

Conversation Analysis of ESL Learners' Speech Acts in Classroom Discourse

Conchita Malenab-Temporal (PhD)

College of Teacher Education, Cagayan State University,
Andrews Campus, Tuguegarao City, Philippines
conchita_temporal@yahoo.com

Date Received: March 10, 2018; Date Revised: July 8, 2018

**Asia Pacific Journal of
Multidisciplinary Research**

Vol. 6 No. 3, 47-56

August 2018

P-ISSN 2350-7756

E-ISSN 2350-8442

www.apjmr.com

CHED Recognized Journal

ASEAN Citation Index

Abstract - Classroom discourses, particularly in making learners do what teachers or fellow learners ask them to do with what they say, are crucial in the learners' language comprehension. Hence, this study examined the speech acts of learners through analysis of their conversations in classroom discourse, particularly in an ESL classroom context. Specifically, it identified the locutionary, illocutionary, perlocutionary acts performed in ESL classroom discourse. Qualitative method was employed in the study and data were gathered through classroom observations which were audio and video recorded. The respondents of the study are students and teachers as they interact in the language classroom. Full transcripts of classroom discourses were documented and out of these full transcripts, several conversations were extracted which became the corpus of analysis in this study. In analyzing the speech acts performed in classroom discourse by the students and teachers, the categorical approach to the application of Speech Act theory by Cohen (1996) in analyzing the transcribed dialogues was adopted. Results show after careful analysis and interpretation of the transcripts of actual classroom discourses, that ESL learners' performative utterances in the classroom are those for purposes of explaining, asking questions, confirming, giving emphasis, citing examples, suggesting, scolding, and advising, requesting and commanding.

Keywords: conversation analysis, speech acts, locutionary, illocutionary, perlocutionary, performative utterances

INTRODUCTION

It is now generally accepted that classroom discourse is a potential tool to study learners' capabilities in interaction and in meaning negotiation. It is less clear, however, as Ellis [7] professed, whether the kind of communication that occurs in a classroom is sufficient to ensure development of full language comprehension.

Recent research has emphasized that teacher language used in interaction with learners is likely to elicit learning when it provides an opportunity for negotiating meaning [11] as this is regarded crucial in the construction of appropriate responses among interactants in classroom discourse. One practical approach that can give strong hints if classroom interaction is likely to generate learning opportunities is through conversation analysis of the speech acts of ESL learners [14].

By definition, speech acts, following Austin's (1962) and Searle's (1969) theory, perform an action, which means that an utterance has not only a locutionary meaning (literal meaning), but also an illocutionary meaning (intended meaning), and a

perlocutionary force (effect that is generated in the hearer of an utterance). Along this vein, speech act theory as opined by Rathert [13] plays a significant role in linguistics since it accentuates the difference between form and meaning of a linguistic choice emphasizing linguistic functions. It is argued that, particularly in communicative language teaching, speech acts provide learners with tools to deal with second language learning successfully.

Many foreign and few local studies on conversation analysis on ESL learners' speech acts led to the deeper understanding that language study should not only deal with linguistic form per se, but also analyze how linguistic choice meets the demands of a specific context so that effective communication is realized. Algarawi [1] underscores what Conversation Analysis claims that because intercultural marks the social action of the interlocutors, it is important that the internal details of the interaction are approached first and not the external details of the culture. This leads to identifying the cultural characteristics relevant to the linguistic forms, the topic, and the social actions of the participants and accounting for any deviant norms that

characterise the L2 classroom. Essentially, there are functions of language (such as ordering, requesting or apologizing) which are characterized through specific linguistic features that bring about effective communication in the classroom.

In the context of the study, it is a common observation among language teachers why students have apprehension in communicating in the classroom; thus, making them think of the reasons and ways by which to address the seemingly unengaging exchanges between and among teachers and students. Hence, this research examined the extent to which the opportunities for effective communication in an English as a Second Language (ESL) classroom result in the comprehension of speech acts intended by both the teacher and the students, as basis for designing language lessons and teaching them in a more communicatively and more actively possible.

