

Speech Acts in a Story for Learning English: Case of *Anna Karenina* by Leo Tolstoy

Amirudin¹, Margana²

¹*Applied Linguistics Department, Post-graduate Program, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia*

Keywords: Pragmatics, speech acts, learning English through story.

Abstract: Youtube is one of the beneficial media that can be empowered as a language learning medium in this 21st century. It provides various kinds of channels for learning English through videos. This paper explored the speech acts performed in a story taken from a channel standing for learning English through stories on Youtube. This story is *Anna Karenina* by Leo Tolstoy. The functions of speech acts found in this chosen story were identified using Padan method and classified based on the forms of speech acts as proposed by (Austin, 1962). The factors were described based on the context espousing the utterances showed in the story. Finally, this paper proffers pedagogical implication for English language teaching and learning process, in case of constructing and deconstructing texts (written or spoken) in which these are considered very beneficial for second or foreign language learners: to communicate appropriately in real-life contexts. This paper is also expected to be beneficial for English language teachers and material developers, to provide proper material to be used in the classroom

1 INTRODUCTION

In this 21st century, there has been an increasing interest in how computers and the internet can be best harnessed to enhance the efficiency and effectiveness of education at all levels and in both formal and non-formal settings (Ghasemi & Hashemi, 2011). The development of computer and information technology offers a favorable external environment for English teaching (Cai, 2012). Teachers and researchers have long shown an increased interest in the use of these technologies in foreign or second language teaching and learning. As proposed by (Ghasemi & Hashemi, 2011), here will be given most interesting reasons related to the use of these technologies in language teaching and learning: First, they are argued to increase the motivation of the learners. Second, they are frequently linked with learners' autonomy. Third, utilizing them gives the learners real-life contact with and exposure to the culture of the people and countries where the target language is spoken and enables learners to access and search information worldwide. Fourth, using these technologies

facilitates learners' interaction and communication with native speakers and other communities by enabling them to use language for real purposes and in real contexts. Fifth, they support and integrate literacy skills. Sixth, they enhance interactive teaching and learning style and provide many opportunities for creativity. Last but not least, they offer a powerful way of enabling learners to be fully engaged in their own language learning process.

One of the most frequently-accessed online media in this 21st century is Youtube. Everyone understands that Youtube possesses enormous information storage and equally impressive service. This media creates a unique opportunity for foreign language learners to use authentic texts, as well as listening to the native speakers. (Bilyalova, 2017) points out that using information resources on the internet, in this case is Youtube, integrating it into the educational process is helpful for solving various didactic problems in the lesson: First, it can be used to train learners' reading skills and abilities, directly using materials of different degrees of complexity. Second, it is beneficial for improving learners' listening ability on the basis of authentic speeches

from this media. Third, it develops the vocabulary, both active and passive, by words of the modern foreign language reflecting a certain stage of development of the culture, social and political structure of the society. Fourth, it provides cultural knowledge of speech acts, especially speech behavior of various people in terms of communication, culture, and traditions of the country of the language being learned.

Anna Karenina by Leo Tolstoy is one of the stories provided in “English Listening TV” channel on Youtube. This channel provides language learning materials for learning English through stories. Various kinds of stories are presented related to people’s activities. Each story contains conversations talking about real-life contexts. Therefore, it is well established that this chosen story provides various kinds of pragmatic competence, particularly speech acts.

There are growing bodies of literature that recognize the importance of pragmatic competence in foreign or second language teaching process. As stated by (Bardovi-harlig and Griffin, 2005), pragmatics is one of the major fields of language study in linguistics, and now it is argued that pragmatic competence has a significant role in language teaching and learning process. Pragmatic competence is proposed as an essential aspect of communicative competence, to enhance learners’ performance ((Cohen, 2005); (Soler, 2008); (Ifantidou, 2013); (Rajabia et al., 2015); (Witek, 2015). One of the interesting topics in pragmatic competence is speech acts which are considered beneficial for classroom practitioners to teach communicative competence in their language lesson. Thus, it is seen necessary to reveal the pedagogical implication implied in this chosen story regarding the use of speech acts for communicating in an appropriate context of language use.

