

Suggestion and Advice in Three Selected Plays

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Abstract

Both advice and suggestion are acts used in daily communication. They are ways of influencing other people. They are milder than commands since the decision about what to do is in the hands of the hearer, but in practice they are tactful ways of giving command or instruction, thus, they are regarded as face-threatening acts that need to be softened or mitigated.

Therefore, this paper aims to study the two directive acts, namely suggestion and advice aiming to show the similarities and differences between them and set the strategies used to indicate each act. Besides, the two acts in question will be applied to some texts in three selected plays: "Flowering Cherry", "The Tiger and the Horse" by Robert Bolt and "Who is Afraid of Virginia Woolf?" By Edward Albee to show which strategy is used more frequently to indicate each act in the selected plays.

Keywords: Suggestion, advice, face-threatening act, similarity, difference, felicity conditions, structural realization, strategies, plays, Flowering Cherry, The Tiger and the Horse, Who's Afraid of Virginia Wolf.

The Concept of Speech Acts

The concept of speech act, as introduced by the British philosopher J.L. Austin (1962), is one of the basic ingredients of pragmatics.

Austin (1962:8) develops the first systematic theory of utterances as human action. He derives his theory from the basic notion that language is used to perform actions. According to Austin, when one uses language, he/she does things such as suggesting, advising, laying bets, etc. The theory of speech acts describes how this is done. Thus, Austin (ibid.) defines a speech act as "the act of uttering a certain sentence in a given context for a determined purpose."

Austin firstly, as Verschueren (1999: 22) states, highlights the distinction between constative and performative utterances. The former are utterances which describe things existing in the world, or state facts about them. They have the saying elements only and are evaluated along a dimension of truth. The latter are utterances the production of which performs an action. They cannot be true or false; rather, they are evaluated along a dimension of felicity conditions (FCs). These conditions include using the right words by the right person(s) in the right situation.

Austin comes up with an idea that in producing an utterance, a speaker performs three acts simultaneously. These are: a locutionary act which is the act of producing sounds and words with their referential meaning. An illocutionary act which is the act of doing something by saying something, thus, it is the act which results from the illocutionary act. A perlocutionary act is the act of causing a certain effect on the hearer and others, such as convincing, persuading, etc. (ibid.)

In an attempt to bridge certain gaps in Austin's theory of speech act, J.R. Searle (1969: 23-4) makes several contributions to the theory. He proposes a framework of rules or conditions governing the successful production of acts that are commonly used in communication. These conditions are called felicity conditions (FCs). They include:

- 1- Propositional content conditions (PCC) which concern the propositional act.
- 2- Preparatory conditions (PC) are about background circumstances and knowledge about speakers and hearers that must hold prior to the performance of the act.
- 3- Sincerity conditions (SC) which concern speakers' intentions, beliefs, and desires.
- 4- Essential conditions (EC) are related to the illocutionary point of an act, namely, "what the utterance counts as."

Austin's Classification of Speech Acts

Austin (1962: 150-1) proposes a classification of speech acts into five general classes as follows:

Verdictives are acts typified by the giving of a verdict by a judge, arbitrator, or umpire. Examples are: acquit, grade, estimate, diagnose, etc.

Commissives are acts that commit the speaker to a course of a future action, but also include declarations or announcements of intention. Examples are promise, guarantee, bet, oppose.

Executives are the exercising of power, right, or influence in the giving of decisions in favour of or against a certain course of action. Examples include: appoint, advise, grant, authorize, etc.

Behabitives are acts which have to do with attitudes and social behaviour. Some examples are: apologize, challenge, complaint, criticize.

Expositives are acts that clarify how utterances fit into ongoing discourse, or how they are being used. They include: argue, affirm, ask, etc.

Searle's Classification of Speech Acts

Searle (1969:65) distinguishes five major classes of speech acts; each constitutes a host of other sub-acts which can be distinguished from each other by their felicity conditions. These include:

Assertives (representatives) are speech acts that have a truth-value which state what the speaker believes to be the case or not. In using an assertive, the speaker fits his/her words to the world. Examples include: asserting, concluding, stating, etc.

Expressives are speech acts that tell about the feeling of the speaker. They express the psychological state of the speaker in statements of pleasure, pain

dislike, joy or sorrow. In using an expressive, the speaker does not get the world or the words to match each other. Examples are: thanking, complaining, criticizing, etc

Declarations are speech acts which in their production, the world is altered. In order for declarations to be performed appropriately, the speaker must have a special institutional role in a specific context. These are the acts which Austin gave the name "performatives".

