A Pragmatic Analysis of Pragmatics of Speech Acts in English Language Classrooms at Imam Mohammed Ibn Saud Islamic University

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Abstract
This research is a pragmatic study aimed at identifying speech acts performed by Saudi English language teachers based on Searle's (1979) model of classifying speech acts focusing on the employment of illocutionary acts. The research applied a mixed research method to analyze both quantitative and qualitative data. The subjects of this study were five Saudi teachers who were giving classes to Level one and two students. The researcher played the role of a participant observer as the main first instrument. The second instrument was a digital recorder, and the secondary instruments were observation card and data sheet. The data were transcribed into written form, selected to fit the objectives of the study, recorded on the data sheet to complement the observation cards, and finally analyzed quantitatively and qualitatively using the interactive qualitative method proposed by Miles and Huberman (1994). The research findings show that four kinds of speech acts were performed by the teacher: (a) representatives, (b) directives, (c) expressives, and (d) commissives. The most frequent speech acts used by all participants were directives with 426 instances. Representatives appeared in 213 utterances and occupied a second place among the other types. Expressives were used 84 times and therefore occupied third place. Commissives were revealed in only three instances. Throughout the analysis of the data, no
instances of declarations were produced by any of participants. Therefore, the study found that Saudi teachers use speech acts during English language skills classes, and they employ four illocutionary acts out of the five types.

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A PRAGMATIC ANALYSIS OF SPEECH ACTS IN ENGLISH LANGUAGE CLASSROOMS

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A Pragmatic Analysis of Speech Acts in English Language Classrooms at Imam Mohammed Ibn Saud
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A Pragmatic Analysis of Speech Acts in English Language Classrooms at Al-Imam Mohammed Ibn Saud Islamic University

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The final copy of this thesis has been examined by the signatory, and we find that both the content and the form meet acceptable presentation standards of scholarly work in the above mentioned discipline.
Abstract

This research is a pragmatic study aimed at identifying speech acts performed by Saudi English language teachers based on Searle's (1979) model of classifying speech acts focusing on the employment of illocutionary acts. The research applied a mixed research method to analyze both quantitative and qualitative data. The subjects of this study were five Saudi teachers who were giving classes to Level one and two students. The researcher played the role of a participant observer as the main first instrument. The second instrument was a digital recorder, and the secondary instruments were observation card and data sheet. The data were transcribed into written form, selected to fit the objectives of the study, recorded on the data sheet to complement the observation cards, and finally analyzed quantitatively and qualitatively using the interactive qualitative method proposed by Miles and Huberman (1994). The research findings show that four kinds of speech acts were performed by the teacher: (a) representatives, (b) directives, (c) expressives, and (d) commissives. The most frequent speech acts used by all participants were directives with 426 instances. Representatives appeared in 213 utterances and occupied a second place among the other types. Expressives were used 84 times and therefore occupied third place. Commissives were revealed in only three instances. Throughout the analysis of the data, no instances of declarations were produced by any of participants. Therefore, the study found that Saudi teachers use speech acts during English language skills classes, and they employ four illocutionary acts out of the five types.

Keywords: Pragmatics, speech acts, English language, teachers.
تحليل تداولي لأفعال الكلام داخل فصول اللغة الإنجليزية في جامعة الإمام محمد بن سعود الإسلامية

ملخص الدراسة

هدفت هذه الدراسة التداولية إلى التعرف على أفعال الكلام التي تستخدمها معلمات اللغة الإنجليزية السعوديات بناء على نموذج العالم سيرل المستحدث عام (1979) لتصنيف أفعال الكلام، بالتركيز على توظيف أفعال قوة التلفظ.

وقد اتبعت الباحثة المنهج المختلط لتحليل البيانات الكيفية والكمية. استقبل البحث على عينة تتكون من خمس معلمات سعوديات يمتنن تدريس مهارات اللغة الإنجليزية لطالبات المستوىين الأول والثاني، وقد قام الباحثة بتأدية دور ملاحظ مشترك كأداة أساسية أولى في هذا البحث، بالإضافة إلى الاستعانة بأدوات ثانويةhospital inaccuracies and errors in the spoken language. In view of this, the study aimed to explore the types of speech acts used by female English teachers in Saudi Arabia, based on Searle’s recent framework (1979).

The study followed a mixed-method approach to analyze both qualitative and quantitative data. The research involved a sample of five Saudi female teachers of English, teaching levels one and two. The researcher took on the role of a participant observer as the main tool in this study, in addition to using two secondary tools — a note-taking card and a data collection form. Furthermore, the researcher used recorded audio as a second tool for research, transcribed the data using the writing style chosen by the researcher according to the nature of the objectives of the research. Then she recorded the extracted data in the data form. Finally, she completed the missing part of the note-taking card. The researcher then analyzed the data obtained from both secondary tools in line with the interactive method for qualitative research, as suggested by Miles and Huberman (1994). In the end, she analyzed the data statistically.

The study results showed that the teachers used four types of speaking acts, namely:

(a) Illustrative acts
(b) Directive acts
(c) Expressive acts
(d) Commissive acts

It was noted that the directive acts were the most used type of speech act, followed by the illustrative acts. The expressive acts were in third place and the commissive acts were the least used. No use of advertising acts during the analysis of the data.

Based on these results, the Saudi female teachers used speech acts within the English language skills classes where they used four types of speaking acts, namely:

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Chapter 1

Introduction

The most interesting human behavior deals with language. Language, being culturally determined, affects the way people think and feel. Language, therefore, is the most important tool of communication in every society, since it is considered a tool to convey thoughts, ideas, concepts, or feelings (Yule, 1996).

According to Nurhidayah (2015), in order to understand the nature of a language, people have to be aware of how it should be used in communication. Thus, language should be viewed as a process versus only a product in the form of utterances. This phenomenon is studied under the branch of linguistics called pragmatics. The term “pragmatics” was first coined by the philosopher Morris who described pragmatics as the study of the relationship between signs and its interpreters.

When people communicate through language, they do not only make a set of grammatically correct sentences. Rather, these sentences or phrases can convey more meaning than is superficially expressed; and the utterances people perform are sometimes different from the meanings they intend. Therefore, there are always hidden motivations, intentions, or purpose in one’s utterances. This is generally known in language as “speech acts”: actions performed via language (Yule, 1996).

The theory of speech acts is the grounded theory by the British philosopher of language J. L. John Austin (1962). This theory was further elaborated by John Searle who proposed that language is used to carry out actions (1969). Since then, the speech act theory has become influential within not only philosophy, but also in linguistics, psychology, literary theory, and many other scholarly disciplines (Zhao & Throssell, 2011).

According to Milleret (2007), in order to achieve effective communication, speech acts must be used, as they allow people to perform a wide range of functions such as
commanding, requesting, apologizing, thanking, suggesting, insisting, advising, and expressing. The phenomenon of speech acts occurs anywhere and everywhere, including in the classroom setting.

The process of teaching and learning includes many interactions where there are a number of produced utterances, especially during language classes. This is widely known as “classroom speech acts.” The use of speech acts determines how the teaching and learning process will occur. It has been emphasized that the language used by the teacher (speech acts) is particularly important since it supports and enhances learning. In fact, the use of appropriate speech acts will lead to successful teaching and learning processes and vice versa.

1.1 Statement of the Problem

The use of language can determine the success of the teaching and learning processes. Misunderstandings or misinterpretations may occur during communication (especially in instructional settings). Such confusion occurs due to the learners' difficulties in understanding the speaker’s meaning (Zhao & Throssell, 2011).

The problem lies within the speech act phenomenon itself. In Saudi Arabia, where English is considered a foreign language, a teacher may employ numerous utterances during an English class. Such utterances carry the teacher’s varied intentions and acts. However, sometimes the teacher may not utter what she really means. She may use various kinds of speech acts to express her intentions depending on the situation. Thus, she may perform speech acts explicitly or implicitly. Furthermore, she may use a different structure to accomplish the same functions or vice versa. This may result in misunderstanding, which leads to a breakdown in communication. Therefore, this study is expected to enrich teachers’ knowledge about the theory of illocutionary acts as well as its implementation as a part of communicative competence in the English as a Foreign Language Teaching-Learning (TEFL) context.
1.2 Purpose of the Study

The context of the problem motivated the researcher to conduct an exploratory study in order to determine whether teachers are employing locutionary and illocutionary speech acts during English language skills classes in Saudi Arabia. In addition, this study aims to identify the types of speech acts utilized by the teachers.

1.3 Research Questions:

The main question of the research is “Do teachers use speech acts inside English Skills classes?” This led to the secondary question, “What types of Searle’s speech acts regarding illocutionary acts and illocutionary forces are performed by the teacher?”

1.4 Research Hypotheses

The researcher set the following hypotheses:

1. The teachers’ use of speech acts is inadequate.

2. Locutionary and illocutionary acts are not performed satisfactorily by the teachers.

1.5 Significance of the Study

Practically, the results of this study are likely to influence the educational setting regarding the use of speech acts. This study can serve as a reflection tool on how speech acts should be performed in the teaching and learning process. Thus, English teachers can evaluate their teaching in the future regarding the use of speech acts. In addition, the study is also expected to give an additional reference to other researchers in pragmatics who are interested in analyzing speech acts.

1.6 Limitations of the Study

Due to the nature of the research method, the researcher encountered many limitations. First, the sample size was too small since three participants withdrew one day after the researcher received their consent. Moreover, this study included the female section only, in Saudi Arabia, males and females are separated in educational settings due to religious
reasons. Including the male section may have yielded different results. Timing also was one of the limitations. If the researcher had attended more classes, the results might have been different. Consequently, the results of this study cannot be generalized.

