Pedagogic Illocutionary Strategies Enacted by Experienced and Novice Teachers in EFL Classes

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Abstract. As a language phenomenon, illocutionary acts can be found in any situations of human life and it has been investigated from John Searle's performative acts. This study aims at examining how all types of Searlian illocutionary acts are enacted in EFL contexts seen from the dimension of teaching experiences. The subjects of this study were four experienced and four novice teachers of English at four different senior high schools in Mataram, West Nusa Tenggara, Indonesia. This study is ethnographic in nature in which the data were collected by directly observing and recording EFL teacher activities. The data were then analysed by using John R. Searle's pragmatic paradigms. The result shows differences in the use frequency of the types of illocutionary acts with respect to teachers' teaching experiences. Directive speech act is dominantly used (40%) by the experienced teachers followed by expressive, assertive, commissive, and declarative speech acts respectively at 29%, 27%, 4%, and 1%. The novice teachers, on the contrary, dominantly used assertive speech acts (34%) while directive, expressive, and commissive speech acts constitute respectively, 30%, 28%, and 8% of all speech acts. The difference in the percentage is associated with confidence level and pedagogic skills obtained through different lengths, depth and richness of tenure teaching experiences.

Keywords: Illocutionary Acts · EFL · Experienced Teacher · Novice Teacher

1 Introduction

The study of speech act has started several years ago and locally unique yet universally patterned use of across languages in speech acts have been revealed. On the one hand, people might think that when they start talking, the production of language also starts as part of the discursive journey to achieve communicative goals. On the other hand, when doing the talking the talker is not just conveying a message in an understandable pronouncement, but she or he is also doing some actions with the talk that she or he has just done [1]. In a *chit-chat* situation, for example, the talker might have an intention for asking for something to his or her interlocutor. He or she will produce the combination of words that will represent his or her contextual objective that is asking for something or a piece of information. Saying "*It is hot in here*", for example, the talker is not merely

describing the weather situation but implying that she or he is thirsty and this message has reached the mind of the interlocutor when a glass of water is served in front of the talker. Thus, the talker is not just uttering the words or the sentences, but, when doing so, she or he is also doing the action of asking or requesting. This is how the aim of communication will affect the pattern of language used.

The scope of studies in speech act is extremely broad covering all kinds of speech events. As Flowerdew as defined, actions performed by uttering utterances cover all communicative activities, speech acts could appear in all phenomena of language uses [2]. It covers almost all of the occasion in human life such as inviting someone, requesting something, promising something, declaring something and so on [3]. To make it more understandable, it is classified in some types known as assertive, directive, commissive, expressive, and declarative [4]. Because of the language teaching involves the act of informing and instructing, speech acts might be dominant in it. There will be a lot of exchanges of information and actions in language teaching classroom resulting from discursive nature of classroom interactions. Although the purpose of all language teaching and learning process is to convey language information from teachers to students, the way the information is packaged and conveyed to the students will dominantly make use of speech acts. Framed as model of language use, classroom speech acts might have been successfully adopted or adapted by language learners but studies on this matter is still lacking.

Different locutors have different experience and this may affect how they deal with the acts of communicating. The same is true in the world of language teaching and learning where teachers might not produce the same shape of language because of the differences in the way they style their language when producing it. For instance, experienced and novice teachers will probably produce different language styles, even they teach the same subject. It is interesting for those who put their consent to the study of speech act to examine how different types of teachers produce language by looking at the aspect of speech act as one of the language phenomena.

This paper attempts to observe how speech act exist and is affected by teachers' professional backgrounds. This paper looks into English and other languages used as the media of English instruction in EFL contexts. It focuses on the concept of speech act proposed by Searle and it will only focus, due to space limit, on the illocutionary type of the speech acts. Similar studies have been reported by several authors in various socio-spatial contexts like a study conducted by Kurdghelashvilli in 2015 entitled *Speech Acts and Politeness Strategies in an EFL Classroom in Georgia* [5], Zayed in 2014 entitled *Jordanian EFL Teachers' and Students' Practice of Speech Acts in the Classroom* [6], but a study conducted by Basrah and Thoyyibah in 2021 entitled *A Speech Act Analysis of Teacher Talk in An EFL Classroom* is exemplary in this context. It divulges the fact that the teaching methods that the teachers use influence the types of illocutionary acts that they deliver [7]. In a case study of Basrah and Thoyyibah, the researchers found that when the teachers used communicative language teaching method, they more frequently made use of directive illocutionary acts. Other studies are also supportive of this finding. Azhari et al. in their article *Speech Acts of Classroom Interaction* published in 2018 shows that most of the instructional utterances uttered by three English teachers and 30 male students are categorized as directive illocutionary acts. While instructional

