



ADVANCE SOCIAL SCIENCE ARCHIVE JOURNAL

Available Online: <https://assajournal.com>

Vol. 03 No. 02. Apr-Jun 2025. Page#.1470-1482

Print ISSN: [3006-2497](#) Online ISSN: [3006-2500](#)Platform & Workflow by: [Open Journal Systems](#)

Analyzing Language Use in Graduate English Classrooms at Kohat University of Science and Technology through Pragmatic Speech Act Theory

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ABSTRACT

The research study was basically conducted to investigate and analyze various speech acts: locutionary, illocutionary (declarative, assertive, directive, expressive and commissive speech acts) and perlocutionary speech acts, as proposed by John Lang Shaw Austin and John Searle by the teachers and the students in the context of graduate M.Phil. English classrooms at Kohat University of Science and Technology (KUST). Besides, the researcher analyzed various functions of different speech acts performed. Taking three teachers of English, teaching to graduate classes, and students of the first three semesters of graduate studies were selected as sample for the study, the researcher attended five different classes of each teacher and attended 15 classroom interactions held between teachers and students using the technique of observation and note taking for collection of data. The qualitative research method was used for the conduction of the research study and descriptive analysis (discourse –pragmatic analysis) as a data analysis technique was employed by the researcher for the analysis of data. Based on the study, the researcher analyzed different speech acts used by the teachers and the students, along with the functions and forces carried by the speech acts. It was found that a total of 353 different illocutionary speech acts were performed with various functions by the teachers and the students. It was observed after deep analysis and investigation that directive speech acts were most dominantly performed by the teachers and the students, while commissive speech acts were less dominantly performed.

Keywords: Language use, English as Foreign language; English Classrooms; KUST; Speech Act.

1. Introduction

Pragmatics, an esoteric branch of linguistics, elucidates the intricacies of language use within real-life contexts, delving into the nuances of communication beyond mere semantics. The pragmatic framework scrutinizes the deployment of speech acts, discerning how illocutionary forces imbue utterances with meaning, transcending syntactic and semantic dimensions.

Pragmatic implicatures, illuminated by Gricean maxims, elucidate the artful conveyance of meaning through implicit, indirect communicative strategies, surpassing overt linguistic expressions. The pragmatic modulation of conversational implicatures deftly negotiates meaning as interlocutors dynamically adjust their contributions, fostering coherent and contextually apt dialogues.

Pragmatics deals with the intentions of a speaker during the actual production of an utterance, as stated above. It studies and shows what the speaker actually means by his utterance, and it explores the communicative force and context behind the utterance. In different contexts, the same utterance means differently, which is the major concern of the study. Yule (1996) states that pragmatics is the study of speaker meaning and contextual meaning; it is the study of exploring what is being communicated rather than what is being said; and it is the study of the expression of relative distance.

Pragmatic analysis is the critical investigation of how language is used by language users and understood contextually. It takes into consideration the knowledge of the language users about how to use language according to the context and circumstances. It infers that language and context are inseparable, as the latter is a fundamental and basic condition for a complete understanding of the language used. Grundy (2000) holds the view that meaning can be shared properly with knowledge of the necessary conditions of context.

This practical perspective is a deep study of the different types of contexts that are active in every kind of conversation, namely physical context, psychological context, and linguistic context. Before uttering any kind of utterance, the three types of contexts must be known to the interlocutors. The physical context refers to participants in conversation, place, time, and the activities involved in the discourse. Psychological context refers to the state of mind of participants in a discourse, whether it is sorrow, joy, anger, or happiness. Last but not the least, the linguistic context looks into the linguistic choices of the participants. It investigates the diction, lexical choice, and type of sentences the interlocutors use during discourse.

Human language is comprised of different kinds of speech acts. Speech act is the combination of two words, i.e., speech and act. The speech act is the major concern of speech act theory. Speech act theory, also known as pragmatic act theory or theory of pragmeme, was proposed and developed by J.L. Austin, who was the Oxford Philosopher. In 1955, the lectures he delivered at Harvard University were published after his death as *How to Do Things with Words* in 1975. John R. Searle, Bach and Harnish, Sadock, Cole, and Morgan, among others, also contributed to the further extension and development of speech act theory. They added many other approaches to the theory.