Directives are attempts to get the hearer to do something. They express what the speaker wants. This class includes: command, order, advise, suggest, and so forth. They can be both positive and negative. In using a directive, the speaker attempts to make the world fit the words (via the hearer).

Commissives are speech acts which commit the speaker to some future course of action. They express the intention of the speaker. Acts such as promise, refusal, threat, and offer are of such kind. In using a commissive, the speaker undertakes to make the world fit the words.

The Speech Act of Suggestion

Suggestion is an utterance which is voluntarily issued by the speaker. It leaves to the hearer the option to accept or reject what is suggested to him/her. This means that when the speaker proposes to the hearer a particular suggestion, he/she does not impose a kind of imposition to accept it; rather, he/she is free to accept or refuse it. (Kratzer, 1991:645)

Suggestions, according to Searle's classification of speech acts, belong to the group of directives which are acts in which the speaker's purpose is to get the hearer to commit himself/herself to some future course of action. Thus, both the speaker and the hearer are to be taken into account when producing directive speech acts. (Thomas, 1995:161)

Thus, a suggestion is an utterance in which the speaker wants the hearer to do something that will be beneficial to the hearer. Therefore, the speaker is doing the hearer a favour because it is not obvious to both the speaker and the hearer that the hearer will do the act without the suggestion being made. (*ibid.*)

For Rintell (1979: 97), suggestions are acts in which the speaker asks the hearer to perform an action that will potentially benefit the hearer. Despite this fact, suggestions are regarded as face-threatening acts since the speaker is in some way intruding into the hearer's world. As such, suggestions are regarded as an imposition upon the hearer by affronting his/her negative face.

Barenjee and Carrel (1988:319) state that several concerns should be observed while making suggestions: "urgency of the suggestion", "degree of embarrassment in the situation" and "social distance and power between the speaker and the hearer." Thus, the speaker should try to mitigate the effect of offence on the hearer by some politeness strategies.

Tsui (1994:65) and Adolphs (2008:45) mention that suggestions belong to Searle's category of advisements or advisives, a sub-category of directives, in which the speaker assigns a course of action for the benefit of the hearer.

Following Martinez-Flor (2005:169), suggestions may be regarded as components of a broader speech act that involves the act of advice. This assumption is made on the grounds that inclusive-we suggestions can imply benefits for both the speaker and the hearer, while a piece of advice is in the sole interest of the hearer.

Felicity Conditions of Suggestion

Edmondson (1981:141) assumes that suggestion has the following felicity conditions:

1. **The propositional content condition (PCC):** the speaker wishes the hearer to believe that the speaker is in favour of hearer's performing a future act as in the interests of the hearer.
2. **The preparatory condition (PC):**
 - A. In making a suggestion, the speaker assumes that it is possible for the hearer not to do the suggested act.
 - B. The speaker assumes that it is possible, though not definite, that the hearer will do the act after the suggestion.
3. **The sincerity condition (SC):** the speaker believes that it is a good idea for the hearer to do the suggested act.
4. **The essential condition:** the speaker wants the utterance to count as a suggestion to the hearer to do something which may be beneficial to both of them.

Linguistic Realizations of Suggestion

Thomson and Martinet (2001:251-2) mention that suggestions can be realized through the use of different expressions and formulae as follows:

- A. First person suggestions with **let's** or **shall we**
 - Let's get the paint today, shall we?
 - Shall we invite Bill?
- B. First and second person suggestions through the use of the following expression: **why don't we/you+infinitive** or **why not+infinitive/expression of time or place**:
 - Why don't we meet and discuss it?
 - Why not meet and discuss it?
 - Where shall we meet? - Why not here? / Why not at the hotel?
- C. First, second or third person suggestions with suggest or propose:
suggest (+possessive adjective)+gerund or **suggest that+subject+present tense/should**. (**propose** is used in exactly the same way but is slightly more formal than suggest).
 - I suggest (your) selling it.
 - We suggest that you should sell it.
 - I propose that the secretary sends in/should send in a report.

Thus, Leech and Svartvik (1996: 168) state that suggestions are either including the speaker or are denoted to the hearer only. Both can be realized through different realizations:

A. Suggestions involving the speaker

- Shall we listen to some music?
- I suggest we go to bed early, and make an early start tomorrow.
- How about a game of cards?
- What about having a drink?
- Let's go and eat.

