
RESEARCH ARTICLE

Language Game of Language Education: Instructional Talk, Pedagogical Aids, and Communication

Jennelyn Lacar-Raymundo, PhD

Assistant Professor 1, College of Education, Isabela State University – Echague Campus, Philippines

Corresponding Author: Jennelyn Lacar-Raymundo, PhD, **E-mail:** 03jlisue201226@gmail.com

ABSTRACT

This research aimed to determine the professional codes in language education using Wittgenstein's concept of a language game. It is a qualitative inquiry by nature as it uses content and textual analysis as its main research methodologies. Specifically, it analyzed the manifestations of professional codes in the teaching and learning process, pedagogical aids or instructional materials, and the communications used in this field of specialization. Furthermore, textual evidence or extraction of manifestations of a certain code of communication was systematically done vis-à-vis the presuppositions of the actions and behavior of the speakers to reveal sets of words, phrases, and elementary propositions or codes of communication. The study found out that the language game of language education is, indeed, distinct from other disciplines in terms of lexicon and locution, syntactical constructions, semantic associations, and pragmatic implication. Essentially, the professional codes in language education in terms of lexicon and locution are described as communication-oriented, education-related, and language-focused. With regard to syntactical constructions, the identified codes of communication were described to have a complex structure and multidimensional functions. In terms of the pragmatic domain, it was found that there was a hegemony of directives and expressives in the field of language education. Nevertheless, to gain a more comprehensive analysis of the language game of this field, documents other than what is utilized in this research and more aspects of analysis should also be considered to fully reveal the language game used in language education.

KEYWORDS

Language game, Wittgenstein's philosophy, speech acts, lexicon, syntactical constructions

ARTICLE DOI: 10.32996/ijllt.2022.5.4.25

1. Introduction

People are able to exploit a variety of resources to create shared symbol systems (Healey et al., 2007). These symbol systems may be codes that could actually serve as the medium by which their knowledge, feelings and behavior are transmitted in an intelligible manner as these are received and decoded by interlocutors having the same grounds as the speaker. Furthermore, language is not something that simply reflects or communicates a particular realm of reality that objectively exists beyond the sign. Using language irrevocably means engaging in rhetoric as the immanent process through which we produce the very realities of which we speak (Dey, 2006).

Wittgenstein argued that communicators are perpetually engaged in language games. A language game is formalized as a repeated game of tacit coordination played among participants with informational asymmetries. The informational asymmetries model the different meanings that people assign to the same word used in a conversation. A language is formalized as a code that emerges as a result of repeated interactions in a language game. Therefore, individual contribution to the maintenance of the communication code that serves as the group norm for the efficient coordination of activities is a direct consequence of the individual's self-interested participation in the activities of the group (Moldoveanu, 2002).

Moldoveanu (1999a, b) has argued that codes of communication can emerge to serve the purposes of greater efficiency, reliability and secrecy in intra-group communication. Reliability refers to the ability of members of the group to predict one another's behaviors on the basis of spoken communication. Reliable codes give rise to mutually predictable actions. Efficiency refers to the relative ease with which information is intelligibly expressed using a particular code. Secrecy refers to the power of a code of communication to establish a constituency of incumbents simply by virtue of the fact that they 'speak the code.' This also implies that every line of discipline has a corresponding code of communication or language game, such as in science, business, information and communication technology, agriculture, medicine, engineering and education.

This article aimed to determine the professional codes in language education using Wittgenstein's concept of a language game. This field of specialization delves into the processes and praxes of acquiring a second or foreign language. The axioms in language education emerge in order to make intra-professional communication more efficient and to serve the purpose of some or all of the members of the group. Hence, this study covers the teaching and learning process, pedagogical aids or instructional materials and the communications used in this field of specialization.

