

A Pragma-Syntactic Study of Performative Verbs in Selected American Talk Shows

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Abstract:

This study will analyze transcripts of selected American talk shows, "*The Late Show with Stephen Colbert*," focusing on the use of performative verbs. The analysis will consider the syntactic context of these verbs and their pragmatic functions within the conversational context. Language serves as more than a means of transmitting information. It also shapes behavior, thinking, actions, and relationships. The study aims to analyze American talk show hosts' and guests' performative verbs regarding possible cultural differences in communication at a pragma syntactic level. It seeks to contribute to understanding how language is used to construct social interactions, establish relationships, and shape the discursive dynamics of the show. An analysis of performative verbs in "*The Late Show with Stephen Colbert*" will examine their frequency, types, and functions. This study will employ an eclectic model, incorporating aspects of Searle's (1979) speech act theory and Quirk et al.'s (1985) grammatical analysis of sentence types and adverbs to examine the functions of performative verbs in "*The Late Show with Stephen Colbert*." This study will use a mixed-methods research design to identify the types of performative verbs utilized in American talk shows, analyze their functions, and examine how they contribute to achieving communicative goals within the cultural context. It has also been noted that American talk shows are forceful and informative-looking. Adverbs co-occurring with performative verbs can enhance the impact on an audience or modify the degree of explicitness depending on the American culture.

KEYWORDS: Performative Verbs, Speech Acts, Talk Show

I. An Introduction

This study investigates the use of performative verbs (hence after PVs) in “The Late Show with Stephen Colbert.”. It is a popular late-night talk show (hence after TS) renowned for its witty banter, celebrity guests, and interactive atmosphere. This study posits that the show's unique format, characterized by spontaneous conversation and audience involvement, provides a rich context for the analysis of performative language. The study revealed significant differences in how interviewers and interviewees use PVs to accomplish their goals. American talk shows use a wider variety of directives, more emphatic forms, and a broader range of commitment PVs, resulting in a more complex modality.

Performative verbs do not merely describe a state of affairs but perform an action. For example, saying “*I promise to be there*” not only states an intention but also constitutes the act of promising. In the context of a TS, PVs can be employed to create specific speech acts (hence after SAs), such as apologizing, inviting, challenging, or congratulating. Examining PVs' frequency, types, and functions in “*The Late Show with Stephen Colbert.*” This study seeks to contribute to understanding how language is used to construct social interactions, establish relationships, and shape the overall discursive dynamics of the show. The Americans use English as their primary medium of communication. This study will analyze American TV shows that aired in 2018. It will examine transcribed segments to analyze verb conditioning factors, contexts, and frequencies. The goal is to understand how hosts and guests use these verbs.

The study attempts to answer the following questions:

1. What PVs are used most frequently in American TSs, and how do these components convey specific communicative purposes in American culture?
2. What kind of sentence patterns are pertinent to PVs in American TS interviews, and how do patterns optimize the function of PVs regarding the particular cultural context?
3. To what degree does the distribution of the particular types of adverbs correspond to the specific types of PVs in American TSs, and to what extent do adverbial relations expand change and the persuasiveness of the familiar PVs in American culture?

1.1 The Hypotheses

It is hypothesized that:

1. Interviewers and interviewees in both American TSs will prioritize PVs driving specific goals (persuasion) over simple descriptions.

However, cultural variations influence the preferred types of persuasive verbs used in each context.

2. PVs will be used predominantly in specific sentence structures and verb impact. Declarative sentences for direct communication, leveraging the verb's performative force. Interviewers strategically use interrogative sentences with PVs, potentially reflecting cultural variations in how often and directly this approach is used.

3. Specific adverbs will co-occur with particular PVs, modifying their meaning and persuasion: Strengthen impact. Moreover, it refines meaning, potentially reflecting cultural variations in how messages are conveyed directly or indirectly.

2. Literature Review

2.1 Pragmatics

Pragmatics is interested in many areas, such as SAs. Examples of SAs are when someone apologizes, complains, compliments, refuses, requests, suggests, etc. It is important to study the pragmatic rules of a certain language to make the speaker talk appropriately, culturally, and socially. This is called pragmatic competence (Rashid, 2021). Austin (1962) and Searle (1969) are the pioneers of the SA theory, which includes how people apologize, promise, request, and perform other linguistic acts. The term 'speech act' itself was first used by Searle (1969), stating that "talking is performing acts according to rules" (p. 22) and that "speech acts ... are the basic or minimal units of linguistic communication" (p.16). It means that various types of communication move the listener and encourage them to do something. The type of SA performed corresponds to the type of activity stated (Muhsun & Hattab, 2023)

Mey (2001) indicates that pragmatics became a linguistic discipline due to the complex association of language with logic, initially seen in syntax and later in semantics. It was maintained that linguistic depiction should rely on syntax or, at least, be guided by syntax to be considered legitimate. Eventually, it became evident that factors beyond syntax or language were influential in what was referred to as the 'rules of the language' (Sabeeh & Rashid, 2023).

As Almarsomi and Hussein (2021) highlight, language enables individuals to express their thoughts, feelings, and desires. The philosophical underpinnings of SA theory can be traced back to Ludwig Wittgenstein, who posited that language is inherently performative, transcending mere description (Levinson, 1983).

Subsequently, Searle refined and systematized SA theory in SAs (1969). He emphasized the illocutionary force of utterances, distinguishing them based on the type of action performed and

acknowledging the importance of propositional content. SAs are integral to human communication, allowing individuals to accomplish various objectives through language, from making promises to issuing commands. Building on Austin's foundational work, Searle expanded the concept of SAs into a tripartite distinction: locutionary, illocutionary, and perlocutionary acts. The locutionary act refers to the utterance of meaningful linguistic expressions. In contrast, the illocutionary act encompasses the speaker's intended meaning and purpose. The perlocutionary act focuses on the effect achieved by the utterance on the listener.

Brown and Levinson (1987) state that "People tend to choose indirect forms over direct ones to show politeness since being direct is face-threatening" (p. 78). Hatch (1992) adds that SAs have communicative functions by using a word or words, a sentence or sentences, a gesture, and a body movement (Saud, 2024).