B. Suggestions denoted to the hearer

- You can read these two chapters before tomorrow.
- You could be cleaning the office while I'm away.
- You might have a look at this book.
- Why don't you call at me tomorrow?

Strategies for Expressing Suggestion

Suggestions can be expressed through the use of various strategies including direct strategies, conventionalized strategies and indirect strategies. In direct suggestions, the speaker clearly states what he/she means through the use of a performative verb denoting suggestion as in "I suggest that you change the date of the exam", a noun of suggestion as in "My suggestion to you is to get into that" or imperatives and negative imperatives as in "Try using this computer" "Don't try to use this program." (Bardovi-Harlig and Hartford, 1996:180)

Koester (2002:181) and Tsui (1994:125) remark that the use of a performative verb and a noun of suggestion to denote suggestion is not widely employed in every day life since it is very direct. Also, they state that the use of imperatives is regarded as the most direct and impolite form of making a suggestion since it has the most literal pragmatic force.

The second type of suggestion, that of conventionalized forms, is not as direct as the first type. It allows the hearer to understand the speaker's intentions behind the suggestion. Within this type, a greater variety of linguistic realizations are employed, such as the use of interrogative forms "Why don't you phone this person?",

the use of expressions of possibility or probability "You might leave this for tomorrow", suggestions performed by means of the verbs should and need, and the use of the conditional "If I were you, I would buy a new computer." (Koike, 1996:264)

The third type of suggestion, that is indirect strategies, refers to those expressions in which the speaker's true intentions are not clearly stated. In these indirect forms for suggestions, there is no indicator of the suggestive force in the utterance, so the hearer has to infer that the speaker is actually making a suggestion. The use of different impersonal forms as in "It would be helpful if you could find his telephone number" has been regarded as a way of making indirect suggestions. (Hinkel, 1994:71-2)

The following table summarizes the various linguistic strategies used to express suggestion:

Table (1) Suggestion Linguistic Strategies

Type of Suggestion	Strategy	Example
Direct	Performative verb	I suggest that you.....
	Noun of suggestion	My suggestion would be.....
	Imperative	Try using.....
	Negative imperative	Don't try to.....
Conventionalized	Interrogative forms	Why don't you....?
		How about/what about.....?
		Have you thought about....?
	Let's	Let's play football
	Possibility/ probability	You can/you could.... You may/you might....
	Should/ ought to	You should....
	Need	You need to....
	Conditional	If I were you, I would....
	Impersonal	-One thing (that you can do) would be.... -There are a number of options that you.... -It would be helpful if you... -It might be better to.... -A good idea would be.... -It would be nice if....
		Hints
		I've heard that...

Downgraders to Soften Suggestion

It has been stated that suggestions are regarded as face-threatening acts. As such, they should be softened and mitigated in order to minimize the threat to the hearer's face. As a result, Martinez-Flor (2005:70-2) assumes that there are certain devices that soften suggestions. These devices are called downgraders which are markers that play down the impact that a speaker's utterance may have on the hearer.

The first type of downgraders consists of sentence modifiers which are used by the speaker in order to soften the impact that his/her utterance is likely to have on the hearer. These sentence modifiers include "perhaps, just, possibly, etc." as in "You could perhaps buy a new computer." (ibid.)

The second type includes modifiers employed by the speaker to lower the degree of his/her commitment to the state of affairs referred to in the utterance by explicitly showing his personal opinion. These personal modifiers include "I believe, I think, in my opinion, etc." as in "In my opinion, you should buy a new computer." (ibid.)

The third type reflects a kind of anticipatory device used by the speaker to forewarn the hearer about possible negative reactions to the act he/she is about to employ. This type includes the expression "I'm not sure, but..." (ibid.)

The Speech Act of Advice

Searle (1969:7) defines advice as "telling you what is best for you." According to Searle's classification of speech acts, advice belongs to the directive category of speech acts. As a directive act, the speaker wants his/her advisee to do something. In this case, advice-giving is somehow related to a request with the difference that an advice is beneficial to its recipient.

Searle (ibid.) relates the speech act of advice to the group of advisories, which include suggestions and recommendations as well, and notes that advice is considered to be of benefit to the hearer rather than the speaker and that it tells what is best for the hearer. The speaker may hope for a future act on the part of the hearer.

