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## **SPEECH ACT DEFINITIONS AND ESSENTIAL IDEAS**

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Language-specific politeness techniques and certain verbal behaviours have been established by cultures. People in different nations use and interpret verbal behaviours somewhat differently depending on their pragmatic and sociolinguistic parameters. These differences, along with a lack of awareness of them, can lead to misunderstandings and communication breakdowns, particularly when cross-cultural communication is involved. Requests and speech acts in general are crucial speech acts that are highly susceptible to misunderstanding. It is believed that pragmatic errors are regarded as more significant by native speakers than phonological or syntactic errors. [Wolfson, N. (1989). *Sociolinguistics and TESOL: A Perspective*. Newbury, Rowley, MA. D. Kiok (1995). *transfer of practical skills and recommendations for learning Spanish as a foreign language*. In *Speech Acts Across Cultures*, S. Gass & J. Neu (Eds. Mouton de Gruyter, Berlin, Germany, pp. 257–281

The context in which it is employed, including deixis, politeness, text organisation, presupposition, speech acts, etc., is the focus of pragmatics. Meaning-making is the primary focus of pragmatics, a branch of linguistics that takes into account various aspects of speech situations. [Robin. *Historical and Comparative Linguistics*, 1964]. *Linguistic Theory: Current Issues*, 06, 440-49.] The creation and perception of speech acts are two of pragmatics' most obvious applications. In his groundbreaking work "How to Do Things with Words," Austin [Austin, John L., *How to Do Things with Words*, Clarendon, Oxford 1962.] first proposed the theory of speech acts, which his pupil Searle [Searle, John R., *Speech Acts: An Essay in the Philosophy of Language*, Cambridge University Press, Cambridge 1969.] expanded upon. Producing words can also entail doing acts, as Austin [Austin, John L., *How to Do Things with Words*, Clarendon, Oxford 1962] suggests. This idea encapsulates a key aspect of language, which is that what is said can also encompass what is done. For instance, saying "thank you" involves more than just uttering words; it also involves



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an action that expresses gratitude. Requesting, greeting, promising, inviting, and apologising are other speech act examples. Thus, a speech act is a useful and crucial communication unit, according to Austin [The same] and Cohen [Cohen, A. (1996). Developing the ability to do speech actions. *Studies in Second Language Acquisition* 18, Pp. 253–267. ]. The link between a reader and a listener is profound. At Oxford, John Austin developed his concept of speech actions. "To speak a language is to perform a speech act," according to Searle. Searle (1969). An article on linguistic theory. *Speech Acts: An Essay in the Philosophy of Language*, by J. R. Searle. Cambridge University Press, California, UK, p. 203 The speech act theory, according to Sadock, "is the most appropriate balance between intention and convention." [Sadock, January 2006]. *Acts of Speech*. In [The Handbook of Pragmatics, 626, 53-73] (L. R. Horn and G. Ward, Eds.) Speech acts are therefore used for a variety of reasons, such as greeting someone, making promises, and asking various questions. "Speech acts" are actions that include speaking, such as requests, questions, complaints, invitations, and promises. [G. Yule, 1996]. Oxford Introduction to Language study series; *Pragmatics*. *Pragmatics*, edited by G. Yule and H. G. Widdowson (p. 127). Oxford University Press, Hong Kong.] Taylor then discussed speech acts, which are utterances employed for a variety of objectives, such as warning, requesting, questioning, promising, and complaining. Language is a very effective tool for communicating with other people. Speech act theory, which focusses on the communication element that includes the actual acts and their functions, is another name for this power of language. Taylor (1978). Emma Woodhouse's schooling and the grammar of conduct: speech act theory. *Style on Jstor*, 12(04), 351-371, Fall 1978.]

Different linguistics books depict the elements of the illocutionary act in different ways. Take Searle, J. R. (1969) as an example. *Speech Acts: An article on language philosophy*. The following five categories are used to categorise illocutionary acts: Cambridge, UK: Cambridge University Press, pp. 1–16

1. Agents (or assertiveness)
2. Instructions
3. Commissives
4. expressive



## 5. Declarative.

Additionally, he proposed a taxonomy of speech acts that fall into five categories: directives, where the speaker instructs the hearer to take action (request, advise, or order); commissive, where the speaker commits to a future course of action (promise, promise, or threat); expressive, where the speaker expresses an affective or psychological state (praise, apologise, or congratulate); declarations, where the speaker achieves a correspondence between propositional substance and reality.

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