

Expressive Speech Acts in Student-Conducted Online Interviews: A Discourse Analysis

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ABSTRACT

The descriptive qualitative method was used to explore the use of expressive speech acts in Senior High School learners' interviews. It is anchored in the Speech Act theory and Fairclough's CDA framework was used in the analysis of this study. The linguistic features used by the interactants were compound sentences and the simple present tense. Verbs most likely to appear are to be verbs. The functions present in expressive speech acts are complimenting, lamenting, apologizing, deploring, and praising. The ideologies in the discourse reveal that the pandemic and the online setup are seen as having dominant control over their learning situation. The internet connection is seen as a force that limits their learning. The interactants feel that the situation is temporary. Even so, the interactants desire to connect with their teachers and classmates. They also feel sympathy for their teachers in their roles during the online learning setup.

Keywords: *Discourse Analysis, Language Study, speech Acts, Fairclough's CDA Framework*

INTRODUCTION

Language is a tool that humans use to communicate. As a result, language can be utilized as a tool for action and hence as a means of expression. This is a distinguishing feature of beings capable of creating a mental image of reality and performing tasks based on specific claims or speech acts, which are common in everyday life, including the classroom. It is based on the

acknowledged context of speech in language philosophy, making sentences easier to understand (Austin, 1975). Speech acts extend to the recipient of the message acting on the communicative purpose of the speaker, or perlocution, in social interactions.

This particular topic of speech acts is interesting to the researcher since the expressive speech acts performed by

learners will be investigated online. The current phenomenon of the classroom setting is particularly significant to the academic community to explore how learners in this period express their thoughts. A particular classroom observation that gave rise to interest in this study is when a learner expressed that he feels no relationship exists between him and his classmates and teachers. Other learners echoed this sentiment. The researcher then asks, why do these learners feel that way? What economic, environmental, or political conditions have affected how they feel? How do they express these emotions in utterances?

Since the year 2020, the classroom setting in the Philippines has moved to a virtual setting. Some institutions continue to provide academic services using different apps, software, and learning-management systems (LMS) that support online learning. However, studies also have raised concerns regarding this setup. Fabito, Trillianes, and Sarmiento (2020), in a study of students in a private Philippine university, concluded that students and faculty are not fully prepared for online classes. A recent study on Philippine learners and faculty using LMS such as Google Classroom and Schoology and apps such as Zoom and Google Meet during the first lockdowns in Luzon revealed obstacles ranging from technological issues to mental health matters (Ignacio, 2021).

As of writing this paper, however, no related studies have yet to capture online dialogues between learners about their expressions. While the world adapts to changes brought about by increased dependence on online services, the academe must find meaningful strategies, especially in the classroom and online student-to-student interactions. These current realities provide an opportunity to delve into a discourse analysis on speech acts to give insight into the strategies that may be used to develop academic discussion online.

Objectives of the Study

This study explores the use of expressive speech acts in Senior High School (SHS) conducted online interviews. It specifically aims to answer the following questions:

1. What is the form and construction of expressive speech acts?
2. What functions are present in the expressive speech acts?
3. What themes about online learning are repeated in the utterances of the interactants?

Theoretical and Conceptual Framework

The study is anchored in the Speech Acts Theory. As described in "How to do things with words, Austin (1962) focuses on the idea that there are expletive performative utterances that apply to one's communicative intention. The study focuses more on the expressive

strategies of speech acts. In expressive, there is no direction of fit. It means that when people are uttering expressive, they are neither trying to get the world to match the words nor the words to match the world; rather, the truth of the expressed proposition is presupposed (Searle, 1976).

According to Searle and Vanderveken (1985), expressive speech acts can be categorized into apologizing, condoling, thanking, congratulating, deploring, lamenting, complaining, protesting, boasting, complimenting, praising, welcoming, and greeting. This study will categorize the functions of the utterances. The functions give context to the ideologies represented by the utterances.

