

Univerzitet u Sarajevu

Filozofski fakultet

Odsjek za engleski jezik i književnost



Završni diplomski rad

Značajke i utjecaj govornih činova u nastavi engleskog jezika

Characteristics and the influence of speech acts in the English language classes

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Sarajevo, 2018

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1. INTRODUCTION

Pragmatics, a subfield of linguistics, presents a fertile ground for register analysis due to its core “occupation”: language in use. Hence, many linguistic phenomena can be reflected through the lens of pragmatics.

People explore their world in many ways: they observe, speculate and ponder, they read, write and they listen. We also turn to others and intentionally engage them in their own attempts to understand. A foreign language, primarily acquired and afterwards learned, is an excellent field to do a research on the Speech Acts Theory and its effects upon everyday communication, considering both intentional and unintentional messages.

Education, on the other hand, mirrors a two-way round interaction where the results of teaching are shown in learning achievements. It is of major significance to constantly observe and monitor possible changes within this branch, considering plausible improvement aspirations.

Within the theory of Speech Acts, I will try to bring in connection the speech acts used in the observed classes alongside the class atmosphere. English language teachers can improve and enrich their English language classes only by understanding the “hidden” messages behind everyday communication between themselves, and, especially, between them and the students. Further on, the socio-cultural context, presenting an unbreakable tie between everyday communication and English language classes, will, therefore, be an important aspect of the research analysis.

I will examine the classroom applications of the theory first by exploring the key concepts, which should be targeted to facilitating the English language learning. A thorough research should look for the benefits and limitations of the speech acts theory in relation to EFL pedagogy and attempt to clarify speech acts as they are discussed in empirical research in connection to the speech acts theory.

1.1. CORPUS DESCRIPTION

“Until 1980s studies continued to focus more on language forms and the meaning of these forms than on their pragmatic function in a given utterance” (Cohen 254).

I contacted two schools in order to obtain the material for analysis in this final diploma paper: “*Gimnazija Livno*” and “*Srednja ekonomska škola Livno*”.

There are certain differences between these two schools significant for the research and analysis. **Gimnazija Livno** is more university-oriented, preparing students for different fields of studies. It is a common case that a comprehensive school is technically, scientifically or socially oriented, offering an overall knowledge for all the subjects. The same works for the English language classes, which seemed to be both grammatically and vocabulary-wise extensive and comprising, yet detailed.

On the other hand, the **Ekonomska škola Livno** is precisely directed to the field of economy, as its name says. Therefore, the English language classes were more based on the business communication and vocabulary-targeted lessons.

“To date, the common research method, being utilized in the investigation of thought processes during oral elicitation situations, has been that of –“verbal report” - whereas verbal reports have their limitations, their careful use can provide one more source of data, often a source of data unobtainable by observation of other means” (Cohen 257).

Bearing in mind that it would be really hard to analyse verbal reports of more than two hundred students who underwent the research, the corpus selected for the linguistic analysis in this thesis stems from the original English language classes, which were sound recorded, after the schools gave the permission. The research was done in the period of five working days, and the students were said that they had a “guest” in the classroom, not being fully aware of the fact that they were a part of the research.

The reason for that is very simple: not to disturb the natural approach to the foreign language usage in the classroom.

After the material was transcribed, the linguistic analysis ensued. The research in total included eleven classes, ranging from the first to the fourth grade, with more than two hundred students of different English language proficiency and different socio-cultural background.

The specific situations from which the corpus was drawn included two types of classes – presentation and revision, as well as a test class, dictation to be more precise, in the case of **Gimnazija Livno**.

These classroom situations will constitute the core analysis, and specific explanations will be provided where necessary.

Furthermore, my translation will be offered for certain utterances, originally in Croatian, important for the research goals to be understood in English, and the translation will be italicized.

Also, as the analysis follows the conversations between the students and their teachers (one in each school) and in order to save time and space, the teacher will be labelled as (T), the student as (S) and a group of students as (Ss).

“It is important to note that there are many marginal cases and many instances of overlap of different speech act categories.”(Nordquist)

Having this in mind, together with a group of influential factors which will be discussed later in the paper, the best possible and the most precise speech acts analysis will be presented.

Due to certain cultural disparities between British and American speakers in dealing with different speech acts, their utterances, appropriateness and understanding, it is important to point out that the students, who underwent the research, are exposed to British English.

1.2. METHODOLOGY

The organizing principles underlying this thesis will be analytical and descriptive, demonstrated through examples from the seven classes of the above-mentioned high schools.

Each class will be presented through transcription of several most important parts. The transcribed sentences will be presented in a table containing 5 columns as follows: class; direct/ indirect speech act; sentence form; type of speech act, and other remarks, where necessary. The sentence form division utilized throughout the analysis derives from *A Student's Grammar of the English Language* (1990) by Randolph Quirk and Sidney Greenbaum. This method of analysis has proved more useful than mere division into the types of speech acts because of, primarily, the combination of sociolinguistics and pedagogy in the paper and because of the fact that many of these speech acts were more than black and white, and needed an additional explanation, or at least, the background situation. By examining each sentence individually and point by point, we can easily assign to it all necessary speech acts and remarks, including the

acts of non-verbal communication and the context, while keeping the analysis more comprehensible and coherent.

2. AN OVERVIEW OF THE SPEECH ACTS THEORY

2.1. INTRODUCTION TO THE SPEECH ACTS THEORY

“A major theoretical approach to language – termed logical positivism – claimed that all utterances were to be evaluated exclusively on the basis of their verifiability” (Holtgraves).

Following this view, if one could not determine the truth of an utterance with certainty, the utterance turned out to be meaningless.

“The intent of logical positivism, of course, was to eliminate the imprecision inherent in human languages. But the outcome of the approach was extreme – many everyday conversational utterances were simply meaningless” (Holtgraves). There is a certain number of sentences which are always true, and regardless of linguists’ views, they are always determined this way, for example:

“A person who is single is not married” (Zixuan).

Likewise, some sentences are always false. Logical positivist, like Russell, tended to divide sentences and everyday utterances this way: true or false. On the other hand, a group of language philosophers attempted to offer a different view, the one which would provide a better answer to everyday communication.

To understand how people manage the meaning of language while they’re using it is the main concern, instead of refining the language. „Following the main thought of ordinary language philosophers, we find out that people communicate effectively and unproblematically with the language just the way it is” (Zixuan).

Also, ordinary language philosophers, primarily John Austin, believed that not all utterances served for something to be uttered, but rather to perform some action. In other words, everyday utterances have a certain force; they are not pure symbols within the universal language system.

John Austin was one of the Ordinary Language Philosophers and his contribution to the Theory of Speech Acts was immense.

2.2. AUSTIN'S THEORY OF SPEECH ACTS – PERFORMATIVES AND CONSTATIVES

“At first, John Austin proposed a distinction between *performative* and *constative* utterances” (Holtgraves).

Performative utterances, according to Austin, were not at disposal to truth-conditional analysis. In a word: „they couldn't be claimed as true or false, they were just there to state something and change the world in a way” (Holtgraves).

For example:

This essay could have been done earlier.