In carrying out the analysis, the language game is seen as a coordination game that proceeds in three stages. In the first stage, participants produce a set of purposive oral noises intended for each other's consumption (i.e., an attempt to communicate). In the second stage, they produce behavior that each may or may not judge to be causally linked to the first-stage oral noises. In the third stage, they privately evaluate the degree to which each other's initial expectations and actions match or cohere. A successful coordination game will lead to a good match between expectations and observed actions (Moldoveanu, 2002). Thus, textual evidence or extraction of manifestations of a certain code of communication is systematically done vis-à-vis the presuppositions of the actions and behavior of the speakers. This is to reveal sets of words, phrases and elementary propositions that are common knowledge among the players of the language game that form what information theorists call codes of communication (Hamming, 1987 as cited by Moldoveanu, 2002).

2. Literature Review

This study is anchored on Wittgenstein's concept of a language game which is regarded as non-metaphysical descriptions of our linguistic practices" (Peters, 2002, p. 2). Knijnik (2012) stressed that Wittgenstein indicated that it is no longer possible to talk simply in a language, but only in languages, that is, "a huge variety of uses, a plurality of functions or roles that we could see as language games" (Condé, 1998, p. 86). Therefore, the meaning of a word emerges as we use it in different situations, and the same expression, in different contexts, will mean different things. As he pointed out, "the meaning of a word is its use in the language" (Wittgenstein, 2004, p. 20). This implies that "the nature of linguistic meaning becomes fully embedded in human action and human life" (Hanna, 2010, p. 13). 'Language game' is meant to bring into prominence the fact that the speaking of language is part of an activity, or of a form of life." And it is also necessary to highlight that "a form of life is a culture or social formation, the totality of communal activities into which language-games are embedded" (Glock, 1996, p. 125).

In addition, to further explicate the language game in language education, the Speech Acts Theory of John Searle was considered, specifically his taxonomies on the illocutionary dimension of an utterance. Speech acts are sometimes called language acts or linguistic acts. These are characteristically performed in the utterance of sounds or the making or marks (Searle, 1979). Searle developed an elaborate speech act taxonomy, consisting at its highest level of five categories: (1) assertives which commit the speaker to something's the case (e.g., statements, descriptions, and predictions); (2) directives which are the attempts of the speaker to get the hearer to do something (e.g., orders, requests, and direction giving); (3) commissives which are acts that commit the speaker to some future course of action (e.g., promises, oaths, and bets); (4) expressives which show the psychological state specified in the sincerity condition, acts of this kind express the speaker's own feelings (e.g., greetings, congratulations, and thanks); and (5) declaratives which are acts which bring about a corresponding change in the world (e.g., excommunications, hirings, and declarations of war).

3. Methodology

The research design of this paper is a qualitative inquiry by nature as it used content and textual analysis as its main research methodologies. Thus, access to various documents in the field of language education was primarily sought. Hence, a letter to the Dean of the College of Teacher Education, Isabela State University, Echague, Isabela, was made and sent for the approval of the aforementioned intention. It was further stipulated in the letter the request of conducting classroom observations in the major subjects of BSE English to document the instructional talks and exchanges of the teachers and the students as these manifest certain codes of communication. Likewise, coordination with the English Instructors/Professors was done since this paper concentrates on language education. This is to facilitate the process of securing copies of the pedagogical aids and course syllabi they utilize in the delivery of their lesson and to build rapport with them in the conduct of classroom observations. Interview with them as well as with non-language specialists were also conducted to take into account several aspects of and to recognize different perspectives of how an individual views the language game in language education.

Basically, major subjects in English are divided into three aspects, namely Linguistics, Literature, and English Language Teaching (ELT); hence, only the ELT subjects and the pedagogical aids used in these courses were used in this analysis. Lastly, other documents which only speak of language education, such as CHED Memorandum Number 75 s. 2017 (Policies, Standards and Guidelines for Bachelor of Secondary Education), communications of the Writers' Guild and the Teaching Memorandums of the core faculty of BSE-English were retrieved to comprehensively analyze the sets of words, phrases and other propositions that could embody language education. Documents that are too general and represent the axioms of education as a whole were not considered since this paper is concentrated on language education.

After which, when the needed data were already adequate, textual evidence or extraction of sets of words, phrases and other linguistic strings, a method usually done in content analysis, was done to support and strengthen the claims made in this paper, also, codes and themes were also developed to present the propositions of this paper logically.