The study also uses Critical Discourse Analysis (CDA), which views discourse as a social practice. Its proponent, Fairclough, believes

language and society cannot be studied differently. The discourse analysis framework of Fairclough (1993, 2013) will be used in the study because it was primarily developed to analyze written and scripted public texts. The three layers of the framework are the text, discursive practice, and socio-cultural practice.

The first level is text analysis, in which language structures that emerge during a discursive event are examined. The second is a study of discourse practice, which examines how texts are made, used, and remade. Social practice analysis focuses on the connection between ideology, power, and discourse (Rogers et al., 2005).

The following schematic design depicts the three stages or steps and three aspects of discourse when the Critical Discourse Analysis (CDA) theory is used in research.

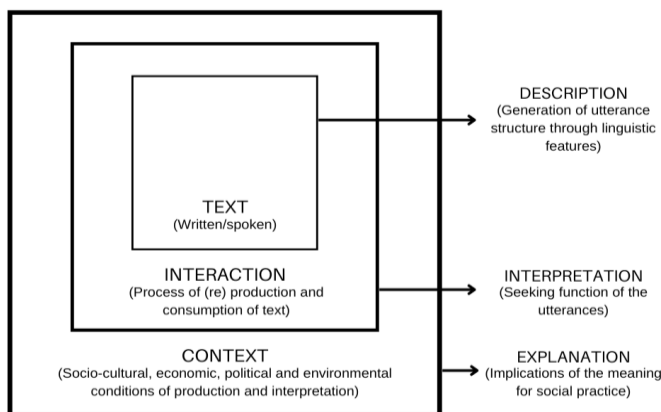


Figure 1. A Schematic Presentation of the Theoretical Background

Significance of the Study

Different groups may benefit from and find valuable insight into this study.

Academic Administrators. Leaders in the academe may use the results of this study as a resource in creating policies and guidelines in the ever-transforming world of education. Expressives especially can give insight into the needs of learners. Especially since schools are always finding ways to make adjustments to online and blended learning to undergo smooth transitions, findings from this study can significantly benefit educational institutions.

Faculty. Teaching personnel in institutions may benefit by knowing the strategies students use in the asynchronous setting. Although activities related to the subject are provided to the learners, the personal communication strategies at home may vary for each individual. Expressives as a study will help formulate updated strategies in the online setting.

Learners and Students. Students across all levels of learning can benefit from the results by knowing if they can identify with the strategies being used in online communication. These can also help them in asynchronous activities by being able to strategize a system when studying in their own time.

Language Scholars. Researchers in language studies can use the results to identify the changes in communication strategies that may have been brought about by the phenomenon of the 2020

pandemic and lockdowns. Expressive can significantly help contextualize these changes. This can also give a unique insight into how learners of that period have managed to learn through asynchronous communication.

Other researchers. The combination of a worldwide pandemic, general lockdowns, personal stresses, and struggles of a sudden shift in teaching and learning methods play into part in the findings of this study. Researchers in other fields may find value in the results since the data will be gathered during a unique period of history.

Scope and Delimitations of the Study

The scope of the study is the expressive speech utterances of Senior High School learners. This will investigate the construction of their speech and the ideologies shown by the terms used. This study is limited to the transcripts of student-conducted interviews of senior high school learners. The transcripts were made in early 2021. The corpus will only focus on the utterances that have expressive speech acts. The samples of the transcripts are purposively chosen from the learners who have submitted the activity with proper grammar and followed the instructions for making a transcript correctly.

Review of Related Literature ***Discourse analysis.***

Discourse analysis is instrumental in identifying issues in the classroom. A

study of university students to investigate the statements of students on "theory vs. practice" in Work-Integrated Learning found that students agree that although the two ideas are rivals, they work together to prepare the student for working life (Björck & Johansson, 2018). A study of group discussions found that when used with a network analysis approach, it resulted in greater insights into activities during classroom group discussions (Bruun et al., 2018).

