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Investigating Algerian Teachers' Gender-Specific Use of Speech Acts in the EFL Classroom:

The Case of Vocational Education & Training (VET) Teachers.

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Dedication

To my family members especially my parents

Acknowledgments

In the name of Allah, the Most Beneficent, the Most Merciful; I praise and thank Allah for providing me with strength and patience to complete this research.

First and foremost, I would like to express my sincere gratitude to my best teacher and my supervisor Dr. Touria Drid who spent her precious time commenting on my study from the very beginning until the end; for her guidance, support, insightful, and valuable advice.

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Abstract

This research aims to investigate the types of speech acts which are produced by EFL teachers (male & female) in classroom interaction during the teaching-learning process, in order to find what types of speech acts are mostly used by them. This research is conducted by using the qualitative research method. The subjects for this research are EFL teachers in the VET context. The data were collected by observing and recording the teacher's utterances in classroom interactions during the teaching-learning process. The speech acts classification by the theory of John R. Searle (1969) is used in this study, and then, the data are analyzed according to his five speech acts classification. Following, a case study of 6 Algerian EFL teachers (3 males and 3 females) who teach in different VET institutes and centers was chosen as a sample. As the data collected descriptively was interpreted, the findings revealed that those teachers of both gender produced only four Searle's speech act types based on the analysis of their utterances in the classroom interactions. Additionally, the most dominant speech act type that was used in the EFL classroom by the Algerian male teachers was the representative while the directive was the most common type that was used by the Algerian female teachers in VET context.

Keywords: speech acts, classroom interaction, utterances, EFL teachers, VET context, Algerian female / male teachers

List of Abbreviations and Acronyms

CLT: Communicative Language Teaching

EFL: English as a foreign Language

FLA: Foreign Language Acquisition

SAT: Speech Act Theory

S-S: Student – Student

T-S: Teacher- Student

TVET: Technical and Vocational Education and Training

VET: Vocational Education and Training

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General Introduction

General introduction

1. The Research Background

In human social interactions, the undebatable role of language as a means of comunication has entailed the development of pragmatics as Levinson (1983) defines it "is the study of language use" (p. 5), and speech act which is "things people do through language" (Nunan, 1993, p. 65). Speech act, in pragmatics, is a part of communication which according to Austin (1962), the founder of speech act theory (SAT), consists of three dimensions, namely locutionary, illocutionary, and perlocutionary. But later on, "the term speech act is generally interpreted quite narrowly to mean only the illocutionary force of an utterance" as Yule (1996) mentioned.

In fact, the Austin-Searle SAT came to highlight many aspects of language use, particularly the language of teaching in which the classroom interaction is the core of teaching and learning process. In classroom communication, the language of the teacher is important, because it involves different speech acts. This shows the great role of speech act, since the proper use of it can make the teaching and learning process run well.

In EFL classroom, there must be different speech acts used by teachers while teaching. Bach (1994) says, "Teacher's utterances are varied when they communicate with learners" (p. 1), especially in accordance with gender that may influence the speech of teachers as well as their communicative competence. This study has a great concern with EFL teachers to investigate about their gender-specific use of speech act and their types mostly used by them in the classroom.

2. The Statement of the problem

A lot of work on linguistic pragmatics has been conducted within the context of teaching and learning based on the speech act use of teachers or learners or both of them, but rarely investigating about gender which is thought to be an important factor that influences the classroom interaction and the teachers' style of

communication. In this point, many researchers like Eckert (2019) and Baker (2013) believe that gender affects the use of speech act. Holmes & Meyerhoff (2003, p. 624) for example, say that "there will be differences between male and female lecturers in speech act of the language teaching in the classroom", While others have doubts about that. As Yule (2004) declares "Nevertheless, linguists as well as education researchers have provided evidence to suggest that gender is a significant variable in social roles…" (p. 28). For this reason, the present study aims to investigate this.

In fact, many researchers have dealt with the teacher's use of speech acts in EFL classroom topics like the work of Bara & Thoyyibah (2017) titled "a Speech Act Analysis of Teachers Talk in an EFL Classroom.", who attempted to find out the speech act classification that was mostly used by an EFL teacher while teaching. In the line of this work, this study is a little bit similar but with more focus on gender-based speech acts analysis of vocational education and training (VET) teachers whose role in preparing young people for work and developing the skills of adults is so important. Their speech act in the classroom is significant in communicating knowledge and delivering instructions to learners who need to acquire specific skills in a short period of time. So, there is a need to investigate their gender-based speech act use in adult classroom who need to have a well-qualified teaching.

3. The Objective of the study

The long term goal of this research is to find out the speech act types frequently used by male and female VET teachers in the EFL classroom.

4. The Significance of the study

The speech acts of teachers in the EFL classroom are important to investigate, especially in accordance with gender. That's why there is some significance about this study. Generally, it is helpful to VET sector (especially teachers) and also to all who is

interested with EFL teaching context. With a commitment to sharing the results with the other English teachers with whom I work, it is believed that this work is an extraction of truth and may give them information with which they can better improve their quality of teaching.

5. The Research Questions

In the light of the above discussion, this study aims to answer the following **question:**

1) What are the speech act types and functions that are mostly used by male and female VET teacher in the EFL classroom?

6. The Research Methodology

This research adopts Austin-Searle's theory of speech act, and uses Searle's framework of speech act classification as an instrument. It is purely qualitative which is directed at describing and understanding idiosyncratic experiences (VET English teachers) in the naturalistic environment of the classroom. The qualitative case study research as Creswell (2012) suggested is a method to be used for explanatory and descriptive purposes. Hence, it suits this present study, since its main aim is to find out the frequently used types of EFL teachers' speech act during teaching in relation to gender. The data of this research are the EFL teachers' utterances that are produced in the classroom in relation to gender. Therefore, the classroom structured observation with audio recording is used to collect the data.

In the classroom, the linguistic behaviors of some Algerian male and female EFL teachers who teach English in different VET institutes and centers (Ouargla, Hassi Messaoud, Ghardaia) are observed and their speech is recorded to answer the question of this research. Those teachers who are purposively selected: three (3) males and three (3) females and who are employed more than five (5) years in the context are informed of the study purpose, and are guaranteed anonymity and participated voluntarily.

7. Structure of the Study

The present study contains both theoretical and practical parts: the theoretical part includes two main chapters which reflect the organization of the literature review of the researched variables, and a practical part which includes only one chapter. With a total number of three chapters, the organization of the present dissertation is as follows:

Chapter one is devoted to the speech act theory, its definition, levels and taxonomies of speech act, whereas the second chapter deals with the status of English in the Algerian education system, followed by a discussion about the nature of the classroom interaction within EFL classes, and its relationship with speech act and gender. Finally, the third chapter provides the framework of the analysis and the data collected as well as the interpretations of the findings.

8. Definition of key Terms

There are some key terms of this study, as follows:

Gender:

According to World Health Organization (2021), gender refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other.

EFL classroom:

EFL is an abbreviation for "English as a Foreign Language". According to AI-Mahrooqi (2010), EFL classroom refers to the educational setting where English is taught to learners whose native or official language is not English.

Speech Acts:

Austin (1962) explains that speech acts are acts that refer to the actions performed by produced utterances. According to Searle (1976), speech acts can be classified into five categories which are representatives, directives, commissives, expressives, and declarations.

VET teachers:

"Often referred to 'dual profession', VET teachers generally have to have both pedagogical and occupational knowledge and experience to prepare young people to work" (OECD, 2021).

Part One:

Literature Review

Part one: Literature Review

Chapter one: Speech Act Theory

Introduction

In linguistics, especially in its pragmatics variant, 'speech act' plays a central role because it highlighted many aspects of language use. Searle (1980) says about that "It orients our scientific endeavors towards the function of language in human communication. In doing so, it allows for a combination of different methods and fields of linguistics, of philosophical, investigation, such as, e.g., the theory of grammar, the theory of meaning and the theory of discourse." (p. 291). This is why Speech-act theory has become essential to so many areas within philosophy, cognitive and social sciences as a way of helping us to understand human communication. In this chapter, the definition of both speech acts and the speech act theory (SAT) are presented as well as the types (levels). Also, the taxonomies of speech acts by Austin and Searle and the directness / indirectness of the speech acts are all introduced in this chapter.

1.1 Definition of Speech Act Theory

The speech act theory, an important subfield of pragmatics, was first articulated by the Oxford philosopher J.L. Austin (1962) in How *to Do Things with Words* and further developed and codified by the American philosopher J.R. Searle (1969) in *Speech Acts* (Searle, 1980, p. 303) as he clarifies "speech act theory includes both a semantic part which is the meaning of sentences described in terms of grammatical form, and a pragmatic part which is the meaning of utterances described in terms of their function." The early theories of language use claim that the main function of language is to represent and communicate factual information. But the two speech act theorists Austin and Searle were discordant with this concept and argued that language is used to do things rather than just refer to the truth or falseness of particular statements. In other words, language is considered as a sort of action rather than a medium to convey and express which is the main core and principle of the theory. Searle (1980) believes that "The theory of speech acts starts with the assumption that the minimal unit of human communication is not a sentence or other expression, but rather the performance of certain kinds of acts, such as making statements, asking questions, giving orders, describing, explaining, apologizing, thanking, congratulating, etc". So, the assumption lying at the core of speech act theory is that any utterance has two basic aspects: it involves sense and force.