“According to Austin's analyses there are implicit and explicit performative utterances, or performatives.

The explicit performative of the above-mentioned sentence would be:

I tell you that this essay could have been done earlier

whereby this verb – tell – is considered to be a performative verb” (Yule 51)

In contrast, there are constative utterances which could have been easily classified as true or false.

For example:

There are 26 students in this class.

„This utterance could be easily checked and verified, thus being amenable to the truth-condition analysis” (Holtgraves).

“In some aspects, even constatives have a performative feature so Austin abandoned the performative-constative distinction in favor of a theory of illocutionary forces of speech acts” (Holtgraves).

2.3. AUSTIN’S SPEECH ACTS THEORY – A THEORY OF THE ILLOCUTIONARY FORCE OF SPEECH ACTS

“In attempting to express themselves, people do not only produce utterances containing grammatical structures and words, they perform actions via those utterances. These utterances can be both pleasant and unpleasant and they are generally called speech acts” (Yule 47)

To begin with, there are many definitions which explain speech acts in various ways and for different purposes.

“A speech act is a functional unit in communication” (McKay and Hornberger 384).

„In linguistics, a speech act is an utterance in terms of a speaker’s intention and the effect it has on a listener” (Nordquist)

In the Centre of Advanced Research on Language Acquisition, they offer the following definitions of speech acts:

“A speech act is an utterance that serves a function in communication and they include real-life interactions and require not only knowledge of the language but also appropriate use of that language within a given culture” (“What Is a Speech Act?” *The Center for Advanced Research on Language Acquisition (CARLA)*, carla.umn.edu/speechacts/definition.html).

All these definitions have certain shared characteristics, but also different attitudes can be observed. The second definition, the one which defines speech acts in terms of the speaker’s intentions and the effects upon the listener, provides us with the base of Austin’s theory of the illocutionary force of speech acts.

Austin’s contribution is the greatest and best visible in his “development of the idea of the speech situation clarified by identification of illocutionary acts.” (Oishi 5)

In the discussion of Austin's speech act theory, Oishi emphasizes the role of the speech situation suggesting that a speech situation is like any other situation, set in "particular spatio-temporal location, but in another sense, psychological space animated by linguistic communication and specified by linguistic devices" (Oishi 5, 6).

Bringing this into a deeper analysis, we will provide an insight into the core of Austin's theory.

In Austin's speech act theory any utterance involves the simultaneous performance of a number of different acts:

- a) "**A locutionary act**, which is the basic act of utterance, or producing a meaningful linguistic expression" (Yule 48). The locutionary act actually presents a group of identifiable words that are "arranged on the basis of a particular grammar, having a certain sense and reference, including the dimensions of language (phonetics, syntax and semantics) with which linguists have traditionally been concerned" (Holtgraves).
- b) "We perform the utterance with some kind of function in mind. This is the second dimension, or **the illocutionary act**" (Yule 48). In his book *Social Psychology and Language Use*, Holtgraves explains an illocutionary act as "the conventional force associated with the uttering of the words in a particular context" (Holtgraves). The illocutionary act reminds us of the fact that many of our utterances „carry“ a certain meaningful force bearing in mind that not all utterances would be understood the same way, particularly because of the context. It is the context that „shapes“the message the listener gets.
- c) We do not, of course, simply create an utterance with a function without intending it to have an effect. This is the third dimension, **the perlocutionary act**. (Yule 48, 49)

“According to Holtgraves, the illocutionary act is hearer-based and stands for the effects the utterance has on the hearer(s)” (Holtgraves).

Nevertheless, it is important to point out that not all utterances will be understood equally. Even so, not all utterances will be classified as the ones having „a hidden meaning“.

The context, and certain other aspects (which will be further discussed), have proven to play a significant, if not the most important role, in recognizing and acting upon the illocutionary force.

John Austin left a magnificent trace in linguistic research, especially in the field of speech acts. He changed the perception of language and he put an emphasis on interpersonal communication, rather than analyzing language as an „abstract system” (Holtgraves).

However, Austin was not the only one; the contribution of his namesake, John Searle, has played an important role in speech acts analyses.

There are three major aspects of Searle’s contribution and they would be as follows:

- a) “his specification of illocutionary force via the felicity conditions
- b) his taxonomy of speech acts
- c) the notion of indirect speech acts” (Holtgraves).

Richard Nordquist defined the first contribution, felicity conditions, as follows: “In pragmatics and speech-act theory, the term felicity conditions refers to the conditions that must be in place and the criteria that must be satisfied for a speech act to achieve its purpose” (Nordquist).

2.4. SEARLE’S TAXONOMY OF SPEECH ACTS

Searle’s taxonomy of speech acts, which will be used in my analysis, concerns “an easily recognized relationship between the three structural forms: declarative, interrogative, imperative and the three communicative functions (statement, question, and command/request)” (Yule 54, 55).

The five groups are classified in five categories, as Holtgraves (2002) presents:

- a) „**Directives** include requests, orders and questions. A directive speech act is an attempt to get the hearer to perform some future action.
- b) **Representatives** concern assertions, conclusions, information, predictions and reports. Uttering an assertive, the speaker attempts to represent an actual state of affairs, to commit the speaker to something being the case.
- c) **Commissives** are an attempt to commit the speaker to a future course of action. Unlike directives, it is the speaker’s (rather than the hearer’s) subsequent actions that will alter the world.

Commissives are warnings, promising, threatening and guaranteeing.

- d) The point of a **declarative** is to alter the state of the world by stating that the propositional content matches the state of the world. Declaratives, like declaring a war or performing a marriage, are an attempt “to bring about a change in some institutional state of affairs.
- e) Finally, **expressives**, like thanking, complaining, greeting and apologizing, present attempts to express a psychological state or to express a particular attitude that is represented by the propositional content of the utterance. The important fact is that there is no fit between words and the world. “(Holtgraves).

Yule (1996, p.47) states that “These descriptive terms for different kinds of speech acts apply to the speaker’s communicative intention in producing an utterance. The speaker normally expects that his or her communicative intention will be recognized by the hearer” (Yule 47)

There is an important fact not to forget - communicating to other people, we might be addressing one person, that is, there may be only one hearer and our utterance is directed to them. However, communicative situations that include many more addressees are more frequent, and then “the speaker’s utterances must be designed with other participants in mind and the speaker must use language that will allow participants (not just the designated addressee) to identify referents and illocutionary force” (Holtgraves).

The point is clear; everybody involved in the conversation or any other type of communication should be introduced to the topic and should be able to participate in it, even though they were not intended to, at first.

2.5. INDIRECT SPEECH ACTS

As mentioned above, the notion of indirect speech acts was one of John Searle’s highly important contributions. The definition of indirect speech acts (as opposed to direct speech acts) is: “Whenever there is a direct relationship between a structure and a function, we have a direct speech act. Whenever there is an indirect relationship between a structure and a function, we have an indirect speech act” (Yule 54, 55)

It is of extreme importance how we understand indirect speech acts. The way we understand a certain utterance can highly influence the way we respond and react to it. Also, this influences our interaction with other people, both how we address someone and how we understand

someone's words. "Sometimes it may happen that a certain sentence or utterance does not coincide with the speaker's pragmatic intention and it happens that the speech act turns out to be sarcastic or ironic. Hence, we may have interpretation problems" (McKay and Hornberger 384). In general, most research on this topic shows that "addressees first recognize the literal meaning and then search for an indirect interpretation after deciding that the literal meaning is defective" (Holtgraves).

