

Speech Acts Of Selected Classroom Encounters: Analyzing The Speech Acts Of A Career Technology Lesson

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Abstract : Effective communication in the classroom plays a vital role in ensuring successful teaching and learning. In particular, the types of language and speech acts teachers use shape classroom interactions and influence student engagement. This study aims to analyze the speech acts employed by a Career Technology teacher in a junior high school. While much research has focused on speech acts in language classrooms, less attention has been given to how these acts operate in non-language subject areas like technical education. The study explores how different types of speech acts—directives, assertives, expressives, and commissives—are used during three classroom encounters: lesson introduction, content delivery, and classroom management. This research seeks to fill the gap in understanding how teachers of non-language subjects use speech acts to manage classroom dynamics and facilitate learning. The study employs a mixed-methods design, combining qualitative and quantitative approaches. Data was collected through direct classroom observation and audio recordings of a one-hour Career Technology lesson. The transcriptions of the lesson were analyzed using John Searle's taxonomy of speech acts, classifying the teacher's utterances into directives, assertives, expressives, and commissives. Results show that directives were the most frequently used speech act, accounting for 59.3% of the teacher's utterances. These speech acts were essential in guiding student behavior, giving instructions, and maintaining classroom control. Assertives made up 20.4% of the speech acts, primarily used for stating facts and reinforcing content. Expressives, at 14.2%, expressed emotions such as approval or frustration, helping to manage the emotional atmosphere of the classroom. Commissives were the least used, representing 6.2% of the speech acts, often used to set expectations or outline future actions. No declarations were observed during the lesson. The findings of this study reveal the critical role that speech acts play in managing classroom behavior and delivering content in technical subjects. Directives were crucial for ensuring students followed instructions and completed tasks, while assertives helped in reinforcing lesson objectives. Expressives contributed to motivating or disciplining students, and commissives, though less frequent, helped set clear expectations for students' future actions. The absence of declarations suggests that the teacher prioritized guiding students over making formal pronouncements. These insights can inform teaching strategies across various subject areas, demonstrating that a diverse use of speech acts can create a balanced and interactive learning environment. This study contributes to the growing field of pragmatics in education and offers practical recommendations for educators, particularly in non-language classrooms, on how to utilize speech acts to enhance both classroom management and student engagement.

Keywords : classroom interaction, pragmatics, speech acts, teacher communication, career technology

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