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Illocutionary Acts in EFL Teaching: Balancing Authority and Engagement

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Abstract. This study investigates illocutionary acts in the context of English as a Foreign Language (EFL) education, focusing on their types and functions. The research centers on an EFL teacher as the subject and employs conversation analysis as the methodological approach. The primary aim is to explore how teachers utilize illocutionary acts to influence language learning experiences. The findings underscore the inherent authority of teachers in shaping classroom discourse and instructional interactions. Specifically, the study reveals that teachers predominantly exert influence through assertive acts, utilizing these to convey information effectively and provide instructional guidance. However, in an ideal classroom environment, there exists a harmonious balance of authority where teachers maintain instructional leadership while also empowering students to actively participate in their learning process. This balance fosters a collaborative atmosphere conducive to effective communication, mutual respect, and meaningful engagement in educational activities.

Keywords: CA, interaction, power, types, function

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Иллокутивные акты в обучении EFL: баланс власти и вовлеченности

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Аннотация. Рассматриваются иллокутивные акты в контексте обучения английскому языку как иностранному (EFL), с акцентом на их типы и функции. Исследование сосредоточено на учителе EFL как объекте и анализирует беседы с учителем с точки зрения методологического подхода. Основная цель заключается в изучении того, как учителя используют иллокутивные акты для влияния на процесс изучения языка. Результаты подчеркивают присущую учителям власть в формировании дискурса в классе и учебных взаимодействий. В частности, исследование показывает, что учителя в основном оказывают влияние через ассертивные акты, используя их для эффективной передачи информации и предоставления учебных рекомендаций. Однако в идеальной учебной среде существует баланс власти, при котором учителя сохраняют учебное руководство, а также наделяют студентов полномочиями активно участвовать в процессе обучения. Этот баланс способствует созданию атмосферы, благоприятной для эффективного общения, взаимного уважения и значимого участия в учебных занятиях.

Ключевые слова: взаимодействие, типы, функции

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Introduction

Understanding the types and functions of illocutionary acts in English as a Foreign Language (EFL) classroom interactions carries substantial pedagogical consequences for language instruction. Through the identification the types and functions, teachers can create more impactful instructional approaches that improve students' language skills. This understanding enables teachers to develop focused exercises that assist students in comprehending and employing language in socially acceptable manners, so enhancing their total communicative proficiency [1].

The illocutionary acts is contingent upon multiple aspects, such as the contextual circumstances, the interpersonal relation between the speaker and listener, and the mutual comprehension of linguistic norms. In order for an illocutionary act to be successful, the recipient must accurately perceive and comprehend the speaker's

intended meaning [2; 3]. Mutual recognition is essential for facilitating seamless and efficient communication. Communication breakdowns frequently arise from a failure to accurately grasp the intended meaning behind a speech, known as the illocutionary force. Thus, illocutionary acts are of utmost importance in influencing social interactions and relationships. The acts not only have interpersonal meaning, but also exert a wider cultural influence. They have the ability to either support or question established societal norms and practices.

Comprehending illocutionary acts improves our understanding of human communication and its intricacies. By discerning the underlying motives behind spoken words, we can more fully comprehend the subtleties of interpersonal exchanges and prevent any misinterpretations. This level of consciousness is especially beneficial in situations that involve multiple cultures and languages, as varying customs and anticipated outcomes can complicate the process of exchanging and evaluate information [4]. Furthermore, the examination of illocutionary activities provides valuable understanding of the wider consequences of language usage, including interpersonal connections and societal frameworks.

Typically, research on speech acts in the field of linguistics and communication involves conducting interventional and observational investigations [5]. Interventional studies are conducted to deliberately test the effectiveness of various speech acts in accomplishing communicative goals. These studies examine the effectiveness of targeted training in teaching or improving certain speech acts, and evaluate the effectiveness of the methods, approaches, and strategies used. For example, in educational environments, interventional research may concentrate on instructing students in the more proficient use of speech acts such as apologies, requests, or compliments through organized exercises and constructive feedback. The classroom functions as a controlled setting where students can develop new communication skills through carefully planned teaching methods that aim to enhance their ability to use language effectively in real-life situations [1; 6–8].

