



T.C.  
ONDOKUZ MAYIS UNIVERSITY  
INSTITUTE OF GRADUATE STUDIES  
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION  
ENGLISH LANGUAGE TEACHING PROGRAM

**AN INVESTIGATION INTO PRAGMATIC CONTENT of B1-  
LEVEL LOCAL AND GLOBAL EFL TEXTBOOKS IN TURKEY**

Master's Thesis

**Bilal ÜNAL**

Supervisor  
**Assoc. Prof. Dr. Emrah EKMEKÇİ**

SAMSUN  
2022



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## ACCEPTANCE AND APPROVAL OF THE THESIS

The study entitled “AN INVESTIGATION INTO PRAGMATIC CONTENT OF B1-LEVEL LOCAL AND GLOBAL EFL TEXTBOOKS IN TURKEY” prepared by **Bilal ÜNAL** and supervised by **Assoc. Prof Dr. Emrah EKMEKÇİ** was found successful and unanimously accepted by committee members as Master’s thesis of the Department of Foreign Language Education, following the examination on the date 04/07/2022.

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<b>Member (Supervisor)</b>	Assoc. Prof. Dr. Emrah EKMEKÇİ Ondokuz Mayıs University Department of Foreign Languages		<input checked="" type="checkbox"/> Acception <input type="checkbox"/> Rejection
<b>Member</b>	Assist. Prof. Dr. Mustafa YILDIZ Ondokuz Mayıs University Department of Foreign Languages		<input checked="" type="checkbox"/> Acception <input type="checkbox"/> Rejection

This thesis has been approved by the committee members that already stated above and determined by the Institute Executive Board.

CONFIRMATION  
04 / 07 / 2022  
Prof. Dr. Ali BOLAT  
Head of Institute of Graduate Studies

## **DECLARATION OF COMPLIANCE WITH SCIENTIFIC ETHIC**

I hereby declare and undertake that I complied with scientific ethics and academic rules in all stages of my Master's thesis, that I have referred to each quotation I use directly or indirectly in the study, that the studies I have referred consist of those shown in the sources, that it was written in accordance with the institute writing guide and that the situations stated in the article 3, section 9 of the Regulation for TÜBİTAK Research and Publication Ethics Board were not violated.

27/05/2022  
Bilal ÜNAL

## **DECLARATION OF THE ORIGINALITY OF THE THESIS STUDY**

**Thesis Title:** AN INVESTIGATION INTO PRAGMATIC CONTENT OF B1-LEVEL LOCAL AND GLOBAL EFL TEXTBOOKS IN TURKEY

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## ÖZET

### TÜRKİYE'DE KULLANILAN ULUSAL VE ULUSLARARASI B1 DÜZEYİNDEKİ İNGİLİZCE DERS KİTAPLARININ PRAGMATİK İÇERİĞİNİN İNCELENMESİ

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Yabancı Diller Eğitimi Ana Bilim Dalı

İngiliz Dili Eğitimi Programı

Yüksek Lisans, Haziran/2022

Danışman: Doç. Dr. Emrah EKMEKÇİ

İngilizceyi yabancı dil olarak öğrenen öğrencilerin, akıcı bir şekilde İngilizce konuşabilmeleri ve anadili İngilizce olan kişilerle etkili bir şekilde iletişim kurabilmeleri için edimbilime maruz kalmaları gerekir. Bu nedenle, edimbilim bilgisi, ders kitapları ve sınıf etkinlikleri gibi sınıf materyallerine dahil edilmelidir. Bu amaçla, bu tez Türkiye'de kullanılan yerel ve uluslararası B1 düzeyindeki İngilizce ders kitaplarını söz eylemleri, ve duruma bağlı sözceler olmak üzere iki edimbilim ögesi açısından araştırmak ve karşılaştırmak için karma yöntem araştırma deseni kullanılmaktadır. Nitel verilerin analizinde seçilen ders kitaplarında tüm dengeli içerik analizi yapılırken, nicel verilerin analizinde SPSS 20 kullanılarak frekans analizi yapılmıştır. Ayrıca Searle'nin (1976) söz eylemleri sınıflandırılması, ve Kecskés'in (2003) duruma bağlı sözceler sınıflandırılması, İngilizce ders kitaplarındaki sırasıyla söz edimlerini, ve duruma bağlı sözceleri incelemek için kullanılmıştır. Çalışmada elde edilen bulgular, seçili edimsel öğeler açısından iki ders kitabı arasında istatistiksel olarak anlamlı bir farklılık olmadığını ( $p>0.05$ ) göstermiştir. Bulgular ayrıca her iki ders kitabının da seçili edimsel öğelerin tümünü içermediğini ortaya çıkarmıştır. Sonuç olarak, öğretmenler, materyal tasarımcıları ve ders kitabı yazarları için bazı öneriler sunulmuştur.

**Anahtar Sözcükler:** edimbilim, İngilizce ders kitapları, ders kitabı incelemesi, İngilizceyi yabancı dil olarak öğrenen öğrenciler, karma yöntem araştırma deseni.

## ABSTRACT

### AN INVESTIGATION INTO PRAGMATIC CONTENT OF B1-LEVEL LOCAL AND GLOBAL EFL TEXTBOOKS IN TURKEY

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Master, June/2022

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EFL learners need to be exposed to the pragmatics to speak English fluently, and to be able to communicate with native speakers of English effectively. Hence, pragmatic knowledge should be incorporated into their classroom materials, such as textbooks and classroom activities. To this end, this thesis uses a mixed-methods research design to investigate and compare local and global B1-level English textbooks used in Turkey in terms of two pragmatic elements, namely speech acts, and situation-bound utterances. While in the analysis of the qualitative data, deductive content analysis has been conducted on the selected textbooks, SPSS 20 and frequency analysis have been used in the analysis of the quantitative data. In addition, Searle's (1976) taxonomy of speech acts, and Kecskés's (2003) classification of situation-bound utterances have been employed to examine the speech acts, and situation-bound utterances in the English textbooks respectively. The findings showed that there were no statistically significant differences between the two textbooks in terms of chosen pragmatic elements ( $p>0.05$ ). The findings also revealed that both of the textbooks did not contain all of the selected pragmatic elements. Conclusively, some implications for instructors, material designers, and textbook authors were proposed.

**Keywords:** pragmatics, English textbooks, textbook evaluation, EFL learners, mixed-methods design.

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## **SYMBOL and ABBREVIATIONS**

EFL	: English as a Foreign Language
SBU	: Situation-Bound Utterances
CEFR	: Common European Framework of Reference for Languages
DCT	: Discourse Completion Task
L2	: Second Language
SA	: Speech Act

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# **1. INTRODUCTION**

## **1.1 The Scope of the Study**

In order to prepare English as a foreign language (EFL) students as individuals with proficient speakers of English in terms of pragmatics, pragmatic knowledge should be incorporated into their learning environments. Therefore, teaching materials such as textbooks and classroom activities related to the learning of pragmatic knowledge should be considered. To this end, this thesis aims to focus on pragmatic content of English textbooks used in Turkey. Specifically, this study investigates the local and global B1-level English textbooks used in Turkey in terms of two pragmatic elements, namely speech acts, and situation-bound utterances. The frequency of these two elements has been given as number and percentages. Books to be analyzed are one local 11<sup>th</sup> grade Silver Lining English textbook, and one global English File Intermediate textbook (Oxford University Press). The level of these two books equals to Common European Framework of Reference for Languages (CEFR) B1 level. With the aim of analyzing and classifying the speech acts in the textbooks, Searle's (1979) classification of speech acts has been utilized. Finally, in order to analyze and classify the situation-bound utterances in the textbooks, Kecskes' (2003) classification of situation-bound utterances has been used.

## **1.2 Background of the Study**

As Turkish language learners learn English as a foreign language, they have few opportunities to use English outside of language classes. In addition, current educational tools may not be enough to provide them with spoken language in authentic situations. Owing to their lack of communicative abilities, foreign language learners may face problems while interacting with native speakers. In order to successfully communicate with a native speaker of English, an English language learner must have knowledge of such factors as context, age and status of the addressee. These factors go beyond basic grammar knowledge and involve decisions about the relationship between language and situational factors. Pragmatics deals with the relationship between situational factors and language. Crystal (1997) defines pragmatics as the study of language from the perspectives of its speakers, and the impact of language usage on other speakers with whom they are communicating. As can be understood from this definition, the learner's capability to communicate

efficiently does not solely depend on competence of grammar, vocabulary and pronunciation. Instead, effective communication in a foreign language includes the speaker's capacity to utilize the language in various contexts appropriately, depending on factors such as the context, environment, and relationships between the speakers (Washburn, 2001). This competence is called pragmatic competence. Pragmatic competence is defined as the ability to use and understand the target language in a social and contextual sense (Bialystok,1993).

Today, language classrooms in EFL countries still use textbooks as it could help teachers choose appropriate tasks for their students. Therefore, English textbooks should cover various aspects of communication, such as how to start and end conversations in English. However, many researchers argue that speech acts are presented in an artificial way (Bardovi-Harlig & Hartford, 1991; Boxer & Pickering, 1995; Diepenbroek & Derwing, 2013; Aksoyalp & Toprak, 2015).

A substantial amount of research has investigated pragmatic content of EFL textbooks (Aksoyalp & Toprak, 2015; Bababayli & Kiziltan, 2020; Diepenbroek & Derwing, 2013; Jakupčević, & Cavar Portolan, 2021; Limberg, 2016; Ren & Han, 2016; Ton Nu, 2018; Tran & Yeh, 2020; Ulum, 2015). Although these studies have investigated English textbooks in terms of pragmatic elements, they have investigated English textbooks in particular aspects like “speech acts”. The number of studies investigating English textbooks in terms of pragmatic aspects is limited. In addition, to our best knowledge based on a detailed search on YÖK National Thesis Center, no thesis study in Turkish context have been found to investigate the pragmatic content of B1-level local and global English textbooks in terms of speech acts and situation-bound utterances. Therefore, there is a need for a study that aims to investigate and compare local and global English textbooks in terms of at least two pragmatic elements in general.

### **1.3 Significance of the Study**

Textbooks play an important role, especially in language classrooms where English is taught as a foreign language. In most English classrooms, textbooks are the main source of instruction and form the basis for the curriculum. Pragmatic competence has been a source of interest for academic studies, especially in recent years. In this regard, it may be important to investigate the existence and use of pragmatic elements in English textbooks because students can utilize these items to

understand what people mean by what they say. However, not every English textbook gives foreign language learners the opportunity to properly develop their pragmatic competences.

Though there are many studies investigating English textbooks in terms of pragmatic elements, these studies have investigated English textbooks in particular aspects such as "speech acts". The number of studies investigating English textbooks in terms of pragmatic aspects is limited. In addition, to our best knowledge based on a detailed search on YÖK National Thesis Center, no thesis study in Turkish context have been found to investigate the pragmatic content of B1-level local and global English textbooks in terms of speech acts and situation-bound utterances. New English textbooks can benefit from this study. This study can be utilized in English textbooks to be written. This study can help English textbook editors add more activities and reading passages to their textbooks aimed at developing the pragmatic competencies of foreign language learners. Furthermore, the findings of this study could guide researchers who intend to carry out studies on the pragmatic elements in textbooks or other teaching materials. Finally, investigating the pragmatic content of local and global B1-level English textbooks used in Turkey can help develop pragmatic competencies of Turkish learners of English as a foreign language.

#### **1.4 Purpose of the Study**

Due to globalization, technological and scientific developments, English language teaching has become important in today's world. Therefore, students must be effective at managing their English conversations. This is where the importance of pragmatic competence comes into play. Pragmatic knowledge should be incorporated into to learning environments of EFL students to prepare them as individuals who speak English effectively in terms of pragmatics. To achieve such a goal, classroom activities and teaching materials related to the learning of pragmatic knowledge should be taken into consideration. Textbooks are valued as a very important part of English language education and are still widely used in language classrooms. Since textbooks could help teachers determine the in-class and out-of-class learning activities of EFL students, their importance cannot be ignored. Furthermore, in most English classrooms, textbooks are the main source of instruction and form the basis for the curriculum. Although English textbooks should cover various aspects of communication, such as how to start and end conversations in English, what address

forms and common expressions to use, many researchers argue that besides the lack of real use of language in the textbooks that students must use throughout their learning process, textbooks present speech acts in an artificial way (Bardovi-Harlig & Hartford, 1991; Boxer & Pickering, 1995; Diepenbroek & Derwing, 2013; Aksoyalp & Toprak, 2015). Therefore, this thesis investigates pragmatic content of English textbooks used in Turkey. Specifically, the aim of the current study is to investigate local and global B1-level English textbooks used in Turkey in terms of two pragmatic elements, namely speech acts, and situation-bound utterances.

### **1.5 Statement of the Problem**

In today's globalizing world, the ability to speak effectively in at least one foreign language, especially in English is among the required competencies. It is widely known that English is the most commonly spoken language in the world. English enables us to interact with various cultures as well. When we are in foreign country, we will not be able to speak in our native language. For this reason, rather than learning tens of languages, it will be simpler and beneficial for anyone to learn English. Thus, due to global status of English, it has become increasingly essential to learn it. Language learners must be able to employ words and phrases in a variety of contexts. Because English is taught as a foreign language in Turkey, there are few opportunities for language learners in Turkey to employ English language outside of the language classroom and in the short classroom time, there is usually not quite enough time to practice this skill. Since it is restricted to classroom practice primarily, Turkish EFL learners consider speaking skill to be one of the most difficult skills to learn.

Learning a foreign language especially in an EFL context certainly involves more than a deliberate attention on grammatical features of language. It involves decisions about the relationship between language and situational factors. This is where pragmatic knowledge becomes important. An English language learner must be aware of such factors as context, physical location, age and status of the addressee. Students should comprehend the pragmatic meanings of the phrases they employ.

Textbooks, which are perhaps the most common instructional resources in language classes, are certainly one of the most essential sources of language. Especially in language classrooms where English is taught as a foreign language, the

role of textbooks is critical. Textbooks are the primary source of education in most English classes, and they serve as the foundation for the syllabus.

Most of the previous studies concerning pragmatics have concentrated on pragmatic aspects, such as speech acts (Alemi et al., 2013; Meihami & Khanlarzadeh, 2015; Ulum, 2015; Aksoyalp & Toprak, 2015; Ren & Han, 2016; Inawati, 2016; Barron, 2016; Limberg, 2016; Bababayli & Kızıltan, 2020; Tran & Yeh, 2020;) and situation-bound utterances (Mitchell et al., 2015; Chemezov & Gural, 2015; Yeh, 2016; Zhiqi & Hui, 2017; Kecskes et al., 2018; Si-Yu & Jing, 2019) separately. The number of the studies investigating pragmatic elements as a whole is limited (Ton Nu, 2018; Diepenbroek & Derwing, 2013; Jakupčević & Čavar Portolan, 2021; Gholami, 2015). Unfortunately, to our best knowledge based on a detailed search on YÖK National Thesis Center, no thesis study in the Turkish context have been found to investigate the pragmatic content of B1-level local and global English textbooks in terms of speech acts and situation-bound utterances. However, further studies investigating EFL textbooks in terms of pragmatic elements as a whole is needed to provide more information on the topic. Therefore, the current study is an attempt to investigate local and global B1-level English textbooks used in Turkey in terms of two pragmatic elements, namely speech acts, and situation-bound utterances. These pragmatic elements have been assumed to be included in the selected English textbooks. Through this study, it is believed that editors of new English textbooks and researchers who aim to conduct research on the pragmatic elements in textbooks can benefit from this study.

