

Analyzing the Concept of Speech Act of Thanking in the English Textbooks of Primary Schools

Ali Sabah Jameel Al-Khayyat

Tagreed Fayadh Abdul Razaq

Analyzing the Concept of Speech Act of Thanking in the English Textbooks of Primary Schools

Ali Sabah Jameel Al-Khayyat
University of Anbar- College of Arts
Tagreed Fayadh Abdul Razaq
University of Anbar- College of Arts

Abstract

Teaching politeness speech is an important step toward teaching foreign language. Speech act of thanking is the first thing that must be taught at primary schools. The study aims to reveal the degree of existence of the concept of the speech act of thanking in the English for Iraq 6th primary textbook. The researchers used theme, subject, and illustrations as units to analyze the data of the study. The sample of the study was the English for Iraq 6th primary English textbook. The research tries to answer the following questions " To what degree do themes, subject, and illustrations in English for Iraq 6th primary textbook include concept of speech act of thanking? To answer the question, a percentage was used. The results revealed that the concept of speech act of thanking existed with very low percentage in the themes and subject, and there was not existed in illustrations in the 6th primary English textbook.

Keywords: Concept, Speech Act, Thanking, English Primary Textbooks.

Statement of the Problem

The researchers notice that the students at schools and universities imitate the behaviors, way of communication, and the look of the European and American people. It is fact that most of the student's time engaged with studying, thus, the foreign behaviors may be derived or adopted from the foreign language textbook. To this and , the researchers try to reveal the existence of the "thanking" in the English language text books.

Question of the study

The study tries to answer the following question: "To what degree do themes, subjects, and illustrations in English for Iraq 6th primary student's book include concept of speech act of thanking?"

Analyzing the Concept of Speech Act of Thanking in the English Textbooks of Primary Schools

Ali Sabah Jameel Al-Khayyat

Tagreed Fayadh Abdul Razaq

Purpose of the Study

The study is an attempt to reveal the degree of existence of "thanking" aspects in the English language textbook. It is important to highlight the gratitude in learning the English language in order to learn polite style when communicate in English language.

The Criteria of the Study

The criterion of the analysis is the inclusion. The inclusion of the "Thanking" in the themes of each unit of the "English for Iraq, primary students' book" for the 6th level.

The categories of the study

The category is the "Thanking" which is included in the themes, subjects, and illustrations in the 6th English for Iraq primary student's book.

The Unit of the Analysis

The unit of analysis is the themes, subjects, and illustrations of English for Iraq preparatory students' book.

Definition of Terms

English textbook: it is a textbook that entitled. " English For Iraq (6th) primary student's book."

Concept: A concept is an idea conceived in the mind (Wallis, 2015).

Speech Act: "A speech act is an act that a speaker performs when making an utterance"

Thanking: "express gratitude to (someone), especially by saying 'Thank you'"

English Primary Textbook: it is the textbook entitled "English for Iraq" that the students at primary schools study in the republic of Iraq.

Subjects: they are the dialogues, statements, and sections.

Theme: The theme is any group of words that provide the reader/learner with information or description about a specific country, characters, place such as information about the life in China, or description of the ceremony in Canada or description of the Italian food. (Al-Khayyat, 2010:55)

Illustration : The illustration is any photo, map, diagram, or chart of character, place or/and subject, which provide the reader/ learner with information about a specific things such as a photo of camel carrying goods. Such photos inform the reader that the Camels are the way of transportation in the past (Ibid: 55).

Analyzing the Concept of Speech Act of Thanking in the English Textbooks of Primary Schools

Ali Sabah Jameel Al-Khayyat

Tagreed Fayadh Abdul Razaq

Limitation of the Study

The content analysis is limited to English for Iraq 6th primary student's book which is taught in public schools in Iraq in the academic year 2018-2019.