1.2 Definition of Speech Acts

"In attempting to express themselves, people do not only produce utterances containing grammatical structures and words, they perform actions via those utterances" This is how (Yule, 1996, p.47) refers to the speech acts. In simple words, actions performed when the speakers utter the sentence are called speech acts. In fact, many philosophers starting with Austin (1962) and Searle (1969), and many others like Grice, Bierwisch, Potts, and Nunan denote speech acts as things that are done through language based on the assumption that the minimal units of human communication are not linguistic expressions, but rather the performance of certain kinds of acts, such as making statements, asking questions, giving directions, apologizing, thanking, etc. In the line of this, it is important to show the significance of speech events. They refer to the environment or circumstances under which a speech act is realized by the hearer. "It is the nature of speech event that determines the interpretation of an utterance as per forming a particular speech act" (Yule, 1996, pp. 47-48). Drid (2018) writes in her article that "many linguists assert that the written medium of language is applied too in the notion of speech act theory not only the spoken medium." This means that speech acts refers to both spoken and written language which according to Crystal (2005) is "the systematic, conventional use of sounds, signs or written symbols in a human society for communication self-expression."

1.3 Levels of Speech Acts

The common view of Austin-Searle speech act theory says that when we speak we are also 'acting in the world', because our words have the power to cause things to happen. Horn and Ward (2004) believe in that just like Mey (1993) and say "when we speak we can do all sorts of things, from aspirating a consonant, to constructing a relative clause, to insulting a guest, to starting a war" (p. 53). But Austin (1962) soon substituted a new triple distinction to replace the initial one between constatives that are used to provide true or false information and performatives that are used to perform certain acts.

He stated that there are differences in perceiving a speech act by differentiating a speech act into locution, illocution, and perlocution.

Following Austin's common view, Yule (1996) also declared that "on any occasion, the actions performed by producing an utterance will consist of three related acts" (p. 48). Starting with locutionary act or locution which is much related to the hearer; it is the words that are uttered or written. Drid (2018) says that "Austin dubs the "saying" element of an utterance the *locutionary act*" (p. 6). For him, the locutionary act can be divided into three sub actions which are:

- **The phonetic act**: the act of uttering certain noises.

- **The phatic**: the act of uttering certain words.

- **The rhetic**: the act of using the uttered words with a certain sense and reference.

Secondly, the illocutionary act, which is the speaker's or writer's intention. This means that, we form an utterance with some kind of function in mind. Finally, the intended effect that can be in the form of thoughts, imaginations, feelings or emotions, that is the perlocutionary act. In fact, The two last acts are the basis of the speech act theory that says that our words have descriptive meaning but also have an effect on those around us, causing them to act or respond in particular ways. Simply because *illocutionary* acts are mere utterances of meaningful expressions, and *perlocutionary* acts are acts of producing effects that are causally downstream from illocutionary acts. The Figure below summarized all about the levels of speech act.
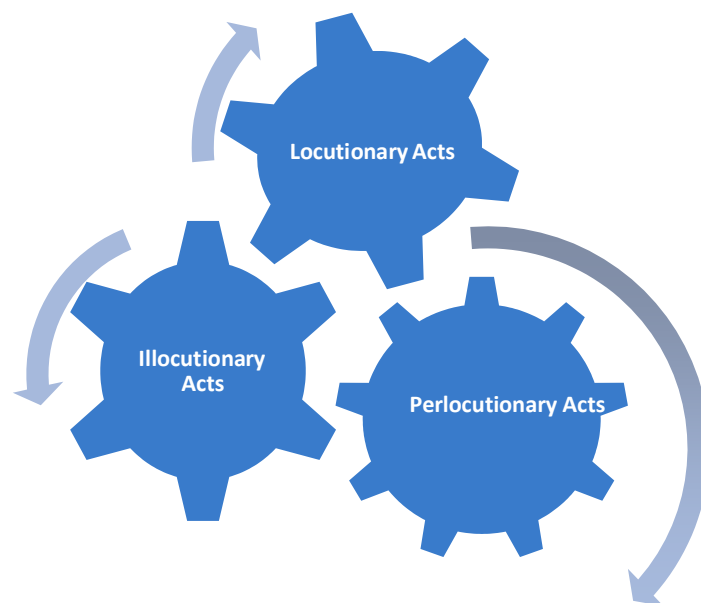
Figure 1.1 Speech Act Levels

To show the difference between these three acts, an example is provided for each as Austin (1962) cited:

Locution: he said to me 'shoot her!'

Illocution: he urged / advised or ordered me to shoot her.

Perlocution: he persuaded / got or made me to shoot her.

With his words, he notes that "We can similarly distinguish the locutionary act 'he said that...' from the illocutionary act 'he argued that...' and perlocutionary act 'he convinced me that...'" (p. 102). Another example for these three categories is as follows: I might say: "*It's hot in here*" (locution), meaning I want some fresh air (illocution) and the perlocutionary effect might be that someone opens the window. Gasparatou (2017) says that "Austin's distinctions between the three acts are again pretty blurry." (p. 4). Austin (1962) admits that the three are indistinguishable and in order to understand what's been said "we need to grasp the total speech act in the total speech situation...perhaps indeed there is no great distinction between statements and performative utterances." (p. 147)

1.4 Taxonomies of Speech Acts

In this research, the most common speech acts' taxonomies are presented as follows.

1.4.1 Austin's Taxonomy

Austin, for the rest of his lectures, focuses on the illocutionary act which is the essence of speech act, and declares that the performative force gives an utterance its meaning. In the line of this, Yule (1996) says "Indeed, the term 'speech act' is generally interpreted quite narrowly to mean only the illocutionary force of an utterance" (p. 48). "He outlines three main factors for performative : a) speaker's intentions when uttering the sentence. b) The following of certain conventions depending on the context and c) speaker's authority. For example, if I say 'I do', I will manage to get married only if I am in an actual wedding ceremony and I am the groom or the bride" (Gasparatou, 2017, p 3).

Austin (1962) claims that all utterances are the performance of some kind of illocutionary act. He presents guidelines for a systematic classification of the various kinds

of acts performed in speaking. Austin (1975) establishes five categories of speech act. They are as follows:

1) Verdictives are acts in which the verdict or appraisal is given, usually by someone in position of power. The verb verdictive blame, accuses, admonish, and criticise.

2) Exercitives are acts in which a decision is made; examples include order, warning, urging, etc.

3) Commissives are utterances that show promises, pledges, threats, and vows to commit the speaker to a future action or even intention.

4) Behabitives "are a very miscellaneous group, and have to do with attitudes and social behaviour" (Austin, 1962, p. 151), since they convey the notion of reaction to other people behaviour. They include apologizing, condoling, challenging, etc.

5) Expositives, in general are expository utterances. Austin (1962) says "The expositive is the clarifying of reasons, arguments, and communications" (p. 162). He gives examples about them like 'I reply', 'I concede', 'I argue', 'I assume', etc.

1.4.2 Searle's Taxonomy

Searle (1976) challenges Austin's taxonomy on the basis of the categories that Austin himself admits are problematic. He believes it needs a serious revision because of many weaknesses such as the confusion between the verbs and the acts. Searle points out that Austin's lists are more classifications of English illocutionary verbs but not illocutionary acts (p. 8). In the line of this, Leech (1983) also mentions that "Austin committed an error when he said verbs in the English language correspond –on- to one with categories of speech act". To exemplify, 'describe' appears both as a verdictive and as an expositive whereas one would expect taxonomic categories to be mutually exclusive.

Searle (1976) argues that the principles of distinction among Austin's categories are unclear. That is why he refines the classification Austin proposed, and proposes twelve dimensions of variation as the basis for constructing his classifications. Of these, the most important are these three. First of all, **the illocutionary point or purpose**. He illustrates that by comparing two different speech acts 'requests and commands'. Even though, they

are different in amounts of force, but they both share the same purpose of getting hearers to do something.

Second **the direction of fit** between the words and the world. The best illustration for this is the shopping list examples of Anscombe (1957) in which there are two tasks. The first one is to get the world (the items purchased) to match our words (the shopping list). This is *the world-to-word fit* as Searle proposes to call. The second is to get the words (detective's record) to match the world (the items purchased) which is *the word-to-world fit*.

Third **the expressed psychological state** in the performance of the illocutionary act is the sincerity condition of the act which means that the speaker expresses some attitude or state like a belief, pleasure, regret, etc. For example, "a man who apologizes for doing **A** expresses regret at having done **A**" (Searle, 1976, p. 4).