A study investigating John May's speech at The Duke of Edinburgh's ceremony award in Indonesia used a critical discourse analysis approach, focusing on illocutionary acts under the speech acts theory. The video of the speech was transcribed and analyzed to gain a deep insight into the speech. The analysis of transcriptions to identify the functions of the speech acts (Prescilla & Amalia, 2018).

Choi, Cho, and Seo (1999) used the maximum entropy model to analyze the discourse-tagged corpus's speech acts and discourse structures. They find that identifying the speech acts of utterances is very important to identify the speaker's intentions, and to infer the speech act from a surface utterance is difficult. This is because the context of the discourse matters, and it has to be tagged by the researcher.

Speech Acts Theory

The Speech Acts theory has been studied to investigate classroom interactions. In some studies, this theory has been used in identifying the speech acts of teachers concerning pedagogy. Zulianti (2018) finds that using speech acts improves students' understanding of speech acts, increases decency in communication, improves class atmosphere and motivation, and builds good relationships between teachers and students. More frequently, speech acts study directives or commissives, even tending to concentrate on subtypes such as compliments. Research suggests that expressive speech acts are essential to building rapport and "smoothing and complementing transactional language." (Carretero et al., 2014). In a study of speech acts in a talk show, Hidayat (2021) finds expressives important in interviews as they convey messages better and are interpreted through the speakers' gestures.

Khankhrua investigated the linguistic features and language tactics used in the body copies of online diet program advertisements and used language features like sentence structures, verbs, nouns, and pronouns to determine how the advertisers would disseminate their messages. The researcher identified the tone and the language tactics through language features (2007).

It is crucial to this study to emphasize the importance of speech

acts as found in the online setting. Most Senior High School learners in the online setting perceive that capability to attend online classes and comply with requirements is independent of their lifestyle (Cortez, 2020). Since switching to the virtual classroom setup, this

implies that most learners have adapted to this setting with their strategies.

However, data needs to represent the construction of these expressive speech acts online and how they can be related to classroom strategies.

METHODOLOGY

Research Design

The study focuses on the intentions and functions of the utterances of senior high school learners, which demands a method appropriate to the Speech Act Theory. Discourse analysis is a method of analyzing text and may be done in written or speech form. Rather than the structure or syntax, it focuses on the meaning "beyond the words" (Uzokova, 2020).

The analysis uses two theories as tools of analysis. Searle's twelve types of expressive speech act determine the speech act within the data, while Fairclough's discourse analysis framework is used for the 3 phases of analysis. The data source in this research is the expressive speech acts found in the transcripts of the learners' interviews.

In analyzing the data, the researcher took the following steps: gathered the transcripts of interviews, read the transcripts of the interviews, and collected the expressive speech act

utterances from the dialogue on the transcript.

Inclusion and exclusion criteria

The criteria in selecting the corpus to be used in the study will be, first, the quality of the transcripts. They have to be detailed with the text's transcript and notes of each interviewee's facial expressions and gestures. Second is the quality of the content, wherein the questions and responses must be related to online learning and similar. Finally, the text must be in proper grammar to be included in the study. All the selected transcripts of the learners were read and reviewed for their content. There are five transcripts with 168 utterances. Only the 56 utterances which are classified as expressive speech acts from the interactants are included in the study.

Data Collection Procedures and Strategy

The data was collected from the interview transcripts. These were purposively selected according to the

enrollment of students, the questions' relevance, and the output quality. The students must have been enrolled since 2020 at the pandemic's beginning and continue their education in senior high school. They are also taking fully online classes to reflect similar educational experiences. The questions are related to online class experience and should be consistent with the subject. The quality of the transcript is considered excellent

when it contains the interview questions and responses written verbatim, along with the interviewer's observations.

Validity and reliability of the study

In establishing reliability, the data was validated by an expert in language studies. This was done before analysis to determine the soundness of the utterances for study.

