

وزارة التعليم العالي والبحث العلمي
Ministère de l'enseignement supérieur et de la recherche scientifique
ⵎⵓⵍⵓⵔ ⵎⵎⵎⵔⵉ ⵓⵏⵉⵔⵓⵣⵓⵓ
ⵕⵓⵏⵉⵙⵏⵉ ⵏⵉ ⵙⵉⵎⵓⵏⵉⵔⵓⵣⵓⵓ
ⵕⵓⵏⵉⵙⵏⵉ ⵏⵉ ⵙⵉⵎⵓⵏⵉⵔⵓⵣⵓⵓ

MOULOUD MAMMERI UNIVERSITY OF TIZI-OUZOU
FACULTY OF LETTERS & LANGUAGES
DEPARTMENT OF ENGLISH

جامعة مولود معمري تيزي وزو
كلية الآداب و اللغات
قسم الإنجليزية



**A dissertation submitted in partial fulfillment of the requirements for the
degree of Master in English**

FIELD: Foreign Languages.

PROGRAMME: English Language.

SPECIALISATION: Foreign Language Didactics.

Title

**Investigating the Role of Commissive and Expressive Speech
Acts for Effective Interaction: An Analysis of M1 Students'
and Teachers' Perceptions**

Presented by

- Ms. Melissa BERHOUN

Supervised by

Mr. HAMMOU Mohamed

Board of Examiners:

Chair: LADJALI Djamila,

MCB, Mouloud Mammeri University of Tizi-Ouzou.

Supervisor: HAMMOU Mohamed, MAA, Mouloud Mammeri University of Tizi-Ouzou.

Examiner: ADEM Karima,

MAA, Mouloud Mammeri University of Tizi-Ouzou.

Academic year: 08/07/2025

Dedications

I dedicate this work to my precious parents and beloved brothers.

To my best friends and all the people whom I love and respect.

To myself.

Acknowledgements

First, deep gratitude is owned to my supervisor Mr.HAMMOU Mohamed, who has been supportive, encouraging, and motivating.

Special thanks go to Dr.AOUINE Akli for his invaluable advices, generosity and insightful feedback.

I am deeply thankful to the board of examiners, Mrs.ADEM Karima and Dr.LADJALI Djamilia who kindly accepted to read, examine and evaluate my work.

Thanks go to Dr.BENAISSA Amel , Dr.AIT HAMOUDA Hanane, Dr.CHALAL Fatima-Zohra , Miss AFLIHAOU Sara , and Mr.IBAZIZEN yanis for their invaluable contributions and insights during the interview process.

Last but not least, I am immensely appreciative of all the students who have kindly answered my questionnaire . The completion of this work would not have been possible without their collaboration.

Abstract

The present study aims to evaluate the role of commissive and expressive speech acts for effective interaction. It seeks to fulfill two main objectives: The first investigates the perceptions of M1 students and teachers regarding the communicative function of those illocutionary acts. The second aim is to assess the impact of commissive and expressive acts on the learning environment. Grounded in J.L. Austin's (1962) Speech Act Theory, and Searls' (1969) Theory of Speech Act, this study adopts a mixed method approach that integrates both quantitative and qualitative data. Data were collected through questionnaires distributed to 60 M1 students, and structured interviews with 5 M1 teachers, and analyzed using descriptive statistical method and qualitative content analysis. The findings reveal that commissive and expressive speech acts play a crucial role in promoting effective interaction and enhancing classroom interaction. The study suggests that encouraging the use of these speech acts can positively influence student performance and strengthen the communicative relationship between teachers and learners.

Key words : Commissives acts, Expressives Acts, Speech act, Illocutionary acts, EFL learners.

List of Abbreviations

- **EFL**: English as a Foreign Language.
- **M1** :Master 1.
- **QCA** : Qualitative content analysis.

List of Tables

Table 01 : Frequency of Teachers' Use of Expressive Speech Acts in the Classroom	27
Table 02 : Perceived Importance of Commissive and Expressive Speech Acts in Creating a Positive Learning Environment.....	29
Table 03 : Factors Contributing to a Positive Learning Atmosphere.....	33

List of Diagrams

Diagram 01: Students' Perceptions on the Impact of Speech Act Theory in Teacher-Student Communication	24
Diagram 02: Effectiveness of Different Speech Acts in Encouraging Classroom Engagement	25
Diagram 03: Impact of Teachers' Promises and Commitments on Student Engagement in Classroom Activities	26
Diagram 04: Students' Perceptions of the Most Motivational Speech Acts	27
Diagram 05: Students' Engagement Levels in Response to Teachers' Emotional Expressions	28
Diagram 06: Students' Perspectives on the Frequency of Commissive and Expressive Speech Acts in Education	30
Diagram 07: Impact of Commissive and Expressive Speech Acts on Student-Teacher	31
Diagram 08: Students' Perceptions of the Impact of Teachers' Promises and Commitments on Academic Performance	32
Diagram 09 : Students' Opinions on Increasing the Use of Commissive and Expressive Speech Acts in Education.....	34

Contents

• Dedication	I
• Acknowledgements	II
• Abstract	III
• List of Abbreviations	IV
• List of Tables	V
• List of Diagrams	VI

General introduction

1. Statement of the problem	01
2. Aims and significance of the study	03
3. Research questions and hypotheses	04
4. Research techniques and methodology	04
5. The structure of the dissertation	05

Review of the Literature

Introduction	06
1. The foundational concepts of Speech Act Theory	06
2. Locutionary Act	08
3. Illocutionary Act	08
4. Perlocutionary Act	9
5. Commissive speech acts	11
6. Expressive speech acts	12

7.Importance of speech acts	13
8.1.Austin’s Framework Of Speech Acts.....	14
8.2.Searle’s (1975) Framework of Illocutionary Acts	15
Conclusion	16

Research Design and Methodology

Introduction	18
1.Research Method and Design	18
1.1. Mixed-Methods Research	18
1.2.Context and Participants of the Study.....	19
2.Procedures of Data Collection	19
2.1.Students’ Questionnaire	19
2.2.Teachers’ Interview	20
3.Procedure of Data Analysis	21
3.1.Quantitative Method	21
3.2.Qualitative Method	22
Conclusion	22

Presentation of the Findings

Introduction	24
I. Presentation of the Learners’ Questionnaire	24
II. Presentation of the Teachers’ Interviews.....	35

Conclusion	41
<i>Discussion of the Findings</i>	
Introduction	45
I. Discussion of the students' Questionnaire	45
I.1. Perceived Value of Speech Act Theory	45
I.2. Students' Engagement Through Commissive and Expressive Acts	46
I.3. Impact of Commissive and Expressive Acts on Students' Interaction	46
I.4. Communicative Environment and Classroom Dynamics	46
I.5. Pedagogical Implications	47
II. Discussion of the Teachers' Interviews	47
II.1. The Effectiveness of Commissive Speech Acts in Engagement	47
II.2. Expressive Speech Acts as a Tool for Motivation and Confidence	48
II.3. Creating Supportive Learning Climates through Speech Acts	48
II.4. Challenges in Implementing Commissive and Expressive Speech Acts	49
II.5. Strengthening Teacher–Student Relationships	50
Conclusion	50
<i>General conclusion</i>	61
Reference list	64
Appendices	69

General Introduction

1. Statement of the problem

Effective communication is one of the key elements of academia, which leads to a high level of education. As a richly detailed process, communication meaningfully influences learning outcomes. Across higher education contexts, it is crucial to make students aware about the different messages that we can perceive through various discussions, and here we refer to pragmatics which is defined by Austin in *“How to do things with words”* (1962). According to him, a good understanding of utterances relies on mastering Speech Act Theory, which is the level of analysis that goes beyond naming entities or judging linguistic structures.

In analyzing the details of written discourse, there is a need to consider the application of commissive and expressive speech acts. Yule (1996) states that “speech act as an action performed via utterances”.

Commissive acts, such as promises and offers, obligate the speaker to take a future action, hence creating a sense of reliability and trust. According to Yule (1996) a commissive act is a type of illocutionary act that pushes the speaker to some future course of action, whereas, an expressive act, such as apologies and thanks, communicate the emotional state and social stance of the speaker and is used in establishing interpersonal exchanges.

Austin (1962) claims “is not only saying something, the speaker is also doing something”. It is important to highlight that those speech acts do not extend only to verbal communication but also play a significant role in written communication.

In the era of technology advancement, the role of written communication is even more significant to establish an effective use of written language for communication, which is the case of mails, reports, and websites that have become part of our daily

lifestyle ; therefore the educational systems need to give teaching and learning of written communication an increased significance so that learners attain proficiency in using skills in high academic context and digital times.

Establishing a successful learning environment depends on the quality of teacher – student relationship, a factor significantly influenced by speech acts, or the words that the speaker uses to express their intentions. Among these, the most important speech acts are commissive (promises, offers) and expressive (thanks, apologies). Those elements dominate the classroom interactions because they help build empathy, understanding, and trust.

In a study of Darong.H C (2024) under the name “ enhancing english as a foreign language ” , teachers understanding on illocutionary acts conducted in a form of content analysis of a video podcast of Najwa Shihab reveals that illocutionary acts have the potential to promote effective interactions with interlocutors . This study gives insight that those speech acts are very important to be fostered among students. Similarly a qualitative research study has been conducted by Indira Karin et al (2025 ,p.2) , intitled “*An analysis of illocutionary acts utilized by lecturores in listening classes*”. The findings assert that students and teachers create a supportive learning environment but they need more tailored communication strategies in order to engage the students better, therefore, further research was suggested in order to conduct similar studies in different educational settings in order to collect more insights.

While numerous studies have provided valuable insights on the theoretical classification and pragmatic functions of speech acts, they leave a significant gap regarding of how commissive and expressive speech acts shape classroom interaction , little to no attention has been given to how these speech acts influence teacher-student relationship and

contribute to the learning environment, particularly from the perspective of both students and teachers in higher education.

2. Aim and Significance of The Study

This research aims to investigate the perceptions of M1 students and teachers of the role of commissive and expressive speech acts in their communication, analyze the impact of the speech acts on the effectiveness of classroom interactions and overall learning experience, and provide practical recommendations to teaching methods on how to make effective use of commissive and expressive acts for more effective interactions. The relevance of this study is that it can provide a contribution to the area of educational communication through the understanding of how certain speech acts can enhance the quality of interactions between students and teachers. Through clarifying the function of commissive and expressive acts, teachers can find ways to transmit the communicative skills, which will result in a more beneficial and effective learning process.

3. Research questions and hypotheses

The research is guided by the following questions and hypotheses:

- **Q1** :How do M1 students and teachers perceive the application of commissive and expressive speech acts in classroom interactions?
- **Q2** :to what extent are the commissive and expressive acts stressed by teachers and students in the teaching learning process for effective communication?

The following hypotheses are suggested to answer the previously mentioned research questions :

- **Hypothesis 1** :M1 students and teachers consider commissive and expressive acts to be essential in effective communication , and efficient classroom interaction.

- **Hypothesis 2** :Teachers and students focus on commissive and expressive speech acts in the teaching learning process to promote effective communication.

4. Research Techniques and Methodology

This research adopts the mixed method approach methodology. This means that the research uses both quantitative and qualitative methods for the collection and analysis of the data. The data are gathered using two main instruments; a questionnaire and an interview. Questionnaire with 60 M1 students , and structured interviews with open-ended questions with 5 M1 teachersto collect detailed and valuable information. The data collected from the questionnaire are well- organized and examined by statistical analysis and presented via diagrams and charts, whereas, the gathered data from the interviews are presented using the qualitative content analysis (QCA).

5. Structure of the Dissertation

This dissertation is organized according to the traditional simple model. It begins with a General Introduction, where the topic is introduced. Chapter one is the Literature Review, where existing research on the topic is reviewed and the theoretical framework is established. Chapter two, Research Design, discusses the methodological approaches used in data collection and analysis. The Presentation of the Findings gives results in the form of different tables. The fourth chapter, Discussion of the Findings, attempts to analyze the findings with a view to verifying the proposed hypotheses and responding to the research questions outlined above. The dissertation concludes with a General Conclusion that summarises the whole work, spells out the limitations of the research, and offers some suggestions for additional research on the same subject.

Review of The Literature

Introduction

This chapter aims to define and emphasize the key concepts related to the role of commissive and expressive speech acts for effective interaction between M1 students and teachers. It consists of six main sections. The first section clarifies the fundamental concepts of Speech Act Theory, namely Austin (1962) and Searle (1975). Then it explores Austin's model of speech act mainly the illocutionary and focuses, on the commissive speech acts. The third part deals with expressive speech acts, exploring the function of expressive speech acts in emotion and interpersonal communication. The fourth part explores written discourse as a means for illocutionary acts, the next section underpins the importance of speech acts in relation to the academic context with specific reference to the use of commissive and expressive acts in academic communication. Finally It highlights the areas of gaps in current literature and gives significance to future studies in different educational contexts.

