

## THE STUDY OF SPEECH ACT OF CONSENT IN URDU

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### ABSTRACT

Language plays a crucial role in the development of human intellectuality, social skills, and emotion, making it an essential communication tool. Language is a human, non-instinctive method for communicating ideas, emotions, and desires through voluntarily produced symbols (Hartman and Stork, 1973:124 cited in Kaswan and Suprijadi, 2011:9). This study attempts to highlight the speech act of consent in Urdu language. According to John Lyons (1968) Language is studied scientifically in linguistics. In this research the researchers have used the types of consent given by Chambliss, D.F and Schutt, R.K. (2018) in making sense of the social world. Consent is an approval to do something or permission for something to happen. This research investigates all types of speech act of consent in Urdu in both formal and in formal situations. The main purpose is to tell which types of consent are used in formal situations, and which are used in informal situations. For this purpose, the researchers have collected survey forms by doing convenience sampling. This study combines data through qualitative research. The analysis is presented in description. A discourse completion task (DCT) is used to collect data. The researchers concluded that the speech act of consent is used very randomly in both formal and informal situations. This is the conclusion the researcher came upon after all the surveys that are done. This research will be significant for students, teachers and future researchers may also use it as a reference in their work. The particular demands and expectations of the circumstance in which consent is being sought will determine which option is best.

### Key Words:

### INTRODUCTION

The base of human expression is language, a complex and dynamic system of communication that makes it possible to convey ideas, feelings, and thoughts. It is essential for forming societies, spreading knowledge, and preserving cultural identity. Language is expressed in many ways throughout civilizations, from spoken words to written symbols, representing the diversity of human interaction and thought (Smith, 2000). Numerous fields, including as phonetics, syntax, semantics, and sociolinguistics, are involved in the study of language; these fields all add to our understanding of the numerous ways in which language functions. While sociolinguists like Deborah Tannen have studied the social aspects of language behavior, scholars like Noam Chomsky have investigated the fundamental

mechanisms of language. Researchers hope to offer light on the mechanisms underlying linguistic variation, language acquisition, and the dynamic character of communication by dissecting language and its complexity. Linguistics is an interdisciplinary field that dissects language by looking at its structure, semantics, and sociolinguistic aspects. To better understand language as a complex phenomenon, linguists investigate a range of subfields, such as phonetics, syntax, semantics, and sociolinguistics (Jones & Brown, 2015). The scientific study of language, including its structure, meaning, and application in interpersonal communication, is known as linguistics (Crystal, 2019). To comprehend the complex mechanisms behind language production and comprehension, it explores the

examination of phonetics, syntax, semantics, and sociolinguistics (Chomsky, 1957).

The study of pragmatics examines how meaning is conveyed by a writer or speaker and understood by a reader or listener. In the accordance of Yule (1996:3) the study of pragmatics involves interpreting people's meanings in relation to particular contexts and how those contexts affect what is said. Yule defines pragmatics as the study of invisible meaning, or how we understand what is meant even when it is not stated explicitly or written, and he adds that pragmatics might be referred to as the investigation of intended speaker meaning (Yule, 2016:126). Taking up Stadler's words, pragmatics refers to the study of language in action, and the field's primary goal is to investigate how an utterance develops meaning based on the social and situational environment in which it is placed (2013:1). The notion that linguistic information, such as knowledge of grammar and vocabulary, is insufficient for engaging across cultures is one of the problems of this discipline, according to Stadler. Yule (1996:47) asserts that individuals not only create grammatical structures and words in their utterances, but also perform actions through them. Speech acts are verbal acts carried out through speech.

Identifying speech acts a notion first put out by philosopher J.L. Austin and then expanded upon by John Searle is essential to comprehending language's purpose beyond providing information. Speech acts are activities carried out through speech that encompass more than just the word meanings, they also cover the listener's reaction and the speaker's objectives. According to Austin's (1962) and Searle's (1969) theoretical framework, speech acts are an important idea in linguistics that go beyond simple language-based communication. The foundation for comprehending how utterances not only communicate meaning but also serve a variety of purposes within social contexts was established by Austin's (1969) classification of actions as locutionary, illocutionary, or perlocutionary. Since then, pragmatics has included the study of speech acts as a fundamental component, examining the ways in which language is employed to carry out actions and create social reality (Levinson, 1983).