4. Results/Findings

Language is viewed as a composition of certain linguistic constituents that relate to each other and work as one to express the universal meaning of an utterance. Hence, to explicate the language games in language education, certain taxonomies were used. It can also be noted that the semantic dimension in this language analysis is embedded in every code or subtheme developed in this paper as it elucidates the meaning of every identified exemplar of the language game in language education.

4.1 Lexicon and locution

This category sheds light on the stock of words and phrases or expressions typically used in language education. The jargons or the specialized terminologies used in this interdisciplinary field of Applied Linguistics seem to show how it identifies itself as a distinct field of study. As vocabularies used in the documents were extracted, which were previously enumerated as sources of this research undertaking, it is very evident that the coinage of the phrase 'language education' simply reveals its composition hence the concerns of language intermarry with that of the field of education. Education as a field seems so broad, but language education gives it a more specific vantage point to look at. Though they may have similarities as they dominantly use the words objectives, teaching and learning process, activities or tasks, methodologies, and assessment, language education just simply adds "language" before these words to narrow down its concentration. Considering the Policies, Standards and Guidelines (PSG) of Bachelor of Secondary Education, the Curriculum Components are divided into three (3) sub-areas of discipline such as Literature, Linguistics, and English Language Teaching (ELT). Language education seems to fit in ELT, which covers *language acquisition and learning, materials development, assessment of literature studies, macroskills, grammar, speech and stage arts, and language research*. Language education may really have its own terminologies, but these can all be classified in the previously mentioned dominant categories used to speak of education as a field. Hence, the following sub-themes were developed to describe the lexicon and locution of language education:

4.1.1. Communication-oriented

Primarily, the core of language education is indicative. The English language is always mentioned in all pedagogical aids, communications, course syllabi and other documents, including instructional talks. Hence, when we say language education, acquiring and learning the English language together with all the processes and practice that come along with it is the definition of this field of study. Actually, there were many terminologies used to denote and refer to the English language like *target, international, global, and business language* to really give prominence to the very theme of language education. Essentially, the English language is viewed as a product and communication tool of hegemony as dominance, superiority, power, and influence are a few concepts that are frequently attached and associated with this language. The following excerpts in communication would illustrate the points mentioned:

When it comes to travelling or visiting other countries, if the people in that certain country do not speak your language, English is very necessary to use.

This language gives a lot of opportunities when it comes to employment and is known as a "business language"; therefore, employers want employees that speak English effectively and fluently.

(Technical Information, Activity Proposal of the Writers' Guild, Isabela State University-Echague, Isabela)

In addition, this field apparently gives importance to various competencies to develop one's communicative skills. The vocabularies like *communicative competence, language proficiency and fluency and linguistic accuracy* are like mere tautologies in the documents exemplifying this discipline. This is where language education is aimed at since it sees and treats language as a means or tool for communication. In fact, various types of exchanges are always highlighted, enumerated and explicated in English books to give us a clearer way of understanding how communication skills are effectively and efficiently developed. For example, the words

interviews, conversation, dialogue, intrapersonal and interpersonal communication, debate, panel discussion, symposium, public speaking (impromptu, manuscript, extemporaneous, oration, etc.), play/stage drama presentation, and talks and speeches---these lay out the primary concern and focus of language education. This implies now that this field of study is always existent in all communicative contexts. These words imply the means of how to achieve the goals of language education.

Furthermore, even in making communications within an organization, once the concern of a language specialist is considered, like in requesting to hold a seminar and workshop, the words enumerated above seem to direct and guide language educators on which skills to hone to manifest competence in the English language. That is why the communications' propositional content is grounded on the conduct of technical sessions focused on the product of engaging oneself in various communicative situations or the job performed that are related to this field of discipline, such as being *news or literary editor, translator, eloquent speaker, versatile writer* and the like.

