THE SPEECH ACTS OF THE LANGUAGE OF TEACHERS' CRITICISM IN EAP CLASSES: A PRAGMATIC ANALYSIS

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ABSTRACT

Exploring speech acts within the realm of language instruction has consistently been a captivating subject. Limited research has delved into the analysis of speech acts employed by English teachers for criticism during classroom interactions. This study primarily aims to identify the classifications of speech acts used most frequently by teachers in English for Academic Purpose (EAP) courses for criticism. Additionally, it examines the rationale behind selecting a particular type of speech act for criticism by EAP course instructors and assesses how this classification of speech acts may influence teaching strategies and student performance. The research employed classroom observations and interviews for data collection, utilizing purposive sampling to select five teachers and forty students from the English department's EAP 009 course. Observational guidelines and situational questionnaires served as research instruments. Qualitative thematic analysis and data coding were applied for data analysis. Classroom observations indicated that EAP teachers predominantly used directive criticism, with a comparatively low utilization of commissive criticism, aligning with the principles of communicative language teaching. Conversely, teacher interviews

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unveiled that, while direct criticism was prevalent, declarative criticism was also employed. This suggests a need for greater consistency in teachers' selection of specific criticisms, minimizing potential impacts on teaching strategies. The study recommends that EAP teachers diversify their criticism approaches based on student needs and contextual factors.

KEYWORDS

criticism, teachers' language, speech act, directive, commissive, assertive, expressive, declarative

INTRODUCTION

The language chosen by teachers significantly impacts the success of English teaching and learning, particularly in English for Academic Purpose (EAP) classes in Bangladesh. This communication dynamic occasionally results in conflicts or gaps where teachers struggle to persuade students. Students, in turn, imitate teachers' speech acts, hindering their pragmatic use of utterances. Additionally, there are occasional communication gaps in culture, gender, hedges, non-verbal communication, style, tone, and mode between teachers and students (Nur et al., 2023).

To address these challenges, the use of speech acts in the EAP classroom becomes crucial. Speech acts, representing the functions of language during conversation, serve as models for students to practice and guide them in using language more precisely (Ahmed et al., 2023). The three distinct speech acts—locutionary, illocutionary, and perlocutionary— play essential roles in communication, offering students a framework to communicate effectively (Taguchi, 2011).

However, in the context of a private university like Green University in Bangladesh, the development of the illocutionary act for criticism needs attention. Evaluating speech acts in modern circumstances is crucial for EAP teachers and students as English remains dominant in international communication. Teachers must impart linguistic conventions and communicative pragmatics. This research focuses on a pragmatic analysis, particularly examining language criticism in EAP classrooms at Green University in Bangladesh, aiming to enhance teaching outcomes.

BACKGROUND OF THE STUDY

Effective education in non-native English classrooms relies heavily on teacher-student interaction. In private university EAP classrooms, the selection of appropriate language criticism is complex, requiring interactional criticism for theoretical, informational, and pedagogical goals. Teachers must understand students' needs, yet their speech production often becomes static and content-based, creating ambiguity. Students, constrained by time to complete the syllabus, struggle to produce direct, precise, and contextually pragmatic utterances. EAP teachers primarily focus on students' learning, neglecting the directive or contextual use of language. Pragmatics, addressing language use in context and respecting culture, is disregarded, leading to the indifference of teachers to a directive approach. This study advocates for a directive approach in EAP classes, emphasizing its impact on comprehension efficiency, listening, speaking, reading, writing, grammar, vocabulary, and cultural appropriateness. To implement this, teachers need to shift their pedagogical approach to align with specific cultural, setting, and belief contexts.

RATIONALE OF THE STUDY

Effective teaching and learning necessitate direct, compelling discussions between teachers and students. In Bangladesh's EAP context, awareness of the directive approach is crucial due to varying student knowledge levels and time constraints. EAP teachers face challenges comprehending and addressing students' requirements, risking a teaching goal gap. The directive approach's limited use in EAP 009 courses at Green University highlights the need

for recognizing and correcting teachers' assumptions. This study aims to inspire teachers to enhance their teaching excellence by evaluating and adjusting their use of direct language criticism, including assertive, commissive, declarative, and expressive speech acts. Such adjustments have the potential to elevate teaching methods, benefiting students' comprehension, grammar, vocabulary, and overall language skills in reading, writing, speaking, and listening.

RESEARCH OBJECTIVES

This research aims to assess the effectiveness of internal interactions between teachers and students in EAP 009 classrooms, both onsite and online, focusing on spontaneous comprehension and communicative competency. Specific objectives include:

1. Identify the prevalent classifications of speech acts used by teachers in communicative EAP 009 classes.
2. Investigate the rationale behind teachers' choice of specific speech acts for criticism.
3. Evaluate the potential impact of classifying speech acts of language criticism on both teachers' teaching strategies and students' performances in terms of comprehending, listening, and speaking communication.

RESEARCH QUESTIONS

The following questions will be addressed in this paper to fulfill the research objective and reach the expected conclusion:

1. What would be the ideal speech act of language criticism to select for communicative language teaching and learning in an EAP classroom?
2. Why does a teacher use a particular type of speech act for criticism?
3. How does this classification of speech acts of criticism impact on teachers' teaching strategies and students' performances?