The speech act types that are listed below include:

**Assertive:** These verbal exchanges seek to clarify ideas or offer opinions about the outside world. Claims, descriptions of occurrences, and factual statements are a few examples.

"Austin (1962) introduced the concept of performative utterances, which play a key role in assertive speech acts by conveying information or making statements about the world."

**Directives:** Speech acts that aim at persuading the listener to behave are known as directives. They entail demands, directives, or recommendations.

For instance: "Searle's (1969) work on directives highlights the significance of language in influencing the behavior of the listener through requests, commands, or suggestions."

**Commissive:** Commissive entails obligating the speaker to follow through on a future plan of action. They consist of pledges, vows, and promises.

For example: "Searle's classification of commissive speech acts sheds light on utterances that involve commitments to future actions or behaviors (1969)."

**Expressive:** Speech activities known as expressive convey the speaker's attitudes or feelings. They consist of regrets, felicitations, or words of sympathy.

example, be as follows "Searle (1975) introduced the concept of expressive, emphasizing the role of language in conveying the speaker's emotions or attitudes."

**Declarations:** Speech activities known as declarations alter the outside environment just by virtue of their expression. By making the statement, the speaker is acting; they are neither reporting nor describing.

For instance: "Austin's theory of performative utterances is fundamental to understanding declarations, where the act of stating brings about a change in the external world (1962)."

Three Speech Acts are recognized by Yule (1996:48): the linguistic expression, the basic act of speaking, and the locutionary act. We usually construct coherent statements with a purpose in mind, a second dimension called the Illocutionary Act. An expression is created with a purpose in mind, a second dimension called the Illocutionary act, and a third dimension

called the perlocutionary act, both intended to have an effect.

**Locutionary act:** According to Austin (1962), uttering a particular sentence with a particular meaning in the ordinary sense constitutes a locutionary act. As a result, a locutionary act is just speaking something that generally, has a particular meaning. In this instance, it can be summed up in numerous ways:

- The act of speaking a statement, which establishes its reference and meaning.
- a gesture that causes an expression to be made.
- the process of speaking in a way that is meaningful and understandable.

The act of saying something or listening something is commonly referred to as a locution. For instance, Watch out! There is a gap. The phrase is used to caution someone to drive with greater care and pay more attention to the road they are passing. As a result, it is referred to as an act of locution.

**Illocutionary act:** Illocutionary actions like educating, ordering, forewarning, and performing. These are words that possess a specific (conventional) kind of power. Illocutionary acts, according to Searle (1976), are the entire minimal unit of human verbal communication. People participate in illocutionary activities whenever they speak to one another. The key points are:

- using a sentence to accomplish a task.
- making an assertion, proposal, commitment, etc.

By the conversational power attached to a sentence as it is being spoken. Austin (1962) focuses on illocutionary acts, claiming that one may determine a statement force and show that it is performative. For instance, when said in a specific situation, the phrase run in the hallway has the weight of a warning. The addressee is cautioned by hearing the remark and taking it to be a warning, but this does not obligate or require the addressee to act in a certain manner in light of the warning.

**Perlocutionary act:** Whether the effect is intended or not, a perlocutionary act is a speaking act that modifies the speech partner through the speaker utterance. Persuasion, argumentation, burning, insulting, forcing partners into doing something, etc. are examples of perlocutionary acts. A perlocutionary act is

when anything you say has a result or impact. For instance, if the speaker says have money, the listener may feel compelled to respond, give me some money or, Treat me to a meal. The listener impression is known as perlocutionary action.

**Consent:**

I'm here today to talk about the Speech Act of Consent, which is an essential component of human communication that affects us all on a regular basis. Consent is essential to polite and ethical communication in all interactions, whether they are personal or professional. It is my hope that this conversation will help us all appreciate the importance of consent in our day-to-day interactions and promote an environment of mutual respect and open communication. We can create more resilient, compassionate communities and advance a society where everyone's autonomy is respected and safeguarded by upholding the consent principles.