A related study has been done by (Alemi & Irandoost, 2012). They aimed to evaluate the speech acts in the *English Result Series* textbook which focused on analyzing and evaluating the appearance of compliment and complaint acts. Low variations of strategy types in complaints and compliments are found. Therefore, they suggested that it is very beneficial to give more original and helpful instructions of speech acts for a course book to improve the learners’ linguistic performance in real-life communication. The result of this related study emphasizes that the use of various strategies of speech acts in textbooks or language learning materials is necessary to explore.

Another related study has been done by (Kohandani et al., 2014). The focus of this study is to explore the conversation sections presented in *Top Notch 1* textbook through the pragmatic perspective of language functions and speech acts. This study revealed that the conversations performed in this textbook are not appropriately functioned based on pragmatic perspectives. Finally, the lack of the conversations presented in this textbook are proposed to be counterbalanced by the teachers and material practitioners. It gives clear evidence that more exploration of speech act strategies in language materials is necessary for language teachers or researchers. Therefore, language teaching is not only about the language use but also the pragmatic principles, for which a language should be taught to be used appropriately indifferent contexts.

It has been reported by (Rajabia et al., 2015) that the lack of pragmatic competence, which is to use a language based on the contextual factors, or abandonment of cultural and pragmatic understanding in cross-cultural communication causes failed communication. When people neglect these rules, they will produce meaningless or rude utterances. By developing speech act principles, learners will gain better ability in understanding what is needed to perform various functions of speech acts appropriately.

Speech acts are understood as functions of language, for instance; *offering, suggesting, recommending, condoling, ordering, rejecting, promising*, and so forth. And, it is emphasized that understanding speech acts principles influences teachers’ awareness in the case of situational exchange and sociolinguistic factors of using language effectively. In addition, (Rajabia et al., 2015) also emphasized that most linguists and language educators argue that foreign language learners often show significant differences from native speakers in using and uttering particular speech acts. It is also emphasized that learners with excellent grammatical or perfect linguistic proficiency might not necessarily develop equivalent pragmatic competences. Thus, it is assumed that more input of speech acts is needed for developing sufficient pragmatic competence of language learners.

The aim of this paper is to explore the speech acts phenomena presented in a story *Anna Karenina* by Leo Tolstoy taken from the “English Listening TV” Youtube channel as a source for learning English through stories. The forms of speech acts as proposed by (Austin, 1962) are revealed. The functions of speech acts performed in the chosen

story are identified and classified based on the context influencing the utterances. The factor of each function is described.

This paper is expected to be beneficial for *Teacher Language Awareness* (TLA) related to the understanding of pragmatic competence to be incorporated in language learning process in which teachers should teach the language to be used appropriately indifferent contexts, instead of simply teaching about the language structure. This study also offers the pedagogical implication of language learning, in the case of constructing and deconstructing text (spoken or written) by language learners for using language in real-life communication.

2 THE SPEECH ACT THEORY

Speech acts are one of the principles of pragmatic studies. They are language phenomena performed around the society. They are implied in *memes* as *social network sites phenomena* (Grundlingh, 2017), used in written advertisements (Simon and Dejicartis, 2015), and identified in Facebook Status Messages (Carr et al., 2012). They are used for Twitter Topic Summarization (Zhang et al., 2013), analyzed in political discourse (Ilic and Radulovi, 2015), and developed in a dialogue game formalization (Visser, 2017). Furthermore, they are also evaluated in language teaching textbooks for enhancing learners' performance (Alemi and Irandoost, 2012); (Kohandani et al., 2014).

