Pragmatic Analysis of Speech Verbs - An Applied Study - The Story of the Three Sisters as a Model

Dr/ Eiman Abdelgabr Abdelsamie Allam[1]

Summary

The subject of the research (Pragmatic Analysis of Speech Acts in the Green Library Stories) relates to the application of the theory of speech acts emanating from the pragmatic approach to one of the Green Library stories - the story of the Three Sisters - by defining concepts and applying the five sections of speech acts according to Searle's division to this story; Therefore, the research was divided into two sections, the first - defining pragmatics and the speech act, and the second - speech acts in the story of the Three Sisters, an applied study. The research revealed: the multiplicity of speech acts and their diversity in the story of the Three Sisters - the multiplicity of fulfillment purposes of the speech act in the story - directive acts are She is most present in the story.

The Introduction

Praise be to God alone, and may blessings and peace be upon the one after whom there is no prophet. As for what follows

The theory of speech acts is one of the theories of pragmatic linguistics. This theory came to change the traditional theory of speech, which relied mainly on the cognitive and descriptive use of speech, and looked at language as an effective and influential force. I chose one of the stories of the Green Library to apply this theory to it. The research was entitled: ((Pragmatic analysis of speech acts in the stories of the Green Library)). Through this research, I have tried to address a number of questions, the most prominent of which are

Definition of pragmatics and speech act
Counting the verbal verbs present in the story
Classifying the different types of verbal acts that the writer employed in his story in terms of type or performance power.
Know which type of speech acts is most used in the text of the story? And why?

The reason for the researcher choosing this topic was: Projecting the theory of speech acts onto one of the prose texts, especially a story from the Green Library by Adel Al-Ghadhban, which is the story (The Three Sisters); This is due to the many, diverse, and different styles of dialogue in this story. The researcher's goals are focused on: monitoring and classifying the speech acts contained in the story and knowing the performance power of each of these acts.

As for the research problem: The problem of this research lies in the novelty of the theory of

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[1] Associate Professor of Linguistics, department of Arabic language & Literature, Faculty of Education, Prince Sattam bin Abdulaziz University, Saudi Arabia. Orcid: 0000-0002-6013-9173

speech acts and the lack of studies on it, as well as in reading the story carefully and consciously so that we can interpret and classify the speech acts present in the story according to the five categories mentioned by Searle.

There are some previous studies on this topic, including:

First - Study of speech acts in the Holy Qur'an - a pragmatic approach - by Professor Boufruma, Mohamed Boudiaf University - M'sila

Second - Speech acts in the novel "The Lions Befit You," Research on Narrative Pragmatic Formation, by Sanaa Sahraoui, Hama Al Akhdar University, Algeria, 2013-2014 AD

Third - The theory of speech acts between the Arab heritage and pragmatic linguistics - Austin and Sorel as an example - Dr. Jamila Rouqab, Academy for Social and Human Studies, Issue 15, 2016.

Fourth - Speech acts in Surat Maryam - a pragmatic study - Master's thesis, Abdel Rahman Mira University, Algeria, 2016-2017 AD.

Fifth - The theory of speech acts between the Arab heritage and modern approaches, a pragmatic study, master's thesis, by Sadouq Sherif Halima, Dr. Moulay Taher University, Algeria 2018 AD.

This research differs from previous studies in:

1- The type of applied model and its specificity to one of the Green Library stories. There are no studies of speech acts on this type of story despite the many conversational methods in it.

2- There are no statistical studies of speech acts in literary texts despite the importance of statistical studies in this field. It explains why the writer relies on any part of the speech act more than the other, and its effect on the text.

*As for the research plan, we can say that the nature of the research required that we present it in an introduction, two sections, and a conclusion.

 **The introduction included the title of the topic, the reasons for choosing it, its objectives, previous studies, the research plan, the research methodology, and the most important results.

The first section included: theoretical concepts of pragmatics and speech acts.

*The second section studied: speech acts, an applied statistical study in the story of the Three Sisters.

We appended it with a conclusion that included the most important results of the research, and finally a list of the research sources and references.

As for the research methodology:

We can say that the research relied on the descriptive, analytical, and statistical method. The researcher's work in this research is based on classifying, interpreting, and counting speech acts through narrating the text of the story.

The research reached a set of results, the most important of which are: the multiplicity of speech acts in the story of the Three Sisters, the diversity of those acts, and the multiplicity of their fulfillment purposes. We also found that directive acts are the most present in the story.