OBJECTIVES OF THE STUDY

The study generally aimed to determine the speech acts of ESL learners through analysis of their conversations in classroom discourse. Specifically, it identified the locutionary, illocutionary, perlocutionary acts performed in ESL classroom discourse along categories such as expressives, directives, representatives, declaratives, and commissives.

METHODS

Research Design

The study made use of qualitative research design through conversation analysis of the speech acts of ESL learners in their classroom discourse. Moreover, to describe the language form and functions and highlight speech acts used in the conversation, the categorical approach by Cohen (1996) was used.

Research Participants

Respondents of the study were teachers handling Grammar and Composition 1 subject from the four colleges of the University, namely: the College of Teacher Education, College of Business Entrepreneurship and Accountancy, College of Allied Health Sciences and College of Hospitality Industry Management during the first semester of school year 2015-2016.

Research Instruments

Careful analysis and interpretation of the transcripts of actual classroom discourse which were recorded by

Tamayo (2016) in her study *Spoken Discourse Analysis on Language Use in English as a Second Language (ESL) Classrooms* became the main reference for documenting the speech acts evident in instruction by the teachers and students.

Data Gathering and Analysis

Data were gathered through classroom observations which were audio and video recorded. Specifically, a total of 30 full transcripts of classroom discourses were documented. Out of these 30 full transcripts, several conversations were extracted. The extracted conversations became the corpus of analysis in this study.

Lastly, in analyzing the speech acts performed in classroom discourse by the teacher-respondents, the categorical approach to the application of Speech Act theory by Cohen (1996) in analyzing the transcribed dialogues was adopted.

RESULT AND DISCUSSION

Cohen (1996) based on Austin's (1962) and Searle's (1969) speech act theory proposed speech acts into five categories: such as expressives (apology, complaint, thanks), directives (suggestion, request, command), representatives (assertions, claims, reports), declaratives (decree, declaration) and commissives (promise, threat). These categories were adopted in the conversation analysis of the respondents' classroom discourses.

It is Austin's (1962) view that that every speech act has locutionary, illocutionary, and perlocutionary aspects: whenever one performs an act of one of these kinds, he performs the others as well. While this study purposely looked into these acts, it particularly emphasized its interest on the performative utterance which is the primary focus of the illocutionary aspect.

Careful analysis of the conversations of teacher-students classroom discourse shows that ESL learners' performative utterances in the classroom are those for purposes of explaining, asking questions, confirming, giving emphasis, citing examples, suggesting, scolding, and advising, requesting and commanding.

Speech Act Category: *Expressives*

Expressives are the category of speech acts that necessarily refer to the expressive function of language which serves to show the emotions and feelings of the speaker clearly and openly express the speakers' feelings. This function serves the declaration of

speaker's attitude such as in the conversation as exhibited in extract 1.

The teacher used the expression *oohhh?* which literally equates to doubt (*locutionary*) to allow the students to confirm (*illocutionary*) their given answer and to be certain of the correctness of their answer. This expression resulted to the raising of questions (*perlocutionary*) on the part of the students allowing them to process their answer and to justify their choice as shown in lines 2, 3, 4 and 5 of the extract. Line 3, however, made the student doubt the correctness of the answer given by giving a justification which is in an inquiry form.

University students, in the context of the Cagayano, sometimes break the conversation barrier and tend to be closer and more personal with their teacher. This situation happens in so far as the desire of the teacher to have students communicate is concerned. Gorjian and Habibi [9] posit that communicating requires speaker to encourage people to listen, engage, take on board what is being said and process that information with a view to doing something. Using the type of language they feel comfortable with is the key.

Extract 1

- 1 T: oohhh?
 2 S1: ah? Baket ma'am? (why Ma'am?)
 3 S2: went eh!
 Ma'am last month eh?
 4 S3: last month ma'am
 5 S4: oo nga eh last month
 6 T: Okay even if we use last month if we use...*(pause as the teacher is writing on the board)*

The conversation in the next extract models the function of language primarily to encourage students to answer the question by using an endearment and a softened language. The teacher literally inquired if students received a copy of her lesson (*locutionary*) as her way of expressing she wanted students to have a copy of her lesson (*illocutionary*) which expects the students in return to have (*perlocutionary*). However, in the course of the series of questions posed and after almost everyone acknowledged receipt of the copy, one student admitted not having the copy by asking the question in line 3 of the extract.