## **1.6 Research Questions**

The present study attempts to address the following research questions:

1. Which pragmatic elements do B1-level local and global English textbooks used in Turkey contain?
2. What is the frequency of speech acts in local and global English textbooks used in Turkey?
  - 2.1. Is there a difference between the frequency of speech acts in local and global English textbooks used in Turkey?
3. What is the frequency of situation-bound utterances in local and global English textbooks used in Turkey?

3.1. Is there a difference between the frequency of situation-bound utterances in local and global English textbooks used in Turkey?

### **1.7 Limitations of the Study**

This study is limited to two textbooks, namely one local 11<sup>th</sup> grade Silver Lining English textbook, and one global English File Intermediate textbook (Oxford University Press). In addition, the scope of the study is limited to only student's books. Finally, this study is limited to B1 level textbooks.

## **2. LITERATURE REVIEW**

### **2.1 Introduction**

This study is an effort to investigate local and global B1-level English textbooks used in Turkey in terms of two pragmatic elements, namely speech acts, and situation-bound utterances. Therefore, this chapter presents theoretical background to the study by giving detailed explanation about pragmatics, areas related to pragmatics and theories within these areas. The first section begins with the importance, scope, definitions, and features of the pragmatics. The next section gives comprehensive information on the significance of pragmatic competence and pragmatics in English language teaching, objectives for language teachers in including pragmatics into their classrooms, the topic of pragmatics instruction in an English language learning and teaching research. Then, definitions, importance of speech acts, types and classifications of speech acts proposed by different scholars, examples of speech acts, terms related to speech acts, theoretical framework to investigate speech acts in the EFL textbooks in the present study, and the topic of speech acts in pragmatics research have been presented. Additionally, the next section provides detailed explanation about definitions, features, importance, and examples of situation-bound utterances, types of situation-bound utterances, terms related to situation-bound utterances, theoretical framework to investigate situation-bound utterances in the EFL textbooks in the present study, and the topic of situation-bound utterances in pragmatics research. Finally, significance of pragmatics and textbooks in English language teaching, and research on pragmatic content of EFL textbooks have been presented.

### **2.2 What is Pragmatics?**

Imagine the humiliation of discovering that something you just stated with utmost effort and attention was misunderstood by a dissatisfied recipient. If you're speaking a foreign language, this kind of chances of a communication failure are higher. Therefore, a person's capability to communicate efficiently in a foreign language does not entirely depend on his grammatical competence. Instead, effective communication in a foreign language also involves the ability of a non-native speaker to use the language effectively in a variety of circumstances, based on variables including context, setting, and connection between the speakers (Washburn,2001). Moreover, people do not always express themselves in the way

they intended clearly. Speakers' words frequently communicate meaning much more than they really express. The gap between what someone aims to express and what someone actually says constitutes the foundation of pragmatics. English language learners must be taught pragmatics that include a variety of cultures and languages in order to communicate with individuals from all over the world properly. Throughout the years, there has been no agreement on a precise definition of the term pragmatics. Pragmatics has been defined in a variety of ways by numerous researchers. Since each scholar has a particular perspective when defining the term, they also focus on between various elements of pragmatics. However, most of the definitions contain such notions as user, context, meaning, intention, utterance, and inference.

O'Keeffe et al. (2020) state that pragmatics emerged from an eagerness to understand more about how we use language to make meaning. According to O'Keeffe et al. (2020), pragmatics is the study of how people utilize context to infer meaning. In addition, Birner (2013) emphasized that learning the definitions of the words and how they've been linked together into sentences is not enough to understand what someone meant by what they said; we need to know who said the statement and in which setting as well, so we can deduce why they said it and what they meant for us to comprehend. Birner (2013) defines pragmatics as the science of how people use language in different contexts. Also, according to Mey (2001), pragmatics studies language use in interpersonal interaction that is shaped by social circumstances. Moreover, Taguchi and Roever (2017) defines pragmatics as the features of language systems that depend on the context of an utterance, the listener, and the speaker.

In addition, according to Griffiths (2006), pragmatics is “the study of utterance meaning” (p.6). Another scholar, Levinson (1983) defines pragmatics as the science of relationship between language and context which is embedded in the linguistic system. Also, according to Morris (1938) inventor of the term, pragmatics studies how language signs relate to their speakers. Another well-known scholar, Crystal (1997) defines pragmatics as the study of language from the perspectives of its speakers, the decisions they make while using language in communication, the limitations they face, and the impact of language usage on other speakers with whom they are communicating. This definition is accepted widely as the most common definition of pragmatics in language teaching studies. Moreover, according to

Stalnaker (1972), pragmatics studies language activities as well as the contexts where they occur. Furthermore, Celce-Murcia and Olshtain (2000) define pragmatics as the science of context in which the purpose of the language user and interaction occur. Another researcher, Leech (1983) defines pragmatics as “the meaning in relation to speech situations” (p.6). Also, according to Kasper and Blum-Kulka (1993), pragmatics is the science of how people comprehend and produce language activity in context.

In addition, Hedge (2000) defines pragmatics as the study of authentic language usage concerning setting, speaker, and subject. Moreover, according to Rose and Kasper (2001), pragmatics is the science of conversational activity in relation to its cultural setting. Furthermore, Bardovi-Harlig (2013) defines pragmatics as “the study of how learners come to know how to say what-to-whom-when” (p. 68). Also, according to Yule (1996), pragmatics studies language user meaning, situational meaning, and how much more is conveyed than is uttered. In addition, Thomas (1983) defines pragmatics as the study of cultural and linguistic practices which allow us to understand how a communicative activity is interpreted. Furthermore, according to Cutting (2002), pragmatics is a branch of linguistics that studies how language interacts with contexts along with all of the contextual elements that come with it. Moreover, Baker (1992) defines pragmatics as the study of meaning that is transmitted and modified by users in a communicative setting rather than formed by linguistics. According to Fromkin and Rodman (1993), pragmatics is “the general study of how context influences the interpretation of meaning” (p.159). Also, according to Poole (1999), pragmatics studies the relationship between what the speaker means and what the recipient infers based on shared expectations, expertise, and the context of the discourse.

Then, basic features of pragmatics can be arranged using the definitions mentioned above. Then, pragmatics involves:

- The standards that control the use of language
- The effect of contextual variables on perception of meaning.
- Beliefs, objectives, intentions, and actions of the speaker.
- Linguistic preferences of the speakers
- The impact of linguistic preferences of the speaker on the recipient.

- The relation between the speaker and the listener
- The connection between contextual aspects and language
- The context of the utterance
- Knowledge of communicative principles
- Methods of communication
- The communicative purpose of the interlocutor
- Communicative issues that users encounter in their social contacts
- Contextual meanings of utterances
- Language use

As can be seen from the definitions, pragmatics is primarily a concept of linguistic interaction that focuses on the exploration of language usage. Therefore, context, meaning, speaker and his purpose, recipient, and the action generated by utterances appear to be critical factors in the field. To summarize, pragmatics investigates how diverse contextual variables and communicative objectives influence the interpretation of linguistic utterances. Pragmatics focuses on how individuals express themselves in diverse contexts and the effect of context on utterance. It necessitates an evaluation of how speakers arrange what they desire to express in relation to who they are speaking to, when and where they are speaking, and under what conditions they're communicating. Finally, regardless of how it is defined, pragmatics has been regarded as an essential field of linguistics.

### **2.3 Pragmatics and Language Teaching**

Even though having a sufficient degree of grammar and vocabulary knowledge is essential, it does not ensure effective communication between interlocutors. The speaker must possess more than just the fundamental elements in order to communicate effectively. Pragmatic competence is needed to establish this effective communication. To give an example, Bardovi-Harlig & Dörnyei (1998) conducted a study to evaluate English language learners' awareness of differences in producing target language in terms of pragmatics and grammar. This study reveals that compared to native speakers, not all students having grammatical competence show solid performance in pragmatic aspects. This study backs up the idea that pragmatic competence is not related to grammatical competence. Therefore, interlocutors must

possess a common knowledge of the cultural, social, and contextual aspects of the relevant language speaking group in order to comprehend the meaning appropriately.

O'Keeffe et al. (2020) emphasized that knowing a language involves understanding when and with whom to use it in various social situations. In order to deliver contextually acceptable speech, students must analyze possibilities and choose among them. For instance, speaking about a poor test result with a classmate at a cafeteria may require a different language and approaches than speaking with the teacher who assessed the exam. Pragmatics has a significant role in such situations. Pragmatics is mainly concerned with communication and the methods that interlocutors employ to accomplish their objectives.

An essential characteristic of pragmatics is the connection between meaning and the setting. Hence, pragmatics is crucial for effective and proper communication. Pragmatics highlights authentic language usage, requiring the knowledge of linguistic features in social situations. Pragmatics studies language learners' capacity to link utterances with settings where they are relevant. Considering the context, language learners will feel more at ease communicating with interlocutors of different genders, ages, status, and socioeconomic classes. One of the benefits of studying pragmatics is that students could grasp the meanings of language from a wider multicultural perspective. Language learners must comprehend the aim of communication, gaining an understanding of the objective of the communicative activity and how to accomplish that objective using language features.

The main goal of language instruction is to allow students to successfully communicate in the target language at the end of the learning period. Pragmatics should be included in the English language education curriculum to assist language learners in adapting to various global contexts and interacting with foreign people properly. Learners can increase their capacity to comprehend pragmatic features within current and prior situations through teaching pragmatics in different circumstances. Therefore, teaching pragmatics may help students avoid humiliating circumstances, improve their confidence, better comprehend the figurative meanings in each circumstance, and make accurate predictions.

Mey (2001) indicates that if we want a wider, clearer, and more rational description of human language activity, we need pragmatics. Furthermore, Deda

(2013) claims that the goal of pragmatics instruction is to help students feel more confident in their ability to select socially relevant language in a variety of contexts. Learners can preserve their cultural identities while engaging more thoroughly in target language conversation through this type of instruction.

Lin (2007) emphasizes that different explanations of cross-cultural languages should be comprehensible to English language learners with pragmatics instruction, and they should be able to adapt to various forms, structures, and rules of other cultures' linguistic activities. Lin (2007) concludes that only when language learners can employ intelligible language, they can achieve their communication objective and accomplish their plan on a global scale.

Therefore, since the meaning is very crucial, English language learners should be acquainted with pragmatics to assist them in comprehending the speaker. Pragmatics must be included in language classrooms to enhance interaction capacities of language learners in the target language in a comprehensive technique. (Yuan, et al., 2015). In spite of its significance in EFL interaction, pragmatics is sometimes neglected in educational materials. Furthermore, although classroom education plays a significant role in developing pragmatic awareness of language learners, several textbooks used in classes lack pragmatic content and appropriate samples (Bardovi-Harlig & Griffin, 2005).

Though English language instructors acknowledge the value of pragmatics and wish to include it into their classrooms, many are confused about how to choose and implement pragmatic teaching activities in their lessons. Therefore, Bardovi-Harlig and Mahan-Taylor (2003) list the following objectives for language teachers: 1) Increase the pragmatic awareness of language learners. 2) Allow language learners to choose from a variety of pragmatic activities in the target language 3) Enhance learners' views on the target language environment.

Pragmatics is a crucial part of English language learning and teaching research. Researchers can employ pragmatics to figure out what something means in a certain context. In recent years, the topic of pragmatics instruction in a foreign language has attracted much interest. For example, a study by Özdemir (2010) compared the impact of implicit and explicit language teaching on the pragmatic competence of thirty-eight (38) 7th-grade students. The participants were randomly assigned to

control, implicit, and explicit control groups. The data were obtained through discourse completion pre-and post-tests, which assessed their knowledge of request speech acts. Data were statistically analyzed via SPSS 16.0. The findings of the study revealed that the explicit group showed the greatest improvement in the knowledge of request speech acts. In the utilization of the request head-act strategy, the explicit group demonstrated the greatest knowledge development.

In addition, Yıldırım (2015) conducted a quantitative study to examine pragmatic competence and obtain opinions of 130 students at Alparslan University about pragmatics and their knowledge of pragmatic competence. Data were gathered through a Likert-type questionnaire. The last 5 items of the questionnaire assessed the level of participants' pragmatic competence. Questionnaire items were analyzed through SPSS 17.0. The results of his study showed that the participants indicated the significance of pragmatic competence. However, the results of the last 5 items revealed that the level of the participants' pragmatic competence was not high enough. Participants could not detect and employ pragmatic elements in the items.

Moreover, Özet (2019) investigated the impact of strategy-based education on the pragmatic knowledge of 62 tertiary students at Sabahattin Zaim University. To examine the differences between the experimental and control groups, data were obtained through three materials: a pre-and a post-test, Oral Discourse Completion Test (ODCT), and Written Discourse Completion Test (WDCT). Speech Act Appropriateness Scale was employed to analyze WDCT and ODCT. Quantitative analysis was utilized to analyze and compare results of pre- and post-test. The findings indicated that the control group was outperformed by the experimental group in terms of generating speech acts. The findings also revealed the positive attitudes of the participants towards strategy-based teaching.

Furthermore, a study by Kanık (2010) compared the pragmatic competencies of 100 Turkish teachers of EFL and 100 American teachers of ESL. Data were gathered via a discourse completion questionnaire with the goal of eliciting apology speech acts. Data were statistically analyzed via SPSS 16.0. The findings showed substantial statistical discrepancies between the two groups. Kanık (2010) found that in low-distance circumstances, Turkish EFL teachers employ the illocutionary force indicating device less than in high-distance circumstances. In addition, Turkish EFL teachers were found to give substantially brief apologies compared to American ESL

teachers.

Also, Kaplan (2019) conducted a mixed-method study to investigate the grammatical and pragmatic awareness of 50 preparatory school students at an English medium university. The data were obtained using a Discourse Completion Task (DCT), which consisted of 20 academic and non-academic situations with speech acts, aiming to show if preparatory school students can identify grammatical and pragmatic failures. Kaplan (2019) concluded that despite not receiving any particular education on pragmatic competence, the results of DCT analysis revealed that learners' grammatical awareness level was lower than their pragmatic awareness level.

