

تحليل لغوي اجتماعي لحديث المعلمين مع تلاميذهم في الصف الخامس
الابتدائي باستخدام تعابير لغوية محددة (كلمات-عبارات)

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الكلمات المفتاحية: تحليل لغوي، التشجيع، التهديد، تعابير لغوية.

كيفية اقتباس البحث

العنزي ، حكمت جرجيس جمعه، تحليل لغوي اجتماعي لحديث المعلمين مع تلاميذهم في الصف الخامس الابتدائي باستخدام تعابير لغوية محددة (كلمات-عبارات)، مجلة مركز بابل للدراسات الانسانية، تشرين الاول 2024، المجلد: 14، العدد: 4 .

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The Socio-Linguistic Analysis of Teacher's Speech with Pupils for Fifth Primary Class by Using Specific Linguistic Expressions (Words-Phrases)

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المخلص

ان هذا البحث تمت كتابته من اجل تحديد الكلمات والعبارات المحددة التي تستخدم من قبل المعلمين مع تلاميذهم سواء كانت الكلمات ايجابية او سلبية والتي تؤثر في زيادة او تقليل مشاركة التلاميذ في الدروس من اجل الحصول على تعلم افضل. هذا البحث يهدف الى تحديد نوع المفردات والعبارات المستخدمة من قبل المعلمين وتحديد لفظ المفردة والعبارة المستخدمة ضمن المنطقة الجغرافية في محافظة نينوى وكذلك معرفة العلاقة بين ثقة التلاميذ بأنفسهم والصفات الديموغرافية الاجتماعية مثل العمر، الجنس، مستوى التحصيل الاكاديمي للوالدين و مهنة الوالدين وكيفية الاستخدام المناسب للكلام لتدريس اللغة الانكليزية كلغة اجنبية . ان استخدام الكلمات والعبارات المناسبة تعتبر المفتاح الرئيسي الذي يحول الافكار الى عادة حقيقية ايجابية. لكي نتمكن من معرفة الكلمات الايجابية والعبارات الايجابية المستخدمة من قبل المعلمين مع التلاميذ قمنا بتسجيل مجموعة من التسجيلات الصوتية للدروس لمجموعة مختارة من المدارس في محافظة نينوى. ان من اهداف هذا البحث هو معرفة الكلمات، العبارات، افعال

الكلام والتي تستخدم في الغالب من قبل معلمي اللغة الانكليزية اثناء التعليم للتلاميذ. إن عينة البحث هي تلاميذ الصف الخامس الابتدائي لعشرة مدارس ابتدائية في محافظة نينوى. استنتجت الدراسة بأن استخدام الكلمات، العبارات وافعال الكلام تحدد نوع الطريقة التعليمية وبالعكس. إن معلمي اللغة الانكليزية يأملون بأنيساعدوا التلاميذ في تحقيق وتطوير القدرة التواصلية لديهم من خلال اسلوب التعلم التعاوني باستخدام الكلمات، العبارات و افعال الكلام والذي يعزز ثقة التلاميذ بأنفسهم. ان هذا البحث حدد بعض الصفات اللغوية الاجتماعية لأفعال الكلام المستخدمة من قبل المعلمين مثل (التشجيع، التهديد) والذي يستخدمه المعلمون في تعليمهم

ABSTRACT

This research has been written to determine the words and phrases used by teachers with their pupils regardless these words are positive or negative words which influence increasing or reducing the participants' pupils in order to get better learning. This research aims determine the kind of words and phrases used by teachers as well as their regional articulation. As well as the relationship between the pupils self-esteem of pupils and their socio-demographic characteristics of age, gender, level of parent education, and occupation of parents. The using of suitable words and phrases is regarded the keyword of transformation of the ideas into actual positive habits. To know the words, phrases, and speech acts used by teachers we have recorded many recordings in chosen samples of schools in different parts of Nineveh governorate. The purpose of the research is to find out words, phrases, and speech act classification mostly used by an EFL teacher while teaching their pupils. The sample of study is five primary schools in Nineveh governorate. The study concludes that the choice of some words and phrases and speech acts classification determine the teaching approach and vice versa. English teachers wishing to help pupils achieve communicative competence by using more friendly, cooperative words and phrases with directive speech acts assist their self- confidence. This research determined some sociolinguistic features of a particular speech act (encouraging and threatening) which used by teachers in their teaching.

1.Introduction

The teaching of English needs to be focused on not individual conveying information such as syntax, words, and terms nevertheless likewise capability to transfer the sociolinguistic ally-proper (Hadley, 2003). It is to make pupils of future viewpoints advocate verbal dialectal that charity is the global instrument of communication as well as the manner of communication. Once English is cast off as a style to interrelate in



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situations situations situation diverse situations, the capacity to direct connotations suitably convert extremely substances in teaching linguistics (Hadley, 2001:168).