RESULTS AND DISCUSSION

Findings

The analysis begins with the description stage, which is the first phase. Linguistic Feature Structure Analysis was applied to the selected responses of the interviewees. The study of Choi, Cho, and Seo (1999) uses discourse tagging in analyzing utterances for speech acts which is also applied in this study. The linguistic features (i.e., sentence type, types of fragments, main-verb, tense, negative sentence, aux-verb, clue-word) present in the utterances were analyzed. These features of Sentence Type, Main-Verb, Aux-Verb, and Clue-Word were selected because they provide strong cues to infer speech acts. Two more syntactic features, Tense and Expressive Adjectives, were added to give more

insight into the syntactic pattern and elaborate the values of the syntactic features. (Choi, Cho, and Seo, 1999).

Phase 1: Form and construction of the expressive speech acts

In the first phase of the analysis, the transcripts of the interactants revealed the linguistic features to describe the form and construction of the expressive speech acts. These are shown in Tables 1a, 1b, 1c, and 1d.

Table 1a shows sample utterances from each participant and their respective sentence types. Expressive speech acts were found in simple, compound, complex, compound-complex, and fragments of the interactants.

Table 1a.
The Utterances and their Linguistic Features: Sentence types

Interactant	Representative Utterance	Sentence types
1	I don't focus on my studies anymore...	Simple sentences
	I find it hard to understand the lessons sometimes but my grades are good, it's pretty high I guess.	Compound sentences
	I don't feel like I'm at school anymore because I was confined in our house, pretending I was reading and studying but I was just scrolling through my social media and...	Compound-complex sentences
	For me, uhm it's 50% effective because there are times in other subjects - or the way the teachers deliver their lessons	Fragment
2	Alright good question.	<i>Simple sentence</i>
	Hmm? What did I realize from online learning? I realized that it is not effective knowing myself that I did not learn much and the lesson does not enter my mind	<i>Compound-complex sentence</i>
	which is ...yeah. They are motivated at the same time uuhh you know, the learning is just maintained.	<i>Fragment</i>
3	Sometimes, I would have problem attending classes and submitting assignments and activities on time.	<i>Simple sentence</i>
	I prefer face to face when I'm talking to somebody so that's why my relationship with my classmates and teachers are [is] currently not good. That's all.	<i>Complex sentence</i>
	From, from my perspective, online learning lacks academic coordination which is sometimes stressful to us students and this causes some students experience stress which would hinder their productivity.	<i>Compound-complex sentence</i>
4	I guess it affected me in a good way somehow.	Simple sentence
	For me, the online education doesn't really bother me, it has it's advantages like you can pass your works through online which I think much easier.	Complex sentence
	Our teacher provides so many activities, but it's becoming easier if you cooperate with your group mates.	Compound sentence
	Yeah It's very hard...	Fragment
5	Uhm... I spend three to six hours;	Fragment
	My teachers are very kind enough to understand if we pass our works late due to some reasons.	Complex sentence
	My teachers are very understanding enough to extend the deadline, and explain some points that are very hard to comprehend.	Compound sentence

Table 1b shows these utterances and the verb tenses they contain. Interactants used the simple past, present and future tenses the most.

Table 1b
The Utterances and their Linguistic Features: Verbs tenses

Interactant	Representative Utterance	Verb tenses
1	...I <u>would say</u> that in online class it was more stressful than the face to face class but my grades were better...	simple present tense
	I <u>don't have</u> time to work on some household chores.	simple past tense
2	I <u>have been thinking</u> of my answer since--- ever since I've been having this difficulty.	<i>Present perfect continuous</i>
	I would <u>like</u> to change the perspective of students.	<i>Simple present tense</i>
	"Oh alright, I <u>will try</u> to do my best in these two days because we have a break on Wednesday.	<i>Simple future tense</i>
	Hmm? What did I realize from online learning? I <u>realized</u> that it is not effective	<i>Simple past tense</i>
3	So, my current relationship with my classmates and teachers <u>are [is]</u> something that is currently not good.	<i>Simple present tense</i>
	Okay so, first thing I <u>noticed</u> that there's a big difference between the traditional and online learning.	<i>Simple past tense</i>
4	Our teacher <u>provides</u> so many activities,	Simple present tense
	I guess it <u>affected me</u> in a good way somehow.	Simple past tense
	But it's <u>becoming easier</u> if you cooperate with your group mates.	Present progressive tense
5	I <u>do</u> it every other day so I could have a rest, and for it to not affect my mental health.	<i>Simple present tense</i>

Table 1c shows utterances and breaks down the main verb, auxiliary verb, and the purpose of the utterances.