The First Section - theoretical concepts. At the beginning of this section, and before talking about the speech act, it is necessary to introduce pragmatics, as it is the direction from which the speech act emerges. Pragmatics is a language: from (d, f, l), and it came in linguistic

dictionaries meaning change and transformation. It was stated in the standards of language by Ibn Faris: "The dal, the waw, and the lam are two roots, one of which indicates the shift of something from one place to another, and the other indicates weakness and relaxation. As for the first, the linguists said the people of the language are undulated, when they shift from one place to another, and it was said: the people's circulation." If the thing between them becomes from one to another[2], It was stated in Lisan al-Arab by Ibn Manzur: "We deliberated on the matter and took it by means of states, and they said 'Dawlaik', meaning to deliberate on the matter, and 'Dalaat al-Ayyam', meaning 'they passed'." [3] It also came in the dictionary of the text of the language with the same meaning: "Dāla, Dāla, and Dāla: He became famous, and the days: turned around, and the garment: worn out" ([4]), and this is also the case in Al-Munjjid: "Dāl, state of time: it turned and turned from one state to another... And states: What is circulated is sometimes for this, and sometimes for that" ([5]), through the previous definitions it can be said that circulation is from the linguistic root (d, w, l), which means movement, change, shifting, and transformation from one place to another. Pragmatics in terms:

As for pragmatics, technically, Charles Morris defined it as: "dealing with the relationship between signs and users of signs" ([6]), and according to George Yule it came to mean: "the study of meaning as conveyed by the speaker or writer, and interpreted by the listener or (reader)... Pragmatics is the study of the meaning he intends." "Speaker" [7](), through these two definitions, it can be said that pragmatics is concerned with studying the communicative aspect of language, as it studies the language during the communication that the speaker achieves and the listener responds to it. The speaker communicates something that appears through the context, and the listener is affected and performs a specific action in response. What he heard from the speaker.   As for the degrees of pragmatics, we can say that it includes three degrees, and each degree is concerned with context, but its use varies from one degree to another, and these degrees are:

A- First-degree pragmatics, called the articulatory theory: This theory is concerned with symbols that indicate addressees, time and place, and their significance is determined by the context. It studies the elements of speech production (the ego is the producer of the speech, the here is the place of the speech, and now is the time in which it is produced). the speech).

B- Second-degree pragmatics (argumentative theory): ([8])(It includes the study of the style through which issues at hand are expressed. It deals with how the meaning is transferred from the level of explicit style to the level of implicit style.

C- Third-degree pragmatics, (speech act theory): It states that uttered statements do not describe the current state of things, but rather they accomplish actions.

As for the theory of speech acts, which is the subject of our study, scholars have differed in defining the speech act. Dr. Masoud Sahrawi said about it: "Every utterance arises in a formal and semantic system. In addition, it is considered a material and grammatical activity aimed at achieving verbal statements and speech objectives such as requests, commands, etc. The promise, the threat, and the

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[2] - Ibn Faris, Abu Al-Hussein Ahmad, Language Standards, edited by Abdul Salam Haroun, Dar Al-Fikr for Printing and Publishing, 1979 edition, 2/314.

[3] - See: Ibn Manzur, Muhammad bin Makram bin Ali bin Ahmed Al-Ansari, Lisan Al-Arab, Dar Sader, Beirut, 3rd edition, 1994, 11/252-253.

[4] - See: Reda, Ahmed, Dictionary of the Language, Al-Hayat Library, Beirut, 1377 AH - 1958 AD, 2/475.

[5] - See: Al-Maalouf, Lewis, Al-Munjjid fi Al-Lughah wal-Alam, Dar Al-Mashreq, Beirut, 33rd edition, 1992, p. 230.

[6] - Blanchet, Philippe, Pragmatics from Astin to Goffman, translated by: Saber Al-Habasha, Dar Al-Hiwar, Syria, first edition, 2007, p. 28.

[7] - See: Yule, George, Pragmatics, translated by: Qusay Al-Atabi, Arab House of Sciences, Lebanon, first edition, 2010, p. 19.