In the later sections of the paper, the results of the research within the classroom will be shown, and the importance of understanding the indirect communication between the teacher and her students, as well as between the students themselves will be clearly presented. Indirect speech acts are not only present in the English language, but rather make a part of everyday communication, all around the world. Nevertheless, in English "indirect speech acts are generally associated with greater politeness than direct speech acts" (Yule 56).

However, there are other reasons for using indirect speech acts and some of them are reasonableness of the task, gender, age, social distance, education, class, occupation and formality of the context. (Yule 56)

Context is one of the most important notions in linguistics. It highly influences the use of language and will be briefly presented in the following section which is the last in this theoretical framework.

2.6. THE ROLE OF CONTEXT AND SOCIOCULTURAL AND SOCIOLINGUISTIC ABILITIES

"First, context is seen as objective social structure that is – „out there“-, both external to interaction and preexisting it" (Bardovi-Harling 299).

When described as external to interaction, context is considered something out of the language system itself, and still highly influential. Depending on the context we try to choose the best possible way to communicate to people, primarily bearing in mind our intention and, at the same time, fitting the utterance to the surrounding. In that sense, speech acts, preexist the utterance itself.

“What has emerged from the large scale empirical studies and from comprehensive reviews of the literature is that successful planning and production of speech act utterances depend on certain sociocultural and sociolinguistic abilities”(McKay and Hornberger 388).

There are various personal and social factors which will highly influence our communication. Moreover, not every situation requires us to talk the same way so, alongside our personal factors, we must not forget about the surrounding, the context and the situation we find ourselves in. Finally, culture plays an enormous role in directing our communication and choosing the appropriate speech acts, hence it is important to explain and differentiate

“Sociolinguistic ability refers to the respondents’ skill at selecting speech act strategies which are appropriate given:

The culture involved

The age and sex of the speakers

Their social class and occupations

Their roles and status in the interaction” (McKay and Hornberger 388).

We react spontaneously and instinctively, especially in informal kinds of communication, and after that we call for our sociocultural knowledge to “determine whether a speech act is appropriate to use, and sociolinguistic ability constitutes the speakers’ control over the actual language forms used to realize speech act as well as their control over register of formality of the utterance, from most intimate to most formal language.” (McKay and Hornberger 388).

3. CORPUS ANALYSIS

3.1. Ekonomska škola – First Grade

Class description: 23 students; the boys slightly outnumbered by girls; students have learnt English for 5 years; level: advanced.

The class observed was the revision class; the teacher graded students the whole time.

Teacher (T): “Who is missing today?” (1)

The student in charge lists the names of three students missing in the class that day.

The teacher starts examining the students and calls out the first student:

T: “Tell me about the tragedy of the Doner family.” (2)

And the student begins to talk about the lesson.

T: “Ajmo malo prevoditi (the teacher talks in Croatian when it comes to grammar questions)

- da bar znam odgovor...”

S: “If only I had known the answer...”

T: “We need it for the present fact.” (3)

S: “Oh, well... if only I knew the answer. “

After this student was graded

T: “Somebody else?” (4a) **S:** Teacher, can I? (4b)

The student talks about the lesson and comes to the point when she is asked to explain the relationship between the Natives and the settlers: “They weren’t very social and that was their problem with them.”

T (smiling): “They had problems with the settlers, not with themselves.” (5)

T: “And, what did they think of the nature?”

S: “Can you, please, repeat the question?” (6)

T: “Yes, of course. What did they think of the nature?”

Having graded this student, the teacher continues examining and calls out one of them.

S: “I am sorry, I didn’t study.” (7) The teacher writes down the negative grade and moves on.

T: “Why are they important?” (8a)

S: “Hm...”

T: “Why do we talk about the buffaloes?” (8b)

The teacher is trying to associate the student but the student is still not capable of answering the question.

T: “Because they were (makes a break) ... the main source of food for the Natives.” **(8d)**

S (talking about the Natives): “They were only one people....”

T: “Oh, no, you cannot tell one people!” **(9)**

In the meantime, the cell phone rings:

T: “Turn off the cell phone!” **(10)**

The teacher continues examining and after several students, who answered with ‘I didn’t study’, there comes one saying: “Profesorice, mogu li ja umjesto nje?” (“*Teacher, can I be examined instead of her?*”) **(11)**

T: “Yes, you can.”

T: “The second conditional!” **(12)**

Calling out other students who should be examined: “She isn’t here today.” **(13)**

After the series of students who were not ready for that class, finally there was one of them who came in front of the blackboard. He was asked to talk about the second conditional and he was supposed to translate several sentences into English.

T: “Da oni uče, imail bi dobre ocjene” **(14)**

(“*If they learned, they would have good grades.*”)

The whole class laughs.

CLASS I	DIRECT/INDIRECT SPEECH ACT	SENTENCE FORM	TYPE OF SPEECH ACT	OTHER REMARKS
(1)	Indirect speech act	Interrogative sentence Question	Directive	The T used an interrogative form to order the student in charge of the class to list the names of absentees. This is what this is an indirect speech act.
(2)	Direct speech act	Declarative sentence Request	Directive	
(3)	Indirect speech act	Declarative sentence Information	Representative	After the teacher's remark, the student immediately knew she needed to correct her answer. The indirect speech act here was not a "harmful" correction but rather a motivating and encouraging mistake correction, preferable in the teaching-learning process.
(4a) and (4b)	Indirect speech acts	Interrogative sentences Questions	Directive Expressive	Indirectness of these speech acts is seen in the teacher's ordering tone expressed in an interrogative utterance.
(5)	Direct speech act	Declarative sentence Conclusion	Representative	The student mixed up some things so the teacher, smiling, decided to wrap it up in a sentence still nodding because the student had learnt the

				lesson, she just needed “approval” to continue.
(6)	Indirect speech act	Interrogative sentence Question	Directive	Polite and appropriate usage of the English language.
(7)	Direct speech act	Declarative sentence Apology	Representative and expressive	The student was graded with a negative grade unwilling to at least, try to get the positive one. The whole act of verbal and non-verbal communication sent much more information than just the sentence itself.
(8a) and (8b)	Indirect speech acts	Interrogative sentences Questions	Directive	After failing to answer the first question, the teacher demands an answer. This can be viewed as a form of an ellipsis in the given situation, since the teacher’s questions entail that she is ordering student to give her an answer.
(8d)	Direct speech act	Declarative sentence Information	Representative	Finally, the teacher provides with the answer, making a significant break (pause) after “were” hoping for the student to, at least, finish the sentence. Eventually, the teacher finished it and the student failed to answer the question.