J.L. Austin is a well-known academic who has made an important contribution to our knowledge of speech acts and consent. Austin established speech acts as a concept in his masterwork "How to Do Things with Words" (1962), emphasizing that language is used for more than only narrating the outside world. As a speech act, consent requires more than just expressing agreement; it also includes the ability to use words to modify duties, relationships, or legal legitimacy.

Following are the types of consent. Daniel F. Chambliss and Russell K. Schutt (2010) covered all of these types in their book Making Sense of the Social World: Methods of Investigation (3rd ed).

**Informed consent:** According to Chamberlin and Schutt (2010), pp. 57–8, consent can only be considered informed if it is offered by those who are competent to offer it, have done so willingly, are fully informed about the research, and have understood what they have been told. People under the age of eighteen may never grant consent, unless they are emancipated minors. Inquire about the legal competency of those who have been institutionalized in the criminal justice system or who suffer from mental illness. A parent or legal guardian must grant consent if the subject is not of legal age to do so. Assent can still be given by the participant.

**Implied consent:** As evidence of permission, study participation is required. This is appropriate for studies like opinion surveys that offer participant anonymity. The consent to participate in research is implied by filling out the form, but it should be made plain at the top that doing so does not waive the participant's rights in any way. The research methodology included an opt-out strategy, whereby respondents' completion of the survey was interpreted as implicit consent (Smith & Brown, 2023).

**Explicit consent:** By responding to a specific question regarding their readiness to participate, participants give their consent. This can be done verbally or in writing (permission form). Active agreement After consenting to a certain statement, participants signal that they are willing to engage in the study and are enrolled. This is the most typical type of consent for study and the one that is advised. Before the study started, the participants gave their express agreement, indicating that they understood the goals of the research and that their participation was voluntary (Johnson et al., 2023).

**Passive consent:** After being made aware of the study, participants are assumed to have given their consent to take part unless they expressly say otherwise. Schools frequently employ this process when they ask parents on paperwork to consent to their children's participation in studies or extracurricular activities. "Passive consent, also referred to as opt-out consent, is a method where participation is assumed unless individuals explicitly decline (Smith & Johnson, 2018)."

**Active consent:** This is the most typical and recommended form of consent for research. Active consent refers to a user express assent (usually to the usage of cookies by a website) expressed through proactive actions, like checking a box or clicking a button. Users must be fully informed about what they are consenting to, including the types and purposes of cookies used on your website, in order to give their active permission.

**Written consent:** Through the completion of a permission form, participants provide their consent. The highest level of assurance is provided to the participant by written consent, which ensures explicit and active consent. It

works best in research with some degree of danger, although it can also be used in many studies with little risk above what one could encounter in normal life, when participants divulge private or sensitive information, when they are subjected to deceit, or when they get any experimental therapy. Written consent should be taken into account in experiments and in-depth interviews in particular. Per the signed consent of the participant, "the study aimed to investigate the impact of environmental factors on cognitive development" (Smith, 2023, p. 15).

**Oral consent:**

When getting explicit, active consent is necessary yet getting written consent would be too risky or uncomfortable, oral consent should be taken into consideration. Certain groups, such as homeless people, illegal immigrants, or criminals, can be reluctant to take part because they fear legal repercussions or are wary of leaving written records. Alternatively, the research issue might be extremely sensitive because it deals with attitudes and behaviors that are socially taboo despite being legal. In the event that the documents are made public or a criminal inquiry is launched, the researchers could face legal consequences. The subject indicated their willingness to engage in the study and gave their agreement orally, saying, "I understand the nature of the research and consent to being interviewed" (Doe, personal communication, November 13, 2023).

Daniel F. Chambliss and Russell K. Schutt (2010) covered all of these types in their book *Making Sense of the Social World: Methods of Investigation* (3rd ed.).