Introduction

Hymes proposes that to understand how language works is to enact social realities taking into account the illocutionary and locutionary meaning of utterances from the member of the language community's point of view. Therefore, the speech act is viewed as the essential component of more complex discursive activities, such as speech events, speech situations in which it participates (Hymes, 1971: 193).

The Concept of the Speech Act of Thanking

The term 'thanking' is defined according to its uses. The literal meaning is "to express gratitude to someone, for providing a service" (Hornby, 1985: 1043).

The form 'thank you' is the accepted method of display estimation in the USA and "may convey respect for a listener who has contributed to, assisted in, or alleviated a condition for the speaker" (Becker and Smenner, 1982: 538).

The speech act of thanking is not interested with displaying estimate in the USA. Trosborg (1994:15) provides more general definition of thanking as "the speaker expresses gratitude for the hearer's participation in a prior action which was beneficial to the speaker".

Norrick (1978: 285) states that children are training to say 'thank you' in all circumstances; it is portion of well breeding. Norrick's idea leads to Matti's (1999: 1) conclusion that it is: on one side "thanking in comparison to apologizing" has less functional worth since the lack of the former does not "aggravate the situation". On the other side, failure to express thanking may lead to the negative intense relationship between parties (if it is successfully performed, feelings of warmth and solidarity evolve).

Norrick (1978: 285) mentions a general social function of gratitude "thanking" , i.e., 'thanking' may have the aim of a compliment or flattery in the hope of receiving future benefits. In some situation, thanking somebody previously has the social function of either assuring the addressees of future gratitude and /or "of making him/her feel guilty if s/he does not perform the task required."

Analyzing the Concept of Speech Act of Thanking in the English Textbooks of Primary Schools

Ali Sabah Jameel Al-Khayyat

Tagreed Fayadh Abdul Razaq

The social function or aim of any "speech act" should not be different from that of its illocutionary goal. In other words, the illocutionary aim of a speech act should go together with its social function to arrive to the estimate situation, that is to communicate successfully.

Van Oort (1997:69) remarks that the great insight of speech act theory is to make language return to the collective scene of the human community. " it is only in context of such a collective scene that one can understand the radically communal origin of representation".

Austin and Searle Speech Act Theories

Austin's speech act theory (SAT) was launched at the time of rising the slogan 'meaning in use' by Wittgenstein (1953). Austin's work is a reaction to some traditional and influential attitudes of language. These attitudes are:

- The basic sentence type in language is declarative (i.e. a statement or assertion).
- The meaning of utterances can be described in terms of their truth or falsity.
- The principal use of language is to describe states of affairs (by using statements).

The philosophical sources for the sort of analysis are the influential works of Austin and Searle. These works have produced an entire tradition in the philosophy of language, and called for SAT for meaning. The central strategy of this theory is to "see language as a tool for doing things and to explain what bits of language mean in terms of what they are used to do" (Martin, 1987: 83).

Searle (1969: 3-4) does not study speech acts only because of their intrinsic interest and importance but also because he believes it is to be the best approach to the philosophy of language in general, to the provision of "philosophical illuminating descriptions of certain general features of language, such questions, truth, meaning and necessity", to answering questions such as "what is the difference between saying something and meaning it and saying it without meaning it" or "how do words stand for things", etc. the most substantial support Searle provides for this belief is the following:

- The performative of a particular speech act is a literal meaning of a sentence in a certain context.
- It is part of our notion of speech act that there is a possible sentence (or sentences) the utterance of which in a certain context will (in virtue of its or their meaning) constitute a performative of that speech act.