Observational studies, in contrast, examine speech acts as they naturally occur in real-world contexts. Researchers monitor and evaluate the utilization of speech acts by humans in genuine interactions, with the goal of characterizing the qualities and circumstances that impact their usage. For instance, in a typical classroom environment, researchers may study the utilization of different speech acts by teachers and students to effectively handle the class, communicate information, and establish a positive relationship. The main objective of observational research is to offer a comprehensive depiction of how speech actions are utilized in everyday communication and to detect any patterns or discrepancies that may impact their efficacy. These studies enhance our comprehension of the pragmatic elements of language acquisition and usage by examining how speech acts are naturally employed [9–11].

Extensive research has been conducted on illocutionary acts, investigating their types and functions within different settings. However, there is a scarcity of research explicitly dedicated to studying illocutionary acts in interactions inside English as a Foreign Language (EFL) classrooms. This is especially true when it comes to examining the many forms of illocutionary acts and their roles within this particular context. This study seeks to expand upon prior research on speech acts by investigating the utilization and purposes of illocutionary acts in interactions within English as a Foreign Language (EFL) classrooms. By doing so, it hopes to enhance our comprehension of how these communicative behaviors promote language learning and instruction in an EFL setting.

Speech Act: Illocutionary Act

Speech acts are essential components of human communication, comprising a broad spectrum of verbal actions that we engage in when we talk. Essentially, a speech act is a spoken statement that has a specific purpose in communication. These functions encompass the act of making declarations, posing inquiries, issuing commands, making commitments, or conveying sentiments [12]. The notion was initially suggested by philosopher [13] in his influential publication “How to Do Things with Words,” and subsequently expanded upon by his disciple, John Searle. Furthermore, the speech act consists of three main components namely locutionary act, illocutionary act, and perlocutionary acts. The locutionary act encompasses the explicit act of verbalizing something, comprising both the spoken words and their apparent significance. The illocutionary act pertains to the intentional purpose of the statement, such as conveying information, giving commands, issuing warnings, or posing inquiries. Finally, the perlocutionary act refers to the impact that the statement has on the listener, such as inducing a sensation of coldness or motivating them to take action. Thus, Speech acts are essential in our utilization of language to express significance and achieve diverse communication objectives.

In contrast, Bach & Harnish [14], as cited in Azhari, Priono, and Nuriadi [15], categorized speech acts into constative, directive, commissive, and acknowledgments. The constative type comprises various functions, including assertive, predictive, retrodictive, descriptive, ascriptive, instructive, confirmative, concessive, retractive, assentive, dissentive, disputive, responsive, suggestive, and supportive. These functions encompass a broad spectrum of communicative actions, ranging from stating factual information to expressing agreement or disagreement. Directive speech acts have six main functions: making requests, asking questions, giving orders, prohibiting actions, giving permission, and providing advice. These functions encompass the speaker’s efforts to persuade the listener to take action, which can include making requests, asking questions, providing advice, or establishing regulations.

Commissive speech acts encompass two primary functions: making a promise and extending an offer (either volunteering or bidding). These acts involve the speaker making a commitment to a certain future course of action, either by making a promise or committing to do something. Acknowledgements speech acts encompass a range of purposes, including apologizing, condoling, congratulating, welcoming, thanking, bidding farewell, accepting, and rejecting. These acts are crucial for preserving social relations and recognizing different social circumstances and interactions.

Within the realm of education, Edmonson-House introduced a distinct form of speech act known as the didactic speech act. This type of speech act serves instructional purposes that are advantageous to both teacher and students in the process of teaching and learning. As quoted by [16] Sumedi and Dery Rovino identified three didactic roles: control and organizational functions, motivational functions, and evaluative functions. Control and organizing functions are essential for effectively managing classroom activities and establishing a well-structured learning environment. Motivational functions serve the purpose of inspiring and involving pupils, fostering a favorable environment for learning. Evaluative functions encompass the act of evaluating students' work and delivering feedback, which is essential for their academic progress and advancement. Gaining a comprehensive understanding of these types and functions of speech acts, especially in an English as a Foreign Language (EFL) educational setting, can yield substantial pedagogical consequences. It can assist teachers in developing more efficient communication strategies and teaching techniques that focus on the practical aspects of language usage [17]. Students acquire not only the grammatical structures but also comprehend how to employ them effectively in many social situations, thereby improving their entire ability to communicate.