SIGNIFICANCE OF THE STUDY

The significance of this research lies in interpreting and identifying the role of language speech acts by EAP teachers to enhance their teaching methods and improve the overall quality of education for EAP students. EAP teachers need a thorough understanding of the speech acts they employ for criticism in EAP classes. This not only elevates the quality of lectures but also enhances the productive skills of EAP students, such as listening, speaking, reading, writing, including grammar and vocabulary.

LITERATURE REVIEW

The literature review encompasses various perspectives on speech acts, drawing from the works of Austin, Searle, Arani, Diani, Olshtain, Cohen, Sistyawan, Azhari, and Hashim. Austin (1975) posits that speech acts involve performative acts, which can be elocutionary, illocutionary, or perlocutionary. Searle (1979) introduces the concept of illocutionary force, categorizing it into Commissive, Assertive, Expressive, Directive, and Declarative patterns. Arani's (2012) research on Iranian children emphasizes the prevalence of directive speech acts in everyday conversations, indicating their importance in language acquisition.

Diani's (2018) framework distinguishes linguistic choices based on maintaining personal or professional connections, reflecting positive or negative attitudes toward listeners. Olshtain and Cohen (1990) highlight the significance of understanding speech acts for effective communication, particularly focusing on the Apology of Speech Act. Sistyawan et al. (2022) explore teacher talk in the context of English as a Lingua Franca (ELF), emphasizing its crucial role in education and student participation. Azhari et al. (2018) suggest that teachers' comprehension of various speech acts' characteristics and techniques forms a solid foundation for practical teaching skills.

Muchsin's (2020) study in Polytechnic ATI Makassar analyzes speech acts in the context of direct and indirect communication, highlighting the significant improvement in students' speaking skills through increased speech activity. Hashim's (2015) analysis of political speech acts reveals the prevalence of commissive acts among political leaders, indicating a commitment to future actions and the promotion of plans or ideologies. Political discourse, as demonstrated in this study, overtly utilizes commissive speech acts more than other forms. The literature collectively underscores the importance of understanding and utilizing different speech acts for effective communication in various contexts, including education and politics.

Theoretical Framework

The theoretical framework of this study draws on the perspectives of Austin and Searle, focusing on speech act theory, specifically elocutionary, illocutionary, and perlocutionary acts. Searle's criteria for illocutionary speech acts include commissive, assertive, expressive, directive, and declarative forces. Each force serves distinct functions in conveying the speaker's intentions, opinions, feelings, directives, and declarations (Emike, 2017; Mabaquiao, 2018).

Locutionary acts involve utterances without affecting the hearer, while illocutionary acts are performative, with Searle's framework further classifying them into various forces. Commissive forces commit to future actions, assertive forces express the speaker's perception of reality, expressive forces convey feelings, directive forces prompt actions, and declarative forces bring about situational changes (Emike, 2017; Mabaquiao, 2018).

Perlocutionary acts result from perlocutionary behavior, influencing the audience's emotions or reactions. Pragmatics and speech act criticism intertwine, with pragmatic analysis being essential in ESL contexts for understanding acceptable and polite norms in communication. Pragmatic competence is crucial for ESL speakers to navigate cultural and linguistic nuances. Pragmatic studies consider context, meaning, and the speaker's intentions, often requiring connections with semantics and syntax (AUSTIN, 1962; Bauler, 2019).

Contrastive studies reveal the pragmatic functions of Chinese conventional phrases in realizing speech acts. In ELT contexts, the reflective use of speech acts contributes to material development and effective exercises for students. The study of pragmatics explores the association between language, meaning, and the situational context, emphasizing its significance in language learning and teaching.

Research Gap

The identified research gap revolves around the unique focus on the impact of illocutionary acts, specifically consisting of commissive, assertive, directive, and declarative criticism of speech acts, on the teaching and learning of English in a private university setting—specifically, the Green University of Bangladesh. While previous investigations have explored Searle's speech act criticism theory in various contexts such as schools, political speeches, polytechnic institutions, Chinese language, and contrastive studies, there is a lack of research addressing this particular application in the realm of English for Academic Purposes (EAP) within private universities in Bangladesh.

Despite creative scholars exploring the application of illocutionary acts in ELT book reviews, EFL, and ESL courses, the research gap persists when considering the specific context of EAP environments in private universities in Bangladesh. The existing literature has demonstrated results and original contributions, but the absence of studies focusing on illocutionary acts in EAP classrooms in this specific setting highlights the need for further investigation. This study aims to fill this gap by conducting a qualitative analysis of teachers' language criticism strategy, examining challenges and limitations, and assessing the potential

effectiveness of employing directive speech or illocutionary acts to enhance teaching and learning in EAP classrooms.

RESEARCH METHODOLOGY

This research employs a complementary approach, utilizing both qualitative and quantitative methods. The qualitative method is employed for data collection and analysis procedures, offering a detailed understanding of participants' expressions, ideas, emotions, and perspectives. The quantitative method is solely utilized to examine the objective findings of the study.

The qualitative approach is chosen to investigate the specific research issue surrounding the criticism of speech acts employed by EAP English teachers, aiming to enhance both teaching strategies and students' performances. The methodology chapter provides a comprehensive outline of the study, covering participants, data collection procedures, research instruments, data analysis procedures, and ethical considerations.