Analyzing the Concept of Speech Act of Thanking in the English Textbooks of Primary Schools

Ali Sabah Jameel Al-Khayyat

Tagreed Fayadh Abdul Razaq

(c) Because of 'a and b', a study of the meaning of sentence is not in principle distinct from a study of speech acts. In 'c', Searle brings out what it is to perform such subsidiary 'propositional acts' such as 'referring and predicating'. In 'a', there is no treatment at all. In 'b', Searle maintains what he calls the principle of expressibility. Speaking a language is performing abstractly acts such as referring and predicating in addition to acts such as making statements, giving commands, etc. these acts are in general "performed and made in accordance with certain rules for the use of linguistic elements". The means that the account of an IA is performed under certain conditions and "extract from them sets of semantic rules for the use of the linguistic devices which mark the utterances as speech acts of different kinds".

Functions of Thanking

Brown and Levinson (1987: 68) assume that thanking is a FTA in the sense that it threatens the thanker's negative face because it involves accepting a debt and sacrificing his/her own face.

Matti's (1999: 28) analysis of FTAs and FCs take the reverse position with reference to the responders in relation to thanks and thanker. He claims that despite the fact that the thanker's negative face is threatened; yet, the thanker's positive face is saved as stated above in the figure. Moreover, with reference to the responders of thanking, the thankee may have the feeling of constraint to lessen thanker's debt. In other words, thankee's negative face is threatened at the superficial level, yet, his/her reactive action aims to lessen the debt. therefore, the thanker's positive face is saved.

Coulma's (1981) approach is the only model which conflates thanking and apologizing which Coulma's (1981: 77-78) classification of thanking is depending on different kinds of objects of gratitude:

- ❖ Thanks ex ante (for a promise, offer, invitation).
- ❖ Thanks ex post (for a favour, invitation (afterwards)).
- ❖ Thanks for material damage (gifts, services).
- ❖ Thanks for immaterial goods (wishes, compliments, congratulations, information).
- ❖ Thanks for some action initiated by the benefactor.
- ❖ Thanks for some action resulting from a request, wish and orders by the beneficiary.
- ❖ Thanks that imply indebtedness.
- ❖ Thanks that do not imply indebtedness.

Analyzing the Concept of Speech Act of Thanking in the English Textbooks of Primary Schools

Ali Sabah Jameel Al-Khayyat

Tagreed Fayadh Abdul Razaq

The first dichotomy shows temporal features of gratitude. The ex ante differs from the ex post thanks in the sense that the former is an advanced thanks directed towards having the intention to do something for the benefit of someone else. The latter, however, occurs afterwards (after receiving the gift). Each one of these kinds has its own responses which should not be overlapped with the latter, e.g.:

"You are welcome", is inappropriate to ex ante thanks since when utilized, the benefactor admits the existence of the object of gratitude which has not been received yet.

The second dichotomy is between material and immaterial goods which involve different kinds of strategies and responders. Again, 'you are welcome' is inappropriate to immaterial objects of gratitude such as wishes, compliments, e.g.:

Situation: I compliment Layla for being good in exam.

Layla: Thank you

Me: you are welcome

The third dichotomy illustrates how objects of gratitude are different with reference to whether the beneficial action is requested or not Furthermore. Coulma extends this dichotomy by saying that "an object of gratitude is not indebted if it is being paid for". The responders in this case are unlikely as the following example shows:

Situation: Maha finishes buying the groceries and gives the cashier the money.

Maha: thank you

Cashier: Pleasure.

As showed above some responsive formulas are mutually exclusive; others are mutually comparable. Coulmas (1981:77); therefore, presents the figure the responders to thanks and apologies.

Norricks (1978:285) presents different kinds of 'thanking', but they are not comprehensive and detailed well-organized as in the case of Coulmas (1981). However, the researcher find the necessity to present them and she does so by numerating them. 'Thank you' is uttered to show that:

(1) The S can do the rest of his/her work alone, e.g.: 'Someone who offers help for him/her on their wearing the coat'.

(2) The S has finished his/her work, e.g.: 'Someone tries to help you in drying the dishes and you are about to finish'.

(3) Polite way of responding to the greeting can be question, e.g.: 'How are you?'