Also, Rajabi and Farahian (2013) investigated the impact of teaching pragmatics on 34 Persian EFL learners' awareness of suggestions. The experimental group (16) was given ten lessons of awareness-raising teaching on suggestions. The control group received no education on suggestions. Before and after the treatment, the rating assessment pre- and post-tests were handed. The control and experimental groups' accurate ratings in rating assessment pre- and post-tests were recorded and compared to find out the degree of progress. The findings of this study revealed that in terms of awareness of relevant and correct suggestions, the experimental group that was given pragmatic education performed better than the control group. Rajabi and Farahian (2013) concluded that integration of certain instructional methods into a foreign language class might help increase the pragmatic awareness of the language learners.

Moreover, Mohammad-Bagheri (2015) explored the level of 477 Iranian advanced EFL students' pragmatic competence. This study evaluated the condition of pragmatics in terms of how much pragmatic knowledge Iranian EFL learners thought to possess. A Likert scale type questionnaire was used to obtain data. The quantitative data were analyzed after the questionnaires were obtained. The findings showed that Iranian EFL learners demonstrated a high level of pragmatic awareness, and they were aware of the significance of the part pragmatics plays in effective communication. However, students indicated that they were not satisfied with the amount of pragmatics they received from the textbooks and their teachers.

Furthermore, Nguyen et al. (2012) conducted a study to investigate the effect

of implicit and explicit form-focused instruction on 69 Vietnamese EFL learners' learning of criticism speech acts. While the explicit group, which consists of 28 students, received explicit pragmatic education, correction of meaning and form errors, and consciousness-raising exercises, the implicit group, which consists of 19 students, received tasks involving pragmatic input enhancement and recasting. Using a classification model designed and verified by Nguyen et al. (2012), the researchers coded the data individually into various kinds of criticizing strategies. Through the pre- and post-test process, the results of these two groups were compared to a control group consisting of 22 students. All of the assessments revealed that the explicit group considerably outperformed the implicit group. In addition, Nguyen et al. (2012) found that the control group was outperformed by the two experimental groups in terms of pre- and posttest scores.

Also, Soler (2005) aimed to compare the effect of implicit and explicit teaching on 132 university students' knowledge of request strategies. The participants were randomly assigned to control, explicit, and implicit groups. These three groups were shown dialogues containing requests from various episodes of a TV show. While the implicit group was instructed through a set of implicit awareness-raising exercises as well as input enhancement of request strategies, the explicit group was instructed on how to utilize proper requests through explicit awareness-raising exercises and written feedback. The findings of the study showed that both implicit and explicit instruction helped learners become more aware of request strategies. However, the findings revealed that the explicit group outperformed the implicit group on using request strategies.

Moreover, a study by Martínez-Flor and Fukuya (2005) aimed to explore the impact of two forms of pragmatics teaching, namely implicit and explicit on 81 Spanish EFL students' knowledge of suggestions. For 12 hours, the explicit group was provided with pragmatic knowledge about suggestions. While the implicit group received tasks involving pragmatic recasting and input enhancement, the control group was never provided with the same instructions. As pre- and post-tests, each participant completed email and phone activities. The findings indicated that both implicit and explicit groups developed their ability to provide pragmatically suitable suggestions. In addition, both groups performed better than the control group. The findings of this study confirmed the superiority of explicit instruction as well. Also,

the researchers recommended an integration of these two approaches is a good way to provide foreign language learners with suggestions.

Furthermore, Halenko and Jones (2011) conducted an experimental study to reveal how explicit treatment affects the development of pragmatic awareness and the utilization of oral requests on 26 Chinese university English learners in an EAP context. The participants were randomly assigned to control, which received no oral request teaching and explicit teaching groups. As pre- and post-tests, Discourse Completion Tasks were utilized. Halenko and Jones (2011) found that explicit teaching helped the participants use proper oral requests. The results of this research also confirmed the superiority of explicit teaching.

Also, Ekin and Damar (2013) conducted a qualitative study to examine the pragmatic awareness of 30 final-year undergraduate EFL learners, as well as how they employ and struggle with practical pragmatic uses. The participants were given a Discourse Completion Task to check their pragmatic awareness. In addition, teacher candidates wrote reflection papers about their weaknesses and strengths in terms of pragmatics in the classroom setting. Also, 10 of these 30 candidates were interviewed in order to learn more about the difficulties they had when teaching pragmatics. While, the results of the Discourse Completion Task revealed the pragmatic awareness of the teacher candidates, interviews and reflective comments showed that their awareness focused largely on academic pragmatic knowledge.

## **2.4 Speech Acts**

Speech acts are one of the most researched areas in pragmatics. Speech acts refer to a branch of pragmatics that aims to explain how speakers use language to accomplish their goals, as well as how listeners deduce the right meaning of the speech. According to Korta et al. (2015), speech acts refer to verbal or written communication activities conducted by language speakers. Moreover, Griffiths (2006) defines speech acts as the main components of verbal communication. According to another researcher, Tsohatzidis (1994), the speech act is a meaningful act performed with an utterance that necessitates the combination of pragmatics, semantics, and syntax. Furthermore, Searle (1969), who coined the term, defines speech acts as “the basic or minimal units of linguistic communication” (p.16).

In addition, according to another researcher, Yule (2020), speech acts are “the

action performed by a speaker with an utterance” (p.157). Also, Mey (2001) defines speech acts as words with specific purposes in the world. Moreover, Nunan (1999) defines speech acts simply as actions that individuals perform using the language. In addition, according to another researcher, Cohen (2008), speech acts refer to the structured, systemized language which speakers in a particular society employ to fulfill actions like complaining, apologizing, requesting, and thanking. Furthermore, Mitchell et al. (2019) define speech acts as the conversational aspect related to a particular utterance. The term “speech act” goes back to John L. Austin. Austin (1962) defines speech acts as the actions we employ when we speak. Austin (1962) claims that while uttering something, we perform something. In addition, Austin (1962) indicates that communication is a set of conversational tasks which we utilize in a systematic manner in order to achieve specific goals. Austin (1962) classifies speech acts into three types:

1. **Locutionary Act:** The utterance of real words. It refers to the actual meaning of the speech. Its goal is communication. It's the act of expressing oneself. Stating, reporting, informing, and telling fall into this type (Austin, 1962, p.94).
2. **Illocutionary Act:** It refers to the influence or purpose of the words. In addition, it refers to the utilization of the locutionary act (Austin, 1962, p.98). Yule (1996) indicates that people make speeches with a goal in their minds. For example, warning, welcoming, betting, asking, suggesting, demanding, and apologizing fall into this type.
3. **Perlocutionary Act:** It refers to how the illocution affects the listener's emotions, opinions, and behaviors. It is the achievement of the real outcome (Austin, 1962, p.103). Yule (1996) emphasizes that based on the context, one might give some utterances, assuming that the recipient could understand the impression one intends to make. According to Mey (2001), these outcomes are determined by specific conditions of the speech and are not foreseeable. Birner (2013) indicates that the illocutionary act focuses on the speaker, while the perlocutionary act focuses on the listener; it has a particular impact on the addressee. For instance, perlocutionary acts include persuading, insulting, embarrassing, convincing, and inspiring (O'Keeffe et al., 2020).

To give an example:

The speaker says: *It's so freezing in here!* (locution);

meaning: *I'm cold!* (illocution);

and the perlocutionary effect could be that someone turns on the heater or closes the window.

To summarize, speech act is what we utilize every time we employ language to achieve something. All in all, speech acts refer to everything a speaker says to a hearer. Moreover, we utilize speech acts when we greet, compliment, suggest, apologize, complain, and request. (Austin, 1962; Searle, 1969). Speech acts assist language learners in communicating in a range of interpersonal circumstances using the grammatical structure of the language. Aksoyalp and Toprak (2015) indicate that verbal utilizations of speech acts are culture-specific and reflect fundamental cultural norms within a particular speech society. According to Tran and Yeh (2020), speech acts help to make utterances a means of expressing thoughts. In this way, speech acts allow us to better comprehend the language used to interact.

Speech act theory has received a lot of attention and has been used as a theoretical framework in pragmatics studies related to speech acts. Speech acts remain one of the most researched areas in pragmatics. In order to investigate the speech acts in foreign language learning research related to pragmatics, speech act theory has been utilized. Searle (1969), who coined the term, used the term “speech acts” in accordance with Austin's “illocutionary act”. According to Searle (1969), “speaking a language is performing speech acts” (p.16). The difference between utterances and sentences is central to comprehending speech acts. Levinson (1983) indicates that speech acts are utterances that are utilized in certain circumstances, at certain times, for specific objectives. In addition, speech act theory focuses on utterances and kinds of utterances. Searle (1969, 1975) claims that the context, speaker, or listener have a significant impact on the meaning of an utterance.

According to Searle (1969), some specific rules regulate a diverse range of speech acts and must be followed while speaking a language. These four felicity conditions include propositional content conditions, preparatory condition, sincerity condition and essential condition. Propositional content conditions refer to the

actions taken by the speaker as a response to an action taken by the listener. In addition, the propositional content conditions focus on what speech acts are about. According to Birner (2013), it guarantees that the sentence's semantic meaning is correct. Moreover, Culpeper and Haugh (2014) emphasize that this condition refers to what the speech signifies. To give an example, for requests, this condition would be an action which the listener will perform in the future. Second, the preparatory conditions describe the speech act's real-world conditions. In addition, the preparatory content conditions take into the background. Moreover, preparatory conditions are the judgments that a speaker makes about the listener (Searle, 1976). For instance, preparatory conditions include the listener's ability to perform the act, or the speaker's belief that the listener can perform the act, and the listener's willingness to perform the act. To give an example, in the process of thanking act, the speaker must be cautious that the listener has assisted the speaker in some way. (O'Keeffe et al., 2020). Third, the sincerity content conditions involve the intentions of the speaker. In addition, sincerity conditions refer to how sincere a speech act is delivered. It ensures the sincerity of the speech (Birner, 2013). That's why a speaker must honestly aim to keep the promise in order for it to be sincere. Last, essential conditions indicate "what the speech act must conventionally count as" (Searle, 1969, p.59). In addition, the essential conditions refer to the relationship between what is uttered and what is done. Furthermore, it relates to what is required to perform the act (Culpeper & Haugh, 2014). An effort to get the listener to perform the act could be given an example of the essential condition (Searle, 1969). These conditions contribute to the systematization of speech act theory. According to Searle (1969), these conditions regulate speech acts in their general effect.

Speakers do not always carry out the actions that their literal meaning indicates while performing the speech acts. In addition, environmental and social aspects of the context where the speech takes place have also a significant role in understanding the underlying meanings that go beyond the literal meanings of the speech. Direct and indirect speech acts are two major distinctions in speech act theory. Speakers can perform speech acts directly and indirectly. Searle (1975) emphasizes that direct and indirect speech acts show differences in terms of the speakers' intentions.

First, direct speech acts are the speech acts where the speaker expresses what he means (e.g. Close the door!). Searle (1976) claimed that a speaker employing

direct speech acts aims to convey the actual meaning which the words normally communicates. There is a direct connection between the function and the form. Therefore, a declarative form like '*I was going to buy another game*' functions as a claim or statement, an interrogative form like '*Do you love chocolate ice cream?*' functions as a question; and an imperative type like '*Bring it to me*' functions as a command or request. To summarize, it is direct speech act when the speaker says exactly what he means (Searle, 1976).

However, indirect speech acts are the acts in which the meaning goes beyond the utterance (e.g. I am tired: I want to take a rest). Searle (1976) indicates that there is a mismatch between the grammatical structure and the function of the statement when it comes to indirect speech acts. In indirect speech acts, it is impossible to address a correspondence between the intended meaning and actual statement (Searle, 1975). Also, Searle (1976) defines indirect speech acts as the acts that are carried out via the use of another. In addition, in indirect speech acts, communication depends on both identifying the meanings of the words in an utterance, and understanding the intentions of the speakers behind their statements in a specific situation (Yule, 2020). There is not a direct connection between the function and the form. Therefore, a declarative type like "You could get me bread and some chips" might function as an order, which means "Get me some chips and bread. Furthermore, Mey (2001) indicates that while employing indirect speech acts, the addressee is not required to say "Yes" to our request. Last, Yule (2020) also emphasizes that such structures as declaratives (You left the window open) can be utilized indirectly to make a request (to your friend, who just smoked in a freezing night, to close the window). For example:

Example 1:

Claire: Is my dad in his office?

Mitchell: The light is on in his office.

Claire: Oh, thank you.

As can be seen by this example, Mitchell's answer contains an indirect speech act. Also, since interlocutors have similar backgrounds, they could clearly understand each other.

Many taxonomies for classifying speech acts in languages have been proposed

by various scholars. Nonetheless, Searle's (1976) taxonomy has been widely employed in the pragmatics research related to speech acts. Searle (1976) indicates that without the context of speech acts, meaning cannot be deduced alone. Therefore, Searle (1976) presented his commonly acknowledged classification of speech acts that includes five different kinds of utterances. These are:

1. **Representatives:** These acts commit the interlocutor to the truthfulness of the given statement. They indicate the speaker's belief in the truthfulness of something. According to Mey (2001), they usually reflect the subjective opinions of the speaker. These acts are utilized when a speaker aims to convey his belief or knowledge and stresses that all he utters is true. According to Searle (1976), these utterances could be true or false. For example, swearing, insisting, telling, hypothesizing, reasoning, calling, introducing, predicting, putting forward, guessing, insisting, explaining, describing, deducing, complaining, boasting, suggesting, stating, claiming, announcing, reporting, concluding, asserting, and informing fall into this category.
2. **Directives:** These acts refer to the speaker's efforts to convince the listener to do something. The focus of the speaker is on the act of persuasion or achieving a goal. For example, asking, entreating, daring, recommending, instructing, forbidding, directing, summoning, reassuring, warning, permitting, praying, pleading, requesting, commanding, challenging, begging, advising, inviting, questioning, and ordering are examples of this category.
3. **Commissives:** Using these acts, the speaker makes a commitment to a certain action in the future. They convey the intentions of the speaker. According to Yule (1996), the speaker can perform these acts individually or being the speaker as a part of a group. These acts impose a necessity on the speaker (Mey, 2001). For instance, vowing, intending, pledging, threatening, offering, refusing, warning, volunteering, guaranteeing, and promising fall into this type.
4. **Expressives:** They reflect an emotional wellbeing. These acts indicate the speaker's feelings about a circumstance or his perspective on an issue. In addition, they reflect the speaker's feelings, attitudes towards the listener. For

example, apologizing, praising, blaming, surprising, commiserating, regretting, greeting, deploring, condoling, complimenting, complaining, welcoming, thanking, and congratulating fall into this type.

5. **Declarations:** They affect immediate changes in the institutional condition or state of referred-to object or objects solely in virtue of the fact that the declaration has been successfully performed. They cause instant change and impact on the institutional status of the objects referred. These acts reflect a change in the state of the listener. This type of speech act has some criteria, such as authorisation. Therefore, not everyone is able to perform this speech act. It indicates that the speaker needs to hold a certain organizational position in a specific setting in order to make declarations properly. This characteristic of this type differentiates it from other types (Searle, 1976). For instance, bidding, baptizing, firing, blessing, sentencing, nominating, appointing, excommunicating, naming, resigning, dismissing, marrying a couple, christening, and declaring war are examples of this category. Sample utterances include “*I resign!*”, “*I declare the meeting started.*”, “*I declare war.*”, “*You are fired!*”, “*I find you guilty as charged.*”, “*I now pronounce you man and wife.*”, or “*I baptize this child.*” (Searle, 1976, p.20).