Participants

The target population is the Green University of Bangladesh, with sample participants recruited from the English department's EAP 009 course. The study includes five teachers and forty students. Teachers are selected purposefully for their proficiency in English, extensive teaching experience at various academic levels, and membership in the English Language Club. Purposive sampling is applied due to the researchers' familiarity and good contact with the participants.

Data Collection and Analysis

Qualitative methods involve in-depth exploration of participants' expressions, focusing on the speech act criticism used by EAP English teachers. Data collection methods include interviews, observations, and document analysis. The analysis procedure employs thematic coding to identify patterns and themes in the qualitative data.

Ethical Considerations

Ethical considerations involve obtaining informed consent from participants, ensuring confidentiality and anonymity, and maintaining the privacy and dignity of participants throughout the research process.

The methodology aims to provide a robust framework for examining the impact of speech act criticism in EAP classrooms, offering insights into both teacher strategies and student performances.

Table 1: Participants' Frame

SL.	Participants Category	Sample
01	Male and Female Students of EAP (009) Course	40
02	EAP Teachers	**5**
Total		**45**

DATA COLLECTION PROCEDURES

This study employs qualitative data collection methods, utilizing classroom observation and interviews conducted both on-site and offsite. Purposive sampling is applied to participants who are well-known to the researcher.

Classroom Observation

The researcher conducted on-site and offsite classroom observations to understand why EAP 009 teachers choose specific speech acts and their potential impact on teaching strategies and student performance.

Video records were collected for on-site and offsite observations, providing detailed and real-time data for a thorough understanding of the observed behaviors.

The observations also included EAP students' classroom performances and role-playing to assess the impact of teachers' selected speech acts on student behavior.

Interview

Five EAP teachers from the English department of Green University were interviewed to gather their thoughts, opinions, and ideas on the selection of speech acts and its influence on teaching strategies and student performance.

A semi-structured interview approach was chosen for flexibility, allowing both pre-planned questions and spontaneous exploration during the interview.

Audio recording was employed during the interviews to ensure accurate data recording and verification.

Research Instruments

Classroom Observation Guideline (see Appendix B):

Developed to guide the systematic observation of EAP teachers and students during on-site and offsite classroom sessions.

Includes criteria for assessing teachers' speech acts, students' classroom performances, and role-playing.

Interview Questionnaire

A semi-structured questionnaire designed to elicit detailed responses from EAP teachers regarding their choice of speech acts and its impact on teaching strategies and student performance.

Incorporates pre-planned questions to guide the interview while allowing flexibility for exploration.

Situational Questionnaire

Developed for EAP students to gather insights into how teachers' selected speech acts may impact student behavior.

Semi-Structured and Unstructured Techniques

Employed in interviews to allow for exploration of responses and provide flexibility to participants. Semi-structured interviews involve pre-planned questions, while unstructured interviews aim for an in-depth study and establishing a connection with respondents.

The research instruments collectively aim to provide a comprehensive understanding of the impact of speech act criticism on teaching and learning in EAP classrooms at the Green University of Bangladesh.

Table 2: Research Instruments

Classroom Observation Guideline	R.Q 1
Interview Questionnaire	R.Q 2, 3

DATA ANALYSIS PROCEDURES

This section presents the interpretation of classroom observation findings, derived from four offsite recorded video sessions, with two featuring a male teacher and two featuring a female teacher. The total duration of the videos was six hours and forty-five minutes. Following data analysis, the researcher grouped the data and entered it into a Microsoft Excel sheet. The primary objective was to distinguish each of Searle's speech acts of criticism separately and quantify their occurrence. The total utterances of each category were counted to address the initial research questions, and the findings are visualized in a pie chart.

The primary objective was to analyze how often each of Searle's speech acts of criticism occurred during classroom observations. Quantitative methods were employed to draw findings from qualitative data, aligning with the notion that qualitative and quantitative methods can complement each other, providing a comprehensive understanding (Choy, 2014, pp. 99-104).

After data analysis, the researcher grouped and entered the data into Microsoft Excel, focusing on categorizing each speech act of criticism separately. The findings, categorized by directive, assertive, expressive, commissive, and declarative speech acts, are represented in a pie chart. This visualization offers a clear overview of the frequency of each category.

The findings contribute to the qualitative understanding of how different speech acts of criticism are employed by EAP teachers during classroom interactions. The pie chart serves as a visual reference to compare the occurrence of each category, providing insights into the dynamics of language criticism in the observed EAP classrooms.