Meanwhile, regarding language's communicative function, knowing the surface structure of linguistics is not enough, because the interaction has to be known also by its context. As stated by (Yule, 2010), an understandable communication depends not only on recognizing the meaning of words in an utterance, but also on understanding speakers' intention from their utterances. Therefore, (Yule, 2010) emphasizes that when people communicate through a text (oral or written), two steps are needed: knowing the meaning of each word in an utterance, and understanding the speakers' intention in communicating the message by knowing the contexts. However, even though teachers can teach pragmatic competence, it is often only mastered through experiences in real contexts. Therefore, experiencing the real context of language use can be done through discourse, namely: learning language through stories providing authentic contexts.

(Rajabia et al., 2015) assert that pragmatic competence is valuable knowledge used by speaker-

interlocutor to engage in communication. Furthermore, it is claimed that speech acts are knowledge of communicative action, concerning with how to carry them out and the ability to communicate with language properly in accordance to the contextual factor. Moreover, it is argued that foreign or second language learners require more exposures of real-life discourse to let them acquire pragmatic competence, and practically use them in real communication (Alemi & Irandoost, 2012).

Furthermore, (Fromkin et al., 2014) state that people use language to do an act: promising, warning, complaining, asserting, offering, pardoning, and so forth. In studying speech acts, context is one of the important aspects to be considered. It means that speech acts for enhancing learners' pragmatic competence can be given to the learners by appropriately espousing the real context of the language. All the acts in conveying utterances will be known if the contexts are clearly understood by the interlocutors. Therefore, more discourses on the real contexts of language use are needed to be emphasized in order for the learners to use language accurately based on the contexts.

Moreover, (Bayat, 2013) emphasizes that speech acts are performed in real language use situations. The performance of particular types of acts is assumed as the smallest unit in human communication from the perspective of speech acts theory. In communication, speech acts are correlated to the functional aspects of a language. As compared to morphology, syntax, and rhetorical aspects concerning forms of language structures, pragmatic aspect is related to the production and the mastery of speech acts. These two aspects of language are operated mutually in communication. This theory leads to a conclusion that it is essential to both learn the language and have the knowledge of language use in order to communicate in real-life contexts.

It has been demonstrated that the language of real-life discourse can draw better understanding on how native speakers of a language actually realize the use of speech acts in various kinds of contexts (Koester, 2002); (Cohen, 2005). In addition, as it is proven by (Koester, 2002), the use of real-life discourse can provide numerous grammar and vocabulary uses regarding pragmatic and sociolinguistic competences.

As proposed by (Austin, 1962), when people convey utterances, they are not only saying something, but intending to do an act; promising, apologizing, and commanding, for instance. Austin divides speech acts into three forms: first, *locutionary acts* which are the presentation of the

sounds and words; second, *illocutionary acts* which are the act of saying something; and third, *perlocutionary acts* which are the effect of saying something (intentionally or unintentionally).

2.1 Locutionary Acts

The locutionary acts concern with the production of sounds and words. As stated by (Yule, 1996), locutionary acts are actions in speaking by using words, phrases, and sentences in accordance with the meaning presented in the words, phrases and sentences. In locutionary acts, speakers' intentions are undetected; all the utterances are known as in the reporting level. Another aspect to be known as locutionary acts is when a speaker conveys utterances without any interlocutors to be addressed.

Furthermore, (Akmajian et al., 2001) argue that locutionary acts are simply acts of uttering sounds, syllables, words, phrases, and sentences from a language. Locutionary acts are acts of speaking, acts concerning about the construction of speech, such as uttering certain sounds or making certain marks, using certain words and using them in harmony with the grammatical rules of a certain language and with certain senses and certain references as established by the convention of the language from which they are gained ((Horn & Ward, 2006).

2.2 Illocutionary Acts

The illocutionary acts are related to performing one of the language functions: the act of saying something. Illocutionary act is an act to do something with a particular intention and function of language use (Yule, 1996). It means that an utterance is conveyed by following the structure of language and also uttering an intended act addressed to the interlocutor. The success of illocutionary acts is determined by the existence of interlocutor as the target of speaker's utterances.