Levinson (1983) explains that pragmatics, an important field in linguistics, explores how language is used in context to convey meaning beyond literal semantics. PVs, which directly perform an action through speech, are an intriguing area of pragmatic research due to their role in expressing intentions within specific contexts. Pragmatics, an integral field of linguistics, encompasses several essential concepts such as entailment, presupposition, deixis, reference, implicature, and SAs. It is widely acknowledged that the proficient use of SAs, acquired through cultural experiences, plays a crucial role in shaping social relationships. SAs refer to the actions or intentions performed by a speaker through language in a specific context, with listener inference being vital in determining their meaning (Bausani, 1957, p. 29). According to Qassem (2020, p. 258), pragmatics is the study of the relationship of signs and places SAs as a central component of context analysis. It actively engages in communication beyond the language dimension. Pragmatics is also defined as the contextual meaning of signs or their relationship to linguists.

Consequently, this research offers valuable insights into how language shapes interview dynamics by examining the use of positive verbal statements by interviewees and interviewers in the analyzed transcripts. By contributing to the existing literature on interview communication, this study provides a deeper understanding of the strategies employed to cultivate positive and productive interview interactions. Furthermore, the findings can inform training programs for interviewers and interviewees, enhancing their communication skills and fostering more effective interview outcomes.

2.2 Syntax

Syntax is the study of the principles governing the arrangement of words and structures within sentences, crucial for understanding the grammatical structure of a language (Chomsky, 1957). Chomsky, a prominent linguist, has significantly contributed to studying syntax. Syntax is the branch of linguistics concerned with the structure of sentences and how words and phrases combine to create meaningful expressions. It investigates the rules and principles guiding sentence formation (Chomsky, 1957;1965). Syntax, a fundamental branch of linguistics, serves as the linguistic architect, meticulously crafting the blueprint of sentences within a language. At its core, syntax investigates the intricate rules dictating the arrangement of words and structures, shaping the grammatical fabric that underlines effective communication (Chomsky, 1957).

2.3 Performative Verbs

Performative Verbs have been a significant subject of interest for linguists and language learners for several years. Austin first introduced the concept (1962), exploring the idea of performative utterances and their connection to SAs. Searle elaborates (1969) that PVs are linguistic expressions that describe an action and perform the action they represent. Examples include “*I apologize*,” where uttering the words is the act itself (Austin, 1962). PVs, a linguistic phenomenon, are closely related to SA theory. Austin introduced a three-part classification of SAs in (1962). He divided utterances into illocutionary acts (the act of producing meaningful linguistic expressions), locutionary acts (the intended communicative force), and perlocutionary acts (the actual impact on the listener). For instance, when someone says, “*I christen this ship*.” The felicity conditions include the presence of a ship to be christened, the speaker's authority to perform the christening, and the appropriate social and cultural setting for the act. Verschueren (1980) proposes that PVs must typically be in the active voice and the simple present tense. This grammatical aspect adds a layer of precision to identifying PVs and their role in enacting SAs. Furthermore, he highlights that PVs can encompass diverse SAs, even when used performatively. In other words, these verbs can describe actions and perform them as SAs within different communicative contexts.

Huang (2012) defines a performative verb as a “Performative verb, which names the act or action it performs. e.g., name, promise, request, sentence, and warn. PVs constitute a subcategory of the wider range of speech act verbs” (Huang, 2012, p. 220). According to

Fromkin et al. (2007, p. 233), PVs accomplish things and convey the IF's apparent meaning.

2.4 Performative Verbs' Structure

Brown and Miller (2013, pp. 462-463) define a verb as a word class whose prototypical or central members are dynamic for a given language and denote events. Verbs typically denote temporary single events, whereas adjectives denote relatively long-lasting properties. In many languages, verbs are marked for person and number, tense and aspect, and mood.

The construction of PVs is a crucial element of linguistic analysis, and it is essential for understanding how language is utilized to carry out SAs. As Austin (1962) discussed, PVs are usually present in the first person singular present active form, in which the speaker directly performs the SA using the verb. Performatives have two formal patterns of language usage. The first form comprises the first person singular 'I' plus a verb in the simple present indicative active, with or without an indirect object 'you.' Levinson (1983, p. 244) reduces this grammatical form to the following structure in English: Thus, I (hereby) (verb) per you (that) (subject)', where the verb per is a PV and S' is a complement sentence. The second form uses the verb in the passive voice, as in the following example: "*Passengers are warned to cross the track by the bridge only*" (Austin, 1962, p. 57).

Parker & Riley (2005) discuss the structure of a sentence according to specific grammatical rules: (1) it contains a first-person subject, (2) it uses a present tense verb, and (3) the term 'hereby' can be included if desired (pp. 14-35). Austin (1975) discusses that in addition to the standard PV structure, some verbs can be hedged or modified by modal verbs to soften their illocutionary act. He shows that these hedged PVs introduce a degree of hesitation or unwillingness in the speaker's expression. It reduces the force of the PV 'acknowledge' by indicating a sense of obligation or compulsion on the speaker's part.

The structure of PVs in English is distinct, with a notable reliance on modal auxiliary verbs. The feature of some PVs can be hedged or modified by modal verbs to soften their illocutionary force, which sets English apart from other languages, highlighting the importance of understanding language-specific structures and contexts for using PVs. As Austin emphasizes, PVs play a crucial role in performing illocutionary acts, where the speaker's utterance brings about a change or action in the external world (Austin, 1962). Modal auxiliary verbs are pivotal in constructing performative utterances in English (Austin, 1962). Palmer (2001) suggests that modal verbs such as 'will,' 'can,'

‘shall,’ ‘may,’ and ‘must’ are usually utilized in language to seamlessly combine with main verbs, facilitating the expression of actions like promising, apologizing, and more. Similarly, in conveying an apology, the modal verb ‘am’ is harmoniously fused with the main verb ‘apologize,’ for example: “*I am apologizing for my mistake.*”