Going deeper, an illocutionary act refers to the underlying communicative intention that motivates a speaker's utterances [18]. Contrary to locutionary acts, which center on the literal interpretation of words, illocutionary acts pertain to the speaker's intended purpose in uttering anything. As such, Searle categorized illocutionary acts into five main types namely assertives, directions, commissives, expressives, and declarations. Assertives are declarative statements that communicate factual information or characterize the current status of the world. Directives are verbal instructions given by the speaker to prompt the listener to take a certain action. Commissives are speech acts that obligate the speaker to undertake a specific action in the future, typically demonstrated by promises and threats. Expressives are linguistic expressions that communicate the emotional condition of the speaker. Declarations have the power to effect a transformation in the external circumstances just via the act of speaking.

The types and functions of illocutionary acts in classroom interactions are intricately connected to discourse shifts that encompass both preceding and succeeding utterances. These acts are not independent incidents, but

rather essential components of continuing dialogues where each verbal action is influenced by previous statements and adds to the subsequent course of the encounter. For example, when a teacher gives a student a direction, such as a question or a request, it sets the framework for how the student will react. The subsequent interaction, encompassing the student's response and the teacher's input, continues to enhance and shape the progression of the conversation. The interconnectedness of illocutionary acts in classroom discussion highlights the significance of comprehending their role in both responding to and shaping future communicative interactions. Through the examination of these discourse moves, teachers acquire valuable understanding on how to efficiently promote learning and communication in educational environments [19].

By acknowledging the distinct type and function of speech acts and the significance of the surrounding contexts, speakers can customize their utterances to match the specific scenario and guarantee the accurate transmission of their intended message. This comprehension also facilitates the analysis of others' verbal expressions, enabling more significant and collaborative interactions. Thus, speech acts are fundamental units of human communication that influence the manner in which we convey our thoughts and interact with our surroundings.

Conversation Analysis

Conversation Analysis (CA) has become a helpful methodological approach for examining language usage in many contexts, such as the teaching of English as a Foreign Language (EFL). Centered in the field of sociology, conversation analysis (CA) focuses on the methodical examination of naturally happening spoken exchanges in order to reveal the underlying principles and patterns that govern speech. Within the field of English as a Foreign Language (EFL) education, Conversation Analysis (CA) is crucial for improving our comprehension of how students participate in live communication and how teachers can maximize teaching methods to promote successful language learning [20].

CA focuses on the thorough analysis of interactional dynamics in conversations. This encompasses the examination of turn-taking processes, the sequential arrangement of speech acts, and the process of negotiating meaning among participants [21]. Through a thorough analysis of these factors, teachers and students acquire valuable knowledge on how students handle difficulties in language, control the flow of conversation, and successfully accomplish their communication objectives in the English language. Furthermore, CA places a strong emphasis on the development of interactional competence as one of its fundamental concepts. Learners' communicative competence include their proficiency in utilizing language proficiently in social exchanges, extending beyond basic grammatical correctness. Studies in EFL classrooms focus on the

development of students' strategies for starting conversations, keeping the discussion going, resolving misconceptions, and responding appropriately to the people they are talking to. These insights are essential for creating classroom activities that mimic real-life communication contexts and develop students' practical abilities.

One of the main advantages of CA is its dependence on naturalistic data [5; 22; 23]. Contrary to experimental research that modify factors in controlled contexts, CA examines genuine recordings of classroom interactions. This methodology captures the impromptu and intricate nature of language utilization, offering an authentic depiction of how students employ language abilities within a given situation. Adopting a naturalistic perspective enables teachers to pinpoint particular obstacles encountered by students, such as struggles with taking turns or variations in speaking behavior due to cultural differences.