[8] - See: Belkacem Daqqa: The Strategy of Argumentative Discourse - A Pragmatic Study in the Arabic Advertising Mission - Al-Khabar Magazine, a peer-reviewed annual magazine issued by the Research Laboratory in Algerian Language and Literature, University of Biskra, Algeria, Issue 10, 2014, p. 495.

goals of his speech concern the recipient's reactions, such as rejection and acceptance, and therefore it is an act that aspires to be an influential act, that is, it aspires to have an influence on the addressee, and then accomplish something" (⁹), and therefore the speech act for him is uttered by the speaker to another. The aforementioned purposes occur by influencing the listener. Thus, the goal of the speech act is to influence the addressee.

Van Dijk spoke about it, saying: "According to the description of the concept of event, speech acts are actually considered events. Through the production of sounds, we simultaneously perform complex phonological, morphological, and syntactic events. We also obtain an event of a higher order, which we evaluate through the completion of the speech event, which is a moral event." Or a semantic event" (¹⁰), meaning that the speech act for him is: a complex semantic event produced through phonetic and grammatical events that define and explain the speech act.

As for Dominic Manguno, he defines it by saying, "...what is meant is the smallest unit through which language achieves a specific act (a command, a request, a statement, a promise...) whose purpose is to change the state of the addressees. The co-utterer cannot interpret the act unless he knows the intentional nature of the pronouncement's action." "(¹¹), meaning that the speech act, according to Manguno, is related to the intentions of the speakers. Once the intention is understood, the speech act is achieved, and this is through what he utters.

From the above, we can say that a speech act is: the behavior or social or institutional action that a person accomplishes through speech, and therefore it is the accomplishment that the speaker performs simply by uttering certain words, and examples of it include: command, prohibition, promise, question, excuse, and congratulation. They are all speech acts, as they are about doing things with words, meaning that when the speaker expresses his needs, he does not only produce words, but rather produces actions.

The emergence of the theory of speech acts according to Austin and Searle (Western linguistic thought).

Before talking about this theory according to Austin, who is its founder, we can say that this theory corresponds in Arabic linguistic thought to what is known as predicate and construction. This is due to the similarity between them in approach and analysis, and this has appeared in most of the books.

grammar, and the principles of jurisprudence), where we find that our scholars in these books expanded the study of the phenomenon of predicate and construction, and the distinction between them (¹²) As for this theory in Western linguistic thought, it can be said that Austin is the founder of this theory in the modern term (speech acts), in the lectures he gave at Oxford University in the third decade of the twentieth century, as well as in the lectures he gave at Harvard University in 1955 AD, It was published in 1960 AD after his death in a book called "How to do things with words?"(¹³), meaning how to accomplish things (actions) with words.

Austin divided linguistic expressions into two parts: declarative expressions, which describe the facts of the external world and are open to truth and lies, and constructive expressions, i.e. (accomplishment or performance. Performative verbs are not governed by the criterion of

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⁹ - See: Sahrawi, Masoud: Pragmatics according to Arab scholars (a pragmatic study of the phenomenon of speech acts in the Arab linguistic heritage), Dar Al-Tali'ah, 11th edition, Beirut (Lebanon), 2005, p. 40.

¹⁰ - See: Dyke, Fan: Textual science, an interdisciplinary approach, translated by: Saeed Hassan Behairy. Cairo Book House, first edition, Arab Republic of Egypt, 2001, p. 131.

¹¹ - Manguno, Domintic, Key Terms for Discourse Analysis, translated by: Muhammad Yahyatin, Arab House of Sciences, first edition, Algeria 2008, p. 7.

¹² - See: Sahrawi Sanaa, Speech Acts in the Novel Aswad Befits You, Research in Narrative Pragmatic Formation (Master's Thesis), Hama Lakhdar University, Faculty of Arts, People's Republic of Algeria, 2014, p. 39.

¹³ - Nahla, Mahmoud Ahmed, New Horizons in Contemporary Linguistic Research. Dar Al-Ma'rifa Al-Jami'a, ed., Alexandria, Egypt, 2002, p. 60.

truthfulness or lies, but rather are governed by the achievement of an action during their utterance).
Austin set several conditions for the completion of a speech act to be achieved, namely:

1-The existence of an acceptable customary procedure, which has a specific customary effect, and those who implement it must be appropriate for this specific procedure, and the circumstances must also be appropriate.

2-All participants in this procedure must perform correctly and completely, by avoiding the use of ambiguous or ambiguous expressions.

3- That the person conducting the procedure and the person participating in it share the same thoughts and feelings.