2.5 Lexical and Syntactic Criteria for Performative Verbs

Performative verbs are identified through specific lexical and syntactic Criteria, as Austin (1962) and Allan (1986) outline: Firstly, explicit performatives contain a PV that spells out the clause's illocutionary force, such as “*I promise*” (Austin, 1962, pp. 5-57). Secondly, the adverb ‘hereby’ can accompany a PV to indicate that it is PV, but only when used to mean “in uttering this performative.” It indicates a performative illocutionary force. In contrast, “*I could hereby charge you with attempting to bribe a policeman.*” It does not indicate a performative illocutionary force. (Allan, 1986, pp. 167-174). Thirdly, most performative clauses have a first-person singular subject. However, they can also use the pronoun ‘we.’ Additionally, explicit performatives must be in the present tense, without any perfect contrast, as in: “*I promise to take Max to the movie tomorrow.*” (Austin, 1962, pp. 5-57). Fourthly, performative clauses can occur in the progressive tense, such as: “*I am hereby promising you not to scatter chips on the carpet.*” Fifthly, the adverb ‘hereby’ should be placed before the negative in negative performatives, such as: “*I hereby do not grant your request for more funds,*” rather than between the negative and the verb (Allan, 1986, pp. 167-174). Sixthly, PVs should be used in their “root” meaning and “realise” form, which designates an actual event, as in: “*I will hereby promise to visit you next time I am in town.*” Seventhly, using the passive voice is also possible, with “the verb in the second or third person (singular or plural), and the verb in the passive voice (Austin, 1962). Eighthly, Palmer (2001) suggests that modal verbs such as ‘will,’ ‘can,’ ‘shall,’ ‘may,’ and ‘must’ are commonly combined with main verbs, facilitating the fluid expression of actions like promising, apologizing, requesting, and more. Finally, explicit performatives can occur in the indicative mood and take either emphatic stress or ‘do.’ They cannot occur in the subjunctive mood, which does not make a promise (Austin, 1962, pp. 5-57).

2.6 Types of Performative Verbs

Thomas (1995) argues that explicit performative is a mechanism that allows the speaker to remove any possibility of misunderstanding the force of an utterance. She compares the utterance “We remind you that all library books are due to be returned by 9th June” to “All

library books are due to be returned by 9th June.” In both utterances, the same action is performed in which the borrowers are reminded to return their books by the due date; as Austin (cited in Thomas, 1995, p. 47) states, “there are no substantial distinctions in meaning between explicit and implicit performatives.” Moreover, she explains that some formal or ritual situations require an explicit one. In contrast, some situations require an implicit one (Mahmood & Muhammad, 2016).

A. Explicit Performative Verbs: Austin (1962) defines explicit performatives as utterances that directly perform the action they describe, like saying, “*I apologize.*” Later, Searle (1976) identifies them as declarations, which are SAs that change the external world, such as pronouncing someone marrying or declaring a war. An example of an explicit performative is, “*I promise to be there at 8 PM.*”

B. Implicit Performative Verbs: Searle (1969) defines implicit performatives as lacking a PV uses in its performative sense. Implicit performative can be more specific and have a deep structure. They achieve performativity without relying on explicit performative expressions. These utterances do not contain PVs that overtly name the illocutionary act of the SA. An example of an implicit performative is: “*I will be there at two o'clock.*”

2.7 Performative Verbs: Potentiality and Hedging

Performative verbs are a category of verbs used to perform an action simply by stating it. They are commonly found in SAs, where uttering the verb accomplishes the action (Austin, 1962). Potentiality and hedging are two concepts often associated with PVs.

A. Potentially Performative Verbs: Austin (1962) presents the concept of “potentially performative verbs,” suggesting that certain verbs possess inherent potential for performative usage. Nevertheless, their current context does not actualize that potential. In their first person singular present indicative active form, these verbs possess the capacity to enact SA directly. However, their deployment in past or perfect tenses shifts them into a descriptive mode, where they merely recount past actions without actively carrying out the SA.

B. Hedged Performative Verbs: Austin (1975) refers to hedged performative as a PV that has undergone softening or mitigation through a modal verb, such as ‘can’ or ‘must,’ resulting in a semantic change in the utterance. This modification reduces the force of the performative, altering its meaning and conveying a sense of hesitation or hesitancy in the speaker. For instance, when someone says, “*I must acknowledge that you are right.*”

2.8 Performativity

As Judith Butler introduces, performativity is a central and influential concept in studying language, identity, and social theory. It challenged traditional notions of identity and emphasized that actions, behaviors, and language express pre-existing identities and actively construct and perform them. These performative acts are fundamental in understanding who we are and how we relate to others and society (Butler, 1990).

3. Methodology

The present section is dedicated to elucidating the methodology employed in analyzing data; it includes data selection and collection, the presentation of selected data, and the exploration of data set aside for analysis by identifying the theme for each data to obtain a basic understanding. Additionally, it provides a biography of “The Late Show with Stephen Colbert” (hereafter referred to as TLSSC) and its channel that airs on CBS. In addition, the study's research method also delineates the eclectic model. It examines Searle's (1976) SAs classification, Quirk et al.'s (1985) sentence types, and Advs functions models.

3.1 Data Description and Collection

The data for this study is sourced from the internet, specifically from a transcript found online: The researcher takes TLSSC, which airs on the CBS channel, in Season 4/ Episode 41, which aired on 7th November 2018. The guests are actor Chris Pine, an American journalist Major Garrett, and CBS News chief White House.

3.2 The Late Show with Stephen Colbert

Since it first appeared in 2015, TLSSC has played a distinctive role in the American late-night site. Colbert's signature wit coexists with a more nuanced persona, allowing him to connect with diverse guests and engage in discussions that resonate with viewers seeking humor and insightful commentary. The show's success lies in its capability to blend fun with substance. In-depth interviews delve into celebrities' and public figures' personal and professional lives, often tackling critical issues with a blend of wit and intellectual depth. This attracts a broad audience spanning those seeking comedic entertainment. Furthermore, its active promotion of books, movies, and social causes solidifies its role as a platform for diverse voices and ideas, amplifying its cultural influence beyond pure entertainment (CBS, 2024).