Pragmatic speech act theory is concerned with the pragmatic force and function of speeches. The theory claims that language is not meant to convey information only; it is meant to act. It means that language users perform actions through speeches, which makes the concept clear that language is action-oriented and is meant to perform action. J. L. Austin, who has proposed pragmatic speech act theory in his important book, *How to Do Things with Words*, classifies speech acts into the following three kinds which have been mentioned below.

The locutionary act is the first type of speech act proposed by J.L. Austin, which deals with the lateral, surface, and actual meaning of an utterance. It deals with the semantic aspects of an utterance. It is just an act of saying something. Knowledge about context is not necessary for understanding the meaning of locution. What is said and what the utterance literally conveys are the spheres of this kind of act. The locutionary act is concerned with the actual words used by the speaker and their semantic meaning. It is a propositional act that is placed on the level of saying something.

Illocutionary speech act is the second type of speech act discovered by J.L. Austin in this pragmatic speech act theory. This type of speech act is produced with some sort of explicit or implicit conventional force that is active in the background of the speech act. It is produced with the appropriate intentions of the speaker in an appropriate situation, context, or setting. It deals with the study of the contextual and communicative meaning of an utterance. It has more to do with the intentions and forces behind the utterance. It is produced with some hidden sense. It refers to the meaning which is termed as intended meaning, the utterance carries. It deals with the study of how the listener does the action that the speaker wants to perform. Promising, representing, asserting, communicating, declaring, asking, or providing feedback are counted as illocutionary speech acts. Using this type of speech act, the speaker intends that the listener does a particular act, which makes an illocutionary speech act as an act of doing something.

Perlocutionary speech act is the third type of speech act discovered by J. L. Austin in his 1975 book, *How to Do Things with Words*. It deals with the effect of an utterance by the speaker on the listener. It focuses on controlling the attitude and behavior of the hearer, how an utterance controls and changes the mood, attitude, behavior, and mind towards a particular action, and how the effect of the utterance is achieved. A perlocutionary act is considered to be the act of affecting or impacting the addressee. There is always perlocutionary force in the perlocutionary speech act. This kind of speech act is dependent on the illocutionary speech act as well as the locutionary act.

Searle further classified illocutionary speech acts into five speech acts in order to extend the theory and make it more clear.

Declarative speech act is a type of illocutionary speech act is used to change the state of affairs in the world. The change is brought about by the utterance of a specified authority. It is a kind of speech act that changes the world or situation through utterance. Changes that occur in the world via words is the power of language (declarative speech).

Example of declarative speech act

I sentence you to death.

Directive speech act is a kind of illocutionary speech act that is used by the speaker to direct someone else to do something. Command, order, make a request, make a suggestion, and make a recommendation are counted as directive speech acts because these are various ways and mediums through which the speaker may get the actions done by others. Asking something also falls under the category of a directive speech act.

Example

1. Clean the room.

The assertive speech act is that type of illocutionary speech act where the speaker asserts, claims, and even reports with the mind and intention to do the action concerning the truth of a proposition. Using the assertive speech act, the speaker asserts his own point of view and approach to a particular situation.

Example

The sun rises in the east.

Commissive speech act is a type of illocutionary speech that refers to some future course of action. When someone performs a commissive speech act, they take on the onus of carrying out the stated action or promise. Promises, offers, pledges, vows, agreements, oaths, threats, guarantees, contracts, etc. are carried out through the Commissive Speech Act.

Example

I will always be there for your support.

An expressive speech act is a type of illocutionary speech act that reveals the speaker's attitude, emotions, and feelings towards a particular proposition. It expresses the psychological and internal state of a person. It includes thanking, receiving compliments, condolences, apologizing, welcoming, or congratulating.

Example

Congratulations! You have topped the test.

LITERATURE REVIEW

Juvrianto (2018) has conducted research to investigate speech acts used in the EFL classroom. He analyzed the speech acts used by the teachers and students at Islamic Senior High School (MAN) 1 Sinjai. His study was meant to observe different kinds of speech acts in the interaction of the teachers and the students in the EFL classroom. He identified that three kinds of speech acts were performed by the teachers and students in the formal discussion process in the academic environment. His research study showed that locutionary, illocutionary, and perlocutionary speech acts had been performed in teaching-learning activities by the teachers and the students in order to manage their formal activities. Jacob stated that the teachers and the students used locutionary speech acts just for sharing knowledge and information without any other intentions or forces behind them. It was mentioned that the teacher and the students used illocutionary speech acts, having some intentions in their minds for the listener. Using the illocutionary speech act, the speaker wanted his intended action to be done by others or the addressee(s). They used an illocutionary speech act with some implicit or explicit force. They used perlocutionary speech acts as well in order to achieve the effects of their utterances. The speaker wanted to effect or control the behavior and attitude of the listener in order to take an intended action. It means that the teachers and the students used utterances just for sharing ideas, to influence one another, and to control the minds of one another for doing some action by someone.