1.The foundational concepts of Speech Act Theory

Speech Act Theory is a sophisticated and intricate model at the center of pragmatics. It has been explained and defined in different ways in Austins' Book (1962) "*How to Do Things with Words*". Austin highlights that language is not merely a tool for exchange information but also for getting things done. In his iconic formulation, "to say something is to do something" Saying is doing, thus stressing the performative nature of language. Building on Austin's work, Searle (1969) constructs a formal taxonomy of speech acts, composing of: assertives, directives, commissives, expressives, and declarations. Commissive speech acts, such as promises and offers, are characterized by the commitment of the speaker to a future action, while expressive speech acts, like apologies and thanks, convey the emotional state or

attitude of the speaker. The speech act theory in this level aims at the illocutionary force, namely the intended function or meaning of an utterance, and therefore makes the theory a crucial component of pragmatic language use. Yule (1996) highlights that Speech Act Theory solves the gap between the literal meaning of a word and the communicative effect intended. As he insists on the way language functions in real contexts. In recent years, researchers have used it in numerous fields, including education, as speech is recognized as essential for fostering interaction and meaning. In short, Speech Act Theory is a rich theory for the analysis of the interdependence of language, intention, and action. According to Austin (1962), speech acts can be divided into three facets are: locutionary act, illocutionary act, and perlocutionary act.

Austin (1962) argues that actions in language are not limited to performative verbs. In fact, many speech acts do not rely on explicit performatives and may even make them seem unnatural. To better capture the range of language functions, he introduces a new framework, distinguishing between locutionary acts, illocutionary acts, and perlocutionary acts ,each representing a different dimension of how meaning and action are conveyed through speech.

Later, Austin's (1962) speech act theory has been developed by Searle (1969) , who distinguishes between propositional content and illocutionary force which Austin (1962) termed as locution and illocution. According to Searle(1969), we have to respect certain conventional conditions in order to perform effectively a speech act. Therefore, he proposes four types of felicity conditions : propositional content condition, preparatory condition, sincerity condition, and essential condition.

Austin's (1962) theory of speech act is centred around the belief that speakers merely use language to do things. Austin (1962, p.108) states that in issuing an utterance, a speaker

can perform three acts simultaneously. They are a locutionary act, illocutionary act and perlocutionary act.

2. Locutionary Acts

The locutionary act refers to the basic act of producing an utterance, the simple saying of the literal meaning of the utterances. According to Austin, a locutionary act is accomplished by “uttering certain sense and reference” (1962, p. 109). “It is the basic of utterance, or producing a meaningful linguistic expression”. Yule (1996, p.48). In other words, locutionary act can be defined as the act of making a meaningful utterance and using referring expression. As an example, the sentence “it is warm in here”. the utterance itself “It is warm in here” is called locutionary act.

3. Illocutionary Act

Illocutionary act is a full speech act; refers to the speaker’s intention to accomplish an action , it is the action performed by the speaker in producing a given utterance. Austin (1962) explains illocutionary act as “ an utterance which has a certain (conventional) force “. Yule (1996) claims that “the illocutionary act is performed via the communicative force of an utterance”. This means when someone utters something, he/she actually has an intention and a purpose, for example to make statement, an offer, an explanation. In addition, Huang (2007:102) says that “ illocutionary act refers to the type of function the speaker intends to fulfill, or the type of the action the speaker intends to accomplish in the course of producing an utterance”. It is an act defined within a system of social conventions. In short, it is an act achieved in speaking , simply include accusing, apologizing, blaming, congratulating, giving permission, thanking , ordering, naming, promising, joking, refusing and swearing. Therefore,

this act is recognized as the act of doing something, for example “it is frozen here”, it is actually an act of requesting the hearer to close the window.

Sometimes it is not easy to highlight what kind of illocutionary act the speaker performs, indications such as explicit performative verbs, various paralinguistic features (stress and intonation) and word order should be stated, assume the speaker’s different intentions. According to Mey (1993) “one should not believe a speech act to be taking place, before one has considered, or possibly created, the appropriate context”. Yule (1996) as he argues “In order to correctly decode the illocutionary act performed by the speaker, it is also necessary for the hearer to be acquainted with the context the speech act occurs in”.

Indeed, illocutionary acts are considered the essence of the speech acts theory. Austin (1962) proposed classification of explicit performative verbs, as he built five categories based on the notion of illocutionary act. According to Austin (1962) there are verbs which express verdicts or evaluations given by judges. Verbs such as to judge, to condemn, to absolve, to estimate, to appraise, are called veridictives. Hence there are verbs which express the exercising of powers and rights, like to order, to appoint, to warn, to communicate, to vote, which are put in the category of Exercitives. He also categorizes the verbs which express commitments or undertakings such as to promise, to guarantee, to contract, to commit, into commissives category, which is related to social behavior or reaction to it, such as to thank, to refuse, to apologize, to complain into behavitives category.

4.Perlocutionaryact

Perlocutionary act is the reaction of the hearer, the consequences of saying something, intended or not, it refers to the actual effect of locutionary and illocutionary acts whether the meaning is intended or not. According to Yule (1996) “a perlocutionary act is the effect of an

utterance”. This act is known as the act of affecting someone. Perlocutionary act is the effect raised by illocutionary act to the hearer, such as. Shocking ,convincing, etc. For example “it is hot in here” the perlocutionary act of it the hearer will directly open the window.

From the four conditions stated previously, Searle (1976) introduced the taxonomy of illocutionary acts. His taxonomy includes five main categories: representatives, directives, commissives, expressives, and declarations. First, the representatives involve the speaker's goal in performing the act, that is, to commit the addressee to the truth of the expressed proposition (paradigm cases: believing, claiming , reporting , asserting, hypothesizing, stating, concluding, etc.). Second, the directives are concerned with the speaker’s purpose in performing the act, that is, to get the addressee to do something (paradigm cases: suggesting, requesting, questioning, ordering, commenting, asking, etc.) . Third, the commissives are concerned with the speaker’s intention in performing the act, that is, to commit himself to some future actions (paradigm cases: promising, pledging, threatening, offering, swearing, etc.). In addition to this, the expressives refer to the speaker’s intention in performing the act, that is, to express his psychological state (paradigm cases : thanking, greeting, apologizing, complaining, welcoming, congratulating , appreciating, etc.). Finally, the declaratives are concerned with the speaker’s purpose in performing the act, that is, to make changes in the institutional state of affairs and to rely on elaborated extra-linguistic institutions (paradigm cases: declaring, resigning, announcing, arresting, christening, etc.).

Within Austin’s (1962) and Searl’s(1969) framework, commissive and expressive acts are highlighted as essential in conveying interpersonal intention and emotion.

5. Commissive speech acts

Commissive speech acts are a significant category within Speech Act Theory, characterized by the commitment of the speaker to a future action. Commissives are explained by Searle (1969) as illocutionary acts that commit the speaker to performing some action, and this ensures reliability and trust in communication, such as promises, offers, and guarantees.

The feature of commissives represent an obligation on the speaker, which creates expectations of obedience on the part of the addressee. For instance, when a tutor says, "I will be able to answer all your questions " they are taking on an obligation to offer help, which creates credibility and a positive environment. As in written languages promises and assurances occurs usually in formal communication such as emails, contracts, or research proposals.

Yule (1996) emphasizes the importance of commissive acts in interaction by positing that commissive acts are not merely linguistic activities but also social tools that establish and build relationships and expectations. In this regard Commitment to action on the part of the speaker establishes a connection with the hearer, hence enhancing cooperation as well as mutual understanding.

In the context of higher education, commissive speech acts are also essential in creating effective teacher-student relationships. For instance, a teacher's promise to address students' concerns or fulfill academic obligations fosters trust, understanding, and class participation. Additionally, the use of commissive speech acts in written communication, such as feedback on coursework or academic policy, encourages students to feel supported and motivated. Although they hold such importance, the particular function and effects of commissive speech acts within classrooms are little studied. Realizing how commissive acts shape teacher-student

relationships as well as broader classroom dynamics will be key in establishing effective communication and enhancing learning.

6. Expressive speech acts

Expressive speech acts are a basic category of Speech Act Theory through which speakers indicate their emotional state or attitude toward a given situation. Expressives are illocutionary acts that "express the psychological state specified in the propositional content" of a speech, which Searle (1969) identifies. For instance, "Thank you for your help" expresses a feeling of thankfulness, while "I am sorry for you" expresses an expression of apology. Expressive speech acts aim not to convey information but to establish sympathy, emotional intelligence, or social connection among communication participants.

Yule (1996) focuses on the significance of expressive speech acts in relation establishment because they play a vital role in setting the tone and the quality of the interaction. By the recognition of emotional states and social relations, expressives contribute to successful communication, particularly in situations that require emotional contact and respect.

In the classroom, expressive speech acts are important in facilitating effective teacher-student relationships. For example, praise ("Well done!") encourages students and boosts their enthusiasm, while an apology ("I am sorry for being late") demonstrates respect and responsibility. Similarly, expressive acts of written language, e.g., comments on assignments or responses to students' questions, help to build an empathetic and supportive learning community.

The role of expressive acts is even more prominent in written communication, where Emotional nuances must be conveyed through textual elements. Written thank-you notes and

compliments, for instance, can consolidate social bonds, and apologies and condolences convey attentiveness and consideration for the addressee's feelings.

In short, expressive speech acts are required for inducing emotional arousal and facilitating interpersonal interaction. They are required to be employed both in spoken and written language in order to facilitate effective communication within the academic context and become a significant subject to investigate regarding how language affects relations.

7.Importance of Speech Acts in Educational Settings

In the EFL context communication plays a crucial role strengthening relationships between students and teachers , It is not merely the exchange of linguistic forms, but a socially embedded process that fosters engagement, trust, and mutual understanding. “Speech act is a product of speech in certain conditions and the smallest of communication languages that determine the meaning of a sentence” (Derin et al., 2019). Within this framework, the Speech Act Theory provides a lens through which language is viewed as action—where saying something is simultaneously doing something. Numerous studies have focused on the request act due to its frequent use and its potential to reveal learners’ sensitivity to social norms and communicative appropriateness. In alignment with this, Bardovi-Harlig (2016) claims about the importance of these acts in the academic environment in order to achieve pragmatic awareness among foreign language context , saying that “necessity for speech act of request in the achievement of pragmatic awareness in FEL situations”. She argues that mastering such acts is fundamental for learners to navigate classroom interactions with clarity, politeness, and contextual sensitivity.

8.The analytical framework

8.1.J.L Austin's Framework Of Speech Acts

Austin's speech act theory is a framework developed in the early 1960s, and explained deeply in Austin's book, "*How to Do Things with Words*", which was published in 1962. This framework encompasses a variety of parts which are necessary to promote an effective communication. According to Austin (1962) speaking is not only conveying and transmitting information, but also about performing actions. Therefore he has classified these actions into three main types: The first component is Locutionary act. This latter refers to the actual utterance or the act of saying something involving the pronunciation of words and the grammatical structure of the sentence. The second is the Illocutionary Acts, which intend a specific meaning or function behind the utterances. And permits the speaker to achieve a goal by saying something, such as making a promise, giving an order, or asking a question. Then he has introduced the Perlocutionary Acts which signify the effect that the utterance has reflects on the listener including the response or reaction that the speaker's words cause or provoke in the audience.

Along with the aim of our research the study focus is more on the Illocutionary speech Acts which is divided by Austin (1962) into five types :

- ***Verdictives:*** Acts that express a judgment (e.g., asserting, concluding).
- ***Exercitives:*** Acts that exert influence or power (e.g., commanding, advising).
- ***Commissives:*** Acts that commit the speaker to a certain course of action (e.g., promising, vowing).
- ***Behabitives:*** Acts that express attitudes or feelings (e.g., apologizing, congratulating).

- **Expositives:** Acts that clarify or explain (e.g., stating, defining).

Performative Verbs: Austin (1962) introduced the concept of performative verbs, which are verbs that perform the action they describe when uttered in the appropriate context (e.g., "I apologize," "I promise").

8.2.Searle's (1975) Framework of Illocutionary Acts

Building on Austin's foundational Speech Act Theory, Searle (1975) provided a more systematic classification of illocutionary acts, which was a detailed analysis of how actions may be done through language. Searle (1975) described five categories based on the speaker's intention, the direction of fit between the words and the world, and the psychological state. These include:

Assertives: statements that commit the speaker to the truth of a proposition (e.g. "The meeting starts at 10").