(9)	Indirect speech act	Exclamation Warning	Directive	An instant warning by the teacher for a grammatically incorrect sentence. This would be a form of an order: do not say one people.
(10)	Direct speech act	Exclamation Order	Directive	The order containing a bit of warning, as well.
(11)	Indirect speech act	Interrogative sentence Question	Directive	There are students willing to help each other, at least in this way. However, in the background, we are talking about the teacher's order: some will be examined, it is just that you have a chance to choose.
(12)	Indirect speech act	Exclamation Request	Directive	The full form of the request would be <i>'Tell me everything you know about the second conditional'</i> , but having taken into consideration the entire context, the request was clear.
(13)	Direct speech act	Declarative sentence Information	Representative	Telling aloud her name, the teacher was just providing the students with the information that someone else was going to be called out, since that student was missing. She was highlighting the obvious fact.

(14)	Direct speech act	Declarative sentence Conclusion	Representative	The students laughed with relief because the examining class ended.
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3.2. Ekonomska škola – Second Grade

Class description: 30 students, 15 boys and 15 girls. Level of English: advanced.

In this class, a new lesson was presented and discussed (big companies and corporations, suitably chosen for this high school). The focus of the class was practicing four skills, with the special emphasis on the comprehensive reading and vocabulary build up.

Teacher (T): “So, tell me, what is the difference between a company and a corporation?” (1)

T: “Haven’t you learned this?” (2)

T: “Do you know anything about the corporation culture? Anything?” (3)

Following the not-quite-successful introductory part of the class, the teacher opts for reading the texts, hoping to get answers to her questions; the point is to use the English language to talk about economy-related topics. Willing to continue with the class in a more vivid, discussion-oriented way, the teacher calls out the student who seems to have very good reading skills to begin the reading task.

After the reading part is over, the teacher asks for translation. The effectiveness of this method is rather questionable in the modern ESL teaching methodology. However, the previous setting did not leave this teacher many options. Just a few students are able to translate the text, especially certain terminology, without any significant difficulties. The teacher helps them making the translating process go faster, since much of the class time has been lost.

Having finished the reading and translating part, the teacher gives further instructions to the students:

T: “Take out the basic information on the corporation culture. Do not write down everything, only the basic information.” (4)

After the teacher’s instructions in English proved inefficient, she repeated them in Croatian:

“Dakle, iz teksta izvucite najvažnije informacije o korporativnoj kulturi i ne pišite sve, samo bitne informacije.” (5)

“So, go through the text and take out the basic information concerning the corporation culture. Do not write everything, just the basic information.”

T: “All right. (6a) Tell me, - what are the key words to describe the corporation culture?” (6b)

CLASS II	DIRECT/INDIRECT SPEECH ACT	SENTENCE FORM	TYPE OF SPEECH ACT	OTHER REMARKS
(1)	Direct speech act	Declarative sentence	Directive	Bearing in mind that this English class is being conducted in the high school of economy, just a few students raised their hands to answer the question. The question is whether this is affected by the lack of knowledge in the field of economy or is the language barrier one of the main issues?
(2)	Indirect speech act	Interrogative sentence Question	Representative	Getting no answer, the teacher tries the same raising the question in Croatian. There are no significant changes; murmuring and silent talking can be heard but still without a precise

				<p>answer.</p> <p>A negative question raised is likely to be sending the message: you should know this because we already learned this and this message mirrors the indirectness of this speech act.</p>
(3)	Indirect speech act	Interrogative sentence Question	Representative	<p>Similar as in the previous example, what the teacher meant would have been: <i>you don't know anything on this topic</i> raised in a form of a question, achieved by the means of intonation.</p>
(4)	Direct speech act	Imperative sentence Request	Directive	<p>No more indirect calls to the topic discussion but rather clear and precise instructions for the next task.</p>
(5)	Direct speech act	Imperative sentence Request	Directive	<p>How good and useful is it to give the instructions both in English and Croatian? The ESL methodology disapproves of this, except rare cases.</p>
(6a)	Indirect speech act	Exclamation	Directive	<p>All right is an indirect speech act, but the exclamation was an actual command to stop writing.</p>
(6b)	Direct speech act	Imperative	Directive	<p>The final phase where the</p>

		sentence Request		teacher gives requests, due to the overall class atmosphere and the lack of cooperation.
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3.3. Ekonomska škola– Third Grade

Class description: 24 students, 16 girls and 8 boys. Level of English: advanced (Ss have been learning English for seven years).

During the class I analyzed, the teacher was examining students, placing an emphasis on comprehensive reading, vocabulary build up and grammar, subject questions, to be more precise.

The teacher called out the first student and started examining.

T: “Tell me about the conspiracy theories.” (1)

S: “OK!”

After the reading and discussion part ended, the teacher moved to a grammar question and it concerned subject questions, and the student could not remember the question type.

T: “In this type of question, which you still did not explain, there is no inversion.” (2)

T (calling out the student’s name, here referred to as an X): “Yes, please!” (3)

S: “Here I come!” (4)

S: “They usually begin with the question word ‘who’”

T: “The question pronoun ‘who’”. (5)

T: “Subject questions?”

S: “They don’t have an auxiliary verb and the question pronoun is the subject of a sentence. They begin with the question word ‘who’.

T: “The question pronoun ‘who’.”

S: “They can also have a question with the preposition in the end, for example ‘what are you looking for’.”

T: “And that is a subject question?” (6)

S: “And likewise, ‘what for’.”

T: “That would be something different.” (7)

T: “What happens in that question?”

S: “There is no inversion.”

T: “Let’s now stick to that!” (8)

In the end, the teacher sends the student back to her place and the grading part is over.

S: “What did I get?” (9)

T: “Hm, let it be an A.” (10)

S: “Oh, cool!” (11)

CLASS III	DIRECT/INDIRECT SPEECH ACT	SENTENCE FORM	TYPE OF SPEECH ACT	OTHER REMARKS
(1)	Direct speech act	Imperative sentence Request	Directive	
(2)	Indirect speech act	Declarative sentence	Commissive/ directive	The teacher directs the student towards the correct answer. The utterance can be viewed as an indirect commissive speech act – obliging the interlocutor to a future

				action (to provide an answer to the question), or as an indirect directive speech act, ordering the student to answer the question.
(3)	Indirect speech act	Imperative or exclamative	Directive	After calling the student, the exclamation yes, please is an order for the student to come in front of the blackboard. There are two ways of observing the utterance as per the type of sentence used: it can be observed as an ellipsis of the imperative sentence (which can also mean that the utterance itself is modified to sound less imposing) or as an exclamation.
(4)	Direct speech acts	Exclamation Information	Representative	The message of the previously-mentioned indirect speech act is understood. The student in coming to the blackboard.
(5)	Indirect speech act	Imperative	Directive	The imperative ellipsis used to express an indirect request. I have to mention that I was trying to stick to the real utterance even though I would have used the term interrogative

				pronoun rather than question pronoun.
(6)	Indirect speech act	Interrogative sentence	Representative	This is an example of the indirect representative speech act (the intended meaning: <i>what you said was wrong</i>). The question primarily formed by the means of intonation; the teacher's intonation clearly indicated that the student said something wrong and that she should correct her mistake.
(7)	Direct speech act	Declarative sentence Conclusion	Representative	Finally, the student understood the mistake she made. The teacher's words and that would be something different were actually saying now you are telling it right.
(8)	Direct speech act	Exclamation Request	Directive	The final remark by the teacher, using a request as a methodological means to make the student correct the mistake and memorize important grammar issues.
(9)	Indirect speech act	Interrogative sentence	Directive	The utterance can be observed as an indirect directive speech act, since the student is requesting the teacher to let her know the grade she got.