3.3 CBS Channel

CBS, the Columbia Broadcasting System, stands as a giant in the American media landscape, with a rich history dating back to 1927 (CBS-Corporation, 2024). From its pioneering role in radio to its dominance in television, CBS has entertained, informed, and shaped popular culture across generations (Barnouw, 1966). CBS boasts a diverse programming lineup encompassing news, entertainment, and sports, catering to various tastes and interests (CBS Corporation, 2024). Iconic sitcoms, dramas, and reality shows have cemented the network's cultural influence (Andreeva, 2021). CBS News has earned recognition for its commitment to journalistic integrity (Cronkite, 1996).

3.4 The Eclectic Model

Searle (1979) classified SAs into different categories based on the speaker's intention. Searle's taxonomy includes representatives, directives, commissives, expressives, and declarations. It has been widely accepted and applied in language fields to a great extent. The importance of these models is in the way they shape the tutors' curricula and teach language based on the functionality of particular linguistic items (Kasper & Rose, 2002). The importance of Searle's model can be seen in terms of context's role and the social and cultural aspects implicated in the use of language. It matters in people's lives and can influence how people interact and relate to one another. From this model, other studies related to the performative aspects of language emerged. The SA theory was created from these studies because it aims to explain how, through language, people perform actions out in the world (Searle, 1969).

3.4.1 The Pragmatic Level

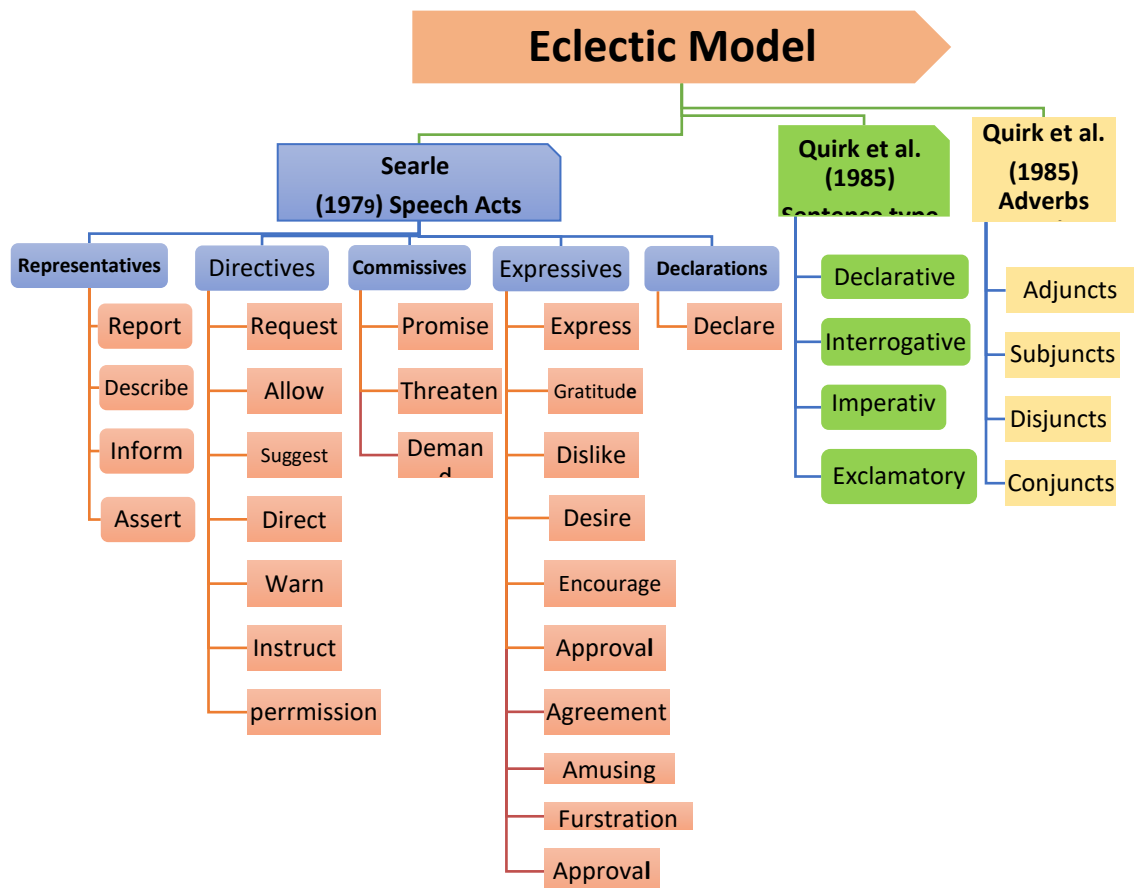
Searle (1979) introduced a classification of SAs that was more widely accepted than Austin's (1962) classification. Searle's classification provides a more detailed and sophisticated breakdown of the structure and components of SAs, making it easier to analyze and understand how language can be used to perform acts beyond simply making statements. Searle's classification of SAs relies on ideas, is rich in ideas, and is divided systematically, favored, insightful, and well-structured. Searle (1979) suggests five illocutionary act classes: representatives, directives, commissives, expressives, and declarations.

3.4.2 The Syntactic Level

The study will analyze sentence types and adverbs, which can provide valuable insights into language usage and how information is conveyed. Quirk et al. (1985) propose a sentence classification system

based on structure, encompassing four types such as declarative, interrogative, imperative, and exclamatory sentences. Adverbs are words that modify verbs, adjectives, or other adverbs, providing more information about how, when, where, or to what degree an action occurs. Quirk's (1985) adverbial classification includes four main functions: adjuncts, disjuncts, conjuncts, and subjuncts.

Figure (1) Eclectic Model



4. Data Analysis

At first, the researcher wishes to include all series and episodes of both shows for a more authentic analysis. The strategy adopted in selecting the selected material to be analyzed is choosing (20) pages from Season 4, Episode 41.

4.1 The Pragmatic Analysis

Within this level, the researcher will go through analyzing the types of SAs and the types of functions.