Based on these features or principles, the five basic kinds of illocutionary acts are created. The first one is **representatives** which attempt to commit the speaker to the truth of the expressed proposition. Their fit is word-to-world, and their psychological state is belief in a proposition. Also, statements of fact, assertions, conclusions, and descriptions are all examples of the speaker representing the world as he or she believes it is. For example when someone says 'The earth is flat', it represents the speaker's assertions about the earth which in his or her opinion is flat. Some representative speech acts verbs are: remind, tell, assert, deny correct, state, guess, predict report, describe, inform, insist, assure, agree, claim, beliefs, and conclude. The second is **directives** that try to get their addressee to do something (future action). Their fit is world-to-words, and their psychological state is a desire (or want or wish). Searle (1976) believes that Austin lists as behabitives and exercitives are also in this class which includes verbs such as ask, order, command, request, beg, plead, pray, entreat, and also invite, permit, and advise. (p. 11). He borrows his third category, **commissives**, from Austin, even though there is a little disagreement. They express what the speaker intends. Searle (1976) with his words says that "several of the verbs he lists as commissive verbs do not belong in this class at all, such as 'shall', 'intend', 'favor', and others" (p. 11). For him, commissives fit is world-to-word, and their psychological state is an intention that the speaker do "some future action" (Searle, 1976) including promising, threatening, offering, refusal, pledges. His fourth category, **expressives**, describes the speaker's attitude toward the propositional content of the speech act, and includes many of Austin's behabitives, such as apologies, thanks, welcomes, and

congratulations. For example, when someone says *"don't be shy; my home is your home."* The utterance represents the speaker's expression that he/she welcomes someone (what the speaker feels). There is no direction of fit for this class as Searle (1976) notes out, " In performing an expressive, the speaker is 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 " (pp. 11-12). The fifth and the last of his categories are **declarations**. They were included in the Austin's class of performatives. He points out that this class is a very special category of the speech act, because they have bidirectional fit: the words fit the world at the same time as the world is caused to fit the words." (p. 14). (Yule, 1996, p. 53) indicates that "declarations are these words and expressions that change the world by their very utterance. The speaker has to have a special institutional role in a specific context in order to perform a declaration appropriately." For example: '**This court sentences you to ten years**' The **Figure 1.2** showed Searle's five types of speech acts with a brief description.
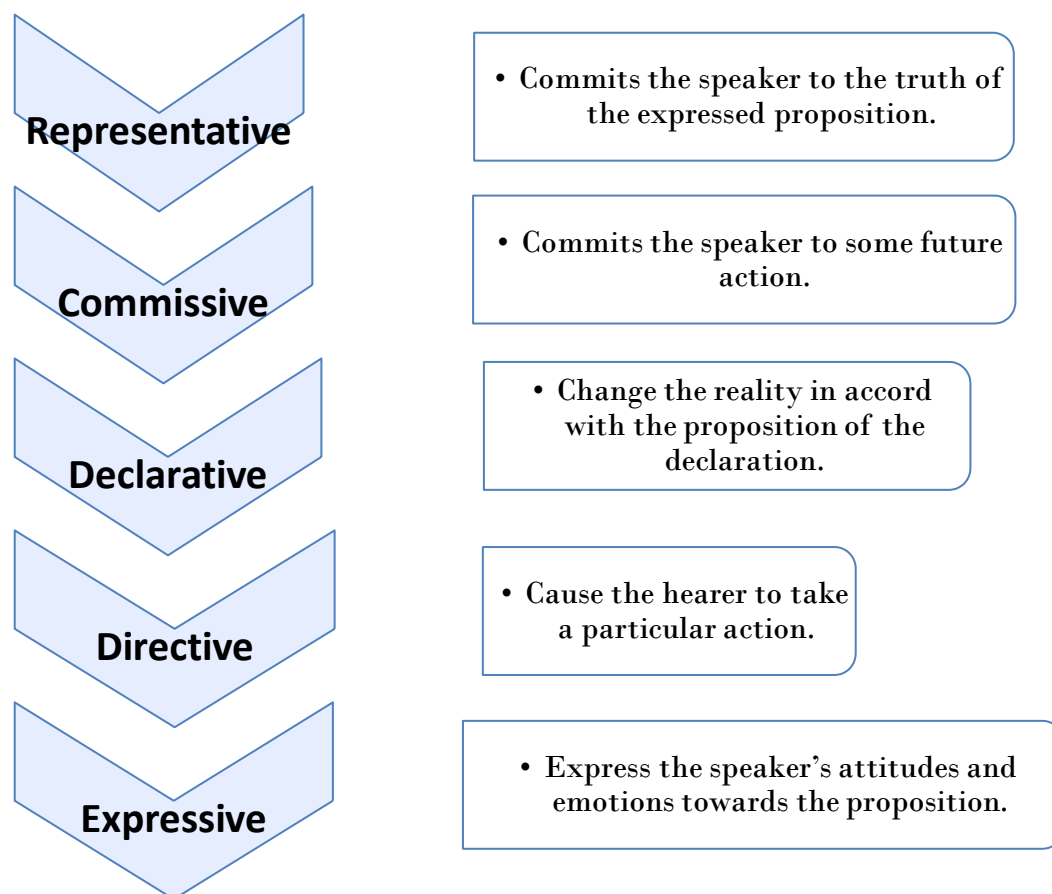
Figure 1.2 Searle's *classification of speech acts*.

The Table below showed some examples of Searle' types of speech act.

Table 1.1

Examples of Searle's Types of Speech Act: (Vanderveken & MacQueen, 1990)

Speech act	description	examples
Representative (assertive)	Commits the speaker to the truth of the expressed proposition.	"Is watching movies"; "bought new jeans"
commisive	Commits the speaker to some future action	"Will post some Halloween picture….eventually"
declarative	Change the reality in accord with the proposition of the declaration.	"It is so true- your hair always looks great the day before you have a hair appointment …."
directive	Cause the hearer to take a particular action	"Has anyone figured out how to filter the facebook feeds, using the new facebook page? …."
expressive	Express the speaker's attitudes and emotions towards the proposition.	"Is a happy human being: D"; "yay for chocolate ice cream!!!!!"

1.5 Felicity Condition

In pragmatics, felicity condition is essential because it tries to provide sufficient explanation about utterances in speech acts. An utterance cannot be said as true or false only if it is felicitous (successful), which means it fulfils some felicity conditions that relate to the conversational and situational context and the roles, abilities and beliefs of both the speaker and the hearer. Austin (1962) and Searle (1969) believe that communication must be carried out by the right **person**, in the right **place**, at the right **time** and, normally, with a certain **intention** in the right **manner** or it will not work.

According to Yule (1996), "there are several pre-conditions for the speech acts to be appropriately performed like general conditions which referred to the participants, for

example, the language used must be understood by the speaker and the hearer, and content conditions, preparatory conditions, sincerity conditions, and finally essential conditions" (pp. 50-51). A good example about all that is in a football match between two teams, the referee is the only person who is entitled to give a warning (yellow card) not a judge or a policeman; only in the play ground (appropriate place) not in a restaurant, only during the match (appropriate time) and also with the appropriate manner through stopping the match, taking the player's name and number, and then raising the yellow card.

1.6 Direct and Indirect Speech Acts

Before speaking about direct and indirect speech acts, the structure of the sentence or sentence type is very important to clarify. Drid (2018) says "In English, the three central sentence types, namely the declarative, interrogative, and imperative are typically associated with function of assertion, question, and order/request correspondingly" (pp 9-10). As Yule (2010) mentions about that, using an interrogative structure with the function of a question or a declarative structure to make a statement, this is called direct speech act. For example: Can you ride a bicycle? This example shows the use of interrogative structure with the function of a question, which is the normal relationship that is mostly used just as Searle(1975b) says " the simplest cases of meaning are those in which the speaker utters a sentence and means exactly and literally what he says" (p 59). But not all the cases are like this, because the speech acts may be Direct, meaning that the locutionary and the illocutionary force coincide, or Indirect, meaning that the locutionary and the illocutionary forces are different. This is in fact the Searle concept of "indirectness" that has become one of the important subject matter in SAT. The main reason to use indirect speech acts seems to be more polite or gentle. To exemplify this interrogative sentence "could you open the door for me?" is not for the function of a question but rather for making a request. More clearly, Drid (2018) says as Yule (1996) cited, "Whenever there is a direct relationship between a structure and a function, we have a direct speech act. Whenever there is an indirect relationship between a structure and a function, we have an indirect speech act" (pp. 54-55). Some examples about direct and the indirect speech acts are gathered in the **Table 1.2**

Table 1.2

Direct & Indirect Speech Acts.

	Direct Speech Acts	
Utterance (s)	**Structure (type)**	**Function**
You closed the window.	Declarative	statement
Did you close the window ?	Interrogative	question
Close the window.	Imperative	command
Please, take out the garbage.	Declarative	request
	Indirect Speech Acts	
Utterance (s)	**Structure (type)**	**Function**
The garbage isn't out yet.	Declarative	Request
Could you take out the garbage ?	Interrogative	Request
Are you in charge of the garbage?	Interrogative	request

Conclusion

In summary, and with regards to the main points that we have been explained, it is important to assure the impact the of Austin and Searle speech act theory in understanding how people accomplish things with words- the intention behind an utterance. However, this great importance and emergence within a broader context in linguistics, SAT recently, has shown several problems that lead to its development and advance. One of its drawbacks is that, speech act theory does not offer the discourse analyst a way of determining how a particular set of linguistic elements, uttered in particular conversational context, comes to receive a particular intended meaning Levinson (1982). This chapter then has tackled all about that (SAT), and the following

chapter covers the main points about classroom language interaction in accordance with gender.

Chapter Two: Gender and Classroom Interaction in VET Context

Introduction

EFL purely comprises a kind of interaction which is needed to help the teaching and learning process run smoothly and effectively. Classroom interaction then, plays a vital role in the language of teaching, especially when it comes to the VET context in which teachers need to have a well-qualified teaching in order to facilitate the exchange of information with learners who need to be provided with essential skills and prevent communication breakdown. This chapter firstly deals with the status of English in the Algerian education system, and its position along with other existing languages. Then, it speaks about the VET teachers who teach English in Algeria. After that, a brief discussion of the nature of the classroom interaction within EFL classes is provided with a little hint about CLT. Then, it presents the roles and the responsibilities of EFL teachers in the classroom, followed by reviewing some previous studies about the speech act classification in classroom interaction. Finally, the notion of gender, the relationship between gender and language, and gender in classroom interaction are all provided in this chapter.

