Piechurska-Kuciel et al., 2017, p.59).

Relationally, Corder (1967 as cited in Heydari and Bagheri, 2012, p.1583) defines error analysis as "a procedure used by both researchers and teachers which involves collecting samples of learner language, identifying the errors in the sample, describing these errors, classifying them according to their nature and causes and evaluating their seriousness". Likewise, Gass and Selinker and Gass (2008, p.102) expound that error analysis is a type of linguistic analysis that concentrates on the errors the learners make. In error analysis, the comparison is made between the errors that a learner makes when producing the target language and the target language form itself.

4.6 Steps of Error Analysis

According to Selinker and Gass (2008, p.103), certain steps are followed to carry out the process of error analysis, they are the following:

1- **Collecting data**. This step is done with written and oral data, (the data was collected through written test; this test consists of two parts, the first is recognition and the second is production).

2- **Identifying errors.** This step refers to the type of error (Misuse of verb tense, misuse of prepositions, misuse of articles, false concept hypothesis, simplification and overgeneralization).

3- **Classifying errors**. Is it an error of agreement? Is it an error in irregular verbs? In this step, errors are classified into Interlingual transfer, intralingual transfer, context of learning, communication strategies.

4- **Quantifying errors**. "How many errors of verb tense and prepositions? How many simplification and overgeneralization errors occur?"

5- **Analyzing errors**. This step involves attempting to find reasons and causes to the errors committed by learners.

6- **Remediating errors**. Based on the kind and the frequency of an error type, pedagogical intervention is carried out.
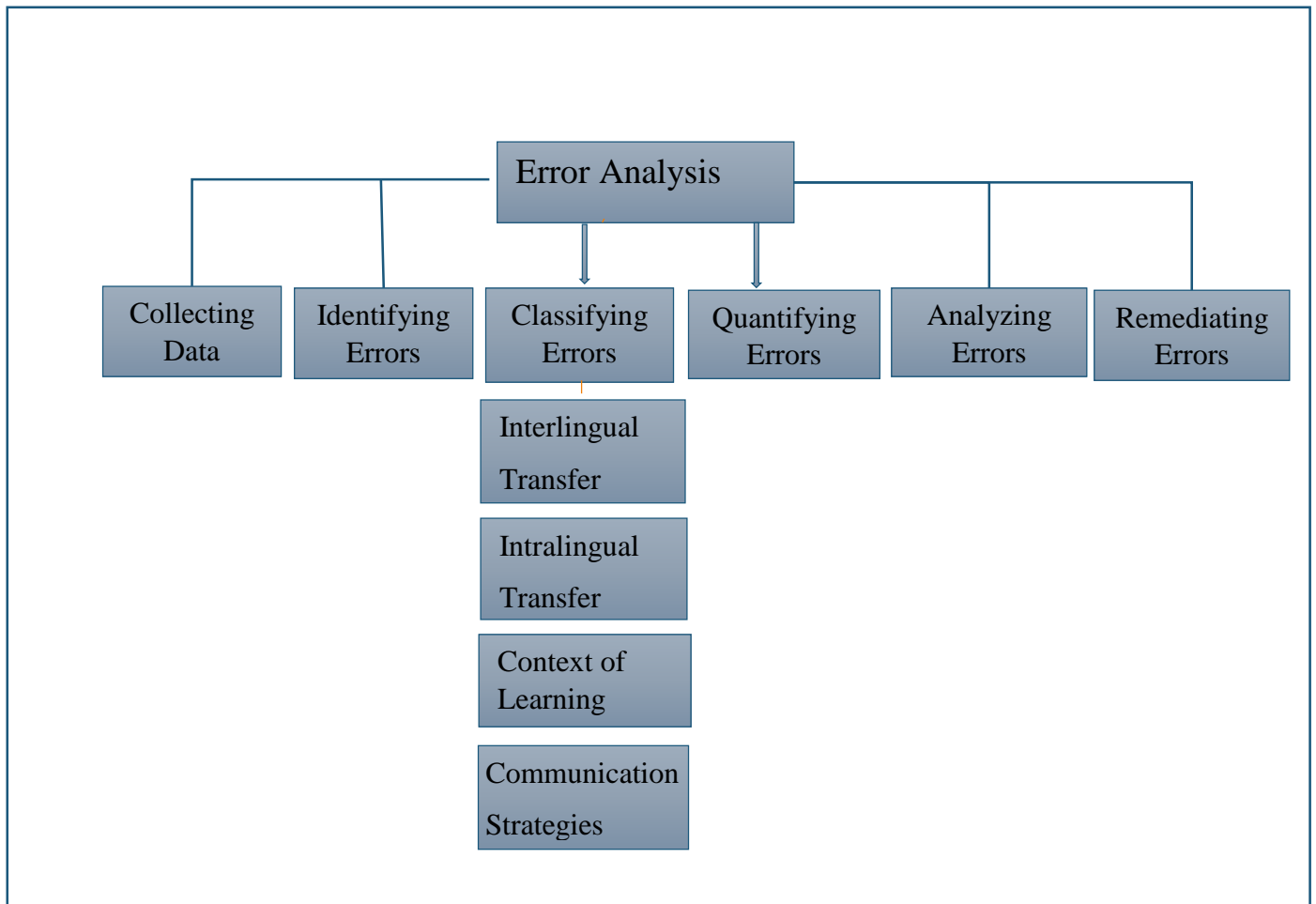
Figure 3: Steps of Errors Analysis