Altikriti (2011) conducted a research study analyzing speech acts in three selected short stories: "Acme" by Colin Galsworthy, 'Post Haste' by Colin Howard, and "The Happy Prince" by Oscar Wilde. The study analyzed and explored the speech acts: directive speech acts, representative speech acts, declarative speech acts, commissive speech acts, and expressive speech acts. According to the study, representative speech acts have been frequently used in the "Acme" short story of Colin Galsworthy. In this way, he came to the conclusion that in the "Post Haste" short story of Colin Howard, representative speech acts have been abundantly used. Representative speech acts had been found to be most frequently used in "The Happy Prince" by Oscar Wilde. In the analysis of those short stories, he presented various speech acts with their frequency and percentage. He also studied and identified the frequency and percentage of the types of such speech acts. Direct and indirect speech acts were also analyzed in the three short stories mentioned above where direct speech acts were abundantly found.

Khamkhien (2022) researched the speech acts used as refusals in response to other speech acts. This paper analyzed how Thai students use speech acts as refusals from different other kinds of speech acts, names, speech acts of suggestions, offers, requests, invitations, etc. It was studied how the status of the interlocutors is taken into consideration while producing the speech act of refusal for the speech acts reflecting proposals, propositions, invitations and solicitations. For the successful conduction of the study, the researcher selected one hundred and fifty seven students from the Thai university, then it was demanded of them to give responses to get refusals for 3 invitations, 3 offers, and 3 suggestions in 3 different scenarios involving statuses of low, same and high natures. The Oral Discourse Completion Test (ODCT) was given to them in order to manage the activity.

Salih (2022) conducted the study of discourse-pragmatic analysis meant to look into illocutionary speech acts in the famous novel of Charles Dickens, "Hard Times". The basic illocutionary speech acts performed by the hero of the novel were explored by the researcher, including how, why, and what kind of illocutionary speech acts the protagonist performs in the novel on various occasions. A mixed methodology for the conduction of the study was employed. The study concluded that the protagonist of the novel used five 5 kinds of illocutionary speech acts, namely expressive, commissive, declarative, representative and directive speech acts. The researcher declared having examined 473 speech acts from the novel. Among them, 75 directive speech acts made 16%, 85 commissive speech acts made 18%, 89 representative speech acts made 19%, 147 expressive speech acts made 31%, and 77 declarative speech acts made 16% of the total speech acts.

Christianto, D. (2020) examined and analyzed speech acts used in EFL classrooms. After data analysis, it was observed that the students and teachers performed 3 types of speech acts in the naturalistic environment of EFL classrooms.

Expressive speech acts used as statuses of Facebook were explored in which speech acts were identified and the various functions performed by them were analysed (Syafitri, 2020). The researcher analyzed the data using the pragmatic observational identity method, which was proposed by Sudaryanto (2015). The study found fourteen speech acts of expressive nature that the Facebook users put on their statuses. They are the expressions of annoyance, anger, apology, agreement, encouragement, sorrow, disappointment, disagreement, volition (hope), exclamation (complaint), satire, gratitude, glory, and commendations. Declarative, explanative and interrogative modes comprise the expressive speech acts.

Fitria et al. (2018) analyzed expressive utterances or speech acts found in the Zhag Sang show on Youtube. Observational and note-taking techniques were used for data collection. The data was analysed, using two theories on expressive utterances i.e. from Ronan (2015) which is about their types and from Searle and Vanderveken (1985) which is about their function. There were 87 expressive utterances identified in the video.

Azizah (2020) critically and pragmatically studied directive and commissive speech acts in the "Kartini" movie. The result of the study revealed that directive speech acts are used in various forms, including prohibiting, requesting, questioning, commanding, and giving advice. Commissive speech acts were found in two forms in the Kartini movie, including promise and offer.