Searle’s (1969) classification of speech acts indicates that communication is not only an issue of getting your purposes understood. Particularly, it is an issue of getting your purpose for using a specific kind of speech act understood (Blakemore, 1992). Searle (1969) emphasizes that through the comprehension of the speech acts, the hearer realizes what the speaker performs with a statement. In addition, Searle (1969) claims that speaking is employing acts according to rules. Also, according to Garcia (2004), via the comprehension of the speech acts, the hearer plays an essential role where he needs to be able to comprehend the statements together with responding to them.

According to his classification, Searle (1976) begins with the aspects which lead speech acts to differ. According to Searle (1976, p.2), twelve distinct aspects distinguish speech acts. These are:

1. Differences in the purpose of the act;
2. Differences in the direction of fit between the world and words;

3. Differences in mental conditions expressed;
4. Differences in the strength which the illocutionary point is displayed with;
5. Differences in the status or position of the interlocutors as these affect the illocutionary act of the statement;
6. Differences in how the statement corresponds to the listener's and speaker's preferences;
7. Differences in connection to the rest of the discourse;
8. Differences in prepositional content which are established by illocutionary force indicating devices;
9. Differences between the acts that have to be speech acts, and ones which could be, but not need to be employed as speech acts;
10. Differences between acts which necessitate the use of extra-linguistic structures and ones which do not;
11. Differences between the acts in which the matching illocutionary verb serves a performative function and those in which it does not;
12. Differences in how the illocutionary acts perform (Searle, 1976, p.2).

Searle (1979) prioritizes the first three differences and bases the majority of his classification on these three differences: “*illocutionary point, the direction of fit and sincerity condition*”. First, the illocutionary point relates to the aim of the act. Then, the direction of fit means the characteristic of the illocutionary act that sometimes leads the words to fit the world or sometimes the world to fit the words.

In recent years, the topic of speech acts in pragmatics research has attracted much interest. Taguchi and Roever (2017) indicate that speech acts are essential for pragmatics research and that a significant number of studies aimed to explore the students’ performance and perceptions on offers, disagreements, refusals, apologies, and requests. Moreover, many studies aimed to investigate the effect of explicit teaching of pragmatics on the EFL learners’ comprehension of speech acts. For example, a study by Bayındır (2019) aimed to reveal the efficacy of explicit pragmatics instruction on 34 B2 level university EFL learners’ comprehension of four target speech acts, namely refusals, complaints, advice, and greetings. Two

classes were assigned to control and experimental groups. While the experimental group, which consists of 17 learners, received explicit instruction of the speech acts during the experimental treatment, the control group, which consists of 17 students, did not receive explicit teaching of the speech acts during the experimental treatment. The participants were given a written discourse completion task to check their comprehension of the speech acts. The findings of the study revealed the superiority of the experimental group and the clear impact of explicit pragmatic teaching on the production of four target speech acts by the participants of the experimental group. The researchers concluded that EFL teachers should conduct explicit pragmatic teaching of the speech acts.

In another experimental study, Masouleh et al. (2014) aimed to reveal the impact of explicit pragmatic teaching on 60 intermediate EFL university students' speech act awareness. In order to fulfill this purpose, the participants were randomly assigned to experimental (30) and control (30) groups. While the experimental group received the instructions related to the request speech acts, the control group was only instructed in accordance with the syllabus of the institute and did not take or receive any tasks or explicit instructions related to request speech acts. Instructional tasks, including explicit instruction of request speech acts, information sheets, role-play tasks related to request speech acts, pair-work tasks related to request speech acts, native-speaker conversations containing the use of requests, and classroom debates about the realization of requests in English were employed. As pre- and post-tests, Discourse Completion Tasks were utilized with the aim of assessing the effect of explicit teaching on the learners' pragmatic competence. The findings of their study showed a considerable difference between the experimental and control groups' pre- and post-test scores in terms of the realization of the request speech acts. There was a substantial difference between the means of the control and experimental group. In addition, the researchers concluded that explicit teaching of pragmatics results in the development of pragmatic competence.

Moreover, Rajabi, Azizifar, and Gowhary (2015) conducted an experimental study to explore the impact of explicit apology speech act instruction on the proper utilization of the apology speech acts among 73 Iranian EFL students. The participants were randomly assigned to control and experimental groups. While the experimental group received the instructions related to the apology speech acts for 25

minutes, the control group was only instructed in accordance with the syllabus of the institute and did not take any explicit instructions related to apology speech acts. As data collection tool, Discourse Completion Tests were utilized as pre- and post-tests. The results of the study revealed considerable disparities between the experimental and control groups' pre- and post-test scores in terms of the realization of the apology speech acts. After the procedure, pragmatic awareness of the experimental group developed when it comes to employing apology speech acts. The study concluded that explicit teaching was a helpful technique in helping students employ appropriate apology speech acts in various contexts.

Furthermore, in their experimental study, Eslami et al. (2004) investigated the impact of explicit teaching of pragmatics on 66 Iranian undergraduate advanced EFL learners' knowledge of three target speech acts, namely complaint, apology and request. The participants were randomly assigned to experimental (34) and control (32) groups. While the control group was only instructed in accordance with the syllabus of the university and did not receive any explicit pragmatic teaching, the experimental group took 12 sessions of explicit teaching of pragmatics related to three target speech acts and participated in some educational tasks, such as explicit instruction of target speech acts, teacher-led debates, group-work debates, role-plays, and activities with a focus on pragmatics. As pre- and post-tests, Discourse Completion Tasks were utilized with the aim of assessing the effect of explicit teaching on the participants' pragmatic competence. The findings of their study showed a considerable improvement in the knowledge of the target speech acts among the participants. In addition, the findings also revealed the development of pragmatic awareness of the experimental group in terms of employing target speech acts. The researchers concluded that explicit teaching of pragmatics results in the development of interlanguage pragmatic knowledge.

Moreover, there have been few studies on the use of speech act theory. For instance, Mukhroji et al. (2019) conducted a qualitative study to investigate the types of speech acts which 75 Indonesian advanced EFL learners employed. The researchers observed the learners in four different locations: English base camp, place of worship, café, and classroom. The primary objective was to monitor casual communicative events in which students were expected to make mistakes, say inappropriate things, and encounter linguistic and mental obstacles. Speech acts were

identified, classified, coded, and tagged using Searle's (1976) classification of speech acts. The data were collected via interview, observation, and questionnaire. In addition, the researchers employed documentation through biodata, students' notes, and instructional tools. The findings of their study revealed that the students utilized directive speech acts more often, constituting 35.3% of the total 108 expressions. Second to the directives, the students employed expressive speech acts, constituting 25.9% of the total 108 expressions. Third, the students employed declarative speech acts, constituting 13.9% of the total 108 expressions. Also, the learners used representative speech acts, constituting 12.9% of the total 108 expressions. Last, the learners used commissives, constituting 12% of the total 108 expressions. The researchers concluded that limited exposure to employing pragmatic competence, a lack of knowledge in utilizing multiple speech acts, and ineffective techniques for choosing and utilizing a specific speech act were among the difficulties students faced with speech acts.

Furthermore, many studies have been conducted to investigate the use of speech acts of suggestions among EFL students. For example, Gu (2014) aimed to explore how 16 Chinese EFL students' pragmatic comprehension improves throughout time by analyzing how they perform the speech act of suggestion. The participants involved 16 post-graduate learners and 7 native English-speaking lecturers. Three sub-corpora of the Spoken English Corpus of Chinese Learners were employed as data collection tools. These sub-corpora, which reflected various stages of the performance of 16 Chinese EFL students, were chosen to examine the changes in terms of Chinese EFL learners' use of speech act of suggestion. Then, their scores were compared to those of 7 native English-speaking lecturers to see if there was any sign of progress throughout time. The findings indicated Chinese learners' use of suggestion speech acts changed from 1997 to 2003. In addition, the findings revealed that there were signs of a growing resemblance between the performance of Chinese students and native English-speaking lecturers in the suggestion speech acts. Therefore, the study concluded that through the period of the research, pragmatic knowledge of Chinese students in suggestion speech act increased moderately.

In another study, Şenel (2021) aimed to explore the employment of the suggestion speech act by 158 Turkish university B1 level EFL learners. Data were obtained through semi-structured interview containing 4 items and written discourse

completion task containing 10 open-ended questions. The results of the study showed that the majority of the learners preferred to utilize more traditional forms as suggestion speech act over the others as learners utilized them often in their everyday conversations. In addition, direct strategies were found to be the least used suggestion type and, hints as an indirect suggestion strategy were never employed. Also, differences in high school, age and gender and were found to be not significant factors in the employment of suggestion speech act.

In another study, Alfghe and Mohammadzadeh (2021) examines the utilization of strategies of the apology, suggestion, and request speech acts by 87 advanced-level Libyan Amazigh and Arab university EFL learners in order to assess their pragmatic competence. 37 of the participants are Amazigh, while 50 of them are Arab. As data collection tools, a rating scale and Discourse Completion Task were employed. The results indicated that Libyan Amazigh and Arab learners employed all three speech act strategies of apologizing, suggesting, and requesting in a similar way. Specifically, both Amazigh and Arab learners frequently employed explicit and direct types of using suggestion and request speech acts. In addition, both in speech acts of suggesting and requesting, males utilized more direct and explicit speech acts than female students. Also, the study found that female students employed more strategies in terms of apology speech act. The study concluded that regarding the utilization of apology, suggestion, and request, male learners possess more pragmatic competence compared to female learners.

## **2.5 Situation-bound Utterances**

Language learners are believed to find it simpler to communicate if they get familiar with certain utterances in certain situations. Learners of all ages must stop analyzing the language individually, and turn to a sort of mechanical analysis, where linguistic structures are merely on the verge of attention, with the aim of handling the complicated and diverse pieces of information (Brown, 2001). Automaticity is one of the good techniques to learn since it contains out-of-context use of conventional sentences like "Thank you" and "It's so good to see you." The interlocutor does not need to be fluent in the language in order to employ such a phrase. These phrases are called "Situation-bound Utterances".

Situation-bound Utterances have a lot of different names and explanations,

including “bound utterances” (Kiefer, 1996), “enonces lie” (Marque-Pucheu, 2007; Martín, 2019), and “routine formulae” (Coulmas, 1979; Roever, 2011; Rings, 1994). The wide range of names and explanations demonstrates how difficult it is to define these specific utterances. However, ‘situation-bound utterances’ were adopted in this study as the term reflects the most important attribute of the utterances: their boundness to a specific circumstance, as well as due to the fact that it is the most extensively used term in the research.

Situation-bound utterances are whole phrases that follow basic syntax standards and are significantly reliant on social circumstances. They serve as a foundation for certain social relationships (Lewis, 1997). According to Kecskes (2000), situation-bound utterances are “highly conventionalized, prefabricated pragmatic units whose occurrence is tied to standardized communicative situations” (p.606). In addition, Kecskes (2003) indicates that situation-bound utterances reduce cognitive burden not just because the interlocutor does not have to string together sentences, but also because their main meanings are readily available in online generation and analysis.

Also, Kecskes (2003) claims that all of the expressions categorized as interactional routines are not situation-bound utterances, however, all of the situation-bound utterances are interactional routines. To give an example, “no problem” and “you know” can be regarded as interactional routines, however, they are not situation-bound utterances. Utterances, such as “*Happy birthday*”, “*Bless you*” are regarded as situation-bound utterances as they are stated on a specific moment, and they are bound to a specific circumstance and involve a systematized, pragmatic role (Kecskes, 2003). Moreover, according to Nattinger and DeCarrio (1989), situation-bound utterances are “idioms with a pragmatic point” (p.128). “No worries”, “Help yourself.”, “Come again?” and “Tell me about it.” could be given as examples of what Kecskes (2003) refers to as “situation-bound utterances.”

Proper utterances acquired significance in accordance with the circumstances. Thanks to the employment of these utterances, speakers focus on phrases and routines more. Also, being traditional is another feature of situation-bound utterances. Instead of being formed by context, they form it. For example, if you state “I’ll talk to you later” when your true purpose is to cease the interaction, this utterance is classified as a situation-bound utterance as it gets a “charge” from the

context where it is employed (Kecskes, 2003). Such utterances are highly beneficial since they include not just grammar but also sociocultural components that are quite important while learning a new language (Krashen, 1981). The way situation-bound utterances are chosen and utilized in interactional circumstances reflects how effectively language students can deal with figurative language.

One of the greatest indicators of competency in a foreign language is the appropriate utilization of figurative language. While situation-bound utterances are often associated with standardised conversational circumstances, idioms can be used in any circumstances where the interlocutor considers it acceptable. Situation-bound utterances differ from idioms in that they have certain distinct characteristics. First, Situation-bound utterances establish their own context and are rarely employed outside of it. The more bounded the expression, the more foreseeable the connection between a circumstance and an expression (Kecskes, 2003). Any alteration to the item will ruin its meaning. Second, Kecskes (2003) states that depending on the context, Situation-bound utterances might have several meanings. In addition, aside from being complete, they're selective as well. What makes them complete is that they arouse a specific context, which is something that freely-produced statements rarely do. For example, most individuals might associate the utterance "Put your hands up!" with police warnings. What makes situation-bound utterances complete is that they are favored over a variety of idioms and freely-produced expressions in the same circumstances (Kecskes, 2016).

Also, Situation-bound utterances can come from a range of sources, including preset phrases and freely-produced phrases. They may retain their true meaning when they are derived from freely-produced phrases. This is one of its distinguishing characteristics. Moreover, Situation-bound utterances act similarly to words. Situation-bound utterances will be assigned to one specific meaning when they are regularly employed in that meaning, and will form a new pragmatic attribute. Furthermore, Situation-bound utterances meet social demands. Speakers acknowledge that if they employ these preset utterances, they will not be misinterpreted since most members of the same language group will understand what these expressions signify. Contrary to idioms, Situation-bound utterances have similar meaning with the equivalent freely-produced utterances. Their functional meaning surpasses their compositional meaning. Finally, Situation-bound utterances

are more sensitive to situations than idioms (Kecskes, 2003). Some situation-bound utterances are formed by a specific statement for a specific individual in a specific context. Thus, as it is closely tied to the context where it is employed, the utterance could be comprehended. To give an example;

- A. Anne, oturma odasındaki aynayı kırdım. Özür dilerim. (Mom, I broke the mirror in the living room. Sorry.)
- B. İyi halt ettin! (Good job!)