Brown and Levinson (1987:82) state that the speech act of advice is a potentially face-threatening act because it places the hearer into the position that he/she is asked to do something and thus limits the hearer's freedom of action, and because it puts the speaker into a position of authority and power, as someone who knows what is good for the hearer.

Bouwmeester (2010:56) assume that giving an advice leaves the advice getter with the responsibility to consider the advice seriously. For Hinkel (1997:5), advice-giving is a complex speech act that must be performed with caution when the speaker is reasonably certain that the hearer is likely to do what is being advised, that all advice must be hedged and softened and never given explicitly to avoid offending the hearer, and that the speaker is presupposed to have the right or the authority to give advice.

Searle (1969:67) states that in the case of advice giving, the advisor presupposes that he is providing knowledge he has but the advisee does not have, that the advice is wanted, etc.

Felicity Conditions of Advice

Searle (1969:67) presents a set of felicity conditions for the speech act of advice. These can be stated as follows:

1. **The propositional content condition (PCC):** the speaker expects a future act of the hearer.
2. **The preparatory condition (PC):**
 - A. The speaker has some reason to believe that the act will benefit the hearer.
 - B. It is not obvious to both the speaker and the hearer that the hearer will do the act in the normal course of events.
3. **The sincerity condition (SC):** the speaker believes that the act will benefit the hearer.
4. **The essential condition (EC):** the speaker intends his/her utterance to count as an advice which is in the best interest of the hearer.

Linguistic Realizations of Advice

Thomson and Martinet (2001:250) mention that advice can be indicated through the use of different linguistic forms and expressions:

- A. **must, ought to and should** can be used to express advice:
 - You must read this book. It's marvelous.
 - You should grow your vegetables.
 - You ought to plant some trees.
- B. **you had better+bare infinitive**
 - You'd better take off your wet shoes.
- C. **if I were you I should/would.....**
 - If I were you I would buy a car.
- D. **I advise/would advise you+infinitive or I advise/would advise you+gerund**
 - I (would) advise you to apply at once.
 - I (would) advise applying at once.
- E. **why don't you....?**
 - Why don't you learn to play your guitar?
 - Why don't you take a holiday?
- F. **It is time you+past tense**
 - It is time you bought a new coat.
- G. **You may/might as well+infinitive.** This construction can express very unemphatic advice
 - You may as well ask him= it would do no harm to ask him.

Strategies for Expressing Advice

Martinez-Flor (2003:144) remark that there are three types of strategies used to indicate advice. These strategies include: direct, conventionally indirect and indirect strategies.

Direct advice is a pragmatically transparent expression which is classified into four different realizations: imperatives as in "Study", negative imperatives "Don't go out until late", declarative sentences with should or ought to as in "You should study more for that exam", and declarative sentences with performative verbs as in "I

advise you to study more." In this case, the verb advise and the noun advice as in "My advice to you is...." are used.

The second type of strategies, that is indirect conventionalized strategies, includes three linguistic realizations: conditional as in "If I were you, I would study", probability "It might be better for you to study hard", and specific formulae. (*ibid.*)

Matsumura (2001:677) mentions that the difference between direct and indirect advice depends on the strength of the forms used to express advice. For example, forms as "you must", "you should", "you'd better" and imperatives would be categorized as direct advice. Other forms such as "you can/could", "you might want to" and "it may/would be a good idea to" could be categorized as indirect advice.

The third type of advice, indirect nonconventionalized acts, includes those hints in which the speaker's intentions are not made explicitly as in "You want to pass, don't you." (*ibid.*)

Nakagawa and Nishimura (1998:48) present certain key expressions to indicate advice. These expressions include the following:

- You'd better.....
- How about.....?
- Maybe you should....
- I think you should.....
- If you ask me, I would.....
- If I were in your position, I would....
- It might be a good idea to....
- My advice would be.....

The following table summarizes the various linguistic strategies used to express advice:

Table (2): Advice Linguistic Strategies

Type	Strategy	Example
Direct	Imperative	Be careful
	Negative imperative	Don't worry
	Declarative	You should/ ought to/ must/ had better....
	Performative	I advise you to..... My advice is....
Indirect conventionalized	Conditional	If I were you,.....
	Probability	It might be better for you....
	Interrogative	Why don't you....?
	Declarative	You can/ could/ might....
Indirect nonconventionalized	Hints	You want to pass, don't you?

