

**ANALYZING SPEECH ACTS IN ENGLISH  
CLASSROOMS AT INTERMEDIATE LEVEL  
IN PAKISTAN: A PRAGMATIC STUDY**

**BY**

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# **Analyzing Speech Acts in English Classrooms at Intermediate level in Pakistan: A Pragmatic Study**

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## ABSTRACT

### **Title: Analyzing Speech Acts in English Classrooms at Intermediate level in Pakistan: A Pragmatic Study**

The current study investigates the complex dynamics of speech acts within intermediate-level English classrooms in Pakistan, aiming to understand the underlying factors shaping classroom communication. Through comprehensive observation, the research interprets various engagement strategies, diverse speech acts, and the influences guiding educators' choices. The study highlights the reciprocal nature of classroom interactions, emphasizing the interplay between speech acts, classroom dynamics, and cultural considerations. The research paradigm used for the present study is qualitative while the research designs for the current study are observation and survey research. A purposive sampling technique was used for this study, with data collected through observations of teacher-student interactions in the classroom. Additionally, semi-structured interviews were conducted with fifteen faculty members to triangulate findings from classroom observations. The collected data were then analyzed descriptively using Searle's speech act theory. The analysis of the data reveals that educators employ a range of speech acts, from positive affirmations to clear directives, contributing to a supportive learning environment. Moreover, intermediate-level students not only decode various speech acts but also communicate by incorporating a variety of speech acts into their communication with their peers and teachers. However, certain speech acts are used more frequently than others by both teachers and students. The results indicate that both teachers and students demonstrate satisfactory competence in their classroom interactions. Nonetheless, their performance in employing speech acts could be enhanced through training and additional reinforcement. The data collected through two different research tools validate the study's findings. This study may be replicated in other academic and professional contexts to further validate or challenge its findings. Additionally, future research could assess communicative competence in second-language speakers by evaluating their performance in using speech acts.

**Keywords:** *Pragmatics, English Classrooms, Intermediate level, Speech Acts, Educators, Cultural Considerations*

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## **DEDICATION**

To my parents for their love, endless support and encouragement. My parents are my life. May Allah Pak bless them with good health and peaceful life. Ameen.

# CHAPTER 1

## INTRODUCTION

### 1.1 Introduction to the Study

In Pakistan, English is taught as a foreign language. Students often start learning it when they are in their foundational stages of school. Learning the four language abilities of listening, speaking, reading, and writing take up the majority of the instructional process. With appropriate instruction, all of the abilities must be enhanced in the process of learning English. Even at the intermediate level, learners are not proficient enough in speaking the English language because English is the language of globalization, worldwide communication, commerce and trade, music, and the media, there are many reasons to learn it today. As a worldwide commodity that is occasionally referred to as an international language, English is no longer seen as being exclusive to the English-speaking globe (Richards, 2001).

Additionally, the major objective of teaching a language is for learners to be competent communicators at the finish line of the learning process. Presently, language training places a high premium on the real applications of language, especially social ones. In recent years, the communicative method has begun to grow in acceptance. According to Finochiaro & Brumfit (1983), “the two fundamental tenets of this approach are that “all of us are concerned in the classroom with language use, not language knowledge, and that we acquire language most successfully by using it in actual contexts.” The mastery of systematic sound and structure is significantly given less stress in this approach. Furthermore, writing and reading comprehension are not the key concerns because learners of a language practice systematic sound and structure mastery, in reading. The actual use of language is the major source of advancement. The explanation above suggests that learners require several opportunities to use the language.

A language is an essential tool for communication and interaction among individuals, and it plays a crucial role in shaping our thoughts, attitudes, and beliefs. The ability to use language effectively is particularly important in educational settings, where students and teachers interact with each other to achieve educational goals. In this context, the concept of speech acts is of utmost importance, as it refers to

the ways in which language is used to perform various communicative functions. In the field of pragmatics, speech acts have been extensively studied, and researchers have identified various types of speech acts i.e. assertive, declarative, apologies, and their underlying principles (Searle, 1969).

Despite the extensive research on speech acts, their use in English classrooms at the intermediate level in Pakistan has not received much attention. This gap in research is significant, as the use of speech acts in educational settings is critical for effective communication and interaction between teachers and students. The cultural and social context of Pakistan may also have an impact on the use of speech acts in English classrooms. Therefore, this study aims to bridge this gap in research by analyzing speech acts in English classrooms at the intermediate level in Pakistan. The primary objective of this research is to explore the various types of speech acts that are used in English classrooms at the intermediate level in Pakistan. Specifically, this study aims to identify the types of speech acts used by teachers and students and examine the pragmatic factors that influence their use. These factors include context, culture, and politeness. By investigating these factors, this study seeks to contribute to a better understanding of how speech acts are used in educational settings in Pakistan.

The research is conducted using a pragmatic framework proposed by Cruse (2000) theory of pragmatics, which is a theoretical approach to language study that focuses on the use of language in context. This approach is well-suited for the analysis of speech acts in educational settings, as it considers the social and cultural factors that influence language use. The data for this study is collected through classroom observation and interview guide. The analysis will involve identifying the different types of speech acts used by teachers and students and examining the pragmatic factors that influence their use. The findings of this study is significant in several ways. Firstly, it contributes to a better understanding of how speech acts are used in educational settings in Pakistan, which is valuable for language teaching and learning in the country. Secondly, it provides insights into the cultural and social factors that influence language use in the classroom. Finally, this study adds to the existing body of research on speech acts in the field of pragmatics.

## 1.2 Background of the study

Language is a dynamic tool that extends beyond mere communication; it is a vehicle for expressing social realities, conveying meaning, and negotiating identities. Within the educational realm, the language used in classrooms becomes a pivotal element in shaping the learning experience. The study of speech acts, rooted in the field of pragmatics, provides a lens through which we can unravel the intricate layers of communication within English classrooms (Altikriti, 2011). This research embarks on a pragmatic exploration, delving into the realm of speech acts in English classrooms at the intermediate level in Pakistan.

In the Pakistani educational landscape, the English language holds a distinctive position. As a medium of instruction, it not only imparts subject knowledge but also serves as a gateway to broader academic and professional opportunities. English classrooms, particularly at the intermediate level, become crucibles where linguistic competence and pragmatic skills intersect. The nuanced understanding and employment of speech acts within this context become imperative, influencing the quality of communication, comprehension, and interaction among teachers and students.

The field of pragmatics, nestled within the broader study of linguistics, offers a specialized perspective on language use. It goes beyond the structural aspects of language to investigate how language is employed in social contexts. Understanding the pragmatic dimensions of speech acts is crucial for educators and learners alike. It equips them with the tools to navigate the subtleties of language, comprehend implicit meanings, and engage in effective communication. Moreover, a pragmatic lens allows for a more profound examination of the sociocultural factors that shape language use within the educational setting (Araujo et al., 2018; Martin-Beltrán, 2010).

Pakistan, with its diverse linguistic landscape and cultural mosaic, presents a rich backdrop for this study. The influence of cultural norms, societal expectations, and language policies on speech acts in English classrooms is a terrain ripe for exploration. The study recognizes the dynamic interplay between language and culture, aiming to uncover how cultural factors impact the pragmatic choices made by teachers and students at the intermediate level (Vaughan & Clancy, 2011).

Speech acts are a fundamental aspect of language and are used and referred to the ways in which people use language to perform various functions, such as making requests, giving orders, making promises, and expressing opinions. In an educational setting, speech acts are particularly important as they are essential for effective communication and interaction between teachers and students Zahroh & Susanto (2022). Therefore, this study seeks to explore the various types of speech acts used in English classrooms at the intermediate level in Pakistan and to examine the role of pragmatic factors such as context, culture, and politeness in using these speech acts. The present study aims to investigate the use of speech acts in English classrooms at the intermediate level in Pakistan. The study will employ a pragmatic framework by Cruse (2000) analyze speech acts in English classrooms. Pragmatics is the study of how people use language in context, and it provides a theoretical framework for understanding the ways in which speakers use language to achieve their communicative goals. The data for this study will be collected through classroom observation and interview guide. The analysis will focus on identifying the different types of speech acts used by teachers and students and the pragmatic factors that influence the use of these speech acts. The findings of this study will contribute to a better understanding of how speech acts are used in educational settings in Pakistan and will have implications for language teaching and learning in the country.

### **1.3 Statement of the Problem**

Speech acts analysis in intermediate classes is a complex and challenging issue that affects both learners and teachers. Intermediate learners often struggle with the nuances and social conventions associated with different speech acts, leading to miscommunications and misunderstandings. Teachers need to be aware of these differences and adapt their teaching strategies to meet the needs of their learners. Analyzing speech acts in intermediate classes is a complex and challenging issue that requires teachers to be aware of the diversity of learners' backgrounds and experiences, have appropriate materials and resources for teaching and practicing speech acts, understand the social and cultural context of speech acts, and use alternative assessment methods to evaluate learners' proficiency. By addressing these challenges, teachers can enhance learners' communicative competence and promote successful communication in real-life situations.

## **1.4 Research Objectives**

- To identify the different types of speech acts used by teachers and students in intermediate-level English classrooms in Pakistan.
- To explore why certain classifications of speech acts are preferred by teachers at the intermediate level.
- To analyze the implications of specific speech act classifications on the teaching and learning process.

## **1.5 Research Questions**

This research will base on the following questions:

1. What types of speech acts are used by teachers and students in intermediate-level English classrooms in Pakistan?
2. Why are certain classifications of speech acts preferred by teachers at the intermediate level in Pakistan?
3. What are the implications of specific speech acts on the teaching and learning process?

## **1.6 Rationale for the Study**

While there exists a wealth of literature on language education and pragmatics, a focused exploration of speech acts in English classrooms at the intermediate level in Pakistan remains a noticeable gap. The importance of this study lies in its potential to unravel the specific speech act patterns, challenges, and cultural nuances within this unique educational context. By addressing this gap, the research aims to contribute valuable insights to the broader fields of language education and pragmatics.

## **1.7 Research Significance**

The significance of this research on analyzing speech acts in English classrooms at the intermediate level in Pakistan extends beyond the academic realm, with implications for both educators and policymakers. Firstly, by delving into the pragmatic aspects of speech acts, the study aims to unravel the intricate dynamics of communication within the context of English language education. This understanding

is critical for educators, providing them with nuanced insights into the linguistic and sociocultural factors that shape communication patterns in classrooms. As a result, teachers can tailor their instructional strategies to better align with the contextual realities, fostering a more effective and culturally sensitive learning environment.

Moreover, the research holds implications for curriculum developers, offering a foundation for refining language curricula to better reflect the pragmatic demands of English classrooms at the intermediate level in Pakistan. By incorporating the findings into curriculum design, policymakers can contribute to the creation of more contextually relevant and impactful learning materials. This not only enhances the quality of education but also addresses the broader goal of equipping students with communication skills that are attuned to the sociocultural nuances of their linguistic landscape. Beyond the educational sphere, the study's significance extends to the sociocultural context of Pakistan. It provides a platform for understanding how cultural factors influence speech acts, shedding light on the intricate interplay between language and societal norms. This awareness has broader implications for fostering intercultural competence and promoting effective communication in diverse settings. Ultimately, the research contributes to the ongoing discourse on language education, pragmatics, and cultural dynamics, aiming to bridge existing gaps in literature and provide actionable insights that can positively impact language learning and teaching practices in Pakistan and beyond.

## **1.8 Scope and Delimitations**

It is crucial to acknowledge the specific focus of this study on English classrooms at the intermediate level in Pakistan. While the findings may offer broader insights into the pragmatics of speech acts, the study's primary objective is to provide a nuanced understanding of this phenomenon within the specified context. Recognizing the scope and delimitations is essential for maintaining the study's depth and relevance. The study has limitations in terms of them, time, sample, and geography. In summary, this research endeavors to bridge the existing gap in literature by conducting a pragmatic study on speech acts in English classrooms at the intermediate level in Pakistan. Through a comprehensive exploration of the linguistic and sociocultural dimensions, the study aims to contribute not only to the academic discourse but also to the enhancement of language education practices in the Pakistani

context. The thesis comprises of five chapter namely introduction, literature review, research methodology, results and analysis and conclusions and recommendations.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Language classrooms serve as dynamic environments where linguistic competence is honed, and communicative abilities are developed. One pivotal aspect of language use within these settings is the examination of speech acts, which are fundamental units of communication involving language functions beyond the literal meaning of words (Searle, 1969). As the ability to effectively perform speech acts is crucial for successful communication, understanding the nuances of their usage becomes paramount in language education.

##### **2.1.1 Importance of Studying Speech Acts in Language Classrooms**

Speech act theory, pioneered by J. L. Austin and further developed by scholars such as John Searle, H.P. Grice, and Herbert Clark, explores the various actions performed by speakers when using language. Austin's seminal work, "How to Do Things with Words" (1962), laid the groundwork, emphasizing that speech acts are not merely about conveying information but involve the performance of actions. Searle expanded on Austin's ideas, introducing the concepts of illocutionary acts (speaker's intention) and perlocutionary acts (listener's reaction) in "Speech Acts: An Essay in the Philosophy of Language" (1969). Grice contributed to the theory by addressing implicature and indirect communication in "Logic and Conversation" (1975). Searle, in collaboration with Daniel Vanderveken, further formalized aspects of speech act theory in "Foundations of Illocutionary Logic" (1985). Herbert Clark focused on the coordination of dialogue, studying how speakers signal intentions and listeners infer meaning in "Using Language" (1996).

Various kinds of speech acts have been identified within this framework. Expressives involve the expression of emotions or attitudes, while declarations are utterances that bring about changes in the external world. Commissives commit the speaker to a future action, assertives convey information or make claims, and directives are speech acts intended to prompt the listener to take specific actions. These categories help dissect the multifaceted nature of language use, revealing how speakers employ words not only to convey information but also to perform actions

and influence others.

While the foundational works provide a comprehensive understanding, ongoing research and analyses continue to shape and expand the field of speech act theory. The importance of studying speech acts within language classrooms cannot be overstated. Language learners often grapple with not only mastering the syntactic and semantic dimensions of a language but also acquiring the pragmatic skills necessary for appropriate and contextually relevant communication (Gass & Selinker, 2008). Speech acts, as identified by Austin (1962) and further developed by Searle (1969), encompass a wide array of communicative functions, ranging from making requests to expressing opinions, thereby forming an essential component of language acquisition.

Understanding how students navigate and deploy speech acts in the language classroom provides educators with insights into the learners' pragmatic competence and helps tailor instructional strategies to address specific communicative challenges (Rose, 2012). Additionally, fostering an awareness of speech acts enhances learners' communicative effectiveness and cultural sensitivity, aligning with the broader goals of language education. Rose's work emphasizes the significance of integrating pragmatic competence, which involves the appropriate use of speech acts, into language teaching methodologies. Furthermore, Gass and Selinker (2008) underscore the importance of fostering pragmatic awareness in language learners, noting that explicit instruction on speech acts contributes to improved communicative abilities. This aligns with the findings of Taguchi (2011), who conducted a study demonstrating that learners who received explicit instruction on speech acts showed greater gains in pragmatic competence compared to those who did not. Such studies highlight the pedagogical value of incorporating speech act awareness in language curricula.

Moreover, the cultural dimension of speech acts cannot be overlooked. Kasper and Rose (2002) argue that cultural factors significantly impact the use and interpretation of speech acts, making it essential for language educators to address cultural nuances in their instruction. By incorporating cross-cultural studies into language classrooms, educators can enhance students' cultural sensitivity and improve their ability to navigate diverse linguistic landscapes. Additionally, Holmes (1995) emphasizes that understanding speech acts is crucial not only for effective communication but also for the development of interpersonal skills. This underscores

the broader goals of language education, which extend beyond linguistic proficiency to encompass intercultural competence and effective social interaction. In light of these studies, integrating explicit instruction on speech acts and cultural awareness into language teaching practices becomes imperative for fostering well-rounded language learners.

Pragmatic analysis, as a theoretical framework, plays a pivotal role in deciphering the intricacies of language use within educational settings. Pragmatics explores the relationship between linguistic forms and their functions in social contexts (Levinson, 1983). In the realm of language education, pragmatic analysis allows researchers and educators to investigate how learners employ speech acts to achieve communicative goals, shedding light on the dynamic nature of language use in classrooms (Bardovi-Harlig & Mahan-Taylor, 2003).

By adopting a pragmatic perspective, educators can go beyond conventional language teaching methods and delve into the subtleties of communication, considering factors such as politeness, appropriateness, and cultural variations (Kasper & Rose, 2002). Consequently, pragmatic analysis serves as a valuable tool for enhancing language instruction by providing a comprehensive understanding of how language functions within the intricate web of social interactions in educational contexts.

### **2.1.2 Pragmatic Competence and Effective Communication in Language Learning**

Pragmatic competence stands as a linchpin in the scaffold of effective communication within the realm of language learning. Taguchi's (2011) examination of pragmatic development in second language learners reveals that individuals with well-developed pragmatic competence exhibit a heightened sensitivity to cultural nuances, enabling them to navigate diverse communicative landscapes successfully. Félix-Brasdefer's (2015) work further reinforces this, showcasing how pragmatic competence empowers learners to adapt their language use flexibly to meet varying communicative goals.

Effective communication, as argued by Kasper and Rose (2002), extends beyond grammatical accuracy and encompasses the ability to wield language appropriately in different social contexts. Pragmatic competence, therefore, emerges

as a linchpin in the development of well-rounded language proficiency. This is particularly crucial in language education settings where the goal is not only linguistic mastery but also the cultivation of communicative skills that transcend the confines of formal syntax.

### **2.1.3 Studies Conducted Internationally**

Several international studies have contributed significantly to the understanding of speech acts in language education. In a study conducted by Rose and Kasper (2001), researchers investigated the impact of instruction on speech acts in second language classrooms across different cultural contexts. The study involved learners of English as a second language in both American and Japanese settings. The findings revealed that while explicit instruction on speech acts was beneficial in enhancing learners' pragmatic competence in both groups, the specific challenges and preferences varied between the cultural contexts. This underscores the importance of considering cultural nuances when designing instructional strategies for teaching speech acts.

Another noteworthy international study by Alcón Soler and Safont Jordà (2007) explored the role of task-based language teaching in the development of speech act performance among learners of Spanish as a foreign language. The study spanned multiple countries, including Spain and the United States, and involved diverse groups of learners. The results indicated that incorporating task-based activities into language instruction positively influenced learners' ability to use speech acts appropriately in real-life situations. This study highlights the effectiveness of task-based approaches in promoting practical language skills, aligning with the broader goals of communicative language teaching. These international studies collectively contribute valuable insights that inform best practices for teaching speech acts in diverse language learning environments.

### **2.1.4 Role of Pragmatics in Language Education**

The pivotal role of pragmatics in language education is underscored by a body of literature that emphasizes its transformative impact on learners' communicative competence. Goffman's (1959) seminal work on interactional ritual illuminates how individuals engage in scripted communicative acts, emphasizing the social conventions inherent in language use. Building on this, Bardovi-Harlig and Hartford

(1990) argue that a pragmatic focus in language instruction goes beyond the mere acquisition of linguistic structures; it facilitates a deeper understanding of the social norms and expectations that govern communication.

Moreover, research by Rose (2012) posits that an explicit emphasis on pragmatics in language classrooms provides learners with the tools to decipher not only the literal meaning of utterances but also the implied social meanings embedded in speech acts. The integration of pragmatic elements into language pedagogy, therefore, emerges as an essential avenue for equipping learners with the skills necessary for effective communication.

## **2.2 Pragmatic Studies in Language Education**

The exploration of pragmatics in language education has burgeoned into a critical field of inquiry, offering nuanced insights into how learners navigate the complexities of communication in diverse sociocultural contexts. This section conducts an in-depth review of existing literature, scrutinizing the multifaceted role of pragmatics in language education, the contribution of pragmatic competence to effective communication, and the varied approaches to teaching and learning speech acts within different cultural and linguistic frameworks.

The intricate interplay between cultural and linguistic factors in the teaching and learning of speech acts has been a focal point of pragmatic studies. Olshtain and Cohen's (1991) examination of pragmatic transfer highlights the challenges learners face when attempting to apply speech act strategies across different cultural frameworks. Their work underscores the necessity of acknowledging the cultural specificity of speech act realization patterns and the potential pitfalls of assuming universal communicative norms.

Blum-Kulka and Olshtain's (1984) research further illuminates the nuanced ways in which learners grapple with the acquisition of speech act strategies. Their study emphasizes the dynamic nature of pragmatic development, suggesting that learners progress through distinct stages in their understanding and application of speech acts. In the quest to enhance pragmatic competence, Kasper's (1997) exploration of instructional strategies becomes invaluable. Her work advocates for explicit instruction and guided practice as essential components of effective pragmatic education.

Félix Brasdefer's (2008) investigation into the impact of explicit instruction on speech act production in Spanish as a second language reinforces this perspective, providing evidence of the efficacy of targeted pedagogical interventions.

The amalgamation of these studies paints a nuanced picture of the challenges and opportunities that characterize the teaching and learning of speech acts in diverse cultural and linguistic contexts. It underscores the imperative of context-specific approaches that recognize the influence of cultural norms on communication styles and advocate for tailored instructional strategies to address the unique needs of learners.

As we traverse the expansive landscape of pragmatic studies in language education, the ensuing sections of this literature review pivot to the specific context of English classrooms at the intermediate level in Pakistan. This transition builds upon the foundational knowledge gleaned from existing research on pragmatics, providing a robust framework for the subsequent examination of speech acts within the Pakistani educational milieu.

## **2.3 Speech Acts in Second Language Acquisition**

The acquisition of speech act competence in second language learners constitutes a complex process that intersects with linguistic proficiency, cultural awareness, and pragmatic understanding. This section navigates through a comprehensive review of literature, summarizing research on the development of speech act competence, exploring challenges and teaching strategies at various proficiency levels, and addressing the influential role of culture in the acquisition of pragmatic competence.

### **2.3.1 Development of Speech Act Competence in Second Language Learners**

Research on the developmental trajectory of speech act competence in second language learners underscores the intricate nature of acquiring pragmatic skills. A seminal work by Kasper and Dahl (1991) traces the stages of speech act development, highlighting how learners progress from basic forms of request and refusal to more nuanced expressions as they advance in language proficiency. This developmental perspective aligns with the idea that speech act acquisition is an evolving process that mirrors broader language development.

Moreover, recent studies, such as those by Félix-Brasdefer (2007) and Rose (2016), emphasize the dynamic interplay between explicit instruction and naturalistic

exposure in shaping speech act development. Félix-Brasdefer's longitudinal investigation sheds light on the progressive refinement of learners' pragmatic competence over time, elucidating the impact of instructional interventions and authentic language use on speech act acquisition.

Understanding the development of speech act competence in second language learners is crucial for effective language education. Rose (2012) posits that pragmatic competence, encompassing the appropriate use of speech acts, is integral to communicative proficiency. The author emphasizes the need for tailored instructional strategies to address the specific challenges learners face in deploying speech acts in diverse communicative contexts. This aligns with my own view that recognizing the intricacies of speech acts is essential for creating targeted and effective language teaching methodologies. By incorporating explicit instruction on speech acts, educators can empower learners to navigate the nuances of language use, fostering a more comprehensive language proficiency.

Gass and Selinker's work (2008) further underscores the importance of pragmatic awareness in language learners. Their research advocates for explicit instruction on speech acts, contending that such instruction contributes significantly to improved communicative abilities. I agree with this perspective, recognizing the value of providing learners with explicit guidance on how to use speech acts effectively. Additionally, Taguchi's study (2011) supports the efficacy of explicit instruction, demonstrating that learners who received focused training on speech acts exhibited greater gains in pragmatic competence. These findings reinforce the idea that targeted instruction on speech acts can yield tangible improvements in learners' ability to navigate and deploy these communicative tools.

In examining the international landscape, Rose and Kasper's cross-cultural study (2001) highlights the nuanced impact of instruction on speech acts in different cultural contexts. The study's insights underscore the need to tailor instructional approaches based on cultural variations, aligning with the view that speech act development is influenced by cultural factors. Alcón Soler and Safont Jordà's (2007) international study on task-based language teaching provides a valuable perspective on how practical activities can contribute to the development of speech act performance.

This aligns with my belief that integrating real-life scenarios into language instruction enhances learners' ability to apply speech acts in authentic situations. Overall, these literature reviews collectively emphasize the importance of recognizing the cultural and instructional dimensions in fostering speech act competence among second language learners.

### **2.3.2 Challenges and Strategies in Teaching Speech Acts to Learners**

The teaching of speech acts is a dynamic process that encounters distinct challenges across diverse proficiency levels, requiring tailored strategies to effectively address learners' evolving linguistic needs. In-depth investigations conducted by Taguchi (2015) and Bardovi-Harlig (2001) shed light on the multifaceted nature of these challenges, pinpointing common hurdles that learners encounter during their language development journey. One prevalent challenge highlighted by both studies is the issue of transferability, where learners grapple with the application of acquired speech act knowledge across different communicative contexts.

Taguchi's examination of this challenge underscores the complexity of bridging the gap between explicit instruction and spontaneous language use, emphasizing the importance of providing learners with opportunities to practice and transfer their understanding of speech acts in authentic settings. Bardovi-Harlig's work similarly emphasizes the need for targeted instructional interventions to facilitate the seamless transfer of speech act competence, especially as learner's progress through different proficiency levels.

These studies collectively underscore the dynamic nature of speech act acquisition, urging educators to adopt nuanced approaches that address learners' specific challenges at each stage of proficiency. The recognition of transferability issues as a common obstacle emphasizes the importance of developing instructional strategies that not only impart theoretical knowledge of speech acts but also encourage practical application and adaptation across diverse linguistic scenarios. As educators navigate these challenges, a holistic understanding of the intricacies involved in speech act instruction is crucial for fostering linguistic competence that is not only accurate but also adaptable to the intricacies of real-world communication.

Addressing the challenges inherent in teaching speech acts has prompted the exploration and proposal of innovative instructional strategies. Taguchi's seminal

research (2015) contributes significantly to this discourse by advocating for a task-based instructional approach. This approach underscores the integration of speech act learning within the framework of meaningful communicative tasks. By situating speech act instruction within the context of authentic language use, the task-based approach seeks to bridge the gap between theoretical knowledge and practical application.

Taguchi's recommendation aligns with the broader principles of communicative language teaching, emphasizing the importance of language learning as a tool for genuine communication.

The task-based instruction proposed by Taguchi offers a pedagogical pathway that not only enhances learners' understanding of speech acts but also cultivates their ability to use these linguistic tools in contextually relevant situations. Encouraging learners to engage in real-life communicative tasks empowers them to apply their knowledge in dynamic and spontaneous ways, fostering a more profound and adaptable grasp of speech acts. Moreover, this approach aligns with contemporary language teaching paradigms that emphasize the development of communicative competence over rote memorization. As language educators seek effective strategies to navigate the complexities of speech act instruction, Taguchi's advocacy for task-based learning emerges as a promising avenue that enriches the language learning experience by integrating speech act awareness seamlessly into meaningful and purposeful language use.

Similarly, Bardovi-Harlig (2001) explores the efficacy of explicit instruction, highlighting the benefits of direct guidance in raising learners' awareness of pragmatic norms. These findings collectively underscore the importance of tailored pedagogical approaches that align with learners' proficiency levels, providing them with the necessary scaffolding to navigate the intricacies of speech acts.

### **2.3.3 Role of Culture in the Acquisition of Pragmatic Competence**

The role of culture plays a pivotal role in shaping the acquisition of pragmatic competence, influencing how learners interpret and deploy speech acts in a second language. Cross-cultural studies, including seminal works by Olshtain and Blum-Kulka (1985) and Thomas (1983), delve into the intricate relationship between cultural norms and the realization patterns of speech acts.

Olshtain and Blum-Kulka's (1985) influential research introduces the concept of "pragmatic transfer," revealing how learners may unconsciously draw upon the speech act conventions of their first language when navigating a second language context. This phenomenon underscores the intricate interplay between cultural backgrounds and speech act performance. The awareness of pragmatic transfer is crucial for educators, emphasizing the need to be attuned to the cultural underpinnings that inform learners' pragmatic choices. Recognizing these influences allows instructors to anticipate potential challenges faced by learners and tailor instructional strategies, accordingly, creating a more culturally responsive and effective learning environment.

Thomas's study (1983) similarly contributes to our understanding of the impact of culture on speech act realization. By investigating how cultural variations shape the ways in which requests are formulated and perceived, the research underscores the importance of cultural sensitivity in language instruction. These cross-cultural studies collectively highlight the intricate relationship between culture and pragmatic competence, emphasizing the necessity for language educators to incorporate cultural awareness into their pedagogical approaches to better support learners in navigating the complex terrain of speech acts in a second language. Moreover, Thomas's (1983) research on politeness strategies illuminates how cultural variations impact the ways in which individuals express politeness and perform speech acts. The recognition of these cultural nuances becomes imperative in designing instructional materials and interventions that foster a culturally sensitive approach to pragmatic competence.

As this section unfolds, it becomes evident that the acquisition of speech act competence is a multifaceted process influenced by linguistic development, instructional approaches, and cultural factors. The subsequent sections of this literature review will leverage this foundation to explore the specific context of English classrooms at the intermediate level in Pakistan, shedding light on the intersection of speech act acquisition and the cultural and linguistic landscape unique to this setting.

## **2.4 English Language Education in Pakistan**

### **2.4.1 Overview of the English Language Education System in Pakistan**

English language education in Pakistan is deeply ingrained in the country's historical and sociolinguistic fabric, shaped by a complex interplay of colonial legacy, linguistic diversity, and the demands of a globalized world. At the intermediate level, typically encompassing grades 11 and 12, English education becomes a pivotal juncture in students' academic journey, influencing their access to higher education and professional opportunities (Shaid, 2021).

The curriculum at the intermediate level is designed to build upon foundational language skills acquired in earlier stages. It encompasses a comprehensive approach, including literature analysis, grammatical intricacies, and practical communication skills. The examination systems, governed by various educational boards, often assess students' proficiency in English through standardized tests, emphasizing their ability to comprehend and express ideas effectively (Thomas, 2020).

However, the actual implementation of the curriculum can exhibit variations across different regions, institutions, and educational boards. Some schools adhere to traditional approaches, emphasizing rote memorization and grammatical precision, while others adopt more communicative and task-based methodologies, aiming to foster practical language use and critical thinking skills.

### **2.4.2 Challenges and Trends in English Language Education in Pakistan**

The landscape of English language education in Pakistan is marked by a spectrum of challenges that impact the quality and inclusivity of learning. One of the prominent challenges is the diglossic nature of language use, where Urdu serves as the national language for everyday communication, while English is reserved for formal, academic, and official contexts (Rahman, 1996). This linguistic diglossia can result in a gap between students' vernacular language use and the formal expectations of English, complicating the learning process.

Moreover, a shortage of qualified English language instructors, particularly in rural areas, poses a significant impediment to effective education. This shortage not only affects the quality of instruction but also limits students' exposure to proficient language models. The digital divide, characterized by discrepancies in access to online

resources and language learning tools, further exacerbates this issue, particularly in remote or poor regions (Zahir, 2022).

In tandem with these challenges, emerging trends in English language education in Pakistan signal a shift towards contemporary pedagogical approaches that align with international best practices. The global trend of prioritizing communicative competence, critical thinking, and real-world application is gradually gaining momentum and finds resonance in the educational landscape of Pakistan. Drawing insights from international studies, such as those conducted by Cheng and Wu (2004) and Warschauer and Healey (1998), which explore the integration of technology in language education, Pakistani educators are increasingly considering innovative methodologies to enhance engagement and accessibility.

Cheng and Wu's study (2004) delves into the transformative impact of technology on language learning, highlighting its potential to provide learners with authentic communicative experiences. Warschauer and Healey's research (1998) further emphasizes the positive outcomes of integrating technology in language education, showcasing how it can bridge gaps in access to resources and foster a more interactive and dynamic learning environment. These international studies provide valuable insights for English language educators in Pakistan seeking to adapt contemporary pedagogical approaches.

In addition, the adoption of task-based learning aligns with the recommendations of Taguchi (2015), as mentioned earlier, who advocates for integrating speech act learning within meaningful communicative tasks. Task-based learning and project-based assessments are gaining traction globally as effective methods to promote practical language skills, critical thinking, and collaboration. As Pakistan navigates these shifts in English language education, the integration of these innovative methodologies, informed by international research, holds promise for fostering a more robust and globally competitive generation of language learners.

### **2.4.3 Existing Research on Pragmatic Aspects of Language Use in Pakistani Classrooms**

While research on the pragmatic aspects of language use in Pakistani classrooms is a growing field, it is characterized by a notable body of work that sheds light on the nuanced interplay of culture, context, and communication. Limited in

comparison to global research trends, existing studies offer valuable insights.

Malik's comprehensive study in 2018 delves into the intricate cultural impact on speech act realization patterns, underscoring the imperative for culturally sensitive language instruction. His research meticulously examines how learners navigate the intersection of cultural norms with the formal expectations of English within educational contexts. By shedding light on these dynamics, Malik's work emphasizes the need for educators to develop pedagogical approaches that are attuned to the cultural nuances influencing speech act performance. This aligns with the broader international discourse on the cultural dimensions of language use, urging educators to cultivate a more culturally responsive teaching environment.

Khan's insightful contribution in 2020 further enriches the discourse on intercultural communication within Pakistani classrooms. The study illuminates the complex dynamics of language use, particularly in contexts characterized by linguistic diversity and cultural nuances. By exploring how pragmatic competence influences successful communication, Khan's research offers valuable insights into the challenges and opportunities presented by the multicultural fabric of Pakistani classrooms. This research reinforces the importance of considering cultural diversity when designing language instruction strategies, fostering an environment that celebrates linguistic differences and encourages effective cross-cultural communication.

Ahmed's study in 2017 provides a focused examination of the effectiveness of explicit instruction on speech act awareness. Through targeted pedagogical interventions, the research demonstrates the tangible impact of such instruction in enhancing students' understanding of pragmatic elements. Ahmed's work not only contributes to the theoretical understanding of speech acts but also offers practical insights into effective teaching strategies. This emphasis on explicit instruction aligns with the broader international consensus that recognizing and explicitly teaching speech acts contribute significantly to learners' pragmatic competence.

Qureshi's exploration in 2019 delves into the integration of pragmatic elements into the English language curriculum at the intermediate level. By investigating how incorporating pragmatic competence into the curriculum can address challenges faced by learners, Qureshi's study lays the groundwork for future curriculum development initiatives. This research recognizes the pivotal role of pragmatic competence in

effective communication and advocates for a systematic integration of these elements into language education. It adds to the growing body of literature that encourages a more comprehensive approach to language curriculum development, recognizing the significance of pragmatic awareness in fostering well-rounded language learners.

As the body of research in this domain expands, it contributes to the ongoing dialogue surrounding English language education in Pakistan. These studies offer valuable insights into the challenges faced by learners, the effectiveness of instructional strategies, and the intersection of cultural and linguistic factors in the acquisition of pragmatic competence. The subsequent sections of this literature review will build upon these insights, framing the research focus on analyzing speech acts in English classrooms at the intermediate level in Pakistan within the broader context of language education challenges and opportunities.

Ali (2016) undertakes an exploration of the socio-cultural factors influencing speech act performance among Pakistani learners. The study delves into the impact of societal norms and cultural expectations on learners' ability to navigate speech acts effectively. Ali's research offers crucial insights into the socio-cultural dimensions that shape language use and communication patterns in Pakistani classrooms, further emphasizing the need for culturally responsive language instruction.

Rizwan's (2019) investigation focuses on the role of teacher-student interactions in shaping pragmatic competence. By examining the dynamics of speech act realization within the teacher-student relationship, Rizwan's study sheds light on the influential role educators play in modeling and guiding learners in the use of speech acts. This research underscores the importance of fostering effective teacher-student communication as a cornerstone for developing pragmatic competence.

Furthermore, Siddiqui (2021) delves into the impact of technology on speech act development, exploring how digital communication platforms influence the pragmatic choices of Pakistani learners. Siddiqui's study recognizes the evolving nature of communication in the digital age and emphasizes the need for educators to consider the influence of technology on speech act performance.

These additional studies, along with the previously discussed research, collectively form a rich tapestry of insights into the challenges, strategies, and cultural factors shaping pragmatic competence in English language education in Pakistan. The

subsequent sections of this literature review will build upon these insights, focusing on the analysis of speech acts in English classrooms at the intermediate level. This approach aims to provide a comprehensive examination of language education challenges and opportunities, considering the broader context in which pragmatic competence is developed and applied.

## **2.5 Cross-Cultural Pragmatics**

### **2.5.1 Examination of Literature on Cross-Cultural Differences in Speech Acts and Communication Styles**

Cross-cultural pragmatics encompasses a rich field of study that scrutinizes the intricate variations in speech acts and communication styles across diverse cultural contexts. Extensive literature exists, exploring how cultural norms shape language use and influence pragmatic competence.

Notable research by Holmes (1995) provides a foundational understanding of cross-cultural differences in speech acts. Holmes's work categorizes cultures into high- context and low-context communication styles, elucidating how cultural expectations impact the directness and implicitness of speech acts. This classification becomes a valuable lens through which to analyze cross-cultural communication dynamics (Holmes, 1995). By categorizing cultures based on their communication styles, Holmes provides a nuanced perspective on how individuals from different cultural backgrounds may interpret and enact speech acts. High-context cultures, such as those prevalent in many Asian societies, often rely on implicit and contextual cues, requiring individuals to read between the lines to fully grasp the intended meaning of a speech act. In contrast, low-context cultures, typically found in Western societies, tend to prioritize explicit and direct communication.

Holmes's framework becomes a valuable lens through which researchers, educators, and communicators can analyze cross-cultural communication dynamics. It prompts a thoughtful consideration of how individuals from diverse cultural backgrounds may perceive and respond to speech acts, emphasizing the significance of cultural awareness in effective communication. This understanding is particularly pertinent in educational settings, where instructors and learners may come from diverse cultural backgrounds, highlighting the importance of incorporating cultural sensitivity into language teaching methodologies (Holmes, 1995). Holmes's work

serves as a crucial reference point for anyone seeking to navigate the intricacies of cross-cultural communication and deepen their understanding of how speech acts are interpreted within different cultural contexts.

Furthermore, Hofstede's cultural dimensions' theory (Hofstede, 1984) offers insights into the role of cultural values in shaping communication styles. This framework delineates dimensions such as individualism-collectivism and power distance, shedding light on how cultural variations influence the choice and interpretation of speech acts.

Within the realm of cross-cultural pragmatics, studies specifically exploring the impact of cultural factors on language use in educational settings provide valuable insights. A seminal work by Usó-Juan and Martínez-Flor (2006) delves into the intersection of culture and language education, emphasizing the need for educators to be cognizant of cultural variations in speech act realization patterns.

Gudykunst and Kim (2002) contribute to this discourse by exploring the role of In addition to Holmes's foundational work on cross-cultural differences in speech acts, researchers like Kim and Gudykunst (1983) have contributed significantly to the understanding of cultural adaptation in intercultural communication. Their research sheds light on how students from different cultural backgrounds navigate the complexities of language use in educational contexts, emphasizing the dynamic nature of cultural adaptation (Kim & Gudykunst, 1983). By exploring the challenges and strategies employed by individuals adapting to a new cultural and linguistic environment, Kim and Gudykunst's work provides valuable insights into the processes through which students learn to communicate effectively across cultural boundaries.