Similarly, overhead since overhead truths that EFL instruction is not on its path designated by incidences of perceptual incongruities besides scholarship problems in so many behaviors. It can be presumed that the rudimentary notion of CLT (Communicative Language Teaching) which obligates develop the essential method of EFL in Iraq is off-target. CLT does not eliminate attention on metalinguistic consciousness of understanding, instructions of grammar, dissertation, and community suitability. (Nurani, N. P. (2015-144:145).

Hashim, S. S. M. (2015:58) states that the most famous technique used by Iraqi EFL instructors is significances of requirement of outgoing determination of knowledge. Agreeing with Shumin (2002) the idea of talkative skill advanced beneath the opinions of semantic as situation, linguistic as communication, and dialectal as cooperation. The contemporary alignment in socio-linguistic reviewing is to assist learners to contribute extra on creative skills, it means, the classroom must be talented to deliver those chances to take place.

Mey, J. (2001) Argues that a teacher's character, on the other hand, must hold its energetic task to support beginners obtain the aptitude. Certainly, numerous EFL educators have started to move away the old-style typical to be further democratic in regarding pupils' ability. Surrounded by those, the maximum protuberant findings that detected is the carrying out of learners' approach. EFL tutors delivered events and responsibilities that inconsiderately emphasized the participation of total learners in the classroom.

Arani, S. S. (2012) Tackle the labors of production dynamic learners' centeredness are designated by the decrease of instructors' discussion throughout the session. For that reason, In Iraq, the on-going course of schooling English as foreign language (abbreviated TEFL) is still looking for its perfect method to supporter finest production of foreign language knowledge continuously. Rahmani, R (2015). States that several trainers still concentration on the content-based by directing on grammaticality and lexicality features which turn out to be most contributing factor of language learning. In many cases, teachers misled the term 'mastery learning' as successfully transfer whole sections in the textbook or teaching plan.

Celce-Murcia, M. (2000:144-147) Shows that the orientation is not addressed to the proficiency of distant language knowledge. This

condition is produced by syllabus modification without concerning to teachers' specialized education. Consequently, conveying an appropriate information for every teacher ought to be prepared in advance before shifting the formal course.

(Qoyyimah, 2015:204). Explains that communication in addition intervention is created and founded on actual statement settings which can be penetrated during performance through verbal education. Accordingly, instructors requisite to be talented to simplify sociolinguistic skill to be enhanced in the entire procedure of education by discovering tactics, manner and approaches built on precise classroom environment and pupil's aptitude. Enyi, A U. (2016) Expresses that it is reflective to instruct production of learning not merely on syntactic proficiency and planned ability nevertheless correspondingly sociolinguistic fitness as an joined basic communication ability compulsory in talkative proficiency.

Canale & Swain (1980:66-68) Stress that to bargain varied series chances for English pupils to contribute further on fecundabilities, it earnings, teaching space have a duty to be intelligent to deliver those occasions to take place. Teacher's role, supplementary, would hold its vigorous role to assistance beginners obtain the competence. Definitely, numerous teachers have ongoing to cast away the old-style model to be extra unrestricted in regarding pupils' capacity.

The application of learners' centered-approach. Teachers delivered activities as well as everyday jobs that inconsiderately attention on participation of total apprentices in the schoolroom. The labors of manufactured dynamic pupils' centeredness are designated by the decrease of teachers' dialogues throughout the gathering. Mede, E. & Dikitilas, K. (2015:26-27).

Teacher's understanding necessities in the Program comprehend the practice of verbal in societal connotation. They realize the situation, beginners requisite to recognize the communication, background, contributors and types of statement. The inter-relationships of dialectal and social structure. The pupils can put on the language (English) successfully as well as attentiveness of massive potentials in which communication is happening. Language pedagogy contracts with framework of communal in variability of traditions like involvement ideas. (Qoyyimah, 2015).

The accurate confidence drive teachers to incorporate and insurance the sociolinguistics features in teaching strategy. teachers' aimed at the existence of sociolinguistic ability as an united fragment of language-





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planning that show active role in attaining communicative abilities. It is due to the application throughout the course of teaching and learning which would include sociolinguistic drills. (Harmala, M. (2010:68-70).

2. Aims of the Study:

The study aimed to achieve the following objectives:

- 1) To specify the words, phrases and speech act that often used by teacher's while they are interacting with their pupils in Nineveh governorate particularly at fifth primary class.
- 2) To examine Effects of this speech on Pupils and how it works in increasing their education progress in Al-Mosul primary schools.
- 3) To find out the effect of encouraging pupils and threatening them while the teachers giving English language lessons.
- 4) The efforts of making active learners' centeredness are indicated by the reduction of teachers' talks during the session
- 5) To help teachers to motivate pupils to join more on productive skills, it means, classroom would be able to provide those opportunities to take place.