FINDINGS OF THE CLASSROOM OBSERVATION

Key Findings

The analysis of classroom observations revealed four primary categories of speech act criticism employed by EAP teachers: directive, assertive, expressive, and commissive. Notably, declarative speech acts were not observed in the analyzed interactions. The frequency of each speech act category used by EAP teachers in their criticism is visually represented in the following pie chart:
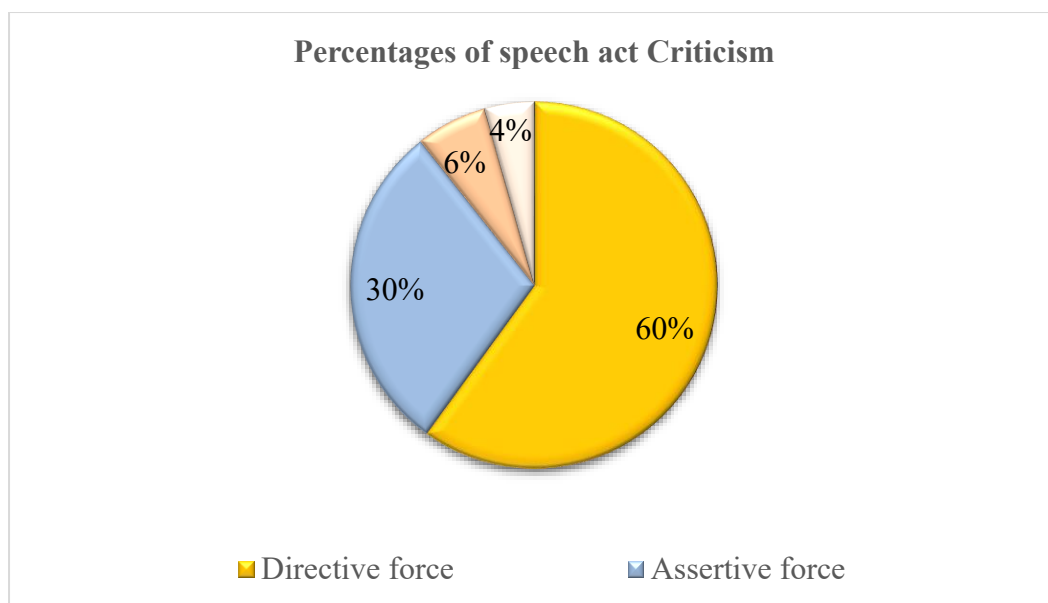
Percentages of speech act Criticism

Figure 1: Percentages of Speech Act of Criticism

Directive Speech Acts: Teachers play a guiding role, providing instructions to steer students in their learning process.

Assertive Speech Acts: Teachers convey information or express their thoughts confidently on various subjects.

Expressive Speech Acts: Teachers express emotions and sentiments related to specific situations, fostering a more personal connection.

Commissive Speech Acts: Teachers commit to future actions, making promises, issuing threats, or extending offers.

Declarative Speech Acts: No instances of declarative speech acts were observed, indicating a distinct pattern in teachers' communication.

Insights from the Pie Chart
The accompanying pie chart visually highlights the prevalence of each speech act category, offering a quick understanding of language criticism patterns in the EAP classroom. The pie chart (Figure 1) reveals that the majority of language criticism by teachers is executed through directive speech acts, constituting 60% of the total utterances. Assertive speech acts account for 30%, expressive speech acts for 6%, and commissive speech acts for 4%.

Findings Implications
Dominance of Directive Speech Acts: The substantial use of directive speech acts suggests a strong emphasis on guidance and instruction in the teaching approach.

Limited Declarative Speech Acts: The absence of declarative speech acts indicates a communication trend where teachers refrain from making explicit statements or assertions.

Diverse Expression: The incorporation of expressive and commissive speech acts adds emotional and commitment elements to the language criticism repertoire.

These findings contribute to a comprehensive understanding of the nuanced language criticism strategies employed by EAP teachers. The dominance of directive speech acts and

the absence of declarative acts showcase distinctive patterns in communication, influencing the dynamics of the EAP classroom.

Directive

In 96 instances, teachers utilized directive speech acts, constituting 60% of their language criticism. The indicative terms associated with directive speech acts encompass asking, ordering, requesting, granting permission, offering advice, making suggestions, extending invitations, issuing challenges, and more. Predominantly, teachers employed this approach to instruct students, frequently asking questions and providing guidance. Their primary objective was to facilitate error-free learning by assigning diverse tasks and prompting students with queries. This instructional strategy aimed to ensure that students engage in various activities, such as reading, writing, speaking, listening, and working on grammar and vocabulary. Improving these essential skills is crucial for students as they form the foundational components of the EAP course. Table 3 presents specific examples of teachers employing directive speech acts for instructional purposes.

Table 3: Presents the Findings of the Directive Speech Act of Criticism

SL.	Strategies	Utterances	Categories of Directive Speech Act
1	Make conversations with students	"I would like to know about you" and "your preferences"	Asking
2	Encourage students to talk/share/perform	"Could you please raise your hand" … okay good!	Requesting
3	Critical thinking	"Try to write it again" how you understood that	Ordering
4	Invite activities group/pair work	Now "I am inviting you in the zoom breakout room"	Inviting
5	Encourage students to talk/perform or learn from experience	"You should attend the seminar"	Suggesting/Advising

Assertive

In 47 instances, teachers employed assertive speech acts, constituting 30% of their critical language expressions. The list of expressions associated with assertive speech acts includes reviewing, summarizing, concluding, stating, asserting, explaining, describing, reporting, offering opinions, and more. Primarily, teachers frequently review or summarize lectures to ensure students have a clear understanding, promoting both effective learning and performance quality. The teacher involves students in various activities and experiential learning beyond their academic realm, utilizing assertive speech acts for educational critique. Additionally, the teacher's principal aim is to enhance student engagement by providing feedback and posing relevant questions based on their perspectives or opinions. To elevate the quality of student performance, instructors immerse them in diverse activities and experiential learning that extends beyond their academic focus. Table 4 provides specific examples of teachers employing assertive speech acts for critical analysis.