After critically studying the existing literature concerning the recent study, the researcher found the gap that the same nature study should be conducted in the context of graduate studies in Pakistan, especially at KUST. It was observed after studying previous research studies that most of the studies were conducted at the elementary level. Speech acts have been investigated and analyzed in different genres. In novels, dramas, movies, Facebook comments, talk shows, titles of articles, refusals, etc., speech acts have been investigated and analyzed. On the basis of previous research studies, it was decided by the researcher to conduct research in graduate classrooms and in the context of KUST.

RESEARCH METHODOLOGY

The researcher has used a qualitative research design for the conduction of the study. Following a qualitative research design, the researcher collected descriptive data from the respondents in order to analyze the gathered data descriptively by following the technique of discourse-pragmatic analysis. The respondents provided plenty of data that was available to the researcher in textual form. The study was conducted in the context of graduate English classrooms at KUST and was meant to analyze the speech acts performed by the teachers and the students of M.Phil.

studies. Overall, the researcher observed fifteen classroom academic sessions with three teachers (five classroom sessions for each teacher). The researcher used the technique of non-participatory observations for the study. Alongside the investigation of various speech acts, the researcher also explored the different functions of speech acts. The whole study has been framed under pragmatic speech act theory, providing a theoretical framework for the study.

In the case of the present study, the researcher successfully employed the basic techniques of non-participant observation, note-taking, and recording. Using the basic technique of data collection, the researcher observed the classroom interactions of three English teachers teaching graduate classes and the first three semester students of M.Phil. English. The researcher observed five classroom interactions between each teacher and the students. Overall, 15 classroom interactions (sessions) in the academic-classroom environment were observed.

The Teachers and the students at KUST have been taken into account as the population for the study by the researcher. Different sessions, meetings, and classroom interactions of the teachers and the students in the context of the same university have been attended by the researcher of the study for the collection of suitable data. The population of the study has been limited by the researcher due to the qualitative research method being employed here; otherwise, he would not be capable of analyzing and interpreting the data collected from the large amount of available population. The data collected from the respondents in the mentioned setting were analyzed.

Through criterion, purposive, and convenient sampling techniques, data have been collected from the students enrolled in the first, second, and third semesters of M.Phil. and teachers teaching the students of these three semesters of the same discipline in the English department. As the researcher's study is qualitative, he was able to collect an abundant amount of data by observing five meetings of three teachers teaching to the students of the first three semesters of M.Phil. English. The researcher has confined his research only to the department of English because he could better conduct his study in the same department for valid and reliable findings because the topic the researcher has selected to be researched is completely related to the study of English.

Using a qualitative research method approach, the researcher used descriptive analysis (discourse analysis and pragmatic analysis) for the analysis of the collected data from the desired respondents. The collected data was filtered for the desired data. The researcher identified, investigated, evaluated, and analyzed different sorts of speech acts and their instructional functions in coding particular names for them. It has been described what speech acts have been used by the teachers and the students, what are the basic underlying forces and functions behind the usage of such acts through speech and how they have been used, and what and how they have assigned different functions to speech acts. The context of the acts and the different roles of those speech acts were identified.

DISCUSSION/ANALYSIS, FINDINGS, AND DISCUSSION

Data analysis is the most important section of research. It summarizes and purifies the collected data. It provides the required data out of the raw data. In this section, researcher filters all the collected data and find out the required and most crucial data needed for his/her research. Data is deeply interpreted from every angle in this crucial part of research. It can be said that data analysis makes raw data meaningful and important. While channelling the data, it becomes easy for the readers to understand the data collected in a particular context for a specific purpose. In data analysis, data is collected, modelled, and analyzed using various methods.

The following speech acts have been produced by the teachers and the students in the subject of critical discourse analysis.

1. Teacher: Hi, Good afternoon, dear students!

This speech act used by the teacher is a locutionary act because this type of greeting falls under the category of locutions. When we face someone, we use this type of speech act. Due to the inclusion of speaker feelings, emotions, and attitude towards the listener, the speech act used by the teacher is counted as an example of an expressive speech act, which is a type of illocutionary speech act.

2. Teacher: How are you, dear students?

3. Student: We are fine, sir.

4. Student: What about you, sir?

Teacher: I am well.