1.7 Definition of Terms

*Illocutionary Speech Acts*: the function or intention behind the utterance (Yule, 1996, p.48).

*Locutionary Speech Acts*: the basic act of utterance or producing a meaningful linguistic expression (Yule, 1996, p.48-49).

1.8 Summery

This study aimed at identifying speech acts performed by Saudi English language teachers, focusing on the employment of illocutionary acts. The participants were five Saudi teachers giving classes to level one and two. Regardless of the limitations of this study, the results of this study are likely to influence the educational setting regarding the use of speech acts. Therefore, serve as a reflection tool on how speech acts should be performed in the teaching and learning process. In addition, this study is expected to enrich teachers’ knowledge about the theory of illocutionary acts as well as its implementation as a part of communicative competence in the English as a Foreign Language Teaching-Learning (TEFL) context.
Chapter 2

Literature Review

Introduction

This chapter presents the theoretical and conceptual framework of what falls under
pragmatic theory and which are of interest to speech acts. In addition, it provides a critical
review of previous related studies, which sheds light on the similarity and differences
between these studies and the current research.

2.1 Theoretical Framework

This study is theoretically grounded in the area of pragmatics.

2.1.1 Communicative competence. Hymes (1972) was the first to introduce the
notion of communicative competence, which has gained remarkable popularity among
linguists and foreign language teaching specialists (Cazden, 2011, p. 364). The development
of the theory of communicative competence occurred in reaction to Noam Chomsky's notion
of “linguistic competence” (1965). Chomsky claimed that:

linguistic theory is concerned with an ideal speaker-listener
in a completely homogeneous speech community, who knows its
language perfectly and is unaffected by such grammatically
irrelevant conditions as memory limitations, distractions,
shifts of attention and interest, and errors (random or
characteristic) in applying his knowledge of the language in
actual performance. (1965, p. 3)

According to Chomsky (1965), the grammar of various speakers in the same
community may differ, yet there is an ideal grammar for any given language. This ideal
grammar represents the linguistic competence of an ideal speaker.
Hymes (1972) called Chomsky's basic assumptions about language into question. The development of the communicative competence theory came out as proof of Chomsky's failure to approach problems of communication, as he ignored the most important element of linguistic ability, which is producing and comprehending utterances in accordance with context (Hymes, 1972). Hymes believed that language use involves knowledge of which linguistic competence is only one part of the goal of linguistics (Dlekan, 1990).

Communicative competence, as Hymes (1972) indicated, is a wide term including not only linguistic knowledge but also knowledge of a set of sociolinguistic codes and the rules for using them. Communicative competence is “the most general term for the speaking and hearing capabilities of a person - competence is understood to be dependent on two things: (tacit) knowledge and (ability for) use” (Hymes, 1972, p. 282). Moreover, the actual theory of communicative competence, as Hymes suggested, involves four types of knowledge (and abilities):

1. Whether (and to what degree) something is formally possible.
2. Whether (and to what degree) something is feasible in virtue of the means of implementation available.
3. Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated.
4. Whether (and to what degree) something is in fact done, actually performed, and what its doing entails. (Hymes, 1972, pp. 284-286)

Bouton (1996) pinpointed that the development of communicative competence should be the goal of language teaching. Most importantly, he mentioned three guidelines that researchers can follow in order to further contribute to the theory of communicative competence: (a) the refinement of the study of speech acts as they appear in different
cultures; (b) an investigation to specify the scope to which explicit instruction can make the rate grow at which non-native speakers develop different aspects of their pragmatic competence, and (c) the contribution of pragmatics to the presentation of different functions of a language in textbooks designed for second language learners (Bouton, 1996). In addition, Eslami, Eslami, and Fatahi (2004) claimed that helping students make the process of pragmatic decision making explicit will help in successful communication and appropriate use of the second language and hopefully promote cross-cultural understanding and appreciation.

### 2.1.2 Pragmatic competence

Bachman (1990) believed that, although pragmatic competence has been characterized as one of the indispensable components of communicative competence, there is no agreed upon definition. Nevertheless, it can be said that pragmatics is a subfield of linguistics defined as:

> The study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication. (Crystal, 2008, p. 379)

Yule (1996) indicated that pragmatics is concerned with "The study of meaning communicated by a speaker (or writer) and interpreted by a listener (or a reader)" (p. 3). Pragmatics, then, deals with the interpretation of utterances in specific contexts. Additionally, Yule elaborated the importance of recognizing the intended inferences made by the speaker, and he considered this as a part of what is communicated.

According to Bachman (1990), pragmatic competence "is concerned with the relationship between utterances and the acts or functions that speakers (or writers) intend to perform through these utterances, which can be called Illocutionary Force of utterances, and the characteristics of the context of language use that determine the appropriateness of
utterances."(p.89) Moreover, it explains both of the relationships between signs and referents and between the language users and the context of communication. Furthermore, it includes "the knowledge of the pragmatic conventions to perform acceptable language functions as well as the knowledge of the sociolinguistic conventions to perform language functions appropriately in a given context" (Bachman, 1990, pp. 89-90). Bachman's model of pragmatic competence distinguished it as a necessity not only subordinated to the knowledge of grammar and text organization, but also coordinated to formal linguistic and textual knowledge and interrelated with organizational competence, which consists of morphology, syntax, vocabulary, cohesion, and organization in complex ways. In order to communicate successfully in a target language, pragmatic competence in L2 must be reasonably well developed (Kasper, 1997).

Furthermore, it is very interesting to observe how pragmatic routines are teachable to beginning foreign language learners. This is very important in terms of curriculum and syllabus design; because it eliminates the belief that pragmatics can only be taught after students have developed a solid foundation in L2 grammar and vocabulary. Research about uninstructed first and second language acquisition has indicated that most language development is function-driven (Nurhidayah 2015). Thus, when people understand and express messages, they propel the learning of linguistic form. However, in uninstructed acquisition, pragmatic routines can be learned at the beginning by students who cannot yet analyze them, but which help them deal with regular, standardized communicative events from the beginning of their language study (Kasper, 1997).

In addition, it has been indicated that a huge number of benefits result from learning pragmatics. From the perspective of learning English to apply it to communication in real life, the most important benefit is that learners can understand the meanings of language from a broader intercultural perspective. In fact, no one can deny the contribution of pragmatics to
language. Primarily, pragmatics is a study of language and language teaching from a functional perspective. For this reason, pragmatics is a theory of linguistic performance (Féralha, 2014).

### 2.2 Main Aspects of Pragmatics

#### 2.2.1 Speech act theory. The speech act theory is one of the main subfields under pragmatics. The theory of speech acts is the grounded theory by the British philosopher of language J. L. Austin who explained the meaning and the nature of speech act as, “In saying something we are doing something” (Austin, 1962, p. 12). Thus, speech acts are defined as acts that are performed by utterances such as giving orders, making promises, complaining, refusing, etc. Accordingly, this phenomenon was based on Austin's development of performative utterances and his theory of locutionary, illocutionary, and perlocutionary acts (Ilić & Radulović, 2015).

Later on, Austin (1962) made a distinction between constative statements judged on the grounds of truth-conditionality and performatives, which require a frame of reference other than truth-conditionality. "Although this dichotomy is later deserted, it was the reason to come up with a type of verifiability suitable for performative utterances, which was later modified by Searle in 1969" (Ilić & Radulović, 2015, p. 23).

Searle (1979) built on Austin's theory of speech acts through the reformulation of the rules that need to be satisfied so that a performative utterance can be felicitous. Searle proposed very crucial reformulations of Austin’s classification of illocutionary acts. First, Searle’s taxonomy did not confuse illocutionary acts with illocutionary verbs, like Austin’s, "which is one of the most common mistakes in speech act theory" (Searle, 1979, p. ix). At the same time, he believed that not all illocutionary verbs are performative verbs. In order to clarify this, Searle made a distinction between the illocutionary force of an utterance and its propositional content, symbolized as F(p). His classification is about different types of F in
general, not about different types of verbs that carry a specific illocutionary force. Moreover, Searle established the basic principles for distinguishing illocutionary acts (unlike Austin, who only gives lists of illocutionary verbs), (Searle, 1979).

These principles included three major differences in the point (or purpose) of the (type of) act (illocutionary point). The point of an order is to make the hearer do something, and the point of a description is to represent something. This is a difference corresponding to the essential conditions. The second difference involves differences in the direction of fit between words and the world. This criterion is a consequence of the illocutionary point. The third difference covers differences in expressed psychological states. This criterion is the sincerity condition of the speech act. For example, when someone states something, s/he expresses a belief that something is the case. When someone promises something, s/he expresses an intention to do something. Finally, when someone issues an order, s/he expresses a desire that the hearer should do something. This is the sincerity condition of the act (Ilić & Radulović, 2015, p.26).

2.2.1.1 The classification of speech acts. Based on the notion that people do not use language just to say things but to do things, and on the understanding that that is what is meant by speech acts, Yule (1996) indicated that Austin proposed three dimensions that are usually involved in speech acts:

- [the] locutionary act which is the basic act of utterance or producing a meaningful linguistic expression, then [the] illocutionary act which counts for the function or intention behind the utterance, it is performed via the communicative force of an utterance which is generally known as illocutionary force. Finally, [the] perlocutionary act which is the effect of the intended utterance. (p.48-49)
Eventually, Austin developed his own classification of five types of speech acts. They are: (a) verdictives, (b) exercitives, (c) commissives, (d) expositives, and (e) behabitives (Austin, 1962).