languages that teachers produced are associated the teaching methods that they used, yet, it is still unknown if this language behaviour can also be associated with teachers' teaching experiences [8]. This is the merit of the current study.

Different people who have different background and experience will have different styles of language use. This study is going to examine how the difference in terms of background of the teachers' experience influence the production of the illocutionary acts. This study is also expected to fill the gap in the study of speech acts which is most of writers and researchers tend to analyse speech acts in the context of political, movies, and advertisement rather than classroom language production that has direct impact to students. Thus, hopefully, this study will give new insight and provide the information about how to create an interactive teaching technique which will contribute in improving the quality of the language teaching.

2   Methods

This research is designed as an ethnographic study by directly observing and recording the teaching activities in classroom. The data were in the form of utterances uttered by 4 novice and 4 experienced teachers teaching English at senior high school number 1, 2, 7, and 8 in Mataram. Furthermore, 2.787 utterances from novice teachers (NT) and 2.304 utterances from experienced teachers (ET) were collected by observing and recording the teaching and learning process in classroom, then analysed by watching and re-watching the video, taking a note, and classified them into five types of illocutionary, if the utterance used to commit the speaker to something being the case to the truth of expressed proposition is called assertive, if it requires the addressee to do something is called directive, if it commits the speaker to do something in the future, it is called commissive, if it shows the mental state of the speaker, it is called expressive, and if it requires performance guarantees propositional content corresponds to the world, it is called declarative [9].

3   Results and Discussion

3.1   Novice Teachers (NT)

3.1.1   Assertive (34%)

From that data, the writers found four sub-categorizes of assertive, i.e. claiming, assuming, informing, and deducing or concluding. The categorization of this kind of illocutionary acts was taken by the writers from the word clues of speech acts introduced by Searle (1979) in Qadir and Rillof (2011) [10]. The data can be seen from the Table 1.

All the NT state a lot of expression of informing rather than the others. It is because all of them are only focusing themselves in explaining the materials.

3.1.2   Expressive (28%)

This type of illocutionary acts deals with the action of showing psychological state of a speaker such as thanking, condoling, congratulating, apologizing, welcoming, deploring, appreciating, and the other expressions that represents the mental state of the locutor.

Table 1. Assertive Utterances of NT

NT	Utterances	Analysis
1	*"hmm…you forgot about it already, okay let me explain it to you again"*	This utterance is categorized as assertive illocutionary of claiming, in which it is shown by the phrase "you forgot" as the representation of NT1 claimed about the students who didn't remember the material given before.
2	*"I think I have to explain it first, so you will understand about this topic"*	This utterance is an example of direct speech act which is classified as the illocutionary of assuming. It is easy to recognize by looking at a transitive verb "think" that go straight to the activity of assuming.
3	*"There are several types of tenses in English that you can use"*	The pronoun "there" which is followed by auxiliary or helping verb "are" represents the act of informing something. The NT3 here informed the students that they could use several types of tenses when they were asked to construct text.
4	*"So, you have to be focus when you answer every question for the final text next week"*	NT4 started this utterance by uttering the conjunction "so" and followed by independent and dependent clauses that aims at giving a conclusion from the anxiety that students had before they faced the final exam.