Furthermore, the use of corrective feedback in English as a Foreign Language (EFL) instruction aids in the development of students' ability to effectively communicate. Through the process of analyzing patterns of interaction and recognizing areas that require enhancement, teachers can customize instructional strategies to successfully meet the requirements of students such as speaking activities that promote collaborative discourse, role-playing scenarios that mimic real-life encounters, or feedback systems that focus on the practical elements of language usage.

From a practical standpoint, CA provides educational advantages that go beyond only language skills. It facilitates the growth of students' understanding of social and cultural matters, as they acquire the skills to effectively use language in various communication settings. Teachers can utilize cross-cultural analysis findings to enhance students' intercultural competence, encouraging empathy and comprehension through meaningful English interactions.

Conclusively, Conversation Analysis serves as a potent instrument for examining and enhancing procedures in teaching English as a Foreign Language (EFL). The value of this approach lies in its systematic analysis of conversational dynamics, focus on interactional skill, use of naturalistic data, and promotion of communicative competence. These factors contribute to the creation of effective language learning environments. By incorporating principles of conversation analysis into teaching methods, educators can enable students to communicate with confidence and proficiency in the English language, equipping them for success in a globalized society where efficient communication is of utmost importance.

Method

The methodology used to study illocutionary acts in the EFL contexts employs a systematic approach aimed at capturing and analyzing authentic interactions between students' language and their teachers. The research design is around the

observation and documentation of real-time interactions, with a specific focus on an English as a Foreign Language (EFL) teachers in their classroom interactions. Before starting the study, ethical approval is requested from the appropriate educational board to ensure conformity with institutional guidelines and ethical standards.

Data collection methods encompass observation, note-taking, and audio-video recording of classroom interactions. These techniques enable the researcher to capture the subtleties of spoken language that contribute to comprehending the development of illocutionary acts being used. Afterwards, meticulous transcriptions of the recorded interactions are generated, maintaining the order and substance of speech acts as they happen in their respective contexts.

The analysis phase follows the principles of Conversation Analysis (CA), a methodological framework that methodically investigates the structure and organization of talks. In this context, the researcher classifies speech acts based on the categorization put forward by Edmonson-House. This categorization aids in the identification of several types of illocutionary acts, including instructions, assertives, commissives, and acknowledgments, each fulfilling certain communicative functions.

Triangulation is used to enhance reliability and reduce the influence of researcher bias. This entails corroborating findings by utilizing various data sources or methodologies. Detailed records were carefully made throughout observation sessions, documenting the subtleties of spoken conversations, non-verbal signals, and the overall dynamics of interactions between teachers and students. The comprehensive notes included qualitative observations on the context and dynamics of communication in the EFL classroom, emphasizing the spontaneous character of language usage and the complexities of illocutionary acts as they occurred in real-time.

In addition, audio and video records were used to enhance the observational data. The recordings caught both the aural and visual aspects of classroom activities, providing a comprehensive dataset for detailed study. The audio recordings captured the precise utterances employed by teachers and students, while the video recordings provide visual context, encompassing the dynamics moves of the classroom interactions. These several data sources allowed the researcher to analyze not only the content of what is said, but also how it was expressed. This enhanced the comprehension of how illocutionary acts were carried out and understood in the classroom interactions.

The researcher employed a comprehensive method of data collecting by integrating field notes with audio and video recordings, thus capturing many aspects of classroom discourse. The meticulous adherence to methodological principles not only enhanced the accuracy and consistency of the results, but also enabled a detailed examination of the intricacies associated with communication and language acquisition in the English as a Foreign Language (EFL) setting.

In conclusion, the diverse data sources and approaches used in this study offered a thorough foundation for examining how illocutionary acts contribute to the development of communication skills and interactional abilities in English as a Foreign Language (EFL) students. As such, triangulation improves the dependability and accuracy of the study's findings, providing a more thorough comprehension of how illocutionary acts are performed and understood in the EFL classroom setting.

Results and Discussion

The data on illocutionary acts (Table 1) performed by students and teachers reveals distinct patterns in their communicative roles within the classroom setting. Teachers demonstrate a predominant role in several categories, notably in stating assertions, asking questions, and giving commands. In this respect, teachers state assertions significantly more frequently than students, asserting their role as providers of information and facilitators of classroom discourse. This dominance extends to asking questions, where teachers initiate dialogue and guide discussions through queries directed at students. Additionally, teachers frequently issue commands, instructing students on actions or behaviors within the learning environment.