Moreover, a study by Zhang and Ramanathan (2017) further investigates the impact of cultural values on classroom discourse in the context of English language education. The research underscores the nuanced ways in which cultural factors influence teacher-student interactions, shaping the pragmatic dimensions of language use within educational settings (Zhang & Ramanathan, 2017). This study extends our understanding of how cultural values play a role in shaping the dynamics of communication in the classroom, emphasizing the need for educators to be aware of and responsive to the cultural nuances that impact language learning.

These studies collectively highlight the intricate interplay between culture,

language use, and education. They provide a comprehensive framework for educators and researchers to consider when addressing the challenges faced by students from diverse cultural backgrounds in English language education settings. Understanding the dynamic process of cultural adaptation and recognizing the influence of cultural values on classroom discourse are essential components in fostering effective intercultural communication within educational environments.

### **2.5.2 Relating Cross-Cultural Findings to the Context of English Classrooms at the Intermediate Level in Pakistan**

Relating cross-cultural findings to the specific context of English classrooms at the intermediate level in Pakistan requires a nuanced examination of how cultural factors intersect with language learning. While existing literature may not explicitly focus on this context, broader cross-cultural insights can inform our understanding.

Pakistan, with its diverse linguistic and cultural landscape, poses a unique context for cross-cultural pragmatics. The high-context nature of communication in many Pakistani communities, influenced by collectivist cultural values, may impact the ways in which speech acts are performed and interpreted. The power distance dimension may also play a role, affecting the dynamics between students and educators in the classroom.

Considering the findings of Holmes (1995) and Hofstede (1984) within the Pakistani context, educators at the intermediate level may need to navigate cultural nuances when teaching and interpreting speech acts. For instance, an indirect speech act that might be considered polite in a high-context culture may not carry the same meaning in a low-context educational setting.

The need for culturally sensitive language education in Pakistan is underscored by the findings of studies like Usó-Juan and Martínez-Flor (2006), Gudykunst and Kim (2002), and Zhang and Ramanathan (2017). Educators in Pakistan can benefit from an awareness of cross-cultural differences, adapting instructional strategies to foster effective communication that respects cultural norms.

## **2.6 Gaps in the Existing Literature**

Despite the existing literature on speech acts in language classrooms, there are still gaps that need to be addressed. One of the main gaps is the lack of research on

speech acts in English language classrooms at the intermediate level in Pakistan. Most of the existing studies have focused on the use of specific speech acts in the context of Pakistani EFL classrooms, but there is a need for a more comprehensive study that analyzes the use of different speech acts in English language classrooms at the intermediate level.

Furthermore, existing literature on speech acts in language classrooms has largely focused on the analysis of speech acts rather than the development of pragmatic competence in language learners. Although the use of speech acts is an essential aspect of pragmatic competence, it is not the only one. Therefore, there is a need for research that examines the ways in which speech acts can be used to promote the development of pragmatic competence in language learners. Finally, there is a need for research that examines the ways in which teacher- student interaction affects the development of pragmatic competence in language learners. While previous studies have examined the ways in which teacher-student interaction affects the use of speech acts in language classrooms, there is a need for research that specifically focuses on the role of teacher- student interaction in promoting the development of pragmatic competence in language learners at the intermediate level.

The existing literature on pragmatic studies in English classrooms, particularly at the intermediate level in Pakistan, reveals several noteworthy gaps and limitations that underscore the necessity for further investigation. One evident gap is the paucity of research specifically focusing on the pragmatic aspects of language use within the Pakistani educational context. While broader studies on cross-cultural pragmatics and language education offer valuable insights, there is a distinct lack of in-depth examinations tailored to the unique sociolinguistic landscape of Pakistan.

Moreover, most of the existing literature tends to concentrate on high-context cultures, often overlooking the intricacies of low-context or hybrid cultural settings, such as those found in Pakistan. This omission is significant, as the Pakistani sociocultural environment is characterized by a blend of cultural influences, where learners navigate the use of both Urdu and English in different contexts. The nuanced interplay between these languages and the influence of cultural norms on pragmatic competence represent crucial gaps that demand focused investigation.

Another notable gap lies in the limited attention given to the intersection of

pragmatic studies and English language education at the intermediate level. While pragmatic studies have explored speech acts and communication styles in various contexts, there is a dearth of research that delves specifically into the challenges and opportunities at this critical stage of language learning in Pakistan. Understanding how pragmatic competence develops during the intermediate years is crucial for refining language education strategies tailored to the needs of Pakistani learners.

Furthermore, the current literature often lacks a comprehensive examination of the teaching and learning of speech acts in English classrooms. The available studies frequently focus on theoretical frameworks and cross-cultural analyses, leaving a gap in our understanding of the practical implications for pedagogy in the Pakistani educational context. Bridging this gap is essential for informing educators and policymakers about effective strategies for enhancing pragmatic competence among intermediate-level English learners in Pakistan.

In justifying the need for a pragmatic study in English classrooms at the intermediate level in Pakistan, it is imperative to recognize the educational and societal implications of addressing these identified gaps. The intermediate years are pivotal in language development, marking a transition from foundational language skills to more advanced proficiency. A pragmatic study in this context holds the potential to provide tailored insights into the specific challenges learners face, the role of cultural and linguistic factors, and the effectiveness of current pedagogical approaches.

Furthermore, understanding the pragmatic dimensions of language use in Pakistani classrooms is not only academically enriching but also has practical implications for fostering effective communication skills among learners. By addressing the gaps in the existing literature, this study aims to contribute not only to the theoretical foundations of pragmatic studies but also to the practical enhancement of English language education in Pakistan. The findings are expected to inform educators, curriculum developers, and policymakers, guiding them toward more culturally sensitive and contextually relevant language teaching practices at the intermediate level.

## **2.7 Theoretical Framework**

The theoretical framework, underpinning the research, serves as the intellectual

foundation that guides the study's design, methodology, and interpretation of findings. As the study aims to investigate the use of speech acts in English classrooms at the intermediate level in Pakistan. The researcher will employ a pragmatic framework by Cruse (2000) analyze speech acts in English classrooms. This theoretical framework lays the groundwork for understanding the conceptual underpinnings and perspectives that inform the investigation. It typically synthesizes relevant theoretical models, established frameworks, or key concepts from existing literature to provide a theoretical lens through which the research questions or hypotheses will be examined. It serves as the scaffolding upon which the research is built, ensuring a coherent and structured approach to investigating the phenomena under study. Theoretical frameworks in academic research serve to connect the study to broader scholarly conversations, offering a lens through which the researcher can interpret and make sense of their empirical findings. The selection and articulation of the theoretical framework critically shapes the research's theoretical orientation, contributing to the overall rigor and depth of the study.

### **2.7.1 Speech Acts**

Speech acts refer to the actions performed through language, where speaking is not just a way of conveying information but also a form of social action (Austin, 1962). They involve the idea that language is not only about describing reality but also about doing things with words. Common examples include making promises, giving orders, or apologizing. Understanding speech acts is crucial in pragmatic studies as it involves examining how language functions beyond its literal meaning, delving into the social, cultural, and contextual dimensions of communication.

Speech acts are a fundamental aspect of language use and communication, and they have been studied extensively in the field of pragmatics. According to Austin (1962), a speech act is an utterance that has pre formative function, meaning that it is used to do something rather than just convey information. Speech acts can be classified into various types, including assertive, directives, commissures, expressive, and declaratives (Searle, 1969).

### **2.7.2 Pragmatics**

Pragmatics is the branch of linguistics that deals with language use in context and the social aspects of communication. It goes beyond syntax and semantics to

investigate how context influences the interpretation of language (Levinson, 1983). Pragmatics explores the way speakers use language to achieve their goals in communication, taking into account the social roles of participants, cultural norms, and the dynamic nature of interaction. In the context of speech acts, pragmatics examines how speakers perform various acts through language and how these acts are interpreted by listeners.

### **2.7.3 Intermediate Level in Language Learning**

The intermediate level in language learning represents a crucial stage where learners move beyond basic language skills to a more sophisticated grasp of the language. In the context of English language education in Pakistan, the intermediate level typically spans grades 11 and 12. Learners at this stage are expected to demonstrate a more nuanced understanding of grammar, vocabulary, and communication. It is a transitional phase where language learners begin to engage in more complex linguistic tasks, making it an opportune stage for studying the development of pragmatic competence.

### **2.7.4 Austin's Speech Act Theory**

J. L. Austin's (1962) seminal work on speech act theory laid the foundation for understanding how language is used to perform actions. Austin categorized utterances into three components: locutionary acts (the actual words and grammar used), illocutionary acts (the speaker's intention in uttering the words), and perlocutionary acts (the effect on the listener or the world). This framework provides a comprehensive understanding of the performative nature of language, emphasizing that speaking is a form of action.

### **2.7.5 Searle's Illocutionary Acts**

John Searle (1969) expanded on Austin's work by introducing the concept of illocutionary acts, which are the speech acts performed by speakers with specific communicative intentions. Searle categorized illocutionary acts into five main types: assertives, directives, commissives, expressives, and declarations. Each type corresponds to a different kind of speech act, such as making a statement, giving a command, making a promise, expressing feelings, or bringing about a change in the external world. Searle's classification provides a framework for understanding the diverse functions of speech acts in communication.

### **2.7.6 Application to the Study of Speech Acts in English Classrooms at the Intermediate Level in Pakistan**

Applying these theoretical frameworks to the study of speech acts in English classrooms at the intermediate level in Pakistan allows for a nuanced analysis of how learners at this stage perform various speech acts and how cultural and contextual factors influence their communicative strategies. By employing Austin's speech act theory and Searle's illocutionary acts, researchers can delve into the intentions behind learners' utterances, the effectiveness of their communicative acts, and the impact of cultural norms on speech act realization. This theoretical framework provides a robust lens through which to explore the dynamic interplay of language use, pragmatics, and the developmental stage of language learning in the specific context of English classrooms in Pakistan.

The study of speech acts is grounded in various theoretical frameworks, including speech act theory, politeness theory, and sociocultural theory. Speech act theory, developed by Austin (1962) and Searle (1969), focuses on the performative function of language and the ways in which language can be used to perform actions. Politeness theory, developed by Brown and Levinson (1987), examines the ways in which speakers use language to show politeness and maintain social relationships. Sociocultural theory, developed by Vygotsky (1978), emphasizes the importance of social and cultural factors in language learning and use.

### **2.7.7 Speech acts in language classrooms**

The study of speech acts in language classrooms has been the focus of many studies. Goffman (1967) was one of the first researchers to examine the ways in which language is used in classroom interactions. Later studies have focused on the use of speech acts in specific contexts, such as the use of requests in language classrooms (Cohen & Olshtain, 1981) and the use of compliments in language classrooms (Holmes, 1988).

## **2.8 Conclusion**

While the existing literature provides valuable insights, significant gaps persist. The scarcity of research specifically addressing the pragmatic dimensions of language use in Pakistani classrooms, the limited focus on low-context or hybrid cultural settings, and the dearth of studies exploring the intersection of pragmatics and English

language education at the intermediate level constitute notable gaps. It is within this context that the current research seeks to contribute, addressing these gaps and advancing our understanding of how speech acts are realized and interpreted in English classrooms in Pakistan. As we transition to the methodology chapter, the theoretical frameworks of Austin's speech act theory and Searle's illocutionary acts will guide the investigation. These frameworks, rooted in the performative nature of language, offer a robust lens through which to explore the intentions and effects of speech acts in the specific context of English classrooms at the intermediate level in Pakistan. The upcoming methodology chapter will detail the research design, data collection methods, and analytical approaches, providing a comprehensive roadmap for uncovering the intricacies of pragmatic competence in the targeted educational setting.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter delineates the chosen research methodology for the study, which is given in detail below.

#### **3.2 Research Methodology**

The qualitative approach has been deliberately selected for this study owing to its intrinsic compatibility with the subjective nature of the research questions. As postulated by Creswell (2012), qualitative research is particularly apt for exploring nuanced paradigms, affording researchers the opportunity to delve into the intricacies of social phenomena and derive richer insights than traditional quantitative methods might permit. By opting for a qualitative framework, this research aims to transcend the limitations of quantifiable data and delve into the contextual and interpretative dimensions of speech acts in English classrooms.

This research employed a descriptive qualitative methodology, using teacher-student exchanges in an English classroom as the primary data source. All students and the teacher participated naturally through classroom interactions. By adopting a qualitative framework, this study seeks to go beyond quantifiable data, focusing instead on the contextual and interpretive dimensions of speech acts in English classrooms. Data were collected during class sessions, with teacher-student conversations recorded as the primary source of information. The recorded audio data was then manually transcribed, allowing for a detailed analysis of the speech acts occurring in classroom interactions. The transcriptions were examined to understand the conversational dynamics within the EFL classroom. Finally, the data was analyzed closely, focusing on language use by both the teacher and students in this setting. Searle's (1999) theory provided the analytical framework, while semi-structured interviews with teachers were examined using a descriptive approach.

### **3.3 Research Design**

The researcher classifies this study as a descriptive study. Within the broader qualitative paradigm, the study adopts an observation method for data collection and later analyzes it using Searle's speech act theory. This research examines the intricate dynamics of speech acts within the specified educational setting, providing a thorough exploration of the contextual factors influencing language use.

This strategic selection of a qualitative survey study design is driven by the desire to not only unravel the complexities inherent in speech acts but also to do so within the contextual parameters that define the intermediate level in the Pakistani educational landscape. Through this design, the research aims to provide a comprehensive and contextually grounded understanding of how speech acts manifest and are interpreted in the specified setting, thereby contributing to the broader body of knowledge in the field of pragmatics in language education.

### **3.4 Participants**

#### **3.4.1 Population Definition and Rationale**

This study's vast and diversified sample includes all intermediate-level students at the two Islamabad Model Colleges for Girls (IMCG, Humak and IMCG, Korang Town). The study's analysis includes all students in their first and second years. The selection of this specific demographic is guided by a strategic focus on studying the dynamics of speech acts in a specific educational setting. The intermediate level, which includes grades 11 and 12, is an important developmental stage in language acquisition, making it an ideal time for Pakistani students to explore speech acts. This study helps to uncover classroom dynamics, improving language education in Pakistan. Mostly these types of research are conducted in a university setting. Here, the researcher conducted this research in colleges setting to find new dimensions. The researcher can uncover new insights and perspectives that may not be apparent in a university setting, ultimately contributing to a more comprehensive understanding of speech acts in English classrooms.

### **3.4.2 Sample Selection Strategy**

To choose a representative and meaningful sample from this large population, the study employs a thorough and intentional non-probability selection method. This technique was chosen for its inherent suitability in choosing a specific set of participants who possess the essential experiences and insights for the nuanced examination of speech acts within the stated context (Stratton, 2021). Through purposive sampling, participants and classes were selected. The chosen sample size of 15 faculty members and 20 classes was determined to achieve a careful balance of depth and breadth. The study includes all students from eleven sections of first- and second-year classes.

### **3.4.3 Inclusion of Faculty Members: A Multifaceted Perspective**

Within the selected sample, a subset consists of 15 female faculty members, each of whom plays an instrumental role in shaping the linguistic environment within English classrooms. The inclusion of faculty members brings a multifaceted perspective to the study, enriching the investigation with insights from those orchestrating the educational discourse. This deliberate choice recognizes the pivotal role educators play in influencing language use and provides a more comprehensive understanding of how speech acts are both modeled and received.

### **3.4.4 Focused Exploration of Classrooms**

Beyond faculty personnel, the study examines the contextual richness of 20 classrooms. The study's analysis includes all students from the first and second years. Classes are chosen as a unit of analysis because they give a unique perspective for monitoring and evaluating the many ways in which speech actions evolve. This conscious choice emphasizes the classroom as a dynamic arena in which students actively negotiate and co-create language, rather than just transmit it.

### **3.4.5 Rationale for Sample Size: Achieving Saturation**

The chosen sample size of 15 faculty members and 20 classes was determined by a careful balancing of depth and breadth. The study includes all students from first- and second-year sections. The study's goal is to achieve data saturation, which means that the information gathered is comprehensive enough to represent the variety of experiences and practices surrounding speech actions in intermediate-level English

classes. This technique is based on the qualitative research tradition, which emphasizes depth of knowledge above statistical generalizability.

#### **3.4.6 Ethical Considerations: Safeguarding Participants**

Participant engagement requires an unshakable commitment to ethical norms. The project prioritizes participant anonymity, gaining informed permission, and protecting the general well-being of both staff members and students participating in the research. Ethical concerns are not only a procedural necessity; they are integrated into every stage of the research process, emphasizing the commitment to responsible and respectful research procedures.

#### **3.4.7 Diversity within the Sample: Enriching Perspectives**

The planned inclusion of teaching members and students from two Islamabad Model Colleges for Girls, each with ten first and ten second year sections, assures a diversified sample composition. This variability is critical for gaining a thorough grasp of how language actions evolve in a real-world educational setting. By embracing the variety of various experiences, the study hopes to find trends, variances, and unique insights that may emerge within this particular group.

#### **3.4.8 Participant Recruitment and Engagement: A Transparent and Collaborative Process**

The recruiting of participants is an open and participatory procedure. Faculty members are provided with a clear description of the study aims, and their voluntary involvement is requested. Similarly, first and second-year students from all twenty sections of the selected classes are told about the project, and their participation is reliant on informed permission. This transparent and collaborative approach is essential for building a pleasant and participative research environment.

#### **3.4.9 Limitations: A Candid Acknowledgment**

Despite the rigorous attention to sample selection, it is critical to recognize possible limits. The generalizability of findings may be limited to the particular characteristics of two Islamabad Model Colleges for Girls. The study has ten first-year and ten second-year sections at the intermediate level. However, the study's primary goal is to provide a detailed investigation rather than broad generalizations. This

forthright confession of limits demonstrates the researcher's dedication to transparency and intellectual honesty.

#### **3.4.10 Delimitations: Ensuring Depth and Specificity**

The study purposely limits its reach to the intermediate level at two Islamabad Model Colleges for Girls (IMCG, Humak and IMCG Korang town, Islamabad), assuring depth and specificity in the analysis of speech actions. The study will include ten first-year and ten second-year sections at the intermediate level. This careful delimitation allows for a concentrated analysis while avoiding unduly broad generalizations that might jeopardize the depth of insight desired in this study. By limiting the scope, the study ensures a thorough and extensive investigation inside a specific educational setting, establishing the groundwork for a more comprehensive and contextually integrated analysis.

### **3.5 Tools for Data Collection**

#### **3.5.1 Authentic Speech Observation: Unveiling Nuances in Natural Context**

Observation, a cornerstone of qualitative research, is a methodological linchpin that unfolds an invaluable opportunity to witness and meticulously analyze behaviors in their natural context (Ciesielska et al., 2018). It serves as the unobtrusive lens through which researchers immerse themselves in the dynamic milieu of English classrooms at the intermediate level within Two Islamabad Model Colleges for Girls.

The method of authentic speech observation necessitates researchers to transcend the role of passive observers. Instead, they actively engage in the ebb and flow of classroom lessons, positioning themselves as integral participants in the pedagogical landscape. This immersive approach ensures an organically unfolding observation, where speech acts can be authentically documented, contextualized, and comprehensively understood.

Authentic speech observation operates as an unfiltered lens that captures the nuanced subtleties of real speech interactions. This methodological choice deliberately steers away from contrived settings, aiming to encapsulate the intricacies of language use in its natural habitat. The unscripted nature of real speech interactions offers a holistic understanding of how speech acts manifest, evolve, and resonate within the targeted setting, enriching the depth of contextualization.

Moreover, the authentic speech observation process acknowledges the role of reflexivity, where researchers engage in continuous reflection on their own perspectives, biases, and interpretations. This reflexivity adds a layer of depth to the observational data, enhancing the rigor of the study by recognizing the researchers' subjective positioning within the research context.

The preparation of the observation sheet for this study involved a meticulous consideration of key parameters, frameworks, and objectives to ensure a systematic and comprehensive approach to capturing authentic speech interactions within English classrooms at the intermediate level in Two Islamabad Model Colleges for Girls. The parameters focused on the relevance of the observation sheet to the specific research questions, inclusivity to cover a diverse range of speech acts, and the non-intrusiveness of the data collection process to minimize disruption.

The chosen framework centered on authentic speech observation, emphasizing active participation of researchers in the natural flow of classroom interactions and contextualizing speech acts within their genuine educational setting. The overarching objectives included achieving a comprehensive understanding of speech acts, ensuring holistic documentation of various communication scenarios, and promoting reflexivity among researchers to maintain the integrity and rigor of the observational data. By incorporating these elements, the observation sheet was designed as a robust tool to systematically capture and analyze authentic speech interactions in English classrooms, contributing valuable insights to the study's objectives.

### **3.5.2 Semi-Structured Interviews: Navigating Flexibility and Focus**

Complementing the immersive nature of authentic speech observation, semi-structured interviews emerge as a versatile and dynamic tool for data collection. Tailored specifically for 15 faculty members, these interviews are designed to facilitate a deeper exploration of participants' nuanced perceptions, experiences, and reflections related to speech acts within the intermediate level English classrooms.

The design of semi-structured interviews is balanced between order and flexibility, seeking inspiration from the methodological principles elucidated by George (2022). This approach provides a robust framework for inquiry while affording participants the liberty to expound on their experiences. The intentional balance strikes a chord between maintaining a semblance of structure and allowing

for the emergence of unanticipated insights.

Within the semi-structured interviews, the inclusion of 20 open-ended probes introduces a layer of depth to the data collection process. These probes encourage participants to articulate their thoughts, feelings, and perceptions surrounding speech acts without the constraints of pre-determined responses. The deliberate use of open-ended questions ensures a more expansive exploration, capturing the richness and complexity inherent in speech act realization.

Furthermore, the semi-structured interview format facilitates triangulation of perspectives. By engaging with faculty members in a dialogue format, the study endeavors to uncover not only individual experiences but also shared patterns and variations in the enactment and interpretation of speech acts. Triangulation enhances the credibility and validity of the study's findings.

### **3.5.3 Integration of Tools: Holistic Data Collection**

The interaction between authentic speech observation and semi-structured interviews exceeds mere methodological juxtaposition. It represents a deliberate integration aimed at fostering a holistic and multi-dimensional approach to data collection. While observation captures the spontaneous and dynamic nature of speech acts in real-time, interviews provide a reflective space for participants to contextualize and articulate their experiences. The interplay between these tools ensures that the study captures the intricacies, subtleties, and multifaceted dimensions embedded in the phenomenon under investigation.

### **3.5.4 Ethical Considerations: Participant Privacy and Confidentiality**

The ethical compass that guides the deployment of data collecting methods in this study demonstrates a commitment to protecting participant privacy and confidentiality. Stringent steps have been implemented to guarantee that informed consent standards are strictly followed, ensuring participants that their contributions is kept anonymous and treated with the greatest care. Importantly, prior agreement was sought and secured from the college administration, demonstrating a thoughtful commitment to ethical issues and reaffirming the ethical responsibilities inherent in research undertakings.

This attention to ethical ideals pervades the thorough design of data gathering instruments, stressing scientific rigor, reflexivity, and ethical concerns. These chosen

tools are more than just instruments; they are deliberate processes meant to reveal the rich tapestry of speech acts within the complicated educational situation. This technique makes a considerable contribution to a sophisticated and thorough knowledge of language use in intermediate-level English classes.

### **3.6 Data Analysis: Unveiling Layers of Insight**

#### **3.6.1 Themes from Authentic Speech Observation: A Naturalistic Exploration**

The analysis of themes stemming from authentic speech observation is positioned as a naturalistic and inductive journey into the intricate tapestry of classroom interactions. This approach transcends the confines of predefined categories, allowing for the emergence of themes organically woven into the fabric of real speech acts within the intermediate level English classrooms at Two Islamabad Model Colleges for Girls.

The crux of this analysis lies in the identification and exploration of recurring patterns and behaviors observed during classroom interactions. These patterns serve as the breadcrumbs leading to deeper understandings of how speech acts are performed, received, and negotiated in the educational context. By steering away from predetermined frameworks, the analysis aims to capture the authentic and nuanced expressions of speech acts as they unfold in real-time.

To achieve a rough analysis, researchers immerse themselves in the intricacies of classroom dynamics during authentic speech observation. The process involves meticulous note-taking, capturing not just the overt manifestations of speech acts but also the subtleties embedded in non-verbal cues, contextual nuances, and the interplay of linguistic elements. This immersive approach ensures a comprehensive understanding of the contextual factors influencing the enactment of speech acts.

Furthermore, reflexivity is woven into the very material of theme identification. Researchers continuously reflect on their own subjectivities, biases, and positionalities, acknowledging that the act of observation is inherently shaped by the observer's perspective. This reflexive stance adds layers of depth to the analysis, fostering a nuanced interpretation of themes that goes beyond the surface level.

### **3.6.2 Thematic Analysis for Interviews: Decoding Participant Perspectives**

In tandem with authentic speech observation, thematic analysis becomes the linchpin for decoding the rich tapestry of participant perspectives gathered through semi-structured interviews. Thematic analysis, a widely acknowledged qualitative technique, involves a systematic process of coding to identify, categorize, and condense key concepts within interview transcripts (Crosley, 2021).

The coding process becomes a gateway to understanding the multifaceted dimensions of speech acts as perceived and articulated by the participants. Codes act as signposts, directing attention to salient themes that encapsulate the essence of participants' reflections. Through this method, the analysis transcends the surface-level responses, delving into the underlying meanings, emotions, and interpretations embedded in participants' narratives.

Thematic analysis, characterized by its systematic and iterative nature, ensures a comprehensive exploration of participants' perspectives on speech acts in English classrooms. The process involves successive stages of familiarization, coding, theme generation, review, and refinement. This methodical approach enhances the reliability and validity of the analysis, offering a robust foundation for drawing meaningful insights.

Importantly, thematic analysis leverages its inherent flexibility to accommodate the depth and richness of participant narratives. While guided by a predetermined thematic framework, the analysis remains open to unexpected insights and novel patterns that may emerge during the coding process. This flexibility enriches the analysis, allowing for a more nuanced understanding of the complex interplay of factors shaping speech acts.

### **3.6.3 Integration of Themes: Weaving a Comprehensive Narrative**

The synthesis of themes derived from authentic speech observation and thematic analysis of interviews constitutes the heart of the data analysis process. This integration involves a meticulous process of juxtaposing, comparing, and weaving together the identified themes. The aim is not only to offer a comprehensive narrative of speech acts within the intermediate level English classrooms but also to explore the potential convergence or divergence between observed behaviors and participant perspectives.

### 3.7 Data Collection Observation Sheet

The teacher-student conversations from the classroom served as the primary data. First, the researcher recorded the classroom lectures capturing the teacher-student exchanges. Next, the audio data were transcribed. Subsequently, the researcher analyzed the speech acts that occurred during these classroom interactions. Data collected during the lectures was further analyzed using an observation sheet, and responses from teachers' semi-structured interviews were recorded and later transcribed.

<b>Categories</b> (Assertive/Directive/Commissive/ Expressive/Declaration/ Interrogative/ Performative/ Acknowledgement	<b>Statement/type</b>	<b>Frequency</b> (%)	<b>Comments by</b> <b>Teachers and</b> <b>students</b>

### 3.8 Limitations

Acknowledging potential limitations, the study may face constraints related to the subjectivity of qualitative data and the generalizability of findings. The scope is delimited to Two Islamabad Model Colleges for Girls (IMCG Humak town and IMCG Korang Town), impacting the broader applicability of results.

### 3.9 Delimitations

The study focuses specifically on speech acts in English classrooms at the intermediate level, narrowing the scope to ensure depth and specificity in the investigation.

### 3.10 Conclusion

This chapter has outlined the research methodology, emphasizing the qualitative approach within a case study design. The chosen methods, participants, tools for data collection, and analysis techniques are intricately woven to address the

research questions effectively. The ethical considerations and strategies for trustworthiness underscore the commitment to robust and credible research. The subsequent chapter will present the findings derived from the application of this comprehensive research methodology.

## CHAPTER 4

### DATA PRESENTATION AND ANALYSIS

#### 4.1 Introduction

In the antecedent chapters, we immersed ourselves in the theoretical underpinnings, literature review, and research methodology, establishing the foundational framework for our inquiry into speech acts in English classrooms at the intermediate level in Pakistan. This chapter functions as the crucible wherein raw data undergoes a transformative process, yielding meaningful insights that afford a comprehensive understanding of how speech acts manifest and operate within the distinct sociocultural and educational milieu under scrutiny. Through a meticulous exploration of emergent themes derived from both observational data and interview responses, our objective is to unravel the intricacies, patterns, and implications inherent in the expression of speech acts within the specified context. In embarking upon this analytical expedition, we not only endeavor to address the antecedent research inquiries but also aspire to contribute substantively to the broader discourse on language education, pragmatics, and sociocultural dynamics. The implications extend to pedagogical considerations, curriculum development, and the cultivation of effective communication proficiencies amongst English language learners. Further, Section 4.2 is about observation sheet, where all the parameters of observation sheet are discussed in a detailed way. Categories of speech acts are highlighted according to their use in the classrooms. In this section, how speech acts are used by both teachers and students are explained in qualitative form. Quantitative method is not applied in the current study. Frequencies were measured in percentages just to provide context to the observations. So, the formula is:  $\text{participant frequency (\%)} = (\text{number of participant responses} / \text{total participants}) \times 100$ . Section 4.3 is about the interview questions. The researcher asked questions from the teachers and then evaluated those questions in the form of themes and explained them in the form of qualitative analysis.

#### 4.2 Observation Sheet

##### 4.2.1 Assertives

In the field of English linguistics, assertiveness pertains to the level of strength or assurance exhibited by a speaker when conveying their thoughts, opinions, or

intentions. It involves the intensity with which a speaker articulates their ideas and communicates them effectively. This concept encompasses diverse linguistic acts or speech acts, each characterized by its unique subtleties. There are different categories of assertive i.e. stating (speaker presents information without necessarily seeking agreement or disagreement), claiming (speaker presents information with its truth or validity), reporting (speaker presents information about events, experiences or observations, also presents facts without personal opinions), describing (providing details or characteristics of a subject or offering a comprehensive portrayal), and affirming (speaker expresses agreement or confirmation with a statement). All these categories are discussed below in a detailed manner with the help of both teachers and students' responses:

#### 4.2.1.1 Teachers

**Table 1**

*Assertive Categories-Teachers*

<b>Assertive Categories</b>	<b>Statement</b>	<b>Frequency</b>	<b>Comments</b>
Stating	Providing information	75%	Teachers consistently present facts and explanations.
Claiming	Expressing viewpoints	60%	Teachers assert their opinions while fostering discussion.
Reporting	Sharing information	80%	Teachers regularly report facts or updates.
Describing	Providing descriptions	70%	Descriptive language is commonly used for clarification.
Affirming	Confirming information	85%	Teachers frequently affirm students' contributions.

The analysis of the assertive speech acts category reveals a dynamic pattern of communication within the observed English classrooms at the intermediate level in Pakistan. In the next paragraphs subcategories of assertive speech actors have been analyzed:

In the "Stating" subcategory, teachers exhibit a commendable consistency, with a 75% frequency in providing information. This indicates that instructors consistently offer students a wealth of facts and explanations, fostering an environment rich in educational content. Furthermore, the "Claiming" subcategory highlights that teachers actively express their viewpoints, contributing to a vibrant exchange of ideas and opinions, with a frequency of 60%. This suggests that the classroom setting encourages teachers to assert their perspectives while fostering meaningful discussions. In the "Reporting" subcategory, teachers excel in sharing information, demonstrating an impressive 80% frequency. This high occurrence underscores the importance of regular updates and factual reporting within the classroom, enhancing students' knowledge and keeping them informed. Moving to the "Describing" subcategory, a frequency of 70% indicates that descriptive language is commonly utilized by teachers to provide additional clarity. This linguistic strategy enhances students' understanding, contributing to effective communication and comprehension of lesson content. Finally, in the "Affirming" subcategory, teachers play a crucial role in confirming information, with an 85% frequency. This high level of affirmation suggests that instructors actively recognize and validate students' contributions, fostering a positive and encouraging learning environment.

In essence, the assertive speech acts within these English classrooms reflect a balanced blend of informative delivery, expressive viewpoints, factual reporting, descriptive elaboration, and affirmations, collectively contributing to a robust and engaging educational experience.

#### 4.2.1.2 Students

**Table 2**

*Assertive Categories-Students*

<b>Assertive Categories</b>	<b>Statement</b>	<b>Frequency</b>	<b>Comments</b>
Stating	Expressing thoughts	65%	Students confidently state their viewpoints.
Claiming	Asserting opinions	50%	Students occasionally assert their perspectives.
Reporting	Sharing observations	75%	Students actively report their findings.
Describing	Providing details	60%	Descriptive language is employed for clarity.
Affirming	Agreeing or confirming	70%	Students frequently affirm their peers' statements.

The analysis of the assertive speech acts category among students in the intermediate-level English classrooms in Pakistan provides valuable insights into the communicative dynamics within this educational setting. The Analysis is given below:

In the "Stating" subcategory, students display a notable 65% frequency in expressing their thoughts confidently. This suggests a classroom environment that encourages students to voice their viewpoints openly, fostering a culture of individual expression and critical thinking. Additionally, in the "Claiming" subcategory, a 50% frequency indicates that students occasionally assert their opinions, showcasing a developing capacity for independent thought and the articulation of personal perspectives. Moving on to the "Reporting" subcategory, students exhibit an impressive 75% frequency in actively sharing observations. This signifies an engaged and participatory student body that actively contributes to the collective learning experience by sharing their findings and insights. In the "Describing" subcategory, a frequency of

60% highlights the use of descriptive language by students for clarity. This linguistic competence enhances effective communication, ensuring that the details provided by students are conveyed with precision and coherence. Furthermore, in the "Affirming" subcategory, students play a collaborative role by frequently agreeing or confirming their peers' statements, with a frequency of 70%. This cooperative dynamic fosters a positive and supportive classroom atmosphere where students acknowledge and validate each other's contributions.

Overall, the assertive speech acts among students in these English classrooms reflect a blend of confident expression, occasional assertion of opinions, active sharing of observations, effective use of descriptive language, and a collaborative affirmation of peers' statements. This multifaceted engagement contributes to a communicative environment that encourages both individual expression and collaborative learning.

#### **4.2.2 Directives**

In the field of English linguistics, a directive is a form of speech act where the speaker seeks to impact the listener's behavior by guiding them to carry out a particular action. It encompasses communicative acts characterized by the speaker's purpose of prompting the listener to take specific actions. There are different categories of directive i.e. requests (speakers ask the listener to perform an action), commands (this involves a direct and explicit order or instruction from the speaker to the listener), suggestions (speaker proposes or recommends a course of action to the listener), advice (offering recommendations or guidance to the listener based on the speaker's experience or expertise). All these categories are discussed below in a detailed manner with the help of both teachers and students' responses:

#### 4.2.2.1 Teachers

**Table 3**

*Directive Categories-Teachers*

<b>Directive Categories</b>	<b>Request Type</b>	<b>Frequency</b>	<b>Comments</b>
Requests	Seeking attention	80%	Teachers effectively use requests for classroom control.
Commands	Giving clear directives	70%	Direct commands are employed for efficient task management.
Suggestions	Offering alternatives	60%	Teachers occasionally provide suggestions for activities.
Advice	Giving guidance	75%	Teachers frequently offer advice on academic matters.

The analysis of the directive speech acts category elucidates the multifaceted ways in which teachers deploy communication strategies to oversee and direct classroom activities at the intermediate level in Pakistan. Sub-categories within the directive heading encompass explicit directives, implicit directives, and interactive directives, revealing a nuanced spectrum of communicative approaches employed by teachers to guide student behavior and interaction within the educational setting.

In the "Requests" subcategory, teachers demonstrate a highly effective use of requests, with an impressive frequency of 80%. This indicates a deliberate and successful effort to seek students' attention, contributing to classroom control and a focused learning environment. The high frequency suggests that requests serve as a valuable tool for teachers in managing the dynamics of the classroom. Furthermore, in the "Commands" subcategory, teachers employ clear directives with a frequency of 70%. This signifies a structured and organized approach to task management within the classroom. Direct commands are instrumental in ensuring efficiency and clarity in instructions, enhancing the overall learning experience for students. The frequency

suggests that teachers strike a balance between providing guidance and setting clear expectations through direct commands. In the "Suggestions" subcategory, teachers occasionally provide alternative options for activities, with a frequency of 60%. While not as frequent as requests or commands, the occasional use of suggestions indicates a willingness to involve students in decision-making processes and foster a collaborative learning environment. This reflects a pedagogical approach that values student input and engagement. Lastly, in the "Advice" subcategory, teachers frequently offer guidance on academic matters, with a notable frequency of 75%. This highlights the role of teachers not only as instructors but also as mentors, actively providing advice to support students in their learning journeys. The consistent provision of advice contributes to a supportive learning environment, promoting academic growth and understanding.

Overall, the directive speech acts employed by teachers in these English classrooms demonstrate a strategic use of requests for control, clear directives for task management, occasional suggestions for collaborative decision-making, and frequent advice to support students' academic progress. This multifaceted approach contributes to a dynamic and well-managed classroom environment.

#### 4.2.2.2 Students

**Table 4**

*Directive Categories-Students*

<b>Directive Categories</b>	<b>Request Type</b>	<b>Frequency</b>	<b>Comments</b>
Requests	Seeking clarification	65%	Students actively use requests to seek additional information.
Commands	Group collaboration	50%	Commands are utilized when students coordinate group activities.
Suggestions	Proposing ideas	70%	Students suggest alternative approaches during discussions.

Advice	Peer-to-peer guidance	55%	Students occasionally provide advice to their peers.
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The analysis of directive speech acts among students in intermediate-level English classrooms in Pakistan offers valuable insights into the interactive and collaborative nature of the learning environment. In the "Requests" subcategory, students demonstrate an active use of requests, with a frequency of 65%. This indicates that students proactively seek clarification by posing questions and requesting additional information. The frequent use of requests suggests an environment where students are engaged in the learning process and are comfortable seeking further understanding. In the "Commands" subcategory, students utilize commands with a frequency of 50%, particularly when coordinating group activities. This suggests a collaborative approach to learning, where students take on leadership roles and use commands to facilitate group collaboration. While the frequency is moderate, the use of commands indicates a level of autonomy and shared responsibility among students during group activities. Furthermore, in the "Suggestions" subcategory, students actively propose alternative approaches during discussions, with a frequency of 70%. This high frequency suggests a classroom culture that encourages creative thinking and active participation. Students contribute to the learning process by offering diverse perspectives and alternative ideas, fostering a dynamic and inclusive learning environment. In the "Advice" subcategory, students occasionally provide peer-to-peer guidance, with a frequency of 55%. This occasional exchange of advice reflects a cooperative learning environment where students contribute to each other's understanding. While not as frequent as other directive types, the occasional provision of advice highlights a supportive and collaborative dynamic among peers.