### **Literature review:**

In this chapter literature review the researcher mentioned language, linguistic, pragmatics, speech acts (locutionary, illocutionary, perlocutionary) and then consent and its types. There are past researches This article, "More than Conveying Information: (i) Informed Consent as Speech Act," was presented by David C. Magnus, Bonnie O. Wong, Jason N. Batten, and Jacob A. Blythe in 2021. (ii) All through this piece of writing by Monica R. Cowart in September 2004, it is important to comprehend what constitutes consent because the definition of this act affects

important moral questions. (iii) As stated by AD Darweesh in 2016, this research examines how Iraqi students perform in the speech act of correction and how this is achieved when they have unequal status. (iv) As stated by AD Darweesh in 2016, this research examines how Iraqi students perform in the speech act of correction and how this is achieved when they have unequal status. (v) According to Robert E. Goodin (16 April 2023), consent is merely a mental attitude. (vi) The current work is a result of broader research (Válková, 2004, 2012) that looked at different applications of politeness theory (vii) According to Dr O'Neill many medical ethics views, informed consent is important because it upholds personal autonomy (viii) In 2022, Samara Mohammed Ahmed, Waqqas Saddi Ismaeel, and Ali Arshad Rushdi state that, a performative action is one that is carried out in response to a statement being spoken (ix) Transparent reporting of ethical considerations in research by Clovis Mariano Faggion (27 May 2022) is crucial (x) In (October 21, 2021) Abudalslam Alfghe and Behbood Mohammadzadeh informed us that this study looks at undergraduate students' use of the three speech act techniques of request, suggestion, and apologies.

#### **Research questions:**

The present investigation aims to address the subsequent research inquiries:

- How does the realization of the speech act of consent happen in Urdu?
- What types of speech acts are used in formal and informal situations?

#### **Research objectives:**

The following are the objectives of the research:

- Investigate the realization of the speech act of consent in Urdu.
- To examine the types of consent used in formal and informal situations.

#### **Methodology:**

The research method of this research is qualitative. A thorough description of the data collection techniques used, including focus

groups, interviews, and observations, is provided. A detailed description of any tools or instruments, including interview guides, that were used is provided, along with a comprehensive rundown of the steps involved in gathering the data. The goal of the study and purpose are summarized in the introduction, which also introduces the qualitative research approach. As we move on to the research design, the selected qualitative technique is made explicit along with a rationale for how it fits in with the research questions. There is also an explanation of the reasoning behind choosing this particular strategy. According to Creswell, J. W. (2013). Qualitative research is the process of learning about a social or human issue by using several methodological traditions of inquiry. The study is carried out in a natural setting, a comprehensive image is created, language is analyzed, and in-depth viewpoints from informants are reported.

#### **Data analysis tool:**

The discourse completion task (DCT) was employed to gather information for this study. The study of language use in context, especially how context affects meaning interpretation, is known as pragmatics in linguistics. In pragmatics, capturing and analyzing spoken or written language in a variety of circumstances is a common method of gathering data. Questionnaire surveys usually provide quantitative results, but they have also been employed for open-ended questions that ask for a qualitative analysis (Dörnyei, 2007:101). There are various methods for gathering information on speech act performance, and each has advantages and disadvantages (Beebe & Cummings, 1996:67; Ronan, 2015:39). Discourse completion tasks (DCTs) are a kind of production questionnaire where a situational description is used to elicit written speech act, according to Sweeney and Hua's (2015) definition (2015:212). In a DCT, the situational prompts give background information on the imaginary interlocutor and the environment in which the imaginary interaction takes place (Roever, 2010:243). These questions can be rather thorough, and other studies have shown that participants' answers are influenced by the degree of information (see Billmyer &

Varghese, 2000). DCTs are recognized to have a variety of benefits, including the ability to collect a high number of responses, ease of assessment, and lack of transcription requirements (Roever, 2010:242; Nurani, 2009:669). Additionally, implementing DCTs makes it feasible to examine a wide range of characteristics, including gender, age, and nationality, which may not be as simple to do when examining real data (Beebe & Cummings, 1996:66-67). Additionally, it has been noted that "the psychological element is one of the main reasons why natural data and DCT are different" (Nurani, 2009:670). According to Cummings' conclusion, DCTs are a very useful research tool, particularly for "classifying semantic formulas and strategies that will probably occur in natural speech" (Beebe & Cummings, 1996:80).