Now, as the words that predominantly manifest the composition of language education were analyzed, it is conspicuously evident that the jargons and all the actions (as shown on verb usage) associated with this discipline seem to solely revolve around the macroskills of the English language which are listening, speaking, reading, writing, and viewing. To corroborate this concomitance, examine the thought groups below which orient the students to accomplish a certain learning outcome:

'Write an insight explaining how to do curriculum design.'

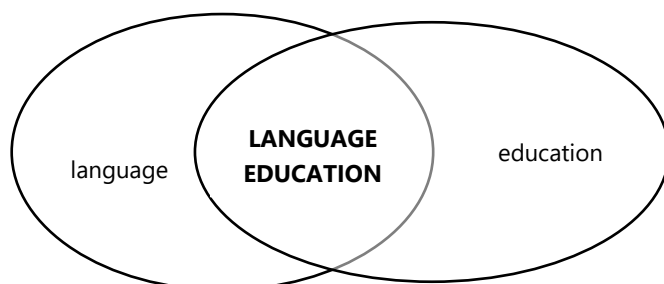
'Share insights on the format and other parts of the curriculum.'

(Course objectives, syllabus in Major 4: Language Curriculum)

Thus, in summary, the goals of language education, that is, the development of communicative competence and language proficiency and fluency, can be achieved by means of engagement in various types of communicative exchanges centered and linked to the macroskills of the English language.

4.1.2. Education-related

Referring back to the previous presuppositions, the concerns of language intermarry with that of education. To illustrate that, a Venn diagram would be the best graphic organizer to explicate the relationship between language and education, as seen below:



Hence, these distinct fields share some similarities as they meet at one point. However, the word "language" seems to be the all-existent modifier placed before the educational terms to highlight the concentration of language education only. For example, in education, we use the word learning activities or tasks as well as teaching methodologies. In the field of language education, we primarily attach the word *language* to denote its scope, like language learning activities or tasks and language teaching methodologies, respectively. This is done to direct us and to magnify only the part where language is involved in the educational process. Thus, education is defined as the process of learning or gaining knowledge and acquiring skills, whereas using a language is a process to be performed with the end goal of acquiring the knowledge (linguistic construction rules, language structures and properties or features) and language skills. This definition lets us see how the processes in education and using language are interconnected.

Education deals with learning strategies to explicate what the learners do to understand the concepts presented to them and to show the skills as learning outcomes of the course. This is also present in language, and to intermarry these fields, various terms for strategies were specifically identified, such as *comprehension, coping vocabulary* and *context* strategies. This example implies that once the general term used in education is also utilized in language education, it will be narrowed down depending on what aspect of language is looked at, like vocabulary, comprehension and context.

Likewise, various methodologies are identified and distinguished from each other in the field of education like *inductive, deductive, Socratic, and demonstration methods*, to mention a few examples. Now, looking at the course syllabi of language education-focused

subjects, the aforementioned methodologies are also adopted by the faculty since the processes that come along with each of these methods are the primary concern in the delivery of instruction. Hence, these are also intelligible concepts fully grasped by a language educator. On the other hand, as the references serving as pedagogical aids were analyzed, it was found that various terminologies used to explicate how language teaching and learning should be done in a language classroom, such as *Grammar-Translation Approach, Direct Method, Silent Way, Natural Approach, Oral-Situational Approach, Audiolingualism, Reading Approach, Silent Way, Total Physical Response (TPR), Suggestopedia, Cognitive Approach, Affective-Humanistic Approach, Community Language Teaching (CLT), Communicative Approach and Computer-Aided Language Learning (CALL)*. It may have different terminologies for this domain of the teaching-learning process, but still, they generally speak of how learners should be taught. Language education just specifies it again depending on the focus (i.e., vocabulary, native tongue, language as communication) of each method to narrow down its scope.

