

An Analysis of Oral Academic Discourse in Classroom Discussions

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ARTICLE INFO

Keywords: Supervision, Implementation, Road Maintenance, Public Works, Urban Planning

Received : 09, December

Revised : 12, January

Accepted: 27, February

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ABSTRACT

This discourse analysis is aimed to investigate the what sorts of speech acts have illocutionary power in constructing academic discussions and the ways speech acts such as disagreements framed and organized such as in turn-taking in oral academic discussions and how face threatening and maintaining self- image are conceptualized. This includes thirty minutes conversation between the instructor and her students in a classroom setting. The nature of interaction from the verbal exchanges in academic discussions were examined, analyzed and clarified based on the Speech Act Theory of Austin and Searle, Frame Theory of Goffman and Tannen and lastly, Politeness Theory of Brown and Levinson. The results showed that the sorts of speech acts have illocutionary power in constructing academic discussions and there are ways that speech acts such as disagreements are framed and organized such as in turn-taking in oral academic discussions in order to maintain the social image of the participants of conversation. Verbal interaction at discussions has its way in maintaining the face-work like threatening and displaying positive image. The aspects of face as basic wants are composed of negative and positive faces are applied to acts threatening positive or negative face, and the three variables are - power, social distance and imposition can be applied in just a small segment of conversation. It was revealed that keying' which consists of an "openly admitted" transformation of untransformed activity and concerns a systematic reworking of

INTRODUCTION

The background of the study, the statement of the problem, the theoretical and conceptual framework, the significance of the study, the scope and limitation, and the definitions of terms used in the study are introduced in this chapter.

It has become inevitable for English as a Second Language (ESL) speakers or non-native speakers to be familiarized with an art of oral academic discourse in English in order to become a competent member of academic discourse community and for survival in the in the academe in no matter what kind of area they may be in. The use of English language in the academe as medium of instruction prevalently posed a challenge to all non-native speakers especially in the Philippines. English Language as hailed as “lingua franca” paved its way as one of the bases of human social status as far as language politics is concerned. Nevertheless, more often than not, it is occasionally accentuated that Visayan speakers of English in general cannot hold the authority in taking the floor appropriately at an academic conference, for instance.

Discourse analysis of this speech genre, will be elaborated in order to assist Visayan native speakers to learn the art of oral academic discourse of English as their second language for them to become competent enough in whatever communicative events.

Statement of the Problem:

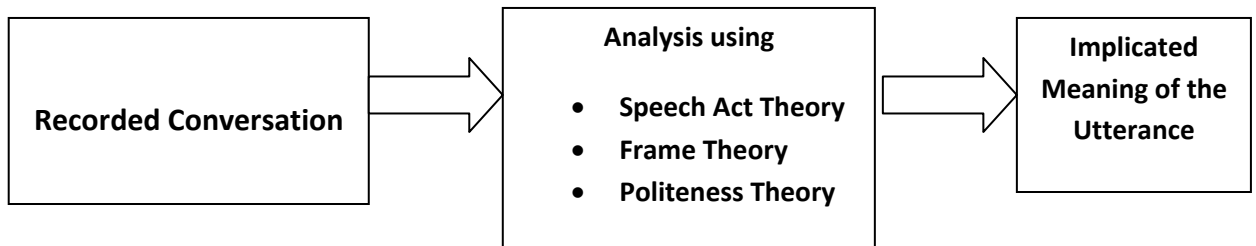
In this study, the following questions may be explored,

1. What sorts of speech acts have illocutionary power in constructing academic discussions?
2. In what way are the speech acts such as disagreements framed and organized such as in *turn-taking in oral academic discussions*?
3. In verbal interaction at discussions, in what way is the face-work maintained or threatened?

Theoretical Base:

Three theories were utilized for analyzing discourse strategies, that is, where or when, how and what they verbalize in order to manage the floor at academic settings. In short, the nature of interaction from the verbal exchanges in academic discussions are examined, analyzed and clarified based on the Speech Act Theory of Austin and Searle, Frame Theory of Goffman and Tannen and lastly, Politeness Theory of Brown and Levinson.

Conceptual Framework:



The Figure 1. Presented Below Shows The Conceptual Framework Of The Study

INPUT PROCESS OUTPUT

Variables of the Study

The variables of the study are the following:

Input refers to the recorded conversation that lasted for thirty minutes which are corpora of the study. This conversation used English Language as the medium of the instruction.

