Senior High School

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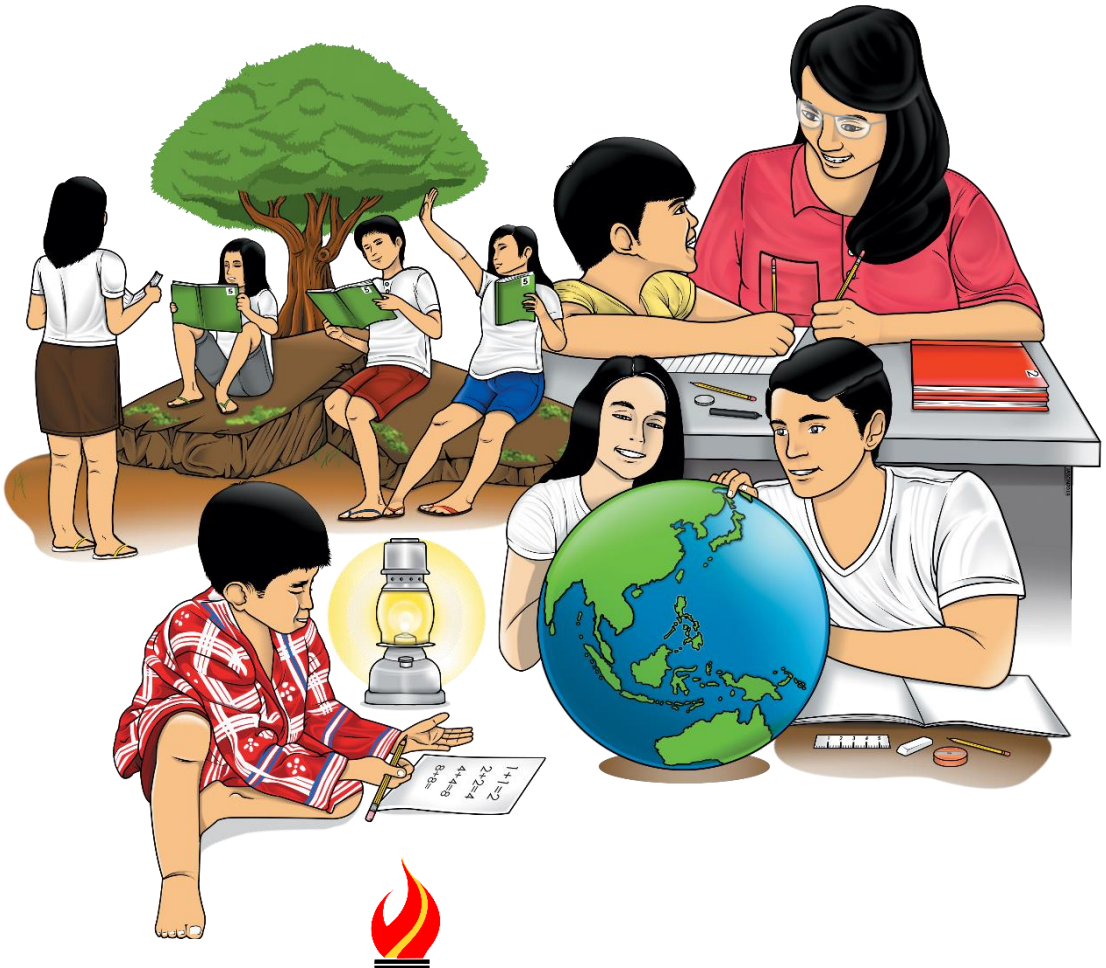
DEPARTMENT OF EDUCATION

Oral Communication in Context

Quarter 1 – Module 7: Types of Speech Act



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Oral Communication in Context
Alternative Delivery Mode
Quarter 1 – Module 7: Types of Speech Act
First Edition, 2020

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Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.