Downgraders to Soften Advice

Like most face-threatening acts, advice has to be softened. Leech (1983:140) says that advice-giving may be regarded to be impositions requiring a softening preface such as "Could I/might I give you a word of advice?"

Suggestion and Advice

1. Both suggestion and advice belong to directives, which are acts in which the speaker's purpose is to get the hearer to commit himself/herself to some future course of action. (Searle,1969:7)
2. Both speech acts are performed to get the hearer take some kind of action. However, the action that is mentioned is directed to the hearer only in the case of advice, whereas in suggestion, it can include the speaker as well as in "Let's try that restaurant"; "Shall we go now?" (Nakagawa and Nishimura, 1998:48)
3. There is no kind of imposition in proposing suggestion and advice. The hearer is left free to accept or refuse them. (*ibid.*)
4. In suggestion, the predicted act is performed either by the hearer or by the hearer and the speaker together, whereas in advice, the predicted act is performed by the hearer alone. (Lakoff and Ide,2005:218)
5. The main feature that distinguishes advice from suggestion is the fact that advice imply a future course of action which is in the sole interest of the hearer, while suggestion may imply benefits for both interlocutors. (Martinez-Flor,2003:140)
6. Both speech acts are face-threatening acts and both of them are rarely given in explicit forms.

7. Advice has the possibility of strong negative connotation, while suggestion is less assertive and forceful than advice. It does not include a negative connotation and it may be tentative. (Matsumura,2001:677)
8. Some synonyms for advice that do not apply for suggest include admonish, offer an opinion, encourage, caution and warn. Meanings unique to suggest include propose, move, submit and advance.

Suggestion and Advice in Some Selected Plays

In this section, certain texts indicating the speech acts of suggestion and advice will be chosen from three selected plays: "**Flowering Cherry**" and "**The Tiger and the Horse**" by Robert Bolt and "**Who's Afraid of Virginia Woolf?**" by Edward Albee. The chosen texts will be analyzed according to the felicity conditions of the two speech acts in question. Then, the type of strategy used to indicate advice and suggestion in each text will be mentioned.

Advice and Suggestion in "Flowering Cherry"

The Theme of the Play

This play concerns a disillusioned unbalanced middle-aged man who escapes from reality into his fantasies of owing a cherry orchard. Cherry neglects his family and chases after his unattainable dreams leaving his wife, Isobel, to hold the home together until she decides to leave him.

Examples of Advice

(1)

Cherry: I'm not well, I know that. I had another turn today.

Isobel: Well, I'm sorry, of course. **You shouldn't drink so much.** Especially that stuff. (Bolt,1967:34)

Situation

Isobel blames her husband, Cherry, because he wants to leave his job and because he drinks a lot. In return, he complains that he is not well so that Isobel advises him not to drink too much.

1. **PCC:** By advising him to stop drinking, Isobel wishes that Cherry stop drinking too much.

2. **PC:** Isobel thinks that it is not obvious whether her husband will stick to her advice and leave drinking too much.

3. **SC:** Isobel believes that her advice will benefit her husband because drinking so much leads to the loss of health.

4. **EC:** Isobel intends her utterance to count as an advice to her husband to stop drinking too much.

Strategy

A direct strategy through the use of the linguistic construction "**you shouldn't**" is used to issue advice in the previous text.

(2)

Isobel: **Well, you can't; and if you take my advice, you won't try again.**

Cherry: no, I won't. (ibid. 80)

Situation

Cherry has some feelings towards Carol, an art student. One day, Carol visits Cherry at home and he kisses her. Isobel is dissatisfied with her husband's behavior and she advises him not to do this again.

1. **PCC:** By advising her husband, Isobel wishes that her husband will not kiss Carol again.

2. **PC:** Isobel thinks that it is not obvious whether or not Cherry will take her advice in consideration.

3. **SC:** Isobel believes that her advice will benefit her husband. Otherwise, she will leave him.

4. **EC:** Isobel intends her utterance to count as an advice to her husband to stop doing things that make her angry.

Strategy

A direct strategy through the use of an explicit expression indicating advice is used to indicate advice.

(3)

Cherry (to Tom): **Don't back down! Stand your ground! Have some guts, man! You have no guts, Tom.** (ibid.75)

Situation

Cherry and Isobel are sitting with their son, Tom, and speak about Tom's idea of getting married. His father advises him not to back down, to stand his ground, and to have some guts.