Process pertains to the analysis conducted by the author of the thirty minute tape-recorded conversation in which the Speech Act Theory of Austin and Searle, Frame Theory of Goffman and Tannen and Politeness Theory of Brown and Levinson are utilized.

Output refers to the implicated meaning of the utterances being analyzed by the researcher of the study.

Significance of the Study

The study provides valuable information to the following:

Students. This study introduces our students to the analysis of oral academic discourse in discussions using the Speech Act Theory of Austin and Searle, Frame Theory of Goffman and Tannen and Politeness Theory of Brown and Levinson. Moreover, the study provides students a concrete explanation how discourse in the classroom setting occurs.

Teachers. This study provides useful information to those teaching any Linguistics related subject in the academe. This also further introduces teacher in understanding the different responses of the students while conducting their classes.

Administration. The administration may endorse to conduct further study related to the new emerging discipline of Linguistics which is Pragmatics that will help both teachers and students to understand the nature of the teaching-learning process in relevance to the oral-academic discussions.

Future Researchers. The study about the analysis of oral academic discourse in discussions provides a valuable and useful reference to any future endeavors related to the area of Pragmatics especially the oral academic discourse occurs in the classroom setting.

Scope and Limitations of the Study

The study utilized the tape-recorded conversation as linguistic corpora of the study. The conversation used English language as medium of the communication. The linguistic corpora will be analyzed using the grounded theory which are the Speech Act Theory of Austin and Searle, Frame Theory of Goffman and Tannen and Politeness Theory of Brown and Levinson.

Definition of Terms

Some terms are often used ambiguously or in various manners. Here they must be treated in more specific ways as follows;

Analysis. This refers to the in depth investigation and examination of the oral academic discourse that happened during the discussion in a classroom setting

Discussions. Tannen, (1984) defines discussion as a language in sequence beyond the sentence. Other researchers like Brown and Yule, (1983) specify 'discussions' as language in use. In this study, 'discussion' refers to language use in sequence beyond the sentence in a social context labeled as 'academic'.

Oral academic discourse. Backman ,(2003) uses the word as language treated and used in school, as is applied in English as Academic Purpose (EAP) (e.g. Flowerdew, 2000). In this study, 'Oral academic discourse' refers to language in use for 'real' academic purpose.

Discourse analysis. Brown and Yule, (1997) defines discourse analysis as an interdisciplinary approach encompassing aspects on language use from linguistics, anthropology, sociology, psychology, and philosophy. For another researcher, to study discourse is to examine the complex activity we loosely call social interaction. Cicourel (1980, p. 101) as cited by Kuhn, (1984), discourse analysis is plausibly defined as the study of language in use in some specific context from multiple perspectives.

THEORETICAL REVIEW

The review or related literature and studies are provided in this section.

Related Literature

Pragmatics: an emerging discipline

Starting in the early 1970's, Pragmatics has become an important discipline in Linguistics though much debates and arguments exist if it is to be considered as one of the fields of Linguistics or not, (Collinge, 2001).

Pragmatics is a subfield of linguistics which studies the ways in which context contributes to meaning. Pragmatics encompasses speech act theory, conversational implicature, talk in interaction and other approaches to language behaviour in philosophy, sociology, linguistics and anthropology.

Unlike semantics, which examines meaning that is conventional or "coded" in a given language, pragmatics studies how the transmission of meaning depends not only on structural and linguistic knowledge (e.g., grammar, lexicon, etc.) of the speaker and listener, but also on the context of the utterance, any pre-existing knowledge about those involved, the inferred intent of the speaker, and

other factors. In this respect, pragmatics explains how language users are able to overcome apparent ambiguity, since meaning relies on the manner, place, time etc. of an utterance. The ability to understand another speaker's intended meaning is called *pragmatic competence*.

Pragmatics (more specifically, Speech Act Theory's notion of the performative) underpins Judith Butler's theory of gender performativity. In Gender Trouble, she claims that gender and sex are not natural categories, but socially constructed roles produced by "reiterative acting."

In Excitable Speech, she extends her theory of performativity to hate speech and censorship, arguing that censorship necessarily strengthens any discourse it tries to suppress and therefore, since the state has sole power to define hate speech legally, it is the state that makes hate speech performative.