2.1 The Status of English in the Algerian Education System

Since the Algerian independence, it is true that English language has been taught to the majority of students from middle level, but without a considerable attention within the educational reform. Recently, English has a status of a second preferred foreign language after French, the colonial language, which still dominates many aspects of the educational system. The Algerian President said at a news conference 'French is a spoil of war... while English is the language of research and science, and it must be taught and given more attention'. For this reason, "many Algerians are more and more conscious of the English language valuable functions in their life, for their jobs- the case of many companies such as Sonatrach, Sonalgaz, etc-, as well as for their studies" (Benosman, 2006).

In the recent years, Algerian educational system has moved from a teacher-centred approach to a more learner-centred approach in which the communicative approach (an approach to language teaching developed in 1970s, its main objective is to improve

students' use of language in 'real' context) has become the widely adopted approach in different educational institutions, especially in relation to language classroom.

"English as an international language has become a priority in foreign language study. In Algeria, the position of English as a foreign language (EFL) has taken a challenging way since 2000, where the government introduced the educational reform that was most supported by the United States" (Missaoui, 2017). The main change in this reform is that English now taught at the primary school, just like the Algerian President Abdelmajid Tebboune has announced that the primary schools will start to teach English in the end of 2022. Therefore needless to say, English is becoming a popular option in Algeria due to its importance in terms of necessity and individual needs.

2.2 Teaching English in VET context

VET (Vocational Education and Training) is also known as TVET (Technical and Vocational Education and Training) which is viewed as part of the education system in Algeria. It refers to formal training that is captured in qualifications which often offered in places like community centers or training institutions. "VET is almost exclusively competency-based. This means that teaching and learning is focused on what learners can do and know at the end of the training" (Smith & Keating, 2003). Its main aim then, is to equip people with knowledge, skills or competences required in particular occupation, or more broadly on the labour market. "In these institutes the trainees are exposed to specialized training in a number of disciplines including vocational English training" (Bouchareb, 2022, p. 724). In today's labour world, mastery in foreign languages enables workers to considerably improve their career prospects. Since English is the predominant language in global business, more extensive communication skills are needed.

In Algerian VET context, Bouchareb (2022) adds that "the teaching of English in many of these Vocational Institutes in the country often receives very little attention" (p. 724). In fact, many of the vocational English training or English for Specific Purposes (ESP) programs in these institutes have many shortcomings which are the result of the current practices and policies concerning teaching English. Some examples of these are the number of teaching hours allocated for the subject, the English training materials, the lack of modern technologies and facilities for teaching, and even the lack of qualified teachers

who, in many cases, received general English training rather than ESP where they have to deal with technical language and understand new vocabulary which they may not be familiar with such as accounting terms, commerce terms…etc" (Bouchareb, 2022, p. 724)

Teaching English in VET context based on one main idea which is co-operation; English teachers should cooperate with vocational teachers to give the learners the skills they need in their working lives.

2.3 Classroom Interaction

2.3.1 The Nature of Classroom Interaction

Scholars and researchers try to define the concept of classroom interaction from different angles and perspectives. Robinson (1994) for instance sees that Interaction refers "To reciprocal face-to-face action. This can be verbal, channeled through written or spoken words, or nonverbal, channeled through touch, proximity, eye-contact, facial expression, gesture, posture, appearance, environmental factors, etc". (p.7). Robinson therefore, in his definition tries to explain the nature of interaction by saying that it is a face-to-face action -a reciprocal process in which students face each other or their teacher. Malamah-Thomas (1987) proposed a diagram for classroom interaction which explains the relationship between the teacher, and his learners during interactions. She described class interactions as a methodological device and as an action followed by a reaction through which learners get feedback as the figure below shows:
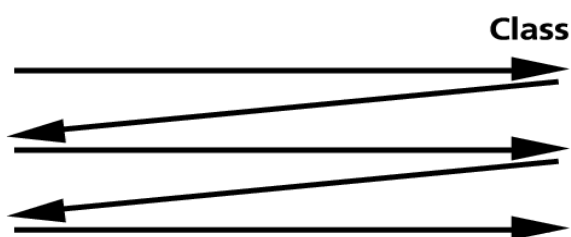
Figure 2.1: *Classroom Interaction. (Malamah-Thomas, 1987, p.7)*

English language is only used as the medium of teaching, and for EFL learners the classroom is almost the only place where they encounter it and practice it through classroom interaction. Having said that, EFL classroom interaction is crucial since it is, as Hall and Walsh (2002) state "classroom interaction takes on an especially significant role in that it is both the medium through which learning is realized and an object of pedagogical attention" (p. 187). Teaching then is interactive act, whereas interaction is the communication among teacher and students which run continuously as responsive acts.

In CLT, classroom interaction is strongly needed as an important feature in the development of foreign language learning. According to this approach, classroom interaction can occur either between the teacher and students or among the students themselves. This kind of interaction is seen by Angelo (1993) as one of keys of effective and successful teaching, he states that: "Classroom interaction comprises teacher-learner and learner-learner interaction, which is one of ten principles of effective teaching ". (p. 81)

Brown (2015) stated that interaction is the basis of L2 learning, through which learners are engaged both in enhancing their own communicative abilities and in socially, constructing their identities through collaboration and negotiation.

2.3.2 Types of Classroom Interaction

Classroom interaction has two main types: student-student interaction, and student-teacher interaction.

2.3.2.1 Teacher – Student interaction

The teacher–student interaction is one of the most powerful element within the learning environment, and it is also a major factor which affects the student's development, achievement, and performance. T–S interaction forms the basis of the social context in which learning takes place. This type of interaction occurs when the teacher asks questions to learners and learners answer these questions and vice versa; or when the

teacher participates in learning activities. Such interaction takes place also between the teacher, and the class and/or small groups in the class and/or individuals. In the traditional way of teaching, the teacher controls the topic for classroom talk, and determines when start and stop talking in the classroom (Cazden, 1988,p.118) &(Tsui ,1995,p.80). However, recent approaches of language teaching such as " The silent way or method " heavily emphasizes on reducing the teacher's talking time for the sake of giving more chances for students to " Run the show " with their teacher. Students then will feel that they are engaged in the subject matter, and they will feel independent to share the lesson with the teacher since teaching is always a shared-relationship job. It involves much participation from learners as Brown (2001) recommends: "Teacher talk should not occupy the major proportion of a class hour; otherwise, you are probably not giving students enough opportunity to talk" (p. 99).

Scrivener (2005, p.85) therefore, proposed a diagram for T-S interaction by showing the way teachers interact with their learners. The diagram below indicates the reciprocity of the teaching process in which the teacher provides information and gets a feedback in return from his/ her students.
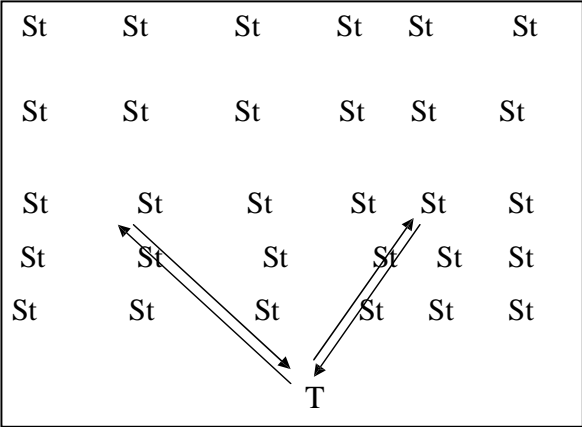
Figure 2.2 *Interactions between the Teacher and the Students (Scrivener, 2005, p. 85)*

Key:

 Teacher interacts with student

 Student interacts with teacher

St   Student

T   Teacher

Teacher- student interaction facilitates the teaching process since; students do much of the talk in the classroom, and present part of the lesson indirectly through their interactions with their teacher. Studies on classroom interaction have shown that in this type of interactions, teachers present 50% of the lesson and the other 50% is provided by the students.

2.3.2.2   Student- student interaction

S-S interaction occurs among learners within a classroom context. In this form of interaction, the teacher plays the role of a monitor and learners are the main participants. studies on interaction, indicate that in S-S interactions, learners receive comprehensible input, opportunities to negotiate for meaning and receive other's feedback, and opportunities to produce modified output. (Mackey, 2007, p. 29).