Table 4: Presents the Findings of the Assertive Speech Act of Criticism

SL.	Strategies	Utterances	Categories of Assertive Speech Act
1	Support students through their learning process	” If we summarize the text again”	Reviewing /summarizing
2	Applies Mode, Tone, Intonation, NVC	Okay then "5th June it is" ...!	Concluding/stating
3	Critical thinking	"I have given the rubrics" …there would not be any problem	Asserting
4	Emphasize students' comprehension skills	So, what do you think "will it be zoo or farm?"	Opinion
5	Provide feedbacks	Sir cats like soft bedding… "Hmm! that might also be"	Assuming/believing

Expressive

In 10 instances, teachers utilized expressive speech acts, comprising 6% of their critical language expressions. The list of expressions associated with expressive speech acts includes complaining, greeting, welcoming, thanking, praising, apologizing, congratulating, and more. Occasionally, teachers employ face-threatening actions to capture students' attention in class and foster appreciation for class lectures. This is accomplished through the use of expressive speech acts like "welcome" and "good morning," ensuring that teachers establish a psychological connection with their students and treat all students equally. Furthermore, the teacher motivates students in various tasks by expressing gratitude for their performance while employing expressive speech acts for critical analysis. Table 5 showcases specific examples of teachers utilizing expressive speech acts for critical analysis.

Table 5: Presents the Findings of the Expressive Speech Acts of Criticism

SL.	Strategies	Utterances	Categories of Expressive Speech Act
1	Employ Face threatening act	"It's really annoying" …... when you are not giving any concentration!	Complaining
2	Applies Mode, Tone, Intonation, NVC	"Morning" students…!!	Greeting
3	Applies Mode, Tone, Intonation, NVC	Students "welcome to the EAP 009 course" …!!	Welcoming

SL.	Strategies	Utterances	Categories of Expressive Speech Act
4	Offer praise to students	"Thank you for your prompt response", Farzana...!!	Thanking/praising

Commissive

In 7 instances, teachers employed commissive speech acts, constituting 4% of their critical language expressions. The list of expressions associated with commissive speech acts includes threatening, refusal, commitment, pledge, vow, promise, swear, offer, and more. As mentioned in the expressive speech act section earlier, teachers may resort to face-threatening actions if students are not attentive in class or engage in irrelevant activities, such as using a smartphone against regulations, gossiping, failing to respond appropriately, and so forth. To maintain a conducive classroom environment, the teacher utilized face-threatening behavior towards students. Nevertheless, the primary objective of the teacher is to foster relationships with the students. Employing commissive speech acts of criticism, such as the refusal phrase "no, you have to write," underscores the students' autonomy in shaping their learning approach. Table 6 provides specific examples of the teacher's use of commissive speech acts for critical analysis.

Table 6: Presents the Findings of the Commissive Speech Act of Criticism

SL.	Strategies	Utterances	Categories of Commissive Speech Act
1	Employ Face threatening act	If you cannot respond on time, "I will not give your attendance"	Threatening
2	Adopt different strategies	No sir I can't write …...."no you have to write" (teacher speaking)	Refusal
3	Create a psychological bond with students	"After 10-minute break we will continue" to the class	Commitment

Declarative

In addition to declarative criticism, four other speech acts were employed by EAP teachers in the classroom. Because the use of declarative language criticism completely disrupts the listener's environment. However, no circumstances when EAP teachers were compelled to use declarative criticism of speech acts in the EAP classroom were revealed by classroom observations.

Findings of the Teachers' Interview

This section presents the findings of interviews with five EAP teachers conducted at Green University of Bangladesh. Interviews were also conducted in the same manner. While conducting the interviews, five EAP teachers were also subjected to additional in-depth interviews through a situational interview (see Appendix A) in order to find out the outcomes

of the research objectives. Next, the same method was followed to examine which speech act of criticism teachers prefer to use and how it can significantly impact their teaching strategies and their students' performances. The types of utterances they criticized in the situational interviews were calculated using Microsoft Excel. Then, its findings were extracted and presented through columns.

Additionally, interviews and classroom observations showed that teachers mainly employed directive criticism in their lectures and students' tasks in EAP classrooms. However, with additional in-depth interviews other than situational interviews, it has been found that EAP teachers were more likely to employ directional criticism. Moreover, the results of the teacher interviews and their interpretation are as follows:
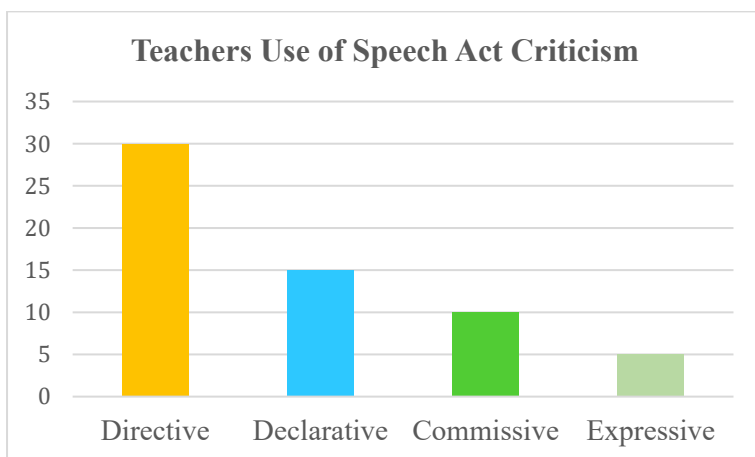