(10)	Indirect speech act	Imperative Information	Representative	<p>This is an interesting example of indirect representative speech act. What happens here is that the teacher is giving an answer to the student, but the utterance contains an imperative sentence “<i>let it be an A</i>”. The very sentence used in this example has many different usages and meanings, depending on the context (from the Bible to the Beatles), but as far as the sentence type is concerned, it is imperative, with the underlying meaning: <i>let the grade A exist</i>. This is an indirect representative speech act because the command is not real; rather, instead of using an utterance containing a declarative sentence (e.g. “you got an A”), the teacher uses an imperative sentence and communicates to the student the message that she (the teacher) is slightly dissatisfied with</p>
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				the student's performance.
(11)	Indirect speech act	Exclamation	Expressive	The student might be aware of her real knowledge, but she is still satisfied because, eventually, the grade matters. In this way she is indirectly thanking the teacher for giving her the highest grade.

3.4. Ekonomska škola – Fourth Grade

Class description: 26 students, 17 girls and 9 boys. Students are in their final year of high school education; advanced level of English (though they could show a little bit more interest and active work).

The class analyzed was the revision and the grading class, which they had delayed for some time. Nevertheless, the situation is not much better this time.

Teacher (T): “Who is missing today?” (1)

After the teacher had written down the missing students, she started examining. At this point, the background noise, colored with some tension, ceased, as soon as one of the students was called out.

T: “M?” (2)

T: “Past Perfect Tense.” (3)

S (not answering, shrugging): “I am not sure.”

T: “Ovo polugodište nećemo kao prošlo! Idi na mjesto!” (4)

The teacher, angry and disappointed, talks to the student in Croatian due to the very poor English language knowledge of this student.

T: “Any volunteers?” (5)

S: “Can I?” (6)

T: “Absolutely!” (7)

S (talking about Romeo and Juliet): “And Juliet didn’t died...” (8)

T: “Correct. She didn’t die.” (9)

S: “Mogu li ja?” (“Can I?”) (10)

T: “Yes, you may.” (11)

The teacher goes on and calls out one student. Soon after that moment, another student raises his hand and asks: “May I?” (12)

S: “I used to woke up in 8 o’clock.”

T: “Hm, OK. So, you used to wake up at 8 o’clock. (13)

T: “Koliko vas je bez ocjene?” (“How many of you have no grade?”) (14)

CLASS IV	DIRECT/IN DIRECT SPEECH ACT	SENTENCE FORM	TYPE OF SPEECH ACT	OTHER REMARKS
(1)	Indirect speech act	Interrogative sentence Question	Directive	The final call for the students to calm down and get ready for the class (instead of ordering students to settle down).
(2)	Indirect speech act	This is a noun phrase, containing the first and last name of the student. As such, it may be observed as an indirect directive speech act, especially bearing in mind the entailed	Directive	Bearing in mind the class type and the grading book in the context, calling out her name was more than enough for this student to stand up and come in front of the blackboard.

		meaning of the utterance M, come in front of the blackboard.		
(3)	Indirect speech act	Declarative sentence	Directive	This is an indirect directive speech act, since the entailed meaning of the utterance is imperative: <i>tell me about...</i>
(4)	Direct speech acts	Exclamative Imperative	Commissive Directive	Using the mother tongue emphasizes bad and irregular work of this student, sending the message that she did manage to finish the first semester but that this semester the story would be different. The strong message was sent to this student, both by the teacher's attitude and her words. The first sentence in the observed utterance is exclamative, obliging the speaker to the future action: <i>I will not let you pass unless you study...</i> , while the second in imperative, directly ordering the student to go to her place.
(5)	Indirect speech act	Interrogative sentence Question	Directive	The short form of a total question, enough to directly send the message, indicates an indirect speech act.
(6)	Indirect speech act	Interrogative sentence	Representative	Polite and appropriate usage of the English language. This is an example of an elliptical interrogative sentence, with an

				underlying meaning of a representative speech act: <i>I would like to volunteer/I am a volunteer.</i>
(7)	Direct speech act	Exclamative	Expressive	A slightly content and positively surprised teacher, especially after a group of uninterested students who had not learnt, welcomes this student to show his knowledge and get graded. Her reaction is rather emotional.
(8)	Direct speech act	Declarative sentence	Representative	Putting the main focus on the content provokes a serious grammar mistake.
(9)	Direct speech act	Declarative sentence	Representative	The utterance contains direct representative speech acts, affirming the student's statement about Romeo and Juliet. However, the second utterance also contains an implicature, used here to correct the student. It is important to notice and correct this kind of mistake; however, it is of great importance to motivate the student to continue and finish the sentence, after paying attention to certain mistakes. Although I have stated that implicatures will not be essentially part of this research, here it was necessary for the occurrence to be mentioned.
(10) (11) (12)	Indirect speech acts	Interrogative sentence Questions	Directive Expressives	The indirectness of these speech acts is seen in the teacher's ordering tone expressed in an

				interrogative utterance. We have already encountered similar examples: (4a) and (4b) in the corpus analysis of the first grade of the Ekonomska škola.
(13)	Indirect	Declarative sentence	Representative	Subtly correcting grammar mistakes, at the same time repeating the correct form, is taken to be one of the best ways to correct grammar mistakes and to learn from them. Here again, just as was seen in the example no. 9, implicature was used to correct the grammar mistake.
(14)	Indirect speech act	Interrogative sentence Question	Commissive	Wrapping up the class and preparing the students for another hour of examination (indirect commissive speech act – utterance entails: <i>I will continue examining you</i>). Here, the issue of curriculum and the normatives is raised: how much time are we, the teachers, supposed to spend teaching and how much time should we spend doing administration and fulfilling pure numbers and data?

3.5. Gimnazija Livno – Second Grade

Class description: 20 students, boys outnumbered by girls; level of English: advanced.

The class analyzed was the presentation and revision class, focusing on articles in English.

The teacher enters the classroom, greets the students and the guest, writes down the unit done that day as well as the students missing and then goes on.

T: “So, we had homework. **I don’t doubt you did it.**” (1)

After homework is checked, the teacher gives the students their next assignment.

T: “Now, you are supposed to do the tasks, and they have the key in the workbooks, but please try to do them on your own. **It will be helpful.**” (2)

T: “You can do in pairs. You have ten minutes and then we’ll check it together.” (3)

T: “Any volunteers to be graded? You don’t have to be ashamed of our guest today; just pretend she is not there.” After several minutes and still none of the volunteers, the teacher proceeds: “All right. We can postpone it for Thursday.” (4)

As the students are doing their tasks, the teacher is walking around, checking if anybody needs help and if everything is clear. The students seem to be very hard-working. Also, the atmosphere reflects hard work and discipline. The rules of the teamwork are clear and there is no shouting. Moreover, there is no talking at all or raising questions, if the student had not raise their hand previously and asked for permission.