Scrivener (2005, p.86) again proposed a diagram for student- student classroom interaction by showing the way students interact with each other. The diagram below indicates the reciprocity of the learning process in which student shares information and gets a feedback in return from his/her classmate.
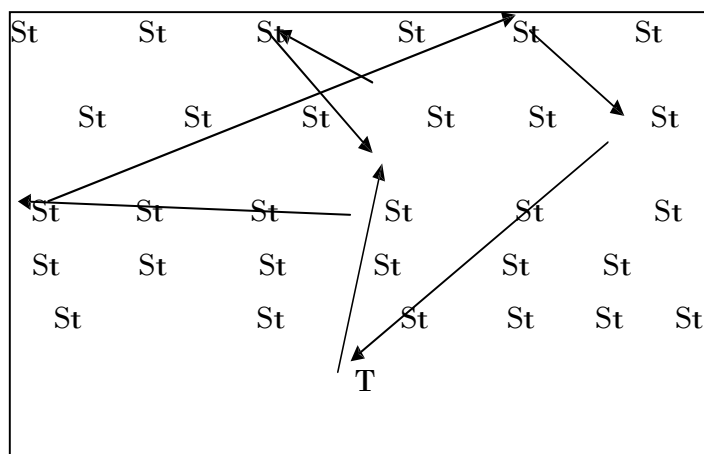
Figure 2.3 *Interactions between Students (Scrivener, 2005, p. 86)*

Key:

↗   Student-Student interaction

St   Student

T   Teacher

Clearly, student-student interaction is a vital dimension of classroom communication that should not be underestimated or overlooked. Moreover, student-student interaction provides a more meaningful social environment for promoting language use than traditional teacher-directed instruction, and it can increase student's opportunities to use language for FLA.

2.3.2 Teacher's Roles and Responsibilities in EFL Classroom

Recently in EFL classes, as classrooms moved from teacher- centered to a more learned- centered classrooms teachers are now expected to act new roles. Hedge (2000) identified some of those roles that might be performed by the teacher:

As a controller is in eliciting nationality words, as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation, as organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback, as prompter while students are working together; and as a resource if students need help with words and structures during the pair work (p. 26).

These various roles create a room for classroom interaction, which then will develop the learner's performance. According to Harmer (2001, p.57-62), if EFL teachers master the following roles: controller, organizer, assessor, prompter, participant, resource, tutor, and observer, classroom interaction will be highly increased. He classified those roles as shown in this Table:

Table 2.1

Teachers' roles and responsibilities. (Harmer, 2001, p.57-62)

Role	Feature
Controller	The teacher takes charge of the whole class and activities by taking the role of giving students instructions, organizing drills, reading aloud, and manifesting the teacher-fronted approach.
Assessor	Provides students with feedback regarding their performance and grades them in distinct ways.

Corrector	Offers students correction of their linguistic errors while assessing their language learning competence.
Organizer	Organizes students to work on classroom activities.
Prompter	Prompts students so that they can proceed with learning procedure.
Resource	Acts as students' reliable resource when they encounter difficulties.
Participant	Participates in students' classroom activities.
Tutor	Works with students individually or in small groups if they undertake challenging learning programs.
Observer	Observes students' performance to offer them individual/group feedback.

The above mentioned roles are very important during classroom interactions, since, they help in enhancing the student's performance, and language development. Studies have shown that teachers' roles define the characteristics of their classroom interaction. All teachers seek to facilitate communication and interaction in the target language by increasing learners' abilities. That is, teachers should support learner interaction for better language acquisition. Essentially, learners' interaction skills in foreign languages classes are developed by teachers in different ways.

TEACHER

Language use
Choice of the topic
Body language
Asking questions
Creating a friendly atmosphere
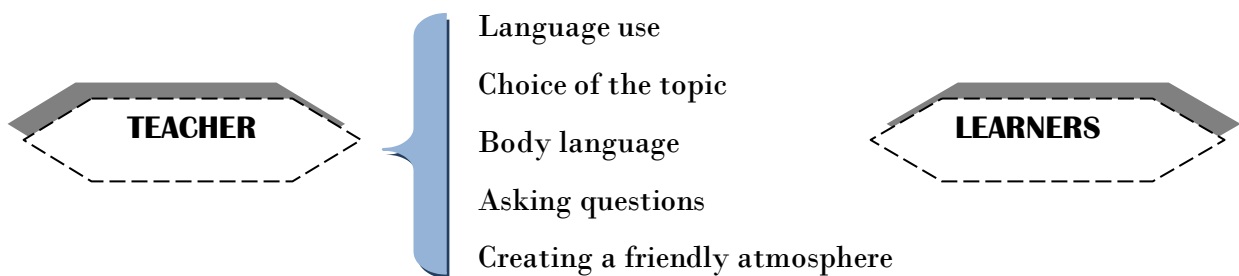
LEARNERS

Figure 2.4 *Teacher's strategies to enhance classroom interaction. (Zemri, 2020, p. 51)*

Classroom interaction then, increases when EFL teachers play various roles to engage their learners in the learning process which eventually will give them more chance to share their notions with each other or with their teacher.

2.3.3 Speech act classifications and classroom interaction

As it is mentioned before, speech act is the functional basic unit in communication. The communicative process (exchanging ideas, thoughts, feelings, and opinions) happening between teachers and students can be done both directly and indirectly in the form of spoken or written referred to as speech acts in classroom interaction. Speech act takes a significant role in the whole process of teaching and learning because it determines the quality of verbal interaction in the classroom. The success in teaching English as Foreign Language (EFL) depends on various factors. The important one is the language used by teachers who are not native speakers. "The use of suitable language in teaching and learning activities is the most important thing that influences the teachers' success in reaching the goal in teaching and learning itself" (Schleppegrell, 2004). Learners of all languages tend to have difficulty in understanding the intended meaning communicated by a speech act, or producing a speech act using appropriate language and manner in the language being learned.

Nurani (2015) stated that when teachers use improper speech acts in classroom interactions, it brings on a misinterpretation of meaning. An utterance that is said by the teachers may have different interpretations for students. It is because of the teacher's failure in using IFID (Illocutionary Force Indicating Devices) or in certain situation determining in using direct or indirect speech acts" (p. 3). Zayed (2014) stated that EFL learners need to be taught different forms of speech acts in order to be able to communicate smoothly and properly with native English speakers.

2.4 Gender

Although the study of gender and classroom interaction "has been the topic of numerous articles" (Sunderland, 2004, p. 222), it is still a field that needs further studies from different contexts. But first, let is know more about the concept of gender.

2.4.1 The Notion of Gender

In order to provide an orientation to the focus of the study, it is crucial to understand what is meant by gender as well as its relation to the concept 'sex'. According to Oakley (1985):

> 'Sex' is a word that refers to the biological differences between male and female: the visible differences ingenitalia, the related difference in procreative unction. 'Gender', however, is a matter of culture: it refers to the social classification into 'masculine' and 'feminine' (citedin Colebrook, 2004, p. 9)

This means that, Sex is related to the basic physical characteristics and functions of humans, such as the shape of the reproductive organs. Meanwhile, gender is usually associated with the term's masculine and feminine. Masculine associated with male characteristics, such as, logical, rational, aggressive, exploitative, strategic, independent and competitive, while femininity is associated with female traits, such as intuitive, emotional, submissive, empathic, spontaneous, nurturing and co-operative."

The concept of gender historically appeared during the early 1970s to define difference from biological sex as a God-given. Additionally, Oakley (1985) mentioned that "gender is more about the amount of masculinity or femininity found in a person rather than biological connotations as male and female." (p. 158).

Gender influences utterances, word choice, and the speech of the people when interacting with others especially in educational field. There will be differences between male and female lecturers in speech act of the language teaching in the classroom. This is in line with Holmes and Meyerhof (2003), insofar as gender is "done" in educational settings it is done, to a large extent, through language"(p. 624)

2.4.2 Gender and Language

It is important too, to tackle the concept of language and how it relates to gender. Early feminist linguists suggest that there are significant relations between language and gender; understanding theses relations would help in challenging patriarchy and sexism (Weatherall, 2002, p. 2). For linguists, language is a means of transferring ideas and

thoughts between the speaker and the hearer who share a linguistic code through which the hearer would select the appropriate concept in their mind that matches the form produced by the speaker.

Language and gender relationship is understood in the sense that language is both effecting and reflecting gender (Sauntson, 2012, p. 5). Much of the 1990s research on language and gender has been influenced by Judith Butler's approach of 'performativity' in which she argues that gender is an 'act' that could be 'performed' through different media including language. Therefore, language is a social activity through which identities, including gender identities, are constructed and reflected (Boutemedjet, 2019). In order to challenge the existing dominant discourses about gender, "intervention needs to happen at the level of social interaction" (Sauntson, 2000, p. 98).

Gender differences do affect the way people communicate. As an example, some claims provided that:

- Men interrupt women more than the reverse.
- Women are more communicative and they gossip more than men.
- Men are more comfortable speakers than women.
- Men and women speech has different phonological and morphological features.

Lakoff (1973) affirms that women's talk is characterised by the use of a large set of words, tag-questions and rising intonation, the use of 'so' and polite expressions and asking many questions. Tannen (1990) concludes that women's talk is a cultural product since they speak a language of connection and intimacy while men speak a language of status and independence.

2.4.3. Gender and Classroom Interaction

According to Graddol and Swann (1989), there have been many studies concerning interaction that takes place in the foreign language classroom, but studies on gender related to the interaction in the language classroom are relatively few.