Searle claimed that Austin’s taxonomy did not provide a clear distinction between illocutionary verbs and acts (Nurhidayah, 2015). Subsequently, Searle established his own classification of speech acts, which also includes five types (Nurhidayah, 2015). The first type of speech acts in Searle’s classification is assertives, where the illocutionary point is to commit the speaker to something's being the case or to the truth of the proposition. The direction of fit is words-to-the-world, and the psychological state expressed is belief. The second classification is directives, where the illocutionary point is to get the hearer to do something. The direction of fit is world-to-words, and the psychological state (sincerity condition) expressed is desire that the hearer should do something. The third type is commissives, where the illocutionary point is to commit the speaker to a future course of action or to commit ourselves to doing something. The direction of fit is world-to-word and the psychological state expressed is intention. The fourth classification is expressives, where the illocutionary point is to express the psychological state specified in the sincerity condition about something expressed in the propositional content. There is no direction of fit (the existence of fit is presupposed). The last type of speech acts according to Searle is declarations, where the successful performance of these acts leads to the correspondence between the propositional content and reality. The direction of fit is both words-to-the-world and world-to-words. There is no sincerity condition (Ilić & Radulović, 2015).

2.2.1.2 Direct and indirect speech acts. Yule (1996) highlighted the different types of speech acts that can be distinguished from structure. In English, there are three basic types of structures: statements, questions, and commands (Yule, 1996). Each one has its own communicative function: declarative, interrogative, and imperative (Yule, 1996). Therefore, it
can be said that there is a direct speech act if there is a direct relationship between structure and function. The indirect speech act can be found where the structural forms mismatch the function (Yule, 1996).

2.2.2 Grice's cooperative principles. Lavidas, Alexiou, and Sougari (2014) indicated that Schiffrin described the Gricean pragmatics as a contemporary version of pragmatics that emphasizes the meaning in context. Two concepts are central to Grice's Cooperative Principles. The first concept is speaker meaning and the second one is context (Lavidas et al., 2014). The speaker meaning signifies a particular view of human communication that focuses on intentions. Moreover, Lavidas et al. (2014) highlighted how Grice, in 1957, distinguished non-natural meaning from natural meaning based on the belief that linguistic communication arises only when a speaker aims to convey certain attitudes to his hearer by using language, and in turn, he identifies what these attitudes are based upon what has been said. This cooperative accomplishment between the speaker and the hearer in making meaning is called “meaning in interaction,” and what has been broadly meant by the term “meaning negotiation” (Lavidas et al., 2014, p. 254).

According to Lavidas et al. (2014), Schiffrin believed that the speech act theory and Gricean pragmatics both interpret context as primarily “knowledge,’ i.e. what speakers and hearers are assumed to know and how this knowledge can guide the use of language and utterance interpretation” (p. 255). Grice elaborated the cooperative principle into four maxims: (a) the maxim of quantity, which deals with the amount of information that should be delivered by the speaker, (b) the maxim of quality, which stresses the truth, (c) the maxim of relation, which forces the speakers to provide statements that are relevant to the topic, and (d) the maxim of manner, which requires the speaker to create a clear, brief, and orderly statement (Nurhidayah, 2015).
2.2.3 The significance of using speech acts inside classes. According to Milleret (2007), the explicit teaching of speech acts to L2 learners can have a positive impact. Thus, teachers can be a part of the process of learning pragmatics, and they can accelerate their students’ comprehension and performance of speech acts. As Hinkel (2001) mentioned, speakers of a second language may depend on preconceived notions about pragmatic norms and wrongly apply them. They may draw on stereotypes or on simplistic presentations in textbooks or other materials they have seen or read. Learners may also apply the standards that exist in the first language communities where they were socialized to the L2 they are learning.

In fact, the practice of speech acts in the classrooms has not been widely studied and investigated. Zayed (2014) indicated that Rueda confirmed that three aspects must be approached in order to build pragmatic competence in a classroom setting: (a) exposing learners to appropriate target language input, (b) raising learners’ pragmatic awareness about the instructed aspect, and (c) preparing authentic opportunities to practice pragmatic knowledge. According to Zayed (2014), Billmyer, in 1990, conducted a study in which he compared nine female Japanese ESL learners instructed in compliments and compliment responses to nine learners who were not. The researcher found that learners who were instructed produced a bigger number of appropriate and spontaneous compliments used more positive adjectives, and used many more compliments while responding than the other group (Zayed, 2014). Billmyer concluded that formal classroom instruction regarding the social rules of language use enables learners to communicate more properly with native speakers (Zayed, 2014).

Moreover, Yelfiza (2012) stressed that, in any instructional setting, several points must be taken into consideration in order to fully understand and use the language. A speaker must be able to (a) refer and predict the differences between truth and falsehood, success and
failure, satisfaction and dissatisfaction, and (b) make certain theoretical and practical correct inferences and coordinate the participation to the discourse (Yelfiza, 2012).

2.3 Critical Review of Previous Related Studies

Yelfiza’s (2012) research at STKIP PGRI Sumatera Barat, a post-secondary institution in Sumatera Barat, Indonesia, aimed to study speech acts uttered by the English lecturers at STKIP. The researcher’s questions searched the kinds of speech acts used by the lecturers and tried to determine which speech acts supported language teaching. The method of the research was ethnomethodology, which is a method of sociological analysis that examines how individuals make sense of the everyday aspects of their world and how they make their social environment accountable to themselves (Harvey, 2012). The participants were six lecturers. The instruments of the research were video and notebook, and the data were analyzed by descriptive analysis. The research found that speech acts uttered by the lecturers could be categorized into eight types: (a) asserting, (b) announcing, (c) informing, (d) questioning, (e) commenting, (f) clarifying, (g) praising, and (h) commanding. The kinds of speech acts uttered were influenced by the lecturers’ culture. This study was similar to the current study, as it identified the kinds of speech acts used by the lecturers in general. However, a major difference between Yelfiza’s (2012) research and the current one is that Yelfiza’s sample included lecturers of advanced levels. It is known that advanced levels are far more exposed to speech acts than beginners are, and the environment in which the research took place is different. In addition, according to the nature of Yelfiza’s research, the process of collecting the data was repeated using video as an instrument. However, the researcher excluded this instrument since the language samples showed only a little variation in the data. Finally, most of the subjects the researcher observed used Indonesian in interaction. Consequently, most of the data were not analyzed.
Meanwhile, a study conducted by Merdana, Seken, and Adi Jaya Putra (2013), in Indonesia, aimed to define, analyze, and clarify types, functions, instructional functions of speech acts produced by teacher and students, and politeness strategies used in the classroom. The subjects of the study were both the teachers and the students. The data for this naturalistic qualitative study were collected through observation, interviews, and note-taking (Merdana et al., 2013). The result of this study found that the teachers produced more utterances (72.59%) than the students did (27.41%). The teachers mostly produced directive types of speech acts, while the students’ speech acts were mostly assertive (i.e., responses to the teachers’ directions). Additionally, the teachers were found to use more direct directives than indirect ones in the form of declaratives, interrogatives, and imperatives (Merdana et al., 2013). The instructional functions of the teachers’ speech acts were of three modes: control, organization, and motivation (Merdana et al., 2013). This study was similar to the current one in that it researched what type of speech acts are mostly used in instructional settings. Yet, a major difference between the studies is that the study conducted by Merdana et al. (2013) focused on comparing the teachers’ and the students’ use of speech as well as politeness strategies used in the classroom. In contrast, the current study tries to measure the teachers’ use of speech acts and makes no comparison. In addition, it focuses only on illocutionary speech acts performed by the teacher.

Bayat (2012), Assistant Professor at Akdeniz University, Turkey, conducted a study entitled "A Study on The Use of Speech Acts." Bayat focused on the speech act usually considered within foreign language teaching research that emphasizes and reflects on usage problems faced by people of different cultures. In addition, Bayat (2012) described the kind of speech act strategies that are used in a language itself. The sample included 150 participants continuing their education in the Preschool Teacher Education Program. The participants were freshmen, sophomores, and juniors in formal education. During the analysis
of the data collected (five dialogues written by the participants), data was collected through content analysis of the short memories that participants wrote (Bayat, 2012). Accordingly, ten apologies, six refusals, and six thanking strategies were identified (Bayat, 2012). While the participants generally expressed the acts of thanking, apologizing, and refusing explicitly, they mostly performed the act of complaining implicitly. The findings of Bayat’s study aimed to define what kind of speech act strategies were used by a group of teacher candidates while performing apologizing, complaining, refusing, and thanking acts to prove an understanding of communication conflicts in the same culture. The results of the study showed that the participants used different strategies depending on the type of performatives (Bayat, 2012). Variation in the used strategies was associated with specific conditions of the communication and qualities of the parties involved in communication (Bayat, 2012). Bayat's study is similar to the current one in that it aimed to investigate what kind of speech acts are used in classes. However, the methodology, participants (candidate teachers), and the context in which the current study is conducted are different.

Another closely related study is a case study conducted by Nurhidayah (2015) at Yogyakarta State University, which is one of the best private schools in Indonesia. This study is entitled "A Pragmatic Analysis of Classroom Speech Acts in the English Teaching and Learning Process." The sample included only one teacher, and it was conducted over a period of four meetings. The purpose of this study was to identify the types of speech acts performed by the English teacher in a series of English teaching and learning classes based on Searle’s theory of illocutionary acts and its forces (Nurhidayah, 2015). The research findings showed there were four kinds of speech acts performed by the teacher: (a) representatives, (b) directives, (c) expressive, and (d) commissives (Nurhidayah, 2015). Nurhidayah’s research is similar to the current study in that it was focused on the teacher's role in the use of the speech act. However, it investigated both illocutionary acts and forces, and it was applied with
reference to students’ input and effect. In addition, it was measured in the Indonesian context, while this study is conducted in the Saudi context.