4.7 Classification of Errors

When producing speech acts of invitation, it has been found that Iraqi EFL commit some mistakes. These mistakes are due to different reasons. According to Brown (2000, p.232), causes of errors can be classified into:

1- Interlingual Transfer
2- Intralingual transfer
3- Context of Learning
4- Communication Strategies

4.7.1 Interlingual Transfer

Interlingual transfer is an important source for language learners. Interlingual errors are resulted from language transfer, which is caused by the first language of the learner. It is worthy to mention that occurrence of such types of errors is different; it may occur at morphological, phonological, lexica-semantic, grammatical elements and even pragmatic use of the native language into the target language (Purwati, 2012, p.75).

Another definition is produced by Richard (1994 as cited in Sari, 2016, p.89) in which he states that when a foreign language learner makes a mistake in the target language as a result of mother tongue effect; this is called interlingual errors. For Touchie (1986, p.٧٥) interlingual errors are basically caused by the influence of the mother tongue.

Most of the students tend to use the structure of their mother tongue and apply it to the target language. The errors that the learner make when producing speech act of invitation are resulted from using the structure of their mother tongue. Three basic classifications represent the specific errors that the speaker commits:

7-   Misuse of verb tense.

8-   Misuse of prepositions.

9-   Misuse of articles.

In the production question, the total percentage of errors committed by the students in verb tenses is 20%. Verb tenses have considered as a serious problem for students. Some students use present simple and present continuous such as; " *hi love, there is a great new movie played in the cinema, would you*

like to go to watch it together?" as well as forms referring to future time such as; *"there is an amazing film <u>will show</u> this night, would you like to go with me?"*. In most cases, students have used their mother tongue to produce utterances about speech act of invitation. Consequently, they fail to produce the correct tense of utterances about invitation. The total percentage of errors committed by the students in preposition is (16%). Students used preposition according to the meaning of the preposition in their mother tongue language as such *"Do you want to go with me <u>at</u> a baseball match? I have two tickets"*.

In addition, students tend to omit articles when producing utterances about the speech act of invitation as such, *"Do you want to watch <u>movie</u> in the cinema?"* The total percentage of errors committed by students is (18%). They make mistakes when using articles because of the lack of knowledge about the use of articles of the target language. Additionally, they have recourse to translating utterances from their mother language to understand it. In fact, Arabic does not contain indefinite articles, and this is why they tend to omit articles in the produced utterances.

The total percentage of errors committed by students as a result of interlanguage is 54%. It can be concluded that students commit errors as a result of producing incorrect verb tense, misuse of preposition and omission of articles.

Table (27) Percentage of Interlingual Errors

Interlingual Errors		
verb tenses	Preposition	Articles
20%	16%	18%
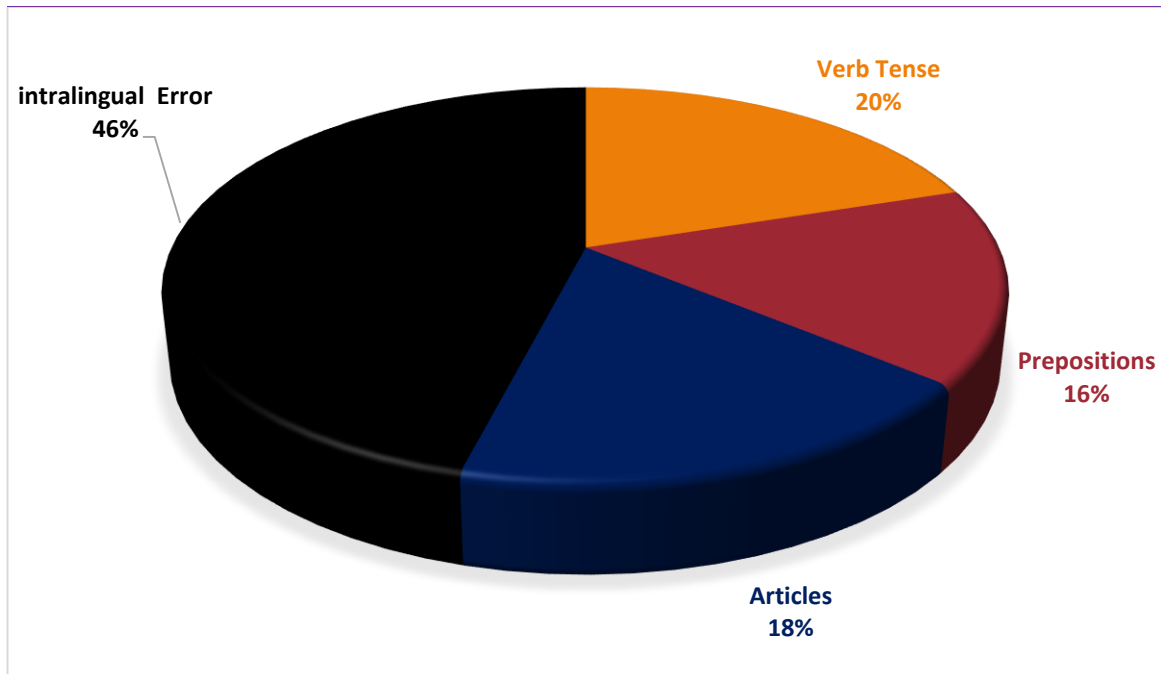
Figure 4: Intrelingual Errors

4.7.2 Intralingual Transfer

Errors that the students commit are not only a result of the student's language interference with the target language. There is another source for errors which are those that are related to the target language itself, that is to say, when the students' knowledge concerning the target language is poor; therefore, they face difficulty in using it.