T: “Finished?”

S: “Yes, ready to check it!” (5)

T: “OK. Let’s check it. Who wants to read the first one? “

S: “He is a doctor. He can give you an advice.”

T: “All right. **Why did you say a doctor?**” (6)

S: “Because we are talking about profession.” (7)

T: “Very good! And why don’t we use an in front of advice?” (8)

S: “Oh, yes. Because it is an uncountable noun.”

T: “Excellent!” (9)

Discussing the usage of the determined article in the plural, the teacher uses two examples.

T: “Nowadays, students do not learn a lot. The students in my school learn a lot.” (10)

Checking the exercise, the teacher comes to the sentence “*If only this stone were not there.*”

T: “Why is there ‘were not’ in the sentence when the stone is a singular? Why didn’t we use *wasn’t*?”

Since no one managed to answer the question, the teacher tries to help them: “...because this is conj...anyone?” Waiting for the answer, the teacher was looking at one student who is, obviously, one of the best at English, expecting the answer from her.

S (having realized this): “I wasn’t at school when we did this.” (11)

The teacher smiles, having understood the point, and tells the answer.

After they had finished checking the exercise, the teacher moves on to the next topic – shopping.

T: “We will now read the texts about three markets. We will work in teams and then we will discuss it. **You are required to tell me what you found out about different types of materials.**” (12)

“After the discussion is over, the class is over, too.”

T: “Next time I will be examining. (13a) Study!” (13b)

CLASS II	DIRECT/INDIRECT SPEECH ACT	SENTENCE FORM	TYPE OF SPEECH ACT	OTHER REMARKS
(1)	Direct speech act	Declarative sentence	Representative	It is not about the teacher having any kind of doubts

				towards her students; it was just the teacher's way of expressing faith and hope in her students' hard work.
(2)	Direct speech act	Declarative sentence	Commissive	Practice makes perfect, that would be the message of the teacher's instructions here.
(3)	Direct speech act	Declarative sentences	Commissive	Usually, this teacher directs her students to the tasks they are supposed to do and points out how much time they have. It is of great significance that the students are aware of deadlines they are supposed to meet and of organizing their skills and abilities within the given time and space framework.
(4)	Indirect speech act	Declarative sentence	Commissive	This sentence highly indicates the influence that the wider socio-cultural context has on the students and their work in classes; the presence of the guest in the classroom distracts students and raises their level of stress and shame at the same time influencing badly their examining process and their grade in the end. In this case, the T announces a future activity.

(5)	Direct speech act	Exclamative sentence	Expressive	The act of knowledge, hard work and self-confidence.
(6)	Indirect speech act	Interrogative sentence	Directive	This is a request for information: the teacher puts an emphasis on the reason for using a certain article in a certain place: it is important to see if students are using the theoretical framework in practice, or if they are only guessing.
(7)	Direct speech act	Declarative sentence	Representative	And in the student's answer it is proven that knowledge is the key to the correct answer in the previous sentence.
(8)	Indirect speech act	Interrogative sentence	Directive	Again, this is a request for information, just like in the example (6). Forming an indicative question instead of instantly correcting the mistake, the teacher leads the student towards the correct answer in a subtle and pedagogically approved way.
(9)	Direct speech act	Exclamation	Expressive	Exclamation and conclusion in just one sentence. The student had seen and corrected the mistake helped by the teacher.

(10)	Direct and indirect speech act	Declarative sentences	Representative	Here, the teacher is directly explaining the grammatical difference between these two sentences. However, she is indirectly sending her students a strong message of content and pride by specifically choosing this kind of example.
(11)	Indirect speech act	Declarative sentence	Representative	The point of this piece of information was not for the student to clarify her not being present at school that day; she indirectly told her teacher she did not know the answer to her question. Given the teacher's look and expectation that she would and should know the answer, the student was too shy to tell she did not. Instead, she picked an indirect speech act to do it.
(12)	Direct speech act	Declarative sentence	Directive	Precise instructions – the key to a successful outcome. The teacher is clearly giving orders to do a task, but although this clearly is a direct directive speech act, she to an extent modified the request by opting for a passive construction <i>you are</i>

				<i>required</i> , hence the utterance appears less imposing.
(13) (a&b)	Direct speech acts	Declarative (a) Imperative (b)	Commissive (a) Directive (b)	Warning (and ordering) her students that they will be graded next time, the teacher is lowering the stress level always present when an unexpected grading is about to happen. Being ready and prepared for grading, the students can manage the level of stress and fear they feel when they are being graded.

3.6. Gimnazija Livno - Third Grade

Class description: 20 students, girls outnumbering boys. Level of English: advanced.

The class analyzed was the presentation class – Reported statements and subject questions.

The teacher starts the class greeting the guest and introducing her to the class.

T: “We have a guest today. **(a)** I was her teacher. **(b)** Was it from the first grade? **(c)**” **(1)**

G: “Yes.”

T: “Well, I am getting old.” **(2)** The students laugh.

They were supposed to hand in their essays, but they did not bring them.

T: “Tomorrow is your last chance. It is Monday today so you had a lot of time to write them down.” **(3)**

S: “Is there any possibility you check our essays without grading them?” **(4)**

T: “The purpose of these essays is to improve your final grade and not to worsen it. **(a)** So if it happens that these essays influence your grades badly, I will not write in the grades in the grading book. **(b)** If it is really bad, you will have chance to correct them and hand them in again. **(c)**” **(5)**

T: “Today we are talking about lying. What was your last lie? To whom did you lie? Why did you lie?”

After a short discussion, the teacher writes down the title.

T: “Questions and negatives.” **(6)** What do questions usually have? **(7)**

S: “An auxiliary verb. **(8)**”

T: “Good! Very good! **(9)** Now, look at these examples and tell me what you see. **(10)**”

S: “There is no auxiliary verb.”

T: “Correct! **(11)**. And that’s because these are subject questions.” **(12)**

Explaining subject questions the teacher comes to the point where she talks about “how come” and “what for” used to ask “why”. She is trying to explain the students that “how come” expresses one’s surprise so she demonstrates that with an intonation and she provides an interesting example:

T: “Let’s say you decide to skip the English class. (students laughing) I would ask you ‘**How come you decided to skip English classes?**’ because I would be surprised.” **(13)** (Students laugh again, but they got the teacher’s point)

T: “To repeat all of this one more time before we go on, are you sure you understood all of this?” **(14)**

The students answer positively and the teacher goes on: “Please, be careful with indirect questions. **(a)** Even if you’re really good at English, sometimes a mistake happens. **(b)**” **(15)**

T: “OK. Now you will open up your notebooks and we will write some things down.” **(16)**

T: “Now, let’s deal with negative questions. How would you say that you don’t have money in two ways? “

S: “I would say it is true in both ways.” **(17)** – everybody laughs

I don’t believe he’s guilty.