Conversely, students engage more actively in certain speech acts, such as answering questions posed by teachers and occasionally describing or suggesting ideas within discussions. This active participation in responding to queries indicates students' responsiveness to instructional prompts and their involvement in shaping conversational exchanges initiated by teachers. Moreover, students demonstrate expressions of gratitude through thanking and acknowledge social conventions through greetings, although less frequently than teachers.

These findings underscore the dynamic interplay of interactional roles in the classroom, with teachers assuming directive and instructional functions to guide learning experiences, while students actively engage in responsive and participatory speech acts. Understanding these patterns not only informs the distribution of communicative tasks but also enhances strategies for fostering balanced participation and developing students' communicative competence in English as a Foreign Language contexts.

The data (Table 2) illustrates how both teachers and students employ various speech acts to facilitate classroom interactions and achieve instructional objectives. Teachers predominantly use assertive and directive acts to maintain control, provide guidance, and motivate student learning. These acts are instrumental in organizing classroom activities, evaluating student progress, and promoting a positive learning environment. Students, on the other hand, primarily respond to teacher prompts and engage in requestive acts to seek clarification or assistance, demonstrating their active participation in the learning process and contributing to the organizational dynamics of classroom discourse.

Table 1

Illocutionary act Types

Illocutionary acts	Performers	
	Students	Teachers
Constatives		
Object/Protest	–	–
Praise	–	32
Answer/Reply	68	4
Deny	–	–
Describe	6	34
Inform/tell	4	9
State	15	111
Directives		
Insist	–	–
ask	7	121
Summon/call	–	9
urge	–	3
warn	–	5
advise	–	3
forbid	–	–
suggest	–	9
Command/instruct	–	38
Commissives		
promise	–	–
Volunteer/bid	4	–
Acknowledgements		
thank	7	–
greet	–	2
Didactives		
correct	–	7
Evaluate/repeat	3	17

Source: compiled by Hieronimus Canggung Darong.

Understanding these patterns of speech acts informs teachers about the communicative roles and interactions within the interactions [24]. It underscores the importance of balanced participation, effective communication strategies, and supportive learning environments to enhance students’ linguistic proficiency and overall educational experience in the EFL context.

Table 2

Illocutionary act Functions

Speech Acts	Types	function	
		General	Instructional
Teacher’s	Constatives	Assertive descriptive	Control and organizational Evaluative
	Directives	Requirements Prohibitive	Motivational organizational
	Commissure	Promises Offers	Organizational Motivational
	Acknowledgements	Greet Thank accept	Organizational Motivational Evaluative
	Didactics	Disputives Descriptives informatives	motivational evaluative organizational
Students’	Constatives	Responsive	Organizational
	Directives	Requestive	Organizational
	Commissive	Promise	Motivational
	Acknowledgements	Greet and Thank	Organizational
	Didactics	Confirmative	Evaluative

Source: compiled by Hieronimus Canggung Darong.

When analyzing illocutionary acts in the context of English as a Foreign Language (EFL) classroom interactions, one can observe intricate dynamics that play a vital role in facilitating efficient communication and language acquisition. In these contexts, where individuals are acquiring English as a second or additional language, the specific forms and purposes of illocutionary acts carried out by both teachers and students have a crucial impact on molding the learning process and promoting language proficiency [25].

In EFL classrooms, teachers frequently use aggressive actions to offer explicit explanations, communicate factual information, and establish their control over instructional content. Not only does this aid in organizing courses efficiently, but it also guarantees that students receive precise and logical linguistic input,

which is crucial for language acquisition. Descriptive acts moreover bolster learning by expanding on ideas, delineating procedures, and augmenting students' understanding through meticulous elucidations.