3-Hypotheses:

It is hypothesized that:

1. The inspiring pupils by their teachers obligates positively effect and it increases their learning attain. Whereas the threatening has negative influence on the pupils' motivation and achievements in schools.
2. The socio-linguistic analysis has great importance and it will reveal the correct styles those should be adapted by teachers in presenting their lessons.
3. It is expected that the encouraging words that used by their teachers will facilities lessons especially English language lessons and threatening will decrease pupil's achievements.
4. The ordinance speech acts are used frequently by the teacher since the instructor adopts the standard of Communicative Language Teaching.
5. The lacking of sociolinguistic proficiency and pedagogical treatment will create a huge gap between the teacher and his pupils.

4-Data Collection and Procedure:

The sample of study is ten primary school pupils systemic randomly nominated after a total of 400 schools in Nineveh governorate and in Al-Mosul city center was diagnosed as victims by pupils and teachers. The researcher recorded many lessons by helping of teachers in fifth primary classes. The researcher told the teachers about this recording without



informing them about the research title in order not to confusing them during giving their lessons. The recording has been gathered and written. Finally the texts analyzed with take in consideration the socio- linguistic facts of words, phrases and speech acts. Finally the findings and conclusions has been determined in limit written points.

5.Limits of the Study:

1. To regulate absolutely positive equal of using encouraging words with pupils by their teachers and threatening negatively.
2. To governor the words and expressions used by teachers agreeing with the residential area most frequent uttered by teachers.
3. The investigation of specific words and phrases most common used by teachers in primary schools.
4. The relationship amid the pupils and their teachers by identifying the socio-demographics characteristics of age, gender, level of parents' education.

6.Value of the Study:

This study is hoped to be valuable to :

1. Teachers of English language who are conscious that the communal purposes of the language-in-use requisite a precise fitness to be drilled in the classroom doings. The capability which aid pupil classifies the condition then reflects their expressions contextually in the given situation. However, the Iraqi EFL background stresses resident matter, consequently the correctness need be drilled by using learner's daily social interaction in addition consider it as a local-load for pupils in order to connect successfully in English.
2. The members likewise provided by an instance approximately pupils' everyday statement at school which necessitates them to recognize the context, in addition the content. The contexts of communal denotations fabricated after pupils' relations with their teachers.
3. The teacher's sympathetic of sociolinguistics as a dynamic skill stimulates a new vision. It suggests that every pupil need associate with at any time utterers using the language.

7. Definitions of some terms

1. **Sociolinguistic analysis:** normally mentioned to as discourse analysis, is an interdisciplinary approach which has established in France and English-speaking republics since the 1960s. It is achieved on dialogues as diverse as scientific, artistic, political, religious and other discourses (Yule 1996:178-180).





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2. **The ethnolinguistic shift:** discourse analysis has controlled some researchers to emphasis on delimited societies, phonological rites as well as how: “saying, methods of saying, habits of doing besides existence are tangled to exemplify discourse (Grundy 2008:212-213).

3. **Speech acts:** Austin (1962:156) Argues that speech acts are those acts of creating statement or question, giving commands or order, refusing, complimenting, encouraging, threatening, apologizing, and etc. stated that sometimes, when people utter an utterance, it is not always to describe something.

Lei, X. (2009:77) Defines them by uttering utterances, they actually do something. The speech act itself express how the teacher uses language to achieve his or her intended action and how the student concludes the intended meaning of what he or she said.

4. **Pragmatics:** Ilyas, S. & Khushi, Q. (2012:148-149) State that pragmatics is a broad term in the field of linguistics. simply defined pragmatics as the study of language in use.

Yu, M.C. (2006:11) pointed out that pragmatics is characterized by the idea that language is used by its user and the use of language depends on norms, rules and beliefs exist in the community where the users live. This means that Pragmatics is a branch of linguistics knowledge which encompasses the blending of the knowledge of morphology, phonology, syntax and even semantics. Pragmatics has something to do with the fact that users use language in context and that language is restricted to culture.

8. Design: A descriptive design

cross-sectional study was carried out at the Al- Mosul primary schools from the period of the 20th January 2023 to the 25th of April 2024. Setting: The study was carried out at Al- Mosul Governorate; Al-Mosul city center and Al-Baaj district, whereas, the researcher selected 10 primary schools randomly from a total 400 schools. The sample of study is 230 pupils in primary schools Precisely 5th grade both gender diagnosed as participants by the teachers. The instrument of analysis consists of eight parts. The first section covers the nouns, verbs, adverbs, simple present, speech act, abbreviations, standard words and finally vernacular words.