1. **PCC:** By giving Tom an advice, Cherry wishes his son to do what he is advised.

2. **PC:** It is not clear to Cherry that Tom will follow his advice.
3. **SC:** Cherry thinks that his advice, if fulfilled, will benefit Tom and improves his temper.
4. **EC:** Cherry intends his utterance to count as an advice to his son.

Strategy

A direct strategy is used in the text previously analyzed. Cherry's advices are issued through the use of imperative sentences. At the beginning, the negative imperative is used. Then, imperatives with "stand" and "have" are used.

Examples of Suggestion

(1)

Tom: **Let's go and eat!** (He closes the book) (ibid.46)

Situation

The family members: Cherry, Isobel, Judy, and Tom are sitting together in the living room speaking about Tom's idea of joining the army and Cherry's decision of leaving work. Meanwhile, Tom suggests to go and eat.

1.PCC: Tom wishes his family to believe that he is in favour of their performing a future act, that of going to eat.

2.PC: In making the suggestion, Tom assumes that it is possible for his family not to accept his suggestion. This means that he is not obliging them.

3.SC: Tom believes that it is a good idea for his family to do the suggested act, that is to go and eat.

4.EC: Tom wants his utterance to count as a suggestion to his family to do something which may be beneficial to all of them including him.

Strategy

A conventionalized strategy with a first person suggestion "let's" is used to issue suggestion.

(2)

Cherry (to Tom): **What about having some drink?** (ibid.74)

Situation

The father and his son are sitting together talking with annoyance about Cherry's decision of leaving work and Tom's idea of joining the army. Meanwhile, Cherry suggests having some drink.

1. PCC: Cherry wishes his son to believe that he is in favour of having some drink.

2. PC: Cherry assumes that it is possible for Tom not to accept what he suggests.

3. SC: Cherry believes that it is a good idea for both of them to have some drink.

4. EC: Cherry intends his utterance to count as a suggestion to his son to have some drink because having drink will be beneficial to both of them to forget their annoyance.

Strategy

An indirect conventionalized strategy with an interrogative construction is used to make suggestion in the previous text.

Advice and Suggestion in "The Tiger and the Horse"

The Theme of the Play

This play concerns an ageing college professor, John Dean, who is running for Vice-Chancellor of a prestigious university, but finds his election undermined by his daughter's love affairs, a political petition, and his wife's deteriorating mental state.

Examples of Advice

(1)

Mary: **You'd better get busy, Stella.**

Stella: Busy? What at?

Mary: Anything better than nothing. **Why don't you study? You're good at that.**

Stella: I don't want to study, thank you.

Mary: **Get married then. You could always marry Louis.** (ibid.219-20)

Situation

Mr. Dean is a master of a college. Mary is his elder daughter and Stella is his younger one. Stella is in a secret relation with Louis, an M.A. student in her father's university. Thus, her life is undetermined and unbalanced. She tells her sister about her relation and she tells her that she is pregnant. She complains that she does not know what to do. Mary tries to advise her to find something to busy herself with. She advises her to study and to get married to Louis.

1. PCC: Mary wishes her sister, Stella, to take on her advice in consideration.

2. **PC:** It is not obvious to Mary that Stella will fulfil what she is advised.
3. **SC:** Mary believes that her advice will be of benefit to her sister in that it will help her overcome her disappointment and depress.
4. **EC:** Mary intends her utterance to count as an advice which is in the best interest of Stella.

Strategy

A direct strategy represented by the use of the imperative is used and an indirect conventionalized strategy is also used through using the interrogative construction with "why don't you" and declarative sentences with "you'd better" and "you could"

(2)

Slate (to Dean): **Mr. Flax is a dangerous man! I use the word advisedly.** (ibid.245)

Situation

Slate, the Vice-Chancellor of the university and Mr. Dean are speaking about Flax Louis, an M.A. student who has a relation with Mr. Dean's daughter. Slate advises Dean that Flax is a dangerous man because he is an indiscriminate moralist.

1. **PCC:** Slate wishes dean to take his advice in consideration.
2. **PC:** It is not obvious to Slate that Dean will take his advice concerning Flax in consideration.
3. **SC:** Slate believes that his advice will benefit Dean in that he will try to avoid Flax or take notice of him.
4. **EC:** Slate intends his utterance to count as an advice to Dean.

Strategy

An indirect nonconventionalized advice in the form of warning is used in the previous text.