Austin also divided verbs into two categories: explicit (direct) and indirect ([14]). He also divided verbs into three categories related to speech, which are:

A- The act of saying (): It is mentioning a group of words so that we form a useful sentence, with a correct grammatical structure, but the speaker's purpose in this sentence is not specific. If we say (the weather is cold), the sentence is either a warning, or a report about the cold weather. , or ordered to wear heavier clothing.

B- The action included in the statement ([15]): (the accomplishment action), which is the completion of an action through speech, that is, "the accomplishment of an action in the event of saying something while taking into account the exigencies of the situation" ( ), which is what is meant by Austin's theory, such as the command in our saying: Study your lessons, which is the fulfillment of the one who uttered a command, as he was commanded to study.

C- The act of influencing ([16]): It is the result of the act of saying, and what is meant by it is the effect that the (accomplished) act has on the addressee, and among the things that we can see are: persuasion, misleading, and guidance ([17]). It involves convincing the recipient of an achievement, such as convincing him to study for the purpose of success and excellence.

The bottom line from the above is that the production of a speech act requires the production of three simultaneous acts (the speaker's verbal act, the performative act, and the addressee's affective act).

Austin divided speech acts in terms of meaning into five categories:

1- Judgments (ruling verbs): These are verbs that indicate a ruling issued by an authority, and it is possible that the rulings are not final, as they may be discretionary and speculative, such as: (acquits, determines, appoints) ([18])

2- Decision verbs (executive): They express the issuance of a decision for or against a person, such as: (imprison, deprive, expel) ([19])

3- Pledge verbs (promises): They are a pledge by the speaker to do something, such as: pledge, promise, guarantee) ([20])

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[14] - Bayram, Abdullah, Pragmatics and Poetry: A Reading of Praise Poetry in the Abbasid Era, Dar Majdalawi, Amman, Jordan, first edition 2013, p. 110.

[15] - Al-Eid Jalouli, article: The Theory of the Speech Event from Austin to Searle, Al-Athar Magazine, Kasdi Merbah University, Ouargla, Algeria, (ed. T), p. 55.

[16] - Bougrouma, Hakima, article: The theory of speech acts according to Austin and Searle and their role in pragmatic research. University of M'sila, (D.D.), p. 60.

[17] - Dalash, Al-Jilali, Introduction to Pragmatic Linguistics, translated by: Muhammad Yahyatin, Diwan of University Publications, Algerian (D, T), p. 24

[18] - Nahla, Mahmoud Ahmed, New Horizons in Contemporary Linguistic Research, p. 69.

[19] - See: previous reference, p. 70

[20] - Speech acts in Surat Yusuf, a pragmatic study, Master's thesis, prepared by: Hanour Nour Al-Huda, Larbi Ben Mahidi Oum El Bouaghi University, 2018-2019, p. 20.

4- Behavior verbs: These are actions mentioned as a response to the behavior of others ([21]), such as thanks, apology, greeting, and sympathy ([22])

5- Clarifying verbs (al-nabihat): These are verbs that clarify a point of view, or state and state an argument, such as questioning, correcting, proving, and denying ([23])

We conclude from the above that Austin laid the foundation for this theory, and knew the performance power of speech acts, and then his student John Searle came after him to develop this theory.

Searle's Speech Acts

Searle is considered a student of Austin who came after him and developed what he said about speech acts. He filled the gaps in which Austin fell in a way that serves this theory and this pragmatic trend in general. He emphasized that the performative act is the smallest unit of linguistic communication ([24]). It is the basic purpose of any linguistic communication, and that we When we speak, we perform actions at the same time. Performative verbs are divided into direct and indirect. Direct speech has one meaning, while indirect speech has two meanings: its direct meaning, and its indirect meaning ([25]), as Dr. Mahmoud Ahmed Nahla mentioned several differences between direct and indirect performative verbs. Direct, including:

The fulfillment power of direct actions remains inherent in them in various positions, while indirect fulfillment actions are assigned to the place and their fulfillment power only appears there.

-The indirect accomplishment power of actions may be cancelled. - Indirect achievement power can only be reached through inferential mental processes that vary in simplicity and complexity. As for direct achievement power, it is taken directly from the composition of the phrase itself. ([26])

According to Searle, the direct performative act is the act that the sender utters in his speech while he means what he says. That is, the sender produces an act that the receiver understands directly without the need to clarify that, that is, a match between the utterance and the accomplishing purpose.