School Number	nouns	Verbs	Adverbs	Simple present	Speech act encourage and warning	abbreviations	Standard words	Vernacular words
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1	36	10	4	8	6	3	23	10
2	22	16	3	12	8	2	15	18
3	43	23	2	16	14	5	38	13
4	33	29	4	21	16	8	31	11
5	24	31	8	26	14	9	41	18
6	32	26	6	14	23	7	42	9
7	26	28	8	19	26	3	34	7
8	18	32	4	27	21	9	47	4
9	30	32	3	29	24	6	36	9
10	25	29	4	24	15	8	41	5
Total	279	246	46	196	167	60	348	104

Table (1) teachers' speech analysis with their pupils for fifth grade

We will tackle three texts of teachers' pupils interaction in primary schools as a sample of study. They have chosen randomly from ten recorded lessons of the teachers' speech with their pupils during giving lessons in different primary schools in Nineveh governorate.

Text one

This text is among the Teacher Khalaf Hamdan Salim and the pupils. They take part in this interaction in an organized manner which is adopted by the teacher. The place of this interaction is Al-Badya primary school for boys in Al-Baaj district which followed to Nineveh governorate. He followed an interesting way of teaching and built on modern methods. He motivates them to participate in the lesson. The teacher includes enjoyable activates, songs and games in his lesson.

The Teacher: Good morning pupils. صباح الخير يا تلاميذ.

The Pupils: Good morning teacher. صباح الخير استاذ.

The teacher: How are youmy sons? يا اولادي اشلونكم

The pupils: We are fine. احنا زينين.

The teacher: Excellent, open your books. Rush up mysons, respectable boys. Today we will take a new subject in your books for the fifth grade, they are the seasons. We have four seasons in a year. Listen to audio and say them after me. ممتاز افتحوا كتبكم استعجلوا ولدي. خوش ولد محترممين. اليوم راح ناخذ موضوع جديد موجود بكتبكم للصف الخامس وهو فصول السنة احنا عدنا اربعة فصول بالسنة اسمعوا التسجيل وكولوهم بعدي





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The teacher: I am saying them summer, autumn, winter, spring. الصيف الخريف الشتاء والربيع

The pupils: Repeating after their teacher: الاولاد يرددون بعد المعلم

The teacher: O.k. clever pupils. Hussam, Mohamed, Fahad and Jasim say these four seasons each one of you say one season. المعلم تمام تلاميذ شطار. ياحسام، محمد، فهد و جاسم كولو هذول الفصول الاربعة كل واحد منكم يكول فصل

Hussam, Mohamed, Fahad and Jasim saying four seasons correctly: حسام، محمد، فهد و جاسم يقولون الفصول الاربعة بصورة صحيحة

The teacher: May Allah protect you all my sons. يا ولدي المعلم الله يحفظكم.

The teacher: I will ask you tomorrow about the four seasons my sons. باجر راح اسالكم عن الفصول الاربعة زين ولدي.

The pupils: ok teacher we will memorize them all tomorrow. ميخالف استاذ باجر راح نحفظهم

The teacher: you are clever and polite pupils. انتم تلاميذ شطار ومؤدبين

The interaction is introduced by the instructor Khalaf (**initiation**), who is the first member to take turn in this communication. The subject is on every day lesson in English language's book for the fifth primary stage. The hearers are fifth stage. The tutor receives his pupils (**greeting**). He uses "good morning to open the discussion then he enhances the expression "pupils" (**noun**) to display the (**socio-linguistic**) relation amid him and his pupils. The pupils reply to their teacher saying, "good morning teacher". They welcome their teacher and use the (**noun**) "teacher" to indicate that they are recognize the supposed besides predictable answer. The educator carry on his speech by saying, "How are you"? It is a official manner to advance salutation, as well as his pupils response him by "we are fine thank you". They respond chorally as one pupil, they use the pronoun (**we**) which be appropriate to the speakers. The pupils use this pronoun since it is used to express their emotions individually. The teacher develops this interaction by saying "good, open your books", he commands and instructs them to open their books (simple verb), his language is dissimilar after the language used by his pupils as he can use the directions and commands. He orders them to "rush up" and he uses the words "**my sons**" he blends two styles the first one is order and the second one is request. This shows his capability to switch the lesson. In addition to he enlightens his pupils (**informative**) that they will tackle a new subject, he uses the adjective (**new subject**) to entice his pupil's care as well as that he will clarify a new subject specifically, the four seasons. He continuously tries to evade the formal style taking into consideration their ages, and range of comprehension.