Figure 2: Teachers' Use of Speech Act Criticism

Through the data analysis, the column on top (Figure 2) shows that most of the EAP teachers' use of language criticism was done through directive speech acts. However, the column demonstrates that the teacher's use of language criticism involves 30 instances of directive criticism. Here are a few differences which have been found out from the interview findings. Because there was no evidence of the use of declarative speech acts of criticism observed through the classroom observation studies in the EAP classes, this column draws attention to the fact that teachers' critique involved 15 instances of declarative criticism. The teacher's use of language criticism involves ten times of utterances of the commissive acts of criticism. In addition, the expressive acts of criticism only occurred five times in teachers' utterances. However, the following data will highlight whether the EAP teachers' use of speech acts of criticism has an impact solely on their teaching strategies or it does have an impact on students' performances:

Table 7: Presents the Findings of the Speech Act of Criticism Uttered by EAP Teachers'

SL	Strategies	Utterances	Types of Acts	Use of Criticism
1	Support students through their	"I would extend the deadline"	Commitment	Commissive

SL	Strategies	Utterances	Types of Acts	Use of Criticism
	learning process			
2	Employ Face threatening act	"I cannot provide them with such flexibility"	Refusal	Commissive
3	Encourage students to perform or learn from experience	"I suggest them to be punctual"	Suggest	Directive
4	Encourage students to perform	"I motivate the students"	Advice	Directive
5	Employ Face threatening act	"Never"	Declare	Declarative
6	Adopt different strategies	"You will be my reading volunteer today"	Order/Command	Directive
7	Provide feedbacks	"I repeatedly warn the students"	Warning	Directive
8	Employ Face threatening act	"I do not entertain any kind of plagiarism"	Declare	Declarative
9	Applies Mode, Tone, Intonation, NVC	"Warn them"	Warning	Directive
10	Employ Face threatening act	"Take a leave"	Declare	Declarative
11	Demand for change	"Very good also you should..."	Praise/ Advice	Expressive/ Directive

Table 7 demonstrates how EAP teachers presented different types of criticism in response to the expectations of EAP students in different situations. EAP Teachers Adopt the Commissive Act of Criticism Sometimes when students cannot complete their tasks or assignments in time, the EAP teachers typically offer they extend the deadline to support their learning process. At the same time, EAP teachers sometimes adopt face-threatening acts by using refusal words to make the students more attentive and aware of some institutional rules and regulations, as they should value and respect teachers' time.

Moreover, it has been observed that most EAP teachers prefer to adopt direct criticism, especially when the EAP students are late for class. They try to suggest that when EAP students face some difficulties in their speaking, they try to assist and motivate them by giving

some advice to the students. In order to make the students understand how much public speaking is essential in this twenty-first century.

EAP teachers adopt different strategies by employing commands, orders, and others if EAP students create irrelevant things in the class that can force them to do some tasks. Similarly, EAP teachers occasionally provide feedback by warning them if EAP students receive poor grades in their fundamental courses so that they can improve their performance next time. Furthermore, EAP instructors also warn students against cheating on tests by stressing their tone and facial expressions. EAP teachers, however, vary their demands and encourage students to develop their writing skills further. As mentioned in the previous column phase, there are some exceptions in the results of the interviews because declarative criticism was found in it but not in the classroom observation. The EAP teachers employ face-threatening acts by declaring if EAP students are not serious enough about their class test or misuse their teachers' time.

Moreover, they employ face-threatening acts on the students if they plagiarize their assignments. As plagiarism is zero tolerance, EAP teachers' principal goal is to get students to use their intellectual abilities and complete their assignments without copying from other sources. Besides that, EAP professors might employ face-threatening techniques due to the students' impolite behaviour in the classroom. However, EAP teachers also employ expressive criticism by praising student performance; therefore, this strategy may reinforce students' subsequent performance.

DISCUSSION

This chapter will address research Questions 2 and 3 and their objectives. It will essentially show whether or not EAP teachers are entirely aware of speech acts of criticism and to what extent speech criticism may impact both EAP teachers' teaching strategies and students' learning or performance styles.

Discussion on Research Question (RQ 01)

What would be the ideal speech act of criticism to select for communicative language teaching and learning in EAP classes?

This research question is associated with classroom observations. The results showed that EAP teachers mostly preferred to employ direct criticism (60%). They prefer the direct task of criticism because it provides an opportunity for classroom interaction. EAP teachers ask students about their "preferences," which lets them speak. EAP Teachers ask students to share their opinions or perform their tasks to make them more interactive in the EAP classroom. Sometimes, EAP teachers instruct students to write, which means they are offering critical thinking to develop their writing style. EAP stands for English for Academic Purposes, an introductory (basic) course that aims to develop four skills: reading, writing, speaking, and listening, along with grammar and lexis. However, from application of direct criticism it seems that EAP teachers follow the principles of communicative language teaching.

Also, EAP teachers employ assertive criticism (30%) by summarizing and reviewing the class to engage all the students in the lesson who missed the class or to develop their schema on that particular lesson. Sometimes, EAP teachers conclude their statement on a particular topic so that they can comprehend the tone, intonation, and so forth. EAP teachers also assert to understand specific, clear criteria related to their assignments or tasks, i.e., "Rubrics." In addition, EAP teachers try to get students' "opinions" on a particular topic to emphasize their comprehension skills. Moreover, EAP teachers provide feedback on whether students are correct or incorrect on specific topics.