Table 2. Expressive Utterances of NT

NT	Utterances	Analysis
1	*"Good morning and how are you students?"*	As usual, when teachers were ready to start the class, they started by greeting their students. The expression expressed by NT1 here is categorized as the expressive illocutionary of greeting. As it can be seen the expressions of "good morning and how are you" are clearly representing the greeting expression.
2	*"Thanks for reminding me about that"*	It is the same with the direct speech act that is displayed before where the NT2 said the adjective "thanks" directly that is classified as the word clues for expressive illocutionary of thanking.
3	*"I am sorry because I am late to come to your class"*	The adjective "sorry" here marks the expression of apologizing, in which the NT3 asked for apologize from the students because of the lateness.
4	*"I appreciate those who have task to do 'piket' today, because the class is so clean and there is no trash…"*	This is also categorized as direct speech acts because the transitive verb of "appreciate" here directly goes to the expression of appreciating. The NT4 gave an appreciation for the students who do their task in preparing the classroom before the class begin.

Tabel 3. Directive Utterances of NT

NT	Utterances	Analysis
1	*"Do you remember the last topic we discussed?"*	As one of the three types of auxiliary verbs (do, be, have), "do" has two roles, first it used as negative form and second, used to form questions. Here, the helping verb "do" is followed by pronoun "you" which indicates that the words will form a question expression. The NT1 did the action of asking in order to get a confirmation whether the students kept the last material in their mind or not.
2	*"Open the book page number 57"*	This utterance is categorized as directive illocutionary of commanding, where the NT2 commanded the students by saying a transitive verb "open" and followed by the noun phrase "the book" as the part that takes the action, so the NT2 wanted the students to open a book.
3	*"Come to the front of the class and tell your friend…"*	Starting with the intransitive verb "come" followed by prepositional phrase "to the front", this utterance indicates that it is categorized as inviting expressions. Although it looks like asking, but it is specifically inviting people to move their selves to a place.
4	*"Someone could you please erase the white board?"*	An auxiliary verb "could or can" which is followed by an intransitive verb "please" directly refers to an action of requesting something in a polite way. The NT4 requested the students to do an action of cleaning a white board.

From the data, the expressive illocutionary acts found represents the expression of thanking, apologizing, welcoming, and appreciating or congratulating. The detail can be seen from the Table 2.

3.1.3 Directive (30%)

Directive illocutionary related to the nature of conversation to persuade and make the listeners do something. The directive illocutionary found at the data of NT are in the form of asking, commanding, inviting, requesting, and advising or suggesting (Table 3).

3.1.4 Commissive (8%)

This kind of illocutionary mostly exist at the end of the class where the NT tell the students about their activities for the next meeting (Table 4).

3.1.5 Declarative (0%)

This category of illocutionary act has relation with power. That is why it only can be found on certain agenda and produced by some people with special status, like president when doing an inauguration. In the context of teaching, the power is on the teachers

Table 4. Commissive Utterances of NT

NT	Utterances	Analysis
1	*"I am going to ask you about the last material that we learn…"*	It has been said before that the "be going to" form indicates the utterance is commissive illocutionary, here this utterance represents the planning of the NT1 to ask the students.
2	*"We will learn about it later, just focus on this for now"*	Same as the above, this utterance is categorized as commissive illocutionary. It is shown by two words clues on the utterance: an auxiliary "will" and an adverb of time "later" that indicate the NT2 promising an action to do in the future.
3	*"We will meet again next week…"*	This utterance is also identified as commissive illocutionary of commitment that they would do the action of meeting each other for the next time.
4	*"okay, thank you everyone, I will meet you next week"*	The utterance represents the commissive illocutionary of committing. The NT4 committed herself to meet the students the following week.

who have control on their students. However, it merely cannot guarantee that they can produce declarative utterance which will change the status of the students most of the time. Although, they can produce this type of utterance when they provide an activity that requires the students to work in group. The teacher may divide the students into some groups and appointed some of them as the leader. Unfortunately, this activity is not existed from the four NT. Thus, this kind of illocutionary cannot be found.

The utterances uttered by the novice teachers are dominated by the assertive illocutionary. It is because the technique that the NT use still rely on the activity of explaining. They use most of their time to explain the materials and conduct less interaction with their students. They state a lot of things that makes them generate a large expression of assertive.