2.4 Summery

In consideration of the previous studies, it can be concluded that, if teachers and students possess good pragmatic competence, communication barriers will probably disappear. Therefore, it can be said that the success or failure of the teaching and learning of language communicative skills is greatly defined by the appropriate use of speech acts. The need for more research to investigate and identify the types of illocutionary speech acts used by EFL teachers in different contexts is increasing.

In conclusion, the world is changing, and some concepts are changing, too. While the leading educational institutions around the world are integrating speech acts as a course in their curriculum, some still do not even recognize the significant role of speech acts in the learning and teaching process. This literature review represents an overview of pragmatic and speech acts. It reveals how important speech acts are for the pragmatic awareness that should be developed among EFL students. A relatively large number of studies are conducted to explore teachers’ use of speech acts inside language classrooms and to validate the importance of using speech acts inside these classrooms. Despite the number of these studies, the findings cannot be generalized due to differences in cultural backgrounds and educational environments. This research will try to fill the gap in the literature by investigating the use of speech acts and their types in the Saudi context, which has never been examined. In addition, it aims to raise the awareness of speech acts among language teachers and students within the same context. Therefore, this research was conducted in the Saudi context to identify and analyze the types of illocutionary speech acts performed by the English teacher during skills classes at the College of Languages and Translation. The researcher based her study on the
theory of speech acts proposed by Searle (1969), which focused on locutionary and illocutionary acts.
Chapter 3
Research Methods and Procedures

Introduction

In this chapter, an attempt is made to describe the methods and procedures of the present study. To demonstrate how the research is conducted, the chapter is divided into five sections: (a) research design, (b) participants, (c) instruments, (d) procedure, and (e) data trustworthiness.

3.1 The Research Design

This study adopted the mixed method approach. Mixed research or mixed methods research involves “mix[ing] or combin[ing] quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study” (Onwuegbuzie & Combs, 2011, p. 2). Abeyasekera (2005) indicated that the conversion of qualitative data into numerical codes that can be analyzed quantitatively (i.e., statistically) is known as quantitizing. Quantitative analytical approaches allow the reporting of summary results in numerical terms with a specified degree of confidence. Moreover, this research is mainly focused on describing the phenomenon of language use.

After interpreting the data statistically, this research applied the mixed method approach. Since a qualitative research actually "deals with qualitative phenomena, i.e., phenomena relating to or involving quality or kind" (Kothari, 2004, p. 3), the mixed method approach is the most suitable approach. This research is intended to analyze speech acts based on Searle's (1979) model of classifying speech acts. As presented in Section 2.2.1.1, Searle's (1979) model of classifying speech acts includes five categories: (a) representatives, (b) directives, (c) commissives, (d) expressives, and (e) declarations. Each of these categories contains some subcategories. The categories and subcategories of Searle's (1979) model are presented in Table 3.1.
Table 3.1 Searle's (1979) Classification of Speech Acts

| Category (Locutionary & Illocutionary Acts) | Sub-Categories (Illocutionary Forces) |
|--------------------------------------------|--------------------------------------|
| Representatives                            | Stating, boasting, complaining, claiming, reporting, asserting, describing, announcing, insisting, guessing, forecasting, predicting, introducing, calling, complimenting concluding, reasoning, hypothesizing, telling, insisting, or swearing. |
| Directives                                 | requesting, warning, inviting, questioning, ordering, commanding, advising, reassuring, summoning, entreat ing, asking, directing, bidding, forbidding, instructing, begging, recommending, suggesting, daring, defying, and challenging. |
| Expressives                                | Greeting, thanking, apologizing, regretting, commiserating, congratulating, apologizing, condoling, deploring, welcoming, surprising, blaming, and praising. |
| Commissives                                | Promising, vowing, offering, threatening, refusing, pledging, intending, and vowing to do or to refrain from doing something. |
| Declarations                               | Declaring, christening, firing from employment, resigning, dismissing, naming, excommunicating, appointing, sentencing, blessing, firing, baptizing, and bidding. |

The data is presented using tables compiled from the observation cards and data sheet (see Sections 3.3.1 and 3.4.1. Moreover, the data is analyzed following the framework of an interactive model of data analysis developed by Miles and Huberman (1994). The data, then, is analyzed statistically.

3.2 Participants

This study was conducted in Riyadh, Saudi Arabia, at Imam Mohammed Ibn Saud Islamic University, College of Languages and Translation, Department of English (in the female section). The department was chosen because of the well-established program and the variety of teaching staff. The participants in this study were five Saudi teachers who were
selected based upon availability, which renders the sample selection random. Those teachers were giving classes to beginners between the ages of 19 and 21 in Levels 1 and 2 at the College of Languages and Translation. Teachers who use speech acts at these levels can contribute to the improvement of students’ pragmatic competence and raise their awareness that there is something more than just a well-structured sentence. This, in turn, can reflect positively on their understanding of communicative competence being an essential component of linguistic competence. Therefore, the students will reach advanced levels knowing the difference between the two types of competence.

For ethical reasons, permission to conduct the study was formally obtained from the college, and consent from the participating teachers was obtained (see Appendix A). The research was conducted over a period of five meetings. Each meeting was two hours long and occurred in April 2017. Permission to conduct the research was obtained on April 16, and the researcher carried out this study over a period of a week and a half from April 17 to 24. The researcher asked the participants about their schedules and chose to observe one English Language Skills class taught by each participant. The subjects of the classes varied from reading to writing, speaking, and listening.

3.3 Instruments

3.3.1. Participant-observer. In this research, the researcher took the role of a participant observer. This was in accordance with the nature of qualitative research in which Bogdan and Biklen (1982) highlighted saying that "the key instrument of the qualitative research is the researcher himself/herself" (p. 27). Kawulich (2005) indicated that this method helps the researcher develop a holistic understanding of the phenomenon under study. This understanding is as objective and accurate as possible. Observations, therefore, may help the researcher have a better understanding of the context and phenomenon under study (Kawulich, 2005). Accordingly, the data was obtained using the technique of observation.
Since observation is a way for the researcher to see and hear what is occurring naturally in the research site (Nurhidayah, 2015), the main advantage of this method is that subjective bias is eliminated if the observation is done accurately (Kothari, 2004, p. 96). Therefore, the researcher was involved in the course of the research starting from the data collection stage until the data analysis stage.

The observation card was the secondary instrument that was used to help the researcher. The researcher used the observation card while observing the classes to identify and record the data. The format of the observation card is presented in Table 3.2.

The researcher attended classes of reading, writing, speaking, and listening courses taught in Levels 1 and 2 for ten days accompanied by an observation card (see Table 3.2). The researcher used a separate observation card for every teacher to facilitate and organize note-taking during the classes. The main subject and the primary source of this research were the speech acts produced by teachers of the junior year during the English Language Skills classes. The data were in the form of recorded lectures by teachers.

**Table 3.2 The Observation Card of the Types of Speech Acts**

| Participant NO: 1/5 | Qualification: | Years of Experience: | Course Name: |
|--------------------|----------------|----------------------|--------------|
|                    |                |                      |              |

| Data | Context | Types of Locutionary and Illocutionary Acts |
|------|---------|---------------------------------------------|
|      |         | Rep | Dir | Exp | Com | Dec |

Rep: Representatives  Dir: Directives  Exp: Expressives
Dec: Declaration  Com: Commissives
3.3.2. Audio recording. To transcribe speech that occurs in a setting accurately, audio recordings must be used in qualitative research since they offer the researcher not only an opportunity to record what is investigated but also the chance to play it repeatedly until the researcher reaches a saturation which can be very useful in the analysis process. Therefore, the researcher used a digital audio recorder as her second instrument in order to help her record the data.

Digital recorders generally offer a much higher signal to noise ratio and less background noise compared to non-digital ones. This reduces the risk of lost data and results in faster and accurate transcription. The digital audio recorder used in this research is portable, easy to use, has a long recording time, and can transfer the data to the computer via a USB. Furthermore, it has a rechargeable battery, and it displays information regarding the remaining battery power and recording time.

The researcher informed the participants of her attendance prior to each class and obtained their consent. They were informed about what would be done with the data collected and how and when it would be destroyed. The researcher then followed procedures in order to obtain the data as accurately as possible. These procedures involved attending the classes before the teacher’s arrival with a fully charged audio recorder, selecting a seat near the teacher, placing the audio recorder as close as possible to the teacher, turning the “Start” button on, and checking the recorder every 15 minutes to make sure it was working properly.

3.4. Procedure

3.4.1. Data Collection. Several procedures were followed after conducting the observation. First, the researcher listened to the recording and tried to understand the utterances performed by the teacher. Second, the researcher transcribed the data into written form. Third, the researcher listened to the recording again to check the accuracy of the data. Fourth, the researcher selected data from the recording that are in accordance with the
objectives of the study. Five, the researcher recorded the data onto a data sheet. The format of
the data sheet is presented in Table 3.3. Finally, the researcher classified the data.