Directives: attempts made by the speaker to get the hearer to do something (e.g. "Please open the window").

Commissives: commitments to do something in the future (e.g. "I promise I will help").

Expressives: utterances by which the speaker expresses some sort of psychological state (e.g. "I apologize for the delay").

Declarations: statements that bring about a change in the status or situation just by making the utterance (e.g. "You are hereby promoted").

Conclusion

This chapter has been devoted to the literature review and is organized around some major sections. The first section has reviewed the background notions of Speech Act Theory, Austin's and Searle's work, and the typology of speech acts, more precisely commissive and expressive acts. The second section has explored commissive speech acts and their role to establish trust and commitment in communication. Section three has been discussing expressive speech acts under the view of their function to create emotional bonds and interpersonal relations. Section four has discussed written discourse as a stage for illocutionary acts from the point of view of their application in academic and business contexts. Lastly, the chapter has demonstrated the relevance of commissive and expressive acts in university discourse and identified gaps in the literature. To address these gaps, the study relies on an analytical framework based on Austin's Speech Act Theory (1962) to classify and interpret illocutionary acts in terms of their communicative intent and social function. This study employs this framework to examine the operation of commissive and expressive acts differently in classroom interaction and written academic discourse. By using a pragmatic framework, this study evaluates the role of the speech acts in educational communication.

*Research Design and
Methodology*

Introduction

This chapter is concerned with the research design and methodology of the research . It outlines the methods and procedures adopted to investigate students' and teachers' perspectives and the role of commissive and expressive speech acts in fostering effective interactions in university .The chapter encompasses two main sections . The first section, addresses the instruments used for data collection , mainly the questionnaire , and the interviews which seek to explore teachers' and students' experiences and perceptions. The second part outlines the procedures used to examine the data collected by the abovementioned tools .

1.Research Method and Design

1.1Mixed-Methods Research

To carry out my research, a mixed-methods research design is employed to collect the data of this research. This approach seeks to collect both quantitative and qualitative data According to Kothari (2004) , quantitative data handle numerical and statistical analysis while qualitative data handle interpretation and explanations of trends and themes.

Accordingly, quantitative information is collected through close-ended questions in questionnaires distributed to 60 M1 students, and examined using statistical analysis and presented via diagrams and charts. Qualitative data is collected through structured interviews with (5) teachers to determine their opinions in depth. The interviews are analyzed using Qualitative Content Analysis (QCA) for thematic interpretation of the gathered answers.

This integration of qualitative and quantitative methods offers a comprehensive analysis of commissive and expressive speech acts contribution to fostering effective interaction in classrooms.

1.2 Context and Participants of the Study

This work is conducted at the level of MMUTO precisely at the department of English in the academic year 2024/2025. The participants are master one students and their teachers at the department of English. The study aims to investigate and analyze their perceptions regarding the role of commissive and expressive speech acts in fostering effective interactions in educational settings.

For data collection, a questionnaire has been distributed randomly to 60 M1 students, focusing on their experiences and understanding of commissive and expressive acts. These students represent a diverse but academically homogeneous group, capable of critically engaging with the topic due to their higher education level. Additionally, structured interviews have been conducted with five (5) M1 teachers from the English department to gather in-depth insights into their views on the impact of speech acts on classroom communication and the learning process.

2. Procedures of Data Collection

To answer the research questions, two main research tools have been used; A questionnaire, and an interview.

2.1 Students' Questionnaire

One of the instruments used for data collection is the questionnaire, which is a valuable tool for gathering both quantitative and qualitative data. According to the Longman

Dictionary of Language Teaching and Applied Linguistics (2010), “ a questionnaire is a set of questions on a topic or group of topics designed to be answered by a respondent”. This instrument is particularly useful for collecting a significant amount of information in a relatively short period of time. Cohen et al. (2007) note that questionnaires generally include two types of questions: closed and open-ended. Closed-ended questions require participants to select an answer from predefined options, while open-ended questions allow participants to provide answers in their own words.

For this study, a questionnaire is designed and distributed to 60 M1 students, who are familiar with the concepts of speech acts in classroom interactions and written communication. The questionnaire is divided into two sections, including both open-ended and closed-ended questions. The closed-ended questions are designed to gather quantifiable data, while the open-ended questions encourage students to express their thoughts and opinions more freely, providing deeper insights into their views.

2.2. Teachers' Interview

The second data collection instrument used in this study is the interview. Tavakoli (2012) defines an interview as “a data collection method in which a researcher and participant engage in a conversation focused on questions related to a research study” (2012:294). structured interviews have been chosen for this research, as they allow for a flexible exploration of topics while maintaining a structured framework.

The interviews are conducted with five (5) M1 teachers. These interviews have taken place during the final weeks of the second semester of the 2024/2025 academic year. The goal of the interviews is to collect in-depth information about the teachers' perspectives on the role of commissive and expressive speech acts in fostering effective interactions and their impact on the learning process. The interviews consist of seven (7) open-ended questions, designed

to explore the teachers' views on how these speech acts influence communication and to identify practical strategies for their use in educational settings.

Using interviews as a data collection instrument provides a deep understanding of the topic, as it allows participants to elaborate on their experiences and opinions. Richards (2001) asserts that interviews permit a more in-depth exploration of issues compared to questionnaires, though they are typically limited to smaller participant groups. In this study, interviews complement the questionnaires by offering richer qualitative data, creating a comprehensive understanding of the research problem.

3. Procedure of Data Analysis

The data collected through questionnaires and interviews are analyzed using both quantitative and qualitative methods. The numerical data obtained from the students' questionnaire are examined by statistical analysis and presented via diagrams and charts, while Qualitative Content Analysis (QCA) is applied to analyze and interpret the teachers' interviews.

3.1. Quantitative Method

The quantitative method is a methodological approach which is concerned by the representation of statistical data such as the analysis of closed-ended questions of the questionnaire. The questionnaire is among the instruments used in this study, and it is defined by Jenn (2006) as a tool which is used to collect data from the participants in order to achieve the goal of the study. The results gathered through this instrument are presented in tables, pie charts, and diagrams, which reflect the frequencies and percentages.

3.2. Qualitative Method

The qualitative method is used to analyze non-numerical data collected through the interviews. For this research, Qualitative Content Analysis (QCA) is adopted to analyze the teachers' interviews. Hsieh and Shannon (2005) define QCA as “ a research method for subjective interpretation of the content of text data through systematic classification processes of coding and identifying themes or patterns” (2005:1278) . This approach allows for the identification of recurring themes in the qualitative data, offering deeper insights about the teachers' perspectives on the role of commissive and expressive acts in fostering effective communication.

By employing both quantitative and qualitative analysis methods, this study ensures a balanced approach that integrates numerical trends with thematic interpretations, providing a comprehensive understanding of the findings.

Conclusion

In a nutshell, this chapter has outlined the research design adopted for this study. It has first presented the research method, along with sample population. The chapter then has described the data collection procedures, which involve the use of a questionnaire for students and structured interviews with teachers. For data analysis, the quantitative data from the questionnaires have been processed using descriptive statistical method, ultimately Qualitative Content Analysis was employed to interpret the data obtained from the interviews.

Presentation of the Findings

Introduction

The current chapter presents the results derived from the questionnaire devoted to M1 students and the structured interviews conducted with their English teachers at the department of English during the academic year 2024/2025. The findings are organized and displayed using tables, diagrams, and charts to ensure clarity and effective interpretation. The chapter is structured into two sections: the first section focuses on the presentation of the results obtained from the students' questionnaire, while the second section highlights the findings from the teachers' interviews, offering deeper insights into their perspectives on the use of commissive and expressive speech acts in fostering effective communication.

I. Presentation of the Results

I.1. Presentation of the Students' Questionnaire

I.1.1. Section One: General Information on Students' Views of Speech Acts

.Q1:Do you think understanding Speech Act Theory helps improve communication between teachers and students?

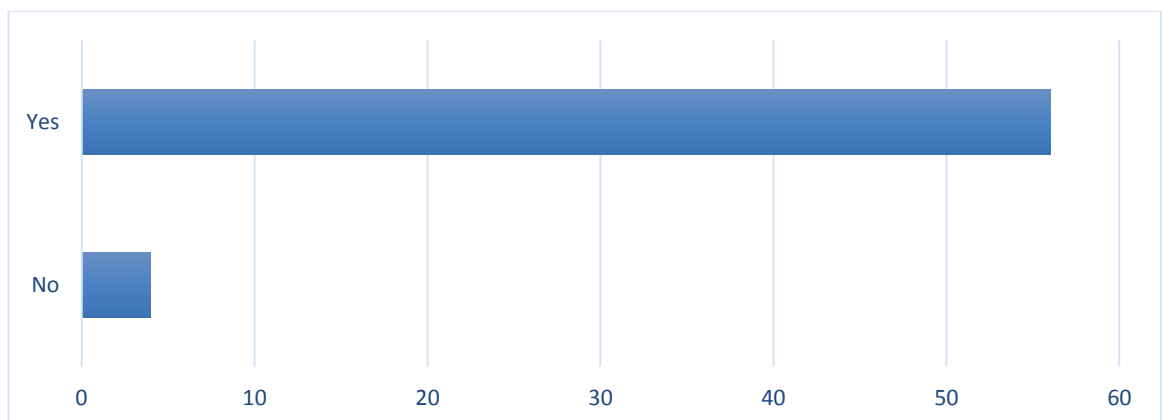


Diagram 1 :Students' Perceptions on the Impact of Speech Act Theory in Teacher-Student Communication

As the preceding diagram shows, the majority of students (57) affirm that understanding Speech Act Theory enhances communication between teachers and students. However, a small portion (3) of students are not in favour of using Speech Act Theory to enhance communication between teachers and students.

Q2: Which type of speech act do you believe is more effective in encouraging engagement in classroom interaction?

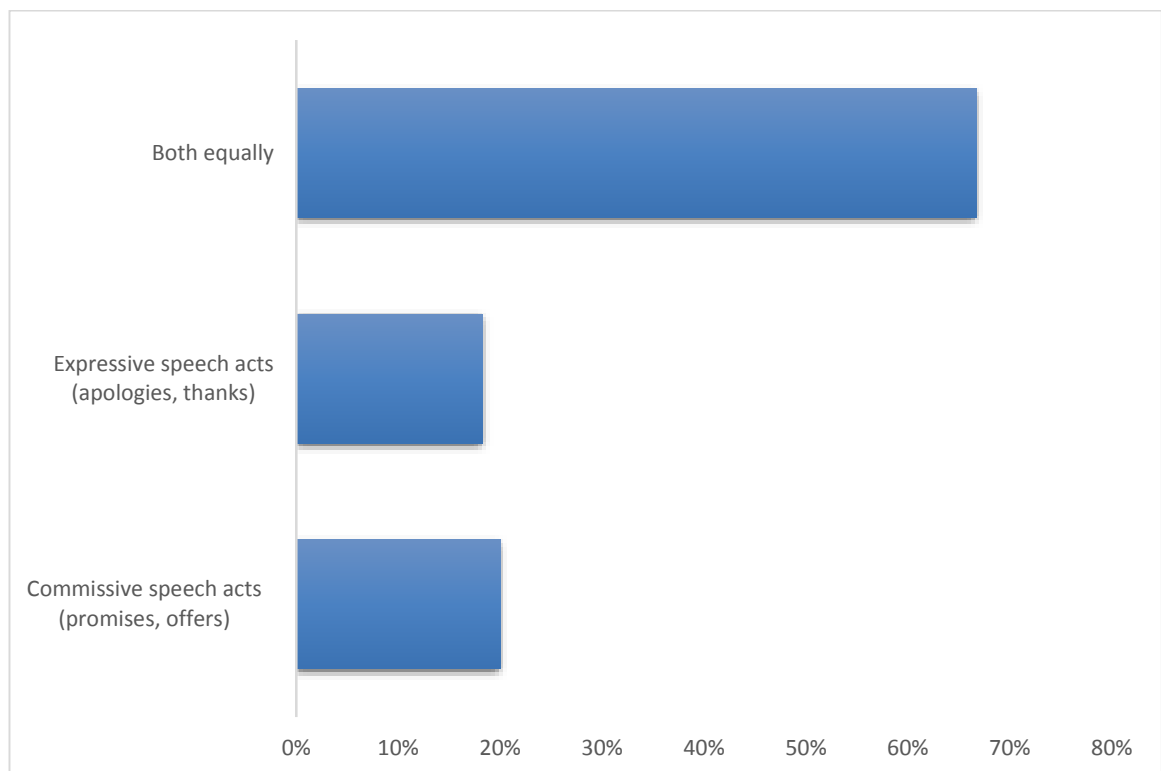


Diagram2 :Effectiveness of Different Speech Acts in Encouraging Classroom Engagement.