(Akmajian et al., 2001) emphasize that illocutionary acts are acts performed *in* saying something related to the language use in communication; acts done in speaking, e.g. *promising, apologizing, suggesting, ordering, requesting, predicting,* and so forth. Additionally, illocutionary acts are acts used for apparent purposes by using performative sentences, e.g. *christening, marrying,* and so forth (Horn & Ward, 2006).

2.3 Perlocutionary Acts

The perlocutionary acts concern with the effect (intended or unintended) of saying something. As defined by (Yule, 1996), perlocutionary acts are acts performed to grow influence to the interlocutor. Perlocutionary acts are mostly expected to have effects on the interlocutor to do something as intended by the speaker through utterances. The intended effects will be known by the interlocutor by also knowing the contexts of the utterances. Meanwhile, (Akmajian et al., 2001) define perlocutionary acts as acts of persuading someone to do something; causing the interlocutor to feel a requirement to do something by saying utterances. Perlocutionary acts concern with the production of effects toward the thoughts, feelings, or actions of the interlocutor, e.g., commanding, suggesting, persuading, and so on. It can be highlighted then that understanding the strategies for conveying perlocutionary acts is a valuable knowledge for the speaker in order to ensure the clarity of the utterances so that the purposed intention of conveying an utterance will be understood by the interlocutor.

3 METHOD

3.1 Data Source

The data of this paper are taken from "English Listening TV" channel on Youtube which presents materials for learning English through stories. A story was chosen, *Anna Karenina* by Leo Tolstoy. The utterances produced by each character in this chosen story are the main data of this paper. Meanwhile, the narration presented in the story is considered as the context espousing each utterance. This story contains ordinary conversation related to daily activities and actions conveyed by the characters in the story.

In conducting the research, the present study uses the descriptive qualitative method. It was done to describe the phenomena of speech acts performed in the chosen story.

3.2 Data Collection

In order to collect the data, *Simak* method is used. It is done by observing the chosen story in which the story video is watched carefully and repeatedly, and then the conversations found are transcribed. The utterances conveyed as the main data are then

identified, classified, and analyzed (Sudaryanto, 2015, p.203).

3.3 Data Analysis

In order to analyze the data, *Padan* method (Sudaryanto, 2015, p.15) is used. It is done by identifying the functions of speech acts performed in the utterances conveyed in the story. Then, the functions are classified based on the forms of speech acts as proposed by (Austin, 1962). The functions are considered based on the context of the utterances by using pragmatic analysis. In the last stage, the data are analyzed by offering the factors espousing each kind of functions of the speech acts.

4 FINDINGS AND DISCUSSION

(Austin, 1962) proposed a trichotomy of speech acts to distinguish between the different levels of speech acts. This trichotomy consists of locutionary acts, which are established as the production of

sounds and the production of words; Illocutionary acts, which are performed by conveying one of the functions of language, that is, the act of saying something; and the perlocutionary acts, which are performed for giving effects (intended and unintended) that result from saying an utterance, bringing about changes in people’s thoughts, attitudes, actions, and feelings. As suggested in this paper, forms of speech acts proposed by Austin performed in this chosen story are revealed.

4.1 Identification and Classification of the Functions of Speech Acts Performed in the Story

To determine the first result, the functions of each level of speech acts performed in the story are identified and classified based on the trichotomy of speech acts proposed earlier. The result of identifying and classifying the functions is described as follows:

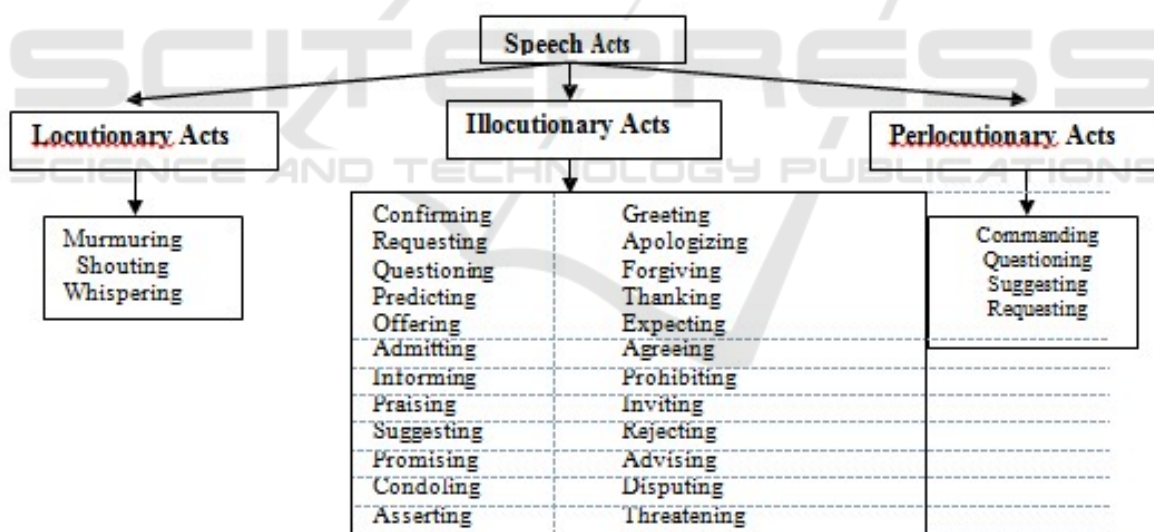


Figure 1: Identification and classification of speech acts performed in the chosen story.

Table 1: Number of data in the chosen story.

Forms of speech acts	Functions of acts	Number of utterances appearing in the story
Locutionary acts	Murmuring	22
	Shouting	2
	Whispering	1
Illocutionary acts	Confirming	4
	Requesting	11

	Questioning	4
	Predicting	11
	Offering	6
	Admitting	17
	Informing	21
	Praising	5
	Suggesting	12
	Promising	6
	Condoling	1
	Asserting	6
	Greeting	1
	Apologizing	3
	Forgiving	1
	Thanking	3
	Expecting	3
	Agreeing	5
	Prohibiting	1
	Inviting	1
	Rejecting	6
	Advising	2
	Disputing	1
	Threatening	1
Perlocutionary acts	Commanding	2
	Questioning	22
	Suggesting	3
	Requesting	5
TOTAL		189

4.2 Identification and Classification of the Functions of Speech Acts Performed in the Story

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The factors of each function found above are then described based on the contexts espousing each utterance from the chosen story. The result of establishing the factors is illustrated as follows:

Locutionary acts

- *Murmuring*, which is reporting or expressing an idea or opinion without any interlocutor to be addressed;
- *Shouting*, which is saying something very loudly to the interlocutor;
- *Whispering*, which is speaking extremely quietly so that other people cannot hear.

Illocutionary acts

- *Confirming*, which is constative: expressing true news or information for emphasizing a situation, events or accidents to the

interlocutor, to make news or information stronger or more certain;

- *Requesting*, which is directive: asking for something to the interlocutor, sometimes, politely or formally;
- *Questioning*, which is directives: questioning something without strong feeling to get feedback from the interlocutor;
- *Predicting*, which is constative: making predictions for an event or accident, to say what the speaker thinks happened from another perspective;
- *Offering*, which is commissive: speaker's commitment to stand to do something for interlocutor;
- *Admitting*, which is an acknowledgment: confessing an answer or information to the interlocutor;
- *Informing*, which is constative: describing an event or accident to the interlocutor; providing the essential quality of something to the interlocutor;
- *Praising*, which is an acknowledgement: expressing good things about something or someone, to say good

characters or attitudes about someone to the interlocutor;