Jaques Derrida (1998) remarked that some work done under Pragmatics aligned well with the program he outlined in his book "Of Grammatology".

Gilles Deleuze and Félix Guattari discuss linguistic pragmatics in the fourth chapter of "A Thousand Plateaus" ("November 20, 1923--Postulates of Linguistics"). They draw three conclusions from Austin: (1) A performative utterance does not communicate information about an act second-hand—it is the act; (2) Every aspect of language ("semantics, syntactics, or even phonematics") functionally interacts with pragmatics; (3) There is no distinction between language and speech. This last conclusion attempts to refute Saussure's division between langue and parole and Chomsky's distinction between surface structure and deep structure simultaneously.

For Jacob Mey (1989), Language is the chief means by which people communicate. The use of language, for various purposes, is governed by the conditions of society, inasmuch as these conditions determine the users' access to, and control of, their communicative means.

Hence, pragmatics is the study of the conditions of human language uses as these are determined by the context of society.

In Katz (1977:19): "Grammars are theories about the structure of sentences types...Pragmatics theories, in contrast...explicate the reasoning of speakers and hearers..." trying to establish a link between what is said and the semantic proposition behind it.

According to Levinson (1983:9), Pragmatics is the study of those relations between language and context that are *grammaticalized*, or encoded in the structure of a language.

There are two tendencies in current pragmatics. On the one hand, a kind of pragmatics concerned with analyzing language in relation to its communicative function, where the analysis flows from language to context in order to provide an adequate description of the structure of the linguistic code. On the other hand, a sort of pragmatics dealing with the context in which the statement occurs and how this context determines the meaning of this statement, an example of this is Grice's theory. Here the mechanisms of communication, which explain the meanings of the utilized linguistic signs, are analyzed.

As regards to Pragmatics, it is important to distinguish three kinds of context: linguistic, situational and sociocultural. The first consists of the linguistic material which precedes and follows a statement. The linguistic context is also known as co-text. The situational context contains the information about the immediate physical material surrounding the situation. Finally, the sociocultural context is the configuration of the data taken from social and cultural influence on verbal behavior and its uses according to different circumstances. For example, there are social rules to greet or rules in order to know which linguistic register use in a particular situation.

Frames are the structure containing the whole communicative system. They are one of the most interesting aspects of the sociocultural context. They are also very important in relation to Pragmatics because statements are always interpreted within a metacommunicative frame which qualifies the situation of the communicative act and the participants. These frames provide the data necessary for us to communicate. This information can be stereotyped structures of situations or concepts which allow us to associate some meanings with other meanings. For example, if someone says "library", we will automatically think in a context in which there are books, shelves, librarians, etc.

In situations of ritualized speaking like greetings, the sentences truth value is not so important because they are highly context dependent. Therefore, we say what we want to say in every occasion. However, we also say what we are expected to say since our linguistic behavior is codified by social rules. These codifications belong to the context because they determine the meaning of the statements.

Pragmatics studies the intentional meaning, what someone wants to say. The philosopher Paul Grice developed two key theories in pragmatics: the non-natural meaning and implicatures. As regards to speaker meaning Grice separates non-natural meaning from natural meaning. Natural meaning bereft of human intentionality, whereas non-natural meaning is equivalent to intentional meaning. As said in Schiffrin (1994: 192) "As Grice states: "'A meant- something by X` is (roughly) equivalent to `A intended to utterance of X to produce some effect in an audience by means of the recognition of this intention`." From all the previous said we can deduce that the natural meaning follows the relation between cause and effect.

The most prominent names in the emergent of this new discipline are Austin, Grice and Searle who contributed to its development until it is entirely embraced as new discipline in Linguistics. The book entitled "*Logic and Conversation*" published by Paul Grice provided us the concrete reference regarding the principles behind this discipline. Needless to say, many critics and linguists argued that it should not be a discipline in linguistics but rather a sub discipline of philosophy since its proponents and developers are philosophers rather than linguists.

Conversational Implicature Theory proposed by Paul Grice is one of the most influential theories wherein he attempts to explain how a person gets what is being uttered to what is really meant of the utterance heard or from the directly stated and expressed meaning to the implied meaning of the utterance, (Thomas, 1995).