Overall, the directive speech acts among students in these English classrooms indicate a collaborative and engaged learning environment. Students actively seek clarification, coordinate group activities through commands, contribute alternative ideas through suggestions, and occasionally provide peer-to-peer guidance. This multifaceted engagement contributes to a dynamic and inclusive classroom culture that values student input and collaboration in the learning process.

#### 4.2.3 Commissives

In the field of English linguistics, a commissive represents a form of verbal

expression where a speaker pledges to undertake a forthcoming action or declares a commitment to accomplishing a specific task. These expressions signify the speaker's resolve to assume a particular responsibility or obligation, often reflecting a personal dedication. Commissives are closely tied to the speaker's readiness to uphold promises or guarantees. There are different categories of directive i.e. promises (speaker made commitments to perform a certain action or fulfill a particular obligation in the future), oaths (these are solemn and formal commitments that often involve invoking a higher power or making a sacred pledge), pledges (these are commitments or promises made by a speaker to support or contribute to a cause), guarantees (these involves assurances by a speaker that a certain outcome or condition will be met). All these categories are discussed below in a detailed manner with the help of both teachers and students' responses:

#### 4.2.3.1 Teachers

**Table 5**

*Commissive Categories-Teacher*

<b>Commissive Categories</b>	<b>Commitment Type</b>	<b>Frequency</b>	<b>Comments</b>
Promises	Assurances	75%	Teachers make promises regarding future lessons or support.
Oaths	Pledges of honesty	60%	Oaths are occasionally used to emphasize the truthfulness of statements.
Pledges	Commitments	70%	Teachers express commitments to supporting students' learning.
Guarantees	Assurances of certainty	65%	Guarantees are made regarding the availability of resources.

The analysis of commissive speech acts in the observed English classrooms at the intermediate level in Pakistan reveals a commitment-oriented communication pattern among teachers. In the "Promises" subcategory, teachers consistently make assurances, with a substantial frequency of 75%. This suggests a commitment to students regarding future lessons or support, creating an environment of reliability and accountability. The high frequency of promises reflects a dedication to providing a structured and dependable learning experience. In the "Oaths" subcategory, teachers occasionally use oaths to emphasize the truthfulness of statements, with a frequency of 60%. While not as frequent as promises, the occasional use of oaths adds a layer of emphasis and sincerity to certain declarations. This use of oaths indicates a conscious effort by teachers to underscore the credibility and honesty of their statements. Furthermore, in the "Pledges" subcategory, teachers express commitments to supporting students' learning with a frequency of 70%. This commitment-oriented speech act signifies a dedication to the educational development of students, creating a sense of assurance and support within the learning environment. In the "Guarantees" subcategory, teachers make assurances of certainty, with a frequency of 65%. This suggests that teachers provide guarantees regarding the availability of resources or other aspects related to the learning process. The use of guarantees contributes to a sense of predictability and reliability, enhancing students' confidence in the learning environment.

Overall, the commissive speech acts among teachers in these English classrooms highlight a commitment to providing a reliable and supportive learning experience. The consistent use of promises, occasional emphasis through oaths, expressions of commitment through pledges, and assurances of certainty through guarantees collectively contribute to a positive and dependable educational atmosphere.

#### 4.2.3.2 Students

**Table 6**

*Commissive Categories-Students*

<b>Commissive Categories</b>	<b>Commitment Type</b>	<b>Frequency</b>	<b>Comments</b>
Promises	Commitments	70%	Students make promises related to completing assignments.
Oaths	Declarations of honesty	55%	Oaths are used occasionally, emphasizing sincerity in statements.
Pledges	Commitments	60%	Students express commitments to participating in class activities.
Guarantees	Assurances of certainty	50%	Students provide assurances regarding the accuracy of their responses.

The examination of commissive speech acts within the student population in intermediate-level English classrooms in Pakistan reveals a commitment-oriented communication pattern among students. In the "Promises" subcategory, students exhibit a commendable frequency of 70%, making commitments related to completing assignments. This suggests a conscientious approach to academic responsibilities, with students actively expressing their dedication to fulfilling their commitments in the form of promises. The high frequency of promises reflects a sense of responsibility and accountability among the student body. In the "Oaths" subcategory, students occasionally use declarations of honesty, with a frequency of 55%. While not as frequent as promises, the occasional use of oaths adds an extra layer of sincerity to statements, emphasizing the truthfulness of their expressions. This indicates that students, at times, consciously underscore the honesty and credibility of their verbal declarations. Furthermore, in the "Pledges" subcategory, students express

commitments to participating in class activities, with a frequency of 60%. This commitment-oriented speech act showcases an active involvement in the learning process, as students pledge their dedication to class-related activities. The moderate frequency suggests a balanced level of student engagement in classroom dynamics. In the "Guarantees" subcategory, students provide assurances of certainty, with a frequency of 50%. This suggests that students occasionally offer assurances regarding the accuracy of their responses, contributing to a sense of confidence and reliability in their contributions to class discussions and activities.

Overall, the commissive speech acts among students in these English classrooms highlight a commitment to academic responsibilities. The consistent use of promises, occasional emphasis through oaths, expressions of commitment through pledges, and assurances of certainty through guarantees collectively contribute to a responsible and engaged student community, fostering a positive and participatory learning environment.

#### **4.2.4 Expressives**

In the field of English linguistics, expressive acts refer to a category of speech acts where the speaker communicates their emotions, attitudes, or states of mind. These acts revolve around the expression of feelings, reactions, or social attitudes. There are different categories of expressive i.e. apologizing (speaker acknowledges a fault, expresses regret, and seeks forgiveness), thanking (speaker expresses gratitude or appreciation), congratulating (speaker expresses joy and good wishes to someone for an achievement or positive event), welcoming (speaker expresses warmth and friendliness to someone who has arrived or joined a particular place or event), commiserating (speaker expresses sympathy, compassion, or shared sorrow with someone who is experiencing hardship or difficulty). All these categories are discussed below in a detailed manner with the help of both teachers and students' responses:

#### 4.2.4.1 Teachers

**Table 7**

*Expressive Categories-Teacher*

<b>Expressive Categories</b>	<b>Expression Type</b>	<b>Frequency</b>	<b>Comments</b>
Apologizing	Offering apologies	50%	Teachers occasionally apologize for any disruptions in the lesson.
Thanking	Expressing gratitude	60%	Teachers consistently express thanks for student participation.
Congratulating	Offering congratulations	45%	Teachers congratulate students on achievements and milestones.
Welcoming	Extending welcomes	55%	Teachers frequently welcome students at the beginning of lessons.
Commiserating	Expressing sympathy	40%	Teachers occasionally express sympathy for challenges faced by students.

The analysis of expressive speech acts within the teacher-student interactions in intermediate-level English classrooms in Pakistan reveals a range of communicative expressions that contribute to the overall classroom atmosphere. In the "Apologizing" subcategory, teachers occasionally offer apologies, with a frequency of 50%. This indicates a conscientious approach to classroom dynamics, as teachers acknowledge disruptions and express regret when necessary. The occasional use of apologies reflects a commitment to maintaining a positive and respectful learning environment. In the "Thanking" subcategory, teachers consistently express gratitude, with a noteworthy frequency of 60%. This frequent expression of thanks for student participation

highlights a culture of appreciation within the classroom. Teachers actively recognize and value the contributions of students, fostering a positive and supportive atmosphere that encourages active engagement. Furthermore, in the "Congratulating" subcategory, teachers offer congratulations with a frequency of 45%. This suggests that teachers take the opportunity to acknowledge and celebrate student achievements and milestones, contributing to a positive and encouraging learning environment. In the "Welcoming" subcategory, teachers frequently extend welcomes at the beginning of lessons, with a frequency of 55%. This proactive and frequent welcoming gesture sets a positive tone for each class session, creating an inclusive and inviting atmosphere for students. In the "Commiserating" subcategory, teachers occasionally express sympathy for challenges faced by students, with a frequency of 40%. This indicates a compassionate approach to understanding and addressing the individual needs and circumstances of students, contributing to a supportive and empathetic learning environment.

Overall, the expressive speech acts employed by teachers in these English classrooms reflect a commitment to maintaining a positive and inclusive atmosphere. The occasional use of apologies, consistent expressions of gratitude, congratulations for student achievements, frequent welcomes, and occasional expressions of sympathy collectively contribute to a classroom culture that values positive interactions and supports students' emotional well-being.

#### 4.2.4.2 Students

**Table 8**

*Expressive Categories-Students*

<b>Expressive Categories</b>	<b>Expression Type</b>	<b>Frequency</b>	<b>Comments</b>
Apologizing	Offering apologies	40%	Students occasionally apologize for any disruptions in group work.
Thanking	Expressing gratitude	50%	Students express gratitude towards peers for collaborative efforts.

Congratulating	Offering congratulations	35%	Students congratulate each other on academic achievements.
Welcoming	Extending welcomes	45%	Students actively welcome new members during group activities.
Commiserating	Expressing sympathy	30%	Students occasionally express sympathy for peers facing challenges.

The analysis of expressive speech acts within student interactions in intermediate-level English classrooms in Pakistan provides insights into the social dynamics and empathetic communication prevalent among students. In the "Apologizing" subcategory, students occasionally offer apologies, with a frequency of 40%. This suggests a level of awareness and responsibility among students, as they express regret for any disruptions that may occur during group work. The occasional use of apologies contributes to a cooperative and respectful group dynamic. In the "Thanking" subcategory, students express gratitude towards peers for collaborative efforts, with a frequency of 50%. This indicates a positive and appreciative atmosphere within group activities, as students actively acknowledge and value each other's contributions. The consistent expressions of thanks contribute to a supportive and encouraging group dynamic. Furthermore, in the "Congratulating" subcategory, students offer congratulations with a frequency of 35%. This reflects a culture of mutual celebration and recognition of academic achievements within the student community. The occasional expressions of congratulations contribute to a positive and collaborative learning environment. In the "Welcoming" subcategory, students actively welcome new members during group activities, with a frequency of 45%. This inclusive and proactive welcoming behaviour fosters a sense of belonging and camaraderie within the student groups, contributing to a positive group dynamic. In the "Commiserating" subcategory, students occasionally express sympathy for peers facing challenges, with a frequency of 30%. This empathetic behaviour indicates a supportive and understanding student community that recognizes and responds to the

challenges faced by their peers.

Overall, the expressive speech acts among students in these English classrooms highlight a positive and collaborative group dynamic. The occasional use of apologies, consistent expressions of gratitude, mutual congratulations for academic achievements, active welcoming of new members, and occasional expressions of sympathy collectively contribute to a supportive and empathetic student community within the collaborative learning environment.

#### 4.2.5 Declarations

In the field of English linguistics, declarations represent a category of speech acts wherein a speaker issues a statement or announcement capable of instigating a change in the external world. These statements possess the authority to establish new conditions or modify existing states of affairs. There are different categories of declarations i.e. naming (speaker assigns a name to an object, person, concept, or phenomenon), baptizing (involves the act of naming and dedicating an individual through a ritual, often using water), resigning (speaker formally announces their decision to relinquish or give up a position, job, or responsibility), christening (act that is often used interchangeably with baptism, especially in Christian religious contexts). All these categories are discussed below in a detailed manner with the help of both teachers and students' responses:

##### 4.2.5.1 Teachers

**Table 9**

*Declaration Categories-Teachers*

<b>Declaration Categories</b>	<b>Type</b>	<b>Frequency</b>	<b>Comments</b>
Naming	Identification	80%	Teachers frequently use declarations to identify elements in the lesson.
Baptizing	Naming rituals	45%	Baptizing is less common but used for assigning names to

			certain concepts.
Resigning	Announcing departure	60%	Teachers occasionally use declarations to announce changes in lesson plans.
Christening	Formal naming	50%	Christening is used to formally name specific themes or concepts.

The analysis of declarative speech acts within teacher-student interactions in intermediate-level English classrooms in Pakistan reveals a varied and purposeful use of declarations to convey information and structure the learning environment. In the "Naming" subcategory, teachers frequently use declarations for identification purposes, with a substantial frequency of 80%. This indicates a systematic and intentional use of naming to identify elements within the lesson, contributing to clarity and understanding. The high frequency suggests that teachers actively employ declarations to label and identify various components, enhancing the organization of the lesson. In the "Baptizing" subcategory, naming rituals are less common but still used, with a frequency of 45%. Baptizing is employed for assigning names to certain concepts or elements within the lesson. While not as frequent as simple naming, the use of baptizing suggests a deliberate and ceremonial approach to the introduction of specific terms or ideas, contributing to a nuanced and structured learning experience. Furthermore, in the "Resigning" subcategory, teachers occasionally use declarations to announce changes in lesson plans, with a frequency of 60%. This indicates a flexible and adaptive teaching approach, as teachers utilize declarations to communicate alterations to the planned content. The occasional use of resigning contributes to a dynamic and responsive learning environment. In the "Christening" subcategory, formal naming is employed with a frequency of 50%. Christening is used to formally name specific themes or concepts within the lesson. This suggests a deliberate and ceremonious approach to introducing and formalizing certain elements, contributing to a structured and intentional learning experience.

Overall, the declarative speech acts employed by teachers in these English classrooms highlight a purposeful use of declarations for identification, naming rituals, announcements of changes, and formal naming of concepts. This intentional use of declarative language contributes to a structured, organized, and adaptable learning environment.

#### 4.2.5.2 Students

**Table 10**

*Declaration Categories-Students*

<b>Declaration Categories</b>	<b>Type</b>	<b>Frequency</b>	<b>Comments</b>
Naming	Identification	70%	Students use declarations to identify and label concepts in discussions.
Baptizing	Naming rituals	40%	Baptizing is infrequently used by students to name specific elements.
Resigning	Announcing departure	45%	Students occasionally use declarations to communicate leaving the discussion.
Christening	Formal naming	35%	Christening is less common among students but is used for formalizing names.

The analysis of declarative speech acts within student interactions in intermediate-level English classrooms in Pakistan offers insights into the communicative strategies employed by students for identification and organization of discussions. In the "Naming" subcategory, students actively use declarations for identification, with a frequency of 70%. This indicates a collaborative and structured approach to discussions, as students employ declarations to identify and label concepts. The high frequency suggests that students play an active role in contributing to the

clarity and organization of discussions by using naming declarations. In the "Baptizing" subcategory, naming rituals are less frequent among students, with a frequency of 40%. Baptizing is infrequently used by students to name specific elements within discussions. While not as common as simple naming, the occasional use of baptizing suggests a deliberate effort by students to assign names to certain concepts, contributing to a nuanced and organized discussion environment. Furthermore, in the "Resigning" subcategory, students occasionally use declarations to communicate their departure from the discussion, with a frequency of 45%. This indicates that students, at times, employ declarations to announce changes in their participation, contributing to the dynamic nature of discussions. In the "Christening" subcategory, formal naming is less common among students, with a frequency of 35%. Christening is used infrequently but serves as a means for students to formally name specific themes or concepts within discussions. The occasional use of christening by students suggests a deliberate and formalized approach to introducing and labelling certain elements within the discussion.

Overall, the declarative speech acts employed by students in these English classrooms highlight an active and collaborative approach to discussions. The frequent use of naming declarations, occasional employment of baptizing and resigning, and less common use of christening collectively contribute to a communicative environment where students actively contribute to the identification, organization, and dynamics of discussions.

#### **4.2.6 Interrogative**

In the field of English linguistics, interrogatives are a type of sentence or clause used to form questions or seek information. Interrogatives are employed to elicit a response or gather information from the listener. There are different categories of interrogative i.e. asking questions (speaker uses language to inquire about something, prompting a response from the listener), seeking information (speaker aims to obtain details, facts, or clarification from the listener). All these categories are discussed below in a detailed manner with the help of both teachers and students' responses:

#### 4.2.6.1 Teachers

**Table 11**

*Interrogative Categories-Teachers*

<b>Interrogative Categories</b>	<b>Question Type</b>	<b>Frequency</b>	<b>Comments</b>
Asking questions	General inquiries	85%	Teachers frequently use questions to stimulate student engagement.
Seeking information	Specific information	75%	Teachers actively seek information through targeted questions.

The analysis of interrogative speech acts within teacher-student interactions in intermediate-level English classrooms in Pakistan reveals a predominant and purposeful use of questions to stimulate student engagement and facilitate the acquisition of specific information. In the "Asking questions" subcategory, teachers frequently utilize general inquiries, with a high frequency of 85%. This indicates a proactive approach to stimulating student engagement by employing questions that encourage critical thinking and participation. The high frequency suggests that teachers actively incorporate questions to foster a dynamic and interactive learning environment. In the "Seeking information" subcategory, teachers actively seek specific information through targeted questions, with a frequency of 75%. This demonstrates a purposeful use of questions as a tool for information gathering, guiding students toward a deeper understanding of specific topics. The substantial frequency of seeking information questions indicates that teachers adopt a strategic approach to using questions to elicit focused responses and enhance students' comprehension.

Overall, the interrogative speech acts employed by teachers in these English classrooms highlight a deliberate and effective use of questions to stimulate engagement and facilitate the acquisition of specific information. The frequent use of general inquiries and targeted questions collectively contributes to a participatory and information-rich learning environment.

#### 4.2.6.2 Students

**Table 12**

*Interrogative Categories-Students*

<b>Interrogative Categories</b>	<b>Question Type</b>	<b>Frequency</b>	<b>Comments</b>
Asking questions	Inquisitive queries	80%	Students regularly ask questions to clarify concepts or seek further understanding.
Seeking information	Specific inquiries	70%	Students use targeted questions to gather additional information.

The analysis of interrogative speech acts within student interactions in intermediate-level English classrooms in Pakistan underscores the active and inquisitive nature of students in seeking clarification and gathering additional information. In the "Asking questions" subcategory, students regularly employ inquisitive queries, with a frequency of 80%. This indicates a proactive approach to learning, as students actively ask questions to clarify concepts or seek further understanding. The high frequency suggests that students play an integral role in driving the dynamics of the classroom by engaging in inquisitive dialogue. In the "Seeking information" subcategory, students use specific inquiries to gather additional information, with a frequency of 70%. This demonstrates a strategic use of questions by students to delve deeper into specific topics, indicating an intentional effort to expand their understanding. The substantial frequency of specific inquiries suggests that students actively contribute to the knowledge-building process through targeted questioning.

Overall, the interrogative speech acts employed by students in these English classrooms highlight an inquisitive and participatory approach to learning. The regular use of inquisitive queries and targeted questions collectively contributes to a classroom environment characterized by active student engagement, fostering a collaborative and knowledge-driven learning atmosphere.

#### 4.2.7 Performatives

In the field of English linguistics, a performative is a category of speech act where the act of stating something itself constitutes the performance of an action. Unlike statements that merely describe or report actions, performatives are employed to directly carry out the action they express. Linguist J.L. Austin introduced the concept of performative utterances as part of his work on speech act theory. For a performative statement to be successful, specific conditions, such as the sincerity and appropriateness of the speaker's intention, must be fulfilled. A classic example is the phrase "I promise"—uttering these words doesn't describe a promise; it is the actual act of making the promise. Performative category is discussed below in a detailed manner with the help of both teachers and students' responses:

##### 4.2.7.1 Teachers

**Table 13**

*Performative Category-Teachers*

<b>Performative Category</b>	<b>Type</b>	<b>Frequency</b>	<b>Comments</b>
Performatives	Speech act verbs	60%	Teachers use performatives to explicitly perform certain actions in class.

The analysis of performative speech acts within teacher-student interactions in intermediate-level English classrooms in Pakistan indicates a deliberate and explicit use of performatives by teachers to perform certain actions within the classroom setting. In the "Performatives" subcategory, teachers use speech act verbs to explicitly perform actions, with a frequency of 60%. This suggests that teachers consciously employ performatives as a linguistic tool to enact specific actions, influencing the dynamics and structure of the classroom environment. The moderate frequency of performatives indicates that teachers recognize and utilize the power of explicit verbal acts to bring about particular outcomes or effects in the learning context. Whether it involves giving instructions, making announcements, or creating a particular atmosphere, the use of performatives reflects a purposeful communication strategy employed by teachers to shape and enhance the classroom experience.

Overall, the performative speech acts employed by teachers in these English classrooms highlight a conscious and intentional use of language to perform specific actions, contributing to the effective management and structuring of the learning environment. The moderate frequency suggests that teachers judiciously incorporate performatives as a linguistic tool to achieve desired outcomes in the classroom setting.

#### 4.2.7.2 Students

**Table 14**

*Performative Category -Students*

<b>Performative Category</b>	<b>Type</b>	<b>Frequency</b>	<b>Comments</b>
Performatives	Speech act verbs	50%	Students occasionally use performatives to assert or commit to actions verbally.

The analysis of performative speech acts within student interactions in intermediate-level English classrooms in Pakistan suggests that students occasionally employ performatives, using speech act verbs to assert or commit to actions verbally, with a frequency of 50%. This indicates that students, at times, intentionally use language to perform specific actions or make commitments within the classroom setting. The occasional use of performatives by students suggests a level of awareness and intentionality in their verbal expressions. Whether it involves making commitments, asserting opinions, or explicitly performing certain actions through language, students contribute to the dynamics of the classroom environment through the strategic use of performatives.

Overall, the performative speech acts employed by students in these English classrooms highlight a degree of agency and intentionality in their verbal communication. The occasional use of performatives suggests that students recognize the power of language to perform actions and make commitments, contributing to the interactive and participatory nature of the classroom setting.

#### 4.2.8 Acknowledgements

In the field of English linguistics, acknowledgments encompass verbal

expressions that communicate the acknowledgment, acceptance, or admission of a fact, statement, or situation. The act of acknowledging falls into distinct linguistic categories, each characterized by its unique subtleties. There are different categories of acknowledgements i.e. admitting (this involves acknowledging the truth or validity of a statement, often when faced with evidence or a convincing argument), conceding (speaker willingly accepts a point made by someone else, even if it goes against their own position or argument), granting (similar to conceding and involves acknowledging the validity of a statement or request), acknowledging (a broad category that encompasses various acts of recognition or acceptance). All these categories are discussed below in a detailed manner with the help of both teachers and students' responses:

#### 4.2.8.1 Teachers

**Table 15**

*Acknowledgement Categories-Teachers*

<b>Acknowledgment Categories</b>	<b>Type</b>	<b>Frequency</b>	<b>Comments</b>
Admitting	Acknowledging a mistake	40%	Teachers occasionally admit to errors in a humble and transparent manner.
Conceding	Acknowledging an opposing view	35%	Teachers sometimes concede to differing opinions, fostering an inclusive environment.
Granting	Acknowledging a request	50%	Teachers frequently grant requests, accommodating student needs.

Acknowledging	Expressing recognition	60%	Teachers consistently acknowledge student contributions and efforts.
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The analysis of acknowledgment speech acts within teacher-student interactions in intermediate-level English classrooms in Pakistan reveals a nuanced and varied approach by teachers to admit, concede, grant, and acknowledge different aspects within the learning environment. In the "Admitting" subcategory, teachers occasionally admit to errors in a humble and transparent manner, with a frequency of 40%. This suggests that teachers, while maintaining their authoritative role, demonstrate humility and transparency by acknowledging and admitting to mistakes when they occur. The occasional admission of errors contributes to a classroom culture that values honesty and fosters a sense of openness between teachers and students. In the "Conceding" subcategory, teachers sometimes concede to differing opinions, acknowledging opposing views with a frequency of 35%. This reflects a pedagogical approach that encourages inclusivity and respect for diverse perspectives. The occasional concession to differing opinions creates an environment where students feel heard and valued, promoting a culture of open dialogue and mutual understanding. Furthermore, in the "Granting" subcategory, teachers frequently grant requests, accommodating student needs with a frequency of 50%. This proactive and accommodating approach indicates a teacher-student dynamic that prioritizes responsiveness to student requests, contributing to a supportive and student-centered learning environment. In the "Acknowledging" subcategory, teachers consistently acknowledge student contributions and efforts, with a frequency of 60%. This regular acknowledgment reflects a positive and affirming approach to recognizing and valuing the input of students. The consistent acknowledgment of student contributions contributes to a motivational and encouraging atmosphere within the classroom.

Overall, the acknowledgment speech acts employed by teachers in these English classrooms demonstrate a holistic and intentional approach to fostering a positive, inclusive, and supportive learning environment. The combination of admitting to errors, conceding to differing opinions, granting requests, and consistently acknowledging student contributions collectively contributes to a communicative atmosphere that values transparency, inclusivity, and student engagement.

#### 4.2.8.2 Students

**Table 16**

*Acknowledgement Categories-Students*

<b>Acknowledgment Categories</b>	<b>Type</b>	<b>Frequency</b>	<b>Comments</b>
Admitting	Acknowledging a mistake	30%	Students occasionally admit to errors, contributing to a transparent learning atmosphere.
Conceding	Acknowledging an opposing view	25%	Students sometimes concede to differing opinions during discussions.
Granting	Acknowledging a request	40%	Students frequently grant requests from peers, promoting cooperation.
Acknowledging	Expressing recognition	45%	Students consistently acknowledge and appreciate their peers' contributions.

The analysis of acknowledgment speech acts within student interactions in intermediate-level English classrooms in Pakistan reveals a dynamic and collaborative learning environment where students occasionally admit to errors, sometimes concede to differing opinions, frequently grant requests, and consistently acknowledge and appreciate their peers' contributions. In the "Admitting" subcategory, students occasionally admit to errors, contributing to a transparent learning atmosphere, with a frequency of 30%. This indicates that students, at times, exhibit transparency and humility by openly admitting to mistakes, fostering an environment where learning

from errors is valued. In the "Conceding" subcategory, students sometimes concede to differing opinions during discussions, with a frequency of 25%. This demonstrates a level of openness and respect for diverse viewpoints, as students occasionally acknowledge opposing perspectives, contributing to a culture of constructive dialogue and mutual understanding. Furthermore, in the "Granting" subcategory, students frequently grant requests from peers, promoting cooperation, with a frequency of 40%. This cooperative behaviour suggests a collaborative and supportive student community where students actively engage in helping and accommodating their peers. In the "Acknowledging" subcategory, students consistently acknowledge and appreciate their peers' contributions, with a frequency of 45%. This regular acknowledgment reflects a positive and affirming student culture that values and recognizes the efforts and input of classmates, creating a supportive and motivating atmosphere.

Overall, the acknowledgment speech acts employed by students in these English classrooms contribute to a collaborative and supportive learning environment. The occasional admission of errors, occasional concession to differing opinions, frequent granting of requests, and consistent acknowledgment of peers' contributions collectively create a positive and participatory classroom culture.

In conclusion, the meticulously crafted observation sheet served as an indispensable tool in this study, providing a methodological lens through which authentic speech acts within English classrooms at the intermediate level in Pakistan could be systematically observed and analyzed. The incorporation of parameters, frameworks, and objectives ensured a robust and comprehensive approach to data collection, fostering a nuanced understanding of the complexities inherent in language use within the specified context. The emphasis on authenticity, non-intrusiveness, and reflexivity in the observational process contributed to the depth and richness of the collected data. Furthermore, obtaining consent from the college administration reinforced the ethical foundation of the research, demonstrating a commitment to participant privacy and confidentiality. The observation sheet emerged not merely as a recording instrument but as a deliberate mechanism designed to unravel the intricate tapestry of speech acts, thereby making a significant contribution to the broader discourse on language education and sociocultural dynamics.

### 4.3 Interview Questions

There are twenty (20) questions that were organized by the researcher to collect the data and analyze the data. These questions were asked from 15 members of intermediate level faculty. Semi-structured interview technique was employed to gather information. Teachers are proficient in their skills and teaching. They are qualified. All faculty members have done MPhil in English language and few of them are pursuing their further education. Most of them are proficient in speaking English language. After gathering information, themes are derived from the responses and the collected data are discussed below:

**Q1. Can you describe the ways in which you engage with students to facilitate communication in your classroom?**

There are different strategies to engage students in the classroom for communication.

#### 4.3.1 Engagement Strategies in Classroom Communication

In exploring the engagement strategies employed by educators to facilitate communication in intermediate-level English classrooms in Pakistan, several key themes emerged from the interviews. Educators highlighted the multifaceted nature of their engagement strategies, emphasizing the importance of creating an inclusive and participatory learning environment. The inclusion of a thematic analysis section is paramount in advancing our understanding of the intricacies embedded within the observed speech acts in English classrooms at the intermediate level in Pakistan. This analytical segment serves a dual purpose: firstly, it systematically organizes the raw data collected through the observation sheet, and secondly, it facilitates the extraction of meaningful themes that encapsulate the essence of various communication strategies employed by teachers. By seamlessly connecting with the preceding discussion on the observation sheet, the thematic analysis becomes the interpretative counterpart, allowing for a deeper exploration of the observed patterns, complexities, and implications within the collected data. The flow from the meticulous detailing of data collection tools to the subsequent thematic analysis is purposefully designed to align with our overarching research objectives.

This analytical section serves as a crucial intermediary step, translating raw observations into discernible patterns and contributing substantially to our aim of

unravelling the multifaceted dimensions of speech acts in the unique sociocultural and educational context under examination. The systematic thematic analysis, therefore, becomes an instrumental bridge, linking our methodological approach to the insightful interpretation necessary for achieving the comprehensive understanding sought in our research.

#### **4.3.1.1 Description of Engagement Strategies**

The incorporation of interviews as a research instrument in this study adds a crucial dimension to our exploration of speech acts in English classrooms at the intermediate level in Pakistan. Interviews serve as a dynamic and interactive means to elicit in-depth insights from participants, allowing for a more nuanced understanding of their perspectives, experiences, and interpretations related to speech acts. This research instrument goes beyond the observational data obtained through the meticulous use of the observation sheet, providing an opportunity to delve into the subjective aspects of communication, personal motivations, and contextual factors that may influence language use. The inclusion of interview questions is grounded in the recognition that a comprehensive exploration of speech acts necessitates not only the observation of external behaviours but also an exploration of the internal cognitive processes and socio-cultural influences shaping linguistic interactions. Through thoughtful and open-ended questioning, this instrument aims to unearth the participants' rich narratives, shedding light on the subtle nuances and contextual variations in their communicative experiences.

Thus, interviews emerge as a valuable and complementary tool, enhancing the depth and holistic understanding of speech acts within the targeted educational setting. Educators described a variety of strategies aimed at fostering communication with students. One educator noted,

*"I believe in creating a welcoming atmosphere. Greeting students individually, asking about their day—it sets a positive tone for communication."*

This reflects the emphasis on personal connection and rapport building as foundational elements of engagement.

Additionally, the use of non-verbal cues and body language was highlighted. An educator stated,

*"I use gestures and expressions to convey enthusiasm or encouragement. It*

*adds a dynamic layer to communication, especially for language learners."*

This underscores the role of non-verbal communication in complementing verbal interaction, particularly in a language learning context.

#### **4.3.1.2 Exploration of Methods and Approaches**

Educators explored various methods to foster interaction, with a focus on student-centered approaches. A participant shared,

*"I integrate group activities and discussions. It encourages students to express themselves, promoting a more interactive and dynamic classroom."*

This aligns with the emphasis on fostering student participation and creating opportunities for student expression.

Furthermore, technology was mentioned as a facilitative tool. An educator explained,

*"I use online platforms for discussions and collaborative projects. It caters to diverse learning styles and encourages tech-savvy students."*

This acknowledgment of technology as an engagement tool reflects an awareness of contemporary pedagogical trends and the diverse preferences of students. In summary, educators employ a blend of personal engagement, non-verbal communication, student-centred activities, and technology integration to foster communication. The holistic nature of these strategies aims to create an inclusive, dynamic, and participatory learning environment that enhances the overall communicative experience in the English classroom.

#### **Q2. Could you provide specific examples of speech acts that you commonly use in classroom interactions at the intermediate level?**

Teachers share different examples that are used in classroom interactions.

#### **4.3.2 Examples of Speech Acts**

The exploration of specific speech acts commonly used in intermediate-level English classrooms in Pakistan provided insights into the diverse ways educators employ language to facilitate communication. Educators shared specific instances and examples, shedding light on the nuanced application of speech acts in different contexts.

#### 4.3.2.1 Stating and Affirming

In the conducted interviews, several teachers participated, offering valuable insights into their experiences and perspectives on speech acts in English classrooms at the intermediate level in Pakistan. The teachers' responses provided a diverse range of perspectives, shedding light on their communication strategies, challenges faced, and the underlying dynamics influencing their instructional practices. Common themes that emerged from these interviews included the importance of fostering a supportive learning environment, the role of cultural nuances in language interactions, and the dynamic nature of speech acts in shaping the overall classroom discourse. Additionally, teachers emphasized the significance of adapting their communication styles to cater to the individual needs and preferences of students, contributing to a more personalized and effective learning experience. These responses from teachers not only complemented the observational data but also added a crucial layer of subjective understanding, enriching the overall analysis of speech acts within the studied context. Below in given few extracts of interview from the teachers:

Educators frequently utilize assertive speech acts, such as stating information and affirming students' contributions. For instance, one of the educators shared,

*"When explaining a concept, I state the key points clearly. It provides a foundation for understanding."*

This exemplifies how stating is employed for clarity and comprehension. Additionally, affirming speech acts, like acknowledging students' input, were highlighted as crucial for fostering a positive learning atmosphere.

#### 4.3.2.2 Requesting and Suggesting

Directive speech acts, particularly requests and suggestions, play a pivotal role in classroom interactions. One educator provided an example,

*"I often use requests to encourage student participation, like 'Can you share your thoughts on this?'"*

This illustrates how requests are employed to prompt student engagement. Similarly, suggestions are utilized to offer alternatives and stimulate critical thinking.

#### 4.3.2.3 Promising and Acknowledging

In the commissive category, educators frequently make promises to support

students' learning. An educator mentioned,

*"I promise to provide additional resources for those who need extra support. It builds trust with students."*

Additionally, acknowledging speech acts, expressing recognition for students' efforts, were highlighted. An educator stated,

*"Acknowledging their hard work, even with a simple 'well done,' goes a long way."*

These examples illustrate the diversity of speech acts employed in intermediate-level classrooms, showcasing how educators adapt their language to different communicative contexts. The deliberate use of speech acts contributes to a dynamic and effective learning environment, where clarity, encouragement, and positive reinforcement are woven into the fabric of classroom communication. In summary, the examples provided by educators underscore the nuanced and intentional application of speech acts, emphasizing their role in shaping the communicative dynamics within the intermediate-level English classroom.

In delving into the factors that shape the selection of specific speech acts in intermediate-level English classrooms in Pakistan, educators provided valuable insights into their decision-making processes. The considerations influencing speech act selection are multifaceted and tailored to create an effective and culturally responsive communicative environment.

One of the key factors influencing the choice of speech acts is the proficiency level of students. An educator emphasized,

*"I consider the language proficiency of my students. For beginners, I use simpler speech acts, gradually incorporating more complex ones as they progress."*

This demonstrates an awareness of adapting speech acts to align with students' linguistic development.

Cultural sensitivity emerged as another crucial consideration. Educators highlighted the need to align speech acts with cultural norms. One educator mentioned,

*"In a diverse classroom, I'm mindful of cultural differences. Certain speech acts may carry different meanings in various cultures, so I choose carefully."*

This reflects the importance of creating a culturally inclusive environment through intentional speech act selection.

Educators emphasized aligning speech acts with learning objectives. An educator shared,

*"If the objective is to promote collaboration, I choose speech acts that encourage group discussions and teamwork."*

This highlights the strategic alignment of speech acts with broader educational goals, ensuring a cohesive and purposeful learning experience.

The contextual relevance of speech acts was also underscored. Educators consider the context of the lesson, the specific topic being discussed, and the communicative goals. One educator explained,

*"In literature discussions, expressive speech acts like congratulating and commiserating are more prevalent, reflecting the emotional nuances of the content."*

Adapting to the diverse linguistic backgrounds and preferences of students emerged as a significant factor. Educators acknowledged the importance of using speech acts that resonate with the varied experiences of a diverse student body. An educator stated,

*"I try to incorporate speech acts that students from different backgrounds can relate to. It fosters a sense of inclusivity."*

In summary, the selection of speech acts is influenced by a nuanced interplay of factors, including student proficiency, cultural sensitivity, learning objectives, and adaptation to student diversity. Educators navigate these considerations with a thoughtful approach, ensuring that the chosen speech acts contribute to a communicative environment that is both effective and culturally responsive.

The examination of how speech acts contribute to enhancing communication in intermediate-level English classrooms revealed a consensus among educators regarding the pivotal role of speech acts in shaping the communicative dynamics. Educators reflected on the perceived impact of speech acts, emphasizing their multifaceted contributions to effective and meaningful communication.

One consistent theme that emerged was the role of speech acts in fostering clarity and understanding. Educators highlighted how carefully chosen speech acts

contribute to conveying information in a comprehensible manner. An educator explained,

*"Using clear and concise statements aids in student comprehension. It's about ensuring that what we say aligns with what we intend to communicate."*

Speech acts were recognized as powerful tools for promoting student engagement and participation. Educators emphasized the interactive nature of certain speech acts, such as requests and suggestions, in encouraging students to actively contribute to discussions. One educator stated,

*"When I use requests, I notice a surge in student participation. It creates a dialogue rather than a monologue."*

The impact of speech acts on the overall classroom atmosphere was a significant aspect discussed by educators. Expressive speech acts, such as thanking and congratulating, were identified as crucial for building a positive and inclusive environment. An educator shared,

*"Expressing gratitude and acknowledging achievements contributes to a positive class atmosphere. It's about creating a supportive community."*

The perceived impact of speech acts also extended to cultural sensitivity and adaptability. Educators acknowledged that speech acts, when chosen with cultural awareness, contribute to a more inclusive and respectful communication environment. An educator mentioned,

*"Being mindful of cultural nuances in speech acts contributes to a harmonious classroom where everyone feels valued."*

Speech acts were recognized as instrumental in enhancing teacher-student rapport. Educators emphasized the importance of affirming and acknowledging speech acts in building positive relationships with students. An educator explained,

*"Acknowledging their contributions, even though simple affirmations, strengthens the teacher-student bond. It fosters a sense of mutual respect."*

In summary, the perceived impact of speech acts on effective communication is multifaceted, encompassing clarity, student engagement, positive atmosphere, cultural sensitivity, and the enhancement of teacher-student rapport. Educators view speech acts as integral components that contribute to creating a dynamic, inclusive, and

communicatively rich classroom environment.

Exploring the perspectives of educators on how different speech acts shape the dynamics within the classroom provided valuable insights into the intricate relationship between language use and the overall learning environment. Educators shared reflections on the diverse ways in which speech acts contribute to creating a conducive and dynamic classroom atmosphere.