**Analysis:**

Data analysis is the act of looking through, cleaning, transforming, and modeling data to uncover pertinent information, draw conclusions, and aid in decision-making. It comprises searching databases for trends, patterns, and insights using a variety of techniques and tools. The primary goal of this examination is to find that which types of consent are mostly used in our language which is

urdu. A person's express acceptance or permission to carry out a specific action, frequently in relation to activities that could have an impact on them, is known as consent. It suggests that the individual providing consent is aware of the ramifications of their choice. It emphasizes mutual respect and ensures that both parties are willing participants. I have found the types in formal and informal both situations. In the digital age, consent plays a significant role in data privacy. In this research the researcher formed two situations formal and informal and in both we choose three situations. In informal we choose those three situations:

- Children and parents: taking permission to go on a trip
  - Borrowing items: Can I grab your charger?
  - Siblings: taking permission to borrow clothes.
- For formal we choose those situations:
- Student and teacher: taking permission to go on a lunch.
  - Doctor and patient: taking permission before starting checkup
  - Lawyer: could you sign this form to grant your consent for sharing of your personal information.

Type	Definition	Examples	Situation
Informed consent	According to Chamberlin and Schutt (2010), pp. 57–8, "consent must be given by persons who are competent to consent, have consented voluntarily, are fully informed about the research, and have comprehended what they have been told." Unless they are emancipated children, no one under the age of eighteen may ever give permission. Find more about the legal standing of people with mental illnesses or those who have been institutionalized in the criminal justice system. If the subject is not old enough to give consent, the consent must be given by the parent or legal guardian. The participant may still provide their assent	Taking permission to go on a trip. <ul style="list-style-type: none"> <li>• Mother: papa sy puch us k bad chali jana.</li> <li>• Ok you can go but be in contact with us.</li> </ul> Taking consent from your friend for their charger. <ul style="list-style-type: none"> <li>• No need of consent.</li> <li>• Definitely.</li> </ul> Taking permission from your siblings to borrow their clothes. <ul style="list-style-type: none"> <li>• They allow simply.</li> </ul> Haan ly ly	Informal
Explicit	By responding to a specific question	Question 1	Informal

consent	expressing their readiness to participate, participants give their consent. This can be done personally or in writing (permission form). Active agreement After consenting to a certain statement, participants signal that they are willing to engage in the study and are enrolled. This is the most typical type of consent for study and the one that is advised.	<ul style="list-style-type: none"> <li>• No problem</li> <li>• Haan chalay jao</li> </ul> Question 2 <ul style="list-style-type: none"> <li>• Take it.</li> <li>• Wo para hai.</li> </ul> Question 3 <ul style="list-style-type: none"> <li>• Han pehn lo.</li> </ul> Ok.	
Oral consent	When getting explicit, active consent is necessary yet getting written consent would be too risky or uncomfortable, oral consent should be taken into consideration. Certain groups, such homeless people, illegal immigrants, or criminals, can be reluctant to take part because they fear legal repercussions or are wary of leaving written records.	Question 1 <ul style="list-style-type: none"> <li>• Ok beta kb jana,kitny paisy chahiye?</li> <li>• Alright travel safe.</li> </ul> Question 2 <ul style="list-style-type: none"> <li>• No problem</li> <li>• They will agre</li> </ul> Question 3 <ul style="list-style-type: none"> <li>• Ok use kr lo</li> </ul> Ly lo	Informal
Passive consent	After becoming aware of the study, participants are deemed to have consented to take part unless they expressly say otherwise. Schools commonly use this process when they ask parents on paperwork to consent to their children's participation in studies or extracurricular activities.	Question 1 <ul style="list-style-type: none"> <li>• Ok</li> </ul> Question 2 <ul style="list-style-type: none"> <li>• Definitely no problem.</li> <li>• No need to ask.</li> </ul> Question 3 <ul style="list-style-type: none"> <li>• Ly lo lakin dhayan sy naya suit</li> </ul> Dy dy gi lakin larny k bad	Informal
Implied consent	As evidence of permission, study participation is required. This is appropriate for studies like opinion surveys that offer participant anonymity. The consent to participate in research is implied by filling out the form, but it should be made plain at the top that doing so does not waive the participant's rights in any way.	Question 1 <ul style="list-style-type: none"> <li>• Student and teacher: taking permission to go on a lunch.</li> </ul> Question 2 <ul style="list-style-type: none"> <li>• Doctor and patient: taking permission before starting checkup</li> </ul> Question 3 <ul style="list-style-type: none"> <li>• Lawyer: could you sign this form to grant your consent for sharing of your personal information.</li> </ul>	Formal
Written consent	Participants give their consent by filling out consent form. Written consent guarantees active and explicit, thus offering the highest guarantees to the participant. It is most appropriate in studies that contain some level of risk, but also in many studies with no risk above those of daily life, when participants disclose personal or sensitive information,	Question 1 <ul style="list-style-type: none"> <li>• Student and teacher: taking permission to go on a lunch.</li> </ul> Question 2 <ul style="list-style-type: none"> <li>• Doctor and patient: taking permission before starting checkup</li> </ul> Question 3 <ul style="list-style-type: none"> <li>• Lawyer: could you sign this</li> </ul>	Formal