3.2 Experienced Teachers (ET)

3.2.1 Assertive (26%)

The data of assertive illocutionary produced by the ET are dominated by the expressions of informing, claiming, and assuming (Table 5).

3.2.2 Expressive (29%)

The writers found at least four types of expressive illocutionary from the ET data, they are in the form of welcoming, thanking, apologizing, hoping and appreciating (Table 6).

Table 5. Assertive Utterances of ET

ET	Utterances	Analysis
1	*"Yeah …this is our topic for today…"*	The ET1 informs the students about the material that they are going to study at the time. A demonstrative pronoun "this" shows that the teacher is trying to supply the students with something which they don't know before, demonstrative pronoun + the information (the topic).
2	*"Do you understand? (no answer) I assume that you have understood right?"*	Starting with a question mark about the understanding of the students, the ET2, with the key word "assume", did the action of assuming that the students had an understanding about the materials given. It can also be an action of concluding because when the ET2 asked the students, there is no confirmation from them, then the teacher concluded their silent means that they had understood.
3	*"Nope, your answer almost right, anyone?"*	This utterance is categorized as claiming expression, where the ET3 gave a claim about a student answer. The ET3 claimed that the student's answer is still wrong.
4	*"Bullying is your problem nowadays…"*	This utterance is also classified as assertive illocutionary of informing. First, the teacher stated what is being the problem: bullying, then the teacher informed it to the students with the following of auxiliary verb "is" which explains what happens with bullying.

3.2.3   Directive (40%)

The Table 7 shows some expressions such as commanding, requesting, inviting, asking, and advising used by ET in the classroom that represent this type of illocutionary:

3.2.4   Commissive (4%)

The utterances of commissive illocutionary uttered by the experienced teachers occur regularly in the middle of teaching and learning process in the form of "be going to" expression that expressed the action of planning and committing (Table 8).

3.2.5   Declarative (1%)

This part is an interesting one because it appears at the context of teaching in a special occasion. It only appeared at the teaching process conducted by ET1, where the teacher divided the students into ten groups, one group consist of three students. The teacher appointed one of them in every group to be the leader. So, it is categorized as declarative illocutionary of declaring. The detail can be seen from the Table 9.

It has been seen from all elaborations above that both utterances uttered by NT and ET are dominated by different type of illocutionary acts. At this part, the writers found

Table 6. Expressive Utterances of ET

ET	Utterances	Analysis
2	*"Morning class…how are you doing?"*	The expressions of welcoming or greeting always come at the beginning of the class. This type of expressive illocutionary indicated by the greeting expression of "good morning" and "how are doing?" expressed by ET2.
1	*"Thank you for leading us to pray"*	It is clear here, that the utterance classified as expressive illocutionary of thanking which is represented by the phrase "thank you" which refers to the student who helped the ET1 to lead the others to pray.
3	*"…owh you don't get what I mean? sorry for that, just forgot about it"*	The ET2 expressed an utterance of apologizing here, it is marked by the adjective "sorry" which is indicates a direct speech act of expressive illocutionary.
4	*"Great answer, anyone else?"*	In teaching, appreciating the students becomes a crucial part. It supports teachers to build the confidence of students to participate in classroom activity. One of the ways in giving appreciation for the students is by using some expression. ET4 here expressed an expressive illocutionary of appreciating by using the adjective "great".

Table 7. Directive Utterances of ET

ET	Utterances	Analysis
1	*"Before we begin the lesson, I need you to put everything on your desk, except the thing that …"*	To make sure the students will focus on the lesson, the ET1 commanded the students to annoying things into their desk. The utterance consists of the verb phrase "put everything" which represents an action of commanding.
2	*"Before we begin our meeting today, I want one of you to lead your friends to pray"*	At this utterance, the ET2 is trying to make a request. It is indicated by an action verb "want' which represents someone's desire. Here, the ET2 requesting of the students to lead a pray.
3	*"Now, let's do this first …"*	The ET3 did an action of inviting here, it is shown by the expression let's. The teacher was inviting the students to do something.
4	*"Anyway is there anybody absent today?*	This utterance is categorized as directive of asking, where the utterance of it represented by the auxiliary verb "is" which is used to start an asking action.
1	*"e…e…don't use your left hand, don't pointing your friend with your left hand, it is better to use the right one"*	This one has a relation to a social value, where the ET1 was advising the students to appoint their friends using the right hand.