It has been observed and said that Filipinos are sweet-natured people. Also, their being thoughtful can be seen even in formal setting like the academe, most specifically, in the classroom. The use of an endearment helps teachers send the message that

students can openly communicate with them, thus, encouraging honesty from students.

For teachers, Gorjian and Habibi [9] opined that the most widely useful advice is to match conversation strategies to the students' preferences as closely as possible, regardless of whether these are slower or faster than what the teacher normally prefers. To the extent that a teacher and students can match each other's pace, they will communicate more comfortably and fully.

Extract 2

- 1 T: Do you have a copy my dear? Oh you get ah copy na. Will you please pay attention. (Oh you get a copy now)
 Okay do you have a copy of these already? Ok may I have those copies.
 2 Ss: Yes ma'am.
 3 S: Ma'am meron pa po bang copy pa sa'yo? (Ma'am, do you still have a copy with you po?)

Extract 3 demonstrates the use of interrogation (*locutionary*) by the teacher but which functions to call attention of the student and to remind him of the classroom policy as regards going out of the classroom (*illocutionary*). The student directly answered the literal question as shown in line 2 which resulted to the direct telling of the teacher of what he should do (line 3). In any given instance especially when a teacher calls a student's attention for not doing what is supposed to be done, the student would be expected to simply say his apologies but in this case, the student even reasoned out (*perlocutionary*) to the teacher as seen in line 4. As an effect, the teacher strongly used reprimand and even suggested what the student should have said instead.

Along this view, line 1 in Filipino daily social interaction, "where are you going" is a part of communicative strategy for breaking the ice. This expression is commonly used to start a conversation or to show one's care of others. This greeting may become a 'lip-service' that is to show "I am your friend and I care of you" (Holmes, 2001). On the other hand, the utterance when used in the classroom necessarily demands an explanation from the student or a simple apology for the act that is done which requires the teacher's knowledge and permission.

Extract 3

- 1 T: Where are you going?
 2 S: Ma'am diyan po magpa photocopy (Ma'am, there po to have my copy photocopied)

3 T: You should ask permission
 4 S: ma'am di pa po ako lumabas (Ma'am, I have not yet gone out po)
 5 T: lumabas ka na eh. Ma'am may I go out and I will let the copy be photocopied ganun!(You already went out. Ma'am may I go out and I will let the copy be photocopied like that!)

The following conversation in Extract 4 bares the context where the student asks permission from the teacher for her to go out. The teacher asked if the student is done with her work (locutionary) which functions as a way of ensuring that nothing should be missed by the student further manifesting concern to students' performance (illocutionary). Line 3 of the extract implies that the student finished the work first (perlocutionary) before saying she is leaving using the Filipino language. The teacher this time repeated asking questions for the student to realize that she needs to speak in English which fortunately happened in line 7.

The classroom conversation that happens in the extract follows rules of polite speech, and in the case of the Filipinos, the use of *po* to answer a person in authority. The use of this polite speech lubricated the exchanges and the interaction between the teacher and the student.

According to Wikipedia, the words "*po/ho*" and "*opo/oho*" are traditionally used as polite iterations of the affirmative "*oo*" ("yes") as when addressing elders or superiors such as bosses or teachers. The *Leo James English, C.Ss.R., English-Tagalog Dictionary* says that "yes" means "*oo, opo, oho,*" the last two used to show respect; they mean "Yes, sir" or "Yes, madam." Vicassan's *Pilipino-English Dictionary, Abridged Edition*, translates "*opo*" to "Yes, sir"; "Yes, madam." This extract manifests that Filipino culture remains strong in its influence to young learners' speech acts.

Extract 4

1 T: are you done?
 2 S: not yet ma'am
 You list the letter
 There are many students asking permission but to my surprise they are not
 If something bad happens to them I am liable for them
 If there is a basis showing they are attending such meeting they are allowed they are excused ok so finish first that one
 Joana?