When the teacher said, "How are you?" it acted as an example of a locutionary act, signifying that they asked the students' questions. This kind of utterance is communicative when the teacher greets the students. Literally students' response is neither needed nor expected to this utterance but it depends on the context and interlocutors. If the teacher has the intention to ask about the students' health condition and is serious about it, then it can be counted as an illocutionary act. The teacher used the directive speech act in order to get any response from the students' side to his question. Students replied properly, which comes under the effect of an act, which makes the speech perlocutionary as well. The speech act that they are fine is going to be an assertive speech act, which is a type of illocutionary speech act. The student asked, "What about you, sir?" This is again a locutionary act (directive speech act), but students have in their minds that the teacher would give us a proper reply, so it becomes an illocutionary act. Then, going ahead and having some effects on the teacher, the act becomes a perlocutionary act.

5. Teacher: It is so dark in the room.

This utterance is a locutionary act, confining it to only lateral meaning. The researcher observed that the teacher wanted the students to turn on the lights in the room because, in darkness, the environment was not feasible for teaching and learning, and as a result, the speech act performed by the teacher becomes illocutionary and perlocutionary speech acts as well because we see the intentions of the speaker and the effect achieved from the audience side. More specifically, it is an assertive speech act.

6. Teacher: The weather is very pleasant today.

Student: Exactly, sir.

It is a locutionary speech act produced by the teacher by just sharing a matter of fact or reality with students. On the other hand, it has some implied meanings as well, which may be connected to the intentions in the mind of a teacher. The teacher wanted to inculcate in the minds of students that, due to favorable weather conditions, they will extend the class beyond the specified time, which makes the utterance an assertive or representative speech act (illocutionary act). The teacher really extended the session for half an hour. Due to its effect, it becomes a perlocutionary act.

7. Teacher: She is a very talented and nice girl.

The teacher asserts that she is a very talented and nice girl, which makes an utterance called an illocutionary speech act. The function of this utterance is assertion or representation. On the basis of function, the speech act is considered to be an assertive speech act. Using the utterance, the teacher shares his own point of view, subjective approach, and thinking towards the attributes of the girl concerned.

8. Teacher: It is drizzling as well outside.

The teacher has used this utterance in order to share information about drizzling outside with the students. Alongside this, he wanted to assert that it is drizzling outside, which makes an

utterance an illocutionary speech act. Due to assertion, the speech act is an assertive speech act. In the utterance, he reinforces the weather to enjoy. He opines that this kind of romantic weather is most suitable for every activity one wants to perform. He considers the environment very friendly to study in as well.

9. Teacher: The coffee tastes great in such friendly weather.

The utterance produced by the teacher is a declarative speech act because here he declares in front of an audience that taking coffee in pleasant weather tastes great. One can enjoy it in such situation. A declarative speech act is a type of illocutionary speech act. He declares the point of view to be very objective because all human beings enjoy a cup of coffee or tea in rainy weather.

10. Teacher: This subject is very practical and needs practical experience.

This speech is again considered an illocutionary speech act (assertive speech act), asserting the peculiarity of the subject concerned. It stresses the practicality of the subject and shows its importance. He asserts the practical nature of the subject. He claims that the subject has a realistic touch. It is the study of the events of real life. Its subject of investigation is natural. It has a social approach. He implicitly justified the above attributes of the subject.

The following speech acts have been analyzed in the sessions held between the teacher and students in the subject of Psycholinguistics.

1. Teacher: How are you doing, my dear students?

The speech act "How are you doing, my dear students?" is an illocutionary speech act known as a directive speech act because it serves the function of requesting information about the well-being or current state of the person being addressed. This speech act typically expects a response that provides an update on the individual's physical and mental health.

2. Teacher: What do you think about your course of "Psycholinguistics"?

The statement "What do you think about your course of Psycholinguistics?" is an instance of an illocutionary speech act, known as a directive speech act because it functions as a request for the students' opinions or assessment of their course. The speaker is seeking information about the listeners' views and evaluations concerning the course mentioned.

3. Teacher: The course of psycholinguistics will enable the students to understand the stages of the cognitive development.

The speech used by the instructor is an illocutionary speech act. Taking into consideration various kinds of illocutionary speech acts, the current speech act is of commissive type, referring to a future action. It serves the function of claiming or providing information about the course of psycholinguistics and the educational outcomes that will be achieved when it is studied. He says that the course will facilitate the students' comprehension of the stages of cognitive development. The students are going to be informed by the teacher concerned regarding the objectives of the course, which will be achieved after successful completion of the course.