Horn and Ward (1995), introduce implicature the distinction between the "said and the meant- the implicated and the unsaid", (ibid, p.1). Moreover, they mentioned that implicature means the additional meaning or saying little or meaning more. In addition to what I have stated above, Parker and Riley (2000) introduce Grice's Theory on Conversational Implicature. As stated by Grice in their book entitled "*Linguistics for Non-Linguists*", this principle works in four maxims: Quantity, Quality, Relation, and Manner, each of which has some conditions which by an utterance can be measured.

Carston (2002) agreed to that idea of Grice. He further stated that Grice theory is very influential yet has its spots of weakness. He recapitulated this theory by stating that Grice has made an attempt to make clear-cuts between what is said and what is implicated.

Yule (1996), argues that pragmatics 'requires a consideration how speakers organize what they want to say ... and under what circumstances'.

Principally, the process whereby implicature is generated is what we called flouting the maxim (Black, 2006). As stated by Grice in his "*Logic and Conversation*", (1975), this happens blatantly and intentionally but without intention to deceive or mislead the other party involved in the conversation.

Speech Act Theory

The speech act is defined as the minimal unit of linguistic communication that has meaning or means something. (Searle, 1969; Kuhn, 1934). Therefore, the first focus should be placed on speech acts when examining and analyzing the oral discourse.

According to Thomas (1995), Austin, a linguistic philosopher, started to use speech act which used to refer to an utterance and the total situation in which the utterance is made. He pointed out the terms-speech act, illocutionary acts, illocutionary force, pragmatic force and just force to interchangeably, though illocutionary act should be one of three acts specified by Austin. Three acts that Austin categorized are as follows;

1. the locutionary act- an utterance with a certain sense and reference,
2. the illocutionary act- an utterance with some sort of effect on the addressee
3. the perlocutionary act- an utterance producing certain consequential effects on a real action.

The term speech act was originally referred to the function of utterance into act ; therefore, the locutionary act and speech act seems to be contradictory. Consequently, in examining the talk-interaction rather than the conversation, the locutionary act should be excluded. Considering the fact the speech act theory initiated the discipline of pragmatics, the locutionary act cannot be

accounted because of the inability of communication. In other words, without any causing any sort of effects on the addressee, valid verbal interaction cannot be performed. However, Austin's performative hypothesis collapsed according to Thomas,(1995), because the notion the performative verbs that Austin named for verb performing actions cannot be guaranteed for bringing about actions and even an absence of performatives may well bring about actions.

Searle (1969) and Grice (1975), both of whom were Austin's students, developed speech act theory into some systematical and specific frameworks respectfully. Searle(1969), included indirect speech acts and demonstrated eight different speech acts such as requesting, apologizing, and so forth, which have been examined and analyzed by many researchers. He also explicated felicity conditions that any speech act might result in.

Grice (1995), developed a series of maxims and introduced the notion of implicature. Conversational Implicature Theory tackles about the cooperative principle of the participants in a conversation. The following were used by Grice in his Conversational Implicature Theory.

Implicature is the act of meaning, suggesting or implying one thing by saying something else.

Maxim of Quantity states that each participant's contribution to a conversation should be just as informative as is required; it should not be less informative or more informative.

Maxim of Quality states that each participant's contribution should be truthful and based on sufficient evidence.

Maxim of Relation states that each participant's contribution should be relevant to the subject of the conversation.

Maxim of Manner states that each participant's contribution should be expressed in a reasonably clear fashion, that is, it should not be vague, ambiguous or excessively wordy.

Frame Theory

Goffman's frame analysis is a way of explaining, "what is going on" and determining "what is salient" in a given event or experience. Typically, it involves organizing our experiences and structuring our individual perception of the events of experience. This includes filtering important information, discarding the noise and, according to Goffman, building frames and basic cognitive structures to guide us in our perception of reality. Human beings don't consciously manufacture these life frames but unconsciously adopt and adapt them depending on the situation.

Goffman argues that humans frame things in order to organize their understanding of something and to guide future action. Frame analysis is therefore the study of cognitive organization of social experience. He uses picture frames as a metaphor to illustrate how people use frames (structure) to understand their pictures (context). Primary frames are the most basic frameworks which take an experience or event and make it more meaningful. Goffman concentrates on frameworks that aim to "construct a general statement

regarding the structure or form of experiences individuals have at any moment of their social life".

Frame theory is essential for analyzing the micro construction of each segment of discourse. According to Tannen(1993), the notion of frame was first introduced by Bateson (1972), who explicates frame should explain the way in which people exchange signals and agree with the intention of their messages.