What I Need to Know

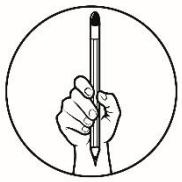
This module Types of Speech Act was designed to make you better understand the following:

A. Types of Speech Act;
B. Locution (Utterance);
C. Illocution (Intention); and
D. Perlocution (Response).

As you go through this module, you will have a deeper understanding of the nature and elements of oral communication in context, and design and perform effective controlled and uncontrolled oral communication activities based on context.

After going through this module, you are expected to:

1. define speech acts;
2. distinguish types of speech act; and
3. recognize that communicative competence requires understanding of speech acts.



What I Know

Match the words in column B with the sentences in column A. Write the letter of the answer on separate paper.

A	B
1. I will be with you as long as you need me.	
2. I am so sorry for not waking you up this morning.	A. Assertive
3. You are fired!	B. Directive
4. I am the best student basketball player in class.	C. Commissive
5. Please see me at my office after class.	D. Expressive
6. I'll give you my present tomorrow.	E. Declarative
7. It is hereby certified that the person named herein has passed the university admission test.	
8. I made the right decision.	
9. Congratulations for winning the game!	
10. Submit your papers on time.	

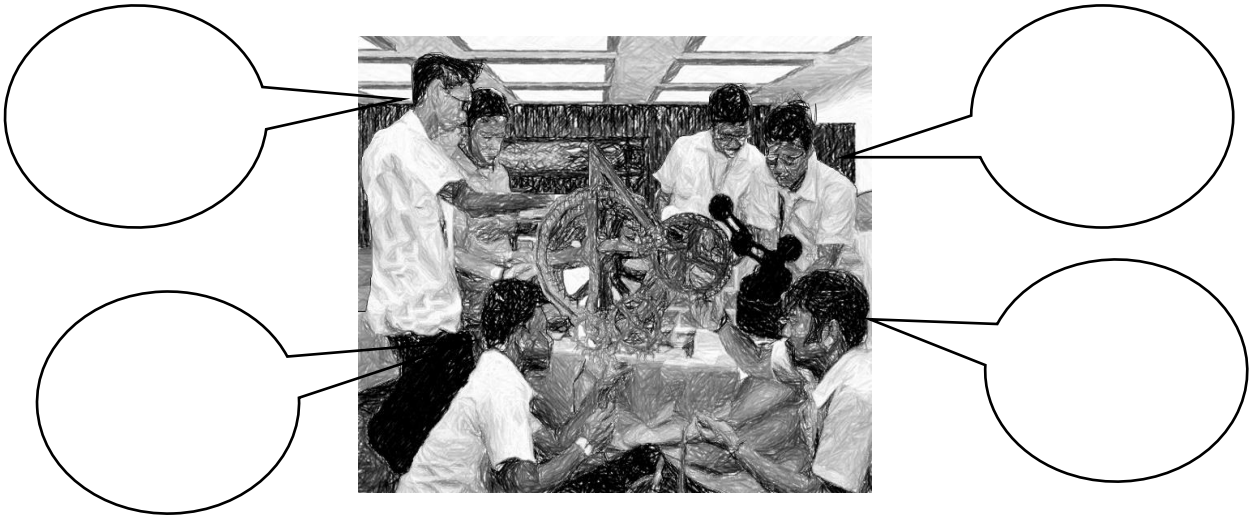
Lesson 1 Types of Speech Act

What's In

In linguistics, a speech act is an utterance that serves a function in communication. It is the action that the speaker wants to provoke in his/her listener's thoughts. People perform speech acts when they want to express an apology, greeting, request, compliment, invitation, complaint, warning, promise, refusal, or declaration. A speech act may contain a word like "Sorry" to express an apology like in the sentence, "I am so sorry for not calling you when I got home." Speech acts require not only the knowledge of the language but also the appropriate use of language in a given context. One can say that speech acts are an important aspect of communication.