Analyzing the Concept of Speech Act of Thanking in the English Textbooks of Primary Schools

Ali Sabah Jameel Al-Khayyat

Tagreed Fayadh Abdul Razaq

Thanking has certain expressions to express this speech act of thanking. Direct use of this act involves the use of the per-formative verb "thank" or expressions such as "gratitude". Norrick (1978: 285) states that 'thanks' and 'thank you' are the only common form of expressing thanking, although both occur with a wide range of intensifiers. Moreover, in situations where one wants to express truly felt gratitude, it is likely to use lengthier and less formulaic phrases such as :

- ❖ I am truly grateful /or
- ❖ I would like to express my gratitude.

Thanking similar to all other expressive IAs, depend on their total effect on "the manner in which they are spoken on accompanying gestures and exhibited emotions".

After presenting kinds of thanking according to Coulmas (1981) and Norrick (1978), it is clear that most if not all expressions of thanking are direct and this conclusion will be verified below:

The researchers in the present study conclude that thanking is a universal speech act, and apologizing is a universal phenomenon as far as its functions are concerned. The same thing is applied to thanking. It is a universal speech act as far as its functions are concerned.

Classification of Speech Act Verbs

Various attempts have been made to classify speech acts or speech act verbs, e.g., Austin's (1962) classification of illocutionary force; Searle's (1975b) taxonomy of IAs, Bach and Harnish's (1979) taxonomy of communicative IAs; Ballmer and Brennenstuhl's (1981) classification of speech act verb; leech's (1983) classification of illocutionary verbs; Haverkate's (1984) classification of IAs and others (for further detail, see Al-Sulaiman, 1997: 30).

The researchers shed the light on Austin's classification of illocutionary force as the most one used among the researchers, and being studied in MA and Ph.D programs.

Austin's Classification of Illocutionary Force

Austin (1962: 151) identifies five classes of illocutionary verbs. They are as follows:

1- **Verdictives**: These are " typified by the giving of a 'verdict', as the name implies, by a jury, arbitrator or umpire". Austin (1962: 153) provides us

Analyzing the Concept of Speech Act of Thanking in the English Textbooks of Primary Schools

Ali Sabah Jameel Al-Khayyat

Tagreed Fayadh Abdul Razaq

with (27) examples of such verbs among which are the following rule, diagnose, analyze, value, characterize, convict, ... etc.

2- **Exercitives**: Austin (1962:155) points out that these verbs represent the exercising of right, power or influence.

3- **Commissives**: These verbs which are "typified by promising or otherwise undertaking", "commit the speaker to go through a certain course of action in the future".

4- **Behabitives**: These verbs are related to attitudes and social behavior. These have the notion of "reaction to other people's behavior and fortune". Moreover, they have "the notion of attitude and expressions to somebody's past conduct or imminent one". Among the (33) verbs that Austin provides are: apologize, thank, welcome,.... etc., e.g.:

- I apologize for losing your camera.
- I thank you for your help.

5- **Expositive**: these verbs are "used in the acts of exposition involving the expounding of views, the conducting arguments and the clarifying of usages and of references".

The Population and the Sample of the Study

The Population of the study is all English for Iraq Textbooks. The sample of the study is consisted of the English for Iraq 6th primary student's book. The researchers analyzed all the themes, subjects, and illustrations in student's book.

Reliability of Content Analysis

The researchers follow the following steps to ensure reliability of content analysis:

- 1) The researchers analyzed the themes, subjects, and the illustrations that are presented in the students' books.
- 2) The researchers repeated the analysis after five days from the first analysis by using the same units and categories of analysis. It was found that the consistency was (0.95) which indicate a high coincidence between the two analyses.
- 3) The researchers asked one of their colleagues who has experience in analyzing students' textbook, the same units and categories of analysis were used. The consistency was (0.96) which considered acceptable.