As the findings suggest, 66.70 % of students believe that commissive and expressive speech acts share equally important in promoting engagement in classroom interaction. Twenty percent 20% of them highlighted on commissive speech acts, while 13.33% highlighted expressive speech acts more likely engaging the students in classroom participation.

2. Section Two: Students' Perception of Commissive and Expressive Acts

Q3: Do you think teachers' promises or commitments (commissive acts) encourage you to engage more in classroom activities?

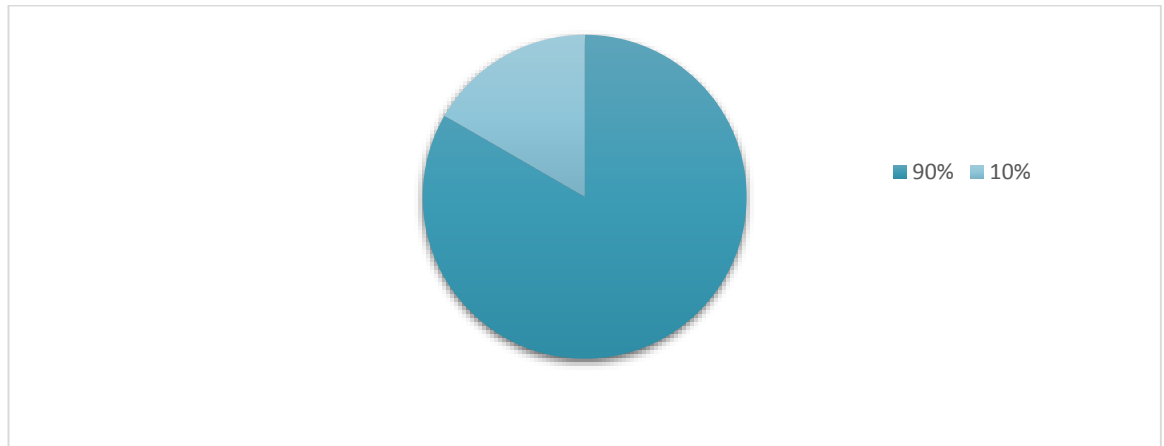


Diagram 3: Impact of Teachers' Promises and Commitments on Student Engagement in Classroom Activities.

The data indicate that 90% of students perceive that teachers' promises and commitments have a positive affect on their engagement in classroom activities. Some students explain that teachers creating a promise to provide support, rewards, or meaningful teaching and learning experiences builds inclusion in the classroom, trust, and supports their motivation to participate for instance , “Yes , because when a teacher gibe you promises you will want to be more active in classroom activities and it will make more motivated” , ‘Yes, teachers’ promises or commitments make me feel more motivated and confident to participate. They create a sense of trust and responsibility that encourages active engagement’’.The responses indicate that commitments and agreements increase student confidence, create teacher-student connections, and contribute to a stable and somewhat predictable structure to their learning environment. In addition, some students insist on teacher promise, because they supports shy students, motivate, and support their academic improvement through recognition and praise . However, only 10% of students explained that

teacher promises has a slight effect on their engagement , affirming that other methods comprise the most significant variables that drive participation in classroom activity.

Q4: How often do your teachers use expressive speech acts such as encouragement in class?

Table 1 :Frequency of Teachers' Use of Expressive Speech Acts in the Classroom.

	<i>Very often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
<i>Participants</i>	<i>13</i>	<i>30</i>	<i>16</i>	<i>1</i>
<i>%</i>	<i>(21,7%)</i>	<i>(55%)</i>	<i>(26,7%)</i>	<i>(1,7%)</i>

As illustrated in the above chart, 21.70% of students show that their teachers use encouragement very often in class; 55% indicate that they sometimes see encouragement used. Meanwhile, 26.70% of students report that encouragement is rarely used, and only 1.70% report that encouragement never happened.

Q5: Which type of speech acts do you think influences your motivation the most?

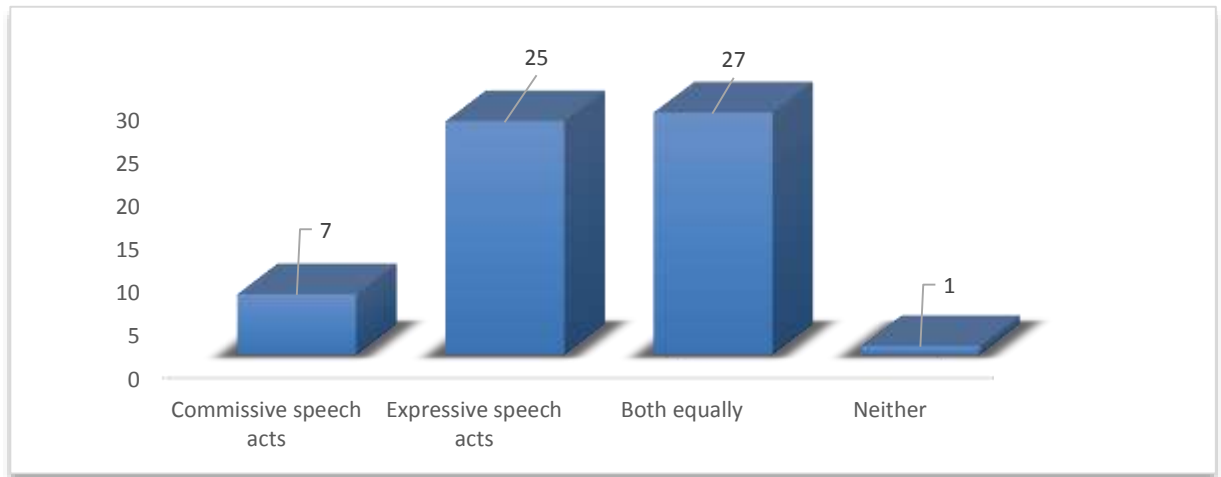


Diagram4 : Students' Perceptions of the Most Motivational Speech Acts.

From the responses received, 48.33% of students affirm that both commissive speech acts and expressive speech acts have the same level of impact on their motivation in the classroom. 43.33% of students rank expressive speech acts like praise and encouragement

most highly, and 11.66% of students ranked commissive acts like promises and offers highest. 1.66% of students state neither speech acts contribute to their motivation. The results showcase that using both speech acts is the most effective solutions to keep students engaged and motivated in the learning.

.Q6: Do you feel more engaged in learning when your teacher expresses emotions ; such as encouragement or appreciation?

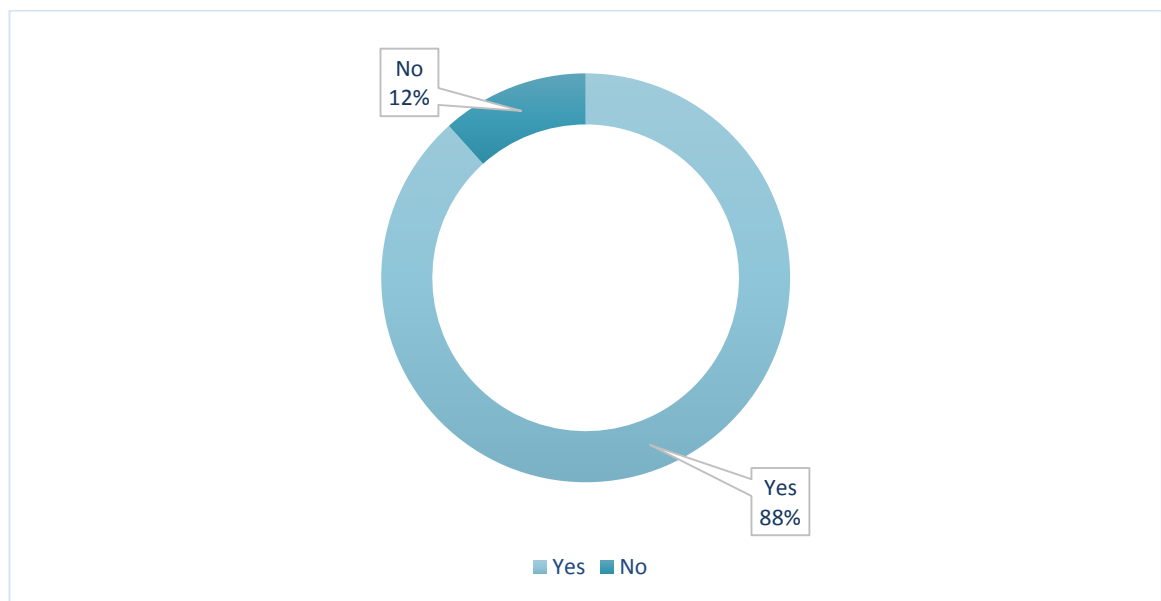


Diagram 5: Students' Engagement Levels in Response to Teachers' Emotional Expressions.

The results show that most students (88%) perceive teachers' emotional expressions of support and appreciation an important factor for their engagement in their learning. Responses from a diverse group of students express that teachers' emotional expressions of support and appreciation foster trust and confidence in their work and learning, motivating them to continue learning in the classroom environment. Many answers indicate that they perceived teachers' emotional expressions of support and appreciation to enhance the quality of their student-teacher relationships, reduce stress when participating in classroom activities, and foster a more enjoyable experience with participation. Additionally, some responses indicate that they perceive feeling valued and supported by teachers motivates them to contribute more

towards their studies and leads to a better overall learning experience. However, a small number of students (12%) do not seem to feel that teachers' emotional expressions of support and appreciation are significant, and they assert that there are other variables that they believe have much more influence on their learning than emotional expressions alone. Overall, the results show teachers' expressive speech acts of emotional support and appreciation appear to enhance classroom environment and lead to a more positive and supportive classroom environment that benefits students' participation and motivations.

3. Section Three: Impact of Commissive and Expressive Acts on Students' Interaction

Q7: How important is the use of commissive and expressive speech acts increasing create a positive learning environment?

Table 2 : Perceived Importance of Commissive and Expressive Speech Acts in Creating a Positive Learning Environment.

	Very important	Important	Slightly important	Unimportant
Participants	36	21	2	1
%	(60%)	(35%)	(3.3%)	(1.7%)

From the collected responses, 60% of students report that commissive and expressive speech acts are very important for creating a positive learning environment while 35% affirm that they are important. Meanwhile, 3.33% of students consider that these speech acts are only slightly important, while 1.66% report them unimportant. These results suggest that the majority of students are aware of the value of encouragement, promises, and supportive communication in fostering motivation and engagement in the classroom, permitting to a comfortable and productive learning atmosphere.

.Q8: Do you think that commissive and expressive speech acts should be frequently used in the teaching/learning process? Explain.

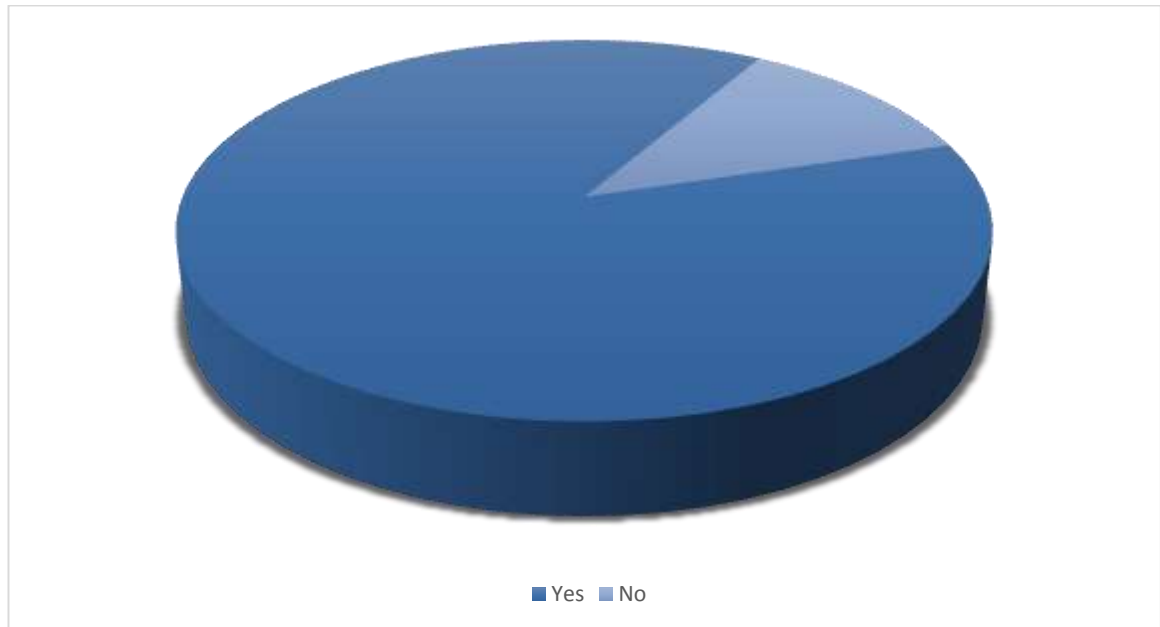


Diagram 6 : Students' Perspectives on the Frequency of Commissive and Expressive Speech Acts in Education.