<i>speed reading graphs</i>	<i>drill-based English lessons</i>
<i>standardized dictation scores</i>	<i>reading stories aloud</i>
<i>scores on split-information</i>	<i>play presentations/reenactment</i>
<i>tasks and writing-accuracy graphs</i>	

(I.S.P. Nation and Macalister, John. 2010. *Language Curriculum Design*. New York: Routledge)

With regard to assessment, the general terminologies used in education like seatwork, quiz, and recitation, as well as validity, reliability and practicality, are also applicable in language education. Even the different kinds of assessment or tests like diagnostic, placement, achievement and proficiency are also common grounds in the fields being compared. However, assessment in language education mainly deals with the language abilities of the students, such as *vocabulary, the extent of linguistic skills acquisition, and grammar*. Actually, there are even various types of tests for each language's ability to gauge one's proficiency or command of the language. Moreover, a very distinct word was found, a neologism even, that is used all throughout the references in Language and Literature Assessment. The word "backwash", which generally means a retreating wave or consequences, was uniquely defined in the context of language education as *the effect of testing on teaching and learning*. This addition of shade of meaning to this word just exemplifies the creativity that comes along with language use.

To wrap up all the points, education and language share certain commonalities in the specialized terminologies applied in each field, but language education specifies it more to make its line distinct and to inject the element of language, which is the primary concern of language education. Indeed, language education explores and somehow resembles the terminologies of the art of teaching or pedagogy, the very heart of education, though it observes a little difference.

4.1.3. *Language-focused*

Language education concerns the language itself; thus, language structures, properties and features are also examined in this field. However, as the language courses were classified, a separate cluster of subjects is under the umbrella of Linguistics, which happens to have a different path of direction from language education though they meet in one tangent. This merely implies that the terminologies used to denote and describe the components of language are also exemplified in language education. Jargons referring to language properties and constituents like *phonology, morphology, syntax, semantics and pragmatics* and all lexicons derived from each of this sub-aspect of the hierarchical level of language are also dealt with in this field; however, these are deliberately examined purposely to gain a comprehensive understanding of the processes of second language acquisition or learning. This intention now highlights the takeoff of this field from its main body of knowledge, Linguistics, since it does not purport to analytically examine language alone.

The acronyms used in English like *L1 (first language), L2 (second language), ESL (English as a Second Language), EFL (English as a Foreign Language), ELL (English Language Learning), ELT (English Language Teaching), TEFL (Teaching English as a Foreign Language), TESOL (Teaching English to Speakers of Other Languages), SLA (Second Language Acquisition)* and the like just prove that language education primarily concerns with language and how it is applied in the field of education since the words learning, acquisition and teaching are frequently attached to specific language domains.

To comprehensively support this claim, the textbooks serving as references in teaching the English language primarily gives stress to the lexical categories of language such as *noun, pronoun, verb, adverb, adjective, conjunction, preposition and interjection*, including all the sub-categories and the technical terms covered in each of these parts of speech. All throughout the English textbooks, no page would ever mention any of these linguistic terms. Actually, parsing as a linguistic process would reveal and exemplify all the jargons used in dissecting and analyzing utterances like *subject, predicate, Noun Phrase (NP), Adjective Clause, determiner, auxiliary/linking/transitive/intransitive verbs, intensifier, negation* and others. Also, other dimensions of language, such as *figures of speech, diction, register, word choice, etc.*, are part and parcel that would comprise the content of an English

pedagogical aid or instructional material. *Code-switching, translanguaging, bilingualism* and *multilingualism* are also phenomena that are associated and carried out through effective language use. This reveals that language education delves not only into language properties and structures but also into contexts where language needs to exist for the occurrence of various language-aided/assisted phenomena.

In summary, language education is primarily focused on language. Hence all the jargons denoting and describing linguistic properties, structure and usage is carefully considered and greatly used to illustrate the language game of this field.

4.2 Syntactical constructions

4.2.1. Structure

The grammar of a language is a major determinant of the rules to be observed in making such utterances in a certain code system. This somehow frames the acceptable mode of constructing intelligible sets of interrelated chunks of language which convey a certain meaning or truth. Actually, the propositional content of an utterance is delivered through a systematic and organized pattern of linguistic structures. More often than not, syntactical constructions in the field of language are conspicuously complex in nature and structure. Like what has previously claimed earlier that language education unravels the features, properties, structures and rules governing the English language, it is then expected that these are greatly exploited in one's speech to demonstrate the ultimate goal of language education, that is, linguistic competence and proficiency. Consider this example:

"Language Curriculum in Secondary Education provides familiarization with the components of a language curriculum---its theoretical underpinnings, content, and development process as bases for evaluating the current Secondary Education Language Program and for designing future language programs suitable to Philippine setting."