Searle also divided speech acts into five categories:
Directive (imperative) verbs
News (reporting) acts
Expressive (revealing) actions
Obligatory verbs (promising)

The Second Topic

Speech acts: an applied statistical study in the story of the Three Sisters.

First: Directive (imperative) verbs, orders:

John Searle said about it: "An attempt to make the listener behave in a way that makes his behavior compatible with the informative content of the directive" ([27]), i.e. a directive issued

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[21] - See: Mahmoud Ahmed Nahla: New Horizons in Contemporary Linguistic Research, p. 70.

[22] - RuPaul Ann, and Mushlar Jacques, Pragmatics Today is a New Science in Communication, translated by: Saif Al-Din Daghfous, and Muhammad Al-Shaibani, Dar Al-Tali'ah, Beirut, 2002, p. 33.

[23] - Nadia Ramadan Al-Najjar: The pragmatic and functional trend in the linguistic lesson, Horus International Foundation, first edition, 2013, p. 61.

[24] - Mahmoud Ahmed Nahla: New Horizons in Contemporary Linguistic Research, p. 83.

[27] - Boujadi, Khalifa, in pragmatic linguistics with an original attempt in the ancient Arabic lesson, House of Wisdom, Algeria, first edition, 2009, pp. 99-100.

by the speaker to the addressee to do something, and requests are concentrated in: questions, commands, hopes, prohibitions, requests, wishes, and advice [28].

A/ The Matter

There are two types of command: direct, and its accomplishment purpose is "requesting that the action be accomplished in a manner of superiority" [29], and indirect, and we find many accomplishment purposes for it, including: supplication, advice, and guidance.

Through this, we can say that there were multiple imperative verbs in the story, until their number reached (fourteen verbs) out of a total of (95) verbal acts in the story, i.e., a percentage of (14.73%). It can also be said that there were multiple fulfillment purposes for doing the imperative, as some of them came for the purpose of advice and guidance. Examples of this include the fairy and the godmother ordering the young king or Zahraa to do some things. This was out of love for them and out of fear for them of the plots that Zahra's family had planned for her to get rid of her. Examples of these words include: "You and Zahraa ride my boat," "Let Zahraa ride this vehicle," "You young king, leave your horse," and "Ask her hand from her father." (Hurry to marriage), and (accept his request). These imperative actions are not obligatory, but their purpose is advice and guidance, whether to Zahra or to the young king from the fairy and the godmother, out of fear for them and love for them.

Some of them also came for the purpose of a threat, including the jinn's threat to Zahra's family by harming them if they thought about harming Zahra' or harming her. She said threateningly, threatening them: (So beware, then beware), and she also said (beware of the wrath of the jinn). Beware is the noun of an imperative verb. Who beware.

Among the purposes also mentioned for the order is a petition, which is a request with equal rank between the commander and the commanded. Examples of this include the young king's saying to Princess Zahraa (dictate the answer to me), and asking her for a response in his request to marry her, and his also saying (excuse me, my princess), which is The young prince asked Zahra to allow him to propose to her father.

Some of them came for the purpose of astonishment, including the young king's saying (look at the two horses), which was an astonishment at their condition, as they were horses that Abu Zahraa plotted to get rid of.

B/ Prohibition

Prohibition is a type of request construction, which is the speaker asking the addressee to desist from something, and it has one form, which is the present tense verb preceded without the prohibition, and this was mentioned once in the story.

Here in this story we limit one verb to prohibit, at a rate of (1.05%) of the total speech acts in the story, and the purpose of the injazi is to advise and guide by way of prohibition and exception. The genie used to advise Zahraa not to ride anything other than the young king's horse; Because she knows about the plot planned against her by her family.

C/ Interrogative

What is meant by it is to ask questions about an unknown thing, and Dr. Ahmed Matloub defined it: "Seeking knowledge of something that was not known before, and it is the inquiry

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[28] -Searle, John, Mind, Language, and Society (Philosophy in the Real World), translated by Saeed Al-Ghanimi, Difference Publications, Algeria, first edition, 2006, p. 218.
[29] - See: Nahla, Mahmoud Ahmed: New Horizons in Contemporary Linguistic Research, p. 79.

in which they said that it was asking for information that you do not have, that is, asking for understanding" ([30]), and Al-Maraghi defined it as "seeking to understand something that you did not know." Learn it" ([31]), meaning that the question relates to something that is not known to the questioner, and interrogative questions are divided into two parts: first - with a direct achievement purpose, which is the question that needs an answer, second - with an indirect achievement purpose, which does not require an answer, but rather the question is for purposes Others, such as disapproval, sarcasm, or exclamation.