However, EAP teachers also employ expressive criticism (6%) using words such as "that is really annoying," meaning they use face-threatening actions to get students to pay

attention. It usually happens when students need to pay more attention when the teacher repeatedly calls by their name. Conversely, EAP teachers employ greetings, welcoming such as "Morning students" and "Welcome to the EAP 009 course" to create a bonding environment where all students feel equal. Moreover, EAP teachers show gratitude or offer praise to the students by saying, "Thank you for your prompt response," and so forth.

Finally, EAP teachers use commissive criticism (4%) by employing face-threatening acts, i.e., "I will not give your attendance" if they were late responding to their presence. However, students might suffer external and internal damage due to this criticism. Therefore, EAP teachers must be more mindful of their criticism in EAP classes. Additionally, EAP teachers use refusal phrases by using different strategies to help students complete their assignments on time. Adopting or pushing this strategy might lead them to drop their course. Therefore, EAP teachers should Understand when to use which criticism. There are some variations among students; some may be easy-going, while others may be troublesome. However, EAP teachers create a psychological bond with the students through commitment, i.e., "After the 10-minute break we will continue". So, these sorts of words help students to become more conscious about their studies. Hence, these kinds of words assist the students to be more conscious about their studies.

Overall EAP teachers typically strive to get students to communicate or reply, which indicates they follow communicative language teaching concepts. Direct criticism involves interaction with students and teachers, whereas assertive criticism involves lecturing. Furthermore, 60% direct and 30% assertive criticism makes sense that they consistently strive for balance in their lectures.

Discussion on Research Question (RQ 02)

Why does a teacher pick a particular type of speech act for criticism?

After interviewing the EAP teachers, it was found that none of them knew that they use directive criticism the most in their lectures. They employ directive criticism in EAP classes, not because they know it. They intend to involve the EAP students to talk to respond. They try to involve them in different activities, i.e., group work, pair work, role play, reading volunteer, and whatnot. They frequently ask questions to the EAP students so that everything would be transparent in their learning process.

They assist students in reducing their nervousness about speaking to build their confidence level in public speaking since the main objective of the EAP course is to provide students with a solid foundation for all four skills, including grammar and vocabulary. They organize brainstorming sessions by providing visual images, which lead them to think about current problems. This means they engaged students in their lectures and gave them opportunities to think.

After conducting the interview, first of all, it is clear that they are not entirely aware of direct criticism or any other criticism. One of the EAP teachers said we should have a friendly relationship among EAP students to create a psychological bond with them. Nevertheless, of course, EAP students should be mindful that there is a significant difference between a friend and a friendly environment. Moreover, they also said EAP classes are not productive for EAP students if EAP classes always have to provide lectures. They always want students to think and develop a sense of autonomy in their learning process. This study suggests that language teachers should have a strong comprehension and knowledge of criticism. If they understand how and when to utilize this form of criticism in the EAP class, it might improve the effectiveness of their lesson.

Discussion on Research Question (RQ 03)

How does this classification of speech act of criticism impact both teachers' teaching strategies and students' performances?

The results of the interviews with EAP teachers show that they support using direct criticism most of the time (30 utterances). EAP teachers strive to offer advice, such as "You are early for the next class" or "to be punctual," mainly when students are late for class due to traffic and apologize in scenario 3. Additionally, in scenario 4, EAP teachers give advice, motivate students, and help them while performing in class and muttering. EAP teachers adopt different strategies in scenario six by ordering and instructing, for example, "You will be my reading volunteer today." It frequently occurs when they are distracted by their cell phone and the entire class. When this happens, EAP teachers use a variety of strategies to ensure that students or the class are focused during the lecture.

Additionally, the EAP teacher warns students if they receive poor test scores in scenario seven. Teachers constantly remind students to pay attention so they do not fail the test or need to retake the course. Also, EAP teachers always warn or confront students who attempt to cheat on exams in scenario 9. Alternatively, in scenario 11, EAP teachers advise or suggest that the students improve their writing abilities. It occurs mainly when students express solid and relevant concepts, but the writing's style or structure is still poor.

However, EAP teachers sometimes employ declarative criticism (15 utterances) using declarations. In Scenario 5, the EAP teacher declares, "Never." this happens when students ask for a makeup class test without informing the teacher. Additionally, this occurs when students plagiarize their assignments in Scene 8. From the beginning, the teacher warned them not to plagiarize. Because "Plagiarism is zero tolerance" or "They do not entertain any kind of plagiarism." Moreover, such a situation occurs when the students misbehave with the teacher in scene no.10. The EAP teacher says, "Take a leave" for their rude behaviour.

In addition, EAP teachers also employ commissive criticism (10 utterances). Scenario 1 EAP teachers offer and promise to extend student deadlines if they do not submit their daily work accordingly. They allow submitting their work as there are some marks on the class performance. In Scenario 2, EAP teachers refuse to agree with students as they request to change the questions on their class tests, e.g., "I cannot give them that kind of flexibility." However, the question was entirely topic-related. That is when teachers refuse their demands because the teacher has already given enough lectures on that particular class test.

However, this types of disruptive can be maintained by listening to students' concern, offer students a brief break, capture students' attention, provide extra support or manage counselling hours for them.