Table (1) Frequency and Percentage of the Pragmatic Analysis of the Types of Speech Acts of Performative Verbs in “The Late Show with Stephen Colbert”

Types of Speech Act	Frequency	Percentage
Representatives	36	50 %
Directives	19	26.4%
Commissives	4	5.5 %
Expressives	12	16.7 %
Declarations	1	1.4 %
Total	72	100%

In (Table 1) the researcher thoroughly analyzes the American TS TLSSC (Season 4, Episode 41). From (Table 1), the researcher investigates the types of each SA and finds that five types of SAs have been used in this episode. There is a high usage of representative SA, with (36) occurrences representing (50%). Conversely, directives SA with (19) occurrences represent (26.4%). Expressives SA with (12) occurrences, which represents (16.7%); commissives SA with four occurrences, which represents (5.5%); and declarations SA occur once, which represents (1.4%) of the total number of (72), as shown in Figure (2)

Figure (2) Percentage of the Pragmatic Analysis of the Types of Speech Acts Functions of Performative Verbs in American Talk Shows

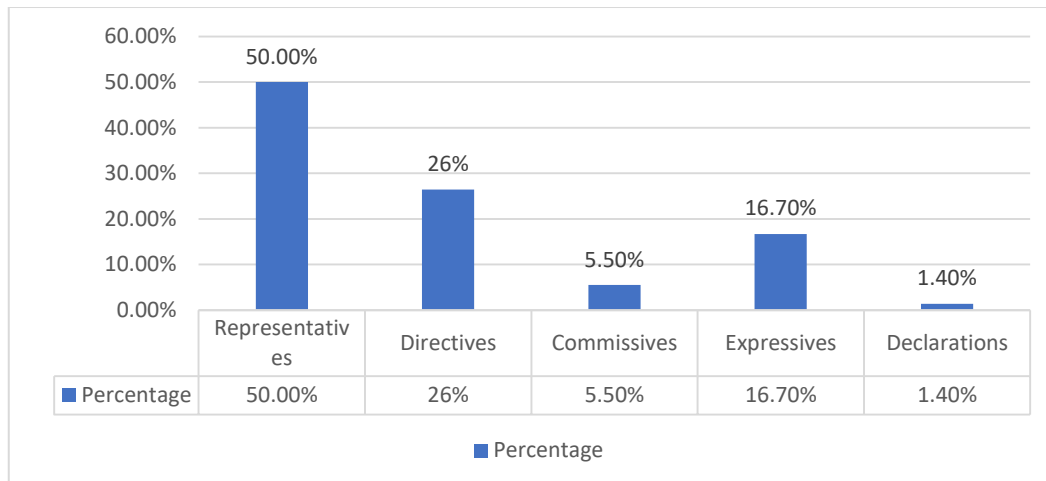


Table (2) Frequency and Percentage of the Pragmatic Analysis of the Functions of Speech Acts of Performative Verbs in “The Late Show with Stephen Colbert”

Types of Speech Acts functions	Frequency	Percentage
Representative of Asserting	14	19.4 %
Representative of Reporting	9	12.5 %
Representative of Informing	7	9.7 %
Representative of Predicting	4	5.5 %
Representative of Denialing	2	2.8 %
Directive of Requesting	12	16.6 %
Directive of Commanding	3	4.1 %
Directive of Suggesting	2	2.8 %
Directive of Allowing	1	1.4 %
Directive of Refusing	1	1.4 %
Commissive of Promising	2	2.8 %
Commissive of Respecting	1	1.4 %
Commissive of Threatening	1	1.4 %
Expressive of Disliking	2	2.8 %
Expressive of Greeting	2	2.8 %
Expressive of Affection	1	1.4 %
Expressive of Defending	1	1.4 %
Expressive of Farewelling	1	1.4 %
Expressive of Desiring	1	1.4 %
Expressive of Agreeing	1	1.4 %
Expressive of Sarcasticing	1	1.4 %
Expressive of Appreciating	1	1.4 %
Expressive of Amusing	1	1.4 %
Declarative of Declaring	1	1.4 %
Total	72	100 %

Table (2) shows that the SA functions from representatives SA functions are performed in TS, which are asserting, reporting, denying, predicting, and informing. Based on the analysis, asserting is the most dominant use of representatives, with (14) occurrences representing (19.4%). On the other hand, reporting is used with nine occurrences which represent (12.5%), then informing with (seven) occurrences which represent (9.7%), predicting with (four) occurrences which represent (5.5%), and denying with (two) occurrences which represent (2.8%). Directions SA functions performed in TS are suggesting, commanding, requesting, allowing, and refusing. Based on the analysis, the most dominant use of directive is requesting, with (12) occurrences representing (16.6%). Commanding is used with (three) occurrences, which represent

(4.1%), then suggesting with (two) occurrences which represent (2.8%), Commissive SA functions performed in TS are promising, respecting, and threatening. Based on the analysis, the most dominant use of commissives is promising, with (two) occurrences representing (2.8%). Expressive SA functions performed in TS are affection, gretituding, defending, farewelling, desiring, agreeing, disliking, sarcasticing, appreciating, and amusing. Based on the analysis, the most dominant use of expressive is gretituding and disliking with (two) occurrences which represent (2.8%) for each of them. Declarations SA function is performed in TS, which is declaring with (one) occurrence, which represents (1.4%) of the total (72) shown in Table (2).

The following extracts show the use of SA types and their functions:

1. Representative Speech Act

a) Representative of Asserting: “-Stephen: *I **bet** they're sneaky. - Very sneaky.*”

‘Bet’ is a PV in this sentence. A SA type is representative. SAT categorizes utterances based on their intended effect on the listener. In this case, Stephen's ‘bet’ aims to elicit agreement or a response from the listener about their belief in the sneakiness of ‘them.’ It does not only represent something as a fact or use the PV to stand for something else. The function of SA is (assert), and “*I bet*” conveys a sense of assert about ‘them’ being sneaky but also invites the listener to participate in a playful challenge or agreement.

b) Representative of Reporting: “*But when we **return**, good news from the election.*”

‘Return’ itself functions as a PV in this context. A SA type is representative. PVs typically indicate the speaker's intention to perform a specific SA in the present moment. The function of SA is (report) to convey information. In this case, the speaker reports what will happen upon their return – delivering good news from the election.