What's New

Based on the picture shown below, write a short dialogue that expresses request, compliment, complaint, warning, promise, declaration, and an apology.



What is It

Speech Acts are actions done by saying them. The listener must first determine the type of act being performed before he can determine which way a speech act is to be interpreted. These speech acts are categorized as follows:

Locutionary Acts

Locutionary acts are, according to Susana Nuccetell and from Gary Seay (from Philosophy of Language: The Central Topics) 2007, "the mere act of producing some linguistic sounds or marks with a certain meaning and reference.". Locutionary act refers to any utterances that may contain statements or words about objects. It may be a word, or even a phrase that has a meaning. For example:

"It is raining."

"My teacher is wearing a red dress today."

"I love dogs."

Illocutionary Acts

Illocutionary act is the acting part of the speech act. It carries a directive for the audience. It may be a command, an apology, an expression of thankfulness or just an answer to a question for the information of other people in the communication process. There are two kinds of illocutionary acts. The first is called constantive, or making something true or false by saying it. This is commonly done by someone in authority like a judge or an official.

Examples:

I name this dog Chubby.

You are free to leave.

You are not my friend anymore.

The meeting is adjourned.

The second is doing something by just saying it. It is also called **performative**.

Examples:

I nominate Lancer for president.

I accept the challenge.

I promise to take care of you as long as I live.

I challenge you to prove me wrong.

You are invited to my birthday celebration.

Illocutionary acts can be categorized into common families of speech acts. The following is John Searle's categories of illocutionary acts. Each has its own illocutionary purpose.

1. **Assertive** – a type of illocutionary act in which the speaker expresses belief about the truth of a proposition like boasting, suggesting, asserting, concluding, and swearing

   Example: I am still the best student in class.

2. **Directive** – a type of illocutionary act in which the speaker tries to make the addressee perform an action by way of commanding, requesting, begging, inviting, pleading, or insisting

   Example: Take me to that place.

3. **Commissive** – a type of illocutionary act which commits the speaker to future actions such as promising, planning, vowing, and betting

   Example: I will take you to school every day starting tomorrow.

4. **Expressive** – a type of illocutionary act in which the speaker expresses his/her feelings or emotional reactions. Some examples of expressive acts are thanking, apologizing, welcoming, and deploring

   Example: I am so sorry for not wearing the complete uniform today.

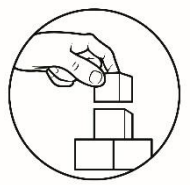
5. **Declarative** – a type of illocutionary act which brings a change in an external situation. Simply put, declarations bring into existence, or cause the state of affairs which they refer to. Some examples of declarations are blessing, firing, baptizing, and bidding

   Example: You are fired!

Perlocutionary Acts

Perlocutionary act is the third aspect of speech acts. It is a speech act that produces an effect, intended or not, achieved in an addressee by a speaker's utterance. Perlocutionary act can bring about a consequence to the audience. They have an effect to the listener in feelings, thoughts, or actions such as changing someone's mind. Unlike illocutionary act, perlocutionary act can project a sense of fear in the audience.

Consider the following utterance, "*By the way, I have a CD of Debussy. Would you like to borrow it?"* Its illocutionary function is an offer, while its intended perlocutionary effect might be to impress the listener, or to show a friendly attitude, or to encourage interest in a particular type of music.



What's More

Watch the video clip on https://www.youtube.com/watch?v=QQYgCxu988s . Complete the table below by writing sentences related to the video.

One Earth - Environmental Short Film

Source: Romain Pennes, *"One Earth - Environmental Short Film",* August 21, 2020, https://www.youtube.com/watch?v=QQYgCxu988s

One Earth is an environmental short film I created and edited to help raise awareness about our impact on our environment day to day.

It tells the story of how we globally, and massively around the world, use resources for our short term profit, by deforestation, mining, burning fossil fuels, consuming and expanding. This sadly leads to the many environmental issues we face today in 2021, including global pollution, climate change, and the extinction of animal species.