If situation-bound utterances are utilized and instructed in a systematic manner during speaking classes, they will be quite beneficial. The activities that concentrate on situation - bound utterances will help students identify and utilize them more both in their everyday lives and in school. Students who want to improve their speaking fluency and accuracy can use situation-bound utterances. These concepts will assist students in being effective in various circumstances when they are addressed in classes. Concepts are the turning points in understanding the meanings and proper utilization of the terms. The impact of information and the setting on the course of conceptualizing is significant. The more often a student is introduced to a particular word, the more strongly the notion is settled in his memory (Kecskes, 2003).

Also, as they generally communicate what is anticipated to be uttered in specific interactional contexts, situation-bound utterances have a critical part in the improvement of pragmatic competence and in determining what sort of linguistic act is acceptable in a specific speech group. Therefore, situation-bound utterances serve as gates into the target language's culture, value systems, and social organizations (Kecskes, 2003). Due to the connection of these utterances to the culture of the native speaker, situation-bound utterances can also improve students' communicative skills, helping them sound more natural. Every culture uses situation-bound utterances in specific contexts, nevertheless, the frequency with which they are employed varies. So, one set phrase in one culture may not signify the same idea in another. The meaning of these situation-bound utterances is generally highly specific (Kecskes, 2003).

Also, situation-bound utterances have a critical part in cultural awareness since they can lead to misinterpretations if the speaker does not know how to utilize them correctly. The fact that these utterances acquire their distinctive pragmatic force from

the circumstances makes them challenging to utilize for foreign language learners. Sometimes, their figurative meaning is so distinct from their actual meaning that foreign language students are unlikely to notice the metaphoric employment. For example: “*Give me a break*” (Leave me alone), “*Come on!*” (Do not fool me), “*Tell me about it!*” (I know), “*Piece of cake*” (Easy), and “Shoot” (Start).

There are three types of situation-bound utterances (SBUs here after) in terms of pragmatic development proposed by Kecskes (2003). These are Plain, Charged, and Loaded situation-bound utterances.

1) **Plain SBUs:** These situation-bound utterances are generally semantically clear and have a configurational pattern. Because their pragmatic expansion is small, their conversational meaning could only change little from their semantic meaning. Their configurational pattern can be used to deduce their meanings (Kecskes, 2003). For example:

A. Michael: -Is that you, Dwight?

Dwight: - Hey, Michael. It’s good to see you.

B. Mitchell: How can I help you?

Phil: I need two liters of water.

C. Leslie: - Can I help you, is there anything you want, sir?

Ron: - No, thanks. I’m just looking.

In these dialogues, The SBUs “I’m just looking”, “Can I help you?”, and “It’s good to see you” are employed in their most noticeable meanings. As their figurative meanings are clear, we do not need to check their metaphoric meaning. Other examples of Plain situation-bound utterances include such utterances as “Have a nice day!” and “It’s my honor to meet you.”

2) **Charged SBUs:** Since these utterances could be employed both metaphorically and literally, the meanings of these utterances can only be deduced from their context. The development and understanding of these utterances is mostly dependent on the real contextual factors (Kecskes, 2003). Without the contextual factors, it is hard to recognize the actual meaning of these utterances:

A. Jeff: I think I can not help you with your math exam.

Troy: Come on, you promised to help me.

B. Oscar: I think it was a clear penalty.

Kevin: Oh, get out of here!

C. Jake: Are you coming to the cinema with us?

Charles: I cannot, I'm sorry. My stepmom will not let me go out.

Jake: What's wrong with you?

Such utterances in these examples as "What's wrong with you?", "Come on", and "get out of here!" are charged SBUs since the meanings of these utterances can only be deduced from their context. Without the context, their meanings cannot be deduced.

- 3) **Loaded SBUs:** Apologies, closures, and greetings are common uses for these utterances. As these utterances are wholly embedded in the phrase, they are "loaded" with their new purpose and are not reliant on the situation (Kecskes, 2003, p.122). They are similar to idioms in that they lose their complexity and become opaque in terms of semantics. Their pragmatic purpose outweighs their true meanings. Their frequency is highly linked to circumstances that recur often. Such utterances as "You bet", "You are welcome", "Howdy", "Help yourself", and "Welcome aboard" could be given as some examples of this type of utterances. The meanings of these utterances could be grasped without the situation. These 3 SBUs are important pragmatic elements as these utterances could help Proper utterances acquired significance in accordance with the circumstances.

As pragmatics studies the use of the target language in different situations, these three SBUs are important pragmatic elements since the comprehension of these utterances could help language learners use proper utterances in certain situations.

Situation-bound utterances have been the focus of an increasing amount of

study investigating the language competence of foreign learners, since it is essential to possess proficient language performance. In recent years, the topic of situation-bound utterances in pragmatics research has attracted much interest, especially in teaching English as a foreign language to Russian learners. For example, Kecskes et al. (2018) aimed to explore the comprehension of 10 English Situation-bound utterances and the utilization of strategies during the comprehension of these utterances by 158 Russian university EFL students. 10 situation-bound utterances were chosen based on their rate of use in modern English and their use in daily conversation. First, the learners were given basic theoretical foundation on situation-bound utterances. The students participated in activities that involved situation-bound utterances, and group discussion between the instructor and learners regarding the accuracy of the learners' predictions about the usage, purposes, and meanings of linguistic components. After completing several practice exercises (matching, multiple choice), the learners were asked to complete a specifically made task which aimed to assess their learning of Situation-bound utterances, as well as checking if the learners comprehended the Situation-bound utterances out of other phrases. The results showed that due to their little background knowledge on the foreign language, Russian university EFL students depended largely on semantic clarity in tasks involving situation-bound utterances. In addition, the results revealed that it was easier for the learners to deal with comprehending the contextual meaning of situation-bound utterances when they were presented in context. The wrong answers became less as the participants were exposed to situation-bound utterances. The study concluded that it is critical for learners to have some background understanding of how to utilize a foreign language in order to deduce the meaning of situation-bound utterances.

In another study, Mitchell et al. (2015) aimed to explore the significance of situation in understanding and using situation-bound utterances by 74 Russian university EFL students. Based on their rate of use in modern English, 10 situation-bound utterances were selected. The students were given a session on fundamental knowledge of situation-bound utterances. The students received a series of tasks in which they had to interpret situation-bound utterances. Matching, viewing caricatures, detecting situation-bound utterances, and recognizing their meanings were the activities. In addition, brief conversations were also presented to the

students to evaluate and indicate if the highlighted collocation was a situation-bound utterance. The findings indicated that without a situation, several EFL students struggled to comprehend the concept of situation-bound utterances. Also, the participants experienced deficiencies during interactions due to their pragmatic competencies. The researchers concluded that the comprehension of English situation-bound utterances needs to be grounded on real-life situations.

Moreover, Chemezov and Gural (2015) conducted qualitative research to reveal the significance of the contextual factors as well as the challenges 9 Russian university EFL advanced learners encounter in understanding and interpreting situation-bound utterances. Regarding the corpus study, 10 situation-bound utterances were selected in terms of their rate of use in modern American English. The learners were initially instructed on the fundamentals of situation-bound utterances. Then, the participants were asked to listen to a real daily conversation recording, extract situation - bound utterances, translate them into their mother tongue, Russian, and decipher the meaning of the context. In addition, the learners were expected to predict the true meaning of the utterance depending on a context represented in an image. The results revealed that the learners were unable to decipher the true meaning of the utterances, especially charged situation-bound utterances, and appropriately understand them while analyzing situation-bound utterances in a real-life setting. In addition, the learners generally supplied the same translations for certain utterances. The study concluded that situation-bound utterances are crucial multi-word components for Russian EFL learners to learn as they help learners sound more native and develop their vocabulary knowledge.

Also, in another study, Zhiqi and Hui (2017) aimed to examine if various kinds of situation-bound utterances were learnt in the same way by 55 Chinese university EFL learners of differing competencies. While the control group consisted of 5 native speakers, the two experimental groups consisted of 25 intermediate and 25 advanced EFL students. As data collection tools, the researchers utilized Dialogue Interpretation Test, and Discourse Completion Test with the aim of examining the learners' development of situation-bound utterances. While in the Discourse Completion Test, the learners were asked to answer a question by selecting a situation-bound utterance, in the Dialogue Interpretation Test, they were asked to decipher the meaning of situation-bound utterances in a given scenario. The findings

showed that the advanced group had a much higher mean score of charged situation-bound utterances than the intermediate group. The control group consisting of native speakers outperformed the experimental group consisting of Chinese EFL learners in the employment of situation-bound utterances. In addition, the effect of mother tongue was emphasized by most of EFL students as the primary explanation for their inappropriate utilization of situation-bound utterances. The researchers concluded that strong language proficiency does not always assure strong pragmatic competence.

Furthermore, in her study, Gündoğdu (2008) aimed to develop a fourteen-week speaking skill curriculum grounded on situation-bound utterances for 93 Turkish university beginner-level EFL learners. This research includes designing and using the tasks grounded on situation-bound utterances in the classes. A textbook with exercises that are relevant to daily lives and language that is presented in situations to make it easier to comprehend was selected. As the data collection tools, checklists and survey were employed. Using the checklists, the researchers observed the learners answering the exercises. Following their completion of the exercises, learners were expected to answer the questionnaire items. At the beginning of the experiment, the learners thought that speaking in English was challenging. The results indicated that the participants gained greater confidence as a result of the exercises and were able to communicate more readily, spontaneously, and effectively. In addition, the results revealed that such kinds of exercises could help the participants overcome their biases about how difficult it was to speak in the target language. The study concluded that learners could communicate more efficiently, smoothly, and confidently not just in speaking skill, but in other language skills as well if a curriculum centered on situation-bound utterances was developed.

## **2.6 Research on Pragmatic Content of EFL Textbooks**

Foreign language learners of English have their initial interaction with English via printed texts, unlike native English speakers who are born into a rich environment full of linguistic elements. The only technique for foreign language learners to practice native-like communicative patterns, especially in EFL settings, is through real linguistic examples which reflect real practices of speech. Therefore, the textbooks provide the experiences the learner needs to be proficient in the target

language. Textbooks provide EFL students with convenient and readily available information. According to McArthur (1996,p.951), a textbook is “a book prescribed as part of a course of study”. Also, Sheldon (1987) defines a textbook as a written material that is intended to assist language students in improving their language and communication skills.

In most EFL classrooms, textbooks have been regarded as the focus of the curriculum. According to Richards (2001), course may be ineffective if it lacks a textbook; therefore, textbooks serve as a curriculum. Textbooks have a crucial part in the process of learning and teaching. Garinger (2002) emphasizes that the employment of a textbook is one of the really effective and easily accessible means of reducing some of the burdens placed on teachers, cuts down on prep time, offers prefabricated tasks and gives actual examples of student achievements. Teachers can spend more time on teaching since they spend less time preparing lesson materials. These materials are commonly utilized in the classes by teachers as the essential basics of lessons. According to Tomlinson (2001), textbooks assist in maintaining coherence and continuity, provide students with a feeling of union and achievement and assist teachers in preparing their lessons and students in revising what they have learned. According to Cortazzi and Jin (1999, p.199), the textbooks can serve as “an ideology, an authority, a trainer, a resource, a map, and a teacher.” Therefore, textbooks can supply grammatical and thematic information which represents the beliefs embedded in an EFL setting of a specific society.

In addition, in EFL classrooms, the textbooks have a significant part since they are the major source of language teaching (Kim & Hall, 2002). Textbooks serve as a basis for most language teachers' teaching process, skill balancing, and types of linguistic exercise learners participate in through classroom tasks. Also, textbooks take the role of syllabuses, providing aims and content for teachers to pursue in their classes (Cunningsworth, 1995). Moreover, textbooks give clear guidelines that direct students and teachers regarding the aims they have achieved and will achieve (Ur, 1996).According to Cunningsworth (1995) and Ur (1996), new instructors who are concerned about their linguistic competence and need to establish confidence in their work can employ textbooks. New teachers can use textbooks to get help in planning their lessons and activities; textbooks provide a level of uniformity and reasonable development throughout a lesson. Thus, since textbooks could help

teachers determine the in-class and out-of-class learning activities of EFL students, their importance cannot be ignored.

In addition, according to Richards (2001), textbooks fulfill the role of a teacher-training element. Therefore, textbooks are developed to help students learn the language quickly and effectively (Cunningsworth, 1995). Moreover, by offering engaging tasks, a quality textbook may benefit teachers (Hutchinson & Torres, 1994). In addition, textbooks are considered to be resources that students may utilize to improve their linguistic abilities (Cunningsworth, 1995). Finally, Cunningsworth (1995) and Ur (1996) both indicate that learners can utilize textbooks as tools for evaluating and assessing their learning progress, which aids in self-assessment and self-directed learning.

However, many studies argue that besides the lack of real use of language in the textbooks that students must use throughout their learning process, speech acts are also presented in an artificial way (Bardovi-Harlig & Hartford, 1991; Boxer & Pickering, 1995; Diepenbroek & Derwing, 2013; Aksoyalp & Toprak, 2015). In these studies, little or no information is given about the speech acts used or about the setting or context or the relationship between speakers and addressees. The textbooks in these studies employed such speech acts as “advice” and “requests” more than other speech acts. Therefore, one of the main problems of language teaching textbooks is the artificiality of their contents. In addition, textbooks seldom include sufficient items for students to develop pragmatic knowledge. Because of the limited and artificial pragmatic data, EFL textbooks are regarded as untrustworthy and impractical providers of English pragmatic knowledge (Bardovi-Harlig, 2001; Diepenbroek & Derwing, 2013). Moreover, foreign language learners are rarely provided with the skills in textbooks to detect and evaluate language in various circumstances, leaving them unprepared to be pragmatically competent (Grant & Starks, 2001). According to Bardovi-Harlig (2001), it's crucial to acknowledge that textbooks are not trustworthy sources of information in terms of pragmatic knowledge for language students.

Because there are so many textbooks on the marketplace, instructors and others who are in charge of reviewing and choosing them must be capable of making rational choices (Richard, 2001). Also, according to Ellis (1997), textbook evaluation enables educators to go further than superficial judgments and get meaningful,

precise, and standardized understanding about general characteristics of textbooks (Cunningsworth, 1995; Ellis, 1997). Moreover, educators may learn about the content of a textbook, including its pros and cons, which will help them adjust it to the students' needs, lesson's goals, and educators' views. In addition, evaluation of textbooks provides the two-fold function of acquainting instructors with a vast variety of printed language teaching instruments while informing them about crucial aspects to search in textbooks. Textbook evaluation assists educators in choosing the most appropriate textbook for a certain lesson and in determining the strong points and flaws of a currently used textbook (Ellis, 1997). If the textbooks have been edited to offer practical information in their various parts, and if the teachers adjust their course plans and curriculum in accordance with them, this procedure can result in educated language learners who could perform effectively and according to English language standards in various circumstances.