The results show that the majority of students (88%) argue that commissive and expressive speech acts should be frequently used in the teaching and learning process. Many students argue that these speech acts promote a more interactive and emotionally supportive classroom atmosphere by fostering trust, motivation, and engagement. Overall responses highlight that promises and encouragements from teachers help students feel more valued, confident, and motivated to participate actively. Furthermore, some students affirm that such communication enhances teacher-student relationships, improves learning experiences, and allows students to express themselves more freely without fear of judgment. However, a small percentage (12%) of students disagree, suggesting that these speech acts may not be essential for effective learning or engagement. Overall, the findings indicate strong student support for the frequent use of commissive and expressive speech acts in education as a means to create a positive and productive learning environment.

.Q9: Do you feel that your communication with teachers improves when they use commissive and expressive speech acts? Explain

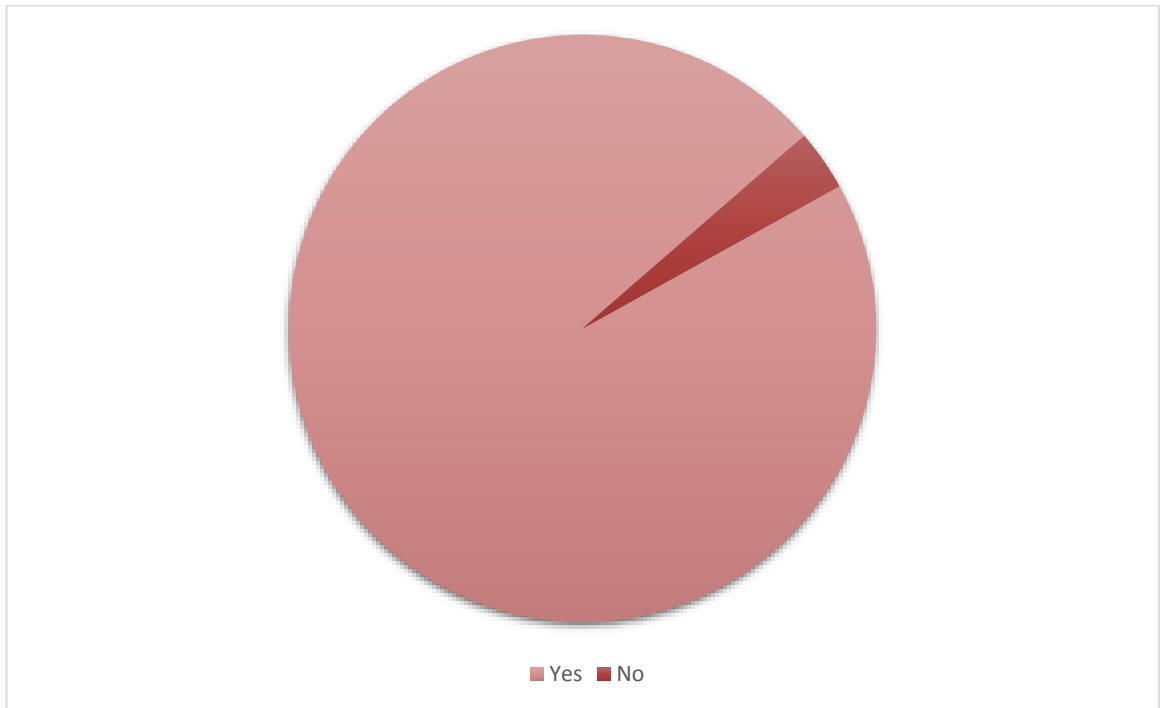


Diagram 7 : Impact of Commissive and Expressive Speech Acts on Student-Teacher Communication.

The findings reveal that the vast majority of students (98%) believe their communication with teachers improves when commissive and expressive speech acts are performed. A number of students mentioned that promises, encouragement, and appreciation help build trust, create a caring learning environment, and provide a more open and meaningful interaction. Some students explained that these speech acts help students feel valued, respected, and comfortable expressing themselves, which rejuvenates their relationship with the teacher. Students also state that these forms of communication help to lower hierarchical barriers to improve engagement and interactivity. Only a few students (2%) believe that the commissive and expressive speech acts would not help improve

communication suggesting that there are other more significant variables. Only a small percentage (2%) of students do not see a link between these speech acts and communication improvement, suggesting that other factors may be more influential. Overall, the findings claim that commissive and expressive teacher communication plays a crucial role in enhancing student-teacher interactions and promoting an encouraging learning environment.

Q10:In your opinion, do teachers' promises or commitments impact your academic performance?

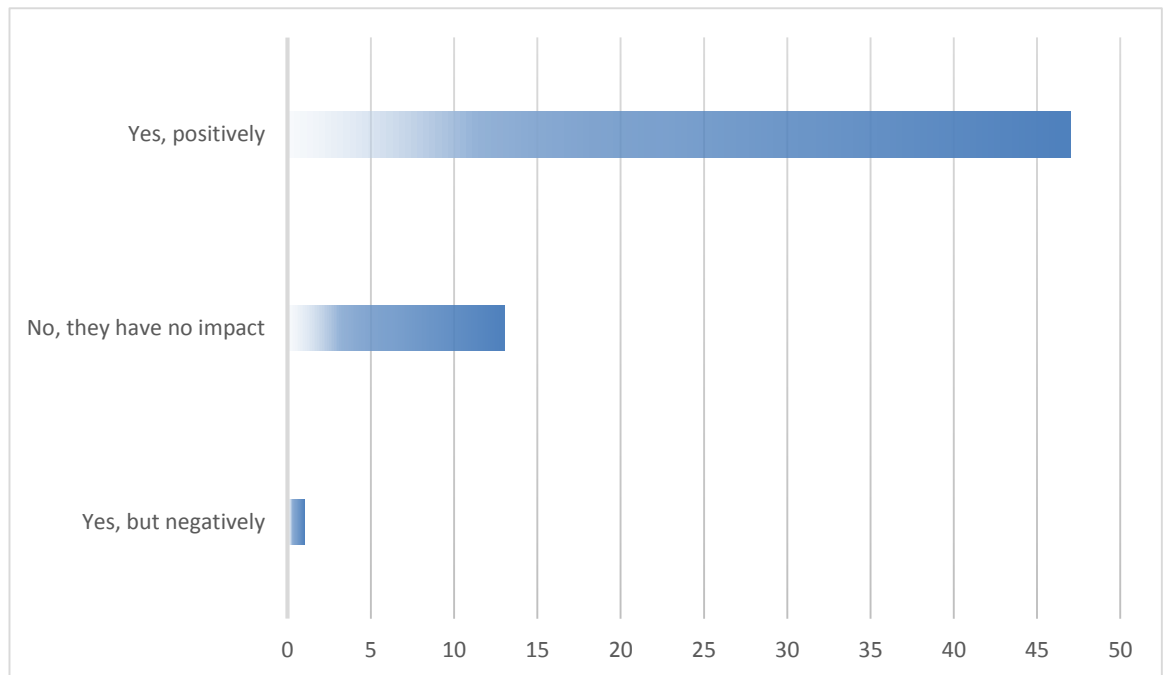


Diagram 8 :Students' Perceptions of the Impact of Teachers' Promises and Commitments on Academic Performance.

From the responses obtained, 47 students proposed that teacher promises and commitments subsequently have a positive affect on their academic performance, as they provide motivation and support that encourages students to work harder and stay engaged in their studies. Alternatively, 11 students think that teacher promises have no significant

impact on their performance which suggests that other factors may have a greater bearing on their performance. There is only 2 students that have suggested that teacher commitments negatively affect their academic progress, possibly as a result of unmet expectations or pressure. Overall, these results seem to indicate that students seem to view teacher commitments as being beneficial in generating academic success.

Q11: Which of the following do you think helps create a positive learning atmosphere?

Table 3 :Factors Contributing to a Positive Learning Atmosphere.

	Participants	%
Teachers expressing appreciation for students' efforts	15	(28.3%)
Teachers making commitments regarding student progress	13	(21.7%)
Both appreciation and commitments	30	(58.3%)
Neither	2	(3.3%)

From the responses collected, 58.33% of students perceive that both appreciation and commitments from teachers contribute to creating a positive learning atmosphere, whereas, 28.33% of students consider teacher appreciation of their efforts as the key factor, as well 21.70% see that teacher commitments regarding student progress play a more significant role. Only 3.33% of students argue that neither appreciation nor commitments significantly impact the classroom environment. These results indicate that a combination of both approaches is the most effective in fostering motivation and engagement in the learning process.

.Q12:Do you think that there should be more use of commissive and expressive speech acts in the teaching/ learning process?

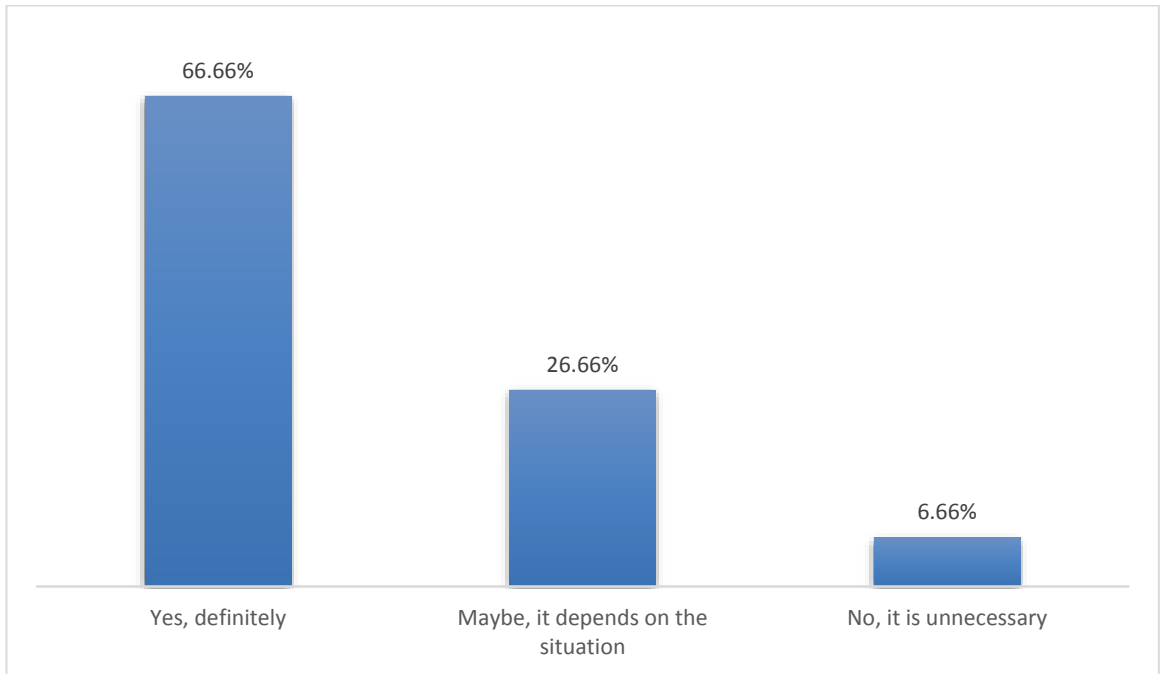


Diagram 9 : Students' Opinions on Increasing the Use of Commissive and Expressive Speech Acts in Education.

Upon analyzing the responses, 66.66% of students insist that commissive and expressive speech acts should be used more often in the teaching learning process. Furthermore 26.66% of students feel they should be used in some situations indicating that commissive and expressive speech acts may not always be needed but can be effective in certain contexts. Only 6.66% of students feel that the commissive and expressive speech acts are not necessary, but rather for the circumstance, other methods may have more effective engagement. These results suggest a strong support for commissive and expressive speech act use when creating a motivating and supporting classroom environment.

1.2. Teachers' Interview

The second data gathering instrument used in this research is the interview which has been conducted with five teachers at MMUTO during the academic year of 2025. Indeed, to investigate teachers' perceptions of the role of commissive and expressive speech acts in classroom communication. The following information are the detailed results obtained from the teachers' interview.

Question One: How often do you interact with students in the classroom using commissive speech acts like "offers" or "promises"?