Goffman (1974), elaborated this notion as a socially constructed nature of reality in our personal relations. According to Tannen et al (1993), there are two categories in the use of frame, which are interactive frames of interpretation and knowledge structures, namely schemas. The first one refers to what is going on in interaction, further elaborated to include the notion of footing by Goffman (1984). Second category which is the knowledge schema refers to participants' expectations about what is going on in the world. These two notions-interactive frames and knowledge schemas, should interact with each other and implement the analysis of discourse.

The notion of "contextualization inference and cue" termed by Gumpertz (1992) refers to the surface form of utterances indicating to be functional in the signaling on interactive frames. In collaborating with frame theory, the notion of contextualization on inference and cues functions as an important apparatus for discourse analysis, revealing the features determining the academic discourse.

Politeness Theory

The last theoretical framework is politeness theory, developed by Brown and Levinson (1987). Their theory was based on Goffman's analysis of ritual elements in social interaction that introduced the notion of 'face'. According to Goffman (1967), the term 'face' originally comes from Chinese word meaning self-concept projected by others. The aspects of face as basic wants, composed of negative and positive faces are, accordingly, applied to acts threatening positive or negative face, which is called 'face-threatening act' (FTA). Brown and Levinson formulate the theory of politeness focusing on FTA, utilizing three variables- power, social distance and imposition. In academic discourse, which may involve the notion of 'agonism'-which is defined as 'ritualized advertiveness' by Tannen (2002), it is plausible to employ theory related to an FTA. Some socio-cultural considerations involving the social identity including gender, power relations orchestrated with interpersonal distance in oral academic discourse may have to be included. The other variable-imposition, is quite situated and depends on the context in discussion. This variable seems to be dynamically related to other two variables- power and social distance, which per se are not always static as well.

In their model, politeness is defined as redressive action taken to counter-balance the disruptive effect of face-threatening acts (FTAs). In their theory, communication is seen as potentially dangerous and antagonistic. The basic notion of their model is "face". This is defined as "the public self-image that every member of society wants to claim for himself". In their framework, face consists of two related aspects. One is *negative face*, or the rights to territories,

freedom of action and freedom from imposition - wanting your actions not to be constrained or inhibited by others. The other is *positive face*, the positive consistent self-image that people have and their desire to be appreciated and approved of by at least some other people. The rational actions people take to preserve both kinds of face, for themselves and the people they interact with, add up to politeness. Brown and Levinson also argue that in human communication, either spoken or written, people tend to maintain one another's face continuously. Face-threatening acts (FTAs) are acts that infringe on the hearers' need to maintain his/her self-esteem, and be respected. Politeness strategies are developed for the main purpose of dealing with these FTAs.

Related Studies

Atkinson (2001) in his study "Structures of Social action: Conversation analysis" concluded that people participating in conversation display a shared social context, a 'place' where participants collaboratively interact. He added that apart from analyzing the utterances delivered by each participant in the conversation, it is vital to know the different frames manifested while the conversation is going on in order to fully understand the nature of the communication process.

Atkinson's (2001) study is related to the present study in terms of utilizing grounded theory as the method of the study. Both studies determined how an utterance may implicate in a given context giving considerations on the frames and politeness of each participant. However, they differ in the scope of the study. The study of Atkinson is focused on the students of English as a Foreign Language while the present study is on the fourth year BSED-ENGLISH students of University of Southeastern Philippines-Tagum campus.

Matsuoka (2003) in his study entitled "Academic Discourse in Graduate Studies" concluded that process of conversation varies according to the level of participants as they participate the shared interaction. He further added that even a small segmental sample of data reveal the complicated organization of verbal interaction at an academic setting.

Like Matsuoka's study, the present study also utilized oral academic discourse in the classroom setting as the corpora of the study. However, they differ on the participants because the study of Matsuoka focused on the graduate students of National College of Nursing, Japan while the study is on undergraduate students of USep-TAGUM, Philippines.

Alduais'(2006) study on "Conversational Implicature (Flouting the Maxims): Applying Conversational Maxims on Examples Taken From Non-Standard Arabic Language, Yemenin Dialect, an Idiolect spoken at IBB City" revealed that the claim our speech can be systematized and it has one way but not in another is to some extent true. He added that the Conversational Maxims can be applied in all languages as shown in the segment of linguistic corpora provided.