I believe he’s not guilty.

T: “Which one is a better option, do you happen to know?”

S: “The first one.”

T: “Correct. And here is why....”

T: In your textbooks, there are two tasks to do for your homework. **It is not a lot of work and you don’t need a lot of time.** **(18)** See you on Wednesday **(a)** and don’t forget your essays! **(b)** **(19)**

CLASS III	DIRECT/INDIRECT SPEECH ACT	SENTENCE FORM	TYPE OF SPEECH ACT	OTHER REMARKS
(1)	Direct speech act (a), (b) Indirect speech act (c)	Declarative sentences Interrogative sentence	Representative	A warming up question, but also the sign of an appropriate communication in presenting the guest. Indirect representative used in the example (c) with the aim of involving the guest into the conversation.
(2)	Direct speech act	Declarative sentence	Representative	A joke as an ice-breaker to relax in the beginning of the class. The students laugh, together with the teacher, although not making fun of what she had said. This is an important indicator of a successful communication between each other.
(3)	Indirect speech act	Declarative sentence	Commissive	The teacher is a bit angry for the students had not brought their essays. Indicating the day she is sending a strong message that they had more than

				<p>enough time to do them, but she also gives them the opportunity to correct the situation. She warns them of the consequences that will follow unless they bring in their essays.</p>
(4)	Indirect speech act	Interrogative sentence	Directive	<p>Raising the likewise question clearly indicates the students' intention, even though they manipulate with the words in a very clever way. "<i>Is there any possibility</i>" is a very strong introduction to the question where one would like to get a positive answer. This is an indirect speech act because the underlying meaning is <i>do not grade our essays</i>.</p>
(5)	Direct speech acts (a), (b), (c)	Declarative sentences	Representative (a) Commissive (b), (c)	<p>The teacher realizes the situation perfectly and she puts an emphasis on what matters to the students, grade, using a strong conditional sentence at the same time answering the</p>

				previous question and sending them an important pedagogical message – your work pays off and is rewarded; you will not be punished.
(7)	Indirect speech act	Interrogative sentence Request	Directive	The meaning of the frequency adverb “ <i>usually</i> ” is of great importance here because it indicates what students should answer and which previous knowledge to lean on.
(8)	Direct speech act	Declarative sentence (ellipsis present)	Representative	
(9)	Direct speech act	Exclamation	Expressive	The teacher is delighted with fully correct grammatical answer and the speed.
(10)	Direct speech act	Imperative sentence	Directive	
(11)	Direct speech act	Exclamation	Expressive	The teacher is very happy for the students who offered a correct answer and her delight cannot be hidden.

(12)	Direct speech act	Declarative	Representative	Finally, the teacher reaches the final conclusion, with help of her students. The satisfaction and content can be vividly seen in all the exclamation in several previous sentences.
(13)	Indirect speech act	Declarative sentence	Commissive	Directly, the teacher is speaking about this specific grammar unit, but deep within the context she wants to have her students intrigued and interested in grammar lessons using funny, catchy and memorable examples from everyday life. The very utterance contains an indirect commissive speech act, because she is stating something that she would do if the situation occurred.
(14)	Indirect speech act	Interrogative	Directive	It is clear that the teacher is truly interested in getting her students understand difficult grammar structures and units and this is why this

				<p>sentence is more than a question; it is a real proof of the care this teacher has for her students. The underlying meaning of this utterance is a command: <i>tell me if you do not understand...</i></p>
(15)	Direct speech acts	<p>Imperative sentence (a) Declarative sentence (b)</p>	<p>Directive Representative</p>	<p>A friendly warning and a wrap up of the lesson. The (b) section of the utterance can be both viewed as a direct representative speech act (expressing an opinion on the state of affairs), as well as an indirect commissive, warning that if the students are not careful, something will happen (a mistake).</p>
(16)	Indirect speech act	Declarative sentence	Directive	<p>In this section, the teacher's utterance is characterized in indirect directive speech acts: on the surface, the utterance seems to contain commissive speech acts, obliging both the</p>

				speakers and the hearers to a future activity, but these are all commands expressed indirectly.
(17)	Direct speech act	Declarative sentence	Representative	<p>It is noticeable that the students accept the teacher's usual way of work: making jokes to remember things more easily. This is an example of a direct speech act: an answer to the question and the information is that which the speaker believes to be true.</p> <p>However, this is another example of implicature, since the speaker is trying to tell the teacher that he does not know the answer.</p>
(18)	Indirect speech act	Declarative sentence	Directive	The teacher is actually trying to highlight that they better do their homework since they are given enough time, and a little work.
(19)	Direct speech act	<p>Sentence fragment (a)</p> <p>Imperative sentence (b)</p>	<p>Commissive (a)</p> <p>Directive (b)</p>	

3.7. Gimnazija Livno - Fourth Grade

Class description: 24 students; boys and girls approximately equal in number. Level of English: advanced.

The class analyzed was the revision class – they had dictation. Some of the excerpts from the class will be presented in the following table.

T: “Today it’s our dictation, as you know. We’re doing it in two groups. **(a)** Those who are not present today will do the dictation when they come to school. **(b)**” **(1)**

S: “Those of us who don’t do the dictation well, are we going to have the chance to correct the grade?” **(2)**

T: “No. This is one part of your grade and you will be graded for what you do today.” **(3)**

S: “Oh, ouch.” **(4)**

T: “So, we will be divided into groups and as long as we are together we will repeat the rules for writing dictations.” **(5)**

T: “So, we are making two groups (listing the names of the students within both groups). **(a)** Please be quiet outside the door. **(b)** There are classes going on. **(c)** **(6)**

S: “Of course.” **(7)**

T: “The first time I read the text **(a)** and **you listen (b)**. Then, I read the text, sentence by sentence, including the punctuation **(c)**. The third time is for you to check the text **(d)**. I read it all, without making a break **(e)** **and you check it and hand it in. (f)**” **(8)**

After the first group has finished with the dictation, the groups switch. The second group enters the classroom to do the dictation and the teacher repeats the same rules.

In the end, all the students are back in the classroom.