The teachers note that commissive speech acts have an essential role in the engagement and motivation of the students in the classroom. One teacher clarifies that by making statements like "I will help you if you are having any problems" it creates a positive mindset and reassures the students that the teacher cares about their learning. Another teacher states that you can never use commissive speech acts enough and use it all the time with the students, particularly when promising a good practice reward for good behavior, participation, and focus disciplines and gets the students to engage better with the task.

A different teacher also says the teacher uses commissive speech acts sometimes and they knew that they are important but do not feel that they always use them as part of their classroom interaction. One teacher states that commissive speech acts help, especially in the Algerian educational discourse, when students have problems feel unwilling or problems expressing their reinforcement of trust as the teacher makes a commitment like "I promise I will consider your drafts before next class", trusting in the teachers support, before the subsequent class, "In class, I often use commissive speech acts such as offers or promises. For example, I say, "I promise we'll make a game if you finish the activity" or "I'll help you if you have any difficulties." This encourages students and creates a positive climate.

These words show that I am committed to their learning''. Though a number of teachers indicate they do not think about making commissivespeech acts they instead thought about how communicative language items can help learning in the classroom.

Question Two:To what extent do you believe that expressive speech acts—like praising and encouraging—affect students' motivation and involvement?

In specifically highlighting how expressive speech acts impact student motivation and participation in the classroom context, the data reveal that all teachers identify praise and encouragement as an important aspect of developing a positive classroom learning context. For example, one teacher saythat spoken language, Such as , "Congratulations for your effort!" or "You can do that, keep it going!" it values students and builds upon their confidence, increasing their ability to participate. Another teacher name expressive speech acts as an important motivator for students to do their best and stay engaged .

Another teacher mentions that when students feel valued through praise or encouraging comments, they are implicated in activities at a far higher level. The first teacher, when considering his own experiences within the Algerian university context emphasize how students who might be engaged along a linguistic, and psychological trajectory might be supported by expressive speech acts when learning English. He explain that comments such as "Well done" , "You have made great progress" and "You are on the right track" would change students' confidence levels and their involvement would demonstrate the motivational difference. Considering that English is a foreign language with limited exposure beyond the classroom context, expressive speech acts are described as vital in sustaining motivation.

Lastly ,one more teacher reaffirme the importance of expressive speech acts by noting that students need to feel included and valued. When teachers acknowledge students'

contributions through encouragement and praise, it fosters a more interactive and comfortable learning environment.

Question Three: When you employ expressive speech acts, such as encouragement or praise, how do students usually react?

The role of this question is to examine the effects of expressive speech acts on student motivation and participation in class. The results show that all of the teachers agree that praise and encouragement contribute to the development of students' self confidence and engagement with learning activities. For example, one teacher describes the long-term positive effects of using expressions such as "Congratulations for your effort" or "You can do it keep it up" in terms of student responses. This teacher describes how students positively respond physically and verbally to these expressions of praise by smiling, feeling proud, and showing more motivation to participate in learning activities.

Another teacher expresses that praising students after they correctly answer questions or after they receive their exam results provides strong motivation for students to put more effort into their learning activities in the future. Another teacher's response points out that other expressive speech acts contribute to the development of students' confidence, and builds deeper involvement with the academic content. The teacher explains that making students feel appreciated excited and engaged in a welcoming environment promotes a stimulating learning environment.

Another teacher reflects on the Algerian educational context and explains that encouragement and praise reduces the linguistic and psychological barriers when studying English in the educational context. The teacher contemplates how many students display increased confidence and are willing to participate. However, cultural norms, particularly norms associated with humility, inhibit some students from better responding to praise. Finally,

another teacher asserts that expressive speech acts help students become more engaged and less afraid to make mistakes .

Question Five: How could the use of expressive and commissive speech acts help create a good learning environment?

The purpose of this question is to investigate the impact of expressive and commissive speech acts in creating a supportive and motivating learning environment. All teachers report that encouragement, praise, and empathy are all important for engaging learners. One teacher notes that the phrases put students at ease by reducing anxiety and helping them feel comfortable to take part in the lesson. The teacher explains that saying phrases such as, "You have all made progress" or "It is okay to make mistakes" make students feel ease. Another teacher notes how praising an individual through a correct answer encourages better performance, while encouraging those who do not get involved to regulate future engagement. Another teacher mentions expressive speech acts allow to form strong relationships with students which tend to foster more engagement in the classroom, hence its positive impact on academic growth.

A teacher reflects on the context of Algerian EFL learners and explains that they often suffer from academic and personal obstacles because they are learning a new language. Creating value in an educational relationship is important as students learn best via understanding. The teacher explains that by expressing an understanding of how difficult language can be such as saying, "I understand it can be challenging" or "You're doing your best, keep going" creates trust and anxiety reduction. It lets the students recognize that their success in the independent study must be individualized since the environment is safer and they feel embraced. Lastly, another teacher stresses that sincerity and authenticity are crucial when using expressive and commissive speech acts. While encouragement should not be exaggerated or insincere, it

helps students feel respected and valued without excessive praise. Maintaining a balance between motivation and discipline ensures a productive learning environment.

Question Five: When using expressive and commissive speech acts in the classroom, what difficulties do you encounter?

The function of this question is to examine what teachers see as the conflicts involved in their use of expressive and commissive speech acts in the classroom. The immediate responses indicate that these speech acts may have a multiplicity of positive effects on student motivation and engagement, yet teacher actions are taken with caution to avoid misunderstanding and for some reasons, keep these commitments sincere. One teacher explained that it can feel like a balancing act to find constructive words to motivate students without sounding contrived or over the top. This teacher, along with others reiterated the importance of keeping all promises, explaining that when promises are broken, it can create a level of disappointment and loss of trust for students in the relationship with their teachers.

Another teacher noted that there are a group of students, especially withdrawn students and students who are disruptive to the learning process, who do not feel included in the teacher's comments. This is why it is important for teachers to make voicing commitments to expressive and commissives carefully, inclusive and equitable to avoid enabling unfortunate sidelining of certain students. Another teacher discussed the different cultural contexts of student backgrounds and how not all students interpret teachers' praise, encouragement, promise and therefore helpfulness, equally.

Question Six: In your opinion, how do expressive and commissive speech acts contribute to the development of connections between students and teachers?

This question is aimed at examining the ways in which expressive and commissive speech acts bring about the development of the teacher-student relationships. The answers indicate that all of the teachers feel these speech acts are fundamentally important to help develop a climate of trust, motivation, and a supportive environment. One teacher says that encouragement is an assurance that lets students know that their teacher believes in them, and promises show a level of commitment towards their taking steps forward which helps students to become more comfortable and confident in their learning journey “it creates a sense of trust and safe environment where students can take risks, which in return can lead to better learning outcomes”.

Another teacher comments by saying how all of these acts nurture a feeling of mutual appreciation and understanding paving the way for a deeper relationship between teacher and students. Another teacher's response is that commissive and expressive speech acts convey to students that they are being appreciated and acknowledged by the teacher which gives the students more chances to participate and engage with each other and other activities either inside or outside the classroom context. With respect to the context of Algerian university education, " In my opinion, expressive and commissive speech acts play a vital role in building meaningful connections between students and teachers. Expressive acts like praise, encouragement, and empathy show students that their efforts are recognized and valued, which fosters mutual respect and emotional closeness. Commissive acts, on the other hand, signal the teacher's reliability and commitment—whether it's promising feedback, offering help, or planning extra support. In the Algerian university context, where students often rely heavily on their instructors for academic guidance, these speech acts help create a sense of trust and collaboration. They humanize the teacher-student relationship and promote a supportive learning culture that enhances both academic and interpersonal development”.

one teacher mention how praise, encouragements, and promises take away a barrier when learning English and create an emotional closeness with the students who develop cooperation. These teacher strategies contribute to the development of relationship building and trust between the teachers and students and foster a positive learning culture, which support the projects overall goals related to the students' academic and social development. In a related comment, one teacher say that when trust is axiomatic or implicit because of their interactions with the students through verbal acts the students are more likely to take risks in their learning process which will lead to better success.

Question Seven:What methods would you suggest to improve the efficient application of expressive and commissive speech acts in higher education?

The purpose of this question is to explore how commissive and expressive speech acts can be better used in the classroom. The responses reveal that teachers understand that positive communication can be achieved through encouragement, building trust with students and using interactive learning. One teacher mentions that he/she wishes they used motivating language more often, engages in active listening to students, and uses more concrete examples to demonstrate their acceptance of a students' commitment or promise. This type of communication can contribute to a classroom learning environment built on respect and trust to support improved student learning outcomes.

Several others suggested using role-play and simulation as examples of activities that would allow students to practice their expressive and commissive speech acts in an academic context. In the simulation or group projects, students can gain confidence making commitments and expressing feelings in a natural way. Another response of expressive speech acts can be reinforced through role-playing or reflective writing, and that commissive speech acts can occur in group or paired project presentations. One teacher proposes various

structured forms to enhance the efficient use of expressive and commissive speech acts such as conducting training workshops for university teachers and peer observation, self-assessment, teaching strategies solidarity for students.

Conclusion

This chapter has presented the results of the research collected through the questionnaire and structured interviews among the M1 students and their English teachers during the 2024/2025 academic year. It has been separated into two main parts: the first section has displayed the overall outcomes achieved from the students' questionnaire using a quantitative method in the form of tables, diagrams, and charts, whereas the second section has discussed the perspective of the teachers using qualitative methods in the role played by commissive and expressive speech acts for effective communication.

The findings have indicated the significance of such speech acts in the development of communicative competence since the students have displayed varying degrees of proficiency and awareness. The feedback from the teachers has also supported the significance of incorporating pragmatic elements into language instruction. The study has once again supported the necessity of teaching speech acts in the context of EFL to equip the students with communicative efficacy and pragmatic awareness.

Discussion

Introduction

The present chapter is devoted to the discussion of the findings gathered from the questionnaire distributed to M1 students and the structured interviews conducted with English teachers at the English department at MMUTO. The results are interpreted by the dimensions of Searl's Theory of Speech Act (1975), focusing on the role of commissive and expressive speech acts in fostering effective interactions. This chapter aims to analyze the results, provide answers to the research questions, and confirm or challenge the hypotheses put forward in the general introduction.

The chapter is divided into two sections. The first section deals with students' perceptions on the use of commissive and expressive speech acts in educational settings. The second section explores teachers' opinions regarding the use of commissive and expressive acts and the impact on student learning and class dynamics.

I. Discussion of students' Questionnaires

1.1. Perceived Value of Speech Act Theory

Most of the students indicated that knowing more about Speech Act Theory improves communication in the classroom and the quality of interactions with teachers. This suggests that pragmatic awareness contributes to clearer, more meaningful conversations. The relatively few dissenting opinions suggest that while Speech Acts can enhance communicative situations, other contextual variables may have equal or more effect—signalling a more comprehensive pedagogical approach is warranted beyond the Speech Acts context.

1.2. Students' Engagement Through Commissive and Expressive Acts

Students agreed that commissive (promises, offers) and expressive (encouragement, praise) speech acts foster student engagement. These results indicate that the two acts worked together to create a motivational and emotionally safe learning space. While commissive acts were recognized for trust and accountability, expressive acts were seen to encourage emotional safety and support, contributing to less hierarchy in the classroom.

1.3. Impact of Commissive and Expressive Acts on Students' Interaction

Overall, students clearly affirmed that teacher obligations and expanding emotional displays contribute to increased participation, more confidence, and a better student–teacher relationship. Many students specified that types of affirming feedback like compliment and appreciation had a direct impact on academic motivation and performance. Additionally, teachers' use of commitments and encouragement helped turn more reserved students into active participants.

1.4. Communicative Environment and Classroom Dynamics

Commissive and expressive speech acts were viewed not only as forms of motivation but also as types of building positive and participatory classroom climate. Teacher emotional expressiveness, such as showing gratitude and providing encouragement, was interpreted by students as a way of demonstrating care and respect, which enabled students in turn to show a sense of agency and willingness to openly share with peers, and was an additional way to substantiate the role that teacher language plays in constructing the classroom culture.

1.5. Pedagogical Implications

The data collected imply that students generally respond well to intentional forms of commissive and expressive acts and want to receive them as a part of the teaching–learning process. Although individual preferences do exist, the overwhelming majority utilize these speech acts as preconditions for commitment, trust, interaction, and engagement, thus confirming evidence for a pedagogical training on pragmatic competence that allows educators to use language not simply as instruction but as a means to connect.