3 S: Ma'am labas na po. (Ma'am, I will now go out po)
 4 T: Sure?
 5 S: Ma'am labas na po. (Ma'am I will now go out po)
 6 T: Jhoana?
 7 S: mam excuse me
 8 T: sure

As shown in the next extract, the teacher made a declaration of merit to be given to those who perfected the quiz (locutionary) which aims to motivate students to do their best (illocutionary). It could have been expected that students would be thankful for the merit given but line 2 of the extract countered this by having a student challenge the declaration of the teacher, thus, asserting the rationale (perlocutionary) for the awarding of points to the one who perfected the quiz.

In the past, when a teacher declares something, it is something that students humbly accept without question because the teacher is regarded as the sole authority in the classroom. However, the situation that is presented in the extract gives birth to a more assertive member of the class who wishes to be given a just and fair explanation for the decision or declaration made by the teacher.

Extract 5

1 T: Okay twenty-seven.
 Okay for those who perfected the quiz if they all underlined the prepositions correctly, you give them thirty points. For those who perfected, plus three.
 2 S: Why is it ma'am?

The following conversation exemplifies the adjacency pair of gratitude-acknowledgment between the teacher and the students. The teacher in extract 6 expressly addressed to the students her gratitude (locutionary) which aims to express thankfulness for the generosity of the students but which also could have been an avenue for more talk from the students (illocutionary). However, the expression of words of gratitude of the teacher yielded only few words response from the students (perlocutionary).

It can be gleaned from the extract that the teacher and the students maintained the academic gap dictated by social conventions. Unlike many other instances when the teacher expresses gratitude to students that students would also express reasons or what prompted

them to do the act, extract 6 simply shows one-word response of *welcome* by the students.

Extract 6

- 1 T: You sacrifice some amount of your allowance...imagine...I know that...aaahhh..... you are trying to squeeze your budget but because of your love for your subject teacher that's why you have now aahhh ...manifested it. Thank you so much.
 2 Ss: Welcome ma'am.

Following is a conversation between the teacher and a student named Jovelyn. In line 2 of the extract, the student called the teacher with a questioning tone (locutionary) but which was a way to confirm if she was really the person called to answer (illocutionary). However, it could also be understood that the student's question in line 2 is an expression of hesitation for she might not be able to answer the question correctly, thus, calling the teacher if the teacher could call for another. Either way, the teacher confirmed her participation in line 3 (perlocutionary) of the extract.

The extract displays the teacher's strategy in increasing participation, and in this case the use of '*cold calling*', that is, as Hansen (1987) cited by Dallimore, Hertenstein, and Platt (2002) [5]"calling on a student 'cold' meaning "without previous warning". This strategy according to them, increase participation in discussion.

Extract 7

- 1 T: Okay let's check, number 1
 May I have Jovelyn?
 2 S: Sir?
 3 T: number one. Yes.

Analysis of the following extract shows the interaction between and among the teacher and the students. Line 1 expressly states the expression of apology (locutionary) of the student for coming late to class. It could be deduced that her stating her apology upon her entrance to the room implies a silent prayer that she would not be reprimanded or embarrassed by the teacher (illocutionary). However, the expected response of acknowledgment of the apology from the teacher did not happen as seen in line 2 of the extract where the teacher repeatedly asked the reason for the coming in late of the student (perlocutionary). The teachers' response necessitated an explanation from the

student, hence her answer in line 3. The student's responses were echoed by the teacher which signals that the teacher doubts the student's reason and went back on emphasizing that the student was late calling even the participation of the members of the class.

In situation like this, the student would feel ashamed and embarrassed for the attention given her in class, much more, with the classmates' enjoyment of the teacher's calling of his attention. However, in the Philippine context and in particular the Cagayano context, humor softens the atmosphere and interactants would simply engage in light talk than in serious talk.

Extract 8

- 1 S: Sorry I am late.
 2 T: Why are you late? Why are you late?
 3 S: Ahm...kasi masakit mata ko...(Ahm...because my eyes hurt).
 4 T: Ay masakit..(it hurts)
 5 S: Kasi may sore eyes ako (because I have sore eyes)
 6 T: She is late ano? How late is she? (She is late right? How late is she?)
 7 Ss: very late
 8 Ss: hahaha

In the following extract, the close relationship between the teacher and the students can be deduced as made evident in the exchanges. Line 1 of the extract exhibits the teacher's acknowledgement of the mistake (locutionary) by apologizing to the class which serves as an excuse (illocutionary) for his unpreparedness for the day's lesson. The teacher's unpreparedness was made obvious to the students as they confirmed (perlocutionary) that indeed the teacher committed the mistake and even went beyond asking the teacher the reason for his state of mind. The teacher's excuse as shown in line 3 is a typical excuse used by students as well, when they seem not in focus for what they say.