In spite of their flaws, the textbooks have been widely utilized in EFL classes. Although textbooks might not meet all of the expectations of the process of teaching, their significance as teaching resources should not be underestimated. They have been among the most efficient learning materials utilized in the process of learning and teaching, as well as a representation of a person's or country's beliefs and views. In addition, for a more thorough explanation of how EFL textbooks are used in the classes, the relationship between textbooks and the use of language, syllabus, and lesson preparation must be developed. Also, pragmatics is hardly given the attention it deserves by textbook writers and material developers. Furthermore, an examination of English textbooks, in comparison to experimental research on language usage, helps us to determine if the current material is realistic, relevant, and difficult enough for students to develop pragmatic knowledge for cultural awareness. Moreover, it is significant that global and local Turkish EFL textbooks be evaluated in terms of pragmatic content so that potential gaps between what the textbook provides and what students need for appropriate pragmatic knowledge and language use in real-life communication can be identified. Therefore, the present study was conducted to investigate local and global B1-level English textbooks used in Turkey in terms of two pragmatic elements, namely speech acts, and situation-bound utterances.

The content of EFL textbooks has been investigated by many studies in terms of pragmatics. Especially, there have been many studies investigating the content of

EFL textbooks in terms of speech acts. For example, in their study, Ren and Han (2016) aimed to investigate how speech acts were presented in 10 intermediate-level local EFL textbooks directed at Chinese university learners. The results revealed that pragmatics was inadequately represented in EFL textbooks. In addition, the speech act of suggestion was found to be the most commonly used speech act in the EFL textbooks analyzed. Moreover, the results demonstrated that the extent to which speech acts were provided were quite restricted. The study concluded that most of the EFL textbooks did not provide any pragmatic knowledge regarding how to perform speech acts.

In another study, Ulum (2015) aimed to investigate four Yes You Can English textbooks with different levels, local EFL textbooks directed at high school students, in terms of frequency of speech acts. The level of the textbooks varied from Beginner (A1.1) to Elementary (A2.2). Searle's (1976) categorization of speech acts was employed to investigate the textbooks in terms of speech acts. The findings showed that the amount of speech acts in the examined textbooks is insufficient for EFL students to achieve pragmatic competence. Also, the findings indicated that with regard to referring to speech acts, just few statements are constructed, and they are pretty small in number. The researcher concluded that all of the EFL textbooks investigated were found to be greatly inadequate with regard to possessing components of speech acts.

Furthermore, Nu and Murray (2020) conducted a mixed-method study to examine the frequency of pragmatic information in 6 Vietnamese upper-secondary EFL textbooks. Specifically, the researcher examined the frequency of speech acts in 6 Vietnamese upper-secondary EFL textbooks. Vellenga's (2004) categorization of pragmatic data and Vu's (2017) categorization of pragmatic activities were adapted to build a framework for assessing pragmatic information in textbooks. The findings indicated that just 5.5 per cent of the pages in the textbooks analyzed contained explicit instruction of pragmatics. In addition to the confusing introduction of speech acts, the findings showed that there was a serious lack of situational and pragmatic content in the textbooks. Also, the frequency of speech acts in 6 Vietnamese upper-secondary EFL textbooks was found to be rather infrequent. The study concluded that Vietnamese upper-secondary EFL textbooks did not place considerable

importance on speech acts.

In another study, Limberg (2016) aimed to explore how 18 German secondary school EFL textbooks give information about apology speech acts, and what passages and activities are used in the class to perform the act. Examples of direct apologies, and also accompanying activities were obtained from the textbooks for the analysis. The phrase 'sorry' was found to be used to convey the most of explicit apologies (76%). In addition, the results indicated that the students were not given enough information about the usage of 'excuse me'. Also, the results revealed that in textbooks, there was a lack of information about implicit apology realisation strategies. Moreover, the results showed that there were not many activities in textbooks which focus on apologizing. The researcher concluded that as well as what the passages offer as information, German EFL textbooks may provide more concerning apology speech acts.

Furthermore, many researchers conducted studies comparing different English textbooks in terms of the frequency of the pragmatic elements. For example, Meihami and Khanlarzadeh (2015) aimed to investigate and compare how often apology, refusal, and request speech acts occur in three global, namely American English File, Top-Notch, Interchange, and one local Iran English textbooks. Three categorizations were employed to investigate the frequency of apology, refusal, and request speech acts. First, a framework by Beebe et al. (1990) was applied to examine the distribution of refusal speech acts in the textbooks. Second, when it comes to the distribution of the speech acts of requesting in the EFL textbooks, a classification by Blum-Kulka et al. (1989) was employed. Third, Olshtain and Cohen's (1983) framework was utilized to examine the apology speech act. The findings indicated that the greatest distribution of pragmatic information was found in Interchange Elementary, while the lowest distribution was found in American English File. Also, the findings showed that in comparison to American English File and Top Notch, Iran's local English textbook features a greater proportion of pragmatic information. In addition, the findings revealed that the most frequent speech act was refusal, whereas the least common speech act was apology in the textbooks analyzed. The study concluded that both local and global EFL textbooks did not give adequate attention to the apology speech act in terms of its distribution.

Moreover, in their qualitative study, Alemi et al. (2013) aimed to explore if

four speech acts, namely complaining, apologizing, requesting, and refusing were acceptable with regard to pragmatics in three global EFL textbooks, namely American File, American Headway, and English Result. Taxonomies by Trosborg (1995), Searle (1969), and Austin (1962) were employed to investigate the frequency of request speech act. Second, in order to examine the distribution of the complaint speech act, Olshtain and Weinbach's (1987) classification was utilized. Third, a taxonomy by Beebe et al. (1990) was applied to examine the distribution of refusal speech acts in the textbooks. Last, Olshtain and Cohen's (1983) framework was utilized to examine the apology speech act in the textbooks. Also, the dialogue sections in the textbooks were analyzed in order to obtain speech acts. The results showed that while the upper-intermediate level American File contained the fewest number of speech acts, with no speech acts of apologizing, American Headway featured the greatest distribution of speech acts as the level of competency rose. Also, the results indicated that while the most common speech act in the textbooks was the complaint, the least common speech act was the refusal. In addition, the results revealed that every textbook had a different rate of frequency of speech acts. The researchers concluded that the effectiveness of textbooks for English language education programs was not guaranteed by newly-issued textbooks.

In another study, Delen and Tavil (2010) aimed to discover how well 90 Turkish university EFL intermediate-level students could utilize the speech acts of complaining, refusing, and requesting and to examine the distribution of these three speech acts in 11 EFL textbooks used. Discourse Completion Task was adopted in order to gather the data. Also, the researchers assessed the textbooks, namely Northstar Listening-Speaking, Northstar Reading-Writing, Summit, and Top Notch. The situations employed ranged from school to a condo. Rubrics grounded on the grading techniques applied in the prior discourse completion test were established to help the assessment procedure get simpler. There were three pages of rubrics for every speech act in each textbook. The findings indicated that the students could mostly utilize refusal and request speech acts while their utilization of the complaining speech act was not entirely convenient. In addition, the findings showed that although the participants had slight problems in the usage of the speech act of requesting, they were found to be generally effective in using the speech act of requesting properly. Also, the findings revealed that the distribution of the request

speech act was not a problem, most of the textbooks rarely contained the speech acts of complaining and refusing. The most frequent speech act was request, whereas the least common speech act was complaint in the textbooks analyzed. The study concluded that the textbooks investigated did not sufficiently equip their students with the speech acts of complaining, refusing, and requesting.

Finally, Naghavi and Nakhle (2015) conducted a mixed-method study to investigate and compare the distribution of request, compliment and complaint speech acts in the Top Notch and Interchange EFL textbook series. First, a categorization by Olshtain and Weibach (1987) was employed to investigate the distribution of complaint speech acts in the textbooks. Second, when it comes to the distribution of the speech acts of complimenting in the EFL textbooks, a classification by Wolfson and Manes (1981) was utilized. Third, Trosborg's (1995) taxonomy was applied to examine the distribution of request speech acts in the textbooks. The results indicated that the proportion of speech acts of complaining differed substantially between the Top Notch and Interchange EFL textbook series, as the Interchange series having 140 elements and the Top Notch series having 85 elements. Also, the results showed that the distribution of speech acts of complimenting varied significantly between the Top Notch and Interchange EFL textbook series, as Top Notch series featuring 140 elements, and Interchange series featuring 130 elements. In addition, the results revealed that there were 322 speech acts in the Interchange Series, but only 286 speech acts in the Top Notch Series in total. The researchers concluded that the Interchange textbook series had a significant advantage over the Top Notch textbook series in terms of the employment of speech acts.

As can be seen, though there are many studies investigating English textbooks in terms of pragmatic elements, these studies have investigated English textbooks in particular aspects such as speech acts. The number of studies investigating English textbooks in terms of pragmatic aspects, in general, is limited. Therefore, the aim of the present study is to investigate local and global B1-level English textbooks used in Turkey in terms of two pragmatic elements, namely speech acts, and situation-bound utterances.

### **3. METHODOLOGY**

#### **3.1 Research Design**

This study used a mixed-method research design combining both qualitative and quantitative data to examine the pragmatic content of local and global B1 level English textbooks used in Turkey.

Creswell (2009) defines mixed methods research as “an approach to inquiry that combines or associates both qualitative and quantitative forms” (p.4). In addition, philosophical beliefs, the advantages of both quantitative and qualitative designs, and combining the two methodologies in a research are all components of content analysis (Creswell, 2009). Also, mixed-methods research design necessitates a thorough understanding of both qualitative and quantitative approaches. Moreover, due to the necessity of collecting and analyzing two kinds of data, mixed-methods approach takes more time (Kyngäs et al., 2020). The core concept of mixed-methods research design is that employing a mix of qualitative and quantitative approaches, rather than a single approach, can help researchers better comprehend the research question (Creswell, 2009).

The application of mixed-methods research design provides some strong points for researchers. For example, McKim (2017) indicates that researchers can acquire a richer, greater comprehension of the topic by using a mixed methods research design. In addition, mixed-methods approach allows researchers to gain a better understanding of the topic under investigation by offering more data and assisting them in identifying potential gaps in the research (Kyngäs et al., 2020). Moreover, according to Dawadi et al. (2021), mixed-methods approach helps researchers address research problems with enough breadth and depth and generalize the results of the study to the entire population. Different sources of data can be incorporated into a mixed-methods research design, which can aid in the research of complicated subjects. Also, Dawadi et al. (2021) indicate that by utilizing the findings of one approach to form the application of another approach, a mixed-methods design can assist in producing more efficient and precise outcomes. In addition, Johnson and Onwuegbuzie (2004) indicate that mixed method research design combines the findings of one approach with the findings of another, resulting in a more comprehensive study.

As qualitative research method, content analysis refers to a method of establishing reliable and accurate assumptions about the settings in which texts are used. (Krippendorff, 2003). According to Weber (1990), these assumptions could be about the statement, the speaker, the receiver, or the effect of the message. In order to assess meaning of the message topic in comparison to previously specified aims, researchers can employ this technique in their studies (Drisko & Maschi, 2016). Also, researchers can use this method to look into the meanings that are hidden inside passages (Leavy, 2017). In addition, this technique enables researchers to explain the topic studied in an organized and unbiased manner at a logical level. Also, content analysis can be employed to construct notions, classifications, and topics from a variety of texts, and to produce designs, theoretical frameworks, and theoretical maps which explain the topic under investigation (Kynngäs et al., 2020).

Moreover, Krippendorff (2003) indicates that content analysis as a research method can reveal additional information, improve knowledge of a researcher about the topic, or guide effective steps. Furthermore, according to Weber (1990, p.9), researchers can utilize this method to accomplish a variety of goals:

- to demonstrate conversation topic discrepancies across countries;
- to examine conversation topic in relation to goals;
- to decipher open-ended questionnaire items;
- to deduce the speaker's objectives as well as other features;
- to identify an individual's mental condition;
- to explain people's attitudes and behaviors in reaction to messages;
- to represent the sociocultural standards of individuals, organizations, or communities;
- to show where a person, a community, or an organization's concentration is directed; and
- to explain movements in conversation topic.

Content analysis is a technique which can be applied both inductively and deductively. The research aims and questions determine which of these is employed. First, deductive content analysis is a systematic technique for putting current

classifications, notions, patterns, arguments, and assumptions to the test in a different setting (Kyngäs et al., 2020). According to Hsieh and Shannon (2005), the researchers employ deductive content analysis if there are certain existing points of view, prior study findings, hypotheses, or theoretical foundation about the relevant topic. The researcher starts by classifying the data utilizing the existent classifications of prior studies (Hsieh & Shannon, 2005). Researchers start by determining significant notions or factors as primary coding themes of analysis, connecting them to the passage, based on current hypothesis or previous study. In addition, Kyngäs and Vanhanen (1999) indicate that deductive content analysis is conducted if the aim of the study is to test theories. Also, deductive content analysis progresses from the general to the specific, and frequently utilized when researchers seek to reassess the old data in a different setting throughout time. (Catanzaro 1988). Moreover, according to Kyngäs et al. (2020), deductive content analysis is generally employed for two main purposes:

1. Making comparisons between notions in multiple settings;
2. Investigating a particular conceptual framework in a different setting.

Inductive content analysis is utilized when there are no or few existing assumptions or results (Mayring, 2004). The inductive approach is advised if there is insufficient prior knowledge of the topic or if such knowledge is incomplete (Kyngäs & Vanhanen, 1999). Since it is not grounded on prior studies, there are no preset classifications in inductive content analysis. Instead, in inductive content analysis, the data is used to construct the theories. According to Kyngäs et al. (2020), inductive data progresses from specific to the general, observing particular examples before combining them into an overall assertion.

Therefore, our study adopted content analysis, specifically, deductive content analysis technique since it employs existent different theoretical frameworks, and classifications to investigate and compare the pragmatic content of local and global B1 level English textbooks used in Turkey.

### **3.2 Textbooks Analyzed**

This study analyzed one local and one global B1-level English textbook used in Turkey. These are local 11<sup>th</sup> grade Silver Lining English textbook, and global English File Intermediate textbook. For the purpose of this study, as local English

textbook, Silver Lining has been selected since this textbook is the accepted state high school English textbook published by the Ministry of Education (MEB) publishing house. In addition, due to Silver Lining's (2019) current revision and arrangement in accordance with the current high school curriculum (MEB, 2018), it is estimated that this textbook will be in service for a long time. Finally, Elmalı (2019) found that the majority of the exercises in Silver Lining were satisfactory with regard to the communicative component and the cognitive load imposed on the learners. Regarding the findings of Elmalı (2019), as using the appropriate language in certain situations and times requires both pragmatic and communicative competence, the communicative effectiveness of English textbooks is related to the pragmatics. As global English textbook, English File Intermediate (Oxford University Press) has been selected randomly among the English textbooks used in Turkey. The level of these two books equals to Common European Framework of Reference for Languages (CEFR) B1 level. Because grammatical skills and pragmatics are interrelated, B1-level English textbooks are recommended specifically (Bardovi-Harlig, 1999, 2000; Kasper & Rose, 2002). For example, according to several studies (Achiba, 2003; Ellis, 1992), when grammatical complexity increases, language students' pragmatic competence increases as well. Written dialogues in these textbooks have been taken and all audio and video dialogues have been transcribed and included in the present study.