Table 1c
The Utterances and their Linguistic Features: main verb and auxiliary verb

Interactant	Utterances	Main verb	Aux-verb	Purpose
1	I <u>can't help</u> it and we are inside our house of course...	<i>help</i>	<i>can't</i>	to talk about online school work
	I <u>can't balance</u>	<i>balance</i>	<i>can't</i>	
	I <u>don't have</u> time	<i>have</i>	<i>don't</i>	
	I <u>don't focus</u> on my studies anymore	<i>focus</i>	<i>don't</i>	
	I <u>don't feel</u> like I'm at school	<i>feel</i>	<i>don't</i>	to talk about online classes
	I <u>can't choose</u> either of the two	<i>choose</i>	<i>can't</i>	
	I <u>don't understand</u> their lectures	<i>understand</i>	<i>don't</i>	

Table 1c Continued

Interactant	Utterances	Main verb	Aux-verb	Purpose
2	Okay, so--- My answer is I <i>would like</i> to change the perspective of students by having the teacher introduce a more fun and exciting approach towards their lessons,	like	would	to talk about what online classes should be
	Like, I <i>would like</i> to attend this class because it has gimmicks and at the same time I can learn.	like	would	to talk about online class experience
2	knowing myself that I <i>did not learn</i> much	learn	did not	
	and the lesson <i>does not enter</i> my mind.	enter	does not	
3	Sometimes, I <i>would have</i> problem attending classes and submitting assignments and activities on time.	have	would	To talk about online class experiences
	So, that <i>would be</i> the greatest challenge I'm currently facing.	be	would	
	So, yeah, I'm <i>satisfied</i> with online learning, though, ah, I prefer online learning other than modular,	satisfied	am	
	because of the pandemic, ah, us students <i>can't be</i> prevented from going outside too much so in all,	be	can't	To talk about the challenges of online classes
	it's the only thing that we <i>can</i> actually <i>do</i> to corporate [cooperate] during this pandemic.	do	can	
4	For me, the online education <i>doesn't</i> really <i>bother</i> me, it has it's advantages like you can pass your works through online which I think much easier.	bother	Doesn't (does not)	To talk about online class experiences
	because sometimes when during quizzes i <i>would spend</i> a lot of time waiting to proceed unto the the next question due to bad internet connection.	spend	would	

Table 1d displays the expressive adjectives and what purpose the interactant expresses those utterances.

Table 1d

The Utterances and their Linguistic Features: expressive adjectives with the purpose of the utterance

Interactant	Utterances	Expressive adjectives	Purpose
1	I don't have time to work on <i>some</i> household chores	some	to talk about challenges in online classes
	...there are <i>so many</i> hindrances..uhm hindrance like cellphones and other gadgets.	so many	
	...of course there are <i>many</i> distractions surrounding us.	many	
	I missed <i>a lot</i> of activities in school like U-Day...	a lot	
	I would say that in online class it was more <i>stressful</i> than the face to face class...	stressful	to talk about online class experiences
	...since online class and the traditional learning are a bit <i>similar</i>	similar	
	For me, uhm it's <i>50% effective</i>	50% effective	
	I find it <i>hard to understand</i> the lessons sometimes	hard to understand	
	Hmm, I experienced <i>many challenges</i> while learning	many challenges	
2	Okay, so--- My answer is I would like to change the perspective of students by having the teacher introduce a <i>more fun and exciting</i> approach towards their lessons,	more fun and exciting	to talk about what online classes should be
	which is ...yeah. They are <i>motivated</i> at the same time uhhh you know, the learning is just maintained.)	Motivated	
	knowing myself that I did <i>not learn much</i>	Not... much	to talk about online class experiences
3	Well, I'm <i>currently satisfied</i> and, 'coz [pauses for 3 seconds]	Currently satisfied	to talk about online classes in the present
	because of the pandemic, ah, us students can't be prevented from going outside <i>too much</i> so in all,	Too much	
	so I think the <i>best</i> solution to this was the online education	Best	
	and it's the <i>only</i> thing that we can actually do to corporate [cooperate] during this pandemic.	Only	
	Okay so, first thing I noticed that there's a <i>big difference</i> between the traditional and online learning.	Big difference	
	From, from my perspective, online learning <i>lacks academic coordination</i> which is sometimes stressful to us students	Lacks academic coordination	
	That would be [pause for 3 seconds] the <i>poor internet connection</i> in my location because, well, Guinticgan, here actually has not good internet connection.	Poor internet connection	