EAP teachers also employ expressive criticism (5 utterances) or change demands when students write relevant ideas on scenario 11. This implies that the EAP teacher praises students' work at the beginning to encourage them to continue their studies and give some advice or suggestions to help students improve their writing skills.

Overall, EAP teachers' selection of speech acts should be more consistent. Because teachers often have to give some feedback to students in teaching. However, suppose the students are treated negatively instead of correcting them. In that case, it will have a negative impact on the performance of the students as well as the teaching strategies of the teachers.

RECOMMENDATION

The findings of this study suggest that language teachers should apply criticism in various ways depending on their students' needs and circumstances. They should have a sound knowledge, applications, and contextual use of criticism. The present study recommends

conferences, seminars focused on language learning, teacher training programs, and research as potential solutions. EAP teachers should also routinely evaluate their classroom experiences. Each lesson should be evaluated after it is taught, which is especially useful for novice teachers. As a result, EAP teachers can assess which techniques are practical and which need improvement. Additionally, feedback gives students immediate and constructive criticism of their performance. By evaluating student understanding through several assessment techniques, EAP teachers can modify their teaching methods effectively.

Based on Searle's speech act criticism theory, it is advised that lectures be given only in English for Academic Purposes (EAP) contexts. In Bangladeshi environments where English is not the student's first language, criticism can help EAP students gain a good command of the English language. As EAP students are encouraged to think and answer in English, regular exposure to spoken English can also aid in developing fluency. The constant use of the English language in the EAP classroom can assist students in enhancing their listening comprehension, vocabulary growth, and language proficiency. EAP teachers can introduce students to cultural nuances and idiomatic terminology using effective speech act criticism strategies, which are essential aspects of language learning.

However, criticism in language teaching does not have to be negative; This can be related to advising on language use to help students become more proficient. EAP students can improve their language skills and use language more effectively by receiving constructive criticism, an essential component of the learning process.

- Teachers should acknowledge the strengths and weaknesses of a student's language use in their comments.
- In order to help students, understand the correct language, teachers should gently correct it.
- Students should be encouraged by their teachers to communicate in the target language. Emphasize the value of communication over perfection.
- Teachers should provide real-world examples and contexts for language use. Students can better understand how language is used in everyday situations by using concrete examples.

SCOPE OF THE FURTHER STUDY

Only Green University of Bangladesh was selected as the research setting for this study. The scope of this study is not limited to the confines of a particular private university. It opens the door to a more thorough investigation of educational dynamics across institutions. However, the study provided insightful data, and the diverse higher education environment must be adequately represented. The limitations of this study, however, emphasize the need for further research on this topic. A more robust foundation for evidence-based decision- and policy-making in higher education can be provided by further research involving universities, including private and public institutions. Moreover, to provide more thorough and insightful results that can help the larger higher education community, the scope of the research should be widened to cover a more significant number of institutions.

CONCLUSION

English is a foreign language in Bangladesh. Since EAP is an introductory course and aims to develop all four skills, including grammar and vocabulary, EAP teachers need to know Searle's speech act of criticism model or framework. However, this study concludes by examining the criticism strategies employed by university EAP teachers in teacher-student interactions. EAP teachers were examined to communicate with students, maintaining good interpersonal relationships to effectively explain by employing speech act criticism. I.e., reducing the communication distance or barriers between teachers and students through

various activities, suggestions, advice, posing questions, and motivation for EAP students. Following research findings and discussion, four categories of speech acts were produced from classroom observations. There is some separation between the four hierarchies, with directive speech acting authoritative. The EAP teacher made ninety-six total utterances in the EAP classroom, which comprised more than 60% of all utterances.

In contrast, the assertive speech act is the most common classifier. Forty-seven utterances, or 30% of these criticisms, were used. Whereas expressive criticism is 6% and Commissive criticism makes up 4%, it has 10 and 7 utterances of speech act criticism. Similarly, the findings of the teachers' interviews and discussions also revealed that EAP teachers had direct criticism in 30 utterances. In addition, the teacher interviews revealed several distinct uses of criticism compared to the teacher interview utterances, such as declarative criticism in 15 utterances that were not in the classroom observations. This study, however, offers some additional methods for EAP teachers to manage classrooms without resorting to declarative criticism. Because this criticism can harm EAP students' confidence and self-esteem, they may begin to feel reluctant to speak up in class, ask questions, give their opinions, and more. (Wijana, 2021) As noted, all utterances a speaker uses to affect the state of a specific thing are referred to as declarative criticism. In addition, teachers used commissive and expressive criticism in 10 and 5 of their utterances, respectively.

The current study, however, discovered a significant gap by looking at what EAP teachers need to learn about speech act criticism. Therefore, teachers must know speech act criticism and its applications to each speech act continuum because each continuum has a set of distinctive characteristics. Searle's criticism offers a solid foundation for educating well. Therefore, EAP teachers should be acquainted with it and its applications. In order to get acquainted with EAP, teachers must have critical sound knowledge and a sound understanding of criticism. They should be aware of this since practical speech act criticism will enhance both teachers' teaching methods and student performance. Despite that, EAP teachers are still determining when to utilize the correct terminology or approach to criticism in the EAP classroom, which has already been noticed, i.e., student's struggle to comprehend lectures, the students' comparatively poor expertise in the English language, and so on. Students always try to imitate teachers' good command of English, which helps them improve their speaking skills.

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