T: “Was it difficult?” **(9)**

Ss: “No, not really.” **(10)**

CLASS IV	DIRECT/INDIRECT SPEECH ACT	SENTENCE FORM	TYPE OF SPEECH ACT	OTHER REMAKRS
(1)	Direct speech acts	Declarative sentences	Representative (a) Commissive (b)	
(2)	Indirect speech act	Interrogative sentence	Directive	The students ask about correcting their grades in advance, even though they had not had the test results at the moment. This is an indirect speech act: students are entreating the teacher to give them another chance.
(3)	Direct speech act	Declarative sentence	Commissive	
(4)	Direct speech act	Exclamation	Expressive	Quiet an indistinct, but recognizable way of expressing complain, fear and dissatisfaction.
(5)	Direct speech act	Declarative sentence	Commissive	
(6)	Direct speech act	Declarative sentences (a), (c) Imperative (b)	Representative (a), (c) Directive (b)	The (b) section of the utterance contains a mitigating device: <i>please</i> (Yule, 1996).
(7)	Indirect speech act	Exclamation	Commissive	This is an indirect speech act, since an exclamation

				is used to make a promise. Students are also letting the teacher know that they are familiar with the rules, also leaving open a possibility of the utterance to be observed as an indirect representative speech act.
(8)	Direct speech acts	Declarative sentences (some containing imperative clauses – in bold)	Representative (a), (c), (e) Directive (b), (d), (f)	This is a complex utterance, containing different speech acts that could easily be mistaken: namely, the orders the teacher is giving to the students appear in the form of direct speech acts (b) and (f), and an indirect directive (d). This last section of the utterance is an indirect directive, because it contains a declarative sentence and the underlying meaning is that of command. Providing with the rules in a form of a report to the students.
(9)	Indirect speech act	Interrogative sentence	Directive	Even though the question seems to be

				<p>directly targeting the difficulty of the dictation, it is also an indirect way of giving teacher's own judgment, on one side, and encouragement, on the other side. This is an indirect speech act because the utterance contains an underlying imperative: <i>tell me it was not difficult.</i></p>
(10)	Direct speech act	Declarative sentence (ellipsis)	Representative	<p>The students are responding: <i>No, it wasn't really difficult.</i></p>

3.1.1. The final sum up analysis

In the final analysis I would like to shortly sum up the number of indirect and direct speech acts as well as the frequency of particular speech acts within the teacher student communication.

The number of direct and indirect speech acts does not differentiate on a large scale: there are 46 direct and 40 indirect speech acts within this research analysis. However, they are not equally present at different class types. When it comes to revision classes, indirect speech acts certainly outnumber the direct ones, and this was especially case with the Ekonomska škola in regard to Gimnazija Livno. Using a significant number of elliptical imperative and interrogative forms, the teacher from the Ekonomska škola uttered many indirect speech acts, indirect requests and order in particular. Moreover, quite a similar number of direct and indirect speech acts was noticed in the presentation classes and topic discussions, again with certain differences between two schools. In Gimnazija Livno the teacher mostly raised “clear” questions and the students were ready to answer them while the teacher from the Ekonomska škola had to explain them in English and in Croatian and engage students with additional questions to provide with the answer and the students’ activity in the class.

The minimal number of speech acts, analyzed at all, was noticed in the second grade of the Ekonomska škola in the lesson about corporation companies. However, seven speech acts were analyzed during the whole class due to vivid communication difficulties throughout the entire class.

The greatest number of direct speech acts was analyzed in Gimnazija Livno, in one of the presentation classes. Majority of them mostly considered of actual questions, answers and statements both by the students and the teacher.

If we analyze the presence of certain speech acts, following Searl’s speech acts taxonomy, directives and representatives lead in number, whereas declaratives are not present at all. Furthermore, commissives are more frequent than expressives, even though the latter ones are found in the research analysis, as well.

4. CONCLUSION

Before reaching an overall conclusion, applicable to the topic itself, let me deliver a final word as the sum up of the research that was done in two high schools in Livno. First of all, we shall be aware of the socio-cultural context and the surrounding area of the afore-mentioned schools. A small, non-university town is about to prepare their high school students for further education, in general, and in the English language, in this specific case. Everyday communication, grammar knowledge, four skills and the norms and culture should all be the targets of English language classes. Doing the research, analyzing the transcripts and wrapping up an overall impression and picture, one thing can be pointed out: there is a curriculum difference between the Ekonomska škola and Gimnazija when it comes to the English language classes. Alongside two different school systems and management skills in general, a special attention was paid to differences in the English language classes, as they were the focus of this research.

Students in Gimnazija showed a significantly higher level of knowledge of the English language than those in the Ekonomska škola, and the same applies to the level of participation. Moreover, the teachers' approaches in two schools are alike when it comes to expressing their care and friendly relationship towards their students; however, it is rather different when it comes to discipline, respect and the teacher-student communication.

If we pay attention to some of the utterances analyzed as in the Ekonomska škola classes, it can be noticed very quickly that the usage of the Croatian language is very frequent, which is not the case with Gimnazija. I cannot resist but raise the question: "How good is this approach?" The ESL and EFL methodology advise against using the MT in the English language classes, unless highly necessary. In that sense, I would like to go back to the analysis of the second grade in the Ekonomska škola: two students were active participants in the discussion on corporations and companies. I wonder whether the rest of the class understood the teacher's questions and instructions, or were they perhaps only waiting for the teacher to translate, since they are used to have it all "served" in Croatian.

Both teachers' approaches to a significant aspect of English language classes drew my attention and I am talking about correcting mistakes, and the indirect speech acts were used extensively in that respect, as can be seen in the analysis. That serves well to the motivation of students. A

subtle and indirect way of making one realize their mistakes is the most successful one since teachers, acting in that way, do not expose their students to additional stress sources, especially when being graded. The best thing is that the students actually understand the messages these indirect speech acts carry. This brings us closer to the thesis confirmation of this final diploma paper: namely, being aware of the context, socio-cultural background and the “learned” way of behaving, these students understand when their teachers indirectly send them a message, correct their mistake or require a better answer from them. In addition to this, both teachers use specific- and individually-targeted way of personalized examples to associate their students to certain grammar units so the students would memorize them more easily. The good thing is that this works and brings difficult and complicated grammar structures into connection with the surrounding making the learning process easier and more interesting.

Both teachers insist upon using appropriate expressions and polite communication and they successfully manage to integrate this into their classes, which is very important, and, again, successful, given the fact that the English language is not their MT. As an illustration, we can here mention the revision class in the *Ekonomska škola* when the student asked “Can I be graded?” and the teacher answered “Yes, you may.”

Precise instructions are of great significance when it comes to successful outcomes of various tasks and assignments. It is noticeable that, in both schools, teachers pay attention to this. However, expressing requests, questions and information in English more often would prove even more successful than expressing them in Croatian. Perhaps that is because the foreign language provides a certain distance between interlocutors and, for example, commands appear less imposing. Nevertheless, the context and the socio-cultural background of the class very often influence the teacher’s choice of using or not using the mother tongue. Sometimes, even though it is not preferable, the teacher will meet their goals more quickly and make the communication with the students more successful if they use the mother tongue. Again, these are the situations where we cannot separate the influence of the context and the wider background from the language we teach, learn and use, in the end.

We ask questions, discuss different themes, give orders and opinions, we state and declare various things. Our mental processes and language apparatus lead us to certain expressions, verbal and non-verbal. We are those who determine how to say something and how to express our thoughts and opinions. We acquire a lot of these things growing up, listening to our parents, teachers and other people from our near surrounding; however, certain things can be

taught. We need, as we grow up, take over the responsibility for what we say and do. Speech acts and their usage in everyday communication are, probably, some of the most reflective and recognizable indicators of our communicating skills and capacity to adapt to the situation. If you are a teacher, then your communicating skills should be on an enviable level; nevertheless, we shall not underestimate the power of the non-verbal messages we send alongside our utterances.

In conclusion, we cannot separate the surrounding context and socio-cultural background from teaching and learning, especially if we talk about a foreign language and foreign culture.

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