Results of the Study

The researchers analyzed the Iraqi thanking aspects as follows:

Analyzing the Concept of Speech Act of Thanking in the English Textbooks of Primary Schools

Ali Sabah Jameel Al-Khayyat

Tagreed Fayadh Abdul Razaq

Table 1 presents the frequencies and percentages of Iraqi "thanking aspects" included in English for Iraq 6th primary student's book for the level of themes, subjects, and illustrations.

Table 1: The frequencies and percentages of the existence of Iraqi thanking in the themes, subjects, and illustrations.

Items	Total Occurrence	Frequencies	Percentages
Themes	66	3	4.54
subjects	145	4	2.75
Illustrations	422	4	0.94

Table 1 shows that the inclusion of the "Thanking" in the students' textbook is very low. In the level of themes, the "thanking" has been mentioned 3 times, which represented 4.54 of the total themes in the 6th primary student's textbook. In the level of subject, the "thanking" has been mentioned 4 times, which represented 2.75 of the total subjects. In the level of illustrations, the "thanking" has been mentioned 4 times, which represented 0.94 of the total illustrations.

Discussion of the Results

To answer the question of the study "To what degree do themes, subject, and illustrations in English for Iraq 6th primary textbook include concept of speech act of thanking?" the frequencies and percentages revealed that there is shortage in the representation and inclusion of the thanking aspects in the English for Iraq primary student's textbook for the 6th primary grade. As mentioned in the introduction, it is important to highlight the thanking aspects when learning a foreign language.

the researchers conclude that the theme of "Thanking" has been deleted purposefully. This fact can be noticed from the themes and subjects. There are many dialogues and situations that need to show the "thanking" feeling, such as the following dialogue on page 27 between the assistant shop and a lady:

Assistant: Can I help you?

Lady: yes, please. I'm looking for address.

Assistant: This is very nice. It's the new fashion.

Lady: Yes, but this is too expensive.

Assistant: I see. What about that?

Lady: yes, I like that.

The dialogue end without thanking the assistant for her service, and the normal conversation is ended with greeting.

Analyzing the Concept of Speech Act of Thanking in the English Textbooks of Primary Schools

Ali Sabah Jameel Al-Khayyat

Tagreed Fayadh Abdul Razaq

Concerning the existence of "thanking" in the level of subject, it was existed as fact. For example, on page 38 there is a conversation between two students, the first one greets his friend at school:

1st student: Hi, Wisam. How are you today?

Wisam: I'm fine, thanks.

So, the existence of gratitude is normally, because there is no other answer or reply to such question.

The same thing is located on page 40. A girl give a piece of advice to her colleague as follow:

Girl: You don't look well. You should go home and tell your mum or dad.

Boy: Yes, I will. Thanks.

Concerning the existence of "thanking" in the level of illustrations, the picture on page 105 shows that. It is a picture of designing a postcard for teacher, it is a teacher's day. The picture shows sentences that students wrote on cards to thank their teacher. For example: " Thank you on this special day".

Conclusion

The inclusion of "Thanking" in the 6th primary student's book is very limited and does not provide opportunities to the teacher to explain it. The theme, subjects, and illustrations did not design in a way to give the teacher and the students to know the kinds of gratitude. Thus, it consider a major factor that the students don't know how and when to use the words of gratitude, and how to say thank you.

References

1. Al-Khayyat, A.,S. (2010). A content Analysis of themes and Illustration in Action pack Eight which include cross-cultural, Intercultural, Arabic-Islamic cultural and National cultural Aspects. Tikrit University Journal for Humanities 17 (10): 52-76.
2. Bach, K. and Harnish, R (1979). Linguistic Communication and Speech Acts, Cambridge Mass: The MIT Press.
3. Ballmer, T and Brennenstuhl, W (1981). Speech Act Classification: A Study in the Lexical Analysis of English Speech Activity Verbs, Berlin: Springer.
4. Becker, J. and Smenner, P. (1982). "The Spontaneous Use of 'Thank you' by Preschoolers as a Function of Sex, Socioeconomic Status, and Listener Status". In: Journal of Language in Society, Vol. 15, No. 4. Pp. 537-545.