Table 1d Continued

Interactant	Utterances	Expressive adjectives	Purpose
3	So uhm, my relationship with my classmates and teachers... So, my current relationship with my classmates and teachers are [is] something that is <i>currently not good</i> 'coz I'm,	Currently not good	
	I'm a type of person that actually has a hard time communicating my, communicating my, ah, simply has a <i>hard time</i> communicating with other people especially virtual.	Hard time	
	so that's why my relationship with my classmates and teachers are [is] <i>currently not good</i> . That's all.	Not good	
4	My <i>biggest challenge</i> during quarantine is the bad internet connection	Biggest challenge	to talk about challenges in online classes
	because sometimes when during quizzes i would spend <i>a lot of time</i> waiting to proceed unto the the next question due to bad internet connection.	a lot of time	
	Yeah It's <i>very hard</i> ,	Very hard	
	Our teacher provides <i>so many</i> activities,	So many	to talk about online class experiences
	For me, the online education doesn't really bother me, it has it's advantages like you can pass your works through online which I think <i>much easier</i> .	Much easier	
	I guess it affected me <i>in a good way</i> somehow.	A good way	
	But it's becoming <i>easier</i> if you cooperate with your group mates.	easier	
Yeah, It's a <i>good</i> thing my teachers is so understanding that they given me another attempt to take the test.	good		
5	My teachers are <i>very understanding</i> enough to extend the deadline, and explain some points that are very hard to comprehend.	Very understanding	to talk about experiences in the online classes.
	My teachers are <i>very kind</i> enough to understand if we pass our works late due to some reasons.	Very kind	

Phase 2: Functions of the expressive speech acts

The second phase is the interpretation stage, where the researchers interpret the connections between the text and the interactions. This stage reveals the utterances' language structures and names their functions as expressives. The functions

were categorized into apologizing, condoling, thanking, congratulating, deploring, lamenting, complaining, protesting, boasting, complimenting, praising, welcoming, and greeting. (Searle and Vanderveken, 1985). This study analyzes utterances to show how the students talk about their experiences in online classes.

Table 2
New Terms Revealed by the Transcripts on online classes

Utterance	Language Structures (words, clauses) that represent online class	Function
COVID-19 played a big part in the student's learning	COVID-19	deploring
I would say that in online class it was more stressful than the face to face class...	more <i>stressful</i> than the face to face class...	complaining
...since online class and the traditional learning are a bit similar	learning are a bit similar	complimenting
I find it hard to understand the lessons sometimes	the lessons	complaining
Hmm, I experienced many challenges while learning	challenges	lamenting
and the lesson does not enter my mind.	the lesson does not enter my mind.	lamenting
Okay so, first thing I noticed that there's a big difference between the traditional and online learning.	there's a big difference between the traditional and online learning	lamenting
From, from my perspective, online learning lacks academic coordination which is sometimes stressful to us students	online learning	complaining
That would be [pause for 3 seconds] the poor internet connection in my location because, well, Guinticgan, here actually has not good internet connection.	the poor internet connection	apologizing
So uhm, my relationship with my classmates and teachers... So, my current relationship with my classmates and teachers are [is] something that is currently not good 'coz I'm,	Relationship with classmates and teachers	lamenting
because of the pandemic, ah, us students can't be prevented from going outside too much so in all, so I think the best solution to this was the online education	The pandemic	deploring
For me, the online education doesn't really bother me, it has its advantages like you can pass your works through online which I think much easier.	Online education	praising
because sometimes when during quizzes i would spend a lot of time waiting to proceed unto the next question due to bad internet connection.	bad internet connection.	apologizing
My teachers are very understanding enough to extend the deadline, and explain some points that are very hard to comprehend.	teachers	complimenting