Keshavarz (2012, p.124), states that intralingual errors occur due to the influence an item of the target language upon another. The reason behind intralingual errors is the mutual interference of some items in the target language. For Richard (1974, p.6), intralingual errors are those items that a learner produces, which does not reflect mother tongue structure but a generalization built on the partial exposure to the target language.

Touchie (1986, p.78) mentions some factors of intralingual transfer:

1. **Simplification** happens when learners intend to employ simple constructions and forms instead of complex ones. An instance about this is the use of present simple instead of present perfect continuous. Students have committed errors in using simple structures or forms instead of complex ones. In terms of tenses students use present simple instead of present such as; " *Are you <u>come</u> to my birthday next week?"* continuous past simple instead of present simple, as such; *"I <u>wondered</u> if you would like to come with me for a dinner".* Some students employ the past simple instead of the present continuous such as, *"there is a great new movie <u>played</u> in the cinema. Would you like to come?"* The total percentage of errors committed by the students is (15%).

2. **Overgeneralization** occurs when learners tend to use one structure or form in a context where they are not applicable. An example of this type is the omission of the third person singular like, *he go.* Another example is the use of *goed* or *comed* as the forms of *go* and *come* in the past tense. The percentage of errors in this factor is (19%). Students have committed errors in using "*come*" as a present continuous instead of "*coming*" as such, *"Are you <u>come</u> to my birthday next week?"* In addition, students add the article "*the*" to the sentence where it should not be used as such, *"Can you go with me to <u>attend</u> the movie tonight?"*

3. ***False concept hypothesized*** happens when students tend to form wrong hypothesis about the target language. For example, some learners think that *was* is a marker of the past tense, so they say: *It was happened last night*. Others think that *is* is the marker of the present tense so they say "*He is talk to the teacher".* The total percentage of errors committed in this factor is 4%. Students have committed errors in producing utterances about speech act of

invitation such as, *"Everyone <u>was participated</u> in the success of the program, I would like to invite you for a drink".*

Moreover, in the production question, students have also committed errors in punctuation and spelling. The total percentage of errors in punctuation is 5% and in spelling (3%). Errors in producing incorrect punctuation and spelling occur when students do no use full stop at the end of the sentence or do not begin with small rather than capital letters. Furthermore, they do not use comma between the two clauses. For example, they do not use capital letters at the beginning of the utterances as such, *"<u>do</u> you want some donuts sir?"* and they tend to write the pronoun (I) using small letter as such; *"Thank you so much sir, <u>i</u> really appreciate you help allow me to invite you for the dinner with us tonight".* Additionally, some of the students commit errors in spelling of some words as such, *viset, invte, sun, spende, invtion.*

In production question, the total percentage of errors in simplification is (15%), overgeneralization (19%) and false concept hypotheses (4%). The total percentage errors committed by the students in the production question in punctuation is (5%), and in spelling is (3%). The total percentage of errors because of intralanguage factor is (46%). Table (28) and chart (5) illustrate the percentage of errors classification of interlanguage for production question.