**Table 3.3 Data Sheet of the Types of Speech Acts Performed by Teachers**

| NO | Code       | Data       | Context | Types of Locutionary and Illocutionary Acts |
|----|------------|------------|---------|---------------------------------------------|
| 1  | M-1/00:16-00:18 |            |         | Re  | Dir | Exp | Com | Dec |

M-1: Number of meetings  Re: Representatives  Dir: Directives
Exp: Expressives  00:16-00:18: Minutes  Dec: Declaration
Com: Commissives

**3.4.2 Data analysis.** In the data analysis stage, the researcher first referred to the
observation card. Then she used the data sheet to fill in any missing parts on the observation
cards after listening to the audio recording of each class (see Appendix C). Next, the
researcher analyzed the data statistically using MS Excel 2016 to generate frequencies and
percentages, to address the questions raised in this research, and to test the hypotheses.
Moreover, in order to check the inter-rater agreement, the researcher used Cohen’s kappa
statistic (see Table 3.4).

**3.4.3 Post-data collection procedures.** To describe the procedures for data analysis,
this research adopted the framework developed by Miles and Huberman (1994): "The data
analysis consists of three kinds of activity: data reduction, data display, and conclusion
drawing and verification" (p. 10). First, data reduction refers to the process of selecting,
focusing, simplifying, reducing, and organizing the data that has been collected (Miles &
Huberman, 1994). The purpose of this phase is to help the researcher organize and classify
the data. In this stage, the obtained data were organized, and the irrelevant data were
eliminated. This was done by using the data sheet as mentioned in Section 3.4.1. The process included reading the data carefully, identifying and selecting data related to the objective of the study, and finally, assigning a code for each datum.

Second, data display deals with providing an organized, compressed, assembly of information that allows conclusion drawing (Miles & Huberman, 1994). The display can be in the form of texts, graphs, diagrams, charts, matrices, or other graphical formats. In this study, the data collected were analyzed based on both statistics using MS Excel 2016 as well as the observation card and the data sheet in Sections 3.3.1 and 3.4.1.

Third, conclusion drawing and verification are concerned with reconsidering the meaning of the analyzed data and evaluating the data findings to measure their fitness to the objectives of the study (Miles & Huberman, 1994). At this stage, the researcher read and re-read the analyzed data to reach conclusions regarding the study. The conclusions were then verified by rereading the data as many times as necessary. Verification was also enhanced by peer checking and consultation with the supervisor. The validity was established by checking with three professors with doctoral degrees to judge the instruments.

As for reliability, the researcher used two methods. The first was the inter-rater method and the second was comparing the notes from the observation card with those on the data sheet (one used during the note-taking process and one used during the analysis of the recorded data) to fill any missing gaps. The researcher used Cohen’s Kappa to compute the inter-rater reliability that was done by a colleague (see Table 3.4).

**Table 3.4 The Statistical Result of the Cohen Kappa Inter-Rater Agreement**

| Observer A | a | b |
|------------|---|---|
| Observer B| 1 | 2 | 3 |
| 1          | 5 | 4 | 0 | 9 (27.3%) |
| 2          | 8 | 11| 2 | 21 (63.6%) |
| 3          | 2 | 0 | 1 | 3 (9.1%)   |
In Table 3.4, the researcher applied the Kappa statistic to test inter-rater reliability. Cohen suggested the Kappa result be interpreted as follows:

- values $\leq 0$ as indicating no agreement
- 0.01–0.20 as none to slight
- 0.21–0.40 as fair
- 0.41–0.60 as moderate
- 0.61–0.80 as substantial
- 0.81–1.00 as almost perfect agreement. (McHugh, 2017)

Thus, as shown in Table 3.4, there was a perfect agreement between the inter-raters in this study.

### 3.5. Data Trustworthiness

Trustworthiness is a term proposed by Lincoln and Guba (Hasmi, 2013). They set four criteria to determine the trustworthiness of qualitative research: (a) conformability, (b) credibility, (c) dependability, and (d) transferability. In qualitative research, the criteria to evaluate a qualitative study includes credibility, dependability, conformability, and transferability (Shenton, 2004). This research, however, only used credibility, dependability, and conformability as tools to check the trustworthiness of the data.

Credibility refers to whether the participants’ perceptions of the setting or events match up with the researcher’s portrayal of them in the research report (Shenton, 2004, p.
Moreover, selection of the most appropriate method of data collection is essential for ensuring the credibility of content analysis (Elo et al., 2014). The credibility in this research was achieved by discussing how the information provided by the data sources was compared through the triangulation technique, which includes four main types: (a) sources, (b) methods, (c) researchers, and (d) theories (Hasmi, 2013). To verify the conclusions, the sources were utterances uttered by the English Skills teachers of Levels 1 and 2. The researcher collected the data by observing the speech acts, audio recording them, and then recording them in writing using the observation cards and the data sheets. Meanwhile, the theories of pragmatics and speech acts are referred to in this study. Furthermore, the researcher used member checks in which the transcribed lectures of the researcher’s conclusions are sent to the participants for review. Once credibility was achieved, the consistency should be fulfilled. The peer debriefing was checked by asking three professors with doctoral degrees majoring in linguistics in the English Education Department to give their suggestions and opinions about the data analysis.

Dependability refers to whether one can track the procedures and processes used to collect and interpret the data (Lodico, Spaulding, & Voegtle, 2010, p. 275). To achieve dependability, detailed explanations of how the data were collected and analyzed were provided. Finally, to avoid such subjectivity, confirmability was applied in this study. To check on conformability, the triangulation technique was used. This was done by consulting three professors with doctoral degrees in the English Department. Peer checking was also conducted to establish confirmability.

3.6. Summery

This chapter explained the method the researcher adopted which is the mixed method research to analyze the types of the illocutionary acts performed by the teachers. Then, she presented the main and the secondary instruments she used in the data collection and
analysis, which are participant observer, observation card, data sheets, and audio recorder. In addition, a clear and detailed description of the data analysis and the trustworthiness of this research was provided.
Chapter 4

Data Findings, Descriptions, and Analysis

**Introduction**

This chapter presents the results of the research. As mentioned in Chapter One, the goal of this research is to investigate whether teachers use speech acts or not, and the types of illocutionary acts employed by them.

The chapter is divided into two main sections: (a) findings and (b) thematic description of data. The first section presents the results of the data analysis related to the types of Searle’s speech acts in terms of illocutionary acts performed by the teachers during the English Skills classes at Imam University. Meanwhile, the second section provides a deep and detailed description and interpretation of the findings.

**4.1 Findings**

The findings of this study are related to the types of speech acts in terms of illocutionary acts performed by the teacher during the English language skills classes. The researcher employed the mixed method in order to analyze the qualitative data quantitatively. Since this research design allows for a complete utilization of data than separate methods analysis require, Searle (1979) classifies speech acts into five categories (i.e., representatives, directives, expressives, commissives, and declarations). The data were analyzed using Microsoft Office Excel 2016. The distribution of each speech act in terms of its illocutionary acts performed by each English teacher is illustrated in Table 4.1.

**Table 4.1 Analysis of Responses**

| No | Type | Occurrences by each participant | Total Occurrences per Item |
|----|------|---------------------------------|---------------------------|
|    |      | Occurrences 1 | % | Occurrences 2 | % | Occurrences 3 | % | Occurrences 4 | % | Occurrences 5 | % |
|    |      |                  |   |                  |   |                  |   |                  |   |                  |   |
As shown in Table 4.1, four types of Searle’s illocutionary speech acts were employed by the first participant. They were representatives, directives, expressives, and commissives whereas declarations were not used at all. The table indicated that the total occurrences of illocutionary acts performed by this participant were 141. Furthermore, the table showed that the most dominant speech acts used by this participant were directives with 98 instances, which represent 69.5% of the total number of utterances employed by the teacher. Expressive speech acts occupied a second place among the other types of speech acts. They appeared in 29 utterances representing 20.5% of the total utterances. The occurrence of representatives was revealed in 13 instances representing 9.2% of the whole speech acts. Throughout the analysis of the data, there were no instances of commissives and declarations produced by this participant.
The second participant employed three types of Searle’s speech acts. They were representatives, directives, and expressives, whereas commissives and declarations were not used at all. The table indicated that the total occurrences of illocutionary acts performed by this participant were 102. Furthermore, the table revealed that the most dominant speech acts used by this participant were directives with 68 instances, which represent 66.67% of the total number of utterances. Representative speech acts occupied a second place as they appeared in 20 utterances representing 19.61% of the total utterances. The occurrence of expressives was revealed in 14 instances with the percentage being 13.73% of the whole speech acts. Meanwhile, the analysis of the data produced by this participant revealed no instances of commissives and declarations.

The third participant employed four types of the illocutionary acts. They were representatives, directives, expressive, and commissives, whereas declarations were not utilized. Moreover, Table 4.1 indicated that the total occurrences of illocutionary acts performed by this participant were 95 out of the total utterances produced by her. Furthermore, the table shows that the most frequent speech act used by this participant was directives with 74 instances, which represent 77.9% of the total number of illocutionary acts. Representative speech acts occupied a second place among the other types. They appeared in 19 utterances representing 20% of the total utterances. The occurrence of expressives, as well as commissives, was revealed in one instance with a percentage of 1.05% of the whole speech acts throughout the analysis of the data. No instances of declarations were produced by this participant.

The fourth participant, as shown in Table 4.1, utilized four types of Searle’s illocutionary acts: representatives, directives, expressives, and commissives. Declarations were not utilized by the teacher. The table revealed that the total occurrences of illocutionary acts performed by this participant were 126. Furthermore, the table indicates that the most
frequent speech acts used by this participant were directives with 76 instances representing 60.31% of the total number of utterances. Expressives occupied a second place among the other types of speech acts, as they appeared in 30 utterances representing 23.81% of the total utterances. Moreover, the occurrence of representatives was revealed in 19 instances with the percentage being 15.07%. In addition, commissives were revealed in one instance only with a percentage of 0.79% of the whole utterances. Throughout the analysis of the data, no instances of declarations were produced by this participant.