Extract 9

- 1 T: Litowill have been driving for seven hours, when he got to Nueva Ecija
 Tanong... ay mali mali nalito ako. Teka teka sorry ha sorry (Question..ay wrong wrong I was confused. Wait wait I am sorry)
 2 Ss: oo nga sir...baket?(Yes you are Sir...why?)
 3 T: napuyat lang napuyat. Sorry (I just slept late. Sorry)

Speech Act Category: Directives

Directives are the category of speech acts that attempt to get someone to do something. Orders and commands are normally expressed in imperative forms. The standard of polite utterances in requesting people to do something, somehow, is not only seen from the form of interrogatives or declaratives but intonation, tone of voice, and contexts also determine it. They serve or intend to guide, govern, or influence interactants such as the command directed by the teacher to the student in extract 11.

In the the following extract, it is surmised that the teacher called the attention of a particular student in class for not following instructions as line 1 clearly states (locutionary). This should have rendered the student apologetic as she failed to follow (illocutionary), however line 2 of the extract shows that she tried to justify her answer and her act (perlocutionary). The teacher in response as pointed in line 3 of the extract acknowledged the justification but terminated the conversation by **commanding** the student not to commit the same error again.

Extract 11

- 1 T: sh...sh...sh...sh..
I told you to encircle but you underlined it
- 2 S: but tama ma'am (but correct Ma'am)
- 3 T: But next time do not do that

The context of the conversation that follows is the question-answer part of the lesson where students are asked to give the correct subject-verb agreement of the given sentence. The teacher asked **what is the answer** for the given sentence (locutionary) that expectedly received an answer from the student (perlocutionary). In here, the student wrongly answered by answering *do* when the correct answer should have been *does*. Impressively, the teacher asked follow up questions in line 3 of the extract **suggesting (illocutionary)** the correct answer to the student.

Extract 12

Sentence: *Do Jeryl inform her friend?*

- 1 T: What is the answer?
- 2 S: do
- 3 T: Why is it do? How many Jeryl do we have there?

The following extract highlights the teaching craft of the teacher in directing students to arrive at the correct concept of the use of adjectives. The use of

erroneous statements in lines 1, 3, 6, and 8 by the teacher (locutionary) was her way of emphasizing (illocutionary) the correct concept of the use of adjectives. The response of the students in each of these statements rendered them entertained with laughter (perlocutionary) for the absurdity of the sentences given. The last line (10) is directional statement which aims to lead students to the knowledge of what makes all these sentences wrong.

Extract 13

- 1 T: Meron na ba kayong narinig na wow ang maganda ng babae. That girl is beautifully. (Have you ever heard something like wow that girl is beautifully.)
- 2 Ss: Hahaha
- 3 T: This food looks deliciously . Meron na ba? (Is there?)
- 4 Ss: Wala (None)
- 5 Ss: hahaha
- 6 T: This perfume smells fragrantly.
- 7 Ss: Hahaha
- 8 T: You're so beautifully.
- 9 Ss: hahaha
- 10 T: Wrong grammar pala siya. (So it is wrong grammar)
What's wrong?

Speech Act Category: Representatives

Representatives are the category of speech acts that display the speaker's belief in the propositional content of an utterance and which serves the language functions such as asserting, claiming, and reporting. This category is exemplified by the exchanges between teacher and students in extract 14.

The teacher directly addressed in a form of command (locutionary) the students to be wise. It could be gleaned that the purpose in this utterance is for the students to learn how to assert their points or their answer (illocutionary) such as the question in line 3 by the teacher allowing students to articulate the reason for their choice of answer. The students were expected to elaborate on their answer but typically observed in a conversation, especially in the classroom interaction, they only gave a one-word answer (perlocutionary).