Table (28) Percentage of Intralingual Errors

Intralingual Errors				
Simplification	Overgeneralization	False concept hypothesized	Punctuation	Spelling
15%	19%	4%	5%	3%
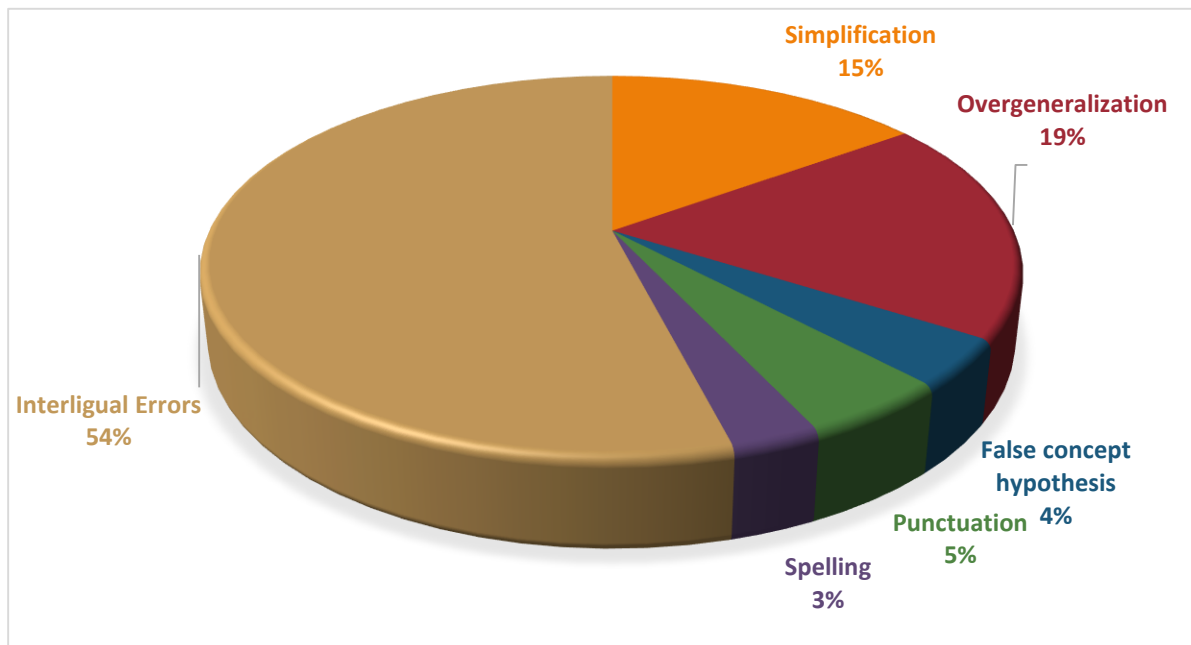
Figure 5: Intralingual Errors

4.7.3 Context of Learning

The context of learning is considered as one basic source of error. The term "*context*" in the school learning case refers to the teacher, the classroom and the classroom materials. That is, it refers to the social situation of the untutored second language learning case. In the context of classroom, the learner sometimes makes faulty hypothesis of the language because of the teacher or the textbook. The teacher's faulty presentation of a word or a structure or the misleading presentation sometimes makes students commit errors. The sociolinguistic context of untutored, natural acquisition of language leads to a particular dialect acquisition that may be a source of error itself (Brown, 2000, p.234).

Since the context of learning is concerned, it is worth mentioning that errors that Iraqi EFL University students make may be are a result of the materials taught. The material used in university do not pragmatically cover the speech acts in general and the speech act of invitation in particular. Even, grammar books that students study at university pay a little attention to the syntactic realization of speech acts and as a result students find difficulty and make errors. Furthermore, the students do no practice the speech act of invitation in their daily life in order to develop their ability and to discover new strategies of invitation. They tend to use the traditional methods or strategies when performing the speech act of invitation, and in most cases, they have recourse to strategies depending on their native language structure and further they translate Arabic utterances into English to express invitation. In addition, the shortage of time to study speech act of invitation might be a reason that prevents student from having a good knowledge about invitation.

4.7.4 Communication Strategies

Communication strategy refers to the process of employing verbal mechanisms in order to communicate an idea when linguistic forms for some reasons are not available for the learner. Five major communication strategies are recognized: avoidance, prefabricated patterns, cognitive and personality style, appeal to authority, and language switch (Brown, 1980 as cited in Heydari and Bagheri, 2012, p.1584).

Communication strategies according to Keshavarz (2012, p.130) are used when the learner is obliged to express himself by using the available limited linguistic resources. In other words, communication strategies refer to tactics that the learner uses in order to fill the gap between his/her limited knowledge

of linguistic resources and his/her communication needs through the use of elements which are considered as not linguistically suitable for the context. The learner communicates but with lack of grammatical accuracy. Examples are:

Sorry, I late (instead of Sorry I am late).
a cloth for my nose (instead of handkerchief).

Here, the learner wants to communicate only without giving attention to the grammaticality of the sentence. As well, some students left some of the items empty because they encounter difficulty in understanding the form or the tense of these items.

Brown (1980 as cited in Heydari and Bagheri, 2012, p.1584) states that communication strategy refers to the state where the learner consciously employs verbal mechanisms in order to communicate an idea in case where the learner's linguistic forms are not available for some reasons. Most of the students commit errors because they concentrate on the strategies of invitation that they learn through their years of study, they do not develop their knowledge and reveal what new strategies are used by natives. Some of the students' errors are due to transferring linguistic structure from Arabic to English.

4.8 Pragmalinguistic Failure

Pragmatic failure refers to miscommunication or misconception that occurs between interlocutors because of problems in using language, especially by speakers of foreign language. The students' inability to understand the intention of the speaker is known as 'pragmatic failure'

(Thomas 1983, p.92). According to Thomas, this failure refers to the "inability to understand what is meant by what is said", whereas, Ziran (1988 as cited in Nouichi, 2015, p.96) thinks that it refers to the learners' incapacity to accomplish the desired communicative effects when communicating.

In the same way, Blum-Kulka and Olshtain (1986:166 as cited in Amaya, 2008, p.12) thinks that pragmatic failure occurs "whenever two speakers fail to understand each other's intentions". Thus, the listener is able to identify a grammar error easily, but this cannot be said for the pragmatic failure. Sometimes, the foreign language learner is fluent, but inappropriate speech makes him/her be unintentionally uncultured, rude or awkward. In this case, the pragmatic failure is said to be a significant source of intercultural communication. For pragmalinguistic failure, as Thomas (1983, p.99) expounds, takes place when a non- native speaker transfers speech act strategies from his mother language and then applies them to the second language which thereby leads to unsuitable effects in the target language.