--Romain Pennes

Type	**Definition**	**Sentence**
Assertive	The speaker expresses belief about the truth of a proposition.	
Directive	The speaker tries to make the addressee perform an action.	
Commissive	It commits the speaker to future action.	
Expressive	The speaker expresses own feelings or emotional reactions.	
Declarative	The speaker's declaration brings a change in an external situation	

What I Have Learned

Directions: Fill in the blanks with suitable words.

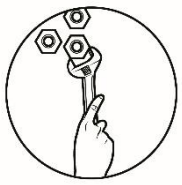
1. Speech acts are actions done by _____ them. They involve locutionary, illocutionary, and perlocutionary acts.

2. Locutionary is "the mere act of producing some _____or marks with a certain meaning and reference."

3. Illocutionary act is the _____ part of the speech act.

4. Perlocutionary is a speech act that produces an_____, intended or not, achieved in an addressee by a speaker's utterance.

5. When communicating with others, the listener must first determine the _____ being performed before he can determine which way a speech act is to be interpreted.



What I Can Do

Complete the following table with information related to Searle's Classification of Speech Acts.

Classification of Speech Act	**Situation**	**Example**
Assertive	You are talking to your parents about your studies.	
Directive	You are a new student in a university.	

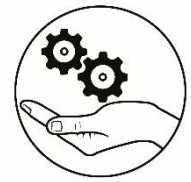
Commissive	You are talking to your younger siblings who are reading their modules.	
Expressive	You meet your former teacher on your way home.	
Declaration	You receive a motorcycle as a graduation gift from your parents.	

Assessment

Directions: Identify the illocutionary act used in each line. Write your answer before the number.

Assertives	Commissives	Directives	Expressives	Declaratives

_____ 1. I swear I won't see her again.
_____ 2. I forbid you to leave.
_____ 3. I agree with your terms.
_____ 4. I move that the nomination be closed.
_____ 5. I declare the games officially open!
_____ 6. You can go to your next class.
_____ 7. You cannot find a better person for that job.
_____ 8. I will never be late again.
_____ 9. Don't worry. This too shall pass.
_____ 10. I promise to take care of your dog while you are away.



Additional Activities

Directions: Read the conversation below where the remark by an employer could be misinterpreted by an employee of a company. Write a ten-to-fifteen-sentence essay explaining where the confusion could have originated. Why do you think the employee misinterpreted the employer? What then is the importance of understanding speech acts.

Employer: Are you doing anything?
Employee: I'm sorry. I will do something now.
Employer: No. what I mean is if you are not doing anything, then you can go home and take a rest now. You have been working too hard.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Rubric

Criteria	5	3	2
Content	Answer is complete; sufficient detail provided to support assertions, answer focuses only on issues related to questions.	Answer is brief with insufficient detail. There are minor errors in content.	Answer is incomplete. Discussion of unrelated issues and significant errors are in the content.
Organization	Presentation is clear and logical. Development of argument is good. Transitions are made clearly and smoothly.	There are minor problems of organization. It needs work on creating transitions between ideas.	Organization is weak; sentences rambling; ideas are repeated
Mechanics	Clear, readable, prose. Good use of transitions; no problems with spelling, punctuation, or grammar.	Frequent problems with mechanics of language; Occasional awkward sentences and poor transitions; reduce readability	Major problems with mechanics of language; Awkward sentence construction; Poor or absent transitions; Frequently difficult to understand

Answer Key

Assessment

1. Assertive
2. Declarative
3. Assertives
4. Assertives
5. Declaratives
6. Directives
7. Assertives
8. Commissives
9. Expresives

What I have Learned

1. saying
2. Linguistic sounds
3. acting
4. effect
5. type of act

What I Know

1. C
2. D
3. E
4. A
5. B
6. C
7. E
8. A
9. D
10. B

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