Directives, such as regulations and statements that forbid certain actions, play a crucial role in providing guidance to students and establishing clear expectations for their language use. Within an English as a Foreign Language (EFL) setting, where students may encounter cultural and linguistic disparities, directions play a crucial role in setting communication standards and fostering a nurturing atmosphere for language acquisition. Teachers promote active engagement and enhance language proficiency in authentic situations by giving instructions, directives, and restrictions. Meanwhile, acts of commitment, such as making pledges and offers, have a particularly strong motivational effect in English as a Foreign Language (EFL) courses. When teachers make a commitment to help students or pledge to provide future support, it cultivates trust and confidence among students, motivating them to actively participate in the language and be more willing to take chances when using English. These acts not only inspire children but also showcase the teacher's dedication to their academic and language progress.

Students, however, engage actively in classroom interactions by aggressively responding to questions and verifying their understanding. These actions showcase their understanding of the educational material and their capacity to participate in meaningful discussions with their classmates and instructors. Requestive activities, which involve students seeking clarification or further information, demonstrate their proactive attitude towards learning and their eagerness to actively seek language input. In the meantime, acts of acknowledgment, such as greetings, expressions of gratitude, and acceptance, are essential for fostering rapport and social cohesiveness in the English as a Foreign Language (EFL) classroom. Students employ these behaviors to demonstrate civility, convey gratitude for comments or aid, and conform to societal expectations of communication. These acts not only enhance the ease of communication but also establish a favorable classroom ambiance that promotes learning and collaboration.

Comprehending the subtle functions of illocutionary acts in English as a Foreign Language (EFL) classroom interactions provides teachers with valuable insights into efficient teaching methods. Teachers can enhance class planning and instructional activities by incorporating these speech acts, resulting in the creation of genuine learning experiences that replicate real-life communication situations. This methodology not only improves the ability of students to communicate effectively, but also equips them with the skills to confidently manage language difficulties and engage in interactions in English-speaking situations beyond the confines of the classroom.

To date, the examination of illocutionary acts in English as a Foreign Language (EFL) classroom interactions highlights their importance in facilitating successful communication, encouraging language acquisition, and cultivating intercultural

proficiency among students. By adopting these understandings and utilizing speech acts strategically, teachers empower students to become skilled communicators who can use English fluently and appropriately in various social and academic situations.

Despite the fruitful findings, an examination of power dynamics between teachers and students, using data on illocutionary acts in EFL classes, uncovers a hierarchical arrangement in which teachers primarily exercise authority and exert control over instructional interactions. This is apparent in the regular utilization of aggressive actions to communicate information and instructions to direct student conduct. Assertive actions enable teachers to confidently state facts, offer explanations, and ensure clear instruction, establishing themselves as the dominant authority on knowledge in the classroom.

Directives, such as mandatory rules and statements that forbid certain actions, serve to strengthen this hierarchical relationship by establishing clear expectations and limits on student behavior. These actions not only organize classroom activity but also influence student reactions and exchanges, highlighting the importance of following teacher instructions. On the other hand, students mostly participate in response actions, such as providing answers and verifying their understanding. These actions demonstrate their participation in reacting to the teacher's explanations and showing that they comprehend the instructional material.

The power imbalance is also evident in commissive behaviors, whereby teachers make commitments or proposals that encourage student engagement and strengthen teacher dominance. Students' gestures of appreciation, such as expressing gratitude and offering greetings, play a significant role in social interaction. However, these acts often serve to strengthen the hierarchical relationship, as students recognize and defer to the authoritative positions of the teacher. Comprehending these power relations is crucial for teachers in molding inclusive and efficient teaching methods. Teacher authority plays a vital role in preserving order and guiding learning objectives. However, it is as necessary to encourage student autonomy and involvement. Implementing pedagogical strategies that promote collaborative learning, student-led conversations, and chances for critical inquiry can effectively reduce power imbalances and enable students to actively engage in their own learning process. Ultimately, it is crucial to acknowledge and navigate power dynamics that arise from the use of speech acts in English as a Foreign Language (EFL) classrooms in order to establish inclusive and fair learning environments. By cultivating a harmonious blend of teacher direction and student autonomy, teachers can facilitate significant learning activities that bolster students' language proficiency, analytical reasoning abilities, and self-assurance in utilizing English as a second language [26].