Iraqi EFL fourth-year university students are found to resort to their mother tongue language to create strategies of speech act of invitation because they think that they predict the appropriate and intended meaning of the utterance in the target language. Yet, the communicative conventions behind the utterances used are not similar. In order to present a clear picture about pragmalinguistic failure, the following items are introduced as illustrative examples:

Item number (4): Can you go with me to the attend alsahel party.

Item number (6): Please, please take me a cake.

Item number (5): Hello professor, my apology to sending you an email, but as I representing my classmates, we would like to invite you to a goodbye party, it would mean a lot, so, please let us know if you are coming.

Item number (9): I will make an invitation <u>on my account</u>, who wants to come?

Item number (10) if you are <u>empty</u> tomorrow let's see you in my wedding party

Clearly, some of the Iraqi EFL fourth-year university students' utterances of invitation are translations from their mother tongue into the target language without taking into consideration the differences between the two languages. These mistakes are resulted from the lack of knowledge of the students about the target language as well as lack of information about the target language culture. On the other hand, other Iraqi EFL Forth-year students misinterpret or face difficulty to interpret of some words as in example (4), (9) and (10) above.

4.9 Results and Discussion

The results of the analysis of recognition and production of the speech act of invitation are presented as in the following:

1. The statistical results above indicate that the total percentage of the correct answers in recognition is 61% while 39% of the answers are incorrect. The results reveal that most of the students face more difficulty in producing the speech act of invitation than in recognizing it.

2. The analysis of the twelve items of the recognition shows that 17.83% of the subjects' prefer offer strategy, 10.33 of the students' answers go for questioning strategy. In addition, 4.66% is for request strategy, while 3.16% of the students' select advice strategy. Furthermore, 1.16% choose order strategy and finally 1.83% select suggestion strategy.

3. The total percentage of the correct answers in production is 40% and the percentage of the incorrect answers is 60%. This indicates that the students encountered difficulty when producing the speech act of invitation.

4. 10% of students, which is the highest percentage, tend to invite using modality strategy (*would you like*). 9.83% of the subjects prefer to use imperative strategy, while, 9.66% use interrogative strategy to invite. Furthermore, 5.33% invite by using performative strategy and 4.16% use declarative strategy. In addition, 0.33% invite using non-modality and 0.66 of the students utilize other strategies.

5. In the production question, most of students' errors are due the interlingual and intralingual transfer, communication strategies and context of learning. Interlingual errors are type of errors that the students make when they transfer the grammatical rules of their mother tongue to the TL language. These errors involve misuse of verb tense, of prepositions, and of articles. The total percentage of errors committed by students as a result of interlanguage is (54%). Noticeably, the process of applying the rules from the mother tongue into the target language is negative. Errors of intralingual transfer occur with the TL itself; they are produced by the learner but do not reflect the structure of the mother tongue. Students create or develop a system because they do not have full knowledge about the target language system for producing sentences. These errors are due to simplification, overgeneralization and false concept hypothesis. The total percentage of errors in simplification is 15%, overgeneralization (19%), false concept hypotheses (4%). The total percentage errors committed by the students in the production question in punctuation is (5%), and in spelling is (3%). The total percentage of errors because of intralingual factor is (46%).

CHAPTER FIVE

CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

5.0 General Remarks

This chapter sheds light on the main conclusions drawn from the analysis of the data carried out in the previous chapter. Depending on these conclusions, some recommendations and suggestions are presented to be beneficial for other future studies.

5.1 Conclusions

To illustrate the behavior of Iraqi EFL fourth-year university students in the two parts of the test, here are the main conclusions:

1- The ability of Iraqi EFL fourth-year university students to recognize speech act of invitation has been found higher than their ability to produce it. This is simply because in production rather than recognition, students are required to use their mental ability to solve problems related to grasping the situations and forming utterances fitting these situations, whereas in recognition, they are only required to identify and select the right choice. This confirms the first hypothesis.

2- Some of the Iraqi EFL university students encounter difficulty to differentiate speech act of invitation from other speech acts. At the level of recognition some of them use *offer, questioning, advice…* etc. strategy instead of invitation. They take one strategy instead of another since their pragmatic knowledge about invitation and situations involving invitation is not precise and perhaps

they lack knowledge about the employment of these strategies for invitation. This verifies the second hypothesis.

3- When producing speech acts of invitation, Iraqi EFL students show their higher trend to use modality, imperatives and interrogatives more than other strategies in most of the situations, simply because, they are more familiar with modality, imperative and interrogative strategies than others. Most of the Iraqi EFL university students seem to be unfamiliar with the strategies that native speakers use as such hoping, wishing etc. This validates the third hypothesis.

4- One of the most influential factors that affects Iraqi EFL students' production of invitation is interlanguage interference as most of the utterances that they produced when expressing invitation are translations of Iraqi utterances that are used in every day Iraqi spoken situation. This validates the fourth hypothesis.