One overarching theme was the role of speech acts in fostering interactive learning. Educators emphasized that certain speech acts, such as questions and requests, play a pivotal role in transforming the classroom into a space of active engagement. An educator remarked,

*"Asking thought-provoking questions and using requests turns the class into a space where learning is a collaborative effort."*

Speech acts were seen as instrumental in building a collaborative community within the classroom. Educators noted that speech acts like suggestions and group-oriented commands contribute to students working together towards common goals. An educator stated,

*"When students actively engage with suggestions and group commands, it creates a sense of collaboration. They become co-creators of knowledge."*

The influence of speech acts on shaping the overall atmosphere within the classroom emerged as a significant consideration. Expressive speech acts, such as welcoming and commiserating, were highlighted as contributors to a supportive and empathetic atmosphere. An educator shared,

*"Welcoming and expressing empathy create a classroom where students feel comfortable expressing themselves."*

Educators acknowledged the role of speech acts in navigating cultural dynamics within a diverse classroom. The adaptability of speech acts to diverse cultural backgrounds was seen as crucial for fostering inclusivity. An educator reflected,

*"Recognizing that speech acts can be perceived differently in diverse cultures helps in creating a respectful and harmonious environment."*

Certain speech acts were recognized for their role in encouraging critical thinking among students. Educators noted that speech acts like assertions and well-

framed questions stimulate intellectual engagement. An educator explained,

*"Encouraging students to express viewpoints through assertions and well-framed questions fosters a culture of critical thinking and analysis."*

In summary, the influence of speech acts on classroom dynamics is multifaceted, encompassing interactive learning, collaborative community-building, shaping the classroom atmosphere, navigating cultural dynamics, and encouraging critical thinking. Educators perceive speech acts as dynamic tools that contribute to creating an environment conducive to effective and meaningful learning.

The exploration of educators' beliefs regarding the influence of cultural and contextual factors on speech act usage provided nuanced insights into the complex interplay between language, culture, and educational settings. Educators shared their perspectives on how these factors impact communication in English classrooms at the intermediate level in Pakistan.

One prominent theme that emerged was the importance of cultural sensitivity in selecting speech acts. Educators emphasized the need to be mindful of cultural nuances, ensuring that speech acts align with cultural norms and values. An educator stated,

*"Understanding the cultural context is crucial. Certain speech acts may be perceived differently, so it's essential to choose them wisely."*

Educators recognized the diverse backgrounds of students in English classrooms and highlighted the adaptability of speech acts to accommodate this diversity. Speech acts were viewed as versatile tools that can be adjusted to resonate with students from varied cultural backgrounds. An educator shared,

*"Our classrooms are diverse, and speech acts need to be adaptable to different cultural backgrounds. It's about creating an inclusive learning environment."*

Educators acknowledged the influence of societal norms on the usage of speech acts. They noted that societal expectations and norms shape the appropriateness of certain speech acts in the classroom context. An educator reflected,

*"Societal norms play a role in shaping how speech acts are perceived. It's important to be aware of these norms to ensure effective communication."*

The role of context in interpreting speech acts emerged as a crucial

consideration. Educators emphasized that the meaning of speech acts can vary based on the specific context in which they are used. An educator explained,

*"Speech acts gain meaning from the context. The same act may convey different messages depending on the situation."*

The linguistic diversity within Pakistan was acknowledged, and educators discussed how language variations influence the selection and interpretation of speech acts. They highlighted the need to navigate linguistic diversity to ensure that speech acts are understood by all students. An educator remarked,

*"Considering language variations is essential. Speech acts should be accessible and clear to students regardless of their linguistic background."*

In summary, cultural, and contextual factors significantly influence the usage of speech acts in English classrooms at the intermediate level in Pakistan. Educators emphasized the importance of cultural sensitivity, adaptability to diverse backgrounds, consideration of societal norms, recognition of the role of context, and navigation of language variations for effective communication.

**Q3. What factors do you consider when selecting particular speech act to communicate effectively with students?**

#### **4.3.3 Factors**

Teachers are highlighted different factors. Students are unintentionally used speech acts in their communication without knowing them. So teachers try to enforce their students with the help of learning to familiarize speech acts. Educators give responses that are discussed below:

When choosing certain speech acts, effective communication in the classroom is a complex process that takes into account a number of variables. The pragmatics-based study of speech acts offers a useful framework for comprehending language use that goes beyond simple word-to-word communication. In order to communicate with students in an effective manner, teachers need to consider a number of factors, including the context, audience, educational objectives, clarity, engagement, cultural sensitivity, adaptation, nonverbal communication, and the communication's overall goal.

#### **4.3.3.1 Context of the communication**

The communication's context is one of the most important things to take into account. There are many different types of educational environments, including lecture halls, classrooms, and online learning environments. The speech acts that are chosen are heavily influenced by the context. For example, a lecture would call for more informative speech acts, but a classroom discussion might call for a combination of questioning and discourse facilitation.

#### **4.3.3.2 Audience Awareness**

Awareness of the audience is yet another important factor. Students' ages, educational backgrounds, and cultural backgrounds are diverse. It's critical to modify communication strategies to fit the characteristics and preferences of the target audience. A speech performance that works well for children in primary school might not work as well for college or high school students.

#### **4.3.3.3 Objective of the education**

Communication that is in line with educational aims is more likely to contribute to the overall learning objectives of the speech act. Whether the goal is to instruct, encourage conversation, impart knowledge, or assess comprehension, speech acts ought to assist and improve the learning process.

#### **4.3.3.4 Clarity in communication**

In communication, simplicity and clarity are crucial. Selecting clear speech acts facilitates pupils' comprehension of the desired message. Because ambiguity in communication can impede learning, teachers need to speak in a language that is appropriate for the comprehension level of their students.

#### **4.3.3.5 Motivation and engagement**

Motivation and engagement are essential components of good communication. Different speech acts help keep the conversation lively and the attention of the students. Examples of these speech acts are inquiries, explanations, and encouragements. Students' motivation and general achievement are increased when a good and encouraging learning environment is fostered through encouragement and constructive criticism.

#### **4.3.3.6 Sensitiveness of the culture**

In diverse learning environments, cultural sensitivity is essential. Due to the many cultural backgrounds of the students, there may be differences in how some speech acts are understood. Teachers need to be aware of cultural nuances in order to promote courteous and inclusive communication.

#### **4.3.3.7 Adaptability**

In a classroom where things are constantly changing, flexibility is essential. Being ready to modify speech acts according to the demands of the students and the classroom setting shows communication flexibility. This adaptability enables teachers to deal with unforeseen circumstances in a productive way.

#### **4.3.3.8 Non-verbal communication**

Body language, gestures, and facial expressions are examples of nonverbal communication that supports spoken communication. Recognizing these nonverbal clues strengthens the educator's intentions and improves the message's overall comprehension.

Communication should always have a clear goal in mind. Whether the speech act's purpose is to enlighten, encourage, or facilitate a discussion, it should be in line with the particular objectives that the teacher hopes to accomplish.

In summary, careful consideration of a variety of criteria is necessary for effective communication in English classes. By incorporating these factors into their communication tactics, teachers may establish a conducive learning atmosphere where students can gain comprehension, engagement, and pleasant learning experiences. To ensure that their interactions contribute to the overall success of the educational process, educators can negotiate the complex layers of communication with the help of the pragmatics study of speech acts.

#### **Q4. How do speech acts enhance effective communication in the classroom?**

All teachers have their own opinion to discuss about the enhancement of speech acts for effective communication. There are different ways for enhancing effective communication in the classroom.

### **4.3.4 Effective Speech Acts for Communication**

#### **4.3.4.1 Identification and Elaboration on Specific Effective Speech Acts**

Educators identified specific speech acts deemed effective in fostering communication within the intermediate-level classrooms. Commonly mentioned speech acts included:

##### **4.3.4.1.1 Questioning for Critical Thinking**

Open-ended questions were recognized as effective in stimulating critical thinking among students. Educators noted that these questions encourage students to analyze, evaluate, and articulate their thoughts. Speech acts that stimulate critical thinking are employed to pose questions, such as interrogative expressions. Pupils gain knowledge about information analysis, assessing other viewpoints, and producing well-reasoned answers.

*"Open-ended questions go beyond rote learning. They stimulate critical thinking and invite students to express their perspectives."*

There are different types of speech acts that develop critical thinking among students i.e. asking questions, challenging assumptions, expressing doubt, analyzing arguments, comparing and contrasting, problem solving discussions and encouraging multiple perspectives. These kinds of speech acts aim to foster an environment where students actively interact with the material, challenge assumptions, and develop critical thinking abilities. Through these exchanges, students develop their critical thinking skills, decision-making abilities, and ability to approach learning with a more deliberate and perceptive mindset.

##### **4.3.4.1.2 Encouraging Group Collaboration**

Speech acts that encourage group collaboration, such as requests and suggestions, were highlighted. Educators observed that these speech acts promote teamwork and collective problem-solving.

*"Requests and suggestions create a collaborative atmosphere. Students work together, share ideas, and contribute to a shared learning experience."*

#### **4.3.4.2 Insights into Why Certain Speech Acts Are Considered Impactful**

Educators provided insights into why certain speech acts are considered

particularly impactful. Common themes included:

#### **4.3.4.2.1 Fostering a Positive Learning Environment**

Speech acts that contribute to a positive and inclusive learning environment were deemed impactful. Welcoming expressions and affirmations were highlighted for their role in creating a supportive atmosphere.

*"Welcoming expressions set a positive tone. Affirming students' contributions creates an inclusive and encouraging learning environment."*

#### **4.3.4.2.2 Building Communication Skills**

Speech acts that directly contribute to building students' communication skills were emphasized. Educators noted that speech acts involving assertions and descriptive language enhance students' ability to express themselves clearly.

*"Speech acts involving assertions and descriptive language are instrumental in building communication skills. Students learn to articulate their thoughts effectively."*

**Q5. From your perspective, how do different speech acts influence the dynamics within the classroom?**

Teachers have different perspectives in this regard.

### **4.3.5 Perceptions of Speech Act Effectiveness**

#### **4.3.5.1 Perspectives on Why Speech Acts Are Perceived as Effective**

Educators shared perspectives on why speech acts are perceived as effective for enhancing communicative competence. Common themes included:

##### **4.3.5.1.1 Facilitating Student Expression**

Speech acts were seen as facilitators of student expression. Educators noted that well-chosen speech acts provide students with the tools to express themselves confidently.

*"Effective speech acts serve as tools for students to express themselves. They create a communicative space where students feel heard and understood."*

##### **4.3.5.2 Examination of the Perceived Outcomes and Benefits**

Educators examined the perceived outcomes and benefits of utilizing speech acts in the classroom. Common outcomes highlighted included:

#### 4.3.5.2.1 Enhanced Student Engagement

Effective use of speech acts was associated with enhanced student engagement. Educators observed that interactive speech acts capture students' attention and encourage active participation.

*"Interactive speech acts keep students engaged. They become active participants in the learning process, contributing to a vibrant classroom."*

In short, teachers provided valuable insights into improvements and suggestions for speech act usage, recommendations for enhancing the learning experience, specific effective speech acts, and perceptions of speech act effectiveness. These findings contribute to a comprehensive understanding of the role of speech acts in classroom communication at the intermediate level in Pakistan.

**Q6. Could you recall specific situations where the choice of a particular speech acts significantly influences the classroom environment?**

#### 4.3.6 Specific situations

The speech acts that are used in the classroom have a big impact on the learning environment. According to the responses of teachers, the choice of speech acts is important in the following situations:

Certainly, there have been instances where employing assertive speech acts helped maintain discipline, and instances where using expressive speech acts lightened the mood during challenging lessons, creating a more relaxed atmosphere.

During group projects, using collaborative speech acts ensures effective communication among team members. This influences the classroom environment by promoting teamwork, communication skills, and a shared sense of accomplishment.

During collaborative projects, using inclusive speech acts promotes a sense of belonging among students. It significantly influences the classroom environment by fostering collaboration, communication, and a positive group dynamic.

Furthermore, during debates or discussions, using inclusive speech acts encourages diverse viewpoints and promotes a respectful exchange of ideas. This significantly influences the classroom environment by creating a space where students feel heard and valued. While doing project-based assignments, using inclusive speech acts was pivotal. It encouraged students to actively collaborate, share ideas, and build

on each other's contributions. This significantly influenced the classroom environment by promoting a positive group dynamic and fostering a culture of collective learning.

#### **4.3.6.1 Building a Happy Environment in the Classroom**

Speech Act: A teacher says,

*"Wonderful work! Following a student's presentation of a thoroughly researched project. Your research is extensive, and your presenting abilities are outstanding."*

The classroom atmosphere is made more encouraging and supportive by the teacher's positive speaking act. Recognizing and applauding the student's work creates a good environment that increases the student's self-esteem and drive.

#### **4.3.6.2 Motivation and Positive Confirmation**

Speech Acts: Congratulating, motivating, recognizing work done.

Teachers can create a more upbeat and encouraging learning environment in the classroom by using positive speech acts to recognize students' efforts, celebrate accomplishments, or offer helpful criticism. Pupils are more enthusiastic and involved in their education.

Establishing Guidelines and Expectations

Speech Acts: Making announcements, setting guidelines, and describing requirements.

Using declarative speech acts to clearly express expectations and regulations contributes to the development of a structured and well-organized learning environment. Because they are aware of the rules and boundaries, students help to maintain order in the classroom.

#### **4.3.6.3 Giving constructive criticism**

Examining homework submitted by students.

Speech Act: Making comments and constructive criticism available.

Fosters student development instils a culture of excellence and upholds a positive environment.

#### 4.3.6.4 Leading Conversations

Contentious topic debates in the classroom.

Speech Act: Promoting courteous and candid conversation.

Develops communication skills, encourages critical thinking, and advances a school climate that honors a range of viewpoints.

#### 4.3.6.5 Encouraging open discussion

Speech Act: Posing Unrestricted Questions

The teacher asks, "*How do you interpret the character's motivations in this story?*"

during a literature lesson.

The Impact of the Teacher: Students are encouraged to share their ideas and perspectives when teachers use open-ended questions. By encouraging critical thinking, involvement, and the exchange of differing viewpoints, this speech act fosters an atmosphere that is favorable to candid conversation.

Speech acts have a significant impact on the classroom the environment, the development of close relationships between students, and the participation and behaviour of the latter in each of these situations. Establishing a welcoming and conducive learning environment requires effective communication.

**Q7. Do you believe whether there are specific cultural or contextual factors that play a role in shaping the use of speech acts in English classrooms in Pakistan?**

There are different cultural or contextual factors that play a role in shaping the use of speech acts in Pakistan.

Cultural factors are crucial considerations. In Pakistan, maintaining a respectful and formal tone is essential. Adapting speech acts to align with cultural expectations ensures effective communication and fosters a classroom environment that respects cultural nuances.

#### 4.3.7 Cultural or Contextual factors

The usage of speech acts in English classes in Pakistan is greatly influenced by certain cultural and environmental elements. Cultural standards, societal values, and

educational procedures all have a significant impact on language use, and they alter depending on the location and situation. Here are some things to think about:

#### **4.3.7.1 Cultural Courtesies and Respect**

In Pakistani society, courteousness and deference are highly valued, particularly when it comes to higher authorities like educators.

Effect on Speech Acts: In classroom interactions, teachers and students may employ more respectful language and deferential emotions. Honorifics and other markers of politeness may be used frequently.

#### **4.3.7.2 Authority and Hierarchy**

In Pakistani society, respect for authoritative personalities and hierarchical systems is a commonplace.

Influence on Speech Acts: Students may address professors in a formal manner, and there may be a cultural tendency for indirect communication as a sign of respect. In response, educators might utilize authoritative speech acts to communicate information and keep things under control.

#### **4.3.7.3 Collectivist Culture**

Pakistani culture is generally characterized as collectivist, emphasizing harmony within the group and social cohesion.

Impact on Speech Acts: It would be preferable to employ inclusive and cooperative language in educational settings. Speech acts that encourage group discussions and consensus-building might be more common than those that are assertive or individualistic.

#### **4.3.7.4 Language Proficiency Levels**

Since English is widely taught as a second language in Pakistan, students may have differing proficiency levels in the language.

Effect on Speech Acts: Due to students' varying proficiency levels, teachers may need to adapt their speech acts, and pupils may use more restrained and straightforward language. Directions that are clear and simple could be highlighted.

#### **4.3.7.5 Local Cultural Influences**

Pakistan boasts a great deal of linguistic and cultural diversity, with many

regions having distinct communication methods and linguistic influences.

Effect on Speech acts: The way that English is utilized in the classroom may vary depending on regional languages and cultural customs. It may be necessary for teachers to adapt their lessons to local cultural norms and linguistic variances.

It is essential to comprehend these contextual and cultural elements for efficient classroom communication. It may be necessary for both teachers and students to navigate linguistic and cultural nuances in order to make sure that speech acts are appropriate for the particular educational context in Pakistan.

#### **Q8. If so, how do these factors influence classroom communication?**

#### **4.3.8 Factors influence classroom communication**

Pakistan's cultural and contextual elements can have a big impact on classroom communication. It takes a thorough analysis of many different aspects to fully comprehend how cultural and contextual factors interact to shape classroom communication in Pakistan. A variety of factors, such as instructional techniques, cultural norms, language dynamics, and technological integration, combine to form the distinctive communication fabric found in English classrooms at intermediate level. This comprehensive analysis of the ways in which these variables impact classroom communication offers a more nuanced perspective of Pakistan's educational environment.

Cultural factors influence language choice, formality levels, and communication styles. Being aware of these factors allows us to tailor speech acts to the cultural context, ensuring that communication is not only effective but also culturally sensitive. This contributes to a positive and inclusive learning environment. Some of the main points are discussed below:

##### **4.3.8.1 Styles of Communication**

Communication patterns are frequently shaped by cultural conventions. When communicating with teachers in Pakistan, where deference to authority is valued, pupils may speak in a more formal and courteous manner. Indirect and subtle communication that emphasizes civility and humility is possible.

Pakistan offers a vast range of languages and dialects, reflecting the country's linguistic diversity. Although many schools use English as their primary language of

teaching, students frequently study it as a second language in addition to regional tongues like Sindhi, Urdu, and Punjabi. This linguistic diversity has a big impact on classroom communication techniques.

In bilingual or multilingual environments like Pakistan, code-switching the alternation between two or more languages within a single discourse is a common occurrence. As an educational technique, code-switching allows teachers to effortlessly blend English with native tongues to improve comprehension and close language gaps.

#### **4.3.8.2 Authority and Hierarchy**

Pakistani society is hierarchical, and this is mirrored in the classroom. Students may speak in a respectful manner toward teachers, who are generally treated with respect. The dynamic between a teacher and student is frequently formal, with distinct power differentials affecting communication style and tone.

#### **4.3.8.3 Collectivist Orientation**

Social cohesion and group harmony are valued highly in Pakistani collectivist culture. This could result in collaborative communication approaches in the classroom that prioritize student support, consensus-building, and group discussions.

#### **4.3.8.4 Levels of Language Proficiency**

Since English is frequently used as a second language in Pakistan, communication may be impacted by students' differing levels of ability. In order to maintain intelligibility and accommodate pupils with varying language ability, teachers might need to modify their speech acts. Simplified language is an option for students to express themselves.

#### **4.3.8.5 Formality vs. Informality**

Pakistani society values formality, particularly in educational contexts. The degree of formality might, however, differ. For instance, expectations about communication formality may differ in urban and rural contexts. Instructors need to be aware of these differences. Pakistani culture has a strong tradition of formal communication, which reflects social norms and expectations. Teachers navigate around this formality to create structure and authority in the classroom.

#### **4.3.8.6 Religious and Cultural sensitivity**

It is essential to comprehend these factors to communicate effectively in the classroom. By adjusting their teaching strategies to students' preferred communication styles, being culturally aware, and encouraging constructive debate that is in line with Pakistani culture, educators can foster a more welcoming and encouraging learning environment. Pakistan's diverse religious landscape demands that educators communicate with cultural and religious sensitivity. To prevent unexpected offense, speech acts should demonstrate an understanding of various cultural and religious norms.

Communication techniques consider cultural and religious factors. When speaking, teachers take care to avoid saying anything that could be interpreted as disrespectful to cultural customs or religious beliefs.

#### **4.3.8.7 Educational system and Pedagogy**

Pedagogical approaches and preferences are influenced by the educational system in Pakistan, which has been formed by historical, cultural, and societal considerations. To improve efficacy, educators match these tactics with their communication strategies.

Different classrooms may use different pedagogical strategies; some may prioritize memorization, while others may favor more interactive and participative techniques. Speech acts are designed to be in line with the most popular teaching strategies, making communication engaging for teachers and students alike.

In conclusion, there are many different and dynamic ways that cultural and contextual factors affect classroom communication in Pakistan. Teachers who successfully negotiate this complex environment with cultural awareness and flexibility foster a more diverse, interesting, and productive learning environment. Within the distinct cultural setting of Pakistani classrooms, educators cultivate healthy relationships and enable meaningful communication by coordinating speech acts with cultural norms, linguistic diversity, and educational expectations. This sophisticated approach not only improves the educational experience but also advances the more general objective of producing learners who are internationally aware and culturally competent.

**Q9. Are there any improvements you would suggest in the way speech acts are used in classroom interactions to enhance the learning experience for students?**

#### **4.3.9 Improvements to enhance the learning experience**

Undoubtedly, improving the way speech acts are used in classroom interactions can help students have more successful and positive learning experiences. The following are some ideas for enhancements:

##### **4.3.9.1 Encourage Honest Communication**

Promote an environment in the classroom where students feel free to voice their opinions and pose questions, and where open communication is valued. Benefits include creating a welcoming atmosphere, encouraging participation, and assisting in dispelling myths.

##### **4.3.9.2 Make Use of Positive Reinforcement**

Incorporate affirmative speech acts to acknowledge pupils' accomplishments and efforts, such as encouragement and praise. Encourages pupils to participate actively, provides a good learning environment, and increases their self-confidence.

##### **4.3.9.3 Provide Clearly Definable Instructions**

When providing directions, assignments, or clarifications, make use of succinct and unambiguous speech acts. Benefits include lowering confusion, making ensuring pupils know what is expected of them, and promoting efficient learning.

##### **4.3.9.4 Adjust for Variations in Learning Styles**

To suit varying learning methods and preferences, use a range of speech acts. Benefits include increased engagement, a wider spectrum of pupils being appealed to, and improved conceptual understanding.

##### **4.3.9.5 Promote Interactive Conversations**

Encourage speech behaviors that encourage group connections and cooperative conversations. Benefits include fostering peer-to-peer learning, improving critical thinking abilities, and fostering an inclusive learning environment.

##### **4.3.9.6 Develop a Growth Mindset**

Include speech acts that stress the value of hard work, tenacity, and learning

from mistakes. Benefits promote a growth mentality in pupils, where obstacles are viewed as chances for development.

#### **4.3.9.7 Give constructive feedback**

Make use of speech acts that provide constructive feedback, emphasizing areas for development as opposed to only mistakes. Benefits encourage a good attitude toward feedback, supports student development, and aids in ongoing progress.

#### **4.3.9.8 Be Culturally Sensitive**

Recognize cultural quirks and modify speech patterns to suit various cultural contexts Benefits foster a more welcoming learning atmosphere where students from various backgrounds are appreciated and understood. Students with different backgrounds experience empathy and worth.

#### **4.3.9.9 Model Effective Communication**

Through your speech acts, model effective communication by exhibiting attentive listening and polite engagement. Benefits provide a good model for kids to follow, encouraging great communication techniques that they can adopt.

#### **4.3.9.10 Provide Opportunities for Student Reflection**

Make use of speech acts to inspire students to consider their successes, struggles, and learning experiences. Promotes metacognition, which aids in students' comprehension of their own learning procedures on a deeper level. Teachers can maximize speech acts to give pupils a more stimulating, encouraging, and productive learning environment by putting these ideas into practice.

**Q10. Could you elaborate specific speech acts that you find particularly effective in fostering students' communication in classrooms?**

#### **4.3.10 Fostering communication in classroom**

In the classroom, speech acts that promote student involvement, teamwork, and good interactions are essential to effective communication. The following speech acts in particular help promote communication in the classroom:

##### **4.3.10.1 Asking open-ended Questions**

Inspires meaningful answers and stimulates dialogue.

For example: "What do you think about the story's central theme? Could

you cite instances to back up your interpretation?

#### **4.3.10.2 Active Listening Reactions**

Exhibits awareness of others' contributions and shows attentiveness.

For example: "I value your viewpoint. Could you elaborate on your experience?"

#### **4.3.10.3 Affirmative Speech acts**

The goal of affirmative speech acts is to encourage good deeds and contributions.

For example: "Great idea!" and "I agree with what you said about the experiment results."

#### **4.3.10.4 Speech Acts for Clarification**

Asks questions when information is unclear.

For example: "Could you elaborate on that point?" or "I may not have understood what you said. Would you kindly repeat it?"

#### **4.3.10.5 Collaborative speech acts**

It is to promote cooperation and group problem-solving.

For example: "Let's work together to solve this math problem" as well as "How can we improve our group project?"

#### **4.3.10.6 Expressing Interest**

It Shows a sincere curiosity about the thoughts and experiences of others.

For example: "I'd like to know what each of you has to say on the subject. First, who wants to share?"

#### **4.3.10.7 Expanding on Concepts**

Encourages the growth of contributions and ideas.

For example: "That's a fascinating point. "How can we build on what John just suggested?" or "I'd like to add that."

#### **4.3.10.8 Recognizing Contributions**

Acknowledges and values other people's opinions.

For example: "Thank you for sharing that insight" as well as "I appreciate the effort you put into the group project."

#### **4.3.10.9 Encouraging Speech Acts**

Provide support to reluctant speakers or people who hold different views.

For example: "Your viewpoint is important. Kindly feel free to express your ideas" or "Differing viewpoints are acceptable." Let's have an honest conversation about them."

#### **4.3.10.10 Reflective speech acts**

The goal of reflective speech acts is to get pupils thinking back on their education.

As an illustration: "*Consider what you learned today for a moment. What effect did it have on your comprehension of the subject?*"

These speech acts are intended to promote effective communication, student participation, and teamwork in a good and welcoming classroom setting. These speech actions are useful tools that educators can use to foster an environment of mutual respect, open communication, and shared learning in the classroom.

### **Q11. Why do you think speech acts are effective for enhancing communicative competence?**

Speech acts go beyond language proficiency. They require students to apply language in real-world contexts, enhancing their communicative competence. Engaging with different speech acts helps students develop practical communication skills essential for effective interaction in diverse situations.

Speech acts challenge students to go beyond language proficiency by requiring them to understand and use language in context. This holistic approach to communication enhances not only linguistic competence but also the ability to express oneself effectively in various situations.

#### **4.3.11 Communicative competence**

Speech acts are important for improving communicative skills for several reasons. According to the responses of the teachers speech acts are effective for enhancing communicative competence of the students in the following ways:

#### **4.3.11.1 Expressing intention**

Speech acts give speakers a means to express their objectives clearly, be it to make a request, deliver information, express feelings, or ask for clarification. By making the objective clear, the listener is more likely to comprehend the communication's goal and misconceptions are less likely to occur.

#### **4.3.11.2 Social Role and Function**

Speech acts are essential to language's social function. They allow people to carry out a variety of communicative tasks, like extending gratitude, apologizing, making commitments, and giving commands. Gaining proficiency in various speech acts enhances a person's total communicative competence by providing them with the language skills required for productive social interaction.

#### **4.3.11.3 Contextual Appropriateness**

The appropriateness of speech actions in a particular scenario or cultural milieu is often critical to their success. By ensuring that language use is consistent with social and cultural norms, a grasp of the appropriate times and methods for using speech acts improves communicative competence.

#### **4.3.11.4 Pragmatic competence**

The role of speech acts is fundamental to pragmatic competence, which is the ability to use language effectively in a variety of social circumstances. By considering the pragmatic elements of language use, such as courtesy, indirectness, and the capacity to handle social nuances, proficiency in speech actions leads to effective communication.

#### **4.3.11.5 Meaning Negotiation**

Speech acts play a crucial role in enabling speakers and listeners to negotiate meaning. They make it possible for ideas, plans, and information to be shared. The ability to use speech acts effectively helps people to successfully navigate discussions by appropriately conveying and understanding their intended meaning.

#### **4.3.11.6 Creating a rapport**

Certain speech acts, including expressing appreciation, giving compliments, or speaking in a helpful manner, help to establish rapport and foster healthy connections

between people. Being proficient in these speech actions improves communication and promotes a cooperative and upbeat atmosphere.

#### **4.3.11.7 Communication Adaptability**

Proficiency in speech acts enables people to modify their communication style according to the needs of the moment or the preferences of their audience. The capacity to select and use suitable speech acts with flexibility in a variety of situations is a sign of communicative competence.

#### **4.3.11.8 Navigating Cultural Differences**

Effective cross-cultural communication requires an understanding of cultural variances in speech acts. The ability to negotiate cultural differences in speech actions guarantees proper, courteous communication free from inadvertent cultural misunderstandings.

In summary, speech acts offer a formal framework for expressing intentions, navigating social interactions, negotiating meaning, and customizing communication to various settings and cultural norms, which makes them helpful for improving communicative competence. Gaining proficiency in speech acts is essential to communicating effectively in situations involving both native and foreign languages.

**Q12. Have you noticed any recurring patterns in the choice of speech acts in different situations?**

#### **4.3.12 Recurring Patterns**

There are some recurring patterns and themes in the challenges and considerations related to the use of speech acts in educational settings.

The selection of speech acts is undoubtedly impacted by a wide range of contextual, cultural, and situational factors rather than being random. Recurring trends in the speech act selection are revealed by situational analysis. These patterns provide information on the mechanics of successful communication in various contexts. Teachers shared insights into the observation of recurring patterns in the choice of speech acts in different situations within the classroom. Common patterns identified included:

#### **4.3.12.1 Context-Dependent Patterns**

Educators noted that certain speech acts recur in specific contexts, such as during group discussions or when addressing challenging topics. The choice of speech acts was often observed to be influenced by the nature of the classroom interaction.

"In group discussions, I've noticed a pattern of using more collaborative speech acts. It seems context plays a significant role in shaping the choice of speech acts."

#### **4.3.12.2 Teacher-Initiated Patterns**

Observations revealed that teachers often set the tone for speech act patterns within the classroom. The recurring use of specific speech acts by teachers influenced students' familiarity with those acts and, consequently, their own utilization.

*"Teachers set the tone. If a teacher frequently uses certain speech acts, students pick up on that pattern, and it becomes a norm in the classroom."*

#### **4.3.12.3 Social Context Patterns**

The type of relationship between the people frequently influences the speech acts that are chosen in social interactions. For example, speech acts in a formal corporate setting tend to be more authoritative and professional, reflecting directives, requests, and informative statements. On the other hand, speech acts in informal social contexts, such get-togethers, might contain affirmations, praises, and light comments to promote unity.

In social settings, speech acts tend to adjust according to the degree of formality and familiarity between people. This flexibility guarantees that the exchange of ideas aligns with the social dynamics of the given context.

#### **4.3.12.4 Educational setting Patterns**

Pedagogical objectives serve as a guide for selecting speech acts in classrooms or other educational settings. Teachers frequently use speech acts to transmit information, direct learning, and evaluate understanding. Examples of these speech acts include orders, explanations, and inquiries. Students are motivated by encouragement and positive feedback; if misunderstandings arise, apologies or clarifications may be used.

The deliberate use of speech acts to support learning is a recurrent theme in

educational contexts. While encouraging speech acts increase student enthusiasm and involvement, clear directives and informative words motivate instruction.

#### **4.3.12.5 Online communication Patterns**

The use of online communication in the digital age has brought about new trends in speech act selection. Professional emails frequently contain inquiries, directives, and useful statements. Online discussions frequently involve agreement or disagreement expressions, and written communication can benefit from the emotional undertones provided by emoticons and emoji's.

Online communication is characterized by a recurrent pattern of traditional speaking acts combined with digital elements. Emoji's and emoticons act as nonverbal indicators that improve written communication's capacity for emotional expression.

#### **4.3.12.6 Cross-cultural communication Patterns**

Cultural sensitivity affects the speech acts that are chosen in cross-cultural communication. It's important to practice politeness techniques like using the proper honorifics and avoiding direct confrontations. Speech acts can be modified to conform to expectations and cultural standards.

In cross-cultural communication, a recurrent pattern is the deliberate attempt to negotiate cultural differences through well-chosen speech acts. This design is characterized by its adaptability and respect for various communication methods.

In conclusion, recurrent patterns in the speech act selection across a range of contexts demonstrate the flexible and pragmatic nature of communication. According to teachers response, these patterns show how people go through many contexts in subtle ways, choosing speech acts that fit the objectives, expectations, and social norms of each circumstance. Proficient communicators exhibit a deep comprehension of these patterns, utilizing speech acts to accomplish their expressive goals in many contexts.

**Q13. What do these communicative patterns reflected in the students' language show?**

#### **4.3.13 Patterns of speech acts**

Various linguistic, cognitive, social, and cultural aspects can be linked to the patterns in the efficiency of speech acts for improving communicative competence. The following are important variables that explain these patterns:

#### **4.3.13.1 Structure and Function of Linguistics**

Speech acts are essential to the composition and operation of language. Certain speaking acts, such as asking for something, apologizing, providing information, etc., have a special purpose in communication. Having a strong understanding of the language used in speech acts gives people the ability to communicate in a variety of contexts and with clarity.

#### **4.3.13.2 Ability to work pragmatically**

The capacity to utilize language effectively in a variety of social settings is known as pragmatic competence. A key component of pragmatic competency is speech acts, which represent social norms and cultural standards. People who learn speech acts and gain pragmatic competence are able to negotiate social encounters with grace and tact, taking other pragmatic factors like indirectness into account.

#### **4.3.13.3 Cognitive Development**

People with maturing brains can comprehend and perform increasingly sophisticated speech acts. Their capacity to successfully communicate their intentions, recognize social cues, and determine contextual appropriateness are all influenced by their cognitive development. Improving one's ability to use speech acts and modify communication to fit various social and cognitive circumstances is a result of cognitive growth.

#### **4.3.13.4 Cultural Learning**

An explanation of how speech act usage patterns are frequently picked up by socialization within a particular cultural setting. People learn acceptable speech acts from listening to and observing other people in their cultural context. People's communication behaviors are shaped by their cultural learning, which affects how they choose to speak depending on social conventions, expectations, and cultural practices.

#### **4.3.13.5 Social interaction skills**

Communication patterns shed important light on the nature of social interactions. Building rapport, paying attention, and demonstrating empathy are all important components of healthy social relationships. These patterns demonstrate how well students may interact with teachers and peers in a way that promotes a cooperative and encouraging learning environment. Effective interpersonal relationships can be

built in the classroom and beyond with the help of social interaction skills.

#### **4.3.13.6 Flexibility and Adaptability**

Proficiency in speech actions necessitates the capacity to modify communication approaches according to the demands of a given circumstance, the nature of the connection, and cultural factors. People who employ speech acts with flexibility and adaptability can successfully negotiate a variety of communication circumstances.

#### **4.3.13.7 Cultural Sensitivity**

People must be attentive to cultural variances in speech acts and cognizant of the disparities in communication patterns among other civilizations. By cultivating cultural sensitivity, one can reduce the possibility of cultural misunderstandings by ensuring that communication is suitable and courteous.

In summary, intricate connections between linguistic, cognitive, social, and cultural elements lead to patterns in the effectiveness of speech acts for improving communicative competence. People who are proficient in speech acts become skilled communicators who can efficiently navigate social situations, express intentions clearly, and build strong connections in a variety of cultural contexts. A thorough grasp of student's language proficiency, thought processes, and sociolinguistic awareness can be gained from the communicative patterns in their language use, which provide a wealth of information. Teachers can gain useful insights regarding students' linguistic development and the various elements influencing their communication from these patterns, which have been found in a variety of circumstances. Through the examination of these patterns, teachers can modify their methods of instruction in order to improve their students' communication proficiency, encourage constructive social interactions, and establish a classroom atmosphere that supports the development of both academic and interpersonal skills. Students' language competency, motivation, flexibility, and cognitive engagement are all reflected in the complex way that language interacts with different situations, which helps to provide a comprehensive evaluation of their communicative skills.

**Q14. What speech acts do you think, do your students usually use in the classroom?**

#### **4.3.14 Speech Acts used by students**

Teachers highlight the speech acts that are usually used in the classroom:

##### **4.3.14.1 Student Utilization of Speech Acts**

In a variety of educational contexts, students use speech acts as a vital component of their communication. Speech acts are essential for asking questions, communicating with teachers and peers, expressing ideas, and taking part in class activities.

##### **4.3.14.2 Preference for Affirmative Acts**

Educators noted a recurring pattern of students using affirmative speech acts, such as affirmations and agreements. Students tended to employ these acts to express support for peers' ideas.

*"Students often use affirmations like 'yes' or 'I agree.' It creates a positive atmosphere where they feel comfortable expressing support for each other."*

##### **4.3.14.3 Limited Use of Directives**

Observations revealed a less frequent use of directive speech acts by students. While teachers often used commands or requests, students tended to engage more in collaborative speech acts.

*"Directives from students are not as common. They seem to prefer collaborative approaches when interacting with each other."*

##### **4.3.14.4 Responses and Answers**

Offering responses or answers demonstrates pupils' comprehension of the subject matter and is an important speech act. These answers may come in the form of participating in class discussions, suggesting solutions to issues, or sharing thoughts. Phrases such as "The answer to question two is..." or "I believe the solution is..." not only show understanding but also the capacity for clear and concise idea expression.

##### **4.3.14.5 Complexity of Performatives**

Observations indicated that students might find performatives, which explicitly perform an action through speech, challenging to decode. The complexity of

understanding the explicit nature of performatives was identified as a potential hurdle.

*"Performatives can be tricky. Understanding that words themselves can perform actions might be a bit complex for students."*

#### **4.3.14.6 Expressing agreement and disagreement**

Students frequently communicate their agreement or disagreement with teachers, class fellows, or both during class discussions. This speaking act encourages teamwork in a setting that values differences in viewpoints. Phrases such as "I respectfully disagree because..." or "I agree with Maria because..." demonstrate pupils' capacity for critical thought and courteous opinion expression.

#### **4.3.14.7 Giving and receiving feedback**

Feedback is a crucial component of education, and students actively participate in speech acts that are connected to giving and receiving it. Speech acts that show appreciation for constructive criticism or acknowledge the success of a classmate's presentation foster a climate of mutual support and ongoing progress.

#### **4.3.14.8 Seeking permissions**

Communicating in a way that entails asking for permission is a common part of navigating the classroom. Students utilize statements like "Can I go to the bathroom?" or "Is it okay if I use the markers?" when they want to ask to use specific materials, ask to leave the classroom for a short while, or participate in specific activities. These verbal exchanges reveal a respect for the classroom and a knowledge of college rules.

Teachers are essential in forming and encouraging these speech acts. Teachers can encourage students to speak up, ask questions, and participate in productive discussion by fostering a welcoming and inclusive classroom environment. In addition to improving the educational experience, encouraging students to participate in a variety of speech acts gives them vital communication skills that they can use in their future academic and professional efforts. These findings contribute to a nuanced understanding of speech act dynamics in the intermediate-level English classroom in Pakistan.

## **Q15. Do your students find it challenging to decode any speech acts?**

### **4.3.15 Challenging to decode speech acts**

Speech act decoding can be difficult for some people, particularly when dealing with indirect or nuanced expressions, cultural quirks, or complicated social circumstances. Typical difficulties include the following:

#### **4.3.15.1 Indirect Communication**

It might be difficult to interpret speech acts like suggestions or implicit requests, particularly when the language is not clear.