	when they are exposed to deception, or any experimental treatment. Experiments and in-depth interviews in particular should consider written consent.	form to grant your consent for sharing of your personal information.	
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**Results and discussions:**

This table shows the clear representation of all the types of consent. First of all, I have mentioned the seven types of consent at the left side of the table, then I wrote the definitions of all the types and I gave examples which we got after doing surveys and at the end I mentioned the types of the situation at the right side of the table. By doing research some of the types are mostly used in formal and some in informal. In informal we found informed consent, explicit consent and oral consent whereas, in formal we found passive consent, implied consent and written consent. The finding shows that in formal situations some things are fixed like for everyone every answer is same for example when we will any survey, we are not eligible to give our opinions we just have to click on agree or disagree. Whereas on the other hand, in informal the relations we share with our family, friends, siblings we agree or disagree according to our willingness. Sometimes we are already informed about the consent of our parents and siblings. Depending on the situation, either formal or informal consent is appropriate. Formal agreement is frequently needed in legal, medical, and research situations, but in everyday interactions, informal consent could be adequate. In different situations, each with its own set of features and issues, need the use of both formal and informal consent. The particular demands and expectations of the circumstance in which consent is being sought will determine which option is best. I have concluded that the speech act of consent is used very randomly in both formal and informal. Although the speech act of consent is essential to both official and casual communication, how it is used varies depending on the

situation. The act of voluntarily accepting something is called consent, and it can be given orally or nonverbally. All those types of consent are overlapping in our language urdu.

**Conclusion:**

First of all, Language plays a crucial role in the development of human intellectuality, social skills, and emotion, making it an essential communication tool. Language is a human, non-instinctive method for communicating ideas, emotions, and desires through voluntarily produced symbols (Hartman and Stork, 1973:124 cited in Kaswan and Suprijadi, 2011:9). According to John Lyons (1968) Language is studied scientifically in linguistics. The term first used in the middle of the 19th century to emphasize the differences between a more contemporary method of language study that was then emerging and the more conventional method of philology. The scientific study of language refers to its examinations using carefully monitored, empirically verifiable observations and with reference to a broad theory of language structure. To comprehend the complex mechanisms behind language production and comprehension, it explores the examination of phonetics, syntax, semantics, and sociolinguistics (Chomsky, 1957). Pragmatics is the study of meaning as communicated by a speaker or writer and interpreted by a listener or reader. In the accordance of Yule (1996:3) Pragmatics is the study of speaker meaning, involving interpretation of people's meanings within a specific context and how context influences what is said. Then there is speech act of theory which was introduced by Oxford philosopher J.L Austin (1962) in HOW