5.2 Recommendations

For the progress of both teachers and EFL learners in English language teaching and learning, some pedagogical recommendations seem to be essential here:

1- It is necessary to help EFL learners to develop their ability to use all different kinds of the pragmatic (sociopragmatic and pragmalinguistic) strategies in order to express speech acts of invitation besides employing choices that suit their knowledge. It is also crucial to enhance the syntactic and the semantic knowledge of the students by the teachers with the aim of helping them to produce utterances that are pragmatically allowable. To do so, students should

practice various strategies that are mostly expressed in English-spoken situations to express the speech act of invitation.

2- It is crucial to enhance the pragmatic competence of the learner introducing pragmatics to the primary and secondary schools and make it part of the curriculum. Teachers should improve the pragmatic competence of their learners and not only concentrate on the grammatical competence, since communications involves both.

3- A need to develop the Iraqi EFL learners' lexical competence is also necessary in identifying and producing speech acts in general and invitation in particular. Teachers are also required to teach their learner how to use imperatives, interrogatives, declaratives and modality and their functions in actual situations. Further, Iraqi EFL learners should be taught that not all the strategies are appropriate to be used in all the circumstances as the contextual conditions must be observed and taken into consideration when an utterance is to be performed appropriately.

5.3 Suggestions for Further Studies

1- A contrastive study can be carried out to show the difference between strategies used for handling invitation in English and Arabic.

2- A Comparative study between males' and females' use of the speech act of invitation in English and Arabic can be tackled.

3- A study can be tackled to account for the pragmalinguistic strategies followed by Iraqi EFL students in handling other speech acts (e.g. offer, suggestion, request…etc.)

4- A study can be conducted to investigate the socio-pragmatic strategies used by Iraqi EFL university students in handling invitation and offer, focusing on the difference between them.

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Appendix (1)

The Test

A. Recognition Question

Q1/ Choose the most appropriate options

1. You want your girlfriend to meet your family tonight. You say "Ella, do you want to come and stay at my home tonight". This entails…

a- Request   b- Questioning   c-Offer   d-Invitation

2. You are a painter and you have a gallery next week and you want your friends to come .You say" Hi guys. Come to my gallery next week." This entails…

a- Suggestion   b- Invitation   c- Offer   d-Request

3. Your friend is suffering from depression and you want to change his mood and take him watch a movie. You say" Let's go out to watch a movie." This entails…

a- Request   b- Offer   c- Invitation   d- Order

4. You feel thirsty and you want to go to STARBUCKS to have a drink and you want your friend to go with you. You say "Come to have a drink from STARBUCKS?" This entails…

a- Advice   b- Offer   c- Questioning   c- Invitation

5. You are a college student and your graduation party is at the 7th of July and you want your grandmother and grandfather to come to the party. You say "Would you like to come to my graduation party on the 7th of July?" This entails…

a- suggestion   b- Invitation   c- Request   d- Offer

6. You work at a supermarket and you want your boss to watch a football match with you. You say "How about watching a football game?" This entails…
a- Invitation   b- Questioning   c- Request   c- Advice

7. You're a college student at Oxford University and you saw your professor at the Mall and you want him to have a cup of coffee. You say "I will be honored if you join me to have a cup of coffee.| This entails …

a- Request   b- Offer   c- Invitation   d- Questioning

8. You're an employee at a company and you've got promotion recently and you want to make a party and you want your boss to join. You say "Won't you join us for the party, Mr. Parker?" This entails…

a- Suggestion   b- Advice   c- Offer   d- Invitation

9. Suppose you're a teacher and you want your students to go camping in the forest. You say" Do you want to go camping in the forest?" This entails…

a- Invitation   b- Questioning   c- Request   d- Order

10. Suppose you are a manger and you want to celebrate the second anniversary of the company and you want your stuff to participate. You say "Will you join us for a drink?" This entails …

a- Offer   b- Invitation   c- Suggestion   d-Request

11. Suppose you are professor and you want your student to join the college anniversary carnival. You say" Why don't you come and participate the college anniversary carnival?" This entails…

a- Advice   b- Invitation   c- Offer   d- Questioning

12. Suppose you are a grandfather and you want your grandsons to come and celebrate the New Year. You say" Come to my house." This entails…

a- Order   b- Request   c- Offer   d- Invitation

Appendix (2)

B. Production Question

Q1/ write down what you would say in the following situations:

1. You saw your friend accidently at the Mall and you want to invite him to your birthday next week. What would you say?

2. A new movie is played in the cinema and you want to invite your girlfriend to watch the movie with you .what would you say?

3. You want to travel to Paris to see your cousin and you want to invite your friend to go with you. What would you say?

4. You want to have a party on the beach and you want to invite your college mates. What would you say?

5. You and your classmates are holding the end of the course party and you want to invite your teachers. What would you say?

6. You are sitting in a bus stop station waiting for a bus and eating some donuts next to you an old man is sitting who seems hungry. You want to invite him to have some donuts. What would you say?

7. You have two tickets for a baseball match and you want to invite your manger to the match .What would you say?

8. An old woman saved your child from being stepped on by a car and you want to thank her and invite her to a dinner with the family .What would you say?

9. Suppose you are a company boss and you want to invite your team as a reward for their effort or success. What would you say?