#### **4.3.15.2 Cultural Differences**

Misunderstandings might result from differences in speech acts between cultures. The standards of what constitutes appropriate behavior can vary among cultures.

#### **4.3.15.3 Environmental Dependency**

How speech acts are understood frequently relies on the environment in which they take place. Decoding might be more challenging when there is uncertainty or lack of context.

#### **4.3.15.4 Sarcasm and Humor**

Because they depend on tone, context, and common cultural references, it can be difficult to discern sarcasm, irony, or humor in speech actions.

#### **4.3.15.5 Politeness techniques**

People use different politeness techniques according to cultural standards, therefore it might be difficult to understand the subtleties of politeness, such as veiled requests or refusals.

#### **4.3.15.6 Pragmatic Competence**

People with varying degrees of linguistic proficiency may have trouble with pragmatic competence, which affects how well they can interpret speech acts.

Language learners and communicators can benefit from exposure to a variety of linguistic contexts, cultural sensitivity training, and clear instruction on speech act pragmatics to overcome these issues. Over time, practicing language skills, having real-

world discussions, and getting feedback can all help with better speech act decoding.

**Q16. Based on your experience, how do students typically respond to different speech acts used in the classroom setting?**

#### **4.3.16 Speech acts used in the classroom settings**

Based on broad observations of how students might generally react to certain speech actions in a classroom context, teachers can offer the following insights:

##### **4.3.16.1 Positive reinforcement**

Giving compliments or encouraging remarks is an example of positive reinforcement in speech.

**Student Reaction:** When students receive praise, they frequently react favorably, feeling inspired, uplifted, and validated in their efforts. This may lead to better participation and a supportive learning environment in the classroom.

##### **4.3.16.2 Giving constructive feedback**

Commenting on homework or student performance.

**Student Reaction:** Depending on the type of feedback, students may respond in various ways. Feedback that is both constructive and positive is usually well-received and can inspire pupils to get better. Critical criticism, however, can inspire a range of reactions, from immediate disappointment to a readiness to take the criticism to heart.

##### **4.3.16.3 Requesting clarification**

Speech Act Illustration looking for further information on a notion or guideline.

**Student Reaction:** In general, students value the chance to ask questions and may follow up with inquiries or expressions of gratitude when they receive an explanation. This speaking act creates an atmosphere in the classroom where kids are at ease asking questions and seeking clarification.

##### **4.3.16.3.1 Demonstrating Empathy**

Recognizing obstacles or problems that pupils might be encountering.

**Student Reaction:** When students show empathy, they frequently react favorably. Having a sense of belonging and being understood and supported can have

a beneficial effect on the dynamics in the classroom.

#### **4.3.16.3.2 Having Expectations in Mind**

A clear statement of expectations for behavior or assignments is an example of a speech act.

**Student Reaction:** When expectations are clear, pupils can better grasp what is expected of them. Improved expectation adherence, less confusion, and a better-organized learning environment are possible responses.

#### **4.3.16.3.3 Facilitating Discussions**

Encouraging group discussions or debates is an example of facilitating discourse.

**Student Response:** Students' responses can differ; some actively participate in class discussions, express their viewpoints, and work together with their peers. Even though they would rather play a more subdued role, others can gain from seeing and hearing different points of view.

The ways in which students react to various speech acts in the classroom are varied and complex. These reactions are significantly shaped by the classroom environment, the connections between teachers and students, and the personalities of the individuals. A dynamic and collaborative learning environment is enhanced by promoting an open and honest dialogue, normalizing feelings of uncertainty or bewilderment, and encouraging a pleasant and inclusive environment. Teachers play a critical role in fostering a classroom environment where communication is encouraged, varied perspectives are acknowledged, and learning is a collaborative effort by engaging with students' speech actions in a thoughtful and responsive manner.

It is important to remember that every student will react differently depending on a variety of characteristics, including personality, confidence, cultural background, and past experiences. In order to promote effective communication in the classroom, it is important to acknowledge and take into account the range of responses to various speech acts.

## **Q17. How do their responses impact the overall learning environment?**

### **4.3.17 Student Responses and Impact on Learning Environment**

Teachers have highlighted the student responses and impact on learning environment.

#### **4.3.17.1 Insights into Student Responses**

Educators shared insights into how students typically respond to different speech acts within the classroom. Key observations include:

##### **4.3.17.1.1 Positive Affirmations**

Educators noted that students frequently respond positively to affirmative speech acts. When teachers or peers express support or agreement, students tend to reciprocate with affirmations, fostering a positive and collaborative learning environment.

*"Positive affirmations create a supportive atmosphere. When students feel acknowledged, they respond with positivity, enhancing the overall classroom dynamics."*

##### **4.3.17.1.2 Engagement with Directives**

Observations indicated that students actively engage with directive speech acts, such as requests or commands, by responding promptly. This engagement contributes to the smooth flow of classroom activities.

*"Students respond well to clear directives. It keeps the class organized, and their prompt responses contribute to effective communication."*

#### **4.3.17.2 Reflections on the Impact of Student Responses**

Educators reflected on the impact of student responses on the overall learning environment:

##### **4.3.17.2.1 Contribution to Classroom Dynamics**

Educators emphasized that diverse student responses contribute to the richness of classroom dynamics. Varied reactions to different speech acts create a dynamic and inclusive atmosphere within the classroom.

*"Diverse responses add depth to our discussions. It's like a mosaic of*

*perspectives, and that diversity enhances the learning environment."*

#### **4.3.17.2 Impact on Communication Flow**

Observations suggested that student responses play a crucial role in shaping the flow of communication. Active and engaged responses contribute to the smooth exchange of ideas and information.

*"Student responses are like the rhythm of a conversation. They impact the pace and flow of communication, making it more interactive."*

**Q18. Could you share specific instances in your classroom where you felt your communication had successful impact on students understanding?**

#### **4.3.18 Successes and Challenges in Communication**

Teachers share their successful impact on students understanding where teachers and students both have developed competency.

##### **4.3.18.1 Successful Impact on Understanding**

Educators shared specific instances where communication had a successful impact on students' understanding:

###### **4.3.18.1.1 Clarity in Explanation**

Educators highlighted successful communication instances where the use of descriptive speech acts, such as explaining and reporting, led to increased clarity in conveying complex concepts.

*"There have been moments when a well-explained concept using descriptive speech acts resulted in a collective 'aha' moment. Clarity enhances understanding."*

###### **4.3.18.2 Reflection on Challenges**

Educators reflected on challenges faced in classroom experiences related to the use of speech acts:

###### **4.3.18.2.1 Cultural Sensitivity**

Challenges related to cultural differences were acknowledged, emphasizing the need for educators to be mindful of potential misinterpretations based on diverse cultural backgrounds.

*"Navigating cultural sensitivities can be challenging. We need to ensure our*

*speech acts are culturally inclusive to prevent misunderstandings."*

**Q19. Can you share any challenges you faced in your classroom experiences related to the use of speech acts?**

#### **4.3.19 Classroom experiences**

Teachers have shared all the experiences in a friendly manner. They have explained that students have different mindsets, respond differently according to their capabilities. Teachers can share common challenges that educators involved in classroom communication might encounter related to the use of speech acts:

##### **4.3.19.1 Cultural Sensitivity**

Handling cultural variations in speech act comprehension and application can be difficult. It's possible that different cultures have different standards for what constitutes suitable speech behaviors, directness, and civility.

##### **4.3.19.2 Language Proficiency Levels**

Students may find it difficult to understand or employ speech acts correctly depending on their degree of language proficiency. This difficulty may affect students' ability to communicate and understand in the classroom.

##### **4.3.19.3 Different Learning Styles**

To effectively engage all students, instructors must modify their use of speech acts to accommodate varied learning styles. While some children could respond better to written or visual communication, others might prefer more engaging speech acts.

##### **4.3.19.4 Sensitivity to Emotions of Students**

Since kids may react differently emotionally to different speaking acts, it is necessary to use a nuanced approach when expressing empathy or offering constructive comments. It might be difficult to strike a balance between support and helpful criticism.

##### **4.3.19.5 Sustaining Diversity**

It can be difficult to make sure that speech acts support an inclusive learning environment in the classroom. Teachers need to be careful with their words, so they do not unwittingly marginalize or exclude some kids.

#### **4.3.19.6 Getting Used to Classroom Dynamics**

Speech acts' effectiveness might be impacted by group dynamics and student interactions in the classroom. Teachers may need to modify their communication tactics in response to changing dynamics in each classroom.

#### **4.3.19.7 Handling Misunderstandings**

Divergent interpretations or environmental circumstances might lead to misunderstandings. Clear communication and understanding are necessary to address and resolve these misunderstandings.

#### **4.3.19.8 Motivating Students to Participate**

It might be difficult to create a space where all kids feel welcome to participate. Because some kids might be reluctant to speak up, teachers should employ speech actions that support and encourage a variety of voices.

#### **4.3.19.9 Time Restrictions**

Time restraints in a classroom setting that moves quickly may prevent prolonged conversations or in-depth examination of particular speech acts. Teachers have to strike a balance between the demands of tight class timetables and the necessity for thorough communication.

#### **4.3.19.10 Getting Used to Virtual Learning**

The transition to online or virtual learning environments creates new difficulties for effective speech act use. In virtual environments, educators need to create ways to sustain engagement and successful communication even in the absence of non-verbal indicators.

It takes constant introspection, professional growth, and dedication to fostering an inclusive and happy learning environment to address these issues. Speech actions are one of the many effective communication tactics that should change according to the demands and dynamics of the classroom.

**Q20. How do speech acts contribute to effective communication in the English classroom at the intermediate level?**

**4.3.20 Contribution of Speech Acts to Effective Communication**

**4.3.20.1 Role of Speech Acts in Facilitating Understanding**

Educators examined how speech acts contribute to effective communication in English classrooms at the intermediate level:

**4.3.20.1.1 Facilitating Student Expression**

Educators highlighted the role of speech acts in encouraging students to express themselves confidently. Affirmative and supportive speech acts create an environment where students feel empowered to communicate.

*"Speech acts serve as tools for expression. When students feel their contributions are valued, it enhances their willingness to communicate."*

**4.3.20.2 Perceived Impact on Interaction**

Educators explored the perceived role of speech acts in facilitating understanding and interaction:

**4.3.20.2.1 Fostering Interactive Learning**

Educators emphasized that speech acts contribute to interactive learning by fostering engagement and dialogue. Varied speech acts create opportunities for meaningful interaction among students.

*"Speech acts are the building blocks of interaction. They create a conversational landscape where students actively participate in the learning process."*

In summary, educators provided valuable insights into student responses, the impact of responses on the learning environment, successful communication instances, challenges faced, and the overall contributions of speech acts to effective communication in the intermediate-level English classroom in Pakistan.

**4.4 Discussion**

The findings of this pragmatic study on analyzing speech acts in English classrooms at the intermediate level in Pakistan provide a rich tapestry of insights into

the dynamics of communication within educational settings. The discussion is organized around key themes derived from the research, including engagement strategies, examples of speech acts, factors influencing speech act selection, the role of speech acts in effective communication, their influence on classroom dynamics, cultural and contextual factors, suggested improvements, effective speech acts, perceptions of effectiveness, recurring patterns, student utilization of speech acts, student responses and their impact on the learning environment, successes and challenges in communication, and the overall contributions of speech acts to effective communication.

#### **4.4.1 Engagement Strategies in Classroom Communication**

In the realm of education, the intricate tapestry of effective communication between educators and students is woven through a myriad of engagement strategies. Delving into the nuances of these strategies, it becomes evident that educators are adept at employing a diverse range of techniques to foster meaningful interactions within the classroom.

One salient strategy that emerged from the findings is the utilization of positive affirmations. Educators, cognizant of the profound impact of positive reinforcement, deliberately infuse their communication with affirming statements. These affirmations serve as a powerful tool in creating a supportive and nurturing atmosphere within the educational environment. As highlighted in prior research, notably by Smith in 2018, the significance of positive reinforcement in shaping classroom dynamics cannot be overstated. This strategy not only bolsters students' self-esteem but also contributes to a positive and inclusive learning environment where individuals feel valued and motivated.

Furthermore, the findings underscore the importance of clear directives in enhancing engagement. Educators recognize the efficacy of explicit requests and commands in capturing students' attention and maintaining organizational order. The clarity and precision embedded in these directives serve as guiding beacons for students, providing a roadmap for their tasks and responsibilities. This not only streamlines the learning process but also cultivates a sense of structure and discipline within the classroom.

Educators, upon reflection, elucidated on the palpable positive impact of these

engagement strategies. The symbiotic relationship between positive affirmations, clear directives, and overall classroom dynamics was a recurring theme in their narratives. The interplay between these strategies contributes to an environment where communication becomes a dynamic exchange rather than a unidirectional flow.

In essence, positive affirmations and clear directives are not isolated tactics but integral components of a holistic approach to communication in education. They serve as catalysts for fostering a conducive learning environment where students are not only intellectually stimulated but also emotionally supported. The educators' deliberate use of these engagement strategies represents a nuanced understanding of the multifaceted nature of communication in the educational context.

As we navigate the intricacies of educational communication, it becomes apparent that effective engagement strategies are pivotal in shaping the dynamics within the classroom. Positive affirmations and clear directives, as evidenced by the findings, stand as pillars supporting a communicative framework that transcends traditional boundaries, fostering an environment where learning becomes a collaborative and enriching experience for both educators and students alike.

#### **4.4.2 Examples of Speech Acts**

This comprehensive study delves into the intricate fabric of communication within intermediate-level classrooms, shedding light on the diverse array of speech acts employed by educators. The meticulous examination of specific instances and examples reveals a nuanced tapestry of assertive, directive, commissive, expressive, declarative, interrogative, performative, and acknowledgment speech acts, underscoring the multifaceted nature of instructional discourse.

In the realm of assertive speech acts, educators assertively convey information, providing students with clear and unambiguous statements that serve as foundational building blocks for understanding. These instances of assertiveness not only facilitate comprehension but also establish a sense of authority and expertise within the educational space.

Directive speech acts emerge as a powerful tool in classroom management. Educators deftly issue directives to guide and regulate student behavior, creating an organized and conducive learning environment. The clarity inherent in directive speech acts serves as a compass, directing students towards specific tasks and behavioral

expectations.

Commissive speech acts, on the other hand, illuminate the educator's commitment and dedication to the learning process. By making promises, pledges, or expressing intentions, educators build a sense of trust and reliability, fostering a positive and collaborative atmosphere within the classroom.

Expressive speech acts form a vital component of the educators' communicative repertoire, allowing them to convey emotions, encouragement, and support. These acts of expression contribute to a classroom atmosphere that goes beyond the mere transfer of information, nurturing a space where emotional intelligence and empathy are integral to the learning experience.

Declarative speech acts involve educators making statements that assert or proclaim facts, contributing to the construction of shared knowledge within the classroom. These declarative acts serve as foundational elements in the transmission of information and the building of a collective understanding among students.

Interrogative speech acts, manifested through the art of questioning, become a dynamic tool for educators to stimulate critical thinking and active participation. By posing thought-provoking questions, educators encourage students to engage deeply with the subject matter, fostering a culture of curiosity and inquiry.

Performative speech acts involve the verbal execution of actions, such as giving instructions or stating decisions, which actively shape the learning process. Through performative acts, educators wield their linguistic prowess to bring about tangible changes in the classroom environment.

Acknowledgment speech acts play a crucial role in recognizing and validating student contributions. By expressing appreciation, educators create an inclusive and supportive atmosphere, motivating students to actively participate and share their insights without hesitation.

The richness and complexity of the identified speech acts underscore the multifaceted nature of classroom communication. Educators, by skillfully navigating this diverse array of linguistic tools, can convey information, manage the class, express commitment, offer emotional support, make declarations, ask questions, perform actions verbally, and acknowledge student contributions. This study not only unveils the intricacies of communicative interactions within intermediate-level classrooms but

also emphasizes the indispensable role that varied speech acts play in shaping a vibrant and effective learning environment.

#### **4.4.3 Factors Influencing Speech Act Selection**

In the web of educational communication, educators illuminate the intricacies involved in selecting speech acts, unveiling a decision-making process that is influenced by a myriad of considerations. One prominent factor that emerged from their insights is the imperative of cultural sensitivity. Educators underscored the need to navigate the delicate terrain of cultural differences, recognizing that these nuances play a pivotal role in preventing misunderstandings and fostering effective communication.

The resonance with broader literature on cross-cultural pragmatics, as elucidated by Holmes in 2013, reinforces the gravity of cultural considerations. Educators, cognizant of the impact of culture on communicative norms and expectations, navigate this terrain with a keen awareness of the diverse backgrounds and perspectives present in their classrooms. By doing so, they aim to create an inclusive and respectful environment that acknowledges and accommodates cultural diversity, thereby mitigating the potential for misinterpretation or unintentional offense.

Beyond cultural sensitivity, educators highlighted the importance of contextual factors in shaping their choice of speech acts. The specific context in which communication unfolds, coupled with the nature of the information being conveyed, becomes a critical determinant in the decision-making process. Educators, akin to skilled communicators, adapt their approach based on whether they are imparting factual information, giving directions, expressing emotions, or soliciting input from students.

This nuanced decision-making process underscores the complexity involved in selecting the most appropriate speech act for a given situation. It is not merely a mechanical application of linguistic tools but a thoughtful consideration of the interplay between cultural nuances and the situational context. Educators, in their role as communicators within the educational landscape, become adept at balancing these variables to ensure that their messages are not only accurate and clear but also culturally sensitive and contextually relevant.

The recognition of cultural sensitivity and the contextual nature of

communication speaks to the dynamic and adaptive nature of effective teaching. Educators, by weaving together a tapestry of linguistic considerations, contribute to a learning environment where communication is not only a conveyance of information but a bridge that transcends cultural boundaries and resonates within the specific context of the classroom. As they navigate this intricate landscape, educators embody the art of communication as a skill that extends beyond language proficiency, encompassing cultural awareness and a nuanced understanding of the diverse contexts in which education unfolds.

#### **4.4.4 Speech Acts and Effective Communication**

The examination of the impact of speech acts on classroom communication uncovers their multifaceted and pivotal role in shaping the educational landscape. Speech acts, as revealed through this evaluation, emerge as dynamic tools for expression, playing a central role in fostering a communicative environment where students feel empowered to articulate and share their thoughts.

One key facet of the contribution of speech acts is their role in providing students with the means to express themselves. By employing various speech acts, educators create a space where students not only absorb information but actively engage in the learning process. Expressive speech acts, for instance, enable educators to convey emotions and encouragement, fostering an environment that goes beyond the mere dissemination of knowledge. This empowerment of student expression is crucial in nurturing critical thinking, self-confidence, and a sense of ownership over one's ideas.

Moreover, the evaluation underscores the importance of clarity in communication, achieved through the effective use of descriptive speech acts. When educators employ precise and descriptive language, they enhance the understanding of complex concepts, making learning more accessible to students. The link between clarity in explanation and the successful use of descriptive speech acts is indicative of the instrumental role these linguistic tools play in facilitating comprehension within the classroom.

The findings emphasize the indispensable role of speech acts in facilitating understanding and creating an interactive learning atmosphere. Educators, by skillfully utilizing speech acts, contribute to an environment where communication is not a

unidirectional transfer of information but a dynamic exchange that encourages active participation and engagement. This interactive dimension of communication is essential for a holistic and effective learning experience, where students are not passive recipients but active contributors to the educational discourse.

In summary, the evaluation of speech acts in the classroom context highlights their multifaceted contributions. They serve as tools for expression, empowering students to share their thoughts and ideas. Additionally, the effective use of descriptive speech acts enhances clarity in communication, contributing to successful instances of knowledge transfer. Ultimately, the study underscores the pivotal role of speech acts in creating a communicative environment that fosters understanding, active participation, and a vibrant exchange of ideas within the educational setting.

#### **4.4.5 Influence of Speech Acts on Classroom Dynamics**

Educators' perspectives on the influence of different speech acts on classroom dynamics unveil a profound interconnectedness between language use and the learning environment. The varied responses exhibited by students in reaction to different speech acts contribute to the intricate and dynamic tapestry that characterizes classroom dynamics, creating a mosaic of perspectives within the educational space.

The recognition of diverse student responses to various speech acts adds a layer of complexity to the classroom dynamic. Each speech act becomes a catalyst for a range of reactions, reflecting the unique personalities, backgrounds, and learning styles present among students. Some students may respond more actively to expressive speech acts, while others may thrive in environments where directive speech acts provide clear guidance. This diversity of responses creates a dynamic and inclusive classroom environment where multiple avenues of engagement and participation are recognized and accommodated.

Student engagement with different speech acts is acknowledged as a rhythmic element within the classroom. The ebb and flow of communication, influenced by the choice and reception of speech acts, contribute to the overall pace and rhythm of the learning experience. Educators, attuned to these nuances, become orchestrators of a symphony where speech acts serve as the varied notes and tones, shaping the tempo and cadence of the educational discourse.

The findings underscore the dynamic nature of classroom interactions,

intricately woven by the interplay of speech acts. The choice of speech acts by educators, coupled with the diverse responses from students, creates an ever-evolving and responsive learning environment. This dynamic nature reflects the adaptability of effective teaching, where educators navigate and respond to the unique dynamics of each class, leveraging speech acts as instruments to orchestrate a harmonious and engaging educational experience.

In essence, the study highlights that the use of different speech acts is not a one-size-fits-all approach. Instead, it is a dynamic and nuanced process that takes into account the diverse responses of students, contributing to the richness and vibrancy of classroom dynamics. The recognition of this interconnectedness between language use and the learning environment underscores the pivotal role of speech acts in shaping a dynamic and inclusive educational experience for both educators and students.

#### **4.4.6 Cultural and Contextual Factors**

The in-depth exploration of educators' beliefs concerning the impact of cultural or contextual factors on speech act usage uncovers a nuanced understanding of the necessity for cultural inclusivity within the educational landscape. The findings shed light on educators' heightened awareness of the complexities involved in navigating cultural sensitivities, emphasizing the pivotal role of adapting speech acts to accommodate the diverse cultural backgrounds of students. This recognition of cultural nuances aligns seamlessly with existing research that underscores the profound influence of culture on communicative behaviors, as highlighted by Gudykunst and Kim in 2017.

One of the prominent themes that emerged from the study is the challenge posed by navigating cultural sensitivities. Educators, cognizant of the diverse cultural backgrounds within their English classrooms in Pakistan, express the need to tread carefully in their choice of speech acts. The challenge lies in striking a balance between effective communication and cultural sensitivity, ensuring that linguistic interactions are not only clear and comprehensible but also respectful and inclusive of the varied cultural perspectives present in the learning environment.

The findings resonate with the broader literature on cross-cultural pragmatics, emphasizing the importance of acknowledging and adapting to cultural differences in communication. Gudykunst and Kim's work, in particular, provides a theoretical

framework that aligns with the practical insights gleaned from educators in this study. The acknowledgement of cultural diversity in speech act usage is not merely a theoretical construct but a lived reality for educators who navigate the intricate interplay between language and culture in the specific context of English classrooms in Pakistan.

In essence, the study provides valuable insights into educators' perceptions of how cultural and contextual factors impact communication. It underscores the significance of cultural inclusivity in speech act usage, emphasizing the need for educators to be not only proficient in language instruction but also culturally competent communicators. As educators grapple with the challenges of adapting speech acts to diverse cultural backgrounds, they contribute to the creation of an inclusive and respectful learning environment where students from various cultural contexts feel acknowledged and valued. The study, therefore, serves as a valuable contribution to the ongoing discourse on the intersection of language, culture, and effective communication in educational settings.

#### **4.4.7 Improvements and Suggestions**

Educators, driven by an unwavering commitment to cultivating effective communication and enriching the learning experience, put forth a comprehensive set of insightful recommendations for the improvement of speech act usage in classroom interactions. A primary and foundational suggestion involves the implementation of structured training programs aimed at fostering cultural inclusivity. These programs are envisioned as essential components of professional development, equipping educators with the nuanced knowledge and skills necessary to adeptly navigate the intricate web of cultural sensitivities inherent in diverse educational settings. Through targeted training, educators aspire to cultivate cultural competence, ensuring that their choice of speech acts not only aligns with linguistic appropriateness but also embodies a profound respect for the rich tapestry of diverse cultural backgrounds represented in their classrooms.

Building upon the imperative of cultural inclusivity, educators propose the provision of guidance and resources to address the challenges associated with adapting speech acts to the diverse backgrounds of students. Workshops, comprehensive materials, or practical guidelines are envisioned as instrumental tools to empower

educators with insights into tailoring their communication strategies effectively. This proactive approach aims to provide tangible resources that facilitate the seamless integration of cultural considerations into speech act selection, fostering an inclusive and supportive educational environment.

In the realm of continuous improvement, educators emphasize the importance of creating awareness among teaching professionals regarding the potential impact of speech acts on classroom dynamics. This recommendation is grounded in the belief that an informed understanding of how language choices influence student engagement, participation, and comprehension is fundamental to making judicious decisions about communicative strategies. By cultivating this awareness, educators strive to instill a heightened sense of responsibility and intentionality in their language use, thereby enhancing the overall quality of classroom communication.

Beyond structured training and awareness building, educators advocate for the promotion of reflective practices as a pivotal aspect of refining speech act usage. Encouraging educators to engage in ongoing self-reflection on their communication style, the perceptible impact of speech acts, and receptiveness to student feedback is seen as a cornerstone for continuous improvement. This reflective approach fosters a culture of adaptability, where educators actively seek to refine and evolve their communication strategies based on the ever-evolving dynamics within the classroom.

Finally, educators envision the creation of a supportive professional community as a catalyst for the exchange of experiences and best practices related to speech act usage. Collaborative platforms, such as workshops, discussion forums, or peer mentoring programs, are seen as opportunities for educators to share insights and strategies. This collective endeavor aims to harness the collective wisdom of the teaching community, fostering an environment where innovative approaches to speech act usage can be collaboratively explored and refined.

In essence, these detailed and comprehensive recommendations underscore educators' recognition of the dynamic and evolving nature of language use in educational settings. By advocating for structured training, resource provision, awareness building, reflective practices, and a supportive professional community, educators articulate a holistic vision for refining and optimizing speech act usage in classrooms. In doing so, they strive not only to enhance the effectiveness of

communication but also to create inclusive, culturally sensitive, and engaging learning environments that cater to the diverse needs of their students.

#### **4.4.8 Effective Speech Acts for Communication**

The exploration and detailed elaboration on specific speech acts deemed effective in fostering communication within educational settings offer invaluable practical insights for educators seeking to optimize their instructional strategies. Among the identified speech acts, affirmative speech acts, clear directives, and descriptive speech acts emerged as particularly impactful tools in shaping positive learning environments. Affirmative speech acts, characterized by positive statements and reinforcement, were highlighted for their ability to create a supportive and encouraging atmosphere within the classroom. Clear directives, including explicit requests and commands, were underscored for their efficacy in guiding student behavior and maintaining organizational order. Descriptive speech acts, noted for their clarity in explanation, were recognized as instrumental in enhancing understanding and contributing to successful instances of knowledge transfer.

The resonance of these findings with existing literature is evident, aligning closely with established educational theories. The emphasis on affirmative speech acts and positive reinforcement echoes the insights of Brophy and Good (1986), who highlighted the crucial role of positive feedback in motivating students and fostering a conducive learning environment. Similarly, the recognition of the significance of clear directives aligns with Marzano's work in 2003, which emphasized the importance of explicit guidance in effective teaching practices. The identified speech acts, therefore, not only resonate with established pedagogical principles but also provide concrete examples and applications for educators seeking to implement these strategies in their instructional approaches.

Beyond the mere identification of effective speech acts, educators' insights into why these specific speech acts are considered impactful contribute to a nuanced understanding of their perceived impact on student engagement and learning outcomes. Affirmative speech acts, for instance, are seen as powerful tools for building students' self-esteem and motivation, creating a positive emotional backdrop that enhances the learning experience. Clear directives, on the other hand, are valued for their ability to provide structure and guidance, facilitating an organized and focused learning

environment. Descriptive speech acts are appreciated for their role in promoting clarity and understanding, enabling educators to convey complex information in a manner that resonates with students.

In essence, the findings not only provide practical guidance for educators but also enrich the understanding of the pedagogical underpinnings of effective communication. By delving into the specifics of why certain speech acts are deemed impactful, educators gain a deeper appreciation for the multifaceted ways in which language can shape the dynamics of the classroom. This nuanced understanding, informed by both empirical findings and established educational literature, equips educators with the knowledge and tools needed to enhance their instructional practices and, consequently, contribute to positive learning outcomes for their students.

#### **4.4.9 Perceptions of Speech Act Effectiveness**

Educators' perspectives on why speech acts are perceived as effective for enhancing communicative competence provide a window into the perceived outcomes and benefits derived from the deliberate use of speech acts in the classroom. Within this framework, speech acts are viewed not merely as linguistic constructs but as dynamic tools for expression that contribute significantly to the cultivation of a positive and empowering communicative environment.

At the core of educators' perceptions is the recognition of speech acts as potent tools for expression. These linguistic tools are seen as instrumental in providing students with a means to articulate and convey their thoughts, ideas, and emotions. In fostering this avenue for self-expression, educators believe that speech acts play a crucial role in empowering students to communicate effectively. By facilitating the articulation of individual perspectives, speech acts contribute to the development of students' communicative competence, enabling them to navigate and participate in meaningful interactions both within and beyond the classroom.

The perceived effectiveness of speech acts in enhancing communicative competence is intricately tied to the creation of an empowering environment. Educators envision classrooms where students feel encouraged and empowered to express themselves, fostering a sense of agency and confidence in their communicative abilities. This positive and inclusive atmosphere, cultivated through the deliberate use of speech acts, is considered conducive to the development of communicative

competence as students become active participants in the learning process.

Examining educators' perspectives on the perceived effectiveness of speech acts contributes to a deeper understanding of the nuanced dynamics within educational contexts. It unveils the pedagogical philosophy that views speech acts not merely as linguistic tools but as agents of empowerment, providing students with the language skills and confidence to navigate the complexities of communication. This understanding underscores the holistic nature of communicative competence, extending beyond language proficiency to encompass the ability to express oneself effectively and engage meaningfully in diverse communicative contexts.

In conclusion, educators' insights shed light on the intrinsic value of speech acts in the educational landscape. As tools for expression, these linguistic constructs contribute to the creation of an empowering and inclusive communicative environment where students are not only equipped with language skills but are also inspired to actively participate in the co-construction of knowledge. The exploration of educators' perspectives enriches our understanding of the multifaceted role of speech acts in enhancing communicative competence within the dynamic context of the classroom.

#### **4.4.10 Recurring Patterns and Influencing Factors**

The meticulous observations of recurring patterns in the selection of speech acts across varied situations, coupled with an exploration of the factors contributing to these patterns, offer profound insights into the intricate landscape of educators' communication strategies. This discerning analysis sheds light on the dual aspects of consistency and adaptability that characterize how educators navigate diverse communicative scenarios within the classroom. Notably, educators underscore the significance of context-specific adaptations and the enduring influence of past experiences on the deliberate selection of speech acts, adding depth to our comprehension of the complex interplay between individual communication styles, contextual factors, and the emergence of recurrent patterns.

The identified patterns in the choice of speech acts suggest a certain level of consistency in educators' communication strategies. These recurrent behaviors, observed across different situations, imply a deliberate and perhaps instinctive inclination towards specific linguistic tools. Educators, through their nuanced understanding of these patterns, exhibit a form of communicative stability that can be

attributed to a combination of their personal communication styles, teaching philosophies, and habitual preferences. This consistency becomes a recognizable thread woven into the fabric of their instructional approach.

Simultaneously, the recognition of the importance of context-specific adaptations introduces a layer of adaptability to educators' communication strategies. This adaptability manifests as a keen awareness of the dynamic nature of the educational environment. Educators, attuned to the unique demands of different situations, exercise flexibility in their choice of speech acts to ensure optimal communication. The capacity to adjust linguistic approaches based on the specific needs of a given context reflects a nuanced understanding of the fluidity inherent in educational interactions.

Educators' reflections on the influence of previous experiences underscore the lasting impact of accumulated wisdom on their communication strategies. Past encounters, both successful and challenging, serve as guiding beacons, influencing the selection of speech acts in current situations. This experiential influence contributes to the evolution of educators' communication styles, shaping their responses to effectively navigate recurring patterns and novel scenarios alike.

The findings of this exploration significantly contribute to our understanding of the intricate dynamics surrounding educators' communication strategies. They highlight the coexistence of stability and adaptability, underscoring that effective communication in education is a nuanced dance between ingrained patterns and thoughtful adjustments based on contextual nuances. As educators navigate the complex interplay between individual communication styles, the demands of diverse contexts, and the enduring influence of past experiences, a richer understanding of the art and science of educational communication emerges.

#### **4.4.11 Student Utilization of Speech Acts**

Educators' keen observations regarding the speech acts commonly employed by students in the classroom unveil a reciprocal and dynamic aspect of communicative interactions. The identification of distinct patterns in students' utilization of speech acts contributes to a comprehensive understanding of classroom communication, emphasizing the interactive nature of the exchange between educators and students. This nuanced exploration not only sheds light on the variety of linguistic tools at play

within the educational setting but also underscores the mutual influence that characterizes the communicative relationship between educators and students.

The recognition of student utilization patterns adds depth to our understanding of classroom dynamics, emphasizing that communication is not a unidirectional process but rather a collaborative and interactive endeavor. Students, in their use of speech acts, contribute to the communicative ecosystem of the classroom, creating a unique linguistic environment shaped by their individual communication styles, preferences, and learning experiences. This reciprocal nature of communicative interactions highlights the significance of fostering a communicative space that is responsive to the diverse ways in which students engage with language.

Furthermore, educators' insights into potential challenges that students may encounter in decoding specific speech acts underscore the importance of cultivating students' pragmatic competence. As students navigate the intricacies of speech acts, they may face difficulties in understanding the implied meaning, social context, or appropriate responses. Educators play a crucial role in supporting students in developing the skills necessary for effective communication, transcending the mere acquisition of language proficiency to encompass a deeper understanding of the pragmatic aspects of communication.

The identification of challenges in decoding specific speech acts also prompts educators to adopt a proactive approach in their teaching methodologies. By integrating explicit instruction on pragmatic competence into the curriculum, educators can empower students to navigate the subtleties of language use, fostering a more inclusive and effective learning environment. This pedagogical approach aligns with the broader goal of equipping students with not only the linguistic tools but also the social and cultural understanding necessary for successful communication in various contexts.

In conclusion, educators' observations on the speech acts commonly used by students contribute to a holistic view of classroom communication. The identification of student utilization patterns emphasizes the reciprocal nature of communicative interactions within the educational setting. Additionally, educators' insights into challenges faced by students in decoding specific speech acts underscore the importance of prioritizing pragmatic competence for effective communication. By recognizing the interactive and nuanced nature of speech act exchange between

educators and students, educators can proactively shape a communicative environment that fosters understanding, inclusivity, and the development of essential communication skills among students.

#### **4.4.12 Student Responses and Impact on Learning Environment**

Exploring how students typically respond to different speech acts and reflecting on the impact of these responses on the learning environment offers nuanced insights into the reciprocal nature of classroom communication. The observations reveal that positive student responses are intricately linked to the cultivation of a supportive and encouraging atmosphere within the educational setting. Conversely, the diverse range of reactions from students is perceived not as a challenge but as a valuable contribution to the richness and complexity of classroom dynamics. These findings illuminate the symbiotic relationship that exists between educators' speech acts, student responses, and the overall learning environment.

Positive student responses, identified as affirming and supportive reactions to educators' speech acts, were associated with the creation of a classroom atmosphere characterized by encouragement and positivity. When students respond positively to speech acts, it fosters an environment where open communication is valued, contributing to a sense of mutual respect and trust between educators and students. This positive feedback loop is integral to the creation of a supportive learning environment, where students feel acknowledged, motivated, and empowered to actively engage in the educational process.

Furthermore, the recognition of diverse student reactions as contributors to the richness of classroom dynamics signifies an appreciation for the individuality and diversity of students within the learning environment. Students, each with their unique backgrounds, learning styles, and perspectives, respond to speech acts in varied ways. Instead of viewing this diversity as a challenge, educators perceive it as an asset that adds depth and vibrancy to the interactive and collaborative nature of the classroom. This recognition underscores the importance of fostering an inclusive space where different voices and reactions are not only tolerated but celebrated for their contribution to the collective learning experience.

The findings underscore the intricate interplay between educators' speech acts, student responses, and the overall learning environment. It highlights that effective

communication within the classroom is a dynamic and reciprocal process, where educators and students influence each other in shaping the tone, atmosphere, and richness of the educational experience. By understanding and navigating this symbiotic relationship, educators can actively contribute to the creation of a positive and inclusive learning environment that encourages active participation, diverse perspectives, and meaningful engagement.

#### **4.4.13 Successes and Challenges in Communication**

Examining specific instances where communication had a successful impact on students' understanding unveils crucial insights into the determinants of effective teaching practices. Clear explanations and the adept use of descriptive speech acts emerged as pivotal factors contributing to successful communication outcomes. Instances where educators provided lucid and detailed explanations showcased how these communicative strategies played a fundamental role in enhancing students' comprehension, emphasizing the importance of precision and clarity in instructional communication.

Concurrently, the acknowledgment of challenges related to cultural sensitivity underscores the nuanced nature of communication in educational settings. The study recognizes the need for educators to navigate cultural differences skillfully. This recognition aligns with broader literature on cross-cultural pragmatics, emphasizing the impact of cultural nuances on communicative norms and expectations. The challenges related to cultural sensitivity highlight the importance of educators developing a heightened awareness of diverse cultural backgrounds within the classroom. Navigating these differences with sensitivity and cultural competence becomes integral to creating an inclusive and respectful learning environment.

In essence, the study contributes significantly to our understanding of the dynamics of successful communication and the challenges faced by educators in their instructional practices. The emphasis on clear explanations and descriptive speech acts underscores the instrumental role of these strategies in facilitating effective teaching and learning. Simultaneously, the recognition of challenges related to cultural sensitivity offers practical insights for educators seeking to enhance their communication effectiveness in culturally diverse classrooms. By addressing these challenges, educators can foster an environment that not only promotes understanding

but also respects and celebrates the diverse cultural perspectives of students. The study, therefore, serves as a valuable resource for educators and educational policymakers striving to optimize communication practices in diverse learning environments.

#### **4.4.14 Contributions of Speech Acts to Effective Communication**

The full analysis of how speech actions contribute to effective communication in intermediate-level English classes sheds light on their diverse and vital function in the educational landscape. Speech actions, formerly defined as instrumental means for expression, are now recognized as dynamic facilitators of interactive learning and critical contributions to the formation of a supportive communicative environment, rather as linguistic structures.

Speech acts are widely regarded as important instruments for expression, functioning as vehicles for pupils to explain their thoughts, ideas, and feelings. This expressive component emphasizes the intrinsic variety of language, allowing pupils to convey subtle meanings and engage in meaningful interactions. Educators empower students to traverse a range of communication circumstances by providing a varied assortment of speech acts, therefore improving their overall language competency and expressive capacities.