Extract 14

Sentence: *The pen are expensive*

- 1 T: You should be a wise student
Okay? number four
- 2 Ss: is

3 T: Why?
4 Ss: pen

Exchanges in extract 15 illustrate the use of a question as locutionary (line 1) to let the student feel sorry for being late (illocutionary). The student's response in line 2 (perlocutionary) did not receive favorable answer from the teacher as line 3 suggests that the teacher orders the student to report to her.

The use of Filipino by the student in the line 2 of the extract stresses Nunan's (2005) citation that communication is put across when learners are placed in a position where they have to negotiate meaning in order to make themselves understood.

Extract 15

1 T: Jhoana Marie.
Good morning, why are you late?
2 S: may naiwan po kasi ako (Ma'am because I left something po)
3 T: Please indicate your course.
You find a way to see me.

The conversation in extract 16 presents the teacher reporting in line 1 (locutionary) that the words used to be known as pronouns by students are not really pronouns. The clear intent of this report is to arouse interest of the students, and ultimately to get them thinking and assert what they previously know (illocutionary). The responses of wonder in line 2 and the question of confirmation in line 3 are naturally expected effect (perlocutionary) of the utterance of the teacher. This displays the onset of thinking on the students' part, as their reactions would suggest in lines 2 and 3 that they indirectly require their teacher to explain the reason behind the report made.

Extract 16

1 T: Now I would like to tell you class, that the pronoun the word my, yours, hers, ours, his, theirs..... that these words are not pronouns.
2 Ss: ha?!!
3 Ss: sir?

Crucial for the understanding of speech acts is the notion of felicity conditions. Felicity conditions are given when a speech act is appropriate in a given situation. So, when a marriage registrar says, "I now pronounce you man and wife", there is felicity in the act due to the authority of the speaker, while "Stop

talking" said by a student to his teacher lacks felicity because status is not respected.

Such is the situation in extract 17 that follows. The teacher asked the student in a question form (locutionary) to lead the singing but which was intended to be a command for the student to do (illocutionary). As a teacher either requests or commands a student to do something in class, students are expected to comply with earnest, however, the response given by the student in line 3 is not proper and appropriate in the context of classroom conversation.

Extract 17

1 T: Okay will you lead the singing of the song?
2 S: wait ma'am.

Speech Act Category: *Declaratives*

Declaratives are the speech act category that serves the function of language to state rather than to ask or command. This category is exposed in extract 18.

The teacher *declared* the point allocation for a particular part of the test (locutionary). Most declarations create strong reactions on the part of the listener which is the case that happened to the student who invoked even God (perlocutionary) because of the density of the points stated by the teacher.

Extract 18

1 T: Test three number one ... there are two checks...one for the underlined word and one check for the correct answer.
2 S: alla! Oh my God!

The following extract models the students' declaration of the absence of material (perlocutionary) asked by the teacher. The teacher's question in line 1 (locutionary) serves as a reminder (illocutionary) to the students that they should have brought with them something that is essential in the process of classroom discourse. The direct answer of *No Ma'am* from the students conveys the idea that they have not clearly understood what the teacher was suggesting.

Extract 19

1 T: Tingnan niyo na lang. Dictate mo alam mo ang sagot? (Just take a look at it. Dictate it. Do you know the answer?)
May we check also the exercise last time.
Did you bring with you your exercise?
2 Ss: No ma'am.

The lengthy declaration of the teacher in line 1 of the extract that follows (locutionary) aims to emphasize the need to follow instructions (illocutionary). Usually in lengthy instructions given by teachers, students would ask clarificatory questions but which did not happen in this case as they were expected to simply follow instructions as declared (lines 2 and 3).

Extract 20

- 1 T: There are only five statements
- So please clear out the board first
 - The rest can work on this part then some of you will work on that part
 - I don't know if(unfinished)
 - We still have twenty minutes
 - Okay by the way class. The last formal meeting as far as ah...our classes is concerned the last meeting will be on Tuesday. Yes?
 - Tuesday will be your final exam. So no excuses for
 - Okay, please listen to the directions again how to check the answers of the owners.
 - Here they have perfected the answers in each sentence. Give them three points. Without any error in terms of spelling, punctuation marks, the use of connectors or conjunction.
 - Okay take note of that.
 - Do not violate again the rules
 - There are only five sentences, so if they got the five correctly
 - Got it?
- 2 S: Yes ma'am
3 T: Okay

Speech Act Category: *Commissives*

Commissives are category of speech acts that serve the functions of language to have those involved in the speech situation to commit to an act such as a promise or a threat.