10. Suppose you are a school manger and you want to invite the teachers to your wedding party. What would you say?

11. Suppose you're a father and you want to invite your son who studies in London to spend Christmas day with the family. What would you say?

12. Suppose you are the CNN station manager and you want to celebrate the success of the program with your staff and invite them for a drink. What would you say?

Appendix (3)

A Letter to Jury Members

University of Misan

College of Education

Department of English / Higher Studies

A Letter to Jury Members

Dear Dr., Prof……

I intend to conduct a study entitled **"Pragmalinguistic Strategies Utilized by Iraqi EFL University Students in Handling Invitations".**

The study aims to:

1- Detect Iraqi EFL university student's ability to recognize and produce appropriate invitation.

2- Explore the types of pragmalinguistic strategies that Iraqi EFL University students employ in handling invitation and reveal the most common ones.

I would be so grateful if you pass your judgments on the suitability of the achievement test items. Any comments or modifications would be highly regarded and appreciated.

Thank you in advance for your assistance and cooperation.

Researcher

Noor Q. Kareem

Appendix (4)

Names of Jury Members

No.	Name	Place
1	Prof. Fatin Khairi Saeed, PhD	College of Education, University of Baghdad.
2	Prof. Abdul Karim Fadhil, PhD	College of Education, University of Baghdad.
3	Prof. Bushra Sadoon, PhD	College of Education, University of Baghdad.
4	Asst. Prof. Bushra Nima, PhD	College of Education, University of Baghdad.
5	Asst. Prof. Mazin Jasim, PhD	College of Arts, Wasit University.
6	Asst. Prof. Zaidoon Abdul Razaq Abboud, PhD	College of Education, University of Basra.
7	Asst. Prof. Thulfiqar Hussein, PhD	College of Arts, Mustansiriyah University.
8	Asst. Prof. Ali Arif Fadhil, PhD	College of Languages, University of Baghdad.
9	Asst. Prof. Mohammad Hasan Muhi, PhD	College of Arts, Mustansiriyah University.
10	Asst. Prof. Hassan Kadhim Hassan	College of Education, Thi-Qar University

المستخلص

الدعوة فعل اجتماعي تشير إلى حالة معينة فيها يقوم الفرد بالطلب من فرد آخر الحضور إلى مناسبة معينة. وتتطلب الدعوة في العادة طرفين أو أكثر من أجل اتمامها على نحو ناجح. بيد انه يمكن التعبير عن الدعوة خلال طرق مختلفة وفقا للسياقات الاجتماعية، وتحقق ضمن أشكال قواعدية مختلف.لذلك، فإن الدراسة الحالية تعد محاولة للتحقق من قدرة طلاب الجامعة العراقيين الذين يدرسون اللغة الإنكليزية كلغة أجنبية على فهم وتكوين الدعوة. تهدف هذه الدراسة إلى تقييم قدرة الطلاب الذين يدرسون اللغة الإنكليزية كلغة أجنبية في الجامعة في فهم و تكوين الدعوات والتركيز على الاستراتيجيات التي يسخرونها لتحقيق هذا الهدف.

وتفترض هذه الدراسة أن الطلاب العراقيين الذين يدرسون اللغة الإنكليزية كلغة اجنبية في الجامعة يفشلون في التمييز بين الدعوة و الافعال الكلامية الأخرى ذات الصلة، كما يواجهون صعوبات كبيرة من ناحية تكوين الدعوات أكثر من فهمها وادراكها ، بالاضافة الى ذلك، يلجأ الطلاب إلى استخدام استراتيجيات تداولية لغوية معينة ومألوفة لديهم عند إدراك و تكوين الدعوات. أجري مؤلف من سؤالين (إدراك و تكوين الدعوة) على عينة متكونة من خمسين طالبا في المرحلة الرابعة من طلاب قسم اللغة الإنكليزية في كلية التربية بجامعة ميسان خلال العام الدراسي (٢٠٢٠ ـ٢٠٢١).

اظهرت اجابات الطلاب على هذا الاختبار استنتاجات مفادها من أن قدرة طلاب الجامعة الذين يدرسون اللغة الإنكليزية كلغة اجنبية في المرحلة الرابعة بإدراك الدعوات الاجتماعية أكبر من قدراتهم في تكوين الدعوات. كما يواجهون صعوبات أكبر بالتمييز بين الدعوة افعال الكلام الأخرى ذات الصلة.على مستوى الإدراك، فقد التجأوالى استراتيجيات تداولية لغوية مثل الطلب ،تقديم النصيحة،الأمر ، والسؤال، على مستوى تكوين الدعوة. فسرت اغلب اجوبتهم على انها ترجمة للعبارات المستخدمة بشكل يومي في حياة العراقيين.