The teacher shows the seasons' names in their book for the fifth stage are (**summer**) and (**autumn**) and he inscribes them on the board. The teacher uses the pronoun and noun (**my sons**) to display that though their relation is formal, but it must be surrounded by warm relationship. The teacher inquires his pupils (**request**) recurrence the word after him in order to make them remember it. The teacher reiterates the seasons' names (**summer, autumn, winter and spring**) twice and his pupils echo them after him. He repeats the nouns (four seasons) twice and his pupils repeat them after him for emphasis. The teacher assesses the situation by saying "**O.k.**" (**evaluation**). The teacher gave turns to his pupils similarly. He gives the turn to Hussam, Mohamed, Fahad and Jasim (**turn taking**) to contribute in the lesson. The teacher diverges his tones while talking his pupils, he starts with a low tone then upsurges his voice as soon as he wants to highlight words, orders and instructions. The teacher uses words are alike to father's words in using the strengthening and the punishment. He uses (**my sons**) (**my children**) (**my dear boys**) to prompt intimate relations. The teacher uses the noun (tomorrow). Then, the pupils answered politely to their teacher by saying (**yes, teacher**) **acceptance** to show their admiration and love to their teacher. The simple present tense is used in this interaction. The language grades from (**formal**) to (**informal**) The vocabulary reproduces the positive relation between the teacher and the pupils as he uses orders. Then the teacher encourages them by saying the word "**excellent my sons**" to stimulate them. His positive feelings affect their successes because these feelings produce intimate relationship between the teacher and his pupils (**intimacy**) and his style of teaching supplements flexibility to their understanding. The pupils use the ok teacher (**abbreviation of acceptance**) Then and there the teacher finishes his speech by saying you are clever and polite pupils to encourage them to participate in each lesson by using two adjectives (clever and polite) The pupils follow their teacher's instruction (**acceptance**) and they repeated after him because they highly engaged in the lesson. The teacher is an educated person because he is the model to his pupils and they try to imitate him (**imitation**) in their speech and acts. Finally the interaction is terminated by the teacher who takes the turn and he departs the class by saying "**good by my sons**" to end the lesson with the intimacy feeling with his pupils and the pupils take the last turn and answer "**good by teacher**" which is a formal way of answer and it includes the noun (**teacher**) which is a formal address. Here we can say that the teacher has the supremacy to change his style in the way of addressing his pupils. His character has the chief part in determining the nature of relationship between them. His style is the major affect factor





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which attained by his own effort. His socio-linguistic capacity is marked at the level of teaching because it organized the roles, styles, types of words and type of sentences (**interrogative, negative, and statement**). The succeed teacher is the one who has the ability to make the pupils still **attentive** most of the lesson's time. And the succeed teacher is the one who has the ability to vary the activities of the lesson. The social group construction is with great value to the teaching process because it affects the type of methods those applied by the teachers and the type of social relations among the pupils themselves. The succeed teacher is the one who makes his pupils affect by his personality; moreover make them try to learn as much as it possible from him, because the perfect teacher is one who gives his pupils the most permanent knowledge and knows the individual differences among his pupils. Finally the perfect teacher is the one who knows his pupils social backgrounds, their origins and their beliefs and attitudes and he wisely uses these things to serve the teaching process.

Text two

This interaction is among Ashraf Ahmed Mustafa the teacher in Al-Nabaa Al-Adheem primary school for boys in Mosul governorate

The teacher: good morning boys. صباح الخير اولادي

The pupils: good morning teacher. صباح الخير استاذ.

The teacher: our lesson is unit 7 lesson 2 درسنا اليوم هو الوحدة السابعة الدرس الثاني

The teacher: our future plans حول خططنا المستقبلية listen and tick and we will listen to the track. استمع واختار الصورة الصحيحة

The teacher: plays the audio twice. المعلم يشغل صوتيات الدرس مرتين

The teacher: My dear sons I want to know what did you understand from the audio. ولدي الغالين اغيد اعغف اش فهمتو من التسجيل

Manaf: Egypt. مصر

The teacher: excellent. Do we you know what's the meaning of photo? عفية زين تعغف اشنو معنى هاي الكلمة

Suhaib: استاذ معناها صورة

The teacher: perfect my lovely son. ممتاز ابني الغالي

The teacher: (to his pupils) open your books on page ninety-two What's the spelling of (holiday). كوي افتحوا صفحة اثنين وتسعين ماهو املاء هالكلمة

Muslim: writes it on board in correct. مسلم يكتبها بصورة غير صحيحة



The teacher:No. Look at the board carefully. Is it correct? لا اغشعها كويس على السبورة . تمام كتابتك صحيحي؟

The pupils: making noisy voice. التلاميذ يعملون ضوضاء

The Teacher: I won't give you high marks because you make noise. انا ماغاح اعطيكم درجات عليه لان كوي عتعملون از عاج وفوضى

The pupils:sorry teacher forgive uswe won't do it again. اسفين استاذ سامحنا بعد مانعيدها .