(Course Syllabus in Major 4: Language Curriculum, S. Y. 2016-2017, Isabela State University)

It could be seen that this sentence is comprised of many thought groups and speech patterns or word assemblage (i.e., expanded subject, S-V-O pattern, explicated object of a preposition, and complex predicate) to exemplify the rules and structures being talked about as a subject matter in a second language classroom. As is always expected in the educational arena, the application of theories and concepts to produce tangible learning outcomes is much anticipated as well in the field of language education. Hence, to talk about language is to use the language and exemplify its nature by means of rules and structure or feature application in one's utterances. For instance, to embody the lexical categories like *nouns, adverbs, adjectives*, etc. and other linguistic properties like *simple, compound, and complex* sentence constructions and the like, these should be present in one's speech. As a result, a fusion of these linguistic features and dimensions would create a complex syntactical construction of thoughts.

In addition to this point, complexity may be explicated by the use of very detailed and elaborate language, which is primarily done to assist the language learners in achieving the desired outcome of the language course. However, you execute this instructional scenario; preciseness and conciseness always find their way into the linguistic expression made by the interlocutors to ensure comprehension amidst complexity. This viewpoint is supported by this extract:

"Compare and contrast the psychometric research and naturalistic research tradition as to their objective and focus, procedures, and functions in the language classroom research."

(Course Syllabus in Major 20: Language Research, S. Y. 2016-2017, Isabela State University)

This claim as regards the complexity of utterances in the field of language education is corroborated by the findings of the interview done with the faculty members of the College of Education, as they conclude that.

"Language teachers' utterances are, indeed, very complex...especially when they explain and discuss certain concepts in the language classroom. The possible reason behind it is that as a language specialist, you are expected to be so expressive, articulate and knowledgeable on how to play on words. Hence, when you deliver a lesson, you use examples to illustrate your point, associate various related ideas and link this to the topic at hand and even include literature extracts or themes just to give flesh to what you are trying to make as a point. Also, the use of synonyms and highfalutin words manifest one's creativity in the use of language. This adds to the reason why linguistic utterances in the field of language education seem to be basically complex."

(Interview excerpts from an English faculty member teaching in BSE English Program of the College of Education, Isabela State University)

4.2.2. Function

A linguistic utterance is not only crafted through rules and features application but is always used to express certain functions. In the field of language education, sentences are usually set in indicative, interrogative and imperative moods and are mostly shaped also in an imperative, declarative and interrogative functions of strings of words. Consider the following extracts:

"Select an integrated-skills ESL/EFL text that you have used or expect to use. Examine its contents to determine which approach it seems to follow most closely. Support your decision with examples. Discuss any mixing of approaches that you observe."

(Suggested Activities, Celce-Murcia, Marianne, Donna M. Brinton and Marguerite Ann Snow. 2014. Teaching English as a Second or Foreign Language. Heinle Cengage Learning. USA: National Geographic Learning. Chapter 1, p. 13---a reference in Major 18: Preparation and Evaluation of Instructional Materials)

The example above shows how language is used or how it works and functions. As this field is greatly influenced by the field of education, sets of directions and instructions are expected to be part and parcel that dominate and epitomize the expected linguistic utterances in this field, especially in the phase of employment of language tasks or activities. The fact that it is an instruction, imperative as a mood and sentence type according to function always sets in. This explicitly indicates that language is used to express orders or commands, even requests to ask someone to do something and to offer advice, encouragement and suggestion. This is somehow due to the interrelatedness and integration of education in this field, as the instructions or directions are framed in such a way that these guide and facilitate the learning of the students. This is even validated as the instructional talk done by language teachers was analyzed. After the lecture of the teacher, a series of instructions as to how the ESL learners would apply the linguistic concepts she taught them is very evident in the second language classroom. Hence, language is perceived to be a means or conduit of getting things done.