Phase 3: Themes repeated in the utterances

The third and final phase is the explanation. The researchers extracted phrases indicative of an ideology present

in the responses. This was done by citing down or taking note of the repeated or recurrent ideas expressed through (words, phrases, and clauses). Taking note of the frequently used language

structure is a method in the analysis to confer some relevant ideas and reveal the theme.

Table 3 below shows the ideologies of the interactants in the transcript.

Table 3
The Ideologies and their Meanings

Utterances	Themes Revealed by the Utterances	Explanation
COVID-19 played a big part in the student's learning	The control of the pandemic over learning activities	The interactant blames the pandemic or COVID-19 for the current situation. The transcript reveals that they feel that if the pandemic had not taken place, they would not be experiencing difficulties in their academics.
I don't feel like I'm at school anymore because I was confined in our house, pretending I was reading and studying	The temporariness of the online learning situation	It is expressed in the utterances that the learners do not feel they are learning as much as they should, in comparison to the traditional setup.
Our teacher provides so many activities,	Overloading schoolwork in the online setup	Learners feel overwhelmed by the activities given as schoolwork. The interactants express that do not find balance with their home life activities.
From, from my perspective, online learning lacks academic coordination which is sometimes stressful to us students	Dissatisfaction with the current online setup	It is repeated in the utterances that they feel the online setup can be organized better. The learners express that a willingness to study however, they feel that the current situation hinders them.
So uhm, my relationship with my classmates and teachers... So, my current relationship with my classmates and teachers are [is] something that is currently not good 'coz I'm,	The desire for connection	The interactants express a desire to connect with their classmates and teachers. Being isolated in the house for a long period of time makes them want to have a relationship with the people they meet in online classes.
because of the pandemic, ah, us students can't be prevented from going outside too much so in all,so I think the best solution to this was the online education	The lack of choices	The interactants also express that the current set up is the best option that they have. In comparison to the modular way of learning, the current situation is preferable.
because sometimes when during quizzes i would spend a lot of time waiting to proceed unto the the next question due to bad internet connection.	Limits to the learning process	Most blamed on the internet connection, interactants express dissatisfaction with the limits to learning. They feel that they could have performed better in their online classes, however, they cannot control the problem of internet connection.
My teachers are very understanding enough to extend the deadline, and explain some points that are very hard to comprehend.	Sympathy for the teachers in their roles	The interactants in the study express gratefulness for teachers in the online setup that consider their situation. They also have sympathy for their roles as teachers as they have also expressed that they may experience similar dissatisfactions.

DISCUSSION

The 3 phases of analysis using Fairclough's critical discourse analysis framework reveal the following implications:

Form and construction of the expressive speech acts

Sentence Types. Of the sentence types, the compound sentence appears the most in the transcripts. This is likely because the learners want to express their answers thoroughly in the interview. More than other types, like the simple sentence, is needed for them to convey how they feel. This is consistent with the findings of Carretero et al. (2014) and Koschut (2018), who say that expressive speech acts are essential to building rapport and allowing a more extended interview discussion.

Verb tenses. The simple present tense appears in all the utterances since the interactants discussed their current experiences. The present progressive tense and the present continuous tense were used only once each by the interactants. The interview took place towards the end of the school year. This means that although the learners have been in the online setup since the beginning of the school year, they express that they still have the same positive or negative experiences.