The teacher: That's o.k. clap to you all.

كوي هالمرة ميخالف تصفيق للكل

The interaction is initiated by the teacher Ashraf Ahmed (**initiation**), who is the first member to take turn in this interaction. The topic is on every day lesson in English language's book for the fifth primary stage. The listeners are fifth stage. The teacher greets his pupils (**greeting**). He uses "good morning" to open the conversation and he adds the word "pupils" (**noun**) to show the (**socio-linguistic**) relation between him and his pupils. The pupils respond to their teacher saying, "good morning teacher". They greet their teacher and use the (**noun**) "teacher" to show that they are know the correct and accepted answer. The teacher continues his speech by saying, "How are you"? It is a formal way to develop greeting, and his pupils answer him by "we are fine thank you". They respond chorally as one pupil, they use the pronoun (**we**) which belongs to the speakers. The pupils use this pronoun because it is used to express their emotions individually. The teacher develops this interaction by saying "good, open your books", he orders and instruct them to open their books (simple verb),our future plans.his language is different from the language used by his pupils because he can use the instructions and order. He talks to them by using(My dear sons) to make a mixture between socio and linguistic expressionsand he uses the words "**my dear sons**" he mixes two styles the first one is order and the second one is request. This shows his ability to control the lesson. And he informs his pupils (**informative**) that they will tackle a new subject, he uses the adjective (**new subject**) to attract his pupil's attention and that he will explain a new subject namely, theour future plans . He always tries to avoid the formal style taking into consideration their ages, and range of comprehension. The teacher shows the new words on board in their book for the fifth stage are (**Egypt**) and(photo) he writes them on the board. The teacher uses the pronoun and noun (**my sons**) to show that although their relation is formal, but it should be surrounded by intimate relationship. The teacher asks his pupils (**request**) repeat the word after





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him in order to make them memorize the written words. The teacher repeats the seasons' names (**Egypt, photo, holiday,**) twice and his pupils repeat them after him. He repeats the nouns twice and his pupils repeat them after him for emphasis holiday then the pupils write and read the words correctly. He teacher orders his pupils he uses the imperative verb look (**orders**). The teacher threaten his pupils (**I won't give you high marks**) (**threatening**) since they make noises. The pupils respond (**turn taking**) by saying (**forgive us**) to show their (**apologizing**) for making mistakes in the lesson. The teacher uses (**my sons**) (**my children**) (**my dear boys**) to express intimate relations. The simple present tense is used in this interaction. The language used in this lesson is (**informal**) The vocabulary reflects the Mosuli vernacular dialect as this school lies in the left part of Mosul city. The relation between the teacher and the pupils as he uses orders. Then the teacher encourages them by saying the word **ok.my sons**" to motivate them. He creates intimate relationship between him and his pupils (**intimacy**) and his style of teaching adds flexibility to their understanding. The pupils use the ok teacher (**abbreviation of acceptance**). The pupils follow their teacher's instruction (**acceptance**). The dialect which used in this interaction reflects the Mosuli dialect which limited to use in Mosul governorate which has unique characters not found in other governorates of Iraq. This has the great association between socio and linguistic fields. The speech act is widely used by teachers in different areas of Iraq.

Text three

This interaction is among the teacher Ali Jassim Hussein and his pupils for fifth primary class in Adaan primary school in the left part of Mosul city unit 7 lesson 3 At the airport.

The teacher: my lovely pupils (listen and point track 100) المعلم تلاميذي الحبايبين اسمعوا واشروا على الصورة

The teacher: It's my bag. It's mine. It's your book, it's yours. انها حقيبتي انها ملكي. انه كتابك انه ملكك.

The pupils: saying the phrases individually and chorally. يقول التلاميذ العبارات فرديا وجماعيا

The teacher: I am saying the phrases. I am opening the book at page. انا اقول العبارات. انا افتح الكتاب صفحة 94

Hussam: I can read this word teacher. انا اقدر اقرا هالكلمة استاذ

The teacher: Good read it and look at the second group, they are looking at the picture of a cat. عفية اقرأ وشوف المجموعة الثانية. هم ينظرون الى صورة القطه (البزونه)

The pupils: ما هذا الشيء؟ What is that?

The teacher: انه حصان. It is a horse.

The pupils: انه حصان. It is a horse.