We can say that there is a multiplicity of interrogative verbal verbs, as we have united thirteen verbs at a rate of (13.68%) of the total verbal acts in the story. We can also say that there is a multiplicity of interrogative tools used, which are: (hamza, what, whether, what, who, and why), and we can also say that there is a multiplicity of interrogative verbal verbs. The fulfillment purposes of the interrogatives present in the story are the direct interrogatives that require an answer to the question addressed to the addressee. Examples of this include the young king's saying, What did your godmother tell you? And What is your answer, my princess? He wants an answer from her to his question (Do you agree to marry him? And also Zahraa's saying to her nanny: What should I say to the young king tomorrow? That is, does she agree to his request for marriage or not? Also among the direct questions is the godmother's question to Zahraa: Is she happy about her travel to her family? And what clothes have she prepared for this trip? All of these questions. The question is being asked and the questioner is waiting for an answer to it, and therefore it is a question with a direct achievement purpose.

We also found a question with an indirect fulfillment purpose, as the speaker does not expect an answer from the addressee, but rather has other motives, including exclamation, such as the king saying (Are you Zahraa?), and the king here (her father) is amazed at her beauty and elegance, as he has not seen her for days, and he had no He never expects her to be wearing such luxurious clothes and pearls, and he is amazed at the intensity of her beauty, even though he neglected her and left her with her godmother since she was young, and her father says (Who gave you these masterpieces?) He also marvels at the luxury of her clothes and the jewelry that she acquires.

Among the purposes mentioned in the question is also denial, and that is in what Zahra's sister said to her father when he mentioned that she was beautiful, and she said (Do you think she is beautiful?), and here is a denial of her father's statement.

Among these purposes was also sarcasm, when Zahraa's sister, Shaqraa, said to her father: Why didn't you give us the most valuable things you have in terms of jewelry and jewelry? When she knew that he had nothing to make him buy for them the way Zahraa dressed.

Finally, exclusion, and this appeared in the king's response to his daughter Shaqraa when she asked him to bring her something like what Zahra wears, and he replied, saying: Where can I get such clothes and jewels? Zahra.

D- The Call

The call is considered a request from the speaker to the addressee to come, by using one of the letters of the call, which are: Ya, Ay, Haya, Wa, Aya, A([32]). The call has direct purposes, which are: a request for the caller to come, and indirect purposes for the call, such as: veneration and friendliness, Other.

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[30] - See: Matloub, Ahmed, Rhetorical Methods of Eloquence - Al-Maani - Publications Agency, Kuwait, first edition, 1980 AD, p. 118.
[31] - See: Al-Maraghi, Ahmed Mustafa, Sciences of Rhetoric (Al-Bayan, Al-Ma'ani, and Al-Badi'), p. 63.
[32] - See: Mahmoud Ahmed Nahla, in Arabic rhetoric, the science of meanings, Dar Al-Ma'rifa Al-Jami'a, 2002 edition, p. 102.

Through this, we can say that the requesting performance verbs (the call) are nineteen verbs, representing (20%) of the total verbal acts in the story, and their fulfillment purposes are multiple, some of which are for affection, and an example of this is Zahraa's nanny calling her (Oh, my beautiful godmother). And also her saying (Oh my dear Zahraa), and Zahraa's saying to her godmother: (Oh my dear nanny, and oh my dear godmother), and also what came to be glorified, (O Your Highness the Princess), (Your room, Your Highness the Princess), (O Your Majesty), (O Allow me, Your Majesty, (thank you, my godmother). The call here is intended to glorify.

From what was mentioned above, we can say that the percentage of directive verbs of all kinds: (command, prohibition, and interrogative call) in the story has increased, as the number of directive verbs reached forty-seven directive verbs, representing (49.49%) of the total speech acts in the story. That is, approximately half of the number of speech acts in the story; Perhaps the reason for the increase in the proportion of directive verbs is the diversity of the fulfillment powers of directive verbs between (command, interrogative, prohibitive, and call). Most of the directives were directed to Zahraa, due to her young age, so she needed someone to guide and direct her in various ways at all stages.