II. Discussion of the Teachers' Interviews

II.1. The Effectiveness of Commissive Speech Acts in Engagement

students constructed a sense of trust and value with their teachers through a range of commissive speech acts, typically promise and commitment acts. Some examples included, "I will help you if you have problems." teachers believed these speech acts were motivational in nature and denoted a sense of individual care and individual responsibility in the eye of the students. teachers perceived that commitments related to feedback, rewards for participation, and on-going support, significantly increases the possibility of seeing students organize their thoughts and emerge as more confident participants in classroom dynamics. teachers also talked about the minimal use of a uniqueness speech act, noting that some of them did not use these speech acts in the same measures because of contextual or cultural limitations. Therefore, in the Algerian EFL context, any speech acts that help put students at ease by minimizing hesitation and confusion and currently exist in their process as a reliable communicative contract can not only ease their in-class learning but will help students take risks to learn.

II.2. Expressive Speech Acts as a Tool for Motivation and Confidence

All teachers recognized expressive speech acts, including praise, encouragement, or appreciation, as key to boosting students' confidence and motivation. Statements like "You can do it, keep going" or "Congratulations on your effort" served as the most emotionally impactful reinforcements that encouraged students to engage with learning in the classroom more willingly. These findings support that expressive acts are not only comments about the work; they reflect psychological safety that helps students to overcome linguistic or emotional reluctance. In the case of Algeria, the emotional impact is especially significant because in general, many learners exhibit some level of performance anxiety or self-doubt. Expressive acts provide motivation and validate emotional acceptance of others, thereby fostering both engagement and persistence..

II.3. Creating Supportive Learning Climates through Speech Acts

The significant influence of both expressive and commissive acts in establishing positive classroom climates was strongly supported. Teachers explained that empathy based expressive acts, such as putting students at ease with phrases like, "It's ok to make mistakes" or "You have come so far" appeared to alleviate student stress while enhancing social inclusion. Furthermore, praise as a reactive response to correct answers or observable effort appeared to not only boost student performance academically, but also encourage off task students to re-engage with their learning. Interestingly, participants articulated the need for authentic communication: encouragement had to be genuine and not overdone. It seemed that too much praise had the potential, when it became habitual or non-authentic, to lack a motivational impact.

II.4.Challenges in Implementing Commissive and Expressive Speech Acts

Overall findings suggest that commissive and expressive speech acts have pedagogic value, but teachers responses articulated several contextual and practical challenges that were considered to potentially undermine their effectiveness. Teachers noted the difficulty of trying to find the appropriate balance between sincerity and exaggeration. Specifically, if praise and encouragement appeared insincere or had become habitual, it would lose its motivational effect. The same could be applied for promises and other forms of commissive speech acts; if promises did not materialize and students were precluded from experiencing their intended students' motivation, students' disappointment could damage the trust required to establish the connection intended in these speech acts.

Moreover, teachers noted the reality of contextual variation due to cultural diversity. Students can interpret praise, and commitment differently in contexts that are shaped by their cultural backgrounds; what may be motivating for one learner may be experienced as exaggerated presence or a performance for another learner. Local contextual and physical limitations such as class size were cited by teachers as contributing to their difficulty to personalize encouragement for students through expressive speech acts, increasing their potential for becoming increasingly burnt out or banal when expressing speech acts without feelings of emotional authenticity.

These reflections indicate that when employing commissive and expressive speech acts, teachers should attend to educational context, intercultural knowledge, and the appropriateness of the speech acts. While the speaker's use of language may be an important determinant of pedagogical effectiveness, it is not just the linguistic form of utterances that contribute to efficacy it is also the appropriateness of the speaker's performance (including

their tone, timing, a linguistic structure, volume, etc.) and the degree or consistency of a speakers' communicative behaviours an extended notion of performance.

II.5.Strengthening Teacher–Student Relationships

Educators consistently asserted that expressive and commissive speech acts transform relationships in the classroom. That is, speech acts that inform the other that “I want you to succeed” “I care about you” or “you can believe in yourself” indicated a greater likelihood of affecting student engagement, emotional safety, and trust in the teacher-student relationship. One subject pointed out the power of proclaiming, “I’m here to help you” as a way of recognizing effort and encouraging learner self-belief.

The unless of emotional connection is particularly significant in Algerian universities where students typically are faced with diminishing returns as they enter into a new environment with the use of English, both linguistically and psychologically. The encouragement and commitment from the teachers was viewed as impactfully moving students from a place of fear to a more proactive approach to academic risk-taking, and learning engagement. The findings reaffirm the underlying premise that commissive expressive acts lead to students' learning outcomes but also to their self development as qualified and trained positive and respected participants in their own education.

Conclusion

The interpretation of the findings obtained from the students' questionnaire and teachers' interviews has provided answer to the research questions and confirmed the hypotheses presented in the general introduction. The results indicate that commissive and expressive speech acts play a crucial role in establishing effective interactions in classroom.

Initially, the feedback provided by the students reflects how these verbal exchanges impact both verbal and written communications and help increase understanding and motivation. Additionally, the study states that these verbal exchanges play a very important part in establishing emotional connections, sympathy, and assurance among students and thereby reconfirms their effectiveness within the academic setting of tertiary education.

Furthermore, the opinions of the teachers highlighted the importance of commissive and expressive speech acts in constructing classroom rapport and improving learning outcomes. From the research, the deep understanding of speech acts may enable teachers to communicate effectively with students in EFL courses by emphasizing on the importance of incorporating pragmatic elements in language instruction.

General Conclusion

This dissertation has explored the role of commissive and expressive speech acts in fostering effective interactions within higher education which included M1 students and their English teachers at the department of English at MMUTO . The research opted to analyze students' and teachers' views regarding the impact of commissive and expressive speech acts on classroom dynamics learning experience. The theoretical framework of this study draws upon Austins' (1962) Speech Act Theory and Searles' (1969) taxonomy of illocutionary acts. Austin's framework introduces three types of speech acts: locutionary acts, illocutionary acts, and perlocutionary acts, while Searle's taxonomy categorizes illocutionary acts into five types: representatives, directives, commissives, expressives, and declarations.

In order to address the research questions and confirm or refute the hypotheses outlined in the General Introduction, a mixed-methods approach has been adopted. By combining quantitative and qualitative methods, the study ensures a comprehensive analysis of the gathered data, which are collected using two research instruments: questionnaires administered to sixty (60) M1 students, analyzed through descriptive statistical analysis , and structured interviews conducted with five (5) English teachers. The qualitative data collected from the interviews were analyzed using Qualitative Content Analysis (QCA) to explore recurring themes and patterns.

The results have provided valuable answers to the research questions, revealing that commissive and expressive speech acts play a significant role in enhancing classroom interactions and written communication. Students recognize these speech acts as essential tools that build trust, foster emotional engagement, and promote effective learning processes. Similarly, teachers emphasize the importance of using commissive and expressive acts to create supportive learning environments and strengthen teacher-student relationships.

The research findings also offer a practical recommendations for educators and highlight several pedagogical implications. Specifically, the study underscores the need for teachers to integrate commissive and expressive speech acts thoughtfully into their teaching methods to maximize their impact on communication and learning outcomes. Moreover, the findings suggest that higher education institutions would prioritize the teaching of speech acts to provide students with essential communication skills.

This dissertation has analyzed the perceptions of both students and teachers regarding the role of commissive and expressive speech acts in facilitating effective interactions in higher education. While this research is limited to understanding their impact on classroom communication, future studies could explore the role of speech acts in developing students' pragmatic competence as well to improve their communication skills. Additionally, further investigations could utilize classroom observation as a research instrument to strengthen the practical use of commissive and expressive acts in real-life interactions.

The Reference List

- Abubakar, A. S. (2017). Data management and analysis in the humanities : A literary example . Perspectives on conducting and reporting research in the humanities.
- Alem, D. D. (2020). An overview of data analysis and interpretations in research. *International Journal of Academic Research in Education and Review*, 8(1), 1–27.
- Alston, W. P. (2000). *Illocutionary acts and sentence meaning*. Cornell University Press.
- Amoussou, Y. C., & Edouard, L. K. (2019). Power and ideology through a pragmatic Analysis of Wole Soyinka’s *A play of giants*. *Littérature, Langues et Linguistique*, (8).
- Austin, J. L. (1975). *How to do things with words*. Harvard University Press.
- Bardovi-Harlig, K. (2016). How formulaic is pragmatics. *Pragmatics and language learning*, 14, 325-340.
- Barnas, A. (2015). Analyzing speech act found in the EFL class. *Academic Journal Perspective: Education, Language, and literature*, 3(2), 316–328.
- Belzile, J. A., & Öberg, G. (2012). Where to begin? Grappling with how to use participant interaction in focus group design. *Qualitative research*, 12(4), 459-472.
- Connor Desai, S., & Reimers, S. (2019). Comparing the use of open and closed questions for Web-based measures of the continued-influence effect. *Behavior research methods*, 51, 1426–1440.
- Darong, H. C., & Neldis, N. (2023). Investigating illocutionary acts in video podcasts and its pedagogical implication in EFL teaching. *Interdisciplinary Journal of Education Research*, 5, 48–60.

- Gowasa, N. S., Radiana, S. P., & Afifah, N. (2019). A study on the use of speech acts: A review of selected paper. *ELSYA: Journal of English Language Studies*, 1(2), 55–60.
- Gülden, T. Ü. M., & Yanpar, F. Y. The contribution of speech acts in raising pragmatic awareness in EFL classrooms. *Schriften zur Sprache und Literatur*, 101.
- Hidayat, A. (2016). Speech acts: Force behind words. *English Education: Jurnal Tadris Bahasa Inggris*, 9(1), 1–12.
- Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative health research*, 15(9), 1277-1288.
- Hussein, N. O., & Albakri, I. S. M. A. (2011). *The importance of the speech act of request in the Iraqi EFL classroom. *Language*, 1, 34.
- Hussein, N. O., & Albakri, I. S. M. A. (2019). The essential role of teaching pragmatic in the Iraqi EFL classroom. *Practice*, 10(4).
- Ikram, L. Investigating the Pragmatic Awareness of EFL Students in Using the Speech Act of Polite Request The Case of Third Year Students of English at Biskra University.
- Kaburise, P. K. (2004). *Speech act theory and communication: A Univen study* (Doctoral dissertation, University of Pretoria).
- Kaefer, F., Roper, J., & Sinha, P. (2015, May). A software-assisted qualitative content analysis of news articles: Example and reflections. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* (Vol. 16, No. 2).
- Jenn, N. C. (2006). Designing a questionnaire. *Malaysian Family Physician: The official journal of the Academy of Family Physicians of Malaysia*, 1(1), 32.

- Long, M. H. (2005). Methodological issues in learner needs analysis. *Second Language Needs Analysis*, 76, 99.
- Marking, E. (1998). LEO HICKEY Perlocution... *The Pragmatics of Translation*, 12, 217.
- Meijers, A. (2007). Collective speech acts. In *Intentional Acts and Institutional Facts: Essays on John Searle's Social Ontology* (pp. 93–110). Dordrecht: Springer Netherlands.
- Nababan, C. H. B. B. (2024). An Analysis of Commissive Illocutionary Acts in “Free Guy” Movie: Pragmatic Approach.
- Nurdiansyah, A., & Damanhuri, A. (2018). A study of illocutionary acts in Heroes series. *Litera Kultura: Journal of Literary and Cultural Studies*, 6(3).
- Rao, S., & Perry, C. (2003). Convergent interviewing to build a theory in under-researched areas: Principles and an example investigation of Internet usage in inter-firm relationships. *Qualitative Market Research: An International Journal*, 6(4), 236–247.
- Reiland, I. (2024). ‘Austin vs. Searle on locutionary and illocutionary acts’. *Inquiry*, 1–26.
- Rudy, I. K. P., & Wulandari, S. (2025). An analysis of illocutionary acts utilized by lecturers in listening classes. *Esteem Journal of English Education Study Programme*, 8(1), 32–44.
- Sadock, J. (2006). Speech acts. In *The Handbook of Pragmatics*, 53–73.
- Sbisà, M. (2013). Locution, illocution, perlocution. In **Pragmatics of Speech Actions*, 25–75.
- Searle, J. R. (1975). A taxonomy of illocutionary acts.

- Searle, J. R. (1976). A classification of illocutionary acts. *Language in Society*, 5(1), 1–23.
- Sita, R. (2018). An analysis of commissive and assertive speech acts in Donald Trump's first State of the Union Address on January 30, 2018 (Bachelor's thesis, Jakarta: Fakultas Ekonomi dan Bisnis UIN Syarif Hidayatullah).
- Tavakoli, P. (2014). Storyline complexity and syntactic complexity in writing and speaking tasks. In *Task-Based Language Learning—Insights from and for L2 Writing* (pp. 217–236). John Benjamins Publishing Company.
- Unachukwu, O. C., Nwuche, A. G., Ozoemena, J. A., Olinya, R. O., & Ogbonna, C. L. Illocutionary speech acts in gendered language: Examining miscommunication and relational dynamics in Nwapa's *Efuru**.
- Vlasenko, N. I., & Naumov, E. V. (2022). Functioning of the speech act commissive in various situations. *Russian Linguistic Bulletin*, 1(29), 16–18.
- Wijana, I. D. P. (2021). On speech acts. *Journal of Pragmatics Research*, 3(1), 14–27.
- WINA, M. (2024). A pragmatic analysis of classroom speech acts in the English teaching and learning process at the eighth grade of SMP N 1 Way Tenong (Doctoral dissertation, UIN Raden Intan Lampung).
- Yule, G. (1996). *Pragmatics*. Oxford university press.