### **I. English File Intermediate**

English File Intermediate is a textbook that is appropriate for high school students. In fact, this textbook has been actively used by many private schools in Turkey. Specifically, the third edition of this book has been used commonly. Christina Latham-Koenig and Clive Oxenden are authors of the third edition. Oxford University Press is the publication house of this textbook. English File Intermediate textbook was first published in 2004. In addition, the employment of foreign language functions is illustrated in this textbook under themes like "Making Requests", "Apologizing", "Saying Goodbye," and "Meeting People." etc. This book contains ten units in total. English File Intermediate textbook offers tasks and exercises that allow learners to practice the language in a setting that is related to the daily lives of busy adults. Moreover, it contains authentic street interviews and documentary videos. Written dialogues in this textbook have been taken and all

audio and video dialogues have been transcribed and included in the present study.

## **II. 11<sup>th</sup> Grade Silver Lining English Textbook**

11<sup>th</sup> Grade Silver Lining English Textbook was first published in 2019. Therefore, the present study has analyzed the first edition of this textbook. This textbook is a state high school English textbook published by the Turkish Ministry of National Education. The authors of this textbook are Ebru Akdağ, Funda Baydar Ertopçu, Kader Uyanık Betaş, Seda Umur Özadalı, and Tuğba Kaya. In addition, it has been actively used in many state high schools. This book contains ten units in total. This textbook contains idioms, at the beginning of each unit, which could help learners develop their vocabulary skills. Also, by exploring language and culture, students can develop their speaking, listening, reading and writing skills, as well as gain skills that could make them autonomous and fluent language users. The main aims of this English textbook include enabling students to recognize and distinguish the cultural values of the countries speaking the target language, to recognize the values of their own culture and other cultures, and to have fluent communication skills in expressing their own cultures to the people of other cultures. Written dialogues in this textbook have been taken and all audio and video dialogues have been transcribed and included in the present study.

### **3.3 Data Collection Process**

First, although Austin (1962) proposed his classification of speech acts, Searle's (1976) taxonomy has been employed in this study to investigate the speech acts in the selected English textbooks as it classifies the speech acts clearly and in detail which could help the researcher detect these five speech acts in the textbooks. Also it has been widely employed in the pragmatics research related to speech acts. These are Representatives (or assertives), Directives, Commissives, Expressives, and Declarations. Passages, listening texts, conversation sections have been examined in terms of the content of speech acts. These speech acts were selected in accordance with the explanations about speech acts and examples of speech acts in Searle's (1976) taxonomy.

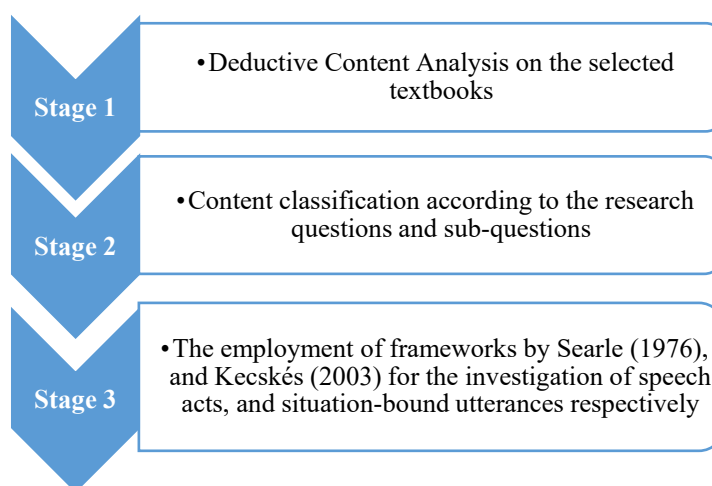
Finally, though many definitions and names have been attributed, 'situation-bound utterances' is the term that has been widely used in the research (Chemezov & Gural, 2015; Kecskes, 2003; Kecskes et al., 2018; Mitchell et al., 2015; Zhiqi & Hui,

2017). Therefore, this term was adopted in this study since it highlights the utterances' most essential trait: Their boundness to a specific circumstance. Kecskés (2003) is a well-known researcher when it comes to Situation-Bound Utterances. There are three types of situation-bound utterances proposed by Kecskés (2003). These are Plain, Charged, and Loaded situation-bound utterances. That's why this study employed the categorization of situation-bound utterances by Kecskés (2003). Passages, listening texts, conversation sections have been examined in terms of the content of situation-bound utterances. These situation-bound utterances were selected in accordance with the explanation of situation-bound utterances in the classification of situation-bound utterances by Kecskés (2003).

In addition, the interrater reliability has been analyzed through the use of correlation test in order to make sure of the quality of interrater reliability.

### 3.4 Data Analysis

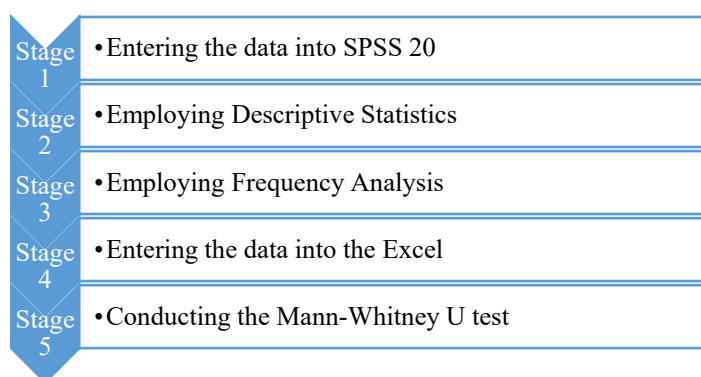
In the analysis of qualitative data, deductive content analysis has been conducted on the selected textbooks. In the content analysis process, some sub-categories related to the research questions and sub-questions have been taken into consideration. Specifically, deductive content analysis technique has been employed as the present study employs existent different theoretical frameworks, and classifications in order to investigate and compare the pragmatic content of local and global B1 level English textbooks used in Turkey. Figure 3.1. below shows the process of qualitative data analysis.



**Figure 3.1.** The Process of Qualitative Data Analysis

In the analysis of quantitative data, descriptive statistics have been employed to

make sense of the findings. Descriptive statistics have been employed through SPSS 20. Descriptive statistics in the present study includes such statistics as percentages, total numbers, frequencies, scores, and means. Frequency analysis is a part of descriptive statistics showing the frequencies of the selected pragmatic elements in the selected English textbooks. Then, the data have been entered into the Excel to validate the statistics, such as percentages. Finally, as it was assumed that the data were not distributed normally, the Mann-Whitney U test, which is one of the non-parametric tests, was conducted in order to determine whether the frequencies of the selected pragmatic elements between the two books differed statistically significant. Figure 3.2. below summarizes the process of quantitative data analysis.



**Figure3.2.** The Process of Quantitative Data Analysis

The interrater reliability has been analyzed through the use of correlation test in order to make sure of the quality of interrater reliability. Five units in each textbook have been investigated by the researcher himself and a rater. The rater used the same classifications for the selected pragmatic elements as well. Cohen’s (1960) kappa coefficient has been employed to assess interrater reliability. Cohen’s (1960) kappa coefficient has been commonly employed for assessing paired inter-rater reliability for data on an ordinal scale and provides an estimation of the proportion of agreement that results from chance entirely (Howell, 2010; Rui and Feldman, 2012; Baird et al., 1999; Fleiss, 1971; Rossi et al., 1999). In addition, Cohen’s (1960) kappa is appropriate for the circumstances where there are only two raters and the same two raters assess each subject (Kang, and Poertner, 2006). If the Kappa value is close to 1 and the p value is significant, it means that there is agreement between the two raters. Cohen (1960) proposed the following interpretation for the Kappa results: values  $\leq 0$  as showing no agreement and 0.01–0.20 as poor, 0.21–0.40 as fair, 0.41–0.60 as moderate, 0.61–0.80 as good, and 0.81–1.00 as very good.

**Table 3.1.**The Results of Cohen’s Kappa Analysis for The Selected Pragmatic Elements

<b>Pragmatic Elements</b>	<b>Cohen’s (1960) Kappa Value</b>	<b><i>p</i></b>	<b>Strength of Agreement</b>
SA - Representatives	.237	.000	Fair
SA - Directives	.628	.000	Good
SA - Commissives	.819	.000	Very Good
SA - Expressives	.874	.000	Very Good
Plain SBUs	.638	.000	Good
Loaded SBUs	.730	.000	Good
Charged SBUs	.760	.000	Good

SA: Speech Act, SBUs: Situation Bound Utterances

Table 3.1. above shows that inter-rater kappa equals .237 for representative speech acts indicating that there is fair inter-rater reliability on the frequency of representative speech acts. The difference between kappa values for representative speech acts shows that the raters do not agree on the frequency of representative speech acts in both textbooks. This could be due to the fact that the researcher or the rater could not relate the current statements to this kind of speech act since such statements as guessing, claiming, and suggesting could be found in the conversation sections, passages and listening texts in the selected textbooks plentifully. In addition, when it comes to directive speech acts, inter-rater kappa equals .628 showing that there is good inter-rater reliability and agreement on the frequency of directive speech acts. Moreover, for commissive speech acts, inter-rater kappa equals .819 revealing that there is very good, almost perfect (1), inter-rater reliability and agreement on the frequency of commissive speech acts. Also, similar to the inter-rater kappa value of commissive speech acts, the inter-rater kappa for expressive speech acts equals .874 indicating that there is very good, almost perfect (1), inter-rater reliability and agreement on the frequency of expressive speech acts. As can be seen, most of the kappa values of the speech acts indicate a good strength of agreement. This could be due to the clear and detailed classification of the speech acts by Searle (1976) as this classification could help the raters detect these speech acts in the textbooks clearly. When it comes to the situation-bound utterances, the inter-rater kappa for plain situation-bound utterances achieves the value of .638 revealing that there is good inter-rater reliability and agreement on the frequency of plain situation-bound utterances. In addition, inter-rater kappa for loaded situation-

bound utterances achieves the value of .730 showing good inter-rater reliability and agreement on the frequency of loaded situation-bound utterances. Finally, inter-rater kappa achieves the value of .760 for charged situation-bound utterances indicating that there is good, almost very good, inter-rater reliability and agreement on the frequency of charged situation-bound utterances. As can be seen, kappa values of the situation-bound utterances indicate a good strength of agreement. As Table 3.1 displays, no elements achieved kappa value of  $< 0.20$ . This means that there is agreement between the raters generally and there is no poor strength of agreement between the raters.

## 4 FINDINGS

### 4.1 Research Question 1: Which pragmatic elements do B1-level local and global English textbooks used in Turkey contain?

In order to address the first research question, certain frameworks have been employed to investigate the selected pragmatic elements in the selected textbooks. These pragmatic elements were assumed to be included in the selected textbooks. For example, speech acts in the selected English textbooks were identified and classified using the classification by Searle(1976). Table 4.1. below shows the content of the selected English textbooks used in Turkey in terms of pragmatic elements.

**Table 4.1.** The content of the B1-level Local and Global English Textbooks Used in Turkey in terms of Pragmatic Elements

Textbooks	Speech Acts					Situation-bound Utterances		
	Representatives	Directives	Commissives	Expressives	Declarations	Plain SBUs	Loaded SBUs	Charged SBUs
Silver Lining	✓	✓	✓	✓	✗	✓	✓	✓
English File Intermediate	✓	✓	✓	✓	✗	✓	✓	✓

As can be seen in Table 4.1, both of the textbooks included almost all of the selected pragmatic elements. In addition, as can be seen in Table 4.1, neither of the textbooks contained Declaration speech acts.

### 4.2 Research Question 2: What is the frequency of speech acts in local and global English textbooks used in Turkey?

The second question of this study aimed to obtain the frequency of speech acts in local and global English textbooks used in Turkey. To this end, speech acts in the selected English textbooks were identified and classified using Searle's (1976) taxonomy of speech acts. The findings of the analysis revealed that representatives were found to be the most used speech acts on both textbooks. Table 4.2. below shows the number and frequency of speech acts in the selected textbooks.

**Table 4.2.** The Frequency and Percentage of Speech Acts in the Selected Textbooks

Speech Acts	English File		11 <sup>th</sup> Grade English Student's Book Silver Lining	
	f Frequency	p Percentage	f Frequency	p Percentage
A. Representatives	1456	80.9%	1092	88.1%
B. Directives	260	14.4%	112	9.0%
C. Commissives	47	2.6%	21	1.7%
D. Expressives	37	2.1%	15	1.2%
E. Declarations	0	0.0%	0	0.0%
<b>Total</b>	<b>1800</b>	<b>100%</b>	<b>1240</b>	<b>100%</b>

Finally, Table 4.2. indicates that the percentages of speech acts in both textbooks have not been distributed proportionately.

#### 4.2.1 Research sub-question 1: Is there a difference between the frequency of speech acts in local and global English textbooks used in Turkey?

The first research sub-question of this study aimed to compare the selected textbooks in terms of frequency of the speech acts. For this purpose, Mann-Whitney U test has been conducted to determine whether there is statistically significant difference between the selected textbooks in terms of each speech act.

**Table 4.3.** Results of Mann-Whitney U test about the use of representative speech acts in the selected textbooks

Textbooks	n	M	mean rank	z-score	p
English File Intermediate	10	145.60	12.20	-1.285	.199
Silver Lining	10	109.20	8.80		

\*p>0.05

The following sentences could be given as examples of the representative speech acts in the selected textbooks:

##### A. English File Intermediate

1. Representatives (or assertives), Stating: *When I want to buy something which is expensive I don't use a credit card, I take the money out of the bank and so I never have to worry about getting into debt. (p.15)*
2. Representatives (or assertives), Boasting: *I'm very organized and know*

*exactly what I have and what I've spent. (p.15)*

## **B. Silver Lining**

1. Representatives (or assertives), Predicting: *I believe I would make a good tourist guide as I have excellent communication skills with pleasing personality. (p.23)*
2. Representatives (or assertives), Predicting: *I think one day robots will take control of the world because of the studies in artificial intelligence. (p.17)*

Table 4.3. above shows the results of Mann-Whitney U test about the use of representative speech acts in the selected textbooks. The results of Mann-Whitney U test indicate that there is no statistically significant difference in the selected textbooks in terms of the frequency of representative speech acts  $U(N_{\text{EnglishFile}} = 10, N_{\text{SilverLining}} = 10) = 33.000, z = -1.285, p > 0.05$ . As it is illustrated in Table 4.3, the rates of the selected textbooks are similar to each other. Moreover, similar to the results of previous Mann-Whitney U test, the results of Mann-Whitney U test about the use of directive speech acts in the selected textbooks reveals statistically insignificant difference between the selected textbooks in terms of directive speech acts  $U(N_{\text{EnglishFile}} = 10, N_{\text{SilverLining}} = 10) = 36.500, z = -1.022, p > 0.05$ . Table 4.4. below shows the results of Mann-Whitney U test about the use of directive speech acts in the selected textbooks.