Auxiliary Verbs. The transcript also revealed the use of mostly to be verbs than action verbs since the utterances

chosen are expressive speech acts. This is consistent with studies of classroom speech acts (Azhari et al., 2018; Swandewi et al., 2017; Amistany & Zamzani, 2019), which find that action verbs are more likely to be found in directives. It is important to note that these verbs are often paired with negative auxiliaries like "do not" and "cannot," indicating a limit in their experience.

Expressive adjectives. The expressive adjective is a linguistic feature that may determine the purpose of an utterance. Prescilla & Amalia (2018) used this feature to find the purpose of a speech. In the analysis, the interactants mostly wanted to talk about their experiences in the online classes and the challenges in the online class setup. They also talked about online classes in the present and how the online class should be. The learners used words like "difficult" and "very hard" to discuss the online classes. These similar negative adjectives were also used to describe their difficulties connecting online. However, some interactants found the online setup "easier" and "similar" to the traditional one. They also used positive adjectives to describe their teachers as "very kind" and "understanding."

All the expressive adjectives found in the interactant's response, as recorded in the transcript concerning

online classes, are negative, like "hard" and "stressful." The adjectives that describe challenges in online learning lean towards it being too many to do, like "so many" and "a lot."

Functions of the expressive speech acts

The terms reveal that the students express deploring or blaming COVID-19 or the pandemic for the present setup of online classes. They would also tend to apologize for the poor internet connection when discussing the challenges in online classes. For the most part, the interactants complain about the stress and difficulties in online learning. They also lament when feeling like they are not learning as much as they would like. However, the interactants complement online learning when they find it similar to the traditional face-to-face setup. They also praise their teachers for their roles in the online classes. This is consistent with Thayalan et al. (2017) and Ramirez and Perini (2014), who find that speech acts in

online and traditional classes are still similar. The learners also praise their teachers for their roles in the online classes.

Themes repeated in the utterances

Notably, they express that the pandemic and the online setup have dominant control over their learning situation. They feel limited by the internet connection and that the situation is temporary. They also express a desire to connect with teachers and students. The learners also feel sympathy for their teachers, who are in a similar predicament.

The findings agree with Carretero et al. (2014) and Koschut (2018) that discussing emotions can benefit communicators. It is consistent with the study of Saraoui and Loubna (2020), whose findings imply that although the expression of emotions may be innate for individuals, communicative awareness increases competence.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

From the analysis, the interactants in the study used linguistic features that allowed them to fully express both positive and negative experiences in online classes. Notably, the simple present tense is used to show that they still feel that the experiences were recent

during the interview and that the negative auxiliary like "cannot" and "do not" is paired with the verbs. This expresses that the interactants feel limited in what they can do in the online class.

The transcript shows that the functions present in expressive speech

acts are complimenting, lamenting, apologizing, deploring, and praising. Certain ideologies were also uncovered using the three layers of the discourse analysis framework (Fairclough, 1993, 2013). The pandemic and online learning are seen as dominant forces. Poor internet connection is seen as a force that limits their learning. The interactants feel that the situation is temporary. Even so, the interactants desire to connect with their teachers and classmates. They also feel sympathy for their teachers in their roles during the online learning setup.

Recommendations

The different groups who may find value in the findings of this study are recommended the following:

Academic Administrators. Those in the administration may investigate the impacts of online learning on both educators and learners in their schools. Necessary policies and guidelines might be applied to facilitate a healthy learning environment.

Faculty. Exploring different strategies for teaching learners in the asynchronous setting may be done by teachers. Activities that promote social interaction may be encouraged to reduce negative perceptions of online classes.

Learners and Students. Interactions with teachers and fellow students are suggested to decrease discomfort in the online classroom. They may also create a system for managing their study time to reduce the pressure of academic work.

Language Scholars. In the future, studying speech acts of longer transcripts is recommended to get a more in-depth analysis of speech acts. Future researchers can also study the actual interviews of participants to study any non-verbal cues which can be studied with pragmatics.

Other researchers. Another study in the future after the online setup can be conducted to determine if there are any significant changes in the face-to-face setting.

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