The teacher: عفية الصورة الثالثة هي صورة؟ Good, the third picture, is a dog?
الكلب

The pupils: هل ذلك كلب؟ Is that a dog?

The teacher: نعم انها صورة كلب. Yes, it is.

The pupils: نعم انها كذلك. Yes, it is.

The teacher: (to Abdullah) Good Abdullah my son. What is the last picture ?
مع عبدالله عفية عبدالله ابني. شني اخر صورة؟ المعلم

The pupils: ارنب. It is a rabbit.

The teacher: Excellent, clap. Ibrahim, come here and read the first word.
ممتاز تصفيق. ابراهيم تعال واقرا الكلمة الاولى

Ibrahim: هذا. "This".

The teacher: Good.now I am writing this word. What does it mean in Arabic?
عفية هسه انا كاعد اكتب هاي الكلمة شنو معناها بالعربي؟

Ibrahim: هذا للقريب المفرد. "Hatha" to the near singular.

The teacher: Good, read the second word. زين اقرا اللمة الثانية.

Ibrahim: ابراهيم : الكلمة الثانية ذاك للبعيد. "that". The second word is "that".

The teacher: Good, Raise your voice loudly so that your friends can hear it.

خوش علي صوتك حتى اصدقائك يطيقون يسمعونك

Ibrahim: ذلك (بصوت عالي مسموع من (with aloud voice). "That".
الجميع)

The teacher: Good. Go back to your seat quickly. Come here Amar read this word.
المعلم: عفية ارجع لرحلتك بسرعة. تعال هين عمار اقرا هاي الكلمة

Amar: عمار: هذا. This.

The teacher: What does it mean? المعلم: شنو معناها

Amar: هذا "Hatha"

The teacher: Good, Amar. You are a clever pupil. Now I will ask you about the names of the animals in this picture, what is the first picture?
عفية عمار انت تلميذ شاطر. هسه احنا راح نسأل عن اسماء الحيوانات بالصورة شني اول صورة؟





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Abdullah: Bird. عبدالله: عصفور

The teacher: Good, Abdullah (clap to Abdullah). Khalid the second word what is it? عفية عبدالله (صفقوا لعبدالله). خالد الكلمة الثانية شنو هيا ؟

Khalid: (to his teacher) a horse. خالد: (يجيب معلمه) حصان

The teacher: Good, Khalid well done. What is the other word?

عفية خالد احسنت. وشنو هي الكلمة الاخرى

Ta'lal: (to his teacher) A cat. طلال (يجيب معلمه) بزونه

The teacher: Good. It is a (cat) Clap to everybody. Now read the English letters. تصفيق لكل هسه اقرؤا الحروف الانكليزية

The pupils: (A, B, C....Z). (a الى z) التلاميذ يقرؤون الحروف من

The teacher: You are good pupils. I want to check your homework, well done Tallal good Ibrahim, Khalil did you let another person write your homework. انتم خوش طلاب اريد اجيبك واجيبكم عفية طلال، عفية ابراهيم، خالد انت خليت غير واحد يكتب واجبك البيتي

The teacher: (to the pupils) Now you should keep in your minds that the word "this" is a demonstrative pronoun used with the close singular, and the word "that" is a pronoun of the far singular, the animals are cat, bird, horse and rabbit. Keep them in your minds I will ask you in the next lesson if Allah wishes. Now, sing with me the song "Hello, stand up, sit down" المعلم: هسه انتم لازم تخلون ببالكم انه هاي الكلمة (هذا) نستخدمها مع المفرد القريب، وكلمة (ذلك) نستخدمها مع المفرد البعيد، الحيوانات القطة، العصفور، الحصان والارنب. خلوهم ببالكم انا راح اسالكم بالدرس الجاي ان شاء الله. هسه غنوا معاي اغنية "مرحبا قيام جلوس"

The pupils: (They sing the song). التلاميذ: يغنون الاغنية

The teacher: Goodwell done by my sons. عفية احسنتم يا اولادي

The pupils: Good by our teacher. التلاميذ: مع السلامة استاذ

The interaction is initiated by the teacher Ali Jassim Hussein (**initiation**), who is the first member to take turn in this interaction. The topic is on every day lesson in English language's book for the fifth primary stage. The listeners are fifth stage. The teacher greets his pupils (**greeting**). He uses "my lovely pupils" to open the conversation and he adds the word "pupils" (**noun**) to show the (**socio-linguistic**) relation and intimacy between him and his pupils. The pupils respond to their teacher saying, the phrases individually and chorally. The teacher continues his speech by saying "It's my bag. It's mine", He reads the phrase found in the lesson which includes (**noun**) bag and possessive pronoun (**mine**) They respond chorally as one pupil. The teacher continuous of speaking "I am saying the phrases". Hussam interruptshisteacher (**interruption**). The teacher teaches them how to use the interrogative phrase (**what is that**)