2. Directive Speech Act

a) Directive of Requesting: “*I humbly **request** my severance pay in sweet tea and Confederate dollars.*”

‘Request’ is a PV here; PVs in the first person singular present tense indicate the speaker's intent to perform a SA. The SA type is directive because it aims to influence the listener's action, expressly to grant severance pay. The function of SA is (request) to make a polite plea for severance pay, which functions as a humorous request. The

humor arises from the incongruity between the “*humbly request*” request's formality and the absurdity of the desired payment method.

3. Commissive Speech Act

a) Commissive of Promising: “*Stephen: I Will mention it more in just a moment.*”

‘Will mention’ is the PV. ‘Will mention’ indicates a commitment to bringing something up in the future. The SA type is commissive, and the function is (promise). Stephen commits to mentioning something later. Stephen intends to have a strong sense of obligation and expects the listener to hold him accountable. In that case, Promises create a strong expectation that the speaker will follow through on their commitment. The strength of the promise depends on the context and Stephen's intent.

b) Commissive of Respecting: “*I could talk about honor, but are you here? You know enough about honor. I know you all as men.*”

‘Could talk’ functions as the PV. ‘Talk’ is softened by the modal auxiliary ‘could.’ It indicates a weaker possibility or ability rather than a firm commitment. The SA type is commissive. The function of SA is (respect). The speaker is willing to discuss honor, but it is not a firm offer. By talking about honor conditional on the listener's presence, the speaker implies that such a conversation deserves the listener's full attention.

4. Expressive Speech Act

a) Expressive of Affection: “*Stephen: I am so proud of all of you. Oh, I love you, too!*”

‘Love’ is the PV in this context; saying “*I love you*” directly conveys the act of expressing affection. The SA type is expressive. The function of SA is (affection). The speaker expresses their love for the addressee. The word ‘love’ here directly expresses affection. ‘love’ it carries the meaning of the speaker's feelings, making the performance of the SA in which expressing affection is more straightforward.

b) Expressive of Disliking: “*Let me tell you... That's a racist question. And I hate racist questions.*”

‘Hate’ acts as the PV. The SA type is expressive. The function of SA is (dislike). By saying “*I hate,*” the speaker performs the act of expressing their intense dislike for racist questions rather than simply describing a feeling of hatred. The speaker is not trying to get someone to do something or provide information; they are expressing their negative sentiment towards racist questions. The sentence clearly expresses the speaker's strong disapproval of racist questions. ‘Hate’ is a strong word that goes beyond simple dislike, highlighting the

intensity of the speaker's feelings. The speaker dislikes racist questions and likely wants their opinion known.

5. Declaration Speech Act

a) Declarative of Declaring: *"I am submitting my resignation."*

The phrase 'Am submitting' acts as a PV. The type of SA is declaration. The function of SA is (declare). It expresses the speaker's intention to act, in this case, resigning from a position. The use of "*my resignation*" clarifies the nature of the submission.

4.2 The Syntactic Analysis

Within this level, the researcher will go through analyzing the sentence types and the specific type of adverb function.

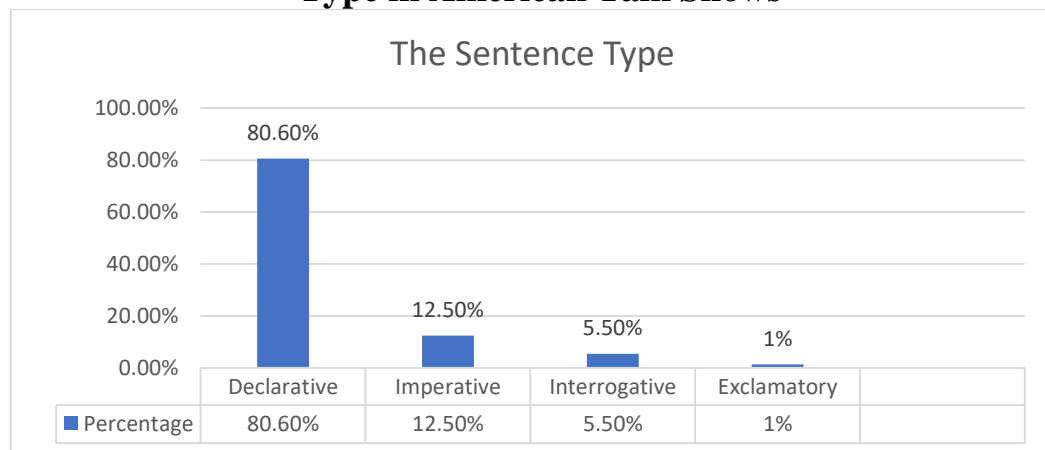
A.Sentence's Type

Table (3) Frequency and Percentage of the Syntactic Analysis of the Sentence's Type in "The Late Show with Stephen Colbert"

Sentence Type	Frequency	Percentage
Declarative	58	80.6%
Interrogative	9	12.5%
Imperative	4	5.5%
Exclamatory	1	1.4%
Total	72	100%

From (Table 3), the researcher investigates the type of sentences containing PVs. There are four types used in this episode. It can be seen that there is a high usage of declarative sentences with (58) occurrences, which represents (80.6%); interrogative sentences with (nine) occurrences represent (12.5%), imperative sentences with (four) occurrences represent (5.5%), and exclamatory sentences with (one) occurrence represent (1.4%) of the total number (72), as shown in Figure (3).

Figure (3) Percentage of the Syntactic Analysis of the Sentence's Type in American Talk Shows



The following extracts display the use of sentence type:

1. Declarative Sentence: *“I humbly request my severance pay in sweet tea and confederate dollars.”*

The sentence ends with a period (.), a simple declarative sentence conveying information. The declarative sentence is used performatively to make a request. The request is used in declarative sentences to perform indirect SA requests in a specific context.