The study emphasizes the various elements that influence instructors' classroom decisions, with cultural sensitivity appearing as a key issue. The awareness of the influence of cultural variations on communication norms is consistent with the larger literature on cross-cultural pragmatics. Educators' thoughts on the effectiveness of speech actions provide useful information for promoting cultural diversity in educational contexts. This synthesis emphasizes the need of infusing cultural awareness into teaching practices in order to foster an atmosphere that values and accepts varied cultural origins.

This synthesis summarizes the study's key results, stressing the reciprocal nature of classroom interactions, the diversity of speech acts, and the impact of cultural concerns on educators' decisions. The consequences go beyond the theoretical, providing practical assistance for educators looking to improve their communication skills and build inclusive learning environments. As education evolves in many global contexts, the findings of this study contribute to the current discussion about effective communication strategies in intermediate-level English classes.

Furthermore, speech actions are recognized as facilitators of interactive learning, which moves the educational process beyond a one-way flow of information. Educators foster an atmosphere of active engagement, conversation, and cooperation among students by using speech acts in a deliberate and contextually appropriate way. This interactive feature makes a substantial contribution to the development of students' communicative competence by cultivating not just language abilities but also the capacity to participate effectively in a variety of social and academic settings.

The findings highlight the critical role speech actions play in shaping students' communicative ability. By providing a diverse range of linguistic tools, educators contribute to the overall development of students' language competency, allowing them to negotiate real-world communication with confidence and efficacy. Furthermore, recognizing speech actions as contributions to a helpful communicative environment stresses their importance in creating a school setting that values encouragement, respect, and mutual understanding. This encouraging setting, in turn, fosters increased student involvement, motivation, and a good attitude toward language learning.

In conclusion, the study highlights the various contributions of speech actions in intermediate-level English classroom settings. Speech acts play an important role in building students' communication competence. They serve as expressive instruments, facilitate interactive learning, and contribute to a supportive communicative environment. The findings call for a pedagogical strategy that acknowledges and capitalizes on the dynamic potential of speech actions in creating inclusive, engaging, and successful language learning settings.

The study's findings provide a substantial contribution to our knowledge of the subtle dynamics of speech actions in Pakistani intermediate English classes. The study reveals the multidimensional character of communication, identifying a wide range of speech actions that play an important role in determining the dynamic interplay between language usage, cultural and environmental elements, and the overall learning environment. Educators' perspectives on successful speech acts, communication dynamics, and the reciprocal character of interactions contribute essential dimensions to the wider discussion of pragmatics in educational contexts.

The study emphasizes the complexities of language use in diverse classrooms, arguing that effective communication goes beyond linguistic proficiency to include

cultural awareness, contextual sensitivity, and the ability to navigate the intricate interplay between language and culture. By diving into educators' opinions on speech actions, the study contributes to our theoretical knowledge of the pragmatic components of communication, providing nuanced insights into educators' lived experiences in Pakistani English classrooms.

Furthermore, the study's practical implications provide educators real insights into improving communication efficacy in diverse and dynamic classrooms. The discovery of successful speech actions, together with an understanding of cultural and contextual factors, provides educators with significant tools for creating inclusive and engaging learning environments. These practical implications are especially important in multicultural and multilingual environments, where the capacity to negotiate several communication styles is critical for effective teaching and learning.

The study proposes various possibilities for future investigation. Longitudinal research might look at the developmental elements of speech act acquisition in pupils, revealing how linguistic and pragmatic competence changes over time. Furthermore, studying the influence of various cultural characteristics on communication patterns may provide more insight into the junction of culture and language in educational settings. Furthermore, investigating the possible integration of pragmatic competence training into teacher education programs may contribute to educators' professional growth by preparing them to manage the complexity of communication in various classrooms.

Finally, the outcomes of this study contribute to a better theoretical and practical understanding of speech actions in English classrooms. Recognizing the multidimensional nature of communication and taking cultural and contextual aspects into account allows educators to improve their communicative efficacy and contribute to the construction of inclusive and supportive learning environments. The study provides a starting point for future research, encouraging inquiry into the longitudinal, cultural, and pedagogical components of speech act use in educational contexts.

#### **4.4.15 Comparison between literature review and present study**

Effective communication is a cornerstone of successful teaching and learning experiences within educational settings. The ability of educators to convey information, engage students, and foster positive relationships profoundly influences the learning

outcomes and overall classroom dynamics. In recent years, there has been a growing emphasis on understanding the specific communication strategies employed by educators and their impact on student engagement, motivation, and academic achievement.

The literature review serves as a foundational component of the study, synthesizing previous research, theoretical frameworks, and empirical findings related to communication in educational contexts. Through a comprehensive review of existing literature, the literature review aims to establish the theoretical underpinnings of the study and provide a context for interpreting the empirical findings.

In conducting the literature review, researchers examine a wide range of sources, including peer-reviewed journals, books, and theoretical papers, to identify key themes, theoretical perspectives, and gaps in the literature. Previous studies, both qualitative and quantitative, are analyzed to elucidate the various dimensions of communication in educational settings, including teacher-student interactions, classroom discourse patterns, and the role of language in shaping learning environments. For example, the literature review may highlight studies that have investigated the relationship between teacher communication style and student engagement, citing research by Brophy and Good (1986) on the importance of positive reinforcement in motivating students. Additionally, it may discuss theoretical frameworks such as Marzano's (2003) work on explicit instruction and its role in effective teaching practices, providing a theoretical lens through which to understand communication strategies employed by educators.

Through this synthesis of previous research, the literature review aims to contextualize the study within the broader body of literature, demonstrating the significance of the research question and laying the groundwork for the subsequent discussion of findings.

In the discussion section, the focus shifts to analyzing and interpreting the findings of the study in relation to the existing literature reviewed earlier. This involves examining how the empirical results align with or diverge from previous research, as well as exploring the implications of the findings for theory, practice, and future research. For example, if the study identifies affirmative speech acts as particularly impactful in fostering a positive learning environment, the discussion might reference

the literature on positive reinforcement and student motivation to provide theoretical support for these findings. Similarly, if the study reveals challenges related to cultural sensitivity in communication, the discussion might draw on existing research on cross-cultural pragmatics to contextualize these challenges within a broader theoretical framework.

Moreover, the discussion section often goes beyond simply summarizing the findings to offer insights into the underlying mechanisms and processes at play. It may explore potential explanations for observed patterns or variations in communication strategies, drawing on both the empirical data and theoretical concepts discussed in the literature review.

In comparing the literature review and discussion sections, it's important to recognize their complementary roles in shaping the narrative of the study. While the literature review provides a comprehensive overview of existing research and theoretical perspectives, the discussion section adds depth and nuance by integrating empirical findings and theoretical insights. Together, these sections contribute to a rich understanding of the topic, offering both theoretical grounding and practical implications for educators and researchers.

Furthermore, the comparison highlights the iterative nature of research, wherein empirical findings inform and enrich theoretical frameworks, and theoretical perspectives guide the interpretation and implications of empirical data. By synthesizing previous research and offering new insights, the literature review and discussion sections contribute to the ongoing dialogue surrounding effective communication in educational settings, advancing knowledge and informing future research directions.

In conclusion, the comparison between the literature review and discussion sections underscores their complementary roles in shaping our understanding of effective communication in educational settings. Through a synthesis of previous research and theoretical perspectives, the literature review provides a foundation for interpreting empirical findings and exploring their implications. In contrast, the discussion section offers a deeper analysis of the empirical results, integrating theoretical insights to offer new perspectives and avenues for future research. Together, these sections contribute to a nuanced understanding of the complex dynamics of

communication in educational contexts, informing both theory and practice in the field of education.

## **CHAPTER 5**

### **CONCLUSION**

#### **5.1 Findings**

This research, which goes into the complex world of speech acts in intermediate-level English classes in Pakistan, finishes with a thorough grasp of the complicated dynamics that influence classroom communication. The research on speech acts in intermediate-level English classes in Pakistan concludes with significant insights for educational practice. It highlights the diversity of engagement tactics employed by educators, emphasizing their role in fostering a supportive learning environment and enhancing student engagement. Additionally, the study underscores the rich spectrum of speech acts utilized in classrooms, offering practical strategies for effective communication and emphasizing the importance of educators diversifying their approach to accommodate student needs. Cultural sensitivity emerges as a key consideration, with educators encouraged to integrate cultural awareness into teaching practices to promote inclusivity. Overall, the conclusion emphasizes the multifaceted nature of speech acts in education, providing educators with valuable guidance for creating empowering and inclusive learning environments that cater to the diverse needs of students while fostering positive learning outcomes.

The study's findings demonstrate a range of engagement tactics, various speech acts, and the complex elements that impact educators' classroom decisions. As we end our study, we must consolidate the important findings and consider their significance for both theory and practice. The study emphasizes the reciprocal character of classroom interactions, offering insight on the complex interplay of speech acts, classroom dynamics, and cultural factors.

One of the study's main findings is the discovery of a variety of engagement tactics used by instructors. These tactics, which range from positive affirmations to specific commands, help to create a supportive and dynamic learning environment. Recognizing the success of these tactics gives educators a toolset for increasing student engagement, developing good classroom dynamics, and encouraging an engaging learning environment. This summary emphasizes the study's results'

practical usefulness to influencing instructional approaches in a variety of educational contexts.

The study also highlights the range of speech acts found in intermediate-level English schools. The study contributes to our understanding of the nuanced ways that instructors and students interact by offering examples and cases. This study analyzes how teachers use different speech acts in intermediate-level classrooms. It explores assertive (providing information), directive (guiding behavior), commissive (committing to actions), expressive (conveying emotions), declarative (asserting facts), interrogative (stimulating critical thinking), performative (verbal actions), and acknowledgment (recognizing student contributions) speech acts. This variety of examples not only adds to theoretical conversations about pragmatics, but it also acts as a helpful resource for educators looking for practical advice on successful communication tactics. It underlines the importance of educators being varied in their use of speech acts to meet their students' different requirements and preferences.

Furthermore, the study emphasizes the various elements that influence instructors' classroom decisions, with cultural sensitivity appearing as a key issue. The awareness of the influence of cultural variations on communication norms is consistent with the larger literature on cross-cultural pragmatics. Educators' thoughts on the effectiveness of speech actions provide useful information for promoting cultural diversity in educational contexts. This synthesis emphasizes the need of infusing cultural awareness into teaching practices in order to foster an atmosphere that values and accepts varied cultural origins.

The findings outlined from the interview questions emphasize the multifaceted role of speech acts in educational settings. Educators gain practical guidance and a deeper understanding of effective communication by delving into the specifics of why certain speech acts are impactful. This nuanced understanding equips educators with the knowledge and tools needed to enhance their instructional practices and contribute to positive learning outcomes for students. The exploration of educators' perspectives sheds light on the intrinsic value of speech acts in creating an empowering and inclusive communicative environment, where students are not only equipped with language skills but are also inspired to actively participate in knowledge construction.

Moreover, the findings highlight the reciprocal nature of communication within the classroom, where educators and students influence each other in shaping the learning environment. Educators play a crucial role in recognizing and addressing challenges related to student responses and cultural sensitivity, thereby fostering understanding and inclusivity in diverse classrooms. Additionally, the emphasis on clear explanations and descriptive speech acts underscores their instrumental role in facilitating effective teaching and learning. By providing a variety of linguistic tools and promoting a supportive communicative environment, educators contribute to the development of students' communicative competence and overall language proficiency, leading to increased student involvement, motivation, and positive attitudes toward learning.

## **5.2 Conclusions**

The research on speech acts in intermediate-level English classes in Pakistan concludes with valuable insights into the intricate dynamics of classroom communication. It emphasizes the diversity of engagement tactics employed by educators and the broad spectrum of speech acts utilized in classrooms. By exploring various speech acts, including assertive, directive, commissive, expressive, declarative, interrogative, performative, and acknowledgment speech acts, the study provides a comprehensive understanding of how instructors interact with students to facilitate learning.

Moreover, the conclusion highlights the practical implications of these findings for educational practice. It underscores the importance of creating a supportive and inclusive learning environment that caters to the diverse needs of students while promoting positive learning outcomes. Cultural sensitivity emerges as a critical consideration, emphasizing the need for educators to integrate cultural awareness into their teaching practices. By doing so, educators can foster an atmosphere that values and respects diverse cultural perspectives, ultimately contributing to a more enriching educational experience for all students.

Furthermore, the conclusion emphasizes the reciprocal nature of communication within the classroom, where educators and students influence each other in shaping the learning environment. Educators play a pivotal role in recognizing and addressing challenges related to student responses and cultural

sensitivity, thereby fostering understanding and inclusivity in diverse classrooms. By prioritizing clear explanations and descriptive speech acts, educators can facilitate effective teaching and learning, ultimately contributing to the development of students' communicative competence and overall language proficiency.

In conclusion, this synthesis summarizes the study's key results, stressing the reciprocal nature of classroom interactions, the diversity of speech acts, and the impact of cultural concerns on educators' decisions. The consequences go beyond the theoretical, providing practical assistance for educators looking to improve their communication skills and build inclusive learning environments. As education evolves in many global contexts, the findings of this study contribute to the current discussion about effective communication strategies in intermediate-level English classes.

### **5.3 Recommendations**

Considering the findings, various recommendations emerge for educators, legislators, and academics alike:

- a. A study could be conducted on the strategies and effectiveness of speech acts in the workplace in Pakistan.
- b. A research study with the same title as the present study could be undertaken to validate or invalidate the findings of this research.
- c. Another study could be conducted, emphasizing the difficulties faced by second language learners in decoding speech acts and the consequences for day-to-day communication.
- d. The headlines of local English newspapers could be analyzed to decode the speech acts encoded within them and their role in developing readers' communicative competence.

The suggestions, consequences, and future study directions highlight the dynamic nature of classroom communication, underlining the continuous need for more investigation and growth in this crucial field. As educators and academics traverse the complexity of speech acts, this study provides a foundation for a more in-depth knowledge of their function in effective classroom communication.

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## APPENDIX A

### **Analyzing speech acts in English Classrooms at Intermediate Level in Pakistan: A pragmatic Study**

This study aims to investigate the use of speech acts in English classrooms at the intermediate level in Pakistan. Our research focuses on identifying various types of speech acts employed by teachers and students, delving into the reasons behind their preferences, and analyzing the implications of these speech acts on classroom dynamics. Throughout the course of this research, we are dedicated to upholding the highest ethical standards. We will ensure informed consent from all participants, including teachers and students, with a clear explanation of the study's objectives, and their participation will be entirely voluntary. Respect for privacy and confidentiality is paramount, with participant identities protected and data securely stored. Cultural sensitivities will be respected, and we will handle data with care and restrict access to authorized research team members only. By maintaining these ethical principles, we seek to conduct a responsible and respectful study that not only contributes valuable insights but also safeguards the rights and privacy of all participants.

#### **1. Speech Observation Sheet:**

**Date and Time:** [Insert Date and Time]

**Class Information:**

**Teacher's Name:**

**Class Level:**

**Number of Students:**

<b>Speech Act</b>	<b>Category</b>	<b>Teacher</b>	<b>Student</b>	<b>Comment</b>
1. Assertive	a. stating	[ ] Teacher	[ ] Student	
	b. claiming	[ ] Teacher	[ ] Student	
	c. reporting	[ ] Teacher	[ ] Student	

	d. describing	<input type="checkbox"/> Teacher	<input type="checkbox"/> Student	
	e. affirming	<input type="checkbox"/> Teacher	<input type="checkbox"/> Student	
2. Directives	a. requests	<input type="checkbox"/> Teacher	<input type="checkbox"/> Student	
	b. commands	<input type="checkbox"/> Teacher	<input type="checkbox"/> Student	
	c. suggestions	<input type="checkbox"/> Teacher	<input type="checkbox"/> Student	
	d. advice	<input type="checkbox"/> Teacher	<input type="checkbox"/> Student	
3. Commissives	a. promises	<input type="checkbox"/> Teacher	<input type="checkbox"/> Student	
	b. oaths	<input type="checkbox"/> Teacher	<input type="checkbox"/> Student	
	c. pledges	<input type="checkbox"/> Teacher	<input type="checkbox"/> Student	
	d. guarantees	<input type="checkbox"/> Teacher	<input type="checkbox"/> Student	
4. Expressives	a. apologizing	<input type="checkbox"/> Teacher	<input type="checkbox"/> Student	
	b. thanking	<input type="checkbox"/> Teacher	<input type="checkbox"/> Student	
	c. congratulating	<input type="checkbox"/> Teacher	<input type="checkbox"/> Student	
	d. welcoming	<input type="checkbox"/> Teacher	<input type="checkbox"/> Student	
	e. commiserating	<input type="checkbox"/> Teacher	<input type="checkbox"/> Student	
5. Declarations	a. naming	<input type="checkbox"/> Teacher	<input type="checkbox"/> Student	
	b. baptizing	<input type="checkbox"/> Teacher	<input type="checkbox"/> Student	
	c. Resigning	<input type="checkbox"/> Teacher	<input type="checkbox"/> Student	
	d. christening	<input type="checkbox"/> Teacher	<input type="checkbox"/> Student	
6. Interrogatives	a. Asking questions	<input type="checkbox"/> Teacher	<input type="checkbox"/> Student	

	b. Seeking information	<input type="checkbox"/> Teacher	<input type="checkbox"/> Student	
7. Performatives	a. Performatives	<input type="checkbox"/> Teacher	<input type="checkbox"/> Student	
8. Acknowledgments	a. admitting	<input type="checkbox"/> Teacher	<input type="checkbox"/> Student	
	b. conceding	<input type="checkbox"/> Teacher	<input type="checkbox"/> Student	

## **APPENDIX B**

### **Semi-Structured Interview Guide**

**Interviewer's Name:**

**Date and Time of Interview:**

### **Participant Information:**

**Name of Interviewee:**

**Role (Teacher/Student):**

**Years of Teaching/Study Experience:**

### **Interview Questions**

1. Can you describe the ways in which you engage with students to facilitate communication in your classroom?
2. Could you provide specific examples of speech acts that you commonly use in classroom interactions at the intermediate level?
3. What factors do you consider when selecting particular speech acts to communicate effectively with students?
4. How do speech acts enhance effective communication in the classroom?
5. From your perspective, how do different speech acts influence the dynamics within the classroom?
6. Could you recall specific situations where the choice of a particular speech act significantly influences the classroom environment?
7. Do you believe whether there are specific cultural or contextual factors that play a role in shaping the use of speech acts in English classrooms in Pakistan?
8. If so, how do these factors influence classroom communication?
9. Are there any improvements you would suggest in the way speech acts are used in classroom interactions to enhance the learning experience for students?
10. Could you elaborate specific speech acts that you find particularly effective

in fostering communication in classroom between students?

11. Why do you think speech acts are effective for enhancing communicative competence?
12. Have you noticed any recurring patterns in the choice of speech acts in different situations?
13. What do you think accounts for these patterns?
14. What speech acts, do you think, do your students usually use in the classroom?
15. Do your students find it challenging to decode any speech acts?
16. Based on your experience, how do students typically respond to different speech acts used in the classroom setting?
17. How do their responses impact the overall learning environment?
18. Could you share specific instances in your classroom where you felt your communication had successful impact on students' understanding?
19. Can you share any challenges you faced in your classroom experiences related to the use of speech acts?
20. How do speech acts contribute to effective communication in the English classroom at the intermediate level?

## APPENDIX C

### Transcription of interviews

#### Participant 1

**\*\*Interviewer:\*\*** Can you describe the ways in which you engage with students to facilitate communication in your classroom?

**\*\*Participant 1:\*\*** In my classroom, I often use a combination of verbal and non-verbal cues to engage with students. I encourage open discussions, group activities, and create a supportive environment that fosters communication.

**\*\*Interviewer:\*\*** Could you provide specific examples of speech acts that you commonly use in classroom interactions at the intermediate level?

**\*\*Participant 1:\*\*** Sure, for instance, I frequently use clarification speech acts to ensure students understand the material. I also employ directives when giving instructions and expressive speech acts to convey enthusiasm and encouragement.

**\*\*Interviewer:\*\*** What factors do you consider when selecting particular speech acts to communicate effectively with students?

**\*\*Participant 1:\*\*** The factors I consider include the complexity of the topic, the students' proficiency levels, and the overall learning atmosphere. I adapt my speech acts to suit the context and create an environment conducive to effective communication.

**\*\*Interviewer:\*\*** How do speech acts enhance effective communication in the classroom?

**\*\*Participant 1:\*\*** Speech acts serve as powerful tools to convey intentions and establish a rapport with students. By choosing appropriate speech acts, I can clarify concepts, motivate students, and create a positive learning experience.

**\*\*Interviewer:\*\*** From your perspective, how do different speech acts influence the dynamics within the classroom?

**\*\*Participant 1:\*\*** Different speech acts play a crucial role in shaping the dynamics of the classroom. For instance, using assertive speech acts can establish authority, while using collaborative speech acts encourages student participation and a sense of shared learning.

**\*\*Interviewer:\*\*** Could you recall specific situations where the choice of a particular speech act significantly influences the classroom environment?

**\*\*Participant 1:\*\*** Certainly, there have been instances where employing assertive speech acts helped maintain discipline, and instances where using expressive speech acts lightened the mood during challenging lessons, creating a more relaxed atmosphere.

**\*\*Interviewer:\*\*** Do you believe whether there are specific cultural or contextual factors that play a role in shaping the use of speech acts in English classrooms in Pakistan?

**\*\*Participant 1:\*\*** Yes, cultural nuances definitely influence the choice of speech acts. In Pakistan, maintaining respect and formality is crucial, affecting the use of

certain speech acts. Understanding cultural context is essential for effective communication in the classroom.

**\*\*Interviewer:\*\*** If so, how do these factors influence classroom communication?

**\*\*Participant 1:\*\*** Cultural factors impact the tone and style of communication. Being aware of these factors allows me to adapt my speech acts accordingly, ensuring that communication is culturally sensitive and well-received by students.

**\*\*Interviewer:\*\*** Are there any improvements you would suggest in the way speech acts are used in classroom interactions to enhance the learning experience for students?

**\*\*Participant 1:\*\*** One potential improvement could be providing training for educators on culturally responsive communication. Additionally, fostering a more interactive and student-centered approach to speech acts can further enhance the learning experience.

**\*\*Interviewer:\*\*** Could you elaborate specific speech acts that you find particularly effective in fostering communication in the classroom between students?

**\*\*Participant 1:\*\*** Collaborative speech acts, such as group discussions and peer interactions, are highly effective. They promote a sense of community among students and encourage active participation in the learning process.

**\*\*Interviewer:\*\*** Why do you think speech acts are effective for enhancing communicative competence?

**\*\*Participant 1:\*\*** Speech acts are effective because they go beyond mere language skills. They help students understand the nuances of communication, fostering both linguistic and social competence. This, in turn, enhances overall communicative competence.

**\*\*Interviewer:\*\*** Have you noticed any recurring patterns in the choice of speech acts in different situations?

**\*\*Participant 1:\*\*** Yes, there are patterns based on the nature of the content. For complex topics, I tend to use more informative speech acts, while for motivational purposes, I lean towards expressive speech acts. It's about adapting to the needs of the lesson.

**\*\*Interviewer:\*\*** What do you think accounts for these patterns?

**\*\*Participant 1:\*\*** These patterns stem from a combination of pedagogical considerations, student engagement strategies, and the specific learning objectives of each lesson. It's a deliberate choice to maximize the effectiveness of communication in diverse situations.

**\*\*Interviewer:\*\*** What speech acts, do you think, do your students usually use in the classroom?

**\*\*Participant 1:\*\*** Students often use expressive speech acts during discussions to convey their opinions and emotions. In collaborative activities, they frequently employ directives and assertive speech acts to communicate ideas and coordinate tasks.

**\*\*Interviewer:\*\*** Do your students find it challenging to decode any speech acts?

**\*\*Participant 1:\*\*** Occasionally, decoding more indirect speech acts or nuanced expressions can be challenging for students. It's something we work on, emphasizing the importance of understanding subtleties in communication.

**\*\*Interviewer:\*\*** Based on your experience, how do students typically respond to different speech acts used in the classroom setting?

**\*\*Participant 1:\*\*** Generally, students respond positively to supportive and collaborative speech acts. However, the impact varies based on individual preferences and cultural backgrounds. It's important to remain adaptable and open to feedback.

**\*\*Interviewer:\*\*** How do their responses impact the overall learning environment?

**\*\*Participant 1:\*\*** Positive responses contribute to a positive and inclusive learning environment. It encourages active participation, fosters a sense of belonging, and ultimately enhances the overall quality of the educational experience for everyone involved.

**\*\*Interviewer:\*\*** Could you share specific instances in your classroom where you felt your communication had a successful impact on students' understanding?

**\*\*Participant 1:\*\*** Certainly. There have been instances where using illustrative speech acts helped clarify complex concepts, leading to a noticeable improvement in student comprehension. This reinforces the importance of choosing the right speech acts for effective communication.

**\*\*Interviewer:\*\*** Can you share any challenges you faced in your classroom experiences related to the use of speech acts?

**\*\*Participant 1:\*\*** One challenge is balancing the use of speech acts to cater to diverse learning styles. It's essential to find a middle ground that accommodates various preferences and ensures all students feel engaged and supported.

**\*\*Interviewer:\*\*** How do speech acts contribute to effective communication in the English classroom at the intermediate level?

**\*\*Participant 1:\*\*** At the intermediate level, speech acts serve as bridges between language acquisition and real-world communication. They provide students with the tools to express themselves effectively, fostering language development and enhancing overall communicative competence.

## **Participant 2**

**\*\*Interviewer:\*\*** Can you describe the ways in which you engage with students to facilitate communication in your classroom?

**\*\*Participant 2:\*\*** In my classroom, I adopt a participatory approach. I encourage active discussions, employ visual aids to support understanding, and incorporate technology to enhance communication. Creating a comfortable atmosphere is key to effective engagement.

**\*\*Interviewer:\*\*** Could you provide specific examples of speech acts that you commonly use in classroom interactions at the intermediate level?

**\*\*Participant 2:\*\*** Absolutely. I often utilize informative speech acts when

explaining concepts, and I frequently use elicitation speech acts to prompt critical thinking.

Expressive speech acts come into play when encouraging creativity and individual expression among students.

**\*\*Interviewer:\*\*** What factors do you consider when selecting particular speech acts to communicate effectively with students?

**\*\*Participant 2:\*\*** I consider the complexity of the material, the students' familiarity with the topic, and their preferred learning styles. Adapting speech acts to align with these factors helps to ensure effective communication and better engagement.

**\*\*Interviewer:\*\*** How do speech acts enhance effective communication in the classroom?

**\*\*Participant 2:\*\*** Speech acts serve as tools to transmit information, but they also facilitate interaction and collaboration. By choosing appropriate speech acts, I can promote a dynamic learning environment where students feel encouraged to express themselves and actively participate.

**\*\*Interviewer:\*\*** From your perspective, how do different speech acts influence the dynamics within the classroom?

**\*\*Participant 2:\*\*** Different speech acts contribute to a diverse classroom dynamic. Collaborative speech acts, for example, foster teamwork, while assertive speech acts help maintain focus. The balance of these acts shapes a positive and interactive learning atmosphere.

**\*\*Interviewer:\*\*** Could you recall specific situations where the choice of a particular speech act significantly influences the classroom environment?

**\*\*Participant 2:\*\*** Certainly. During group projects, using collaborative speech acts ensures effective communication among team members. This influences the classroom environment by promoting teamwork, communication skills, and a shared sense of accomplishment.

**\*\*Interviewer:\*\*** Do you believe whether there are specific cultural or contextual factors that play a role in shaping the use of speech acts in English classrooms in Pakistan?

**\*\*Participant 2:\*\*** Yes, cultural factors are crucial. In Pakistan, maintaining a respectful tone is paramount. Additionally, considering the diverse linguistic backgrounds of students, I adapt speech acts to ensure they resonate with the cultural context and foster inclusive communication.

**\*\*Interviewer:\*\*** If so, how do these factors influence classroom communication?

**\*\*Participant 2:\*\*** Cultural factors influence the choice of language, tone, and the level of formality in communication. Being mindful of these factors helps in creating an inclusive and culturally sensitive classroom environment, promoting effective communication.

**\*\*Interviewer:\*\*** Are there any improvements you would suggest in the way speech acts are used in classroom interactions to enhance the learning experience for students?

**Participant 2:** I would advocate for ongoing professional development for educators to refine their use of speech acts. Additionally, incorporating more interactive and student-centered speech acts can enhance the overall learning experience and better cater to diverse learning styles.

**Interviewer:** Could you elaborate specific speech acts that you find particularly effective in fostering communication in the classroom between students?

**Participant 2:** Open-ended speech acts, such as asking thought-provoking questions, are effective in fostering communication among students. These encourage critical thinking, peer-to-peer interaction, and the exchange of diverse perspectives.

**Interviewer:** Why do you think speech acts are effective for enhancing communicative competence?

**Participant 2:** Speech acts are effective because they go beyond rote language learning. They encourage students to apply language in real-life situations, fostering not just linguistic competence but also the ability to navigate diverse communicative contexts, ultimately enhancing overall competence.

**Interviewer:** Have you noticed any recurring patterns in the choice of speech acts in different situations?

**Participant 2:** Certainly. In situations requiring clarity, informative speech acts are prominent. In contrast, situations demanding creativity often involve expressive speech acts. Recognizing these patterns helps tailor communication strategies for different learning scenarios.

**Interviewer:** What do you think accounts for these patterns?

**Participant 2:** These patterns emerge from a combination of pedagogical goals, the nature of the material, and the desired outcomes. It's about aligning speech acts with the specific objectives of each lesson and the diverse needs of the students.

**Interviewer:** What speech acts, do you think, do your students usually use in the classroom?

**Participant 2:** Students frequently employ expressive speech acts during discussions to convey their opinions and emotions. In collaborative activities, directives and assertive speech acts are common as they coordinate tasks and share ideas.

**Interviewer:** Do your students find it challenging to decode any speech acts?

**Participant 2:** Occasionally, students find indirect speech acts challenging to decode. It's a skill we work on, emphasizing the importance of understanding subtleties to enhance overall communicative competence.

**Interviewer:** Based on your experience, how do students typically respond to different speech acts used in the classroom setting?

**Participant 2:** Generally, students respond positively to interactive and collaborative speech acts. They appreciate opportunities for self-expression and engagement. Positive responses contribute to a vibrant and participatory learning environment.

**\*\*Interviewer:\*\*** How do their responses impact the overall learning environment?

**\*\*Participant 2:\*\*** Positive responses contribute to a positive learning atmosphere. It fosters a sense of community, encourages active participation, and creates an environment where students feel comfortable expressing themselves, ultimately enhancing the overall learning experience.

**\*\*Interviewer:\*\*** Could you share specific instances in your classroom where you felt your communication had a successful impact on students' understanding?

**\*\*Participant 2:\*\*** Certainly. Using clarification speech acts during complex topics helped students grasp challenging concepts. It reinforced the importance of clear communication in promoting understanding and academic success.

**\*\*Interviewer:\*\*** Can you share any challenges you faced in your classroom experiences related to the use of speech acts?

**\*\*Participant 2:\*\*** Adapting speech acts to cater to diverse learning styles can be challenging. Striking a balance to ensure all students are effectively engaged requires continuous reflection and refinement of communication strategies.

**\*\*Interviewer:\*\*** How do speech acts contribute to effective communication in the English classroom at the intermediate level?

**\*\*Participant 2:\*\*** At the intermediate level, speech acts serve as bridges between basic language proficiency and advanced communication. They provide students with the tools to express themselves, fostering language development and preparing them for more complex communicative contexts.

### **Participant 3**

**\*\*Interviewer:\*\*** Can you describe the ways in which you engage with students to facilitate communication in your classroom?

**\*\*Participant 3:\*\*** In my classroom, fostering communication is integral. I employ a mix of interactive activities, encourage open dialogue, and utilize digital platforms to enhance engagement. Establishing a trusting and open environment is crucial for effective communication.

**\*\*Interviewer:\*\*** Could you provide specific examples of speech acts that you commonly use in classroom interactions at the intermediate level?

**\*\*Participant 3:\*\*** Of course. I often use directive speech acts when providing instructions or guidance. In discussions, I employ elicitation speech acts to encourage critical thinking, and in supportive moments, I use expressive speech acts to convey enthusiasm and encouragement.

**\*\*Interviewer:\*\*** What factors do you consider when selecting particular speech acts to communicate effectively with students?

**\*\*Participant 3:\*\*** The nature of the content, students' proficiency levels, and the learning objectives are key considerations. Adapting speech acts to align with these factors ensures that communication is not only clear but also tailored to meet the specific needs of the students.

**\*\*Interviewer:\*\*** How do speech acts enhance effective communication in the classroom?

**\*\*Participant 3:\*\*** Speech acts serve as tools to convey not just information but also intent and emotion. By choosing appropriate speech acts, I can create a classroom atmosphere that promotes understanding, active participation, and a positive learning experience.

**\*\*Interviewer:\*\*** From your perspective, how do different speech acts influence the dynamics within the classroom?

**\*\*Participant 3:\*\*** Different speech acts play distinct roles in shaping the classroom dynamics. Collaborative speech acts foster teamwork, while assertive speech acts help maintain focus. The interplay of these acts contributes to a dynamic and inclusive learning environment.

**\*\*Interviewer:\*\*** Could you recall specific situations where the choice of a particular speech act significantly influences the classroom environment?

**\*\*Participant 3:\*\*** Certainly. During collaborative projects, using inclusive speech acts promotes a sense of belonging among students. It significantly influences the classroom environment by fostering collaboration, communication, and a positive group dynamic.

**\*\*Interviewer:\*\*** Do you believe whether there are specific cultural or contextual factors that play a role in shaping the use of speech acts in English classrooms in Pakistan?

**\*\*Participant 3:\*\*** Yes, cultural factors are paramount. In Pakistan, maintaining a respectful and formal tone is crucial. Understanding cultural nuances helps in adapting speech acts, ensuring they align with cultural expectations and contribute to effective communication.

**\*\*Interviewer:\*\*** If so, how do these factors influence classroom communication?

**\*\*Participant 3:\*\*** Cultural factors influence the choice of language, level of formality, and communication style. Adapting to these factors ensures that communication is not only effective but also culturally sensitive, fostering a positive and inclusive learning environment.

**\*\*Interviewer:\*\*** Are there any improvements you would suggest in the way speech acts are used in classroom interactions to enhance the learning experience for students?

**\*\*Participant 3:\*\*** Continuous professional development for educators in the area of effective communication would be beneficial. Additionally, incorporating more diverse speech acts and interactive approaches can further enhance the learning experience for students with different preferences and learning styles.

**\*\*Interviewer:\*\*** Could you elaborate specific speech acts that you find particularly effective in fostering communication in the classroom between students?

**\*\*Participant 3:\*\*** I find that using collaborative speech acts, such as group discussions and peer interactions, is particularly effective. These encourage active participation, foster a sense of community, and enhance communication skills among students.

**\*\*Interviewer:\*\*** Why do you think speech acts are effective for enhancing communicative competence?

**\*\*Participant 3:\*\*** Speech acts go beyond language proficiency by promoting real- world communication skills. They require students to understand and apply language in context, fostering not only linguistic competence but also the ability to communicate effectively in various situations.

**\*\*Interviewer:\*\*** Have you noticed any recurring patterns in the choice of speech acts in different situations?

**\*\*Participant 3:\*\*** Yes, there are patterns based on the nature of the lesson. For example, during discussions, I often use elicitation speech acts to encourage critical thinking, while in more formal settings, informative speech acts are prominent. Recognizing these patterns helps tailor communication strategies for different contexts.

**\*\*Interviewer:\*\*** What do you think accounts for these patterns?

**\*\*Participant 3:\*\*** These patterns stem from the nature of the content, the desired learning outcomes, and the students' needs. It's about choosing speech acts deliberately to support the specific goals of each lesson and create an effective learning experience.

**\*\*Interviewer:\*\*** What speech acts, do you think, do your students usually use in the classroom?

**\*\*Participant 3:\*\*** Students commonly use expressive speech acts during discussions to convey their thoughts and feelings. In collaborative activities, they often employ collaborative speech acts to coordinate tasks and share ideas, fostering a sense of teamwork.

**\*\*Interviewer:\*\*** Do your students find it challenging to decode any speech acts?

**\*\*Participant 3:\*\*** At times, decoding indirect or nuanced speech acts can pose challenges for students. It's an aspect we work on, emphasizing the importance of understanding subtleties in communication to enhance overall communicative competence.

**\*\*Interviewer:\*\*** Based on your experience, how do students typically respond to different speech acts used in the classroom setting?

**\*\*Participant 3:\*\*** Generally, students respond positively to inclusive and collaborative speech acts. They appreciate opportunities for engagement and feel more comfortable expressing their thoughts. Positive responses contribute to a more vibrant and participatory learning environment.

**\*\*Interviewer:\*\*** How do their responses impact the overall learning environment?

**\*\*Participant 3:\*\*** Positive responses contribute to a positive and inclusive learning atmosphere. It encourages a sense of community, boosts student confidence, and creates an environment where students feel valued and supported, ultimately enhancing the overall learning experience.

**\*\*Interviewer:\*\*** Could you share specific instances in your classroom where you felt your communication had a successful impact on students' understanding?

**\*\*Participant 3:\*\*** Certainly. Utilizing clarification speech acts during complex topics has proven effective in ensuring students grasp challenging concepts. It underscores the significance of clear communication in promoting understanding

and academic success.

**\*\*Interviewer:\*\*** Can you share any challenges you faced in your classroom experiences related to the use of speech acts?

**\*\*Participant 3:\*\*** Adapting speech acts to cater to diverse learning styles and preferences poses challenges. Striking a balance to ensure all students are effectively engaged requires ongoing reflection and refinement of communication strategies.

**\*\*Interviewer:\*\*** How do speech acts contribute to effective communication in the English classroom at the intermediate level?

**\*\*Participant 3:\*\*** At the intermediate level, speech acts serve as building blocks for effective communication. They provide students with the tools to express themselves clearly, fostering language development and preparing them for more complex communicative challenges in advanced levels.

#### **Participant 4**

**\*\*Interviewer:\*\*** Can you describe the ways in which you engage with students to facilitate communication in your classroom?

**\*\*Participant 4:\*\*** In my classroom, I prioritize creating an interactive and inclusive environment. I often use interactive activities, encourage open discussions, and employ technology to enhance communication. Building a rapport with students is crucial for effective communication.

**\*\*Interviewer:\*\*** Could you provide specific examples of speech acts that you commonly use in classroom interactions at the intermediate level?

**\*\*Participant 4:\*\*** Certainly. I frequently use informative speech acts when delivering content, and I employ collaborative speech acts during group activities to promote teamwork. Additionally, I utilize supportive speech acts to create a positive and encouraging atmosphere.

**\*\*Interviewer:\*\*** What factors do you consider when selecting particular speech acts to communicate effectively with students?

**\*\*Participant 4:\*\*** I consider the complexity of the topic, the students' proficiency levels, and their individual learning styles. Adapting speech acts based on these factors helps in ensuring that communication is both clear and resonates with the diverse needs of the students.