The fifth participant, as presented in Table 4.1, employed three types of Searle’s illocutionary acts. They were representatives, directives, and expressives. Commissives were produced only once, and declarations were not utilized at all by the participant. The table indicates that the total occurrences of illocutionary acts performed by this participant were 162. Furthermore, the table reveals that the most dominant illocutionary act used by this participant was directives with 110 instances, which represented 67.9% of the total number of utterances employed by her. Representative illocutionary acts occupied a second place as they appeared in 42 utterances representing 25.9% of the total utterances. The occurrence of expressives was revealed in 10 instances with the percentage of 6.2% of the whole number of utterances. Meanwhile, the analysis of the data produced by this participant revealed no instances of declarations and only one instance of commissives.

4.2 Thematic Description of Data

The types of speech acts used as the basic tools of the analysis are the ones proposed by Searle who placed emphasis on the illocutionary acts. The researcher analyzed the data from both the observation cards and the data sheet to filled any missing parts (see Appendix C). Based on the findings, four kinds of speech acts were performed by the teachers of Level
A PRAGMATIC ANALYSIS OF SPEECH ACTS IN ENGLISH LANGUAGE CLASSROOMS

1 and 2 English language skills: (a) representatives, (b) directives, (c) expressives, and (d) commissives.

4.2.1 Representatives. Representatives represent what the speaker believes and does not believe. The production of representatives was shown as the second highest type of speech act performed by the teachers. They appeared in 113 acts out of 440. The illocutionary acts that were performed by the teachers were direct and indirect (i.e., confirming, agreeing, correcting, explaining, disagreeing, informing, announcing, stating, and predicting).

Many direct and indirect representatives were performed by all of the participants. The first participant, for instance, performed representatives 13 times during the lecture.

| Student: Extinct maybe. |
| Teacher: If we say that an animal is endangered, it means that not many remained in the world. |

In the datum above, the teacher employed explaining as the indirect form of representative. The teacher was trying to explain to students the meaning of “endangered” in the simplest way, as they came across the word in the listening part of the class. She asked the students about its meaning, and the students thought it means something is extinct and no longer exist. The teacher, therefore, explained its meaning to them.

Moreover, the second participant performed direct and indirect representatives 20 times during the lecture. For example:

| Teacher: I will take the attendance, later, we will start with our new unit. After we finish, we will talk about the midterm. |

In the above utterance, the teacher informed the students when she would talk about the midterm. The students seemed concerned about the midterm and tried to ask her about before she entered the room. Hence, the first thing she did after greeting her students was to inform them when she would talk about the midterm.
Furthermore, the third participant performed direct and indirect representatives 19 times during the lecture. For instance:

Teacher: No, because I am not describing a process. Here, we talk about what happened at the beginning, middle and the end.

In the datum, the teacher corrected the students who believed that they could use the same word order in narrative paragraphs as in descriptive ones. Therefore, the teacher corrected the students’ answers and then explained the difference.

The fourth participant employed direct and indirect representatives 19 times during the lecture. For example:

Teacher: Yes, this is the last unit. Speaking exam will be out of 20.

The teacher said this to inform the students that, due to the shortage of time, this would be the last unit and that later they will take their midterms, which will be graded out of 20 marks.

Furthermore, the fifth participant performed direct and indirect representatives 42 times during the lecture, meaning that she was the one who employed representatives more often than the other kinds of speech acts. For instance:

Teacher: So, we are done now. We have a presentation. Your friend Nora is going to do it today. I don’t want anyone to leave unless you have an emergency.

The teacher in the previous utterance informed the students that they are done with the unit, but a student will do a presentation. Some students asked her if they could leave since they are done. The teacher then stated that she would not allow anyone to leave unless it was an emergency.
4.2.2 Directives. Directives are employed by the speaker to make the hearer do something. During the five meetings, there were 240 directives out of 440 data, representing the highest significance performed by the teachers. The participants were found to produce directives more than the other types of speech acts during the five meetings. This finding is clearly reasonable since the instructional setting requires the teacher to have power over the students. The teacher used direct and indirect forms of directives. Asking was the most used indirect directive among the others. The first participant, for example, employed 98 direct and indirect directives in many instances. One of these is:

| Which one of these opinions is the closest to yours? |
|---------------------------------------------------|
| M-1/1:11: 47- 1:12:47 |

In the utterance illustrated above, after listening to the audio and asking the students about the opinions of the three speakers, the teacher asked the students which opinion they think is the closest to them.

The second participant, also, employed 68 direct and indirect forms of directives. She used directives mostly to ask or order. One example is:

| Teacher: Close the door. |
|--------------------------|
| M-1/1:11: 47- 1:12:47 |

In the datum exemplified above, the teacher employed ordering as the indirect form of directives. She ordered a student who came in late and left the door of the class open to go back and close it.

The third participant employed 74 direct and indirect forms of directives out of a total of 95 utterances. One example is:

| Teacher: Ok, let's move on to the next story which is about a nightmare. Do you know the meaning of nightmare? |
|---------------------------------------------------------------|
| M-3/17:40-22:50 |
In this example, the teacher indirectly ordered the students to go to the next story, and then asked them about the word “nightmare” which is written in the title of the second paragraph.

The fourth participant produced 76 direct and indirect forms of directives out of the 126 utterances she made. For instance:

| Teacher: Have you had an exam? | M-4/00:13- 00:17 |

In the utterance above, the teacher asked the students if they had an exam because the chairs were separated and the students were dragging them back to where they were. The students answered “yes” to her question.

The fifth participant made 110 direct and indirect forms of directives out of 162 utterances. One example is:

| Teacher: Send me an email so I can send you the file. Who wants to read the topic? | M-5/00:18:12- 00:19:00 |

The teacher asked the student who was in charge of receiving emails from her because she had prepared a file that contained a list of extra vocabularies. A student raised her hand to indicate that she was the one responsible for this task. Then the teacher requested the student to send her an email, so she could recognize her and send the file. After that, she went back to the title of Unit 7 and asked the students to read it.

4.2.3 Expressives. Expressives are a type of speech acts that express the speaker’s feelings or psychological state, which can be thanking, apologizing, stating like, pleasure, sorrow, and dislike (Nurhidayah,2015). They appeared in 84 acts out of 440 and thus occupied the third highest significance performed by the teachers. The participants used direct and indirect forms of expressives, which included greeting, apologizing, thanking,
stating anger, annoyance, disappointment, goodbye, pleasure, surprise, wishing, and complimenting.

The first participant, for example, utilized 29 expressives out of 141 utterances. For instance:

| Teacher: Good. |
|----------------|
| M-1/39:02-39:44 |

The teacher complimented a student who answered correctly. She used the word “Good” to praise the student who answered.

The second participant employed 14 direct and indirect expressives out of 102 utterances. For example:

| Teacher: Excellent |
|--------------------|
| M-2/05:37-05:56 |

The teacher complimented a student who answered a question that she asked about the topic correctly. She used the word “Excellent” to express her praise to the student who answered.

The third participant employed only one expressive out of 95 utterances. As presented below:

| Teacher: Good morning, |
|-----------------------|
| M-3/00:02-00:04 |

In this example, the teacher greeted the students. The greeting contained the very first words exchanged by both the teacher and the students. By saying “Good morning,” the teacher welcomed the students to class that day.
The fourth participant used more expressives than the others did. She employed 30 direct and indirect expressives out of 126 utterances. For example:

| Teacher: Good luck. | M-4/00:21- 00:24 |

In the example above, the teacher expressed her wishes to students. She wished that they did well on their exam and they will get the marks they want. She employed the indirect form of expressives and used the expression “Good luck” which is usually used to express wishes to someone.

The fifth participant employed 10 direct and indirect forms of expressives out of 162 utterances. For instance:

| Teacher: Thank you so much Sara, very interesting presentation. | M-5/01:16:19-01:16:23 |

In the example above, the teacher used the indirect form of expressives, which is thanking. The participant uses the expression "Thank you so much" to express her appreciation to the student who did the presentation.

4.2.4 Commissives. Commissives are speech acts performed by speakers to commit themselves to future actions. In this study, commissives appeared only in three utterances out of 440. The third participant used the indirect form of commissives once, as illustrated in the example below:

| Teacher: Nora, you have been absent three times! | M-3/51:00 51:40 |

The teacher produced this utterance while she was taking the attendance. A student named Nora had been absent three times without excuse. The teacher, therefore, threatened that if she did it again, she would get a notice.
Likewise, the fourth participant also employed commissives only once, as presented in the example below:

Teacher: Next week, I will call students by names for the homework.
M-3/51:00 51:40

The teacher threatened the students that she would call them by name to answer the homework questions. Since only a few students completed the previous homework assignment, the teacher indirectly threatened them that they would lose marks if they did not complete the homework.

The fifth teacher was among those who employed the commissives in their speech. She utilized it only once, as shown in the example below:

Teacher: There is not much time left
M-5/00:25:16-00:37:24

The teacher threatened students indirectly that she would not accept any presentations after the specified days regardless of the reason. Many students had not presented yet, and some had asked her to change the days that were assigned to them two weeks previously.