Table 8. Commissive Utterances of ET

ET	Utterances	Analysis
1	*"I will divide you into group of three, one group consist of three of you, okay"*	An auxiliary "will" indicate this utterance expressed a future action that will be done by the ET1. The teacher was planning to divide the students into some group.
2	*"Okay, now I am going to ask you about the video you already watched"*	This is also categorized as the commissive illocutionary of planning. The ET1 planned to ask the students about their activities.
3	*"Firstly, I would like to explain what is descriptive text is, what's the function…."*	Same as the previous one, the ET3 also did the action of planning. Here, the teacher was planning to explain the material to the students.
4	*"Thank you very much, I will see you next week"*	This utterance expressed the commitment of the teacher that they would meet the students in the following week. Teacher's commitment from the utterance can be seen from the phrase "I will" which is representing a commitment.

Table 9. Declarative Utterances of ET

ET	Utterances	Analysis
1	*"Okay let's start. Student A, I choose you as the leader for group 1"*	All of these utterances are categorized as declarative illocutionary of declaring. The ET1 appointed some students to become the leader of some groups of the students in order to manage the discussion activity.
1	*"a…hm wait let me check the attendant list, Students B, you are the leader for group 4"*	
1	*"Student C, as the leader of group 7"*	

some reasons why that kind of differences occurred although both the NT and ET did the same thing, i.e. teaching. The reasons found by the writers is based on the language teaching theory proposed by Watkins that the role of teacher is to help the students to learn effectively [11].

First, there are differences due to different teaching technique. It is believed NT and ET have different teaching approach where the NT tend to be interventionist, while the ET tend to be interactionalist [12]. The best teachers have a range of techniques available. They were aware of which techniques were best suited for particular topics and contexts. However, the NT extremely relied their teaching on giving explanation by stating some information related to the topic they discussed. One thing that they might forgot was about making two ways of interaction between them and the students. It is shown by the percentage of the data that only 30% of their utterances categorized as directive illocutionary, in which this type of illocutionary acts representing the two ways

interaction such as asking, commanding, inviting, and so forth. Different from that, the ET produced the utterances which were almost half of it were dominated by directive illocutionary and the teaching process made the students more active to participate in every activity provided by the ET.

The next factor is due to the teaching media used. The teaching media become one of the factors supporting the teaching and learning process. It assisted teachers in providing an understandable material and an attractive classroom activity [13]. The NT had no media, except the book provided by the school. While the ET, each of them used some supportive media and some additional material from other resources, in which they did not only rely on the book provided by school. For instance, one of them used an additional material from the book that he bought from Aussie which was required the students to participate in the activity. Thus, the media bring a life in teaching and learning process which makes students become more communicative.

The last factor that affected the differences in the production of illocutionary act in the classroom is the maturity of the teachers. Maturity here refers to the personal skill of the teachers in managing and handling every activity in the classroom. It is believed that the more experienced the teacher, the better they manage their classroom situation by which the ET tended to be mature and owned the control in managing the students rather than the NT [14].

4   Conclusion

Illocutionary acts, as the representation of speech acts, might be found in any life context that requires interaction. What makes the speakers produce different types of illocutionary is due to the role of the speakers, their background, and the situation they are in. In the context of language teaching conducted by novice and experienced teachers, indeed the production of illocutionary acts will be affected by the background of the teachers as novice or experienced. That is why it is found that the novice teachers used the illocutionary of assertive more than the others, they put much of their focus on explaining and informing the students about the materials. On the other hand, the experienced teachers kept their attention to the participation of the students in the process of teaching and learning, it can be seen from the data that they uttered the utterances of directive more than the others.

The difference is affected by some factors such as the teaching techniques, the media used, and the maturity of the teachers in teaching. These factors cause the production of language vary in the classroom. However, the thing that should be the focus is the effectiveness of teaching itself where the teacher can help the students to learn effectively.

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