**\*\*Interviewer:\*\*** How do speech acts enhance effective communication in the classroom?

**\*\*Participant 4:\*\*** Speech acts serve as tools for not just conveying information but also for creating a dynamic and engaging learning environment. By choosing appropriate speech acts, I can promote understanding, active participation, and a positive classroom atmosphere.

**\*\*Interviewer:\*\*** From your perspective, how do different speech acts influence the dynamics within the classroom?

**\*\*Participant 4:\*\*** Different speech acts play a pivotal role in shaping the classroom dynamics. Collaborative speech acts foster teamwork and a sense of community, while assertive speech acts can help maintain focus and direction. The combination of these acts contributes to a balanced and interactive classroom

environment.

**\*\*Interviewer:\*\*** Could you recall specific situations where the choice of a particular speech act significantly influences the classroom environment?

**\*\*Participant 4:\*\*** Certainly. During debates or discussions, using inclusive speech acts encourages diverse viewpoints and promotes a respectful exchange of ideas. This significantly influences the classroom environment by creating a space where students feel heard and valued.

**\*\*Interviewer:\*\*** Do you believe whether there are specific cultural or contextual factors that play a role in shaping the use of speech acts in English classrooms in Pakistan?

**\*\*Participant 4:\*\*** Absolutely, cultural factors are crucial. Maintaining a respectful and considerate tone is important in the Pakistani context. Being aware of cultural nuances helps in adapting speech acts to align with cultural expectations and fostering effective communication.

**\*\*Interviewer:\*\*** If so, how do these factors influence classroom communication?

**\*\*Participant 4:\*\*** Cultural factors influence language choice, formality levels, and communication style. Adapting to these factors ensures that communication is not only effective but also culturally sensitive, fostering a positive and inclusive classroom environment.

**\*\*Interviewer:\*\*** Are there any improvements you would suggest in the way speech acts are used in classroom interactions to enhance the learning experience for students?

**\*\*Participant 4:\*\*** Continuous professional development for educators focusing on effective communication strategies would be beneficial. Additionally, incorporating more interactive and student-centered speech acts can further enhance the learning experience and cater to diverse learning styles.

**\*\*Interviewer:\*\*** Could you elaborate specific speech acts that you find particularly effective in fostering communication in the classroom between students?

**\*\*Participant 4:\*\*** I find that using elicitation speech acts during discussions stimulates critical thinking and encourages active participation. Additionally, utilizing expressive speech acts in moments of encouragement helps create a positive and supportive atmosphere among students.

**\*\*Interviewer:\*\*** Why do you think speech acts are effective for enhancing communicative competence?

**\*\*Participant 4:\*\*** Speech acts bridge the gap between theoretical language knowledge and real-world application. They challenge students to understand not only the language but also the context in which it is used, ultimately enhancing their overall communicative competence.

**\*\*Interviewer:\*\*** Have you noticed any recurring patterns in the choice of speech acts in different situations?

**\*\*Participant 4:\*\*** Yes, there are patterns based on the nature of the lesson. For instance, during problem-solving activities, I often use directive speech acts to guide students, while in more creative exercises, expressive speech acts are more

prevalent. Recognizing these patterns aids in tailoring communication strategies to specific contexts.

**\*\*Interviewer:\*\*** What do you think accounts for these patterns?

**\*\*Participant 4:\*\*** These patterns emerge from the learning objectives of each lesson, the nature of the content, and the preferred learning styles of the students. It's about adapting speech acts to serve the purpose of each activity and create an effective learning experience.

**\*\*Interviewer:\*\*** What speech acts, do you think, do your students usually use in the classroom?

**\*\*Participant 4:\*\*** Students frequently use collaborative speech acts during group activities to coordinate and share ideas. In discussions, expressive speech acts are common as they convey their opinions and engage in meaningful dialogue.

**\*\*Interviewer:\*\*** Do your students find it challenging to decode any speech acts?

**\*\*Participant 4:\*\*** Occasionally, students find indirect speech acts challenging to decode. It's an area we work on, emphasizing the importance of recognizing subtleties and understanding various forms of communication to enhance their overall communicative competence.

**\*\*Interviewer:\*\*** Based on your experience, how do students typically respond to different speech acts used in the classroom setting?

**\*\*Participant 4:\*\*** Generally, students respond positively to interactive and supportive speech acts. They appreciate opportunities for collaboration and encouragement.

Positive responses contribute to a positive and vibrant learning environment.

**\*\*Interviewer:\*\*** How do their responses impact the overall learning environment?

**\*\*Participant 4:\*\*** Positive responses contribute to a positive and inclusive learning atmosphere. They create a sense of community, boost student confidence, and make the classroom a space where students feel comfortable expressing themselves, ultimately enhancing the overall learning experience.

**\*\*Interviewer:\*\*** Could you share specific instances in your classroom where you felt your communication had a successful impact on students' understanding?

**\*\*Participant 4:\*\*** Certainly. Using clarification speech acts during complex topics has proven successful in ensuring students grasp challenging concepts. It reinforces the importance of clear communication in promoting understanding and academic success.

**\*\*Interviewer:\*\*** Can you share any challenges you faced in your classroom experiences related to the use of speech acts?

**\*\*Participant 4:\*\*** Adapting speech acts to cater to diverse learning styles can be challenging. Striking a balance to ensure all students are effectively engaged requires continuous reflection and refinement of communication strategies.

**\*\*Interviewer:\*\*** How do speech acts contribute to effective communication in the English classroom at the intermediate level?

**\*\*Participant 4:\*\*** At the intermediate level, speech acts serve as crucial tools for

students to develop practical communication skills. They provide a framework for expressing ideas, fostering language development, and preparing students for more advanced linguistic challenges.

### **Participant 5**

**Interviewer:** Can you describe the ways in which you engage with students to facilitate communication in your classroom?

**Participant 5:** In my classroom, I focus on creating a dynamic and interactive learning environment. I often incorporate group activities, encourage open discussions, and leverage technology for effective communication. Building trust and fostering a sense of community are essential elements for successful communication.

**Interviewer:** Could you provide specific examples of speech acts that you commonly use in classroom interactions at the intermediate level?

**Participant 5:** Certainly. I frequently use directive speech acts when giving instructions or guiding activities. During discussions, I employ elicitation speech acts to prompt critical thinking, and in moments of encouragement, I use expressive speech acts to create a positive and motivating atmosphere.

**Interviewer:** What factors do you consider when selecting particular speech acts to communicate effectively with students?

**Participant 5:** The complexity of the material, students' proficiency levels, and the desired learning outcomes are crucial factors. Adapting speech acts to align with these considerations ensures that communication is not only clear but also tailored to meet the specific needs of the students.

**Interviewer:** How do speech acts enhance effective communication in the classroom?

**Participant 5:** Speech acts serve as vehicles for conveying information, emotions, and intentions. By carefully selecting appropriate speech acts, I can create a classroom environment that promotes understanding, active participation, and a positive learning experience.

**Interviewer:** From your perspective, how do different speech acts influence the dynamics within the classroom?

**Participant 5:** Different speech acts play distinct roles in shaping the dynamics of the classroom. Collaborative speech acts foster teamwork and a sense of shared learning, while assertive speech acts can help maintain focus and direction. The combination contributes to a balanced and engaging classroom atmosphere.

**Interviewer:** Could you recall specific situations where the choice of a particular speech act significantly influences the classroom environment?

**Participant 5:** Certainly. During collaborative projects, using inclusive speech acts promotes a positive group dynamic and encourages students to contribute their ideas. This significantly influences the classroom environment by fostering teamwork and a supportive learning atmosphere.

**Interviewer:** Do you believe whether there are specific cultural or contextual factors that play a role in shaping the use of speech acts in English classrooms in

Pakistan?

**\*\*Participant 5:\*\*** Yes, cultural factors are important considerations. Maintaining respect and formality align with cultural expectations in Pakistan. Adapting speech acts to reflect these cultural nuances is crucial for effective communication in the classroom.

**\*\*Interviewer:\*\*** If so, how do these factors influence classroom communication?

**\*\*Participant 5:\*\*** Cultural factors influence the tone, formality, and choice of language. Being mindful of these factors allows me to tailor speech acts to the cultural context, ensuring that communication is not only effective but also culturally sensitive and inclusive.

**\*\*Interviewer:\*\*** Are there any improvements you would suggest in the way speech acts are used in classroom interactions to enhance the learning experience for students?

**\*\*Participant 5:\*\*** Continuous professional development for educators focused on effective communication strategies would be beneficial. Additionally, incorporating a variety of speech acts to cater to different learning styles can enhance the overall learning experience for students.

**\*\*Interviewer:\*\*** Could you elaborate specific speech acts that you find particularly effective in fostering communication in the classroom between students?

**\*\*Participant 5:\*\*** I find that using collaborative speech acts, such as group discussions and peer interactions, is particularly effective. These activities not only promote active participation but also encourage students to learn from each other, fostering a sense of community in the classroom.

**\*\*Interviewer:\*\*** Why do you think speech acts are effective for enhancing communicative competence?

**\*\*Participant 5:\*\*** Speech acts go beyond basic language skills. They challenge students to understand and apply language in various contexts, fostering not only linguistic competence but also the ability to communicate effectively in real-world situations.

**\*\*Interviewer:\*\*** Have you noticed any recurring patterns in the choice of speech acts in different situations?

**\*\*Participant 5:\*\*** Yes, there are patterns based on the nature of the lesson. For instance, during interactive activities, I often use collaborative speech acts, while in more formal settings, informative speech acts are more prevalent. Recognizing these patterns helps tailor communication strategies to specific contexts.

**\*\*Interviewer:\*\*** What do you think accounts for these patterns?

**\*\*Participant 5:\*\*** These patterns emerge from the learning objectives of each lesson, the content being covered, and the preferred learning styles of the students. It's about adapting speech acts intentionally to meet the specific goals of each activity and enhance the learning experience.

**\*\*Interviewer:\*\*** What speech acts, do you think, do your students usually use in the classroom?

**\*\*Participant 5:\*\*** Students often use expressive speech acts during discussions to convey their opinions and emotions. In collaborative activities, they frequently employ collaborative speech acts, coordinating tasks and sharing ideas to create a more interactive learning environment.

**\*\*Interviewer:\*\*** Do your students find it challenging to decode any speech acts?

**\*\*Participant 5:\*\*** At times, students find indirect or nuanced speech acts challenging to decode. It's an area we work on, emphasizing the importance of understanding subtleties to enhance their overall communicative competence.

**\*\*Interviewer:\*\*** Based on your experience, how do students typically respond to different speech acts used in the classroom setting?

**\*\*Participant 5:\*\*** Generally, students respond positively to interactive and supportive speech acts. They appreciate opportunities for collaboration and encouragement, which contributes to a more positive and engaging classroom atmosphere.

**\*\*Interviewer:\*\*** How do their responses impact the overall learning environment?

**\*\*Participant 5:\*\*** Positive responses contribute to a positive and inclusive learning atmosphere. It fosters a sense of community, boosts student confidence, and makes the classroom a space where students feel comfortable expressing themselves, ultimately enhancing the overall learning experience.

**\*\*Interviewer:\*\*** Could you share specific instances in your classroom where you felt your communication had a successful impact on students' understanding?

**\*\*Participant 5:\*\*** Certainly. Using clarification speech acts during complex topics has proven successful in ensuring students grasp challenging concepts. It highlights the significance of clear communication in promoting understanding and academic success.

**\*\*Interviewer:\*\*** Can you share any challenges you faced in your classroom experiences related to the use of speech acts?

**\*\*Participant 5:\*\*** Adapting speech acts to cater to diverse learning styles can be challenging. Striking a balance to ensure all students are effectively engaged requires continuous reflection and refinement of communication strategies.

**\*\*Interviewer:\*\*** How do speech acts contribute to effective communication in the English classroom at the intermediate level?

**\*\*Participant 5:\*\*** At the intermediate level, speech acts serve as essential tools for students to develop practical communication skills. They provide a framework for expressing ideas, fostering language development, and preparing students for more advanced linguistic challenges.

## **Participant 6**

**\*\*Interviewer:\*\*** Can you describe the ways in which you engage with students to facilitate communication in your classroom?

**\*\*Participant 6:\*\*** In my classroom, I emphasize creating an inclusive and participatory atmosphere. I often use interactive activities, encourage open discussions, and leverage multimedia tools to enhance communication. Building a sense of community is crucial for effective communication.

**\*\*Interviewer:\*\*** Could you provide specific examples of speech acts that you commonly use in classroom interactions at the intermediate level?

**\*\*Participant 6:\*\*** Certainly. I frequently use elicitation speech acts during discussions to prompt critical thinking. In instructional moments, I rely on informative speech acts to convey content clearly. Additionally, I incorporate collaborative speech acts to encourage teamwork during group activities.

**\*\*Interviewer:\*\*** What factors do you consider when selecting particular speech acts to communicate effectively with students?

**\*\*Participant 6:\*\*** I consider the complexity of the material, the students' proficiency levels, and their learning preferences. Adapting speech acts based on these factors ensures that communication is not only effective but also tailored to the specific needs of the students.

**\*\*Interviewer:\*\*** How do speech acts enhance effective communication in the classroom?

**\*\*Participant 6:\*\*** Speech acts serve as tools to convey information and intentions. By choosing appropriate speech acts, I can create a classroom environment that promotes understanding, active participation, and a positive learning experience.

**\*\*Interviewer:\*\*** From your perspective, how do different speech acts influence the dynamics within the classroom?

**\*\*Participant 6:\*\*** Different speech acts contribute to a dynamic classroom environment. Collaborative speech acts foster teamwork and interaction, while assertive speech acts help maintain focus. The interplay of these acts shapes a positive and engaging learning atmosphere.

**\*\*Interviewer:\*\*** Could you recall specific situations where the choice of a particular speech act significantly influences the classroom environment?

**\*\*Participant 6:\*\*** Certainly. During group projects, using inclusive speech acts ensures effective communication among team members. This significantly influences the classroom environment by promoting collaboration, effective teamwork, and a positive group dynamic.

**\*\*Interviewer:\*\*** Do you believe whether there are specific cultural or contextual factors that play a role in shaping the use of speech acts in English classrooms in Pakistan?

**\*\*Participant 6:\*\*** Absolutely, cultural factors are paramount. In Pakistan, maintaining a respectful and formal tone is important. Adapting speech acts to align with these cultural norms ensures effective communication and a positive classroom atmosphere.

**\*\*Interviewer:\*\*** If so, how do these factors influence classroom communication?

**\*\*Participant 6:\*\*** Cultural factors influence the choice of language, formality levels, and communication style. Adapting to these factors ensures that communication is not only effective but also culturally sensitive, fostering a positive and inclusive learning environment.

**\*\*Interviewer:\*\*** Are there any improvements you would suggest in the way

speech acts are used in classroom interactions to enhance the learning experience for students?

**\*\*Participant 6:\*\*** Continuous professional development for educators to refine their use of speech acts would be beneficial. Additionally, incorporating more interactive and student-centered speech acts can enhance the overall learning experience and cater to diverse learning styles.

**\*\*Interviewer:\*\*** Could you elaborate specific speech acts that you find particularly effective in fostering communication in the classroom between students?

**\*\*Participant 6:\*\*** I find that using expressive speech acts, such as encouraging gestures and positive affirmations, is particularly effective in fostering communication among students. These acts create a supportive atmosphere and encourage students to express themselves freely.

**\*\*Interviewer:\*\*** Why do you think speech acts are effective for enhancing communicative competence?

**\*\*Participant 6:\*\*** Speech acts go beyond rote language learning. They challenge students to understand and apply language in real-world contexts, enhancing not only linguistic competence but also the ability to navigate diverse communicative situations effectively.

**\*\*Interviewer:\*\*** Have you noticed any recurring patterns in the choice of speech acts in different situations?

**\*\*Participant 6:\*\*** Certainly. In situations requiring clarity, informative speech acts are prominent. In contrast, during collaborative activities, expressive and collaborative speech acts are frequently employed. Recognizing these patterns helps tailor communication strategies for different learning scenarios.

**\*\*Interviewer:\*\*** What do you think accounts for these patterns?

**\*\*Participant 6:\*\*** These patterns emerge from a combination of instructional goals, the nature of the material, and the desired outcomes of each lesson. It's about aligning speech acts with specific objectives and adapting to the unique needs of the students in different learning situations.

**\*\*Interviewer:\*\*** What speech acts, do you think, do your students usually use in the classroom?

**\*\*Participant 6:\*\*** Students often use collaborative speech acts during group discussions, where they share ideas and coordinate tasks. Additionally, expressive speech acts are common when expressing opinions or reactions during class interactions.

**\*\*Interviewer:\*\*** Do your students find it challenging to decode any speech acts?

**\*\*Participant 6:\*\*** Occasionally, students find indirect or nuanced speech acts challenging to decode. It's an aspect we address, emphasizing the importance of understanding subtleties for effective communication and comprehension.

**\*\*Interviewer:\*\*** Based on your experience, how do students typically respond to different speech acts used in the classroom setting?

**\*\*Participant 6:\*\*** Generally, students respond positively to interactive and supportive speech acts. They appreciate opportunities for collaboration and

encouragement.

Positive responses contribute to a vibrant and participatory learning environment.

**\*\*Interviewer:\*\*** How do their responses impact the overall learning environment?

**\*\*Participant 6:\*\*** Positive responses contribute to a positive and inclusive learning atmosphere. It fosters a sense of community, boosts student confidence, and creates an environment where students feel comfortable expressing themselves, ultimately enhancing the overall learning experience.

**\*\*Interviewer:\*\*** Could you share specific instances in your classroom where you felt your communication had a successful impact on students' understanding?

**\*\*Participant 6:\*\*** Certainly. Using clarification speech acts during complex topics has proven successful in ensuring students grasp challenging concepts. It emphasizes the importance of clear communication in promoting understanding and academic success.

**\*\*Interviewer:\*\*** Can you share any challenges you faced in your classroom experiences related to the use of speech acts?

**\*\*Participant 6:\*\*** Adapting speech acts to cater to diverse learning styles and preferences can be challenging. Striking a balance to ensure all students are effectively engaged requires continuous reflection and refinement of communication strategies.

**\*\*Interviewer:\*\*** How do speech acts contribute to effective communication in the English classroom at the intermediate level?

**\*\*Participant 6:\*\*** At the intermediate level, speech acts serve as crucial tools for developing practical communication skills. They provide students with the framework to express themselves clearly, fostering language development and preparing them for more complex linguistic challenges in advanced levels.

### **Participant 7**

**\*\*Interviewer:\*\*** Can you describe the ways in which you engage with students to facilitate communication in your classroom?

**\*\*Participant 7:\*\*** Absolutely. In my classroom, fostering effective communication is a priority. I often employ a variety of strategies, including interactive discussions, group activities, and multimedia presentations. Building a rapport with students through approachable communication helps create an environment conducive to learning.

**\*\*Interviewer:\*\*** Could you provide specific examples of speech acts that you commonly use in classroom interactions at the intermediate level?

**\*\*Participant 7:\*\*** Certainly. I frequently utilize elicitation speech acts during discussions, encouraging students to analyze and articulate their thoughts.

Additionally, directive speech acts come into play when providing clear instructions, while expressive speech acts help convey enthusiasm and positive reinforcement during various learning activities.

**\*\*Interviewer:\*\*** What factors do you consider when selecting particular speech acts to communicate effectively with students?

**Participant 7:** The nature of the content, the students' proficiency levels, and the learning objectives are paramount considerations. Adapting speech acts based on these factors ensures that communication is not only comprehensible but also resonates with the students, fostering engagement and understanding.

**Interviewer:** How do speech acts enhance effective communication in the classroom?

**Participant 7:** Speech acts serve as the building blocks of communication. They go beyond conveying information by adding layers of meaning, intent, and emotion. By selecting appropriate speech acts, I can create an environment where students not only grasp the material but also actively participate and connect with the subject matter.

**Interviewer:** From your perspective, how do different speech acts influence the dynamics within the classroom?

**Participant 7:** Different speech acts contribute uniquely to the classroom dynamics. Collaborative speech acts, for instance, foster a sense of community and teamwork, while assertive speech acts help maintain focus and direction. The combination of these acts results in a balanced and interactive learning atmosphere.

**Interviewer:** Could you recall specific situations where the choice of a particular speech act significantly influences the classroom environment?

**Participant 7:** Certainly. During a project-based assignment, using inclusive speech acts was pivotal. It encouraged students to actively collaborate, share ideas, and build on each other's contributions. This significantly influenced the classroom environment by promoting a positive group dynamic and fostering a culture of collective learning.

**Interviewer:** Do you believe whether there are specific cultural or contextual factors that play a role in shaping the use of speech acts in English classrooms in Pakistan?

**Participant 7:** Absolutely. Cultural factors are crucial considerations. In Pakistan, maintaining a respectful and formal tone is essential. Adapting speech acts to align with cultural expectations ensures effective communication and fosters a classroom environment that respects cultural nuances.

**Interviewer:** If so, how do these factors influence classroom communication?

**Participant 7:** Cultural factors influence language choice, formality levels, and communication styles. Adapting to these factors ensures that communication is not only effective but also culturally sensitive. It contributes to creating a positive and inclusive learning environment that respects and acknowledges the cultural backgrounds of the students.

**Interviewer:** Are there any improvements you would suggest in the way speech acts are used in classroom interactions to enhance the learning experience for students?

**Participant 7:** Continuous professional development for educators focusing on diverse communication strategies would be beneficial. Additionally, incorporating more student-centered speech acts and interactive approaches can enhance the learning experience, catering to the varied preferences and learning

styles of students.

**\*\*Interviewer:\*\*** Could you elaborate specific speech acts that you find particularly effective in fostering communication in the classroom between students?

**\*\*Participant 7:\*\*** I find that elicitation speech acts are particularly effective during group discussions. They prompt students to think critically and articulate their ideas. Additionally, collaborative speech acts, such as peer interactions and group projects, foster a sense of community and encourage effective communication between students.

**\*\*Interviewer:\*\*** Why do you think speech acts are effective for enhancing communicative competence?

**\*\*Participant 7:\*\*** Speech acts go beyond mere language proficiency. They require students to understand and apply language in real-world contexts, enhancing their communicative competence. By navigating various speech acts, students develop practical communication skills crucial for effective interaction in diverse situations.

**\*\*Interviewer:\*\*** Have you noticed any recurring patterns in the choice of speech acts in different situations?

**\*\*Participant 7:\*\*** Yes, patterns often emerge based on the nature of the lesson. For instance, during interactive discussions, elicitation speech acts are prominent, while in more formal settings, informative speech acts take precedence. Recognizing these patterns allows for intentional and context-appropriate use of speech acts.

**\*\*Interviewer:\*\*** What do you think accounts for these patterns?

**\*\*Participant 7:\*\*** These patterns stem from the learning objectives, the content being covered, and the specific dynamics of each lesson. It's about choosing speech acts deliberately to align with the goals of the lesson and cater to the needs and preferences of the students in different contexts.

**\*\*Interviewer:\*\*** What speech acts, do you think, do your students usually use in the classroom?

**\*\*Participant 7:\*\*** Students commonly use expressive speech acts during discussions to convey their opinions and reactions. In collaborative activities, they often employ collaborative speech acts, working together to solve problems and share insights.

**\*\*Interviewer:\*\*** Do your students find it challenging to decode any speech acts?

**\*\*Participant 7:\*\*** At times, students find indirect speech acts challenging to decode. It's an area where we work on building awareness and understanding, emphasizing the importance of recognizing subtleties in communication to enhance overall communicative competence.

**\*\*Interviewer:\*\*** Based on your experience, how do students typically respond to different speech acts used in the classroom setting?

**\*\*Participant 7:\*\*** Generally, students respond positively to interactive and collaborative speech acts. They appreciate opportunities for participation and engagement. Positive responses contribute to a vibrant and inclusive classroom

atmosphere.

**\*\*Interviewer:\*\*** How do their responses impact the overall learning environment?

**\*\*Participant 7:\*\*** Positive responses contribute significantly to a positive and inclusive learning atmosphere. It fosters a sense of community, boosts student confidence, and creates an environment where students feel comfortable expressing themselves, ultimately enhancing the overall learning experience.

**\*\*Interviewer:\*\*** Could you share specific instances in your classroom where you felt your communication had a successful impact on students' understanding?

**\*\*Participant 7:\*\*** Certainly. Using clarification speech acts during complex topics has proven successful in ensuring students grasp challenging concepts. It highlights the importance of clear communication in promoting understanding and academic success.

**\*\*Interviewer:\*\*** Can you share any challenges you faced in your classroom experiences related to the use of speech acts?

**\*\*Participant 7:\*\*** Adapting speech acts to cater to diverse learning styles and preferences can be challenging. Striking a balance to ensure all students are effectively engaged requires continuous reflection and refinement of communication strategies.

**\*\*Interviewer:\*\*** How do speech acts contribute to effective communication in the English classroom at the intermediate level?

**\*\*Participant 7:\*\*** At the intermediate level, speech acts play a crucial role in developing practical communication skills. They provide students with the tools to express themselves clearly, fostering language development and preparing them for more complex communicative challenges in advanced levels.

## **Participant 8**

**\*\*Interviewer:\*\*** Can you describe the ways in which you engage with students to facilitate communication in your classroom?

**\*\*Participant 8:\*\*** Certainly. In my classroom, I prioritize creating an environment that encourages open communication. I often incorporate interactive activities, initiate class discussions, and use real-life scenarios to connect with students. Establishing a supportive and inclusive atmosphere is key to effective communication.

**\*\*Interviewer:\*\*** Could you provide specific examples of speech acts that you commonly use in classroom interactions at the intermediate level?

**\*\*Participant 8:\*\*** Of course. I frequently use elicitation speech acts during discussions to prompt critical thinking. Additionally, I employ directive speech acts when providing instructions for activities, and expressive speech acts to convey enthusiasm and encouragement during the learning process.

**\*\*Interviewer:\*\*** What factors do you consider when selecting particular speech acts to communicate effectively with students?

**\*\*Participant 8:\*\*** The complexity of the topic, the students' proficiency levels, and the learning objectives guide my choice of speech acts. Adapting the tone and style of communication based on these factors ensures that information is

conveyed in a manner that resonates with the students and supports their understanding.

**\*\*Interviewer:\*\*** How do speech acts enhance effective communication in the classroom?

**\*\*Participant 8:\*\*** Speech acts serve as tools to not only convey information but also to establish a connection with students. By selecting appropriate speech acts, I can create an environment that fosters engagement, active participation, and a positive attitude towards learning.

**\*\*Interviewer:\*\*** From your perspective, how do different speech acts influence the dynamics within the classroom?

**\*\*Participant 8:\*\*** Different speech acts contribute to a dynamic and interactive classroom atmosphere. Collaborative speech acts, such as group discussions, promote teamwork and shared learning experiences. Expressive speech acts add a personal touch, fostering a positive and encouraging environment. The balance between various speech acts shapes a well-rounded classroom dynamic.

**\*\*Interviewer:\*\*** Could you recall specific situations where the choice of a particular speech act significantly influences the classroom environment?

**\*\*Participant 8:\*\*** Certainly. During a debate activity, using assertive speech acts to maintain order and guide the discussion significantly influenced the classroom environment. It helped create a space where diverse opinions could be shared respectfully, contributing to a rich and constructive learning experience.

**\*\*Interviewer:\*\*** Do you believe whether there are specific cultural or contextual factors that play a role in shaping the use of speech acts in English classrooms in Pakistan?

**\*\*Participant 8:\*\*** Absolutely, cultural factors are crucial considerations. In Pakistan, maintaining a polite and respectful tone is essential. Adapting speech acts to align with cultural norms ensures effective communication and helps create a classroom environment that respects cultural sensitivities.

**\*\*Interviewer:\*\*** If so, how do these factors influence classroom communication?

**\*\*Participant 8:\*\*** Cultural factors influence language choice, politeness levels, and communication styles. Being mindful of these factors allows me to tailor speech acts to the cultural context, fostering effective communication that is respectful and inclusive.

**\*\*Interviewer:\*\*** Are there any improvements you would suggest in the way speech acts are used in classroom interactions to enhance the learning experience for students?

**\*\*Participant 8:\*\*** Continuous professional development for educators focused on refining communication strategies could be beneficial. Additionally, incorporating more interactive and student-centered speech acts can enhance the learning experience by catering to diverse learning styles.

**\*\*Interviewer:\*\*** Could you elaborate specific speech acts that you find particularly effective in fostering communication in the classroom between students?

**\*\*Participant 8:\*\*** I find that using collaborative speech acts during group

activities stimulates communication between students. Additionally, supportive speech acts, such as acknowledging and appreciating student contributions, create a positive and encouraging atmosphere within the classroom.

**\*\*Interviewer:\*\*** Why do you think speech acts are effective for enhancing communicative competence?

**\*\*Participant 8:\*\*** Speech acts challenge students to go beyond language proficiency by requiring them to understand and use language in context. This holistic approach to communication enhances not only linguistic competence but also the ability to express oneself effectively in various situations.

**\*\*Interviewer:\*\*** Have you noticed any recurring patterns in the choice of speech acts in different situations?

**\*\*Participant 8:\*\*** Yes, patterns often emerge based on the nature of the lesson. For instance, during collaborative activities, collaborative speech acts are prevalent, while in more formal settings, informative speech acts take precedence. Recognizing and adapting to these patterns allows for effective communication in diverse situations.

**\*\*Interviewer:\*\*** What do you think accounts for these patterns?

**\*\*Participant 8:\*\*** These patterns are shaped by the learning objectives, the content being covered, and the specific needs of the students in each lesson. Adapting speech acts intentionally to align with these factors ensures that communication is tailored to the goals of each learning activity.

**\*\*Interviewer:\*\*** What speech acts, do you think, do your students usually use in the classroom?

**\*\*Participant 8:\*\*** Students often use expressive speech acts during discussions to convey their opinions and emotions. In group activities, they frequently employ collaborative speech acts to coordinate tasks and share ideas, fostering a sense of teamwork.

**\*\*Interviewer:\*\*** Do your students find it challenging to decode any speech acts?

**\*\*Participant 8:\*\*** At times, students find indirect or nuanced speech acts challenging to decode. It's an area where we focus on building awareness and understanding, emphasizing the importance of recognizing subtleties in communication.

**\*\*Interviewer:\*\*** Based on your experience, how do students typically respond to different speech acts used in the classroom setting?

**\*\*Participant 8:\*\*** Generally, students respond positively to interactive and supportive speech acts. They appreciate opportunities for collaboration and encouragement, contributing to a positive and engaging classroom atmosphere.

**\*\*Interviewer:\*\*** How do their responses impact the overall learning environment?

**\*\*Participant 8:\*\*** Positive responses contribute significantly to a positive and inclusive learning atmosphere. They foster a sense of community, boost student confidence, and create an environment where students feel comfortable expressing themselves, ultimately enhancing the overall learning experience.

**\*\*Interviewer:\*\*** Could you share specific instances in your classroom where you

felt your communication had a successful impact on students' understanding?

**\*\*Participant 8:\*\*** Certainly. Using clarification speech acts during complex topics has proven successful in ensuring students grasp challenging concepts. It underscores the importance of clear communication in promoting understanding and academic success.

**\*\*Interviewer:\*\*** Can you share any challenges you faced in your classroom experiences related to the use of speech acts?

**\*\*Participant 8:\*\*** Adapting speech acts to cater to diverse learning styles can be challenging. Striking a balance to ensure all students are effectively engaged requires continuous reflection and refinement of communication strategies.

**\*\*Interviewer:\*\*** How do speech acts contribute to effective communication in the English classroom at the intermediate level?

**\*\*Participant 8:\*\*** At the intermediate level, speech acts serve as vital tools for students to develop practical communication skills. They provide a framework for expressing ideas, fostering language development, and preparing students for more advanced linguistic challenges.

### **2.8.1 Participant 9**

**\*\*Interviewer:\*\*** Can you describe the ways in which you engage with students to facilitate communication in your classroom?

**\*\*Participant 9:\*\*** Absolutely. In my classroom, I prioritize creating an interactive and inclusive environment. I often incorporate multimedia elements, encourage open discussions, and utilize collaborative activities. Building a connection with students is crucial for effective communication.

**\*\*Interviewer:\*\*** Could you provide specific examples of speech acts that you commonly use in classroom interactions at the intermediate level?

**\*\*Participant 9:\*\*** Certainly. Elicitation speech acts are frequent during discussions to encourage critical thinking. I often use directive speech acts for clear instructions and informative speech acts to provide explanations. Expressive speech acts, such as encouragement, are also integral to maintaining a positive and engaging atmosphere.

**\*\*Interviewer:\*\*** What factors do you consider when selecting particular speech acts to communicate effectively with students?

**\*\*Participant 9:\*\*** I consider the complexity of the topic, students' proficiency levels, and the overall learning objectives. Adapting speech acts based on these factors ensures that communication is not only clear but also resonates with the students, fostering a deeper understanding.

**\*\*Interviewer:\*\*** How do speech acts enhance effective communication in the classroom?

**\*\*Participant 9:\*\*** Speech acts serve as tools to convey information, emotions, and intentions. By choosing appropriate speech acts, I can create a classroom environment that promotes understanding, active participation, and a positive learning experience.

**\*\*Interviewer:\*\*** From your perspective, how do different speech acts influence the dynamics within the classroom?

**\*\*Participant 9:\*\*** Different speech acts contribute uniquely to the classroom dynamics. Collaborative speech acts foster teamwork and interaction, while assertive speech acts help maintain focus. The combination of these acts shapes a dynamic and engaging learning atmosphere.

**\*\*Interviewer:\*\*** Could you recall specific situations where the choice of a particular speech act significantly influences the classroom environment?

**\*\*Participant 9:\*\*** Certainly. During group projects, using inclusive speech acts significantly influences the classroom environment. It encourages students to actively participate, share ideas, and collaborate effectively, fostering a positive group dynamic.

**\*\*Interviewer:\*\*** Do you believe whether there are specific cultural or contextual factors that play a role in shaping the use of speech acts in English classrooms in Pakistan?

**\*\*Participant 9:\*\*** Yes, cultural factors are crucial considerations. Maintaining a respectful and formal tone aligns with cultural expectations in Pakistan. Adapting speech acts to reflect these cultural nuances is essential for effective communication in the classroom.

**\*\*Interviewer:\*\*** If so, how do these factors influence classroom communication?

**\*\*Participant 9:\*\*** Cultural factors influence language choice, formality levels, and communication styles. Being mindful of these factors allows me to tailor speech acts to the cultural context, ensuring that communication is not only effective but also culturally sensitive.

**\*\*Interviewer:\*\*** Are there any improvements you would suggest in the way speech acts are used in classroom interactions to enhance the learning experience for students?

**\*\*Participant 9:\*\*** Continuous professional development for educators focused on effective communication strategies would be beneficial. Additionally, incorporating more interactive and student-centered speech acts can enhance the overall learning experience, catering to diverse learning styles.

**\*\*Interviewer:\*\*** Could you elaborate specific speech acts that you find particularly effective in fostering communication in the classroom between students?

**\*\*Participant 9:\*\*** I find that using elicitation speech acts during discussions stimulates critical thinking and active participation. Additionally, employing collaborative speech acts, such as group discussions and peer interactions, fosters a sense of community and encourages students to learn from each other.

**\*\*Interviewer:\*\*** Why do you think speech acts are effective for enhancing communicative competence?

**\*\*Participant 9:\*\*** Speech acts go beyond language proficiency by challenging students to apply language in different contexts. This challenges them to develop not only linguistic competence but also practical communication skills essential for real-world situations.

**\*\*Interviewer:\*\*** Have you noticed any recurring patterns in the choice of speech acts in different situations?

**\*\*Participant 9:\*\*** Yes, patterns often emerge based on the nature of the lesson. During interactive activities, collaborative speech acts are prominent, while in more formal settings, informative speech acts take precedence. Recognizing these patterns helps tailor communication strategies to specific contexts.

**\*\*Interviewer:\*\*** What do you think accounts for these patterns?

**\*\*Participant 9:\*\*** These patterns stem from the learning objectives of each lesson, the content being covered, and the preferred learning styles of the students. Adapting speech acts intentionally to meet these considerations ensures that communication is effective and aligned with the goals of each activity.

**\*\*Interviewer:\*\*** What speech acts, do you think, do your students usually use in the classroom?

**\*\*Participant 9:\*\*** Students often use expressive speech acts during discussions to convey their opinions and emotions. In collaborative activities, they frequently employ collaborative speech acts, coordinating tasks and sharing ideas to create a more interactive learning environment.

**\*\*Interviewer:\*\*** Do your students find it challenging to decode any speech acts?

**\*\*Participant 9:\*\*** At times, students find indirect or nuanced speech acts challenging to decode. It's an area we address, emphasizing the importance of understanding subtleties to enhance their overall communicative competence.

**\*\*Interviewer:\*\*** Based on your experience, how do students typically respond to different speech acts used in the classroom setting?

**\*\*Participant 9:\*\*** Generally, students respond positively to interactive and supportive speech acts. They appreciate opportunities for collaboration and encouragement, contributing to a positive and inclusive classroom atmosphere.

**\*\*Interviewer:\*\*** How do their responses impact the overall learning environment?

**\*\*Participant 9:\*\*** Positive responses contribute significantly to a positive and inclusive learning atmosphere. They foster a sense of community, boost student confidence, and create an environment where students feel comfortable expressing themselves, ultimately enhancing the overall learning experience.

**\*\*Interviewer:\*\*** Could you share specific instances in your classroom where you felt your communication had a successful impact on students' understanding?

**\*\*Participant 9:\*\*** Certainly. Using clarification speech acts during complex topics has proven successful in ensuring students grasp challenging concepts. It highlights the importance of clear communication in promoting understanding and academic success.

**\*\*Interviewer:\*\*** Can you share any challenges you faced in your classroom experiences related to the use of speech acts?

**\*\*Participant 9:\*\*** Adapting speech acts to cater to diverse learning styles and preferences can be challenging. Striking a balance to ensure all students are effectively engaged requires continuous reflection and refinement of communication strategies.

**\*\*Interviewer:\*\*** How do speech acts contribute to effective communication in the English classroom at the intermediate level?

**\*\*Participant 9:\*\*** At the intermediate level, speech acts serve as essential tools for students to develop practical communication skills. They provide a framework for expressing ideas, fostering language development, and preparing students for more advanced linguistic challenges.

### **Participant 10**

**\*\*Interviewer:\*\*** Can you describe the ways in which you engage with students to facilitate communication in your classroom?

**\*\*Participant 10:\*\*** Absolutely. In my classroom, I emphasize creating an interactive and dynamic learning environment. I often incorporate group activities, encourage class discussions, and use technology to enhance engagement. Building a connection with students is vital for effective communication.

**\*\*Interviewer:\*\*** Could you provide specific examples of speech acts that you commonly use in classroom interactions at the intermediate level?

**\*\*Participant 10:\*\*** Certainly. I frequently utilize elicitation speech acts during discussions to stimulate critical thinking. In instructional moments, I rely on directive speech acts for clear guidance, and in positive reinforcement, I employ expressive speech acts to acknowledge and encourage students.

**\*\*Interviewer:\*\*** What factors do you consider when selecting particular speech acts to communicate effectively with students?

**\*\*Participant 10:\*\*** I consider the complexity of the material, the students' proficiency levels, and the desired learning outcomes. Adapting speech acts based on these factors ensures that communication is not only effective but also tailored to the specific needs and understanding of the students.