Moreover, since language education is realized as an education-influenced field, it is expected that teachers will deliver their lessons. Thus, instructional delivery, as defined by elucidating and discussing bits of knowledge to the learners, means expressing facts or truth about life and the world. This is also applicable in the instructional materials used in teaching the subject matter as facts and different facets of truth are contained in these pedagogical aids. As a result, since this appears to be frequently observed in a language classroom, an indicative mood of the verb as a key component of the sentence is ascertained to be one of the exemplars of the language game in this field. Likewise, having this mood may be equivalent to having declarative as a sentence type according to function. Take this for example:

"Progress achievement tests, as their name suggests, are intended to measure the progress that students are making. Since 'progress' is towards the achievement of course objectives, these tests too should relate to objectives."

(Hughes, Arthur. (1992). Testing for Language Teachers. Cambridge: Cambridge University Press. Chapter 3, p. 12---a reference in Major 12: Language and Literature Assessment)

This excerpt represents the fact-expressing and truth-revealing nature of linguistic utterances in language education, albeit they revolve around the concerns of language and second language acquisition.

Lastly, teaching demands mastery of the art of questioning to foster critical and higher-order thinking skills among students and to probe and guide them on how to grasp various concepts discussed in a language classroom. Therefore, the presence of interrogative mood and sentence type according to function is an expected phenomenon in language education to serve what is previously stated as intention. In the analysis of the instructional delivery of language teachers, the majority of their talk is a question. The most frequently asked question, *"Do you understand, class?"* seems to manifest a superfluous use of verification of learning among students. In reciting, directing the students' answers, and explaining the lesson, the use of questions is, indeed, an effective way to meet communicative needs and intentions.

4.3 Pragmatic domain

How a language is used and performs a plurality of roles in a given context seems to elucidate the axioms of language education. The previous category presented in this part of the paper dealt with the language structure, which happens to be the representation of language education's composition in terms of words, phrases, sentences and meanings. This aspect or level of language now gives prominence to how these different facets of language work as one to transmit a certain meaning, action and behavior. Linguistic and extralinguistic information is also highlighted in this part of the paper as a taxonomy of various speech acts usually evident in the field of language education was made.

John Searle's taxonomy of illocutionary acts was utilized to explicate the intentions of the communicators (writer and speaker) belonging to this field of discipline. Actually, language education is dominated by representative and directive dimensions of illocutionary acts as well as expressives. Like what is previously claimed that semantic roles played by the lexicon of language education form resemblance to the specialized terminologies in the field of education, this is further corroborated on this part since lectures and even instructional materials used in language education aim to elucidate theoretical underpinnings and concepts in second language acquisition, then it will be further reinforced by series of language tasks. A language teacher and a writer unanimously discuss, explain, and inform the language learners' concepts about the world---a description, conclusion or any statement about reality and truth in the engagement to various communicative activities. Hence, both of them are committed to state and assert the truth of the expressed proposition. To illustrate this, we have the following extract:

"Aside from the fact that English is an international language, it also opens a world of new opportunities. If you are a language competent, then you have good speaking skills, and you are seeking employment, it would be big merit for you."

(An extract from the Activity Proposal on Seminar-Workshop on Enhancing Communication Skills Using the English Language of the Writers' Guild, College of education, Isabela State University, dated September 27, 2018)

The locutionary act of the sentence is encapsulated in the benefits of using the English language as it offers various opportunities for its users. On the other hand, the writers' intention to take account of the illocutionary dimension of this utterance is to inform and promote to everyone the significance of the English language in one's success in any endeavor as it is used in various sectors of the country, and to give prominence to the vital roles it plays. This statement also intends to justify the conduct of a college-based Seminar-Workshop on Enhancing Communication Skills Using the English Language. Now, it is very evident that the writer asserts the reality of the use of the English language and commits to the propositional truth revealed by this utterance.