(**interrogative**) to ask about things and the pupils read this phrase twice. This interaction by saying "goodread it", he orders and instructshim to read the word.The used the (**simple verb**),. The language is different from the language used by his pupils because he can use the instructions and orders.The teacher says“**good Abdullah**” He talks to one of his pupils by using(**adjective and proper noun Abdullah**) to encourages him and show intimacy a mixture between socio and linguistic expressionsand he uses the words "**my dear son**" he mixes two styles the first one is order and the second one is request. The teacher calls “**Ibrahim, come here and read thisword**” to shows his ability to use the **intimacy** with (**speech act**)in the lesson. The teacher says“**good, raise your voice**” he uses (**imperative verb after an adjective good**). The teacher repeats his **encouragements and orders** to motivate the other pupils for(participation). He makes a mixture of standard Arabic and vernacular Arabic to help his pupils to be familiar with this variety of using language. Good, Amar. You are a clever pupilAnd he informs his pupil (**informative**) that they will a new question, he uses the future adverb(**will**) and the verb (**ask**) to attract his pupil's attentionthe names of the animals. He continuously tries to avoid the formal style taking into consideration their ages, and range of comprehension. The teacher shows the new words on board in their book for the fifth stage.(**clap to everybody**). The teacher uses the verb clap and demonstratives everybody to inform them that all of them are good pupils and their participation is excellent.The teacher tells them that in the next lesson if Allah wishes (**religious tradition**) to show that he will make a rapid orally exam for them in next lesson. He emphasis that the relation is formal, but it should be surrounded by intimate relationship. The teacher asks his pupils (**request**) to sing the song the with him in order to make them memorize the new words. The teacher says (**goodwell done by my sons**). (**adjective adverb possessive adjective and noun**).The teacher terminated the interaction by saying (**good bye my sons**). The pupils respond (**turn taking**) by saying (**good bye our teacher**) (**termination**) to show their happiness in the lesson.

9- Conclusions:

The Iraqi teachers' background knowledge about sociolinguistics enhances sociolinguistic competence to be developed in the actual classroom settings. Without an adequate background of belief and knowledge about sociolinguistic competence, Iraqi- Mosuliteachers may face difficulties to transform their teaching. We found that the possibility of teaching sociolinguistic competence which always takes place under



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the traditional grammar-based method and thus should be transformed. The knowledge backdrop will always influence the practices. As has been discussed previously, the relationship of teacher's knowledge about sociolinguistics will lead the pedagogical efforts to cover sociolinguistic features. The findings of this study showed that the Mosuli teacher's knowledge sociolinguistic competence is adequate. They can provide an actual explanation and description based on the classroom experiences they face in their routines. The teachers also believe that sociolinguistics can be learned and taught through formal English pedagogy instruction. Nonetheless, these teachers also believe that the teaching of sociolinguistics in EFL setting is likely to be difficult due to some practical and environmental constraints. This study also identified conflicts between teacher's beliefs with the implementation that actually occur in the real classroom situation. Thus, peripheral knowledge possessed by teacher about sociolinguistics can be said as the base on the views of their current classroom context. The vocabulary reflects the Mosuli vernacular dialect as this school lies in the left part of Mosul city. The relation between the teacher and the pupils is parental relation. He uses **orders** and **request**. Then, the teacher encourages them by saying the word **my sons**” to motivate them. He creates intimate relationship between him and his pupils (**intimacy**) and his style of teaching adds flexibility to their understanding. These factual knowledge are the key components of effective classroom management in foreign language teaching. Having sufficient factual knowledge about sociolinguistic competence would be helpful for EFL teachers to design the pedagogic instruction for the classroom. Moreover, EFL teachers can facilitate the appropriate strategies and approaches for learners to get more exposure to sociolinguistic competence.

Finally the teacher was able to portray the concrete usages of sociolinguistics in pedagogy such as social contextual factors, stylistic appropriateness, cultural and non-verbal communicative factors as mentioned. Teachers' procedural knowledge about sociolinguistics in pedagogy to encounter presentation, responding and understanding turn-taking signals able to produce proper expressions and using language covers sociolinguistic components teachers' lack of knowledge to teach and need to be improved become an element for future career, interaction, to be polite and good moral represented by Arabic standard and Iraqi vernacular. Social contextual in this case is rated to be the most reliable component can be concluded as represents of sociolinguistic competence. This study proved that the lower levels of language

competence, sociolinguistic and pragmatic competences were considered important in compensating for lacking linguistic competence.

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