- *Suggesting*, which is constative: stating an argument to express an idea or plan for the interlocutor to consider;
- *Promising*, which is commissive: committing to the interlocutor that an act will be done by the speaker in the future, to tell the interlocutor that the speaker will definitely do something;
- *Condoling*, which is an acknowledgment: expressing sympathetic sorrow;
- *Asserting*, which is constative: stating something in a strong and definite way, when the speaker says that something is certainly true;
- *Greeting*, which is an acknowledgment: expressing a good feeling to meet or see the interlocutor;
- *Apologizing*, which is an acknowledgment: expressing regret for doing or saying something wrong, to give an apology;
- *Forgiving*, which is an acknowledgment: expressing willingness to forgive the interlocutor, to stop feeling anger toward the interlocutor who has done something wrong;
- *Thanking*, which is an acknowledgment: telling the interlocutor that the speaker is grateful for something that he or she has done or given;
- *Expecting*, which is constative: thinking that something will probably or certainly happen, to think that the interlocutor will do something as the speaker expects;
- *Agreeing*, which is an acknowledgment: expressing the same opinion with the interlocutor, to say that the speaker accepts or allows something that is suggested or requested;
- *Prohibiting*, which is directive: saying that something is not allowed, to make something impossible to be done by the interlocutor;
- *Inviting*, which is directive: attracting the interlocutor to go somewhere, in this case, no response is given by the interlocutor;
- *Rejecting*, which is an acknowledgment: refusing to believe, accept, or consider an idea or opinion given by the interlocutor;
- *Advising*, which is directive: giving an opinion or suggesting to interlocutor about what should be done, to give advice

to the interlocutor, in this case, response is not given by the interlocutor;

- *Disputing*, which is constative: arguing about something; to say or show that something may or may not be true;
- *Threatening*, which is constative: to cause harm or damage to the interlocutors if they do not do what the speakers want.

Perlocutionary acts

- *Commanding*, which is getting the interlocutor do something in a forceful and often official way;
- *Questioning*, which is gaining information from the interlocutor;
- *Suggesting*, which is getting the interlocutor believe or do something the speakers propose;
- *Requesting*, which is politely or formally getting the interlocutor do something.

4.3 Data Interpretation

This paper identified and classified all the utterances in the chosen story based on the functions based on the Trichotomy of speech acts proposed by (Austin, 1962). This paper reveals that various kinds of functions of speech acts are found as shown in Figure 1.

As presented in table 1, the result shows that the number of utterances found in the story is 189. Three functions of locutionary acts are performed in twenty-five utterances. The findings assert that most locutionary acts found are used for murmuring as the characters in the story express their feeling without any interlocutor to be addressed. Meanwhile, a number of functions of illocutionary acts are performed in over a hundred utterances. Several studies have suggested that illocutionary acts are the most recommended level of speech acts to be used in learning and teaching process (Bayat, 2013); (Ifantidou, 2013); (Hu, 2014); (Rajabia et al., 2015); (Witek, 2015). Furthermore, four functions of perlocutionary acts are performed in thirty-three utterances. These acts are considered as the highest level of speech acts performed in communication. The interlocutors' reactions as the effect of the speakers' utterances make the acts perlocutionary acts. Over all, the chosen story can be considered as pragmatically rich, and therefore can be used as language learning material. With this kind of material, the language learners' pragmatic competence, particularly the use of speech acts for communicating in real-life context, can be improved.

As reported earlier, the most frequently found speech act in the data is illocutionary act. Various kinds of its functions are found, i.e., *admitting*, *predicting*, *suggesting*, *promising*, *thanking*, *rejecting*, and so on. These illocutionary acts are categorized based on the communicative categories of illocutionary level proposed by (Bach & Harnish, 1979) and (Grundlingh, 2017) namely: constatives, directives, commissives, and acknowledgements.

They also correspond to the illocutionary acts proposed by (Searle, 1969), namely; assertive, directives, commissives, expressive, and declarative (in which *declaratives* are considered as non-communicative category of speech acts).