Sunderland (1998) as well declares that, there has not been much research done on gendered discourse in the language classroom and that even though gender has been quite widely investigated in foreign language education, there are still very few studies of gender and interaction in the FL classroom. (P. 49). Her study does have some interesting insights concerning gender specifically in the EFL classroom. She claims that gender affects the proceedings in a classroom, for example, in how much and what kind of attention the teacher gives to boys and girls in the classroom. She goes on saying that the studies done on teacher attention have shown that teachers give more attention to boys than girls, although this kind behavior is not necessarily favoring students, "but responding to them actively"(Sunderland, 1994, p. 137). She divided classroom interaction into three different divisions: "the whole class works with the teacher; the pair works interaction and the group work interaction." (Sunderland, 1992)

In an EFL classroom, pair work and group work tasks are very common, and the students' attitudes towards the partner(s) in the task could affect their contribution and the way they interact (Alshebl, 2021).The effect of the teacher's gender cannot be neglected; hence, it could be the reason behind the success of female students who have a female language teacher. In addition to that, the teacher could be the model to follow for some students, which could improve their positive attitudes and motivation towards the second language, and as a result this could lead to success in the learning.

Swann (1992) says that "it is important for the teacher to be aware of gender differences in language use" (p. 47). Additionally, "since gender and communication is very sensitive in any educational programme, the gender of the students and the teacher should be taken into consideration" (Wood as cited in Khosravizadeh & Pakzadian, 2013).

Conclusion

This chapter has shed light the general background about English language and its position in the Algerian system, especially in VET context based on the teacher's language and roles in EFL classroom. Also, it has reviewed studies that tackled gender and its relationship with the language of education, and the classroom interaction in EFL setting.

Hence the following chapter of research methodology covers results of observations and data analysis.

Part Two:

Methodology and Findings

Part two: The Practical Part

Chapter Three: Methodology and Findings

Introduction

In EFL contexts, the language used in teaching is so crucial to investigate because that language is a key for the teaching and learning success. This study aims at investigating the Algerian VET teachers' gender-specific use of speech acts in the EFL classroom in order to find out their preferred speech act types. This chapter is devoted mainly to the design of the research and methodology used, including a clear description of the instruments, participants, and the procedure to be followed. It also reports the results and suggests an interpretation of the findings.

3.1. Methodology

This study aims at investigating classroom speech acts performed by male and female EFL teacher using Searle's taxonomy. It is categorized under qualitative research design, specifically a case study. This method is based on the data which are words and not about the number (Zoltan, 2007). It is called a qualitative one since the collected data are in the form of sentences. The research is conducted by qualitative approach because the result of the data analyzed is in descriptive phenomena such as words, sentences, and utterances. The qualitative case study research as Creswell (2012) suggested is a method to be used for explanatory and descriptive purposes. Also, Cohen (2007) pointed out, a case study has something to do with investigating how a phenomenon is like by looking closely at the case and providing a thick description explaining participants' thoughts and feelings for a situation. So, this type of research is descriptive in nature since its main goal is to make different types of comparisons, descriptions, classifications, and interpretations of individuals, groups, institutions, methods and materials by casting light on a particular phenomenon or event (Tavakoli, 2012).

3.2. Methods

For this research work, structured observation is used as an instrument to collect data.

3.2.1. Description of the Method

This instrument is defined by Glazier (1985) as a qualitative research methodology in which an event or series of events is observed in its natural setting and recorded by an independent research. The observation is structured in the sense that pre-determined categories are used to guide the recording process. It concerns the EFL teacher and the classroom which is an act of watching a teacher's performance in their classroom or learning environment. It suits this research for several reasons, especially its flexibility that allowed us to change the length of the observation periods; it is also systematic and comprehensive, allowing the observer to record data in predetermined increments during a specified period of time (Glazier, 1985). The focus of the observation was on three aspects of the teacher's speech (questioning, instructing and giving feedback) for the purpose of classifying their speech acts.

3.2.2. Administration

In this study, the researcher only observed the speeches, especially the speech acts produced by the teachers based on how they make questions, instructing and giving feedback to the learners for the purpose of classifying their speech acts. So, there were no speeches from the students observed. The data of this research were utterances which were produced by male and female EFL teachers in the classroom in VET context. The data were collected through audio-recording. Then, they are analyzed using Searle's taxonomy. As Miles and Huberman (2014, p. 31) noted, the data would analyze through three cyclical steps namely: data reduction, data display, and conclusion drawing/verification. The researcher transcribed only the utterances occurring in the conversation or interaction of teachers to students in the classroom, before selecting and reducing the utterances. So, the audio recording was not fully transcribed. Then, the data were classified and categorized based on Searle's classifications of speech acts.

3.2.3. Piloting

A pilot study is defined as "A small-scale test of the methods and procedures to be used on a larger scale" (Porta, *Dictionary of Epidemiology, 5th edition,* 2008). According

to (Tavakoli, 2012), the purpose of using such study is to test, to revise and to finalize the methods. Furthermore, it is used to deal with any problem before the major study is to be investigated. Hence, this current study did not use piloting.

3.3. Sample

Dorney (2007) identifies that a sample is the group of participants whom the researcher actually examines in an empirical investigation. The sample of this research involved male and female English teachers who were purposively selected: three (3) male and three (3) female teachers. They have a remarkable experience related to English teaching as a foreign language here in Algeria, more than 05 years in VET context. In the classroom, the linguistic behaviors of those EFL teachers who teach in different VET institutes and centers (Ouargla, Ghardaia, Touggourt, and Eloued) were observed and their speeches were recorded. All informants were informed of the purpose of the study, and were guaranteed anonymity and participated voluntarily. Additionally, permission to participate in classes and to record and analyze speech during class was obtained from the responsible of VET institutes and centers where research and data collection was done; and to some pictures (See Appendix I) that can be used as an authentic documents from the teaching-learning process.

3.4. Data Analysis Procedure

Designing and administering the data collection methods are practically the initial half phase of conducting a research. Yet, after the completion of that phase, the next phase is the analysis of the obtained data. In this research, the researcher adopted a descriptive approach of data analysis through which to record, transcribe, and classify the data collected from the observation in the classroom. The data collecting procedure started with a structured observation. The audio recording was taken from the EFL classroom where the teaching and learning process have taken place. After the data were collected, the audio recording was transcribed to collect the utterances produced by the male and the female teachers. The researcher used Searle's (1976) framework to classify their speech acts. (See **Table 1.1** or **Figure 1.2)**

a. Data Reduction: it was the first step of analyzing the data from the audio. The duration of the audio-recording was half an hour long. In this step, the data was transcribed into the written from. Then, the data were analyzed based on Searle's theory in order to find out the most frequently used types of speech acts that are produced by both male and female EFL teachers in the classroom.

b. Data Display: In this step, the data that have been analyzed thus displayed by classifying into different types of speech acts. Those data were categorized into five different categories: directive, assertive, commissive, expressive, and declarative speech act.

c. Drawing Conclusion: After the data were analyzed and categorized based on Searle's speech act theory, thus the data were evaluated by relating them to some previous studies. Therefore, the data were concluded in order to get the implications and final points.

3.5. Results and Discussion of the Findings

This section presents the findings and their interpretation according to the research question: "What are the speech act types and functions that are mostly used by male and female VET teachers in the EFL classroom?" The researcher analyzed the illocutionary speech acts performed by them and classified the data according to Searle's classification of speech acts which are representative, commissive, directive, expressive, and declarative.

3.5.1. General Results

Based on the data analysis, the first finding showed that there were only four types of speech acts found in both male and female teachers' speech in the classroom. Those are directive, assertive, commissive, and expressive. There was no declarative speech act in their utterances due to its nature that it can change the world of the hearer through the speaker's utterances (Searle, 1985). It means that the speaker needs to have a specific/special institutional role/job, such as judges or priest, to change the world of the hearer. The general results are presented in **Table 3.1**

Table 3.1

Teachers' Speech Acts Production

Speech Act Type	Frequency	Percentage
Declarations	0	0.00 %
Directives	402	37.30 %
Representatives	304	49.32 %
Commissives	68	8.34 %
Expressives	51	6.25 %
Total	815	100 %

3.5.2. Male versus Female Teachers' Use of Speech Acts

Based on the data of findings, both male and female EFL teachers used different frequent functions of speech, except for declaration which was neglected. All the general results concerning both gender-specific uses of speech acts were shown in the **Table** below.

Table 3.2

Male and Female EFL Teachers' Speech Acts Production

Illocutionary Acts	Male EFL Teachers		Female EFL Teachers	
	Nº Utterances	Percentage	Nº Utterances	Percentage
Declarations	0	0.00%	0	0.00 %
Directives	72	25.71 %	330	61.68 %

Representatives	164	58.57 %	140	26.16 %
Commissives	33	11.78 %	35	6.54 %
Expressives	21	7.5 %	30	5.60 %
Total	280	100 %	535	100 %

3.5.2.1 Female Teachers' Use of Speech Acts

The second finding showed that directive speech act was the most frequent speech acts used by female EFL teachers in VET context. Among the 535 utterances, there were 330 of them that were categorized into directive speech act with the percentage about 61.16 % out of the data. Furthermore, the second frequent speech act was representative (assertive) speech act, there were 140 assertive speech acts found in the teachers speech with the percentage 26.16 %. Next, commissive speech acts uttered by the female VET teachers were 35 utterances or 6.54 % out of the data. Unfortunately, expressive speech act became the least frequent speech act because there were only 30 expressive speech acts or about 5.60 %. Afterward, all of those speech acts found will be described further below, as follows:

Table 3.3

Female Teachers' Speech Act Types and their Percentage

Speech Act Type	Nº Utterances	Total Percentage
Declarations	0	0.00 %
Directives	*330*	61.68 %
Representatives (assertives)	*140*	26.16 %
Commissives	*35*	6.54 %

Expressives	30	5.60 %
Total	535	100 %

The findings, as presented in **Table 3** showed that there were **535** utterances performed by the three female VET teachers while teaching in the EFL classroom. It shows the percentage of speech acts in terms of illocutionary acts. Only four Searle's speech act classifications occurred. Directive acts are the highest with **330** utterances (**61.16 %**), whereas Expressive are the lowest with **30** utterances out of **535** (**5.60 %**). Declarative acts are not found in this research because of the non-existing context.