2- Obligatory Dutie

The obligatory verb is considered a pledge and a commitment on the part of the speaker to do something for the addressee in the future, and the condition for commitment is sincerity in this commitment is the intention, and what is best represented by the verbs of promise and threat ([33]), and vows and mortgages ([34]), and the obligations in the story are numerous, as are their purposes.

The number of obligatory verbs in the story is nine verbs, and their percentage is (9.47%) of the total verbal acts present in the story, and it can also be said that their fulfillment purposes are multiple, so the promise came from it, which is a promise to the speaker (the young king) in front of the addressee (Zahra) with two things, namely: a request Her hand from her father, and saving her from the tyranny of her family.

Obligatory actions came for the purpose of: (warning and threatening), examples of which include the jinn warning Zahra's family of being deformed, and changing their character if they think about attacking Zahra'.

There were also verbs with an achievement purpose (rejection and repentance), which was Zahraa's rejection of her sisters' request when they asked her to dance, thinking that she did not know, and belittling her in front of the audience.

3- News

There are many news acts in the story, along with multiple fulfillment purposes for these acts. Reports are an essential element of speech acts, and they are concerned with the speaker conveying his news and convictions. Therefore, they "present the news as a representation of a situation existing in the world" ([35]), and these acts are subject to the standard " Honesty or lying. It is worth noting that it has direct meanings, such as description and information, and indirect meanings, such as praise, promise, threat, supplication, and other purposes.

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[33] - See: Nahla, Mahmoud Ahmed, New Horizons in Contemporary Linguistic Research, p. 79
[34] -See: Searle, John, Language, Mind, and Society (Philosophy in the Real World), p. 218
[35] - Searle, John, Mind, Language, and Society (Philosophy in the Real World), p. 117

We can say that the number of informative verbs is (seventeen), and their percentage is (17.89%) of the total verbal acts mentioned in the story. The fulfillment purposes of these verbs were multiple, so there were verbs with a direct achievement purpose, such as declarative and informational verbs, such as Zahraa's saying, "I will spend three days." When her godmother asked her about the period of time she would spend with her father, and also when the guard told her about Zahraa, saying, "She went up to her room and went down to the foyer," and some of them came for the purpose of description, which was to describe the jealousy and intense hatred of Zahraa's family toward her, "It caused a fire to burn in their hearts," and "it boiled." discontent in their hearts).

There were also other telling acts whose purpose was indirect achievement, and some of them came by displaying the ability, which is the ability of the genie to change things. She used to transform Zahra's simple things from (clothes and jewelry) to the most luxurious clothes and jewelry, and some of them came for the purpose of promising and threatening, such as (I have transformed you) and in it It also shows the genie's ability to harm Zahra's family if they harm her.

Among them also came in the sense of satisfaction, such as Zahraa's satisfaction with living in the maids' room, and she is a princess, and when the guard was apologizing to her, she refused and said, "Don't bother apologizing, because she is beautiful."
Among them is what came in the sense of response (the horse kneeled) in response to the command of its owner, the young prince, for Zahraa to ride.

4- Expressions

It is the expression of what is inside the speaker, and these expressions include: welcome, thanks, congratulations, and apology ([36]), and their accomplishing purpose: expressing the psychological situation in an honest and sincere expression ([37]), and George Yule declares and says that it is "an expression of psychological states, and it can express sentences that express Pain, pleasure, sadness, joy, or what is loved or hated ([38]). The bottom line is that psychological repressions make a person speak, reveal and express what is inside him, and here we will monitor examples of that from this story.

Through this table, it can be said that there are many expressive speech acts, and their number reached (fourteen) out of the total speech acts, at a rate of (14.73%). We can also say that they have multiple fulfillment purposes. Some of them expressed fear, in his saying, "Then the king trembled," and this was due to his fear. He was harsh on his beloved Zahraa because of the deception and treachery that her parents and sisters had planned for her.

Other actions came with an achievement purpose ((anger)) such as (they quarrel, anger boils, and they exchange harsh words) and this was an expression of the intense anger that befell Zahra's family due to their extreme jealousy of her, and their intense hatred for her. We also found a feeling of intense anger in Zahra's godmother towards Zahra's family. When she learned of their extreme cunning and plotting against Zahraa to get rid of her, she actually expressed her anger (I hate you) as a form of anger and threatening to harm anyone who tries to harm Zahraa.