Another phenomenon to be emphasized in this paper is the result of locutionary acts which is performed in three functions by the participants from the chosen story, namely: *murmuring*, *shouting*, and *whispering*. This locutionary level of acts is merely known as the form of the language used in utterances, in other words it is found that the utterances are conveyed by the participants without any interlocutor to be addressed. Therefore, it becomes the lowest level of speech acts in a discourse, due to the phenomenon that a speaker conveys an utterance in a conversation is merely for uttering information or something but it is not intended to influence an interlocutor.

Illocutionary acts as communicative categories illustrated earlier show twenty-five functions, namely: *confirming*, *requesting*, *questioning*, *predicting*, *offering*, *admitting*, *informing*, *praising*, *suggesting*, *condoling*, *asserting*, *greeting*, *forgiving*, *thanking*, *expecting*, *agreeing*, *prohibiting*, *inviting*, *rejecting*, *advising*, *disputing*, and *threatening*.

Those functions are conveyed in a number of utterances talking about daily activities. These functions of utterances seem to be significant knowledge of communication for language learners, to associate in social community of the target language. Therefore, the contents of this chosen story are expected to give advantage for language learners or English language teaching practitioners.

On the other hand, four functions of perlocutionary acts as the highest level of the trichotomy of (Austin, 1962) speech acts, namely: *questioning*, *commanding*, *suggesting*, and *requesting*. Those four functions are similarly presented in illocutionary acts. Yet, we can distinguish these two levels by looking at the effects on the interlocutors. In the case of illocutionary level, the *suggesting* and *requesting* utterances are conveyed with no perlocutionary intention to be forced to the interlocutor. As the result, the

interlocutor gives no reaction related to the utterances conveyed, even though both the speaker and the interlocutor can still communicate. Meanwhile, the *suggesting* and *requesting* utterances in the perlocutionary level demand reactions from the interlocutors. In this situation, the effect shown by the interlocutor to the speaker by following the speaker's intention performed in the utterances. It can be inferred from these points that communication can be done without having perlocutionary intentions, which is in-line with the Recanati (1987, p.179) and (Green, 2003). In other words, some similar functions may be found in these two levels of speech acts but they do not exactly have the same level of meaning.

Finally, this paper shows that are al-life-discourse from authentic contexts offers several aspects of communicative competences, namely discourse competence, sociolinguistic competence, and pragmatic competence. As the focus of this paper, exploring speech acts as one of pragmatic aspects performed in a material for learning English is necessary.

5 CONCLUSIONS

This paper has attempted to explore the speech acts performed in a story "Anna Karenina" by Leo Tolstoy provided in "English Listening TV" Youtube channel, in which this Youtube channel is used for learning English through stories. The functions of speech acts found in the chosen story are identified and classified. The factors are then described.

The result reflects that three forms of speech acts are found. The first is locutionary acts which are performed in three functions (*murmuring*, *shouting*, and *whispering*). These acts are considered as merely the form of language in utterances, which means that an utterance is conveyed with no interlocutor to be addressed. The second is illocutionary acts, which are performed in 24 functions. These functions are identified as communicative categories classified into: constatives, directives, commissives, and acknowledgments. The third is perlocutionary acts, which are performed in four functions (*commanding*, *questioning*, *suggesting*, and *requesting*). These acts are considered as the highest level of acts, in which an utterance is conveyed, and then an effect or response is given by the interlocutor.

From the result of the study, it is implied that speech act analysis reveals an understanding of how language is used for communicating in daily life. Speech act analysis is also expected to be beneficial for English language learners, i.e.: constructing and deconstructing texts (written or spoken) as a means of communication, especially for Indonesian learners in which English is a foreign language. Finally, this paper suggests for further research in order to re-validate the effectiveness discourse to be used in English language teaching and learning specifically for Indonesian learners.

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