Directives

Directive speech act dominated the utterances of the female teachers during teaching in the classroom. Utterances containing the force or intention to ask, order, command, request, beg, plead, pray, entreat, invite, permit, advise, dare, defy, and challenge, are categorized into directives. Usually, the purpose of teachers using directives is to ask students something, to command and request the students to do something. Some samples of directive speech acts uttered by the female EFL teachers are presented in **Table 3.4**

Table 3.4

Female Teachers' Directive Speech Act

Utterance	Directive speech act categories
Who can remind us what did we do in the previous lecture?	Asking
Would you stop talking, please!	Requesting

Just stop for a moment.	Ordering
Try to search for it to know more.	Advising
Let's read the definition again.	Commanding

According to the **Table 4**, directive was used by those teachers to manage and control activities during the teaching and learning process in the EFL classroom through forces like asking questions, giving instructions, requests, orders and commands to students and so on. To illustrate, these are some Extracts including directives

Extract 1: *Female Teacher 1 and Students' Interaction*

- *T: **Let's read the definition again. (Commanding)***
- *S: Madam, Madam!*
- *T: Yes Amine, **would you read! (Request)***

Extract 2: Fem*ale Teacher 2 and Students' Interaction*

- *T: **what can we find on the desk of the secretary? (Questioning)***
- *S: computer, pens…*
- *T: that's right. **What else? (Asking)***

Representatives

According to Searle (1979), the one who produces the representative speech acts is seen to commit the truth of the expressed proposition. Out of **535** utterances of the female EFL teachers, it was found that **140** of them have the characteristics of representative speech acts. The forces of this type includes the act of stating, informing, reporting, describing, agreeing, hypothesizing, insisting, boasting, complaining, concluding, deducing, diagnosing, claiming, assuming, and suspecting. Some samples from the data are presented in the **Table** below.

Table 3.5

Female Teachers' Representative Speech Act

Utterance	Representative speech act categories
Allhamdoulilah, you are all doing well.	stating
It is half past 8, you are late.	informing
you right, it is to find a job.	agreeing
Make sure that you follow the rules.	Asserting
In a job interview, the one who can ask questions is called "the interviewer".	explaining

The Table above shows some illocutionary forces of representative type of speech acts. Explaining, stating an opinion, agreeing and informing were the most dominant forces of representative produced by those teachers in order to deliver materials and give information to the students.

Extract 1: *Female Teacher 1 and Students' Interaction*

- *T: Sir… Sir, **it's half past 8, you are late. (**Informing)*
- *S: aaa…*
- *T: please! Sit there, **but next time, be on time**. (**Asserting)*

Extract 2: *Female Teacher 2 and Students' Interaction*

- *T: **I think the desk of secretaries is tidier than their bosses' desk. (Stating opinion)***
- *S: yes, it is clean and organized*
- *T: **that's true Imane. (Agreeing)***

Commissive

Commissive speech acts are in term of offering, promising, threatening and refusing. This type commits the speaker himself/herself to do future actions (Searle, 1979). It was presented only about **35** utterances and the percentage was about (**6.54%**) out of the data. Commissive speech acts committed by the female EFL teachers included acts such as the upcoming topic of the lesson, and promises about the delivery of the material. The table below shows some samples.

Table 3.6

Female Teachers' Commissive Speech Act

Utterance	Commissive speech act categories
Some handouts will be given to you to understand more.	offering
Next time, I promise I'll bring some pictures to clarify	promising
if you forget your uniform again, you will be out.	threatening
At the end of the session, I'll check your copybooks	planning

The **Table 6** presented some commissive illocutionary forces that were used by the female VET teachers in the EFL classroom to organize it and to make students know about what activities they would do and happened later on. This type of speech act is more like an intention uttered by the teachers to explain further actions, plans, or activities that will be committed not only by the teachers themselves but also with their students. In the teaching and learning process, commissive speech act has control and organizational function (Johnson, 1983 citied in Richards and Nunan, 1990, p. 269).

Extract *Female Teacher 3 and Students' Interaction*

- *T: Are you writing Sir? (Asking)*

- *S: Yes, Madam.*
- *T: Great, but next session, I'll check all the copybooks. **(Planning)***

Extract 6: *Female Teacher 2 and Students' Interaction*

- *T: it's enough for today. **Next session Inshallah you will have a test**. **(Planning)***
- *S: No Madam please, we have so many assignments to do.*
- *T: **I'm sorry but I have to do it. (Refusal)***

Expressive

Even though, EFL teachers need to express their feelings during the teaching process, the percentage of expressive speech acts that were used by the female EFL teachers in the classroom accounted for about (**5.60 %**) of the data. This made this type the least frequent speech acts because there were only **30** expressives among **535** utterances. These include thanking, apologizing, congratulating, welcoming, leave-taking, praising, greeting, and hoping. In **Table 7**, great examples of expressive utterances were given.

Table 3.7

Female Teachers' Expressive Speech Act

Utterance	Expressive speech act categories
goodmorning, how are you ?	greeting
welcome	welcoming
thank you	thanking
Very good	praising

The **Table 3.7** gave some samples of expressive illocutionary forces that described the EFL teachers 'feelings and attitudes towards their students 'performance in the

learning process; for instance, the teachers automatically thanking their students for their great job. Also, the teachers gave a motivational statement and appreciated the students work by praising their work. In the classroom context, expressive speech act has a motivational function in the teaching and learning process because it usually used to motivate the learners (Johnson, 1983 citied in Richards and Nunan, 1990, p. 269).

Extract 6: *Female Teacher 1 and Students' Interaction*

- *T: **Goodmorning,** today we're going to see a new lecture. (***Greeting***)*
- *S: Madam you told us the previous session, it's about a job interview.*
- *T: **oh thank you** (**Thanking**), **you remember!** (**Stating surprise**)*

Extract 6: *Female Teacher 2 and Students' Interaction*

- *T: if you don't have any question you can leave.*
- *S: goodbye Madam.*
- *T: **Bye,** see you soon. (**Leave-taking**)*

3.5.2.2 Male Teachers' Use of Speech Acts

The last finding was about the male VET teachers and their most used speech act type while teaching in the EFL classroom. As it was mentioned before, only four speech act types occurred during the observation. In classroom interaction, the teachers did not use speech acts of declarative classification due to its nature where the utterance changes the state of the world (Yule, 1996). Comparing to the female VET teachers, the most frequent speech acts used by the three male EFL teachers in VET context was the representative with **164** utterances out of **280**. This means that the representative speech act had the biggest percentage among the other kinds of speech acts about (**58.57 %**) out of the data. Among the other types, the classification of directive' speech acts came in second. It appeared in **72** utterances (**25.71 %**) of all utterances. It was then followed by **33** utterances of commissive speech acts (**11.78 %**). Unfortunately, expressive were the lowest with **21** utterances out of **280 (7.5%)**. In terms of frequency of occurrence, the type of speech acts that occurred frequently in the classroom by the male EFL teachers can be seen on the **Table** and the **Figure** below:

Table 3.8

Male Teachers' Speech Act Types and their Percentage

Speech Act Type	Nº Utterances	Total Percentage
Declarations	0	0.00 %
Directives	72	25.71 %
Representatives (assertives)	164	58.57 %
Commissives	33	11.78 %
Expressives	21	7.5 %
Total	280	100 %

Related to the **Table** above, it showed that **280** data contains of illocutionary acts. The representative was the most dominant type of illocutionary act used by the three male VET teachers in EFL classroom. There were **164** data **(58.57%)** containing representative (assertive) acts. While the expressive was the lowest rank frequency of illocutionary acts with only **21** datum **(7.5%)**. In addition, the directive with **72** utterances used by those teachers, the percentage was **25.71 %** of the data in the form of asking, commanding, and inviting. Then, the commissive was used with **33** utterances **(11.78 %).**

Representative

Representative is the utterances that the speaker believes to be true. This type of actions includes stating, informing, describing, complaining, reporting, confirming, claiming, boasting, and asserting. In this study and based on the observation during teaching in the classroom, there were **164 (58.57 %)** utterances that were found by the researcher, and categorized into representative speech acts. Here are some of the utterances:

Extract 1: *Male Teacher 1 and Students' Interaction*

Informing: Informing is an illocutionary force expressed by the speaker to give the listener particular information.

- *T: what are the Alphabets of English?*
- *S: a, b, c …..*
- *T: yes you right, it's a, b, c, and d…..z **(agreeing)***
- *S: **if we want to divide them into two groups, there will have Consonants and Vowels***.

Extract 2: *Male Teacher 2 and Students' Interaction*

Explaining: Explaining is an illocutionary force expressed when the speaker wants to make something clear or easy to understand by describing or giving more information about it

- *T: can anyone tell me when can we use the simple present tense?*
- *S: when we want to talk about ourselves.*
- *T: Umm…yes, **we use it to talk about facts and also things happen to us cannot change like our names…***

Directive

Directives **(25.71%)** are the types of illocutionary acts used by the speaker to get something done.