4.2.5 Summary. It is evident that the questions of the study have been answered and the hypotheses have been verified. The researcher addressed two main questions: (a) whether the teachers used speech acts inside speaking classes and (b) what types of Searle’s speech acts regarding illocutionary acts and illocutionary forces were implemented. The participants generally employed four types of Searle’s illocutionary speech acts: (a) representatives, (b) directives, (c) expressives, and (d) commissives. Declarations were not utilized by any of the participants. Furthermore, Table 4.1 indicates that the most frequent speech acts used by all participants were directives with 426 instances. Representatives appeared in 213 utterances and occupied a second place among the other types. The occurrence of expressives was revealed in 84 instances and therefore occupied a third place. Commissives were revealed in
only three instances out of all the speech acts. Throughout the analysis of data, there were no instances of declarations produced by all participants.

The researcher believed that the excessive use of directives was reasonable since, in the classroom setting, the relationship between the teacher and the students is asymmetrical. The teachers are aware of their higher status and hence performed more directives compared to the other types of speech acts. Meanwhile, representatives were the second most used speech act type, because teachers like to inform, state, confirm, announce, and even explain many things during lectures. Expressives, on the other hand, were not performed as much as representatives since they depend on factors such as the mood of the teacher and the interaction of the students. Commissives were the least utilized speech act type because the nature of the lectures and the setting did not require the teachers to use them. Finally, the researcher believed that declarations were not used by the participants since they do not fit with the process of teaching and learning.
Chapter 5

Discussion, Conclusions, and Recommendations

Introduction

Chapter Five consists of three sections: (a) discussion, (b) conclusions, and (c) suggestions. The discussion presents the most important findings in relation to the previous related studies. The conclusions present the summary of the research findings related to the objectives of the research. The suggestions give particular matters suggested to the English Department students and other researchers.

5.1 Discussion

The main area of investigation of this study was to examine whether teachers use speech acts during the teaching process or not, and the types of speech acts employed during the lectures. This study mainly aimed at testing two hypotheses. First, the teachers’ use of speech acts is inadequate. Second, locutionary and illocutionary acts are not performed satisfactorily by the teachers. In order to test the hypotheses, the researcher adopted the mixed approach in which the researcher used qualitative methods in data collection (i.e., the participant observer method, observation cards, and a recorder) and analyzed the data using quantitative analysis.

The first hypothesis stated that the teachers’ use of speech acts is inadequate. The analyzed data showed that teachers’ use of speech acts is fairly adequate. As this study revealed, speech acts occurred in 440 instances out of the total number of utterances employed by all of the participants.

The second hypothesis that locutionary and illocutionary acts are not performed satisfactorily by the teachers. This hypothesis was tested by the researcher using a separate observation card for each participant to check whether teachers performed locutionary and
illocutionary acts satisfactorily or not. The findings of the study, as shown in Table 4.1, revealed that teachers do perform locutionary and illocutionary acts satisfactorily.

It is noteworthy that the findings of the current study have similarities with earlier studies in the field of pragmatics. Those studies are concerned with the pragmatic aspects, especially speech acts, in language teaching. They are similar to the study that the researcher has conducted. However, there are some differences in some other aspects. First, in the pragmatic research done by Yelfiza (2012), the focus was on illocutionary forces only. The sample included lecturers of advanced levels of education, and the study was conducted in an Indonesian context. On the other hand, this study focuses on illocutionary acts performed by Saudi teachers of junior year students.

Similarly, the study of Nurhidayah (2015) aimed to identify the types of speech acts performed by an English teacher in an Indonesian school based on Searle’s theory of illocutionary acts and its forces. Unlike Nurhidayah’s research, this study focuses only on illocutionary acts, and it involves five participants from a public Saudi university.

On the other hand, the study of Bayat (2012) dealt with the kind of speech act strategies used in a language itself. His study included students only and focused on expressives including apologizing, complaining, refusing, and thanking acts. The method he applied was the Discourse Completion Task. In contrast, the current study is focused on teachers’ use of illocutionary speech acts, and it adopted a mixed method design.

Since the scope of the previous studies was either limited to a certain context, sample, or even type of speech acts, the researcher applied the study in a different context where the sample included teachers, and the focus was on the five types of the illocutionary acts. Therefore, the findings of the current study represent a genuine contribution to the literature on the pragmatic analysis of speech acts.
5.2 Conclusions

Regarding the objective of this study, which is to investigate teachers’ use of speech acts and identify the types of Searle’s speech acts in terms of locutionary and illocutionary acts employed by the teachers, two conclusions were drawn from the analyses conducted in the previous chapter.

First, teachers used speech acts adequately. All of the participants utilized speech acts during the lectures. The first participant employed 141 instances of speech acts out of the total number of utterances she made. The second participant utilized 102 instances of speech acts while the third participant produced 95 instances out of the total number of her utterances. Moreover, the fourth participant utilized 126 instances whereas the last participant produced the highest number with 162 instances out of the total number of her utterances.

Second, four types of speech acts were employed by the English teachers: (a) representatives, (b) directives, (c) commissives, and (d) expressives. Directives were the most frequent speech acts used by all participants with 240 instances, which represent 54.5% of the total number of utterances employed by the teachers. In contrast, representative speech acts occupied a second place among the other types, as they appeared in 213 utterances representing 25.6% of the total utterances utilized by the participants. The occurrence of expressives was revealed in 84 instances with the percentage of 19.09%, and therefore expressives occupied a third place among the other types. Commissives were revealed in three instances only with the percentage of 0.68% out of the whole speech acts. Throughout the analysis of the data, there were no instances of declarations produced by all the participants.

5.3 Recommendations

Based on the conclusions, some suggestions are proposed. First, English language students should be aware of pragmatics, especially concerning the study of speech acts,
because understanding speech acts will lead them to understand how language is actually being used. Thus, the students can avoid misunderstanding or misconceptions in interpreting the speakers’ intended messages. Therefore, the problems of miscommunication, especially with native speakers, will disappear.

Second, this research is expected to give English teachers insight into language teaching, especially regarding the language phenomena related to speech acts. It is recommended that English teachers discuss the importance of pragmatics and speech acts with their students in order to help them become aware how language is communicated. In addition, teachers are advised to integrate various learning activities that can promote the students’ pragmatic awareness as well as develop their communicative competence.

Third, the results of this research are limited and cannot be generalized by other researchers due to the environment in which the study was conducted, the limited number of participants and the identification of the types of Searle’s speech acts performed by the participants with its focus on illocutionary acts only. Therefore, it is expected that the limitation of this research will encourage other researchers to investigate different environments with a larger number of participants and examine other aspects of pragmatics such as perlocutionary acts, implicature, and politeness. It is also suggested that other researchers enlarge the study by investigating students’ speech acts since the present study only investigated teachers’ speech acts.

5.4 Summery

This chapter presented explanations of the findings of the research questions and hypotheses. Moreover, it explained the similarities and differences between this research and the previous studies. The researcher provided a summary of the research findings and gave suggestions that might be of interest to English students and other researchers.
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Appendices

Appendix A
Formal Letters
# Appendix A1

## Formal Request to Conduct the study

### Abstract

A Pragmatic Analysis of Speech Acts in English Language Classrooms at Imam Muhammad Ibn Saud Islamic University

### Goals

The purpose of this study is to explore the effectiveness of speech acts in English language classrooms at Imam Muhammad Ibn Saud Islamic University.

### Methodology

- **Objective:**
  - To investigate the impact of speech acts on student engagement and learning outcomes.
  - To analyze the role of speech acts in facilitating effective communication in English classrooms.

- **Method:**
  - Observation of classroom activities.
  - Questionnaire surveys among students and teachers.
  - Analysis of recorded classroom interactions.

- **Data Analysis:**
  - Quantitative analysis of survey data.
  - Qualitative analysis of classroom observations.

- **Expected Outcomes:**
  - Improved understanding of speech acts in English language teaching.
  - Enhanced pedagogical strategies for effective communication.

### Importance

This study is crucial for educators to understand the role of speech acts in English classrooms, which can lead to more effective teaching and learning outcomes.

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| الاسم | مهنة | الوظيفة | اللغة | الترجمة |
|------|------|----------|-------|---------|
| د. عهد الغامدي | محلف أدبيات البحث | عضو هيئة تدريس بكلية اللغات والترجمة | عربية | عربية |
| د. محمد العبدالله | مسؤول للبحث | عضو هيئة تدريس بكلية اللغات والترجمة | عربية | عربية |
| د. عيسى العبدالله | مسؤول للبحث | عضو هيئة تدريس بكلية اللغات والترجمة | عربية | عربية |

المستجيبون:
- أعضاء هيئة التدريس (الذين يقومون حالياً بتدريس مهارات اللغة لطلاب السنة الأولى والثانية).
- عدد 6.

المادة المطلوبة:
- شروط ومضارب تسهيل المهمة:
  1. أن تكون الجامعات المتقن منها الطالب من ضمن الجامعات المتعاقدة.
  2. خلو أهداف الدراسة وأدواتها من أي ملاحظات ت قريبية، أو اجتماعية، أو سياسية، أو صور منفذة لأداب الشريعة الإسلامية، أو مما يتعارض مع أهداف وسياسة التعليم في المملكة العربية السعودية.
  3. استكمال أي ملاحظات تججع الجامعة مبندطة استمرارياً يخص صور الدراسات الباطنة وقبل تطبيقها.
  4. أن يدرب الطلبة خلال الدراسة وقبل موعد الإختبارات التفصيلية بامر (3) يوماً.
  5. الإلتزام بتوفر أدوات البحث التي يرغب الباحث في تطبيقها من خلال وضعها جميعاً في ملف مضغوط بحثي الصيغة (zip,rar) وارتفاقها مع الطلبة.
  6. أن يكون اختيار البحث للجامعة بناءً على مساحة علمي لا على اعتبارات أخرى.
  7. تجهيز الباحث بالمحافظة على سرية المعلومات والبيانات التي يحصل عليها من موسوعة الجامعة لأغراض البحث فقط.
  8. الإشارة إلى مساهمة الجامعة في تسهيل مهمة الباحث بخصوص تطبيق الأدوات التي استخدمت وذلك بعبارة مناسبة في داخل البحث عند الانتهاء منه.
  9. تزويد عمادة البحث العلمي بنسخة من البحث أو الدراسة حال الانتهاء من إعدادها.
  10. أن يتم الطلب المقدم من الباحث على أ. خلاف من الجهة المقابلة لها الباحث معدلًا.