On the other hand, since language education is situated in a language classroom, multifarious language tasks are expected to be crafted by the language teachers and to be carried out by the language learners. Thus, this proves that the majority of the instructional talk, including a large portion of the pedagogical aids in language education, deals with giving instruction and making requests to get things done. Consequently, this merely validates the dominance of directives as a taxonomy of illocutionary force in this field. The following were quoted to prove my claim:

"In this regard, we would like to invite the students of College of Arts and Sciences to attend the said seminar. We anticipate your favorable action regarding this request."

(Taken from one of the communications of the Writers' Guild re: Literary Festival, dated September 11, 2018.)

Task 3: Each one of the quotations in Task 2 has certain implications for the approach we adopt to using literature in the language classroom. These implications are examined in the seven paragraphs below. Match each paragraph with the relevant quotation in Task 2.

(Module patterned from Lazar, Gillian. (2009). *Literature and Language Teaching*. New York: University Cambridge Press. Chapter 1 Using Literature in the Language Classroom: The Issues, p. 2---a reference in Major 4: The Teaching of Literature)

These extracts justify the hegemony of directives in the field of language education since any item of information discussed in the classroom intends to prepare and assist the learners in demonstrating certain actions as these are actually framed in a form or set of instructions since the teacher needs to detail the learning outcomes to be achieved and demonstrated by learners. Likewise, in the communication extract, the writer's intention to make a request is explicitly stipulated to clarify that he is, indeed, asking for a favor to get things done. Also, since the objectives of the course syllabi start with SMART verbs, it becomes imperative for students to do whatever instructions or learning outcomes that are intended to be accomplished in the course. It somehow urges the learners to acquire various competencies and behave on how the course syllabus maker expects them to be at the end of a semester.

In addition, the presence of expressives is also felt in this discipline. These sprung from the language tasks and activities designed in language teaching as well as in classroom management. As I scrutinize the course syllabi, activities such as *group/individual sharing, interview, dramatization/role play* and *buzz sessions* entails the students to express their feelings about certain topics or issue since the affective domain is satisfactorily considered also in crafting the objectives for every language course. Expressives are also manifested as the learners are engaged in collaborative learning since they need to deal and mingle with each other; hence, it is expected that they apologize when one is offended and thank and praise everyone for the efforts exerted---all for the accomplishment of their language tasks. On the part of the teacher, the fact that she usually begins and ends her lesson with

greetings, compliments or congratulates the learners whenever they did something satisfactory in accomplishing their learning outcomes or even in participating in class, apologize in case she has shortcomings or to settle issues in the classroom, and reacts tactfully and expresses her psychological state on the behavior shown by her students; we can therefore conclude that expressives are given stress on these instructional acts.

5. Conclusion

The language game of language education is, indeed, distinct from other disciplines in terms of lexicon and locution, syntactical constructions, semantic associations (embedded in all language dimensions) and pragmatic implication. However, it can be deduced that these dimensions of language bear a resemblance to the theoretical underpinnings and praxis of education as a field of study. The areas of interest of language are situated, contextualized and framed according to the areas of interest of education as well; however, the end goal of the latter is generally a learned and literate individual, while language education anchors and specifies this expertise gained through pedagogy in the acquisition of communicative competence (linguistic accuracy and linguistic performance) and language proficiency.

Moreover, this paper revealed the close relationship that education and language education have as the language game of the latter is thoroughly explored and investigated. Hence, a comparative study of the language games used in each discipline should also be conducted to put a demarcation line on the uniqueness of each field of study.

Likewise, to gain a more comprehensive analysis of the language game of this field, documents other than course syllabi, Policies, Standards and Guidelines (BSE English), letters/communications of the English Department, lesson transcriptions (result of classroom observations), pedagogical aids, teaching memorandums, and interview data should also be evaluated to fully reveal the language game used in language education. Likewise, more aspects of language analysis should also be considered to specify the smallest details that would exemplify the language game of this field since this paper limited its analysis to lexicon and locution, syntactical constructions, pragmatic dimensions and embedded semantic associations of these language dimensions.

Funding: This research received no external funding.

Conflicts of Interest: The author declares no conflict of interest.

ORCID iD (if any) : <https://orcid.org/0000-0003-1769-7337>

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