

The Interface of Linguistic Structures and Illocutionary Speech Acts in Synchronous Online Classroom

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Abstract:

The study focused on the interface of linguistic structures and illocutionary acts of teacher discourse in synchronous online classrooms. The linguistic structures and illocutionary acts were founded on speech act theory. The research materials were fifteen synchronous online recordings. Results revealed that teachers utilized rudimentary linguistic structures such as declaratives, imperatives, and interrogatives. Moreover, teachers employ representatives, expressives, directives, and commissives in their utterance to meet learning outcomes. Moreover, the interface between linguistic structures and illocutionary acts were present such as declarative-representatives, declarative-commissives, declarative-expressives, imperative-directives, and interrogatives-directives. The understanding of speech acts in the discourses of teachers demonstrates the essential role in fostering a profound synchronous online learning environment. These speech acts, encompassing representatives, commissives, expressives, and directives, provide a linguistic foundation that improves communication, engagement, and interaction. The application of these acts exhibits their capacity to connect the challenges of digital education through maintaining attention and engagement, building rapport and social presence, and providing real-time feedback.

Keywords:

Interface, Linguistic Structures, Illocutionary Acts, Synchronous Online Classroom.