- نسخة من أداء (أدوات البحث) تكون مكتملة في صورتها النهائية ومصدرة من الجامعة أو جهة الباحث.

الإفراد:
- أقر أن الموقع أمامي بصحة البيانات والمعلومات المواردة في هذا الطلب. كما أقر بأنني قد أطلعت على كامل ضوابط تسهيل المهمة واتبعت بالإلتزام بها وأتممت كامل المطلوب في حال خالف ذلك.

| الاسم | التوقع | الاسم السفري | الرقم الجامعي |
|------|--------|---------------|--------------|
|namespace | Reef | ريف الحرب | 018734532 |
|namespace | توقيع | توقيع | توقيع |
|namespace | اسم الباحث | اسم المشترِف | محمد الحبيب |
|namespace | ريف الحرب | إناث الكاتبة | عمرة الكاتبة |
Appendix A2

Participants' Formal Consent

PARTICIPANT CONSENT

A Pragmatic Analysis of Speech Acts in English Language Classrooms at Imam Muhammad Ibn Saud Islamic University
Reef Alharbi
Imam Muhammad Ibn Saud Islamic University
English Department

I, the undersigned, declare that I am willing to take part in this study which involves an audio recording of my lecture by the researcher. I am fully aware that neither my name nor any other identifying information, as promised by the researcher, will be associated with the audio recording or the transcript. I am also entitled to full confidentiality in terms of my participation and personal details and only the researcher will have access to the recordings, which will be destroyed right after being transcribed and checked for accuracy. Neither my name nor any other identifying information (such as my voice) will be used in presentations or in written products resulting from the study.

By signing this form, I am allowing the researcher to record my lecture as part of this research. I also understand that this consent for recording is effective until the following date: 17-3-2017. On or before that date, the recording will be destroyed.

Participant's Signature: ___________________________ Date: 17-4-2017
PARTICIPANT CONSENT

A Pragmatic Analysis of Speech Acts in English Language Classrooms at Imam
Muhammad Ibn Saud Islamic University
Reef Alharbi
Imam Muhammad Ibn Saud Islamic University
English Department

I, the undersigned, declare that I am willing to take part in this study which involves an
audio recording of my lecture by the researcher. I am fully aware that neither my name
nor any other identifying information, as promised by the researcher, will be associated
with the audio recording or the transcript. I am also entitled to full confidentiality in
terms of my participation and personal details and only the researcher will have access
to the recordings, which will be destroyed right after being transcribed and checked for
accuracy. Neither my name nor any other identifying information (such as my voice)
will be used in presentations or in written products resulting from the study.

By signing this form, I am allowing the researcher to record my lecture as part of this
research. I also understand that this consent for recording is effective until the following
date: 15 May 2017. On or before that date, the recording will be destroyed.

Participant's Signature: ________________________________ Date: 18 - April - 2017
PARTICIPANT CONSENT

A Pragmatic Analysis of Speech Acts in English Language Classrooms at Imam
Muhammad Ibn Saud Islamic University
Reef Alharbi
Imam Muhammad Ibn Saud Islamic University
English Department

I, the undersigned, declare that I am willing to take part in this study which involves an
audio recording of my lecture by the researcher. I am fully aware that neither my name
nor any other identifying information, as promised by the researcher, will be associated
with the audio recording or the transcript. I am also entitled to full confidentiality in
terms of my participation and personal details and only the researcher will have access
to the recordings, which will be destroyed right after being transcribed and checked for
accuracy. Neither my name nor any other identifying information (such as my voice)
will be used in presentations or in written products resulting from the study.

By signing this form, I am allowing the researcher to record my lecture as part of this
research. I also understand that this consent for recording is effective until the following
date: 15/5/2017. On or before that date, the recording will be destroyed.

Participant's Signature: ___________________________ Date: 14/4/2017
PARTICIPANT CONSENT

A Pragmatic Analysis of Speech Acts in English Language Classrooms at Imam
Muhammad Ibn Saud Islamic University
Reef Alharbi
Imam Muhammad Ibn Saud Islamic University
English Department

I, the undersigned, declare that I am willing to take part in this study which involves an
audio recording of my lecture by the researcher. I am fully aware that neither my name
nor any other identifying information, as promised by the researcher, will be associated
with the audio recording or the transcript. I am also entitled to full confidentiality in
terms of my participation and personal details and only the researcher will have access
to the recordings, which will be destroyed right after being transcribed and checked for
accuracy. Neither my name nor any other identifying information (such as my voice)
will be used in presentations or in written products resulting from the study.

By signing this form, I am allowing the researcher to record my lecture as part of this
research. I also understand that this consent for recording is effective until the following
date: 5/5. On or before that date, the recording will be destroyed.

Participant's Signature: ___________________________ Date: 20/4/2017
PARTICIPANT CONSENT

A Pragmatic Analysis of Speech Acts in English Language Classrooms at Imam
Muhammad Ibn Saud Islamic University
Reef Alharbi
Imam Muhammad Ibn Saud Islamic University
English Department

I, the undersigned, declare that I am willing to take part in this study which involves an
audio recording of my lecture by the researcher. I am fully aware that neither my name
nor any other identifying information, as promised by the researcher, will be associated
with the audio recording or the transcript. I am also entitled to full confidentiality in
terms of my participation and personal details and only the researcher will have access
to the recordings, which will be destroyed right after being transcribed and checked for
accuracy. Neither my name nor any other identifying information (such as my voice)
will be used in presentations or in written products resulting from the study.

By signing this form, I am allowing the researcher to record my lecture as part of this
research. I also understand that this consent for recording is effective until the following
date: May 15th, . On or before that date, the recording will be destroyed.

Participant's Signature: ___________________________ Date: 24th of April 2016
Appendix B

Transcripts

This is just a sample of the transcripts used in this study. To view or download full transcript (35 pages), please follow this link:

https://drive.google.com/file/d/0B_dLDguRN44XOGk0VHU3NU1ybXM/view?usp=sharing

M-1/00:29-00:30 Teacher: The voice is clear girls?

M-1/00:32-00:34 Students: yes.

M-1/00:37-00:40 Teacher: Is it ok? Or do you want it higher?

M-1/00:42-00:45 Student: Higher.

M-1/01:49-01:49 Teacher: it is very noisy outside. Close the window,

M-12/02:11-02:46 Teacher: ok girls, open up your books, page 89. Do you remember what was the topic for this unit? What did we talk about? quiet girls. I want to refresh your memory. What was it about?

M-1/02:46-02:48 Students: about food and science.

M-1/02:48-02:50 Teacher: Yes, food and science.

M-1/02:52-02:55 Teacher: what about science?

M-1/02:55-02:49 Students: how food additives or colors of the food are added.

M-1/03:00-05:10 Teacher: Do you remember when we talked about the skill of note taking, note taking. This skill is going to help you in listening, alright, in lectures or conversation and to help you remember. Right, this is a skill that you have to practice. Ok look at the book page 90. Note taking skill, in order to remember most important that is said in a lecture. It is a good idea to review your notes within 24 hours, after a lecture. This is really a good advice from now until you become graduate.

M-1/05:12-06:09 Teacher: So, how do you know the important words or ideas said in a lecture? By reading your notes and annotating them. What does it mean annotate? to give notes on the text, explanations or comments on the text. you have a listening text, what do you do? You annotate the text. So, what do you do? How do you annotate? The first one is highlight the important words. Don’t you do that when you study? You highlight the important ideas. Or underline it. The second step, cross out information that is not important. Sometimes, you write aa lot of things but when you revise them you think that these information are..
Appendix C

The Data Sheet
This is just a sample of the data sheet used in this study. To view or download full sheet (61 pages), please follow this link:
https://drive.google.com/file/d/0B_dLDguRN44XVHJiTWljTzlULWc/view?usp=sharing

Participant 1

| NO | Code       | Data                    | Context                                                                 | Types of locutionary and Illocutionary Acts |
|----|------------|-------------------------|-------------------------------------------------------------------------|---------------------------------------------|
|    |            |                         |                                                                         | Re  | Dir | Exp | Com | Dec |
| 1  | M-1/00:29-00:30 | The voice is clear girls? | The teacher enters the class, and plugs her device and asks about the quality of the voice. | ✓   |     |     |     |     |
| 2  | M-1/00:37-00:40 | Teacher: Is it ok? Or do you want it higher? | The teacher is asking the students about the voice after editing the volume. | ✓   | ✓   |     |     |     |
| 3  | M-1/01:49-01:49 | It is very noisy outside. Close the window. | The teacher indirectly orders to close the window and when no one made reaction she made her request direct. | ✓   | ✓   |     |     |     |
| 4  | M-12/02:11-02:46 | open up your books, page 89. Do you remember what was the topic for this unit? What did we talk about? ..... | The teacher orders the students to open their books, asks about the topic. Then she orders them to be quiet, and states why she | ✓   | ✓   |     |     |     |