جمهورية العراق

وزارة التعليم العالي والبحث العلمي

كلية التربية/جامعة ميسان

قسم اللغة الانكليزية/ الدراسات العليا

الاستراتيجيات التداولية-اللغوية لدى طلبة الجامعات العراقيين دارسي اللغة الانكليزية لغة اجنبية في التعامل مع الدعوات

الى مجلس كلية التربية في جامعة ميسان وهي جزء من متطلبات نيل شهادة الماجستير في اللغة الانكليزية وعلم اللغة

رسالة تقدمت بها الطالبة

نور قاسم كريم

بأشراف

أ.د. عباس لطفي حسين

أ.م.د. نادية مجيد حسين

PRAGMALINGUISTIC STRATEGIES UTILIZED BY IRAQI EFL UNIVERSITY STUDENTS IN HANDLING INVITATIONS

A THESIS

SUBMITTED TO THE COUNCIL OF THE COLLEGE OF EDUCATION, UNVERSITY OF MISAN IN PARTIAL FULFILLMENT OF THE REQUIRMENTS FOR THE DEGREE OF MASTER OF ARTS IN ENGLISH LANGUAGE AND LINGUISTICS

BY

NOOR QASIM KAREEM

SUPERVISED BY

PROF. ABBAS LUTFI HUSSEIN, PHD

ASST. PROF. NADIA MAJEED HUSSEIN, PHD

Jumada Al-Akher   **January**

1443 A.H   **2022 A.D**

بسم الله الرحمن الرحيم

فَمَنْ حَاجَّكَ فِيهِ مِن بَعْدِ مَا جَاءَكَ مِنَ الْعِلْمِ فَقُلْ تَعَالَوْاْ نَدْعُ أَبْنَاءَنَا وَأَبْنَاءَكُمْ وَ نِسَاءَنَا وَنِسَاءَكُمْ وَأَنفُسَنَا وَأَنفُسَكُمْ ثُمَّ نَبْتَهِلْ فَنَجْعَل لَّعْنَتَ اللَّهِ عَلَى الْكَاذِبِينَ

صدق الله العلي العظيم

سورة آل عمران / آية ٦٢

In the Name of Allah, Most-Merciful, Most-Compassionate

"Now whoso disputes with thee concerning him, after what has come to thee of knowledge, say to him, 'come, let us call our sons and your sons, and our women and your women, and our people and your people; then let us pray fervently and invoke the curse of Allāh on those who lie."

True are the words of Allah

Sura: Al-e-Imran 62

Ali, M. M. (2011). *Holy Quran*.

Dedication

To

The source of wisdom and knowledge, my father

The woman whom heaven is under her foot, my mother

My soul mate, my husband

My lilies

Adam and Milagros

Supervisor's Certification

I certify that this thesis entitled as *" Pragmalinguistic Strategies Utilized by 1adIraqi EFL University Students in Handling Invitations"* has been prepared and written under my supervision at University of Misan, College of Education, Department of English in partial fulfilment of the requirements for the degree of Master of Arts in English Language and Linguistics.

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In view of the available recommendation, I forward this thesis for debate by the examining committee.

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Supervisor's Certification

I certify that this thesis entitled as *" Pragmalinguistic Strategies Utilized by Iraqi EFL University Students in Handling Invitations"* has been prepared and written under my supervision at University of Misan, College of Education, Department of English in partial fulfilment of the requirements for the degree of Master of Arts in English Language and Linguistics.

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Committee's Certification

We certify that we have read this thesis which is entitled as **"*Pragmalinguistic Strategies Utilized by Iraqi EFL University Students in Handling Invitations"*** as an examining committee, and examined the student in its contents, and that in our opinions, it is adequate as a thesis for the degree of Master in English Language and Linguistics.

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Date:	**Date:**
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Date:	**Date:**
Member	

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Approved by the council of the College of Education

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Dean of the College of Education, University of Misan

Date:

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Abstract

Invitation is a social act which refers to the state when someone asks somebody to attend an occasion. It often requires two partners in order to be successfully accomplished. Yet, it can be expressed in various ways in social contexts and realized in different syntactic forms. The present study is an attempt to investigate Iraqi EFL college students' ability to recognize and produce speech act of invitation. It aims at detecting Iraqi EFL university students' ability to recognize and produce invitation, focusing on the strategies they utilize to do so.

The study hypothesizes that Iraqi EFL University students fail to differentiate the speech act of invitation from other related speech acts and they find more difficulty in producing invitation than recognizing it. Further, they resort to certain familiar pragmalinguistic strategies in recognizing and producing invitation. A test of two questions (recognition and production of invitation) is administered to a sample of 50 4th year students of the Department of English, College of Education, Misan University during the academic year 2020-2021.

Students' responses to the test have led to the conclusions that Iraqi EFL fourth-year college students' ability to recognize the speech act of invitation is much than their ability to produce it. They further find difficulty in distinguishing invitation from other related speech acts. At the recognition level, they have recourse to the pragnmalinguistic strategies of *offer, questioning* and *advice* and *modality, imperatives* and *interrogatives* at the production level. Their answers are mostly interpreted as translations of Iraqi utterances used in every day Iraqi spoken situations.

Table of Contents

List of Tables

List of Figures

Figure No .	Title	Page
1	Recognition Strategies of Invitation	62
2	Pragmalinguistic Strategies of Invitation	80
3	Steps of Error Analysis	83
4	Intrelingual Errors	86
5	Intralingual Errors	89

List of Appendices

Appendix No.	Subject	Page
1	The Test: Recognition Question	108
2	The Test: Production Question	111
3	A Letter to Jury Members	113
4	Names of Jury Members	114