2. Imperative Sentence: *“So long as you fight!”*

The sentence expresses commands, requests, or instructions. *“So long as you fight!”* tells someone (the listener) to keep fighting. Even though it does not use the base verb form ‘fight’ directly, the implied command makes it imperative. Saying ‘fight’ in *“So long as you fight!”* does not just describe an action; it orders or encourages someone to fight. The sentence has a motivational and inspirational tone. The speaker emphasizes the importance of fighting through a PV and an exclamation mark.

3. Interrogative Sentence: *“Or will you allow them to have them?”*

This sentence uses the interrogative structure to create a rhetorical question. The sentence asks the listener whether they will allow ‘them’ to have ‘them,’ which is whatever ‘them’ refers to in the context. The question mark at the end further reinforces its interrogative nature. ‘Allow’ functions as a PV in this context. Saying ‘allow’ does not just describe granting permission; it performs the act of asking permission indirectly by presenting a contrasting option. By introducing a negative consequence, *“allow them to have them,”* the speaker presses the listener to take a specific action.

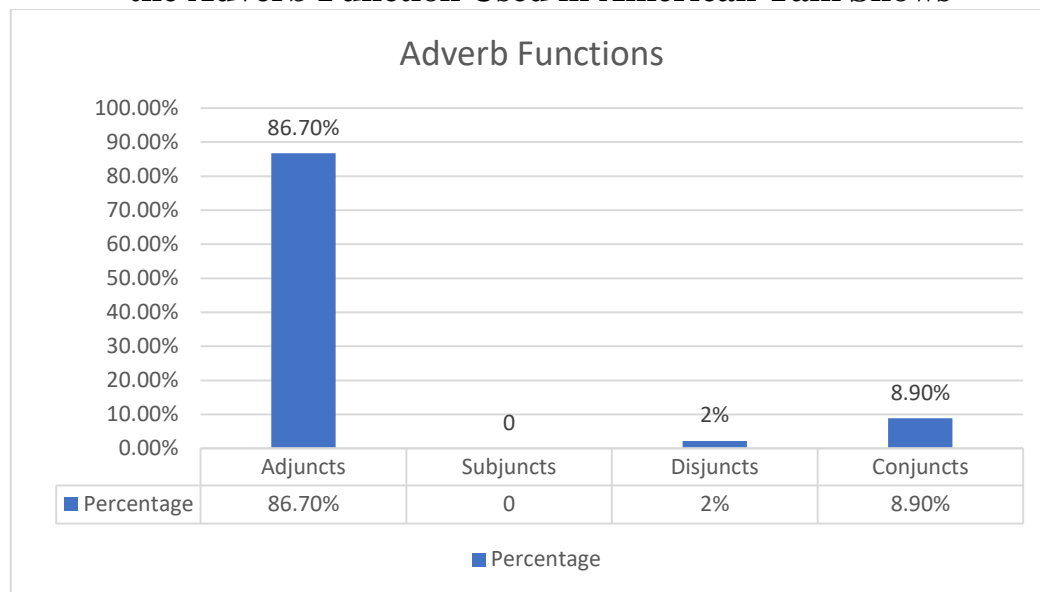
4. Exclamatory Sentence: *“Oh, I love you, too!”*

The exclamation mark is the strongest indicator of an exclamatory sentence. It conveys strong emotions like surprise, joy, or excitement. The interjection ‘Oh’ adds intensity to the declaration of love, making it more than just a statement of emotion. It conveys strong emotions like surprise, joy, or excitement. While ‘love’ does not create a formal vow or commitment like a ‘promise,’ expressing love through speech can be seen as performing the act of expressing affection. The exclamatory structure heightens the performative aspect.

A. Adverb Function**Table (4) Frequency and Percentage of the Syntactic Analysis of the Adverb Function in “The Late Show with Stephen Colbert”**

Adverb Function	Frequency	Percentage
Adjuncts	39	86.7%
Subjuncts	0	0
Disjuncts	1	2.2%
Conjuncts	4	8.9%
Total	44	100%

From (Table 4), the researcher investigates the specific grammatical function of adverbs used with PVs in sentences and finds that three types have been used in this episode. There is a high usage of adjuncts, with (39) occurrences representing (86.7%). Alternatively, conjuncts are (four) occurrences and represent (8.9%), disjuncts with (one) occurrence represent (2.2%) of the total number (45), and there are no subjuncts in the episode shown in Figure (4).

Figure (4) Frequency of Occurrence of the Syntactic Analysis of the Adverb Function Used in American Talk Shows

The following extracts display the use of the Adv's function:

1. Adjuncts: "*Stephen: I Will mention it **more in just a moment.***"

Both 'more' and 'just' are adjuncts in the sentence. The function of 'more' is an adjunct modifying the verb 'mention.' It functions as an Adv of degree, specifying the intensity or extent to which Stephen will discuss 'it.' By saying 'more,' Stephen suggests he will provide more information than he already mentions. 'Just' is an adjunct modifying the adverbial phrase "*in a moment.*" It functions as an Adv of time, emphasizing the closeness in time when Stephen mentions 'it' more. 'Just' suggests a very short delay, even shorter than "*in a moment*" implies. "*In a moment*" acts as an adverbial phrase modifying the PV 'mention.' these adjuncts provide additional details about Stephen's future actions of mentioning something further.

2. Subjuncts There is no subjunct Adv.

3. Disjuncts: "*...By the way, I will take that stack of indictments.*"

In the sentence, the Adv 'by the way' functions as a disjunct Adv. A disjunct Adv is a type of Adv that adds commentary or peripheral information to a sentence. It introduces a parenthetical remark. The main clause is, "*I will take that stack of indictments.*" 'By the way' suggests that the speaker introduces something new but unrelated directly to the ongoing conversation. It indicates a change of topic or a spontaneous thought.

4. Conjuncts: "*But **then** I wouldn't have to see the movie, so I'm not going to ask that question.*"

'Then' functions as a conjunct Adv in the sentence. A conjunct Adv combines the functions of a conjunction connecting clauses and an Adv that modifies the sentence. It connects the two clauses: 'But' joins the first clause, "*But then I wouldn't have to see the movie,*" to the second clause, "*So I'm not going to ask that question.*" It modifies the second clause, "*So I'm not going to ask that question,*" by indicating a consequence or result of the situation in the first clause.