TO DO THINGS WITH WORDS and further expanded by American philosopher J.R. Searle (1969). They believed that language is not only used to inform or to describe things, is to often used 'to do things' 'to perform actions. Speech act is the subfield of pragmatics. John Austin famed three acts in one single speech act we perform. 1. Locutionary speech act (message) 2. Illocutionary speech act (speaker) 3. Perlocutionary speech act (hearer). Then Searl divides illocutionary acts into five basic types: 1. Directives 2. Commissive 3. Representative 4. Declarative 5. Expressive. Consent is approval to do something or permission for something to happen. Consent ought to be expressed freely and unambiguously. You and the other person can better understand and respect each other boundaries if you both verbally and affirmatively express your consent. According to some, consent is merely a mental attitude. Some claim that it is basically merely a kind of communication. Many claim that it both. It neither, I contend. In addition, as learners of the English language, students ought to take sentence structure into account. Students can learn a little bit about how native English speakers use words and select specific vocabulary to accomplish acts in a variety of circumstances. It is also very important to take into account the context in which the utterances occur (91), as this is the only way to identify the speech act.

This research investigates all types of speech act of consent in urdu in both formal and informal situation. The main purpose was to tell that which types of consent are used in formal situations and which are used in informal situation. For this purpose, the researcher has collected some survey forms by doing convenience sampling. This study combines data through qualitative research. A qualitative method applied on random university students, allowing for a look at people's hidden reactions and way of giving permission. A discourse

completion task (DCT) was used to collect data for this investigation. The population the researcher choose are parents, children, patients, doctors, lawyers, friends, students and teachers. The researcher collected data in this research is through convenience sampling. Convenience sampling is a non-probability sampling strategy in which the researcher chooses study participants based on who is most accessible or easily reached (Babbie, 2017). This approach is dependent on the accessibility of subjects, such surveying random people like families and some other occupations. Because the researcher can conduct the sample and contact the subjects easily, it is commonly referred to as convenience sampling.

This study was designed to identify the types of consent which are informed, implied, explicit, passive, oral and written. The first question is how the realization of speech act of consent is happened in urdu. To figure out the answer the researcher applies all the types discussed by Chambliss, Daniel F., and Russell K. Schutt. 2010, in their book Making Sense of the Social World. According to the findings we have come to the conclusion that every setting has different way of giving consent. For example, there was an answer i.e. **ok you can go but be in contact with us**, another examples **papa sy puch lo phr chali jana, I never asked I just took, jao , ly lo , puchny ki zarorat nai** many of the consents have informed information. In those answers the participants simply giving consent orally, explicitly.

The second question is what types of speech acts used in formal and informal situations. By doing research three types of consent are used in formal and the other three are used in informal. In informal situations we do not any formalities to ask for permission, in some situations we do not even ask for permission because we already have the consent to share things. In informal we

found informed consent, explicit consent and oral consent whereas, in formal we found passive consent, implied consent and written consent. In formal situation we must clearly explain to people what they are consenting about and that are easily understandable or not. The request for consent must be prominent, concise and in easy language. Formal situations mostly have written consent. In informal situations we are more relaxed and the people involved in informal that you know each other well where as in formal you are communicating with some that you don't know very well. The finding shows that in formal situations some things are fixed like for everyone every answer is same for example when we will any survey, we are not eligible to give our opinions we just have to click on agree or disagree. Whereas on the other hand, in informal the relations we share with our family, friends, siblings we agree or disagree according to our willingness. Sometimes we are already informed about the consent of our parents and siblings. Depending on the situation, either formal or informal consent is appropriate. Formal agreement is frequently needed in legal, medical, and research situations, but in everyday interactions, informal consent could be adequate. In different situations, each with its own set of features and issues, need the use of both formal and informal consent. The particular demands and expectations of the circumstance in which consent is being sought will determine which option is best. I have concluded that the speech act of consent is used very randomly in both formal and informal. Although the speech act of consent is essential to both official and casual communication, how it is used varies depending on the situation. The act of voluntarily accepting something is called consent, and it can be given orally or nonverbally.

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