Analyzing the Concept of Speech Act of Thanking in the English Textbooks of Primary Schools

Ali Sabah Jameel Al-Khayyat

Tagreed Fayadh Abdul Razaq

5. Brown, P. and Levinson, S. (1978): "Universals in Language Usage: Politeness Phenomenon". In: Goody, E. (de.), Questions and Politeness Strategies in Social Interaction, pp. 56-289
6. Coulmas, F. (1981): "Poison to Your soul: Thanks and Apologies Contrastively Viewed". In: Coulmas, F. (ed.), Conversational Routine: Explorations in Standardized Communication Situation and Prepatterned Speech. The Hague: Mouton, pp. 69-93
7. Haverkate, W. (1984): Speech Acts, Speakers and Hearers. Amsterdam: John Benjamins Publishing Company.
8. Hymes, D. (1971). "Sociolinguistics and Ethnography of Speaking" In: Ardener, E. (ed.) Social Anthropology and Linguistics. London: Tavistock, Monograph 10, pp. 47-93.
9. Hornby, A. (1985): Oxford Advanced Learner's Dictionary of Current English. Oxford: Oxford University Press.
10. Leech, G. (1983). Principles of Pragmatics. London, Longman Group Ltd.
11. Martin, R. (1987). The Meaning of Language. London: MIT Press.
12. Matti, A. (1999). Thanks and Apologies in Iraqi – Arabic With Special Reference to English. Unpublished M.A. Thesis, University of Mosul.
13. Norrick, N. (1978). "Expressive Illocutionary Acts". In: Journal of Pragmatics, Vol. 2, pp. 277-291.
14. Searle, J. (1969). Speech Acts: An Essay in the Philosophy of Language. Cambridge: Cambridge University Press.
15. Trosborg, A. (1994). Interlanguage Pragmatics: Requests, Complaints and Apologies. Berlin: Mouton de Gruyter.
16. Wallis, C. (2015). Concepts, Meanings, and Definitions. Retrieved from: <http://web.csulb.edu/~cwallis/170/text/concepts.pdf>.
17. Wittgenstein, L. (1953). Philosophical Investigations. (trans. By Anscombe, G.), Oxford: Basil Bla

Analyzing the Concept of Speech Act of Thanking in the English Textbooks of Primary Schools

Ali Sabah Jameel Al-Khayyat

Tagreed Fayadh Abdul Razaq

تحليل مفهوم الشكر لأفعال الكلام في كتب اللغة الانجليزية للمدارس الابتدائية
علي صباح جميل الخياط
جامعة الانبار – كلية الآداب
تغريد فياض عبد الرزاق
جامعة الانبار – كلية الآداب

المستخلص

تدريس الكلام المهذب يعد خطوة مهمة نحو تدريس اللغة الأجنبية. الشكر لأفعال الكلام تعد أول شيء يجب أن يدرس في المدارس الابتدائية. تهدف الدراسة إلى كشف درجة وجود مصطلح الشكر لأفعال الكلام في كتب اللغة الانجليزية لصفوف السادس الابتدائي. استخدمت الباحثة العناوين، والموضوع، و الصور كوحدات تحليل بيانات الدراسة. كانت عينة الدراسة كتاب اللغة الانجليزية للصف السادس الابتدائي. يحاول البحث الإجابة على السؤال التالي: " إلى أي درجة يوجد مصطلح الشكر لأفعال الكلام في العناوين، و المواضيع، والصور في كتاب الصف السادس الابتدائي؟". لغرض الإجابة عن السؤال، تم استخدام النسبة المئوية. أظهرت نتائج الدراسة أن مصطلح الشكر لأفعال الكلام يوجد بنسبة منخفضة جدا في كتاب اللغة الانجليزية للصف السادس الابتدائي.