(3)

Mrs. Dean (to Stella): **You had better tell your father.** (ibid.269)

Situation

Stella tells her mother about her relation with Louis. After knowing that her daughter is in a relation with Louis and she is pregnant, Mrs. Dean advises her to tell her father to decide what to do concerning this subject.

1. **PCC:** Mrs. Dean wishes her daughter, Stella, to tell her father about her relation.
2. **PC:** It is not obvious to Mrs. Dean that Stella will tell her father about her relation.
3. **SC:** Mrs. Dean believes that her advice to her daughter to tell her father will benefit her since her father will find a solution to her problem.
4. **EC:** Mrs. Dean intends her utterance to count as an advice to her daughter.

Strategy

A indirect conventionalized strategy with the construction "you had better" is used to indicate advice in the forementioned text.

Examples of Suggestion

(1)

Louis (to Stella): **Have a bit of courage, darling, commit yourself...**that's all, a bit of courage. (ibid.225)

Situation

Stella and Louis are in a secret relation and Stella is pregnant. She does not know what to do and how to behave. Louis suggests that Stella should be courageous and tell her parents about their relation.

1. **PCC:** Louis wishes Stella to believe that he is in favour of her telling her father about their relation.
2. **PC:** Louis assumes that it is possible for Stella to tell her father about their relation.
3. **SC:** Louis believes that it is a good idea for Stella to do what he suggests.
4. **EC:** Louis intends his utterance to count as a suggestion to Stella to tell her father about their relation because telling him will be beneficial to both of them in that they will be able to get married.

Strategy

A direct strategy is used through the use of an imperative construction.

(2)

Mary: It is your birthday, Daddy, I think **we ought to have a drink.** (ibid.246)

Situation

It is Mr. Dean's birthday and his younger daughter, Mary, brings him a gift for his birthday. She suggests that the family ought to celebrate and have a drink.

1. **PCC:** Mary wishes her father to believe that she is in favour of her family having a drink for his birthday.
2. **PC:** Mary assumes that it is possible for the whole family to have a drink as a mean of celebration.
3. **SC:** Mary believes that it is a good idea for them to have a drink.

4. EC: Mary intends her utterance to count as a suggestion to her family to have a drink. Thus, doing the suggested act will be beneficial to the whole family because all of them will celebrate and be happy.

Strategy

An indirect conventionalized strategy with "ought to" is used to issue a first person suggestion.

Advice and Suggestion in "Who is Afraid of Virginia Woolf?"

The Theme of the Play

The play examines the breakdown of the marriage of a middle-aged couple, George and Martha. Their marriage is turned to be a nasty battle. Tey

Examples of advice

(1)

George (to Martha): **Just don't start in on the bit about the kid, that's all. Just leave the kid of this.**

Martha: He's mine as much as he's yours. I'll talk about him if I want to.

George: **I would advise against it, Martha.** You have been advised. (Albee, 1979:19)

Situation

George and Martha come from a party at Martha father's house. They are drunk so that they begin to attack each other and speak about Martha's imaginary kid. George advises her not to speak about the kid and she insists.

1. PCC: George wishes his wife, Martha, to take his advice in consideration and stop talking about the kid.

2. PC: It is not obvious to George that Martha will stop talking about the kid.

3. SC: George believes that his advice will benefit Martha because speaking about the kid annoys her and leaving this topic will improve her temper.

4. EC: George intends his utterance to count as an advice to his wife.

Strategy

A direct strategy is used to present advice in the forementioned text. Firstly, through the use of an imperative construction; secondly, through the use of a declarative sentence with a performative expression denoting advice.

(2)

George (to Martha): I didn't know you were going to start in on the other business. **I wouldn't if I were you.** (ibid. 55)

Situation

Martha wants to leave her work and find another job without any satisfying reason. Her husband advises her not to leave her work saying "I wouldn't leave work if I were you."

1. PCC: By advising her, George wishes his wife not to leave her work.

2. PC: It is not obvious to George that Martha will stick to his advice and leave her idea of finding another job.

3. SC: George thinks that his advice will be of benefit to Martha.

4. EC: George intends his utterance to count as an advice which is in the sole interest of Martha.

Strategy

A conditional sentence is used to express advice. Thus, the strategy is indirect conventionalized one.

Examples of Suggestion

(1)

Honey (to Nick): **Oh, it's so late... we should be getting home.** (ibid.34)

Situation

Nick, a math professor, and his wife, Honey, are invited at George's house. George and Martha as well as their guests begin to drink and dance. Honey suggests that they should leave because it is so late.