4. Teacher: We will analyze the theories of language learning, e.g., behaviourism, cognitivism, interactionism, etc.

The speech used by the teacher in the presence of the students is an instance of a specific type of illocutionary speech act, which is a commissive speech act where reference is made to an action going to be performed in the future. By stating that, he deems it necessary to mentally prepare the students for such theories in advance. He just introduces them to the theories so that they come to know about the subject matter of the course and so that they may search behind the theories in advance using different sources.

5. Teacher: We will evaluate the role of memory in language learning.

The speech act produced by the teacher is a commissive speech act because, in this speech act, future course of action has been referred to. As we know, a commissive speech act is one of the

types of illocutionary speech act where implicit intentions and some hidden forces are present. He wants to inculcate in the minds of the students that memory has a crucial role in language learning, which they will cover very deeply, as they know that without memory, nothing can be learned.

6. Teacher: We will try to assess the importance of age, personality, factors, cognitive styles, and motivation in language learning.

The statement the teacher has used is the comprehensive speech act due to its reference to the future action of assessing the importance of age, personality, factors, cognitive styles, and motivation in language learning. He tries to keep it in students' minds that such factors play a central role in language learning. The above speech act is an illocutionary speech act.

7. Teacher: Students will be able to understand the relationship between language and the brain and the process of language acquisition.

Once again, the utterance the teacher has used is an illocutionary speech act. More specifically, the speech act is a commissive speech act because it refers to an action that is expected to be done in the future so that they will be able to understand the relationship between language and the brain and the process of language acquisition after course completion. In the usage of the illocutionary speech act, the speaker has set some intentions that he wants to achieve through his utterance or speech. It indicates that students will be able to link such concepts at the end of the course.

8. Teacher: What is the role of age in language acquisition?

The statement the teacher has used is an instance of a directive speech act because the speaker binds the listener to provide a proper reply to the query asked by the person concerned. More generally, the speech act performed by the teacher is an illocutionary speech act because it implies that students may share their opinions and points of view concerning the role of age in language acquisition, as well as learn about the deep link between age and language learning. The speech is in the form of a question or asking, which makes the act a directive speech act.

9. Teacher: What do you say about the importance of personality in the smooth learning of language?

The speech the teacher has produced exemplifies directive speech act, which is a form of illocutionary speech act. In this directive speech act, proper direction has been provided to students to provide an answer to the query about the importance of personality in language learning. It shows the students that personality's role cannot be avoided in both language learning and language acquisition. Directive speech acts are those speech acts where a query has been raised, an order has been given, or a request has been made.

10. Teacher: What role is played by motivation in language learning?

The statement used by the teacher exemplifies directive speech act where direction is provided to explore the role played by motivation in learning a language. It explores the idea to the students that without motivation, one cannot achieve any target, especially learning a language, more specifically a second language. It tells the students that they need to be very motivated if they want to be proficient in multiple languages. The speech act performed by the instructor is an illocutionary act.

The speech acts mentioned below have been analyzed by the researcher in the subject of language assessment in the formal classroom interactions held by the relevant instructor and the students of the 3rd semester of M.Phil.

1. Teacher: Had you studied the subject of language assessment in your BS journey?
2. Students: No sir. We had no course of language assessment in our BS.

The speech act used by the teacher is an instance of a directive speech act, a type of illocutionary speech act, where the instructor asks the students whether they have studied the subject of language assessment in their undergraduate journey or not. The students are supposed to answer the question of the teacher as per the directives provided in the speech act in order to learn about the information. Actually, the instructor has asked the question in order to learn about their background concerning the subject. He deems that if they studied it before, then it would be easier for him to teach the subject and for the students to understand a bit higher concept based on their schema. When the students reply to the instructor, then, based on the effect of utterance on addressees, the speech act would also be counted as a perlocutionary speech act.

The speech act produced by the students is an illocutionary speech act. Taking into consideration various types of illocutionary speech acts, the speech act of the instructor is an assertive speech act. They make the assertion that they had no such course of language assessment in their undergraduate courses. It implicitly shows that they are very new and fresh to the course. They have to study many concepts here, which would help them in their actual assessment of language.

3. Teacher: Dear students, we take the formal start of our course right today.

The speech of the teacher is an assertive speech act, which is one of the types of illocutionary speech acts. As we know, in the act of illocutionary speech, there are some underlying forces and intentions of the speaker. In the speech, the instructor makes the assertion in front of the students that they are no longer getting late, and finally they start their course formally right today. He tries to make the students conscious and active about the course to be discussed.