Alduas's study is related to the present study since both studies employ the Speech Act Theory in the process of analyzing the linguistic corpora. However, they differ in the purpose and scope of the study since Alduas's focused on the universality of the conversational maxims and the setting is far different because the present study focused on the conversation happened in class discussion.

METHODOLOGY

This section presents the research design, corpora of the study, locale and data-gathering procedure of the study.

Research Design

The researcher of the study used the *Grounded theory* type of qualitative research wherein collected language corpora is analyzed grounded on the Speech Act Theory of Austin and Searle, Frame Theory of Goffman and Tannen and lastly, Politeness Theory of Brown and Levinson. It intends to elucidate the intricacies of the utterance in a recorded conversation occurred in the classroom setting

Corpora of the Study

The corpora of the study include the recorded conversation in Classroom interaction. The recording is done naturally and spontaneous data elicitation that lasted for thirty (30) minutes. This conversation is about the discussions of the instructor and the students in the classroom of English 28-The teaching of Literature course.

Research Locale

The study took place at the classroom of Fourth Year BSED-ENGLISH at UM Tagum College, Davao del Norte Philippines.

Research Procedure

The following steps are followed in accomplishing the study:

1. Requesting the permission of the Dean

The researcher sought permission from the dean of College to conduct the study.

2. Requesting the permission from the participants of the conversation

The researcher sought the permission from the participants to record their conversation as corpora of the study.

3. Analyzing and interpreting the corpora of the study

The data collected were analyzed utilizing the Speech Act Theory of Austin and Searle, Frame Theory of Goffman and Tannen and Politeness Theory of Brown and Levinson. The collected language corpora were then transcribed for analysis. After which, few examples were selected for further elucidation.

4. Stating the Analysis

The results were stated in order to answer the question of the study. Generated explanations in the selected examples in the conversation were provided in

order to find out the sorts of speech acts of illocutionary power in constructing academic discussions, the way of the speech acts such as disagreements framed and organized such as in *turn-taking* and the way of the face-work maintained or threatened in the recorded conversation.

RESULTS AND DISCUSSIONS

The results and discussion of the study are presented in this chapter.

The segments of verbal exchanges in discussions are interpreted according to the three different theories namely- Speech Act, Frame Theory and Politeness Theory. The transcribed linguistic corpora are treated separately in each theory in order to have an explicit analysis and for further elucidation of the utterance in the recorded shared interaction classroom setting. Provided below are the selected examples of the recorded conversation using the transcription convention provided by Tannen, (1984).

(Context)

Room 14 of 4SE2 during their class in English 28-The Teaching of Literature

1. Instructor: Okay, yesterday we have discussed some models of teaching literature. Am I right?

2. Student 1: Yes, ma'am

3. Student 2: Ma'am, can we excuse your class for a while? We still have to consult Prof. Matildo about our LR?

4. Instructor: It's my time already. So just have to do that after this class.

Who can differentiate now the three models of teaching literature as cited by Carter and Long? Anyone?

5. Student 3: Ma'am?

6. Instructor: Yes, Criscel?

7. Student 3: Since there are three models of teaching literature. let me start the Cultural model, so, in this model this emphasizes more on the cultural awareness of the students, allowing them to appreciate the cultural diversity in their respective society while(interrupted by the noise)

8. Instructor: Shhhhhhhhhhh.... tame your tongue class. It's so hot in here.

9. Student 4: Classmates, listen! Mike, kindly turn on the electric fan?

10. Instructor: Alright, Thank you. Okay, how about the language based model Mr. Apoya? It seems that you are quite busy doing some other things? You keep that! So, What is language based model?

11. Student 5 (Mr. Apoya): Ma'am? Language based ma'am?

12. Instructor: No, it's not Mike! It's Personal growth model! Take some time to listen.

13. Student 5: Ammmmmmm.... I think ma'am . it focuses on the linguistic skills that students may acquire.

14. Instructor: Okay. good.

Analysis using Speech Act Theory of Austin and Searle

The speech act of the utterance (1) is *elicitation*, because the professor elicits the students' involvement, calling for the attention from the students. In the preceding part, not shown above, the instructor greets her students and by this utterance she shifts the frame of greeting into questioning or eliciting some sort of involvement of the topics discussed the other day.