1. PCC: Honey wishes Nick to believe that she is in favour of going home.

2. PC: Honey assumes that it is possible for Nick not to accept what she suggests.

3. SC: Honey believes that it is a good idea for them to leave because it is so late.

4. EC: Honey wants her utterance to count as a suggestion to her husband to do something which may be beneficial to both of them, that is going home to rest.

Strategy

An indirect conventionalized strategy is used via a first person suggestion with a declarative sentence with should.

(2)

Honey (to Nick): **Why don't we dance? I'd love some dancing.** (ibid.78)

Situation

Honey and her husband, Nick, are in a visit at Martha's house. They are celebrating with George and Martha. Honey addresses her husband suggesting that they dance together.

1. **PCC:** Honey wishes her husband to believe that she is in favour of some dancing.
2. **PC:** Honey assumes that it is possible for Nick to accept or refuse her suggestion.
3. **SC:** Honey thinks that it is a good idea for her and her husband to dance.
4. **EC:** Honey intends her utterance to count as a suggestion which may be beneficial to her as well as her husband since both of them will be pleased.

Strategy

An indirect conventionalized strategy with an interrogative first person suggestion is used to issue suggestion.

(3)

George (to Nick): Well, now... **let's sit down and talk.** (ibid.27)

Situation

Nick and his wife visit George and Martha. They eat and dance. After that, George suggests that he and Nick sit down and talk together.

1. **PCC:** George wishes Nick to believe that he is in favour of sitting and talking with him.
2. **PC:** George assumes that it is possible for Nick not to accept what he suggests.
3. **SC:** George believes that it is a good idea for both of them to sit and talk together.
4. **EC:** George intends his utterance to count as a suggestion to Nick to sit down and talk to him. Thus, both of them will get benefit of George's suggestion.

Strategy

An indirect conventionalized strategy with a first person suggestion with "let's" is used to indicate suggestion.

In order to know which strategy is preferred in the three selected plays, the following tables will show the frequency of using each linguistic construction used to issue advice and suggestion in each play, besides, the frequency of direct, indirect conventionalized, and indirect nonconventionalized strategies in each play taking into consideration that "Flowering Cherry" is referred to as A, "The Tiger and the Horse" as B, "Who is Afraid of Virginia Woolf" as C.

Table (3): The Frequency of Using the Linguistic Constructions to Issue Advice in the Three Plays

Act	play	Linguistic constructions							
		Imperative	Negative imperative	Performative expression	Should	Could	Had better	Interrogative	Conditional
Advice	A	6	3	2	1	1	3	3	1
	B	2	4	2	2	1	2	4	—
	C	5	5	1	—	—	1	5	—
Total number		13	12	5	3	2	6	12	1

Table (4): The Frequency of Using the Linguistic Constructions to Issue Suggestion in the Three Plays

Act	Play	Linguistic constructions						
		Imperative	Negative imperative	Ought to	Should	Need	Interrogative	Let's
Suggestion	A	4	5	1	1	1	4	6
	B	3	4	1	2	—	4	5
	C	3	3	—	2	1	5	4
Total number		10	12	2	5	2	13	15

Table (5): The Frequency of Using the Strategies in the Three Plays

Act	Percentage of each strategy		
	Percentage of direct strategy	Percentage of Indirect conventionalized strategy	Percentage of indirect nonconventionalized strategy
Advice	% 57	% 42	% 1
Suggestion	% 38	% 62	% 0

Conclusions

It has been concluded that:

1. There is no imposition in proposing suggestion and advice since the hearer is left free to accept or refuse them.
2. Advice imply a future action which is beneficial to the hearer alone while suggestion imply benefits for the hearer and the speaker as well.
3. Both acts are used in the selected plays with various linguistic constructions.
4. In advice-giving, the direct strategy scores the highest percentage in the three selected plays. It is used %57, while the indirect conventionalized strategy is used %42. The indirect nonconventionalized strategy is rarely used in the selected plays; it is used only %1. This means that using direct constructions to give advice is preferable in the chosen plays.
5. In suggesting, the percentage of the indirect conventionalized strategy in the three selected plays is %62, while the percentage of the direct strategy is %38. This means that the indirect conventionalized strategy is used largely to suggest, whereas the indirect nonconventionalized strategy is not used in the plays.

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