4. Teacher: What is language?

5. Students: Sir, to be very brief, it is a coded, arbitrary, productive, symbolic, and systemic system and tool used for communication purpose.

The speech of the teacher is a directive speech act, which is the most frequently used type of illocutionary speech act by the teachers and the students in the classroom in teaching and learning activities. Before coming to the main topic, the instructor first of all asks some basic questions from the students as the instructor splits the main heading into parts in order to make the topic more clear to the students. The students are supposed to answer the question properly with arguments.

Students have used the illocutionary speech act. More particularly, they have used assertive speech act. They assert that language is a tool for communication that is coded, arbitrary, productive, symbolic, and systemic. They have shared their approach, point of view, and approach to the question asked by the teacher. They have answered the question more perfectly.

6. Teacher: We will discuss the difference between semantic and episodic memory in the next class.

The statement of the instructor is a clear instance of a commissive speech act. The commissive speech act is one of the types of illocutionary speech act. The speech act is used to refer to a future activity discussing the topic of the difference between semantic and episodic memory in the class to come. The instructor wants that the students study and research the topic in advance using various sources.

7. Teacher: You can select your research topic in the field of Psycholinguistics because there are some unexplored areas to be researched.

The utterance uttered by the teacher is an illocutionary speech act where lies the intention of the speaker. Taking into consideration various types of illocutionary speech acts, the speech of the teacher is counted as an assertive speech act. In the speech, he asserts that students conduct

their research to explore less explored or unexplored areas of the broad field of linguistics. He shares his personal approach, experience, and point of view with the students. He specifies the area of research for them.

8. Teacher: What do you say about assessment?

9. Students: Sir, it is the process of gathering data through various mediums in order to evaluate the strengths and weaknesses of a language learner's language.

10. Teacher: Exactly! Your point of view is appreciated!

The speech act produced by the teacher is an example of directive speech act, a type of illocutionary speech act. The instructor has asked the students to share their views about assessment. He wants to know the various views, creativity, and knowledge of students. Answering the question by him having kept various purposes in mind behind it, is mandatory for students.

Students use assertive speech to respond to the query of the instructor. Assertive speech act is known to us as one basic variety of illocutionary speech act proposed by John Searle. They share their point of view and approach that it is a process of collecting data in order to know the strengths and weaknesses of a language learner's language. It seems from the statements of the students that assessment acts crucially in improving a particular language.

The speech of the instructor adopting the form of feedback is an example of an expressive speech act because in this he appreciates the response or answer of the students, using complimentary words in order to boost their confidence and boldness and motivate and encourage them.

Conclusion

Based upon the study, the researcher observed that there exists a thin boundary between the locutionary, illocutionary, and perlocutionary speech acts. Different types of illocutionary speech acts have been analyzed by the researcher and realized by the teachers and the students. More specifically and categorically, all the various types of illocutionary speech acts proposed by John Searle in order to clarify and extend pragmatic speech act theory, adding further detail to it, have been identified, investigated, analyzed, and evaluated. The study also analyzed various functions of the declaratives, assertives, directives, expressives, and commissives performed by the teachers and students in the most formal context of the classroom environment. It was investigated that 353 different speech acts had been delivered by the teachers and the students with various functions. It was analyzed based on the collected data that directive speech acts were most dominantly performed by the teachers and the students who graduated from English classrooms, while commissive speech acts were less dominantly performed by them. After directive speech acts, assertive speech acts were used most frequently in classroom interactions. Followed by directive and assertive speech acts, expressive speech acts were found to be abundantly performed. Commissive speech acts were less dominantly used in comparison to the directive, assertive, and expressive one but used with higher frequency as compared to the declarative speech acts which has been used to convey requests, commands, suggestions, recommendations, questions, invitations, and orders. It was found that an expressive speech act had been used to perform the functions of apologise, desire, compliment, agree, please, disagree, surprise, lament, complain, congratulate, boast, and praise. The assertive speech act was found to be used for making assertions and sharing personal and subjective points of view. It was analyzed that declarative and assertive speech acts contain very minute difference while taking them on a deeper level. The declarative speech act was observed to be used for making any kind of declaration or stating any objective point of view or approach. Based on the data analyzed by the researcher, the action to follow was referred to by performing the comprehensible speech act.

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