Utterance (2) of student 1 indicates an *assertion* of the student as she agreed on the statement of her teacher as it requires her to give her agreement on the matter being talked by the teacher. Utterance (3) from student 2 shows an insertion of the matter discussed which is about of previous lesson. The utterance (3) as classified according to Austin and Searle is a form of *directive* as she asked for permission to go out the class for she has to consult first the other teacher regarding her Language Research. The instructor in utterance (4) saying that "*It's my time already.*" committed the illocutionary act and implicated the denial or rejection of the student's request for permission. The following utterance of the instructor "*So just have to do that after this class.*" further indicates that She won't allow the student to go out her class. The shift also of frame from her answer about the concern of the student to the main discussion which is the lesson discussed the other day, "*Who can differentiate now the three models of teaching literature as cited by Carter and Long? Anyone?*" is an implicated meaning that she doesn't want to talk more about it.

Turns (5), (6) and (7) construct the sequence of Initiation(I),-Response(R) -Feedback (F) typical of classroom verbal interaction as proposed by Sinclair et al (1982). We can observe in these turns that after the interruption of other students, the teacher initiates to continue the discussion and student 3 in turn (5) takes her response and then feedback of the teacher follows but in the following utterance, it is evident that teacher was annoyed by the noise while student 3 is talking, thus instead of having her feedback, the latching turns into stopping the noise produced by other students. In turn (8), Instructor: "*Shhhhhhhhhhh.... tame your tongue class. It's so hot in here*", is an illocutionary statement which is an indirect request for someone to open the window or a complaint implying that someone should know better than to keep the windows closed as it was expressed emphatically. The perlocutionary meaning of the previous utterance of the teacher or the effect of what is said would be sensitively evident in turn (9) of Student 4: "*Classmates, listen! Mike, kindly turn on the electric fan?*". Turn (11) of Student 5 which is (Mr. Apoya): "*Ma'am? Language based ma'am?*" implicates that the student is asking for further clarification of the question asked by the teacher and then turn (12) of the Instructor: "*No, it's not Mike! It's Personal growth model! Take some time to listen.*" is an indication that the teacher is flouting the Maxim of Quality of John Austin (1980).

Analysis using Frame Theory of Goffman and Tannen

Frame Analysis consists a number of concepts which includes the 'frame,' 'primary framework,' 'keying,' and 'fabrications.'

A 'primary framework' according to Goffman, provides meaning to events that would otherwise be meaningless and consists of two classes, "natural and social." The "natural" class in the classroom interaction as depicted above would concern frames that are "purely physical" or the body gestures and the facial expression of the teacher and her students while having the discussion. It is evident in the scenario as it can be perceived that teacher does really establish authority over her students supported by this utterance: (4). Instructor: *"It's my time already. So just have to do that after this class."* Essentially, this response from the previous utterance of the student 2 in turn (3) *"Ma'am, can we excuse your class for a while? We still have to consult Prof. Matildo about our LR?"* even suggests that she delineates a 'negative face' implicating denial of their asking for permission. It is also noticeable in this utterance *"Shhhhhhhhhhh... tame your tongue class."* of the teacher while student is interrupted while talking that she is portraying a physical primary framework.

"Social frameworks" on the other hand provide a basis for understanding events that include agency, aim, will, and controlling effort of human intelligence. As observed above, the teacher does really control the behavior of her students of having unnecessary noise while the other one is talking. The utterance *"It's my time already. So just have to do that after this class."* of the instructor possibly suggests often than not, that controlling of student aim and will is obvious.

'Keying' which consists of an "openly admitted" transformation of untransformed activity and concerns a systematic reworking of something that is already meaningful within the primary framework enables social actors or participants of the interaction to determine what it is that they think is really going on. As shown in the classroom interaction, the style consists of features of particular social actors who then through "the maintenance of expressive identifiably" systematically transform or modify a strip of activity. It is clearly showed in this turn (4) of Instructor *"It's my time already. So just have to do that after this class. Who can differentiate now the three models of teaching literature as cited by Carter and Long? Anyone?"* that the teacher is shifting into her own style in order to repair the interrupted conversation while having the discussion.

'Fabrications,' like keying, consists of a reworking of something that is already meaningful within the primary framework but unlike keying concerns the intentional effort of one or more persons to manage activity so that one or more individuals will garner a false belief about the definition of the situation. This is evident in the exchange of utterance:

10. Instructor: Alright, Thank you. Okay, how about the language based model Mr. Apoya? It seems that you are quite busy doing some other things? You keep that! So, What is language based model?