 Extract 3: *Male Teacher 1 and Students' Interaction*

Commanding: Commanding is an illocutionary force used to ask or order someone to do something in a direct way.

- *T: what are the days of the week?*
- *S: Monday, …*
- *T: start with Saturday; **can anyone spell it please? (Request)***

Extract 4: *Male Teacher 2 and Students' Interaction*

Questioning: Questioning is an illocutionary force expressed by the speaker in order to get the reply, answer, or information from the listener.

- T: **how to conjugate the verb in simple present?**
- S: *we add 'S' to the verb with she, he and it.*
- T: *Good, that's correct!* **Continue**. *(Order)*

Commissive

Commisives **(11.78%)** are illocutionary acts dealing with speaker's commitment in doing an action in future time. This category includes promise, vow, threat, refusal, guarantee, pledge, and offering.

Extract 5: *Male Teacher 2 and Students' Interaction*

Promising: Promising is an illocutionary force used by the speaker to tell the listener that the speaker will definitely do or not to do something.

- T: **the next session, we'll practice more about the simple present tense. (Planning)**
- S: *Thank you, Sir.*
- T: *no problem.*

Extract 6: *Male Teacher 3 and Students' Interaction*

Offering: Offering is an illocutionary force of asking someone whether they would like to do or have something.

- T: *what's wrong Ahmed?* **May I help you?**
- S: *yes Sir, please would you repeat the last point?*
- T: *of course.*

Expressive

Expressive acts **(7.5 %)** deal with the statements of speaker's feeling or attitude of particular situation.

Extract 7: *Male Teacher 3 and Students' Interaction*

Greeting: Greeting is an illocutionary force used by the speaker to greet or to welcome someone else, or generally to open a conversation.

- *T: **good afternoon, how are you?***
- *S: fine.*
- *S: tired Sir.*
- *T: **Really!** That's because you eat too much and you want to sleep. **(Stating surprise)***

Extract 8: *Male Teacher 1 and Students' Interaction*

Thanking: Thanking is an illocutionary force uttered by the speaker when he/she feels gratitude for what the listener does or says.

- *T: can you spell it?*

- *S: S-A-T-U-R-D-A-Y*

- *T: **thank you very much.***

From the Extracts above and the findings of this research, it was clearly noticed that the male VET teachers' most dominant speech act that was used in the EFL classroom was the representative because they need to signalize the main point of the material, to present the situation or condition, to confirm and evaluate the lesson, and to make sure that the students get their point.

3.6. Recapitulation

The results have revealed that the EFL teachers of both gender produced only four Searle's speech act classifications of speech act based on an analysis of the teacher's utterances in classroom interactions, Representatives, directives, expressives, and commissives. In this research, there was no declarative function that occurred in the utterances of the six (6) VET teachers because this type is not easy to be fulfilled.

In this analysis, the researcher found that the males utterances in declarations function was 0 (0%), representatives' function was 164 (58.57%) data, 72 (25.71%) in directives function, 33 (11.78%) data in commissives function, and 21 (7.5%) data in expressive function. Otherwise, in female teachers's utterances, there was no declarative function found or 0 (0%), there were 330 (61.68%) data in directives' function, 140 (26.16%) data found in representatives function, 35 (6.54%) data in commissive function, and 30 (5.60%) in expressive function

Conclusion

Throughout this chapter, the observation was used to collect data about the speech act types frequently used by both male and female VET teachers in the EFL classroom interactions during the teaching-learning process. The results revealed that there were 280 utterances produced by the male teachers while the female teachers uttered more utterances than male teachers (**535** utterances). The teachers of both gender produced only four Searle's speech act classifications based on an analysis of the teacher's utterances in classroom interactions, Representatives, directives, expressives, and commissives. Female VET Teachers used directive speech acts the most, accounting for **330** utterances (**61.68 %**), but the most dominant speech act type used by the male VET teachers was representative for **164** utterances (**58.64 %**).

General Conclusion

The present study aims to find out the speech act types frequently used by Algerian male and female VET teachers in the EFL classroom. This research is conducted using the qualitative approach because the data analyzed are words, sentences, and utterances. The researcher adopted a descriptive approach of data analysis through which to record, transcribe, and classify the data collected from the observation in the classroom. This work consists of three chapters, two theoretical chapters about the variables of the study, while the third practical chapter presents the analysis and the interpretation of gathered data from classroom observation. The findings of the research confirms that only four types of speech acts found in both male and female teachers' speech in the classroom. Those are directive, assertive, commissive, and expressive. To conclude, the most dominant speech act type that was used in the EFL classroom by the Algerian male teachers was the representative while the directive was the most common type that was used by the Algerian female teachers in VET context.

Limitations of the Study

The limitations of this study can be the result for further studies. Starting with the sample of six (6) Algerian EFL teachers: 3 males and 3 females who teach in different VET centers and institutes, was very small to be generalized. Accordingly, further research need to cover a large sample from different or specific centers and institutes in Algerian VET context. Furthermore, it is true that the observation is a strong tool to gather data for this study, but it was not enough and sufficient to quantify the findings. Adding another technique like an interview with those teachers would strengthen the findings more.

Further Recommendations

It is suggested that gender and classroom discourse be further studied in the VET setting with a larger population to derive more conclusive findings. Another area of research could be the study of gender and classroom discourse in different VET Centers and Institutes from other Willayas of Algeria in order to make more comparisons.

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Appendices

Appendix I: photos of EFL classroom in VET institute

Résumé

Cette recherche vise à étudier les types d'actes de langage produits par les enseignants (hommes et femmes) qui enseignent l'anglais comme langue étrangère (EFL) dans l'interaction en classe au cours du processus d'enseignement-apprentissage, pour déterminer quels types d'actes de langage sont principalement utilisés par eux. Cette recherche est menée en utilisant la méthode de recherche qualitative. Les sujets de cette recherche sont des enseignants d'Anglais dans le contexte de l'EFP. Les données ont été recueillies en observant et en enregistrant les énoncés des enseignants dans les interactions en classe au cours du processus d'enseignement-apprentissage. La classification des actes de langage par la théorie de John R. Searle (1969) est utilisée dans cette étude, puis les données sont analysées selon sa classification en cinq actes de langage. Ensuite, une étude de cas de 6 enseignants d'Anglais Algériens (3 hommes et 3 femmes) qui enseignent dans différents instituts et centres d'EFP a été choisie comme échantillon. Comme les données collectées de manière descriptive ont été interprétées, les résultats ont révélé que ces enseignants des deux sexes n'ont produit que quatre classifications d'actes de langage de Searle basées sur l'analyse de leurs énoncés dans les interactions en classe. De plus, le type d'acte de langage le plus dominant utilisé dans la classe EFL par les enseignants masculins algériens était le représentatif, tandis que la directive était le type le plus courant utilisé par les enseignantes algériennes dans le contexte de l'EFP

Mots-clés : Actes de langage, interaction en classe, énoncés, enseignants qui enseignent l'anglais comme langue étrangère (EFL), contexte EFP, enseignants femmes/hommes algériens

الملخص

يهدف هذا البحث إلى التعرف على أنواع أفعال الكلام التي ينتجها مدرسو اللغة الإنجليزية كلغة أجنبية (ذكور وإناث) في التفاعل الصفي أثناء عملية التعليم والتعلم، من أجل معرفة أنواع أفعال الكلام التي يستخدمونها في الغالب. يتم إجراء هذا البحث باستخدام أسلوب البحث النوعي. الفئة المختارة في هذا البحث هو مدرسو اللغة الإنجليزية كلغة أجنبية في سياق التعليم والتكوين المهنيين. تم جمع البيانات من خلال مراقبة وتسجيل أقوال المعلم في تفاعلات الفصل الدراسي أثناء عملية التعلم والتعليم. تم استخدام تصنيف أفعال الكلام حسب نظرية جون سورل (1969) في هذه الدراسة ، ثم يتم تحليل البيانات وفقًا لتصنيف أفعال الكلام الخمسة. بعد ذلك ، تم اختيار دراسة حالة لستة مدرسين جزائريين(3 ذكور و 3 إناث) للغة الإنجليزية كلغة أجنبية ممن يقومون بالتدريس في معاهد ومراكز مختلفة للتعليم والتكوين المهنيين كعينة. عندما تم تفسير البيانات التي تم جمعها بشكل وصفي ، كشفت النتائج أن هؤلاء المعلمين من كلا الجنسين أنتجوا فقط أربعة تصنيفات لقانون الكلام لـSearle بناءً على تحليل أقوالهم في تفاعلات الفصل الدراسي. بالإضافة إلى ذلك ، كان النوع الأكثر شيوعًا الذي تم استخدامه في فصل اللغة الإنجليزية كلغة أجنبية من قبل المعلمين الذكور الجزائريين هو الممثل بينما كان التوجيه هو النوع الأكثر شيوعًا الذي استخدمته المعلمات الجزائريات في سياق التعليم والتكوين المهنيين.

الكلمات المفتاحية: أفعال الكلام ، التفاعل في الفصل ، الأقوال ، معلمو اللغة الإنجليزية كلغة أجنبية ، سياق التعليم والتكوين المهنيين ، مدرسات جزائريات و مدرسون جزائريون