Verbs whose purpose is accomplishment ((sadness)) such as (I fell unconscious, and I was very sad), and the first was an expression of my sister Zahraa's sadness as a result of the admiration

[36] - John Searle: Mind, Language, and Society (Philosophy in the Real World), p. 219
[37] - Nahla, Mahmoud Ahmed, New Horizons in Contemporary Linguistic Research, p. 80.
[38] - Yule, George, Pragmatics, p. 90

of the young king and other attendees for their sister Zahraa, as well as the intense sadness that befell Zahraa; As a result of the dry reception of Zahraa by her family.

Actions whose purpose is achievement: ((showing love)) such as: (I kiss your hand, and I thank him, he waits for it on the verge of hot coals), and this was an expression of the mutual love between Zahraa and the young king.

Verbs whose purpose is achievement: ((joy)) such as: (they cheered and clapped), and this was an expression of joy and intense admiration for attending the ceremony with Zahraa's singing and dancing.

Verbs whose purpose is achievement: ((anger)) such as: (she said harshly and harshly), this is an expression of Umm Zahra's hatred for her.

5- Advertisements

It is an announcement that something has happened, and it must be a successful announcement to achieve its desired purpose in order to match the outside world. This matching may be from words to the world or from the world to words, and advertisements make the speaker change the world through words ([39]).

It can be said that there are multiple expressive speech acts, and their number reached eight verbs out of the total speech acts, at a rate of (8.42%) of the total of these verbs. We can also say that they have multiple fulfillment purposes. Some of them came to declare something, some of them came to express a decision, and some of them came. To respond, examples of actions whose purpose is achievement are ((declaration)), such as his declaration that his daughters have reached the age of marriage, and he throws a party in which there is a crowd of speeches until he proposes to his daughters, and among them is to respond, such as his daughter's response to her sisters when they asked her to sing, and among them is what came as an expression of a decision, such as Zahra's decision. Going to her parents to spend three days with them.

The diversity of the fulfillment purposes of speech acts in the story is evident according to Searle's division, and the significant increase in the proportion of directive speech acts; This is because the story contains many directives (such as commands, prohibitions, interrogatives, and calls), so there were many directive directive actions by the fairy and the godmother, Zahra's nanny, due to her young age, and their fear for her due to the many hatreds that she was exposed to from her parents and two sisters. Likewise, there were many interrogative statements, due to the many questions from Zahra's family about how she got the most luxurious clothes and jewels, and there were also many calls for closeness and love between the fairy, the godmother, and Zahra, as well as the young king and Zahra.

Results

1-There were many verbal acts in the story of the Three Sisters until the number reached ninety-five speech acts.

2- The story included direct verbal acts, which were the ones whose literal meaning matched their performative power, and indirect ones, which were the ones whose meaning differed with their performative power.

3- The speech acts varied in the story, achieving all the fulfillment purposes, so they came: informative, directive, expressive, advertising, and obligatory.

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[39] - Nahla, Mahmoud Ahmed: New Horizons in Contemporary Linguistic Research, p. 80.

4- Studying the performative verb is the mother of all matters in speech acts. It is concerned with studying the meaning that the speaker wants to convey to the addressee and is indicated by evidence, which is the performative force. By studying it, speech can be classified into one of the five classifications mentioned.

5- The context plays an important role in revealing the speaker's intentions.

6- The fulfillment purpose of a speech act is understood through the context of speech.

7- The number of verbs, directive verbs, requests, is (47) verbal verbs, at a rate of (49.49%) of the total verbs in the story.

8- The number of obligatory verbs reached (9) verbal verbs, representing (9.47%) of the total verbs in the story.

9- The news acts are (17) speech acts, representing (17.89%) of the total speech acts present in the story.

10- As for the expressive acts, there are (14) speech acts, representing (14.73%) of the total speech acts present in the story.

11- There are (8) advertising acts, representing (8.42%) of the total speech acts present in the story.

12- Directive verbs were more present in the story of the Three Sisters, because the story contains many directives (such as commands, prohibitions, interrogatives, and calls). The directive verbs were many on the part of the fairy and the godmother, Zahra's nanny, due to her young age, and also out of fear for her due to the large number of grudges that she harbored. She was exposed to it by her family. There were also many interrogative statements, due to the many questions from Zahra's family about how she got the most luxurious clothes and jewels, and there were also many calls for closeness and love between the fairy, the godmother, and Zahra, as well as the young king and Zahra.

Acknowledgment

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