11. Student 5 (Mr. Apoya): Ma'am? Language based ma'am?

12. Instructor: No, it's not Mike! It's Personal growth model! Take some time to listen.

Turn (12) of the instructor about what Student 5 clarification is an indication that the teacher is making fabrication in order for student 5 to gain false belief about the definition of the situation as required by the teacher from him to answer.

The "frame of activity" contains the subjective aspects of social life whereby human actors constantly adjust their behavior based on the actions and subsequent interpretations given off by other actors. It is evident that even a segment of interaction provides a simple yet complicated process towards the mundane interaction in everyday life.

Analysis using Politeness Theory of Brown and Levinson

The aspects of face as basic wants, composed of negative and positive faces are, accordingly, applied to acts threatening positive or negative face, which is called 'face-threatening act' (FTA), three variables are - power, social distance and imposition. In academic conversation above, the socio-cultural considerations like social identity including gender, power relations are orchestrated with interpersonal distance. In the setting where the conversation is recorded, it is clearly be observed that teacher establishes her authority and power over her students while discussing the lesson This can be observed in Turn 4of the utterance of the instructor stating denial about student's asking for permission ,*"It's my time already. So just have to do that after this class. Who can differentiate now the three models of teaching literature as cited by Carter and Long? Anyone?"*. It can also be inferred from the interaction that aside from power, social distance is established by the teacher.

The other variable which is imposition, is quite situated and depends on the context in discussion. This variable seems to be dynamically related to other two variables- power and social distance, which per se are not always static as well.

The situation above clearly portrayed how redressive actions should be taken in order to counter-balance the disruptive effect of face-threatening acts (FTAs) while the discussion is going on. The basic notion model is "face" has been shown by the instructor as she wants to gain "the public self-image that every member of interaction wants to claim for herself".

The concept of negative face is practically delineated by the teacher as supported by this line of the instructor *"Shhhhhhhhhhh... tame your tongue class. It's so hot in here."* Positive face or the positive consistent self-image that people have and their desire to be appreciated and approved of by at least some other people are clearly observed in the classroom conversation. Indeed, the rational actions people take to preserve both kinds of face, for themselves and the people they interact with, add up to politeness.

CONCLUSIONS AND RECOMMENDATIONS

This section presents the summary of findings and recommendations of the study.

Summary of the Findings

Based on the interpretations and analysis of data, the following findings were revealed:

1. The sorts of speech acts have illocutionary power in constructing academic discussions.
2. There are ways that speech acts such as disagreements are framed and organized such as in turn-taking in oral academic discussions in order to maintain the social image of the participants of conversation.
3. Verbal interaction at discussions has its way in maintaining the face-work like threatening and displaying positive image.
4. The aspects of face as basic wants are composed of negative and positive faces are, accordingly, applied to acts threatening positive or negative face, and the three variables are - power, social distance and imposition can be applied in just a small segment of conversation.
5. Keying' which consists of an "openly admitted" transformation of untransformed activity and concerns a systematic reworking of something that is already meaningful within the primary framework enables social actors or participants of the interaction to determine what it is that they think is really going on.
6. Some socio-cultural considerations involving the social identity including gender, power relations orchestrated with interpersonal distance in oral academic discourse may have to be included.

Conclusions

1. Even a small segmental data reveals the complicated organization of verbal interaction at an academic setting.
2. Other segments in sequence suggest that the participants interact and mediate each other and negotiate in a dynamic way.
3. Myriad of concepts is embedded within a multitude of frames from which the reader can view while the verbal interaction is going on.
4. The definition of situation may vary according to the frame activity of the participants of the verbal interaction.

RECOMMENDATIONS

1. The results of the study could be introduced to teachers in the academe, students who are currently taking AB-Linguistics to understand the function and content of small segment of conversation in the classroom.
2. Teachers of Linguistic subjects could introduce the different theories in conversational analysis and even discourse analysis in order to give meaning the different utterances occurred in verbal interaction.
3. Introduction of the discipline in the academe is also suggested in order to understand how language functions in different contexts that may arise in the academe.
4. It is recommended that further studies on discourse and conversational analysis will be conducted to know the different meaning of utterances and even to understand the complexities of language in a verbal interaction.

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