4.3 Results and Discussions

The analysis highlights cultural distinctions, focusing on procedures concerning PVs in the context of TSs. It aims to understand better how the PVs involved shape the interviews. The findings indicate cultural differences in the use of SAs. TS consists of reporting and describing information intended for dissemination. It employs moderation to include conversational directives and ways to express opinions to the audience. Reporting PV is emphasized less in American TS. American TS employs PVs primarily for reporting, stating facts, and expressing opinions. Regarding using PVs for requests and suggested directives, American hosts and interviewees

rely on them more than other cultures. At the same time, American TS employs them more to express emotions and opinions.

American TS probably uses reporting and describing PV intensively to share information and appeal to authority. They use directives such as asking for and recommending controlling the flow of the conversation with the guests and possibly persuading guests to decorate. American TS can organize information sharing and audience engagement with the help of balanced directives and opinions. The declarative sentence structure is a dominant pattern for PVs in American TSs. This makes sense because declaratives, by definition, give a statement, hence their suitability in supporting the PV's action-based orientation. Focusing on the balance of dominance, American TS uses more interrogative sentences with PVs. It helps bring in a two-way exchange of information, possibly enhancing audience attention.

5. Conclusion

The analysis seeks to contribute to how PVs shape interviews and the cultural differences regarding such encounters. This research enlightens the communication that forms the basis of the TSs as well as the preferences of the latter. It is vital to note that the study highlighted the symbiosis of language and culture while also explaining how relatively PV options can determine the course of the conversation and reveal the existence of specific cultural beliefs and norms. Looking at the findings of this study, it becomes clear that the markers of PVs unveil the cultural frameworks of American TSs. The study examined that interviewers and interviewees in American TSs prioritize PVs, driving specific goals of 'persuasion' over simple descriptions. The analysis confirms all the hypotheses, revealing that American culture influences PVs extensively to shape communication and achieve their goals. The study unveils fascinating cultural variations in the types of persuasive PVs employed. American TSs favor PVs that express opinions and encourage discussion, potentially aiming to engage viewers and foster a collaborative atmosphere.

The study finds declarative sentences are the most commonly used structure with PV for information and viewpoints in culture. This aligns with the core function of PVs, which is to convey information and express viewpoints. Declarative sentences utilize the performative force of the PV directly, making the message clear and concise. The study highlights the strategic use of interrogative sentences with PVs, particularly by interviewers, to prompt further elaboration or clarification from the interviewee. American interviewers utilize interrogative sentences with PVs more regularly and potentially more

directly to encourage elaboration and keep the conversation flowing. It explains that declarative sentences are the most common structure in American culture. Interviewers strategically use interrogative sentences with PVs.

The conclusion highlights potential cultural variations in how frequently and directly interviewers use interrogative sentences. Adverbs co-occurring with PVs play a significant part in shaping the meaning and persuasive PV in two crucial ways: adverbs can strengthen the impact and intensify the PVs, making the action it expresses more forceful. The study also proposes that cultural variations in preferences for directness influence how messages are conveyed through this interplay between adverbs and PVs. American TSs prefer a direct approach and use even more intense adverbs accompanied by PVs to express their message, purpose, and intention. It also demonstrates how adverbs can make an influence stronger or PV's meaning more distinct and how cultural attitudes toward being directly affect the usage of adverbs with PVs in American TS.

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Appendix

[The Late Show with Stephen Colbert
https://subscribescript.com/series/The_Late_Show_with_Stephen_Colbert-3697842/season-1/episode-7-](https://subscribescript.com/series/The_Late_Show_with_Stephen_Colbert-3697842/season-1/episode-7-)

دراسة تداولية نحوية للأفعال الأدائية في برامج أمريكية مختارة

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المستخلص

ستحلل هذه الدراسة نصوص برامج حوارية أمريكية مختارة، مع التركيز على استخدام الأفعال الأدائية. سوف يأخذ التحليل بعين الاعتبار السياق النحوي لهذه الأفعال ووظائفها العملية ضمن سياق المحادثة. اللغة بمثابة أكثر من مجرد وسيلة لنقل المعلومات. كما أنه يشكل السلوك والتفكير والأفعال والعلاقات. تهدف الدراسة إلى تحليل الأفعال الأدائية لمضيفي البرامج الحوارية الأمريكية والضيوف فيما يتعلق باختلافات الثقافية المحتملة في التواصل على المستوى النحوي العملي. يسعى إلى المساهمة في فهم كيفية استخدام اللغة لبناء التفاعلات الاجتماعية، وإقامة العلاقات، وتشكيل الديناميكيات الخطابية للعرض. فحص تواتر الأفعال الأدائية وأنواعها ووظائفها في "العرض المتأخر مع ستيفن كولبيرت". اللغة بمثابة أكثر من مجرد وسيلة لنقل المعلومات. كما أنه يشكل السلوك والتفكير والأفعال والعلاقات. استخدام النموذج الانتقائي لسيرل (1979) ونموذجي كويرك وآخرين. (1985) متضمنًا أنواع الجمل والأحوال ووظائفها. ستستخدم هذه الدراسة تصميم بحث مختلط الأساليب. تهدف الدراسة الحالية إلى التعرف على أنواع الأفعال الأدائية المستخدمة في البرامج الحوارية الأمريكية، وتحليل وظائفها، ودراسة مدى مساهمتها في تحقيق الأهداف التواصلية ضمن السياق الثقافي. وقد لوحظ أيضًا أن البرامج الحوارية الأمريكية قوية وذات مظهر إعلامي. يمكن للأحوال المتزامنة مع الأفعال الأدائية أن تعزز التأثير على الجمهور أو تعدل درجة الصراحة اعتمادًا على الثقافة الأمريكية.

الكلمات المفتاحية: الأفعال الادائية، أفعال الكلام، البرامج الحوار