The teachers' utterance in line 1 of extract 21 (locutionary) implies a previous reaction from the student, one in this case, a student reminding the teacher of the time. The teacher's asking of the time functions to reprimand (illocutionary) the student for what he had done. The student's answer in line 3 of the extract. This shows the disparity of the failure to negotiate the meaning intended by the teacher, thus, rendering the whole class silent after.

Extract 21

- 1 T: So, it's time already?
What time is it?
2 S: malapit na po (close to it po)
3 T: Why is it like that? Why is it like that? Why is it like that? Imagine! What do you mean?
(there was silence).....

Extract 22 is used to exemplify another commissive utterance of the student. The teacher in line 1 skillfully presented a situation (locutionary) for the student to reflect (illocutionary) or to make a realization and commit himself to action. The commitment of the student in line 2 expressing that he will make a sacrifice of not attending his class was clarified by the teacher through follow up questions that led to the student making a commitment to attend his class despite not taking a bath as shown in line 6 of the extract (perlocutionary).

Extract 22

- 1 T: And your class is seven o'clock. And you woke up 6 o'clock. And by six o'clock, There's no longer water coming out from the faucet...there's no longer water coming out from the faucet, and then you have to take a bath before you go to school. And all the pails in your boarding house have no longer any water. What will you do?
2 S: I will sacrifice my subject
3 T: Come again come again
4 S: I will sacrifice my subject
5 T: Your subject? You're going to sacrifice your subject?
6 S: I will sacrifice not to take a bath
7 T: You will come to school without taking a bath
8 S: Yes sir.

The following extract demonstrates the commitment expressed by the teacher for the failure of students to pass assignment. Line 1 implies the chance given by the teacher for students to pass assignment as they are given time to discuss it with their classmates. The teacher's question in line 2 (locutionary) intends to warn students for an unfavorable consequence of their action should they not pass the assigned task (illocutionary). Despite the time and chance given by the teacher, students still failed to comply rendering the teacher's commitment in line 3 of the extract (perlocutionary).

Extract 23

- 1 T: Okay try to discuss your assignment
2 T: Only at the back part
You don't want to pass your assignment?
Okay no problem
Okay Regielyn
(Silence)
3 T: Okay, no more submission. All those who did not pass will get zero.
The door is already closed. It's almost an hour. We have started.
4 T: Melanie, give me the sentence. Melanie.
(Silence)
4 S: He is smiling.

In the light of the above-cited extracts, it is clear that functions have found their way into second language teaching. It has been widely accepted that "illocutionary competence consists of the ability to manipulate the functions of the language" (Brown, 2000). Thus, functions in its specific linguistic forms have to be taught or introduced in the second language classroom, so that learners can both understand and produce functional language that is effective in terms of communication.

Indeed, using speech acts in the second language classroom should provide learners with opportunities to compare their own understanding with that of others, in the study at hand, that of the students and of the teacher, thus contribute to the development of intercultural competence (Kramsch, 2011). Speech act theory has had a huge influence on language comprehension of learners. Its significance for communicative language teaching as a tool to generate appropriate linguistic choices cannot be disputed (Zhao & Throssell, 2011).

For the issue of language learning, the consequence is that speech act analysis can and actually should be utilized when it is assumed that communicative competence is a meaningful goal: "successful language learning involves much more than acquiring a static formal knowledge of the new language, but must also entail an ability to achieve meaning in communication" (Cook, 2011).

CONCLUSION AND RECOMMENDATION

Conversational contributions were observed in the classroom discourse of ESL learners specifically in the context of communication exchange in the grammar class. However, it is noted that most contributions come from the teacher and few from the students making the language, teacher-fronted.

Apparently, the conversations in the ESL classroom underscore speech acts performed by students and teachers purposely to apologize, explain, ask questions, confirm, give emphasis, cite examples, suggest, scold and advise, request and command. It should be noted however that meaning negotiation seemed slow on the part of the students.