Appendices

Appendix01 :

Student's Questionnaire

Dear Students,

The present questionnaire was set to explore the role of **commissive and expressive speech acts** in fostering effective communication between teachers and students in higher education. Your responses will contribute to understanding how these speech acts influence classroom interaction. **Your responses will remain anonymous.**

Thank you very much for your contribution!

1. **Speech Act Theory***: A linguistics and philosophy concept that explores how language is used not just to convey information but to perform actions, such as "making promises", "giving orders", or "expressing feelings".
2. **Commissive Acts***: A type of speech act where the speaker commits to a future action, such as "promising", "pledging" or "offering".
3. **Expressive Acts***: Speech acts that convey the speaker's emotions or attitudes, like "apologizing", "congratulating", or "thanking".

Section One: General Information on Students' Views of Speech Acts

1. To what extent do you think understanding Speech Act Theory helps improve communication between teachers and students?

Yes

No

2. Which type of speech acts do you believe is more effective in encouraging engagement in classroom interaction?

Commissive speech acts (promises, offers)

Expressive speech acts (apologies, thanks)

Both equally

Section 2: Students' Perception of Commissive and Expressive Acts

3. Do you think teachers' promises or commitments (commissive acts) encourage you to engage more in classroom activities?

Yes

No

Explain

.....

.....

.....

4. How often do your teachers use expressive speech acts such as encouragement in class?

Very often

Sometimes

Rarely

Never

5. Which type of speech acts do you think influences your motivation the most?

Commissive speech acts (promises, offers)

Expressive speech acts (praise, encouragement)

Both equally

Neither

6. Do you feel more engaged in learning when your teacher expresses emotions, such as encouragement or appreciation?

Yes

No

Explain

.....

.....

.....

Section 3: Impact of Commissive and Expressive Acts on Students' Interaction

7. How important is the use of commissive and expressive speech acts to create a positive learning environment?

- Very important
- Important
- Slightly important
- Unimportant

8. Do you think that commissive and expressive speech acts should be frequently used in the teaching/learning process?

- Yes
- No

Explain

.....

.....

.....

9. Do you feel that your communication with teachers improves when they use commissive and expressive speech acts?

- Yes
- No

Explain

.....

.....

.....

10. In your opinion, do teachers' promises or commitments impact your academic performance?

- Yes, positively
- No, they have no impact
- Yes, but negatively

11. Which of the following do you think helps create a positive learning atmosphere?

- Teachers expressing appreciation for students' efforts
- Teachers making commitments regarding student progress
- Both appreciation and commitments
- Neither

12. Do you think that there should be more use of commissive and expressive speech acts in the teaching/ learning process?

- Yes, definitely
- Maybe, it depends on the situation
- No, it is unnecessary

Thank You for Your Participation!

Appendix 02 :

Teacher's Interview

1. How often do you interact with students in the classroom using commissive speech acts like “offers” or “promises”?
2. To what extent do you believe that expressive speech acts like praising and encouraging affect students' motivation and involvement?
3. When you employ expressive speech acts, such as encouragement or praise, how do students usually react?
4. How could the use of expressive and commissive speech acts help create a good learning environment?
5. When using expressive and commissive speech acts in the classroom, what difficulties do you encounter?
6. In your opinion, how do commissive and expressive speech acts contribute to the development of connections between students and teachers?
7. What methods would you suggest to improve the efficient application of expressive and commissive speech acts in higher education?

*These questions will provide valuable qualitative insights into how teachers **perceive, apply, and reflect on** the role of **commissive and expressive speech acts** in classroom communication.*

Thank You For Your Collaboration !

Teachers' answers

1. How often do you interact with students in the classroom using commissive speech acts like “offers” or “promises”?

Teacher 1

I try to do as much as I can. But honestly I don't think too much about it. I focus mainly on making the lesson clear and having a friendly atmosphere

Teacher 2

In class, I often use commissive speech acts such as offers or promises. For example, I say "I'll help you if you have any difficulties." This encourages students and creates a positive climate. These words show that I am committed to their learning.

Teacher 3

All the time. I always tell my students that I will be rewarding them if they behave in a good way or if they participate and focus in the classroom.

Teacher 4

I sometimes use commissive speech acts with my students.

Teacher 5

I frequently interact with students in the classroom using commissive speech acts such as offers and promises. These acts are particularly common during guidance, clarification, or when encouraging participation. For example, I often say things like, “I’ll explain this part again if you need,” or “I promise to review your drafts before the next session.” Such expressions are not only functional but also help establish a supportive learning environment. In our Algerian educational context, where students may sometimes feel hesitant or unsure, these commissives serve to reassure them and foster a sense of commitment and reliability from the teacher’s side.

1. To what extent do you believe that expressive speech acts like praising and encouraging affect students' motivation and involvement?

Teacher 1

It does to a great extent. Students needed to feel included and valued

Teacher 2

I think expressive speech acts, such as praising or cheering, have a big impact on student motivation. When I say "Congratulations for your effort" or "You can do it, keep going!", the students feel valued. This helps them gain confidence and participate more in class

Teacher 3

To a great extent. I believe that expressive speech acts influence students in a positive way. They motivate them to give their best and to increase their involvement in the classroom

Teacher 4

Praising and encouraging students has a significant impact on their motivation. The more valued students feel, the more involved they are likely to be.

Teacher 5

I strongly believe that expressive speech acts—such as praising and encouraging—have a significant impact on students' motivation and involvement, especially in the Algerian university context where students often face linguistic and psychological barriers in learning English. When I use expressions like “Well done,” “You’ve made great progress,” or “Don’t worry, you’re on the right track,” I notice a clear improvement in students’ confidence and participation. These speech acts validate their efforts and create a positive emotional atmosphere that encourages engagement. In a context where English is a foreign language and many students lack exposure outside the classroom, expressives play a crucial role in sustaining motivation.

3 .When you employ expressive speech acts, such as encouragement or praise, how do students usually react?

Teacher 1

It make them more engaged and they are not afraid to make mistakes and ask questions

Teacher 2

When I use expressive acts such as encouragement or praise, students often respond positively. They smile, are proud of their work and want to continue to do well. This motivates them to participate and become more involved in the activities

Teacher 3

I employ such acts when my students answer correctly when being asked in the classroom and of course when I give them back their exam or test results. This way, they will be very motivated to provide better performances next time

Teacher 4

They gain more confidence, they feel proud of themselves and the expressive speech acts motivate them to dig more about the subject.

Teacher 5

When I employ expressive speech acts like encouragement or praise, students generally respond positively. Many show visible signs of increased confidence — they smile, participate more actively, or express appreciation. Some students even begin to take more risks in speaking or writing, which is essential in language learning. In our Algerian context, where students sometimes struggle with self-confidence or fear of making mistakes in English, these expressions help create a safer and more motivating environment. Occasionally, a few students may respond modestly due to cultural norms around humility, but overall, the feedback is encouraging and helps strengthen the student-teacher relationship.

4. How could the use of expressive and compassionate speaking acts help create a good learning environment?

Teacher 1

I think that authenticity is key. It should not be fake. using expressive and compassionate speaking doesn't mean pampering the students. But it helps make them feel respected without doing too much.

Teacher 2

The use of expressive and caring speech acts helps to create a good learning climate. They reassure students, reduce stress and promote confidence. Saying "You've made progress" or "It's okay to make mistakes" shows that you respect their pace. This makes the class more enjoyable and encourages everyone to participate without fear of judgment

Teacher 3

I would ask my students questions And whoever answers correctly will receive praise and encouragement. Like this, those students who participated will feel motivated and confident and those who didn't will try to enhance their performance next time.

Teacher 4

Expressive speech acts has an important role in creating a comfortable and a motivating atmosphere as the teachers set solid relationship with the students, students are more involved in their studies

Teacher 5

The use of expressive and compassionate speech acts greatly contributes to creating a positive and inclusive learning environment. When I express empathy, encouragement, or understanding—through phrases like “I understand this is challenging” or “You’re doing your best, keep going”—students feel seen and supported. In the Algerian EFL context, where students may face both academic and personal challenges, such speech acts humanize the classroom and reduce anxiety. They foster trust, enhance classroom interaction, and promote a sense of belonging, which is especially important when students are learning in a foreign language. This emotional support often leads to better engagement and more meaningful learning.

5. When using expressive and commissive speech acts in the classroom, what difficulties do you encounter?

Teacher 1

I don't find it difficult to be nice with my students.

Teacher 2

Sometimes it's hard to find the right words to encourage all students without exaggerating. Also, when I promise something, I have to be careful to keep my word, otherwise the students may be disappointed. It is therefore necessary to be clear and sincere

Teacher 3

Sometimes some students feel marginalized and not being paid attention to(those who do not participate or behave in a bad way)

Teacher 4

/

Teacher 5

When using expressive and commissive speech acts in the classroom, I sometimes encounter a few difficulties. One challenge is ensuring that my expressions are interpreted as intended—especially in English, where cultural nuances can affect how praise, encouragement, or promises are received. Some students may misinterpret encouragement as overpraise or may not take commissive acts seriously if they perceive them as routine rather than sincere. Additionally, managing large class sizes can make it difficult to deliver personalized expressive or commissive acts, which may lessen their impact. There's also the risk of unintentionally creating unrealistic expectations when making commitments (e.g., “I’ll check everyone’s work by tomorrow”) under time constraints. Nonetheless, with experience and awareness, I try to balance sincerity with practicality.

6. In your opinion ,how do expressive and commissive speech acts contribute to the development of connections between students and teachers?

Teacher 1

Again, it creates a sense of trust and safe environment were students can take risks, which in return can lead to better learning outcomes.

Teacher 2

In my opinion, expressive and commissive acts help to create a good relationship between students and the teacher. Encouragement shows that you believe in them, and promises show that you are committed to helping them. This gives students confidence and makes them more comfortable learning

Teacher 3

I would say that such acts strongly contribute to the development between students and teachers because they build feelings of trust and understanding between both

Teacher 4

Students feel valued and respected by their teacher that creates a nice academic atmosphere that encourages being involved in the classroom.

Teacher 5

In my opinion, expressive and commissive speech acts play a vital role in building meaningful connections between students and teachers. Expressive acts like praise, encouragement, and empathy show students that their efforts are recognized and valued, which fosters mutual respect and emotional closeness. Commissive acts, on the other hand,

signal the teacher's reliability and commitment—whether it's promising feedback, offering help, or planning extra support. In the Algerian university context, where students often rely heavily on their instructors for academic guidance, these speech acts help create a sense of trust and collaboration. They humanize the teacher-student relationship and promote a supportive learning culture that enhances both academic and interpersonal development.

7. What methods would you suggest to improve the efficient application of expressive and commissive speech acts in higher education?

Teacher 1

Honestly, I don't rely on a specific method. I go with the flow and try to make everyone feel comfortable. I don't know whether I do succeed or not as I have never asked my students about it.

Teacher 2

1. Encourage teachers to use positive and motivating words more often.
2. Take the time to listen to students to better adapt your language.
3. Use concrete examples to show your commitment.
4. Create a climate of respect and trust so that words have more impact

Teacher 3

I would say that role-play and simulations can help students practice expressive and commissive speech acts in real-life academic situations. For example, they can act out conversations like asking a professor for help or working on a group project. This helps them learn how to express feelings and make promises or offers naturally.

Teacher 4

Expressive: role plays and reflective writing.

Commissive: presentation of projects either in pairs or in groups

Teacher 5

To improve the efficient application of expressive and commissive speech acts in higher education, I would suggest a few methods. First, training and awareness workshops for university teachers could help them better understand the impact of these speech acts and how to use them effectively and appropriately in both spoken and written communication. Second, incorporating reflective teaching practices, such as peer observations and self-

assessment, can help instructors evaluate their own communicative styles and make adjustments. Third, encouraging a student-centered approach, where teachers actively listen and respond to students' emotional and academic needs, naturally leads to more meaningful use of expressive and commissive acts. Finally, promoting intercultural sensitivity is essential in a multilingual context like Algeria, where language and cultural background can shape how speech acts are perceived. These methods would not only enhance communication but also strengthen the overall teaching-learning experience.