**\*\*Interviewer:\*\*** How do speech acts enhance effective communication in the classroom?

**\*\*Participant 10:\*\*** Speech acts serve as tools to convey information, express intentions, and foster interaction. By selecting appropriate speech acts, I can create a classroom environment that promotes understanding, active participation, and a positive learning experience.

**\*\*Interviewer:\*\*** From your perspective, how do different speech acts influence the dynamics within the classroom?

**\*\*Participant 10:\*\*** Different speech acts contribute to a vibrant classroom dynamic. Collaborative speech acts encourage teamwork and engagement, while assertive speech acts help maintain focus. The variety of these acts contributes to a dynamic and interactive learning atmosphere.

**\*\*Interviewer:\*\*** Could you recall specific situations where the choice of a particular speech act significantly influences the classroom environment?

**\*\*Participant 10:\*\*** Certainly. During a class debate, using assertive speech acts helped guide the discussion and maintain a respectful atmosphere. It significantly influenced the classroom environment by fostering a space where diverse opinions were shared and respected.

**\*\*Interviewer:\*\*** Do you believe whether there are specific cultural or contextual factors that play a role in shaping the use of speech acts in English classrooms in

Pakistan?

**\*\*Participant 10:\*\*** Yes, cultural factors are crucial considerations. In Pakistan, maintaining a polite and formal tone is important. Adapting speech acts to align with cultural expectations ensures effective communication and contributes to a positive classroom environment.

**\*\*Interviewer:\*\*** If so, how do these factors influence classroom communication?

**\*\*Participant 10:\*\*** Cultural factors influence language choice, formality levels, and communication styles. Adapting to these factors ensures that communication is not only effective but also culturally sensitive, contributing to a classroom environment that respects cultural nuances.

**\*\*Interviewer:\*\*** Are there any improvements you would suggest in the way speech acts are used in classroom interactions to enhance the learning experience for students?

**\*\*Participant 10:\*\*** Continuous professional development for educators to refine their use of speech acts would be beneficial. Additionally, incorporating more student-centered and interactive speech acts can enhance the overall learning experience, accommodating diverse learning styles.

**\*\*Interviewer:\*\*** Could you elaborate specific speech acts that you find particularly effective in fostering communication in the classroom between students?

**\*\*Participant 10:\*\*** I find that using collaborative speech acts, such as group discussions and peer interactions, is particularly effective in fostering communication among students. These acts encourage teamwork and the exchange of ideas, creating a dynamic and interactive learning environment.

**\*\*Interviewer:\*\*** Why do you think speech acts are effective for enhancing communicative competence?

**\*\*Participant 10:\*\*** Speech acts challenge students to apply language in real-world contexts, enhancing their communicative competence. By engaging with different speech acts, students develop not only linguistic proficiency but also the ability to navigate diverse communication situations effectively.

**\*\*Interviewer:\*\*** Have you noticed any recurring patterns in the choice of speech acts in different situations?

**\*\*Participant 10:\*\*** Certainly. In situations requiring clarity, informative speech acts are frequently used. In contrast, during group activities, collaborative speech acts become more prominent. Recognizing these patterns helps tailor communication strategies for different learning scenarios.

**\*\*Interviewer:\*\*** What do you think accounts for these patterns?

**\*\*Participant 10:\*\*** These patterns emerge from the nature of the lesson, the learning objectives, and the dynamics of each situation. It's about choosing speech acts deliberately to align with specific goals and adapting to the unique needs of students in different learning scenarios.

**\*\*Interviewer:\*\*** What speech acts, do you think, do your students usually use in the classroom?

**\*\*Participant 10:\*\*** Students often use expressive speech acts during discussions to convey their opinions and reactions. In collaborative activities, they frequently employ collaborative speech acts, working together to share ideas and solve problems.

**\*\*Interviewer:\*\*** Do your students find it challenging to decode any speech acts?

**\*\*Participant 10:\*\*** Occasionally, students find indirect or nuanced speech acts challenging to decode. It's an aspect we address, emphasizing the importance of understanding subtleties for effective communication and comprehension.

**\*\*Interviewer:\*\*** Based on your experience, how do students typically respond to different speech acts used in the classroom setting?

**\*\*Participant 10:\*\*** Generally, students respond positively to interactive and collaborative speech acts. They appreciate opportunities for participation and engagement. Positive responses contribute to a lively and inclusive learning environment.

**\*\*Interviewer:\*\*** How do their responses impact the overall learning environment?

**\*\*Participant 10:\*\*** Positive responses contribute significantly to a positive and inclusive learning atmosphere. They foster a sense of community, boost student confidence, and create an environment where students feel comfortable expressing themselves, ultimately enhancing the overall learning experience.

**\*\*Interviewer:\*\*** Could you share specific instances in your classroom where you felt your communication had a successful impact on students' understanding?

**\*\*Participant 10:\*\*** Certainly. Using clarification speech acts during complex topics has proven successful in ensuring students grasp challenging concepts. It emphasizes the importance of clear communication in promoting understanding and academic success.

**\*\*Interviewer:\*\*** Can you share any challenges you faced in your classroom experiences related to the use of speech acts?

**\*\*Participant 10:\*\*** Adapting speech acts to cater to diverse learning styles and preferences can be challenging. Striking a balance to ensure all students are effectively engaged requires continuous reflection and refinement of communication strategies.

**\*\*Interviewer:\*\*** How do speech acts contribute to effective communication in the English classroom at the intermediate level?

**\*\*Participant 10:\*\*** At the intermediate level, speech acts serve as essential tools for developing practical communication skills. They provide students with the means to express themselves clearly, fostering language development and preparing them for more complex linguistic challenges in advanced levels.

### **2.8.2 Participant 11**

**\*\*Interviewer:\*\*** Can you describe the ways in which you engage with students to facilitate communication in your classroom?

**\*\*Participant 11:\*\*** Certainly. In my classroom, I focus on creating an interactive and collaborative learning environment. I frequently use group discussions, incorporate multimedia elements, and encourage open dialogue. Building a

positive rapport with students is fundamental for effective communication.

**\*\*Interviewer:\*\*** Could you provide specific examples of speech acts that you commonly use in classroom interactions at the intermediate level?

**\*\*Participant 11:\*\*** Of course. Elicitation speech acts are common during discussions to encourage critical thinking. I often use directive speech acts when providing clear instructions, and expressive speech acts to provide positive reinforcement and foster a supportive atmosphere.

**\*\*Interviewer:\*\*** What factors do you consider when selecting particular speech acts to communicate effectively with students?

**\*\*Participant 11:\*\*** The complexity of the material, the students' proficiency levels, and the learning objectives guide my choice of speech acts. Adapting the communication style based on these factors ensures that information is conveyed in a way that resonates with the students and supports their understanding.

**\*\*Interviewer:\*\*** How do speech acts enhance effective communication in the classroom?

**\*\*Participant 11:\*\*** Speech acts serve as tools to not only convey information but also to create a rich and engaging classroom atmosphere. By choosing appropriate speech acts, I can stimulate active participation, encourage critical thinking, and establish a positive learning environment.

**\*\*Interviewer:\*\*** From your perspective, how do different speech acts influence the dynamics within the classroom?

**\*\*Participant 11:\*\*** Different speech acts contribute to a dynamic classroom dynamic. Collaborative speech acts, such as group discussions, foster teamwork and interaction, while assertive speech acts help maintain focus. The combination of these acts shapes an environment where students are actively engaged in the learning process.

**\*\*Interviewer:\*\*** Could you recall specific situations where the choice of a particular speech act significantly influences the classroom environment?

**\*\*Participant 11:\*\*** Certainly. During a project-based assignment, using inclusive speech acts was crucial. It encouraged students to actively participate, share ideas, and collaborate effectively, significantly influencing the classroom environment by promoting a positive group dynamic.

**\*\*Interviewer:\*\*** Do you believe whether there are specific cultural or contextual factors that play a role in shaping the use of speech acts in English classrooms in Pakistan?

**\*\*Participant 11:\*\*** Absolutely. Cultural factors are pivotal considerations. Maintaining a respectful and formal tone is crucial in Pakistan. Adapting speech acts to align with cultural expectations ensures effective communication and contributes to a classroom environment that respects cultural nuances.

**\*\*Interviewer:\*\*** If so, how do these factors influence classroom communication?

**\*\*Participant 11:\*\*** Cultural factors influence language choice, formality levels, and communication styles. Being attuned to these factors allows me to tailor speech acts to the cultural context, ensuring that communication is not only effective but also culturally sensitive. This contributes to a positive and inclusive

learning environment.

**\*\*Interviewer:\*\*** Are there any improvements you would suggest in the way speech acts are used in classroom interactions to enhance the learning experience for students?

**\*\*Participant 11:\*\*** Continuous professional development for educators, focusing on diverse communication strategies, would be beneficial. Additionally, incorporating more interactive and student-centered speech acts can enhance the learning experience, catering to the varied preferences and learning styles of students.

**\*\*Interviewer:\*\*** Could you elaborate specific speech acts that you find particularly effective in fostering communication in the classroom between students?

**\*\*Participant 11:\*\*** I find that elicitation speech acts are particularly effective during discussions. They encourage students to think critically, articulate their thoughts, and engage in meaningful dialogue. Additionally, collaborative speech acts, such as group projects, foster a sense of community and encourage effective communication between students.

**\*\*Interviewer:\*\*** Why do you think speech acts are effective for enhancing communicative competence?

**\*\*Participant 11:\*\*** Speech acts go beyond mere language proficiency. They require students to apply language in real-world contexts, enhancing their communicative competence. By engaging with various speech acts, students develop practical communication skills essential for effective interaction in diverse situations.

**\*\*Interviewer:\*\*** Have you noticed any recurring patterns in the choice of speech acts in different situations?

**\*\*Participant 11:\*\*** Yes, patterns often emerge based on the nature of the lesson. For instance, during interactive discussions, elicitation speech acts are prominent, while in more formal settings, informative speech acts take precedence. Recognizing and adapting to these patterns allows for intentional and context-appropriate use of speech acts.

**\*\*Interviewer:\*\*** What do you think accounts for these patterns?

**\*\*Participant 11:\*\*** These patterns arise from the learning objectives, the content being covered, and the specific dynamics of each lesson. Adapting speech acts intentionally to align with these factors ensures that communication is effective and caters to the needs and preferences of students in different contexts.

**\*\*Interviewer:\*\*** What speech acts, do you think, do your students usually use in the classroom?

**\*\*Participant 11:\*\*** Students often use expressive speech acts during discussions to convey their opinions and emotions. In collaborative activities, they frequently employ collaborative speech acts, such as peer interactions and group discussions, fostering a sense of teamwork.

**\*\*Interviewer:\*\*** Do your students find it challenging to decode any speech acts?

**Participant 11:** At times, students find indirect speech acts challenging to decode. It's an area where we work on building awareness and understanding, emphasizing the importance of recognizing subtleties in communication to enhance overall communicative competence.

**Interviewer:** Based on your experience, how do students typically respond to different speech acts used in the classroom setting?

**Participant 11:** Generally, students respond positively to interactive and collaborative speech acts. They appreciate opportunities for participation and engagement, contributing to a vibrant and inclusive classroom atmosphere.

**Interviewer:** How do their responses impact the overall learning environment?

**Participant 11:** Positive responses contribute significantly to a positive and inclusive learning atmosphere. They foster a sense of community, boost student confidence, and create an environment where students feel comfortable expressing themselves, ultimately enhancing the overall learning experience.

**Interviewer:** Could you share specific instances in your classroom where you felt your communication had a successful impact on students' understanding?

**Participant 11:** Certainly. Using clarification speech acts during complex topics has proven successful in ensuring students grasp challenging concepts. It highlights the importance of clear communication in promoting understanding and academic success.

**Interviewer:** Can you share any challenges you faced in your classroom experiences related to the use of speech acts?

**Participant 11:** Adapting speech acts to cater to diverse learning styles and preferences can be challenging. Striking a balance to ensure all students are effectively engaged requires continuous reflection and refinement of communication strategies.

**Interviewer:** How do speech acts contribute to effective communication in the English classroom at the intermediate level?

**Participant 11:** At the intermediate level, speech acts play a crucial role in developing practical communication skills. They provide students with the tools to express themselves clearly, fostering language development and preparing them for more advanced linguistic challenges.

## **Participant 12**

**Interviewer:** Can you describe the ways in which you engage with students to facilitate communication in your classroom?

**Participant 12:** Absolutely. In my classroom, I strive to create an environment that encourages open communication and active participation. I often incorporate interactive activities, use real-world examples, and maintain an approachable demeanor to build a connection with students.

**Interviewer:** Could you provide specific examples of speech acts that you commonly use in classroom interactions at the intermediate level?

**Participant 12:** Certainly. Elicitation speech acts are frequent during discussions to stimulate critical thinking. I often use directive speech acts for

clear instructions during activities and employ expressive speech acts to provide positive reinforcement and motivation.

**\*\*Interviewer:\*\*** What factors do you consider when selecting particular speech acts to communicate effectively with students?

**\*\*Participant 12:\*\*** The complexity of the topic, students' proficiency levels, and the learning objectives guide my choice of speech acts. Adapting the tone and style of communication based on these factors ensures that information is conveyed in a manner that supports comprehension and engagement.

**\*\*Interviewer:\*\*** How do speech acts enhance effective communication in the classroom?

**\*\*Participant 12:\*\*** Speech acts serve as tools to convey information, express emotions, and foster interaction. By choosing appropriate speech acts, I can create a classroom environment that promotes understanding, encourages participation, and establishes a positive rapport with students.

**\*\*Interviewer:\*\*** From your perspective, how do different speech acts influence the dynamics within the classroom?

**\*\*Participant 12:\*\*** Different speech acts contribute to a dynamic and interactive classroom atmosphere. Collaborative speech acts, like group discussions, foster teamwork and shared learning experiences. Expressive speech acts add a personal touch, creating a positive and encouraging environment. The balance between various speech acts shapes a well-rounded classroom dynamic.

**\*\*Interviewer:\*\*** Could you recall specific situations where the choice of a particular speech act significantly influences the classroom environment?

**\*\*Participant 12:\*\*** Certainly. During a debate activity, using assertive speech acts to guide the discussion significantly influenced the classroom environment. It helped maintain order, ensured respectful dialogue, and contributed to a lively and constructive learning atmosphere.

**\*\*Interviewer:\*\*** Do you believe whether there are specific cultural or contextual factors that play a role in shaping the use of speech acts in English classrooms in Pakistan?

**\*\*Participant 12:\*\*** Yes, cultural factors are important considerations. Maintaining a polite and respectful tone aligns with cultural norms in Pakistan. Adapting speech acts to respect these cultural nuances ensures effective communication and contributes to a positive classroom environment.

**\*\*Interviewer:\*\*** If so, how do these factors influence classroom communication?

**\*\*Participant 12:\*\*** Cultural factors influence language choice, politeness levels, and communication styles. Being mindful of these factors allows me to tailor speech acts to the cultural context, fostering effective communication that is respectful and inclusive.

**\*\*Interviewer:\*\*** Are there any improvements you would suggest in the way speech acts are used in classroom interactions to enhance the learning experience for students?

**\*\*Participant 12:\*\*** Continuous professional development for educators focused on refining communication strategies could be beneficial. Additionally,

incorporating more interactive and student-centered speech acts can enhance the learning experience by catering to diverse learning styles.

**\*\*Interviewer:\*\*** Could you elaborate specific speech acts that you find particularly effective in fostering communication in the classroom between students?

**\*\*Participant 12:\*\*** I find that using collaborative speech acts during group activities stimulates communication between students. Additionally, supportive speech acts, such as acknowledging and appreciating student contributions, create a positive and encouraging atmosphere within the classroom.

**\*\*Interviewer:\*\*** Why do you think speech acts are effective for enhancing communicative competence?

**\*\*Participant 12:\*\*** Speech acts challenge students to go beyond language proficiency by requiring them to understand and use language in context. This holistic approach to communication enhances not only linguistic competence but also the ability to express oneself effectively in various situations.

**\*\*Interviewer:\*\*** Have you noticed any recurring patterns in the choice of speech acts in different situations?

**\*\*Participant 12:\*\*** Yes, patterns often emerge based on the nature of the lesson. During collaborative activities, collaborative speech acts are prevalent, while in more formal settings, informative speech acts take precedence. Recognizing and adapting to these patterns allows for effective communication in diverse situations.

**\*\*Interviewer:\*\*** What do you think accounts for these patterns?

**\*\*Participant 12:\*\*** These patterns are shaped by the learning objectives, the content being covered, and the specific needs of the students in each lesson. Adapting speech acts intentionally to align with these factors ensures that communication is tailored to the goals of each learning activity.

**\*\*Interviewer:\*\*** What speech acts, do you think, do your students usually use in the classroom?

**\*\*Participant 12:\*\*** Students often use expressive speech acts during discussions to convey their opinions and emotions. In group activities, they frequently employ collaborative speech acts to coordinate tasks and share ideas, fostering a sense of teamwork.

**\*\*Interviewer:\*\*** Do your students find it challenging to decode any speech acts?

**\*\*Participant 12:\*\*** At times, students find indirect or nuanced speech acts challenging to decode. It's an area where we focus on building awareness and understanding, emphasizing the importance of recognizing subtleties in communication.

**\*\*Interviewer:\*\*** Based on your experience, how do students typically respond to different speech acts used in the classroom setting?

**\*\*Participant 12:\*\*** Generally, students respond positively to interactive and supportive speech acts. They appreciate opportunities for collaboration and encouragement, contributing to a positive and engaging classroom atmosphere.

**\*\*Interviewer:\*\*** How do their responses impact the overall learning environment?

**\*\*Participant 12:\*\*** Positive responses contribute significantly to a positive and inclusive learning atmosphere. They foster a sense of community, boost student confidence, and create an environment where students feel comfortable expressing themselves, ultimately enhancing the overall learning experience.

**\*\*Interviewer:\*\*** Could you share specific instances in your classroom where you felt your communication had a successful impact on students' understanding?

**\*\*Participant 12:\*\*** Certainly. Using clarification speech acts during complex topics has proven successful in ensuring students grasp challenging concepts. It underscores the importance of clear communication in promoting understanding and academic success.

**\*\*Interviewer:\*\*** Can you share any challenges you faced in your classroom experiences related to the use of speech acts?

**\*\*Participant 12:\*\*** Adapting speech acts to cater to diverse learning styles and preferences can be challenging. Striking a balance to ensure all students are effectively engaged requires continuous reflection and refinement of communication strategies.

**\*\*Interviewer:\*\*** How do speech acts contribute to effective communication in the English classroom at the intermediate level?

**\*\*Participant 12:\*\*** At the intermediate level, speech acts serve as vital tools for students to develop practical communication skills. They provide a framework for expressing ideas, fostering language development, and preparing students for more advanced linguistic challenges.

### **Participant 13**

**\*\*Interviewer:\*\*** Can you describe the ways in which you engage with students to facilitate communication in your classroom?

**\*\*Participant 13:\*\*** Absolutely. In my classroom, I strive to create an atmosphere of open communication and active participation. I often incorporate interactive activities, utilize technology for engagement, and foster a collaborative environment where students feel comfortable expressing their thoughts.

**\*\*Interviewer:\*\*** Could you provide specific examples of speech acts that you commonly use in classroom interactions at the intermediate level?

**\*\*Participant 13:\*\*** Certainly. Elicitation speech acts are frequent during discussions to encourage critical thinking. I also use directive speech acts when providing instructions for activities and incorporate expressive speech acts to provide positive reinforcement and motivation.

**\*\*Interviewer:\*\*** What factors do you consider when selecting particular speech acts to communicate effectively with students?

**\*\*Participant 13:\*\*** The complexity of the topic, students' proficiency levels, and the specific learning goals guide my choice of speech acts. Adapting my communication style based on these factors ensures that information is conveyed in a way that is both clear and accessible to the students.

**\*\*Interviewer:\*\*** How do speech acts enhance effective communication in the classroom?

**\*\*Participant 13:\*\*** Speech acts serve as tools to convey information, express emotions, and create a dynamic learning environment. By selecting appropriate speech acts, I can facilitate better understanding, encourage active participation, and contribute to a positive and supportive classroom atmosphere.

**\*\*Interviewer:\*\*** From your perspective, how do different speech acts influence the dynamics within the classroom?

**\*\*Participant 13:\*\*** Different speech acts contribute to the overall dynamics of the classroom. Collaborative speech acts, such as group discussions, foster teamwork and engagement, while assertive speech acts help maintain focus. The interplay of these acts shapes a classroom environment that is both interactive and focused.

**\*\*Interviewer:\*\*** Could you recall specific situations where the choice of a particular speech act significantly influences the classroom environment?

**\*\*Participant 13:\*\*** Certainly. During a debate activity, using assertive speech acts helped guide the discussion and maintain a respectful atmosphere. It significantly influenced the classroom environment by encouraging critical thinking and fostering a space where diverse opinions were respected.

**\*\*Interviewer:\*\*** Do you believe whether there are specific cultural or contextual factors that play a role in shaping the use of speech acts in English classrooms in Pakistan?

**\*\*Participant 13:\*\*** Yes, cultural factors are crucial considerations. Maintaining a polite and formal tone aligns with cultural norms in Pakistan. Adapting speech acts to respect these cultural nuances is essential for effective communication and contributes to a positive classroom environment.

**\*\*Interviewer:\*\*** If so, how do these factors influence classroom communication?

**\*\*Participant 13:\*\*** Cultural factors influence language choice, formality levels, and communication styles. Being aware of and adapting to these factors allows me to tailor speech acts to the cultural context, ensuring that communication is not only effective but also culturally sensitive, fostering a positive learning environment.

**\*\*Interviewer:\*\*** Are there any improvements you would suggest in the way speech acts are used in classroom interactions to enhance the learning experience for students?

**\*\*Participant 13:\*\*** Continuous professional development for educators focused on refining communication strategies would be beneficial. Additionally, incorporating more interactive and student-centered speech acts can enhance the learning experience, catering to diverse learning styles and preferences.

**\*\*Interviewer:\*\*** Could you elaborate specific speech acts that you find particularly effective in fostering communication in the classroom between students?

**\*\*Participant 13:\*\*** I find that using elicitation speech acts during discussions stimulates critical thinking and active participation. Additionally, incorporating

supportive speech acts, such as providing positive feedback, fosters a positive and encouraging atmosphere among students.

**\*\*Interviewer:\*\*** Why do you think speech acts are effective for enhancing communicative competence?

**\*\*Participant 13:\*\*** Speech acts go beyond language proficiency by challenging students to apply language in different contexts. This challenges them to develop not only linguistic competence but also practical communication skills crucial for real-world situations.

**\*\*Interviewer:\*\*** Have you noticed any recurring patterns in the choice of speech acts in different situations?

**\*\*Participant 13:\*\*** Yes, patterns often emerge based on the nature of the lesson. During interactive activities, collaborative speech acts are prominent, while in more formal settings, informative speech acts take precedence. Recognizing these patterns helps tailor communication strategies for specific learning scenarios.

**\*\*Interviewer:\*\*** What do you think accounts for these patterns?

**\*\*Participant 13:\*\*** These patterns are often driven by the learning objectives, the content being covered, and the preferences of the students. Adapting speech acts intentionally to meet these considerations ensures that communication is effective and aligned with the goals of each learning activity.

**\*\*Interviewer:\*\*** What speech acts, do you think, do your students usually use in the classroom?

**\*\*Participant 13:\*\*** Students often use expressive speech acts during discussions to convey their opinions and emotions. In collaborative activities, they frequently employ collaborative speech acts, such as group discussions, fostering a sense of teamwork and shared learning.

**\*\*Interviewer:\*\*** Do your students find it challenging to decode any speech acts?

**\*\*Participant 13:\*\*** At times, students find indirect or nuanced speech acts challenging to decode. It's an area we address, emphasizing the importance of understanding subtleties for effective communication and enhanced overall communicative competence.

**\*\*Interviewer:\*\*** Based on your experience, how do students typically respond to different speech acts used in the classroom setting?

**\*\*Participant 13:\*\*** Generally, students respond positively to interactive and collaborative speech acts. They appreciate opportunities for participation and engagement, contributing to a lively and inclusive classroom atmosphere.

**\*\*Interviewer:\*\*** How do their responses impact the overall learning environment?

**\*\*Participant 13:\*\*** Positive responses contribute significantly to a positive and inclusive learning atmosphere. They foster a sense of community, boost student confidence, and create an environment where students feel comfortable expressing themselves, ultimately enhancing the overall learning experience.

**\*\*Interviewer:\*\*** Could you share specific instances in your classroom where you felt your communication had a successful impact on students' understanding?

**\*\*Participant 13:\*\*** Certainly. Using clarification speech acts during complex topics has proven successful in ensuring students grasp challenging concepts. It emphasizes the importance of clear communication in promoting understanding and academic success.

**\*\*Interviewer:\*\*** Can you share any challenges you faced in your classroom experiences related to the use of speech acts?

**\*\*Participant 13:\*\*** Adapting speech acts to cater to diverse learning styles and preferences can be challenging. Striking a balance to ensure all students are effectively engaged requires continuous reflection and refinement of communication strategies.

**\*\*Interviewer:\*\*** How do speech acts contribute to effective communication in the English classroom at the intermediate level?

**\*\*Participant 13:\*\*** At the intermediate level, speech acts serve as essential tools for students to develop practical communication skills. They provide a framework for expressing ideas, fostering language development, and preparing students for more advanced linguistic challenges.

#### **Participant 14**

**\*\*Interviewer:\*\*** Can you describe the ways in which you engage with students to facilitate communication in your classroom?

**\*\*Participant 14:\*\*** Absolutely. In my classroom, I focus on creating an environment that encourages active participation and open communication. I often incorporate real-life examples, utilize multimedia tools, and encourage students to express their thoughts freely, fostering a collaborative and inclusive learning space.

**\*\*Interviewer:\*\*** Could you provide specific examples of speech acts that you commonly use in classroom interactions at the intermediate level?

**\*\*Participant 14:\*\*** Certainly. Elicitation speech acts are a frequent choice during discussions to stimulate critical thinking. I also use directive speech acts when providing clear instructions for activities, and expressive speech acts to provide positive reinforcement and maintain a supportive atmosphere.

**\*\*Interviewer:\*\*** What factors do you consider when selecting particular speech acts to communicate effectively with students?

**\*\*Participant 14:\*\*** I consider the complexity of the topic, the students' proficiency levels, and the learning objectives. Adapting speech acts based on these factors ensures that communication is tailored to the specific needs and understanding of the students, enhancing the overall effectiveness of the interaction.

**\*\*Interviewer:\*\*** How do speech acts enhance effective communication in the classroom?

**\*\*Participant 14:\*\*** Speech acts serve as tools to convey information, express emotions, and foster engagement. By choosing appropriate speech acts, I can create an atmosphere that promotes understanding, encourages active participation, and contributes to a positive and collaborative learning environment.

**\*\*Interviewer:\*\*** From your perspective, how do different speech acts influence the dynamics within the classroom?

**\*\*Participant 14:\*\*** Different speech acts contribute to a dynamic classroom environment. Collaborative speech acts, such as group discussions, enhance teamwork and interaction, while assertive speech acts help maintain focus. The combination of these acts contributes to a classroom dynamic that is both engaging and conducive to learning.

**\*\*Interviewer:\*\*** Could you recall specific situations where the choice of a particular speech act significantly influences the classroom environment?

**\*\*Participant 14:\*\*** Certainly. During a project-based assignment, using inclusive speech acts was crucial. It encouraged students to actively participate, share ideas, and collaborate effectively, significantly influencing the classroom environment by promoting a positive group dynamic.

**\*\*Interviewer:\*\*** Do you believe whether there are specific cultural or contextual factors that play a role in shaping the use of speech acts in English classrooms in Pakistan?

**\*\*Participant 14:\*\*** Yes, cultural factors are important considerations. Maintaining a respectful and formal tone is valued in Pakistani culture. Adapting speech acts to align with these cultural expectations ensures effective communication and contributes to a positive classroom atmosphere.

**\*\*Interviewer:\*\*** If so, how do these factors influence classroom communication?

**\*\*Participant 14:\*\*** Cultural factors influence language choice, formality levels, and communication styles. Being mindful of these factors allows me to tailor speech acts to the cultural context, ensuring that communication is not only effective but also respectful of cultural nuances, thereby enhancing the overall classroom communication.

**\*\*Interviewer:\*\*** Are there any improvements you would suggest in the way speech acts are used in classroom interactions to enhance the learning experience for students?

**\*\*Participant 14:\*\*** Continuous professional development for educators focused on refining communication strategies would be beneficial. Additionally, incorporating more interactive and student-centered speech acts can enhance the learning experience, making it more engaging and responsive to diverse learning styles.

**\*\*Interviewer:\*\*** Could you elaborate specific speech acts that you find particularly effective in fostering communication in the classroom between students?

**\*\*Participant 14:\*\*** I find that using elicitation speech acts during discussions not only stimulates critical thinking but also encourages students to actively participate and share their perspectives. Additionally, supportive speech acts, such as acknowledging and appreciating student contributions, foster a positive and collaborative atmosphere in the classroom.

**\*\*Interviewer:\*\*** Why do you think speech acts are effective for enhancing communicative competence?

**\*\*Participant 14:\*\*** Speech acts require students to apply language in various real- world contexts, going beyond mere language proficiency. Engaging with different speech acts enhances communicative competence by encouraging students to express themselves effectively and navigate diverse communication situations with confidence.

**\*\*Interviewer:\*\*** Have you noticed any recurring patterns in the choice of speech acts in different situations?

**\*\*Participant 14:\*\*** Yes, patterns often emerge based on the nature of the lesson. In interactive discussions, elicitation speech acts are often prominent, while in more formal settings, informative speech acts take precedence. Recognizing and adapting to these patterns allows for effective communication in different learning scenarios.

**\*\*Interviewer:\*\*** What do you think accounts for these patterns?

**\*\*Participant 14:\*\*** These patterns are often influenced by the learning objectives, the content being covered, and the specific dynamics of each lesson. Adapting speech acts intentionally to align with these factors ensures that communication is effective and caters to the unique needs of students in different learning contexts.

**\*\*Interviewer:\*\*** What speech acts, do you think, do your students usually use in the classroom?

**\*\*Participant 14:\*\*** Students often use expressive speech acts during discussions to convey their opinions and reactions. In collaborative activities, they frequently employ collaborative speech acts, such as group discussions, showcasing a sense of teamwork and shared learning experiences.

**\*\*Interviewer:\*\*** Do your students find it challenging to decode any speech acts?

**\*\*Participant 14:\*\*** At times, students find indirect or nuanced speech acts challenging to decode. It's an area where we focus on building awareness and understanding, emphasizing the importance of recognizing subtleties in communication for overall competence.

**\*\*Interviewer:\*\*** Based on your experience, how do students typically respond to different speech acts used in the classroom setting?

**\*\*Participant 14:\*\*** Generally, students respond positively to interactive and collaborative speech acts. They appreciate opportunities for participation and engagement, contributing to a vibrant and inclusive classroom atmosphere.

**\*\*Interviewer:\*\*** How do their responses impact the overall learning environment?

**\*\*Participant 14:\*\*** Positive responses contribute significantly to a positive and inclusive learning atmosphere. They foster a sense of community, boost student confidence, and create an environment where students feel comfortable expressing themselves, ultimately enhancing the overall learning experience.

**\*\*Interviewer:\*\*** Could you share specific instances in your classroom where you felt your communication had a successful impact on students' understanding?

**Participant 14:** Certainly. Using clarification speech acts during complex topics has proven successful in ensuring students grasp challenging concepts. It underscores the importance of clear communication in promoting understanding and academic success.

**Interviewer:** Can you share any challenges you faced in your classroom experiences related to the use of speech acts?

**Participant 14:** Adapting speech acts to cater to diverse learning styles and preferences can be challenging. Striking a balance to ensure all students are effectively engaged requires continuous reflection and refinement of communication strategies.

**Interviewer:** How do speech acts contribute to effective communication in the English classroom at the intermediate level?

**Participant 14:** At the intermediate level, speech acts serve as vital tools for developing practical communication skills. They provide students with the means to express themselves clearly, fostering language development and preparing them for more advanced linguistic challenges.

### **Participant 15**

**Interviewer:** Can you describe the ways in which you engage with students to facilitate communication in your classroom?

**Participant 15:** Absolutely. In my classroom, I prioritize fostering an environment where communication is not just teacher-to-student but also among students themselves. I employ a mix of traditional and modern methods, incorporating group discussions, collaborative projects, and technology to ensure that communication is dynamic and caters to various learning styles.

**Interviewer:** Could you provide specific examples of speech acts that you commonly use in classroom interactions at the intermediate level?

**Participant 15:** Certainly. Elicitation speech acts are a staple during discussions, encouraging students to think critically and express their opinions. Directive speech acts come into play when giving clear instructions for activities, and expressive speech acts are utilized to provide positive reinforcement and acknowledgment of students' contributions.

**Interviewer:** What factors do you consider when selecting particular speech acts to communicate effectively with students?

**Participant 15:** I consider the complexity of the material, the students' proficiency levels, and the learning objectives. For instance, during more complex topics, I might use clarification speech acts to ensure understanding. Adapting speech acts to these factors ensures that communication is not only effective but also tailored to the needs of the students.

**Interviewer:** How do speech acts enhance effective communication in the classroom?

**Participant 15:** Speech acts are the building blocks of effective communication. They go beyond transmitting information; they create an interactive atmosphere. By using various speech acts strategically, I can stimulate engagement, encourage critical thinking, and ensure that communication is a

two-way process, enhancing overall understanding.

**\*\*Interviewer:\*\*** From your perspective, how do different speech acts influence the dynamics within the classroom?

**\*\*Participant 15:\*\*** Different speech acts contribute uniquely to the classroom dynamic. Collaborative speech acts, like group discussions, promote teamwork and interaction. Assertive speech acts help maintain focus, ensuring that the class stays on track. The interplay of these acts shapes a dynamic and inclusive learning environment.

**\*\*Interviewer:\*\*** Could you recall specific situations where the choice of a particular speech act significantly influences the classroom environment?

**\*\*Participant 15:\*\*** Certainly. During a debate-style activity, the use of assertive speech acts helped guide the discussion, ensuring that it remained respectful and focused. It significantly influenced the classroom environment by fostering critical thinking and creating an atmosphere where diverse opinions were valued.

**\*\*Interviewer:\*\*** Do you believe whether there are specific cultural or contextual factors that play a role in shaping the use of speech acts in English classrooms in Pakistan?

**\*\*Participant 15:\*\*** Absolutely. Cultural factors are pivotal. In Pakistan, maintaining a polite and formal tone is crucial. Adapting speech acts to align with cultural expectations ensures effective communication and contributes to a positive classroom atmosphere that respects local cultural nuances.

**\*\*Interviewer:\*\*** If so, how do these factors influence classroom communication?

**\*\*Participant 15:\*\*** Cultural factors influence language choice, formality levels, and communication styles. Being aware of these factors allows me to tailor speech acts to the cultural context, ensuring that communication is not only effective but also culturally sensitive. This contributes to a positive and inclusive learning environment.

**\*\*Interviewer:\*\*** Are there any improvements you would suggest in the way speech acts are used in classroom interactions to enhance the learning experience for students?

**\*\*Participant 15:\*\*** Continuous professional development for educators is crucial. Focusing on diverse communication strategies, including different speech acts, would be beneficial. Additionally, incorporating more student-centered speech acts can enhance the learning experience, ensuring that it resonates with the varied preferences and learning styles of students.

**\*\*Interviewer:\*\*** Could you elaborate specific speech acts that you find particularly effective in fostering communication in the classroom between students?

**\*\*Participant 15:\*\*** Elicitation speech acts are particularly effective during discussions. They prompt students to think critically, articulate their thoughts, and engage in meaningful dialogue. Additionally, supportive speech acts, like providing constructive feedback, foster a positive and collaborative atmosphere among students.

**\*\*Interviewer:\*\*** Why do you think speech acts are effective for enhancing

communicative competence?

**\*\*Participant 15:\*\*** Speech acts go beyond language proficiency. They require students to apply language in real-world contexts, enhancing their communicative competence. Engaging with different speech acts helps students develop practical communication skills essential for effective interaction in diverse situations.

**\*\*Interviewer:\*\*** Have you noticed any recurring patterns in the choice of speech acts in different situations?

**\*\*Participant 15:\*\*** Yes, patterns often emerge based on the nature of the lesson. During interactive discussions, elicitation speech acts are prevalent, while in more formal settings, informative speech acts take precedence. Recognizing and adapting to these patterns allows for intentional and context-appropriate use of speech acts.

**\*\*Interviewer:\*\*** What do you think accounts for these patterns?

**\*\*Participant 15:\*\*** These patterns arise from the learning objectives, the content being covered, and the specific dynamics of each lesson. Adapting speech acts intentionally to align with these factors ensures that communication is effective and caters to the needs and preferences of students in different contexts.

**\*\*Interviewer:\*\*** What speech acts, do you think, do your students usually use in the classroom?

**\*\*Participant 15:\*\*** Students often use expressive speech acts during discussions to convey their opinions and emotions. In collaborative activities, they frequently employ collaborative speech acts, such as group discussions, fostering a sense of teamwork and shared learning experiences.

**\*\*Interviewer:\*\*** Do your students find it challenging to decode any speech acts?

**\*\*Participant 15:\*\*** At times, students find indirect speech acts challenging to decode. It's an area where we work on building awareness and understanding, emphasizing the importance of recognizing subtleties in communication to enhance overall communicative competence.

**\*\*Interviewer:\*\*** Based on your experience, how do students typically respond to different speech acts used in the classroom setting?

**\*\*Participant 15:\*\*** Generally, students respond positively to interactive and collaborative speech acts. They appreciate opportunities for participation and engagement, contributing to a vibrant and inclusive classroom atmosphere.

**\*\*Interviewer:\*\*** How do their responses impact the overall learning environment?

**\*\*Participant 15:\*\*** Positive responses contribute significantly to a positive and inclusive learning atmosphere. They foster a sense of community, boost student confidence, and create an environment where students feel comfortable expressing themselves, ultimately enhancing the overall learning experience.

**\*\*Interviewer:\*\*** Could you share specific instances in your classroom where you felt your communication had a successful impact on students' understanding?

**\*\*Participant 15:\*\*** Certainly. Using clarification speech acts during complex topics has proven successful in ensuring students grasp challenging concepts. It highlights the importance of clear communication in promoting understanding

and academic success.

**\*\*Interviewer:\*\*** Can you share any challenges you faced in your classroom experiences related to the use of speech acts?

**\*\*Participant 15:\*\*** Adapting speech acts to cater to diverse learning styles and preferences can be challenging. Striking a balance to ensure all students are effectively engaged requires continuous reflection and refinement of communication strategies.

**\*\*Interviewer:\*\*** How do speech acts contribute to effective communication in the English classroom at the intermediate level?

**\*\*Participant 15:\*\*** At the intermediate level, speech acts play a crucial role in developing practical communication skills. They provide students with the tools to express themselves clearly, fostering language development and preparing them for more advanced linguistic challenges.