This has important implications to the teaching of language and meaning negotiation in the language classroom which crucially develops language comprehension of learners as any language course requires that teachers help students hone their thinking skills in understanding the flow of discourse in the classroom for them to create effective exchanges in the context of any given speech situation.

In the light of the significant findings, there is a need to consider integrating opportunities for pragmatic learning may be offered by teachers in the General Education course titled *Purposive Communication* vis-à-vis the traditional forms of language teaching such as teaching students negotiate possible meanings of an utterance or given utterances which are inappropriately used, students may be encouraged to provide acceptable and context-fit statements. Further, students' level of awareness can be raised by giving them activities for more communicative practice such that, in a second language context, students can be given a variety of observation assignments outside the classroom. Significantly, implications for the inclusion of speech acts in the teaching of second language in ESL context are suggested indicating the potential value of meaning negotiation for effective communication.

REFERENCES

- [1] Al-garawi, B. (2005). *A review of two approaches to l2 classroom interaction*. Annual Review of Education, Communication and Language Sciences (2)
- [2] Bahman, G. & Parviz, H. (2013). *The effect of conversation strategies on the classroom interaction: the case of turn taking*. Journal of Applied Linguistics and Language Learning 2015, 1(1): 14-23 DOI: 10.5923/j.jalll.20150101.03
- [3] Bernardo, A. (2005). *Bilingual code-switching as a resource for learning and teaching: alternative reflections on the language education issue in the philippines*. De La Salle University Manila, Phils. Linguistics and Language Education in the Philippines and Beyond. Linguistic Society of the Philippines. Manila. 2005. ISBN 971-780-023-5

- [4] Dallimore, Hertenstein, and Platt. (2002). *Classroom Participation and Discussion Effectiveness: Student-Generated Strategies*. Available from: <https://goo.gl/DbquSV> [accessed Jul 19 2018].
- [5] Demo, D. (2001). *Discourse analysis and second language learning*. ERIC Clearinghouse on Languages and Linguistics Washington DC. Retrieved from: <https://goo.gl/8pjRYB>
- [6] Doplon F. (2007). *Code-switching in the Philippine tabloids: subservience and resistance in a post-colonial society (text analysis)*. Atheneo De Manila. Philippine Journal of Linguistics. (38), (1 and 2). ISSN 0048-3796.
- [7] Ellis, R. (2008). *Learning to communicate in the classroom: a study of two language learners' requests*. Studies in Second Language Acquisition (14) (1) March 1992, pp 1-23, Cambridge University Press 1992. DOI: <http://dx.doi.org/10.1017/S0272263100010445>
- [8] Gocheo, P. (2007). *Discourse analysis of mediated political advertisement campaigns*. Philippine Journal of Linguistics. (38) (1 and 2). ISSN 0048-3796.
- [9] Gorjian and Habibi. (2015). *The effect of conversation strategies on the classroom interaction: the case of turn-taking*. Journal of Applied Linguistics and Language Learning. DOI. 10.5923/j.jalll.20150101.03.
- [10] Hadhi (2013). *Speech acts in ESL teaching*. University of Indonesia. <https://goo.gl/AuHpvV>.
- [11] Harfitt, G. (2008). *Exploiting transcriptions of identical subject content lessons*. *ELT Journal*, (62) (2) pp. 173–181, <https://doi.org/10.1093/elt/ccm019>
- [12] Kasper, G. (1997). *Can pragmatic competence be taught?* Second Language Teaching & Curriculum Center. University of Hawaii
- [13] Rathert, S. (2013). *The language outside and inside the foreign language classroom: speech act theory and discourse analysis*. The Internet Journal Language, Culture and Society URL: <http://aaref.com.au/en/publications/journal/> ISSN 1327-774X . (36) (31)
- [14] Üstünel and Seedhouse. (2005). *Why that, in that language, right now? code-switching and pedagogical focus*. International Journal of Applied Linguistics. 15 (3), pp. 302–325. DOI: 10.1111/j.1473-4192.2005.00093.x.

COPYRIGHTS

Copyright of this article is retained by the author/s, with first publication rights granted to APJMR. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4>)