In the field of English as a Foreign Language (EFL) instruction, the power dynamics between teachers and students have a substantial impact on the learning environment and outcomes. An optimal power dynamic in EFL contexts aims to achieve a careful equilibrium between authoritative instruction provided

by teachers and active involvement and autonomy demonstrated by students. As such, teachers play a crucial role as facilitators of language acquisition. They possess competence, organization, and teaching methodologies that are crucial for helping students through the intricacies of adopting a new language. Assertive acts, such as when teachers communicate information and offer explanations, contribute to the establishment of clarity and fundamental understanding. Furthermore, instructions such as appeals, orders, and restrictions establish anticipations and guarantee efficient control of the classroom, establishing the foundation for fruitful educational encounters [27].

Nevertheless, in cultivating an optimal power dynamic, it is imperative for teachers to not only guide but also enable students in their educational voyage. This empowerment entails providing students with opportunity to articulate their thoughts, pose inquiries, and actively analyze course material. Teachers can cultivate a classroom atmosphere that appreciates student contributions and fosters active learning by promoting student engagement through interactive activities, group discussions, and collaborative projects. In addition, valuing students' ethnic origins, unique learning styles, and linguistic ability is essential for sustaining a healthy power dynamic. Teachers ought to acknowledge and consider the variety of backgrounds and perspectives present in the classroom, so cultivating an atmosphere of inclusiveness and a feeling of belonging among pupils. This inclusivity also encompasses the promotion of a multilingual and culturally sensitive approach to language acquisition, which encourages students to utilize their original languages as a valuable tool for learning English.

Moreover, the promotion of student agency entails offering chances for making decisions and engaging in self-assessment. It is important to motivate students to establish language learning objectives, evaluate their advancement, and assume responsibility for their learning achievements. This technique not only boosts motivation but also fosters lifelong abilities in self-directed learning and independent thinking. Besides, establishing a friendly and nurturing learning environment involves providing students with positive criticism, encouragement, and mentorship. Teachers have a crucial responsibility in offering personalized guidance and assistance to meet the specific needs of each student, which helps to cultivate an atmosphere of trust and mutual respect in the classroom.

Ultimately, the optimal power dynamic in EFL encounters is marked by a harmonious combination of teacher supervision and student empowerment. The key is in establishing a classroom atmosphere in which students feel esteemed, motivated, and empowered to actively engage in their language acquisition process. By embracing diversity [28], promoting student agency, and cultivating a supportive learning environment, teachers can create meaningful language learning experiences that empower students with the ability and self-assurance to effectively communicate

in English and navigate global situations with cultural sensitivity and linguistic proficiency. These are achieved through the proper employment of illocutionary acts containing within speech acts uttered during the classroom interactions.

Conclusions

Gaining knowledge about the many categories and purposes of illocutionary acts in the English as a Foreign Language (EFL) setting offers valuable understanding of the complex dynamics of power dynamics between teachers and students. Teachers possess intrinsic authority in influencing language learning experiences, especially through aggressive acts in which they convey information and offer instructional advice. Directives serve to strengthen this authority by establishing expectations and organizing classroom interactions, guaranteeing clarity and discipline in educational environments. Nevertheless, the optimal power dynamic in EFL classrooms goes beyond simple authoritative positions. The objective is to foster a cooperative and empowering atmosphere where students are actively involved in their learning experience. Teachers accomplish this by implementing a well-rounded strategy that integrates instructional leadership with chances for student engagement, independence, and analytical thinking. This method promotes active student participation by encouraging them to share their viewpoints, inquire about concepts, and independently investigate language principles. As a result, it cultivates a more profound comprehension and sense of responsibility towards their educational progress.

One constraint of examining illocutionary acts in the EFL setting is the possibility of diverse interpretations and uses among individuals from various cultural and language backgrounds. The comprehension and implementation of speech acts can vary considerably across students with different language backgrounds, thereby impacting the applicability of research findings. Suggested avenues for future research may include performing comparative analyses across diverse cultural contexts to investigate how cultural norms impact the perception and implementation of illocutionary acts in English as a Foreign Language (EFL) classes. Furthermore, longitudinal studies might examine the development of these acts over time as students advance in their language skills and cultural understanding. This would provide valuable information on successful teaching methods that take into consideration cultural differences.

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