**Table 4.4.** Results of Mann-Whitney U test about the use of directive speech acts in the selected textbooks

<b>Textbooks</b>	<b>n</b>	<b>M</b>	<b>mean rank</b>	<b>z-score</b>	<b>p</b>
<b>English File Intermediate</b>	10	26.00	11.85	-1.022	.307
<b>Silver Lining</b>	10	11.20	9.15		

\* $p > 0.05$

The following sentences could be given as examples of the directive speech acts in the selected textbooks:

## **A. English File Intermediate**

1. Directives, Instructing: *Tell us about the trip that changed your life. (p.18)*

2. Directives, Ordering: *Do it the way your mother told you to. (p.34)*

**B. Silver Lining**

1. Directives, Instructing: *Check your safety harness twice before the parachute jump. (p.26)*
2. Directives, Begging: *Please tell me there was a happy ending in her life. (p.38)*

As Table 4.4. displays, the rates of the selected textbooks are similar to each other. In addition, the results of Mann-Whitney U test about the use of commissive speech acts in the selected textbooks finds statistically insignificant difference between the selected textbooks in terms of commissive speech acts  $U(N_{\text{EnglishFile}} = 10, N_{\text{SilverLining}} = 10) = 28.000, z = -1.696, p > 0.05$ . Table 4.4. below shows the results of Mann-Whitney U test about the use of commissive speech acts in the selected textbooks

**Table 4.5.** Results of Mann-Whitney U test about the use of commissive speech acts in the selected textbooks

Textbooks	n	M	mean rank	z-score	p
English File Intermediate	10	4.70	12.70	-1.696	.090
Silver Lining	10	2.10	8.30		

\* $p > 0.05$

The following sentences could be given as examples of the commissive speech acts in the selected textbooks:

**A. English File Intermediate**

1. Commissives, Intending: *I'll probably see them next weekend. (p.8)*
2. Commissives, Guaranteeing: *I'm moving into a new flat next week. (p.42)*

**B. Silver Lining**

1. Commissives, Intending: *Finally, I'll cash up and grant the money before I go home in the evening. (p.15)*
2. Commissives, Intending: *For the first three months, I'm going to do a training course to become a ski instructor. (p.19)*

Moreover, when it comes to the results of Mann-Whitney U test about the use of expressive speech acts in the selected textbooks, statistically insignificant difference has been found between the selected textbooks in terms of expressive speech acts  $U(N_{\text{EnglishFile}} = 10, N_{\text{SilverLining}} = 10) = 30.000, z = -1.555, p > 0.05$ .

**Table 4.6.** Results of Mann-Whitney U test about the use of expressive speech acts in the selected textbooks

Textbooks	n	M	mean rank	z-score	p
English File Intermediate	10	3.70	12.50	-1.555	.120
Silver Lining	10	1.50	8.50		

\* $p > 0.05$

The following sentences could be given as examples of the expressive speech acts in the selected textbooks:

**A. English File Intermediate**

1. Expressives, Apologizing: *Mom, I'm really sorry. (p.13)*
2. Expressives, Thanking: *Thank you for coming in today! (p.32)*

**B. Silver Lining**

1. Expressives, Apologizing: *Mom, I'm sorry for telling you late. (p.27)*
2. Expressives, Thanking: *Thank you for your deduction. (p.80)*

Table 4.6. above shows the results of Mann-Whitney U test about the use of expressive speech acts in the selected textbooks. Also, similar to previous Mann-Whitney U test, Table 4.6. demonstrates that the mean scores of the two textbooks are similar to each other. Finally, as stated in previous sections, neither of the selected textbooks contained declaration speech acts. This situation could be related to the fact that declaration speech acts require the speaker to hold a certain position in a certain context in order to make declarations. Table 4.7. below summarizes the results of Mann-Whitney U test about the use of speech acts in the selected textbooks.

**Table 4.7.** Comparison of the results of Mann-Whitney U test about the use of speech acts in the selected textbooks

Speech	Textbooks	n	M	mean rank	z-score	p
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Table 4.7. (continued)

Acts						
	<b>English File Intermediate</b>	10	180.0000	12.55		
					-1.550	.121
	<b>Silver Lining</b>	10	124.0000	8.45		

\*p&gt;0.05

To summarize, there is no statistically significant difference between the two textbooks in terms of speech acts  $U(N_{\text{EnglishFile}} = 10, N_{\text{SilverLining}} = 10) = 29.500$ ,  $z = -1.550$ ,  $p > 0.05$ .

#### 4.3 Research Question 3: What is the frequency of situation-bound utterances in local and global English textbooks used in Turkey?

The third research question aimed to obtain the number and frequency of situation-bound utterances in local and global English textbooks used in Turkey. For this purpose, situation-bound utterances in the selected English textbooks were identified and classified using the categorization of situation-bound utterances by Kecskes (2003). The findings of the analysis showed that whereas charged situation-bound utterances were found to be the most common situation-bound utterances in the English File Intermediate, plain situation-bound utterances were found to be the most common situation-bound utterances in the 11<sup>th</sup> grade Silver Lining English Student's book. Furthermore, Table 4.8. shows that the percentages of situation-bound utterances in both textbooks have not been distributed proportionately.

Table 4.8. below summarizes the number and frequency of situation-bound utterances in the selected textbooks.

**Table 4.8.** The Frequency and Percentage of Situation-bound Utterances in the Selected Textbooks

Situation-bound Utterances	English File		11 <sup>th</sup> Grade English Student's Book Silver Lining	
	f Frequency	p Percentage	f Frequency	p Percentage
A. Plain SBUs	9	34.6%	13	81.3%
B. Loaded SBUs	4	15.4%	2	12.5%
C. Charged SBUs	13	50%	1	6.2%
<b>Total</b>	<b>26</b>	<b>100%</b>	<b>16</b>	<b>100%</b>

However, as Table 4.8. displays, both of the textbooks investigated does not give place to situation-bound utterances enough. However, since they are important pragmatic elements for English language learners, the EFL textbooks should concentrate on situation-bound utterances more.

**4.3.1. Research sub-question 2: Is there a difference between the frequency of situation-bound utterances in local and global English textbooks used in Turkey?**

The third research sub-question of this study aimed to compare the selected textbooks in terms of frequency of the situation-bound utterances. To this end, Mann-Whitney U test has been conducted to determine whether there is statistically significant difference between the selected textbooks in terms of each situation-bound utterance.

**Table 4.9.** Results of Mann-Whitney U test about the use of plain situation-bound utterances in the selected textbooks

<b>Textbooks</b>	<b>n</b>	<b>M</b>	<b>mean rank</b>	<b>z-score</b>	<b>p</b>
<b>English File Intermediate</b>	10	.90	11.25	.615	.538
<b>Silver Lining</b>	10	.90	9.75		

\*p>0.05

The following sentences could be given as examples of the plain situation-bound utterances in the selected textbooks:

**A. English File Intermediate**

1. Plain SBUs: *Nice to meet you, Rob. (p.52)*
2. Plain SBUs: *It's great to see you. (p.53)*

**B. Silver Lining**

1. Plain SBUs: *May I speak to ....(applicant's name)... please? (p.24)*
2. Plain SBUs: *How can I help you? (p.63)*

Table 4.9. above shows the results of Mann-Whitney U test about the use of plain situation-bound utterances in the selected textbooks. According to the results of Mann-Whitney U test about the use of plain situation-bound utterances in the selected textbooks, there is no statistically significant difference between the selected textbooks in terms of plain situation-bound utterances  $U(N_{\text{EnglishFile}} = 10, N_{\text{SilverLining}} = 10) = 42.500, z = -.615, p > 0.05$ . Moreover, the results of Mann-Whitney U test about the use of loaded situation-bound utterances in the selected textbooks indicate that there is no statistically significant difference between the selected textbooks in terms

of loaded situation-bound utterances  $U(N_{\text{EnglishFile}} = 10, N_{\text{SilverLining}} = 10) = 49.000$ ,  $z = -.108$ ,  $p > 0.05$ . Table 4.10. below demonstrates the results of Mann-Whitney U test about the use of loaded situation-bound utterances in the selected textbooks.

**Table 4.10.** Results of Mann-Whitney U test about the use of loaded situation-bound utterances in the selected textbooks

<b>Textbooks</b>	<b>n</b>	<b>M</b>	<b>mean rank</b>	<b>z-score</b>	<b>p</b>
<b>English File Intermediate</b>	10	.40	10.60	.108	.914
<b>Silver Lining</b>	10	.20	10.40		

\* $p > 0.05$

The following sentences could be given as examples of the loaded situation-bound utterances in the selected textbooks:

**A. English File Intermediate**

1. Loaded SBU: *So nice to meet you at last. (p.12)*
2. Loaded SBUs: *You're welcome. (p.33)*

**B. Silver Lining**

1. Loaded SBU: *Yours sincerely (p.23)*
2. Loaded SBUs: *Guess what? (p.45)*

Furthermore, similar to previous results, when it comes to the results of Mann-Whitney U test about the use of charged situation-bound utterances in the selected textbooks, there is no statistically significant difference between the selected textbooks in terms of charged situation-bound utterances  $U(N_{\text{EnglishFile}} = 10, N_{\text{SilverLining}} = 10) = 37.500$ ,  $z = -1.070$ ,  $p > 0.05$ .

**Table 4.11.** Results of Mann-Whitney U test about the use of charged situation-bound utterances in the selected textbooks

<b>Textbooks</b>	<b>n</b>	<b>M</b>	<b>mean rank</b>	<b>z-score</b>	<b>p</b>
<b>English File Intermediate</b>	10	1.30	11.75	1.070	.285
<b>Silver Lining</b>	10	.50	9.25		

\* $p > 0.05$

The following sentences could be given as examples of the charged situation-

bound utterances in the selected textbooks:

**A. English File Intermediate**

1. Charged SBUs: *You've got to be kidding me!* (p.32)
2. Charged SBU: *I can't believe it!* (p.52)

**B. Silver Lining**

1. Charged SBU: *I can't believe you!* (p.27)
2. Charged SBU: *Here we go!* (p.52)

According to Table 4.11 above, the rates of the selected textbooks are similar to each other. Table 4.12. below summarizes the results of Mann-Whitney U test about the use of situation-bound utterances in the selected textbooks.

**Table 4.12.** Mann-Whitney U test about the use of situation-bound utterances in the selected textbooks

	<b>Textbooks</b>	<b>n</b>	<b>M</b>	<b>mean rank</b>	<b>z-score</b>	<b>p</b>
Situation-bound Utterances	<b>English File Intermediate</b>	10	2.6000	11.45	-.745	.456
	<b>Silver Lining</b>	10	1.6000	9.55		

\*p>0.05

To summarize the Table 4.12, there is no statistically significant difference between the two textbooks in terms of situation-bound utterances  $U(N_{\text{EnglishFile}} = 10, N_{\text{SilverLining}} = 10) = 40.500, z = -.745, p > 0.05$ . In addition, as stated before, both of the textbooks analyzed does not give enough place to situation-bound utterances. However, since they can help students develop their speaking skills and use such utterances more in their everyday lives, English textbooks should contain more situation-bound utterances.

## 5 DISCUSSION

### **5.1 Discussions on Research Question 1: Which pragmatic elements do B1-level local and global English textbooks used in Turkey contain?**

Both of the selected textbooks contained almost all of the selected pragmatic elements except for the declaration speech acts. However, even if these textbooks contained passages which included pragmatic elements, such as speech acts, they are inadequate and not all of the pragmatic elements are present in the selected textbooks. But, the knowledge of pragmatics is essential for EFL learners as it could help them comprehend the meaning appropriately and deliver contextually acceptable speech. Therefore, pragmatics should be integrated into the English language education curriculum in EFL countries to assist language learners in adapting to various global contexts and interacting with foreign people properly. In addition, there should be sections related to the teaching of pragmatics in such EFL textbooks. Finally, there are no previous studies investigating the content of B1-level local and global English textbooks in terms of speech acts, and situation-bound utterances as a whole.

### **5.2 Discussions on Research Question 2: What is the frequency of speech acts in local and global English textbooks used in Turkey?**

Both of the textbooks were found to employ representative speech acts the most. This could be due to the fact that these speech acts usually reflect the beliefs and subjective opinions of the speaker, such as guessing, claiming, reporting, and suggesting. Such utterances could be found in the conversation sections and passages in the textbooks. Whereas, neither of the textbooks contained declaration speech acts. This could be explained by the fact that declaration speech acts have some criteria, such as authorization, which requires the speaker to hold a certain organizational position in a specific setting in order to make declarations. Therefore, not everyone can utilize these speech acts and written dialogues, passages, and listening texts did not include such utterances.

#### **5.2.1. Discussions on Research Sub-question 1: Is there a difference between the frequency of speech acts in local and global English textbooks used in Turkey?**

Despite the slight differences in terms of the frequency, the results of the Mann-Whitney U test related to frequency of speech acts in the selected textbooks found insignificant differences between the selected textbooks in terms of speech

acts  $U(N_{\text{EnglishFile}} = 10, N_{\text{SilverLining}} = 10) = 29.500, z = -1.550, p > 0.05$ . Not all of the speech acts are present in the selected textbooks. As indicated before these textbooks mostly contained representative speech acts as these types of utterances are common in conversation sections. Therefore, the percentages of speech acts in both textbooks have not been distributed proportionately. However, speech acts as a whole are important pragmatic elements and can help English language learners better comprehend the language used to interact. Therefore, EFL textbooks should contain different types of speech acts. This finding is in line with the findings of Aksoyalp and Toprak (2015), Alemi et al. (2013), Boxer and Pickering (1995), Delen and Tavit (2010), Farashaiyan et al. (2018), Gholami (2015), Inawati (2016), Jakupčević and Čavar Portolan (2021), Jiang (2006), Meihami, and Khanlarzadeh (2015), Namaziandost et al. (2018), Nu (2018), Ren and Han (2016), Siddiqa and Whyte (2021), Soozandehfar and Sahragard (2011), Tavares (2014), Tran and Yeh (2020), and Ulum (2015), who found that EFL textbooks included inadequate amount of speech acts, speech acts were presented in an artificial way, speech acts were not distributed equally or found insignificant differences between the textbooks. However, this finding is not in line with the findings of Bababayli and Kızıltan (2020), Limberg (2016), Naghavi and Nakhle (2015), Northbrook and Conklin (2018), and Vaezi, Tabatabaei, and Bakhtiarvand (2014), who found a meaningful difference between the textbooks, found other speech acts, like apology speech acts more or found that the distribution speech acts was not a problem.

### **5.3 Discussions on Research Question 3: What is the frequency of situation-bound utterances in local and global English textbooks used in Turkey?**

Finally, when it comes to the frequency of situation-bound utterances in local and global English textbooks used in Turkey, either of the textbooks used different situation-bound utterances as the most common situation-bound utterance. While the English File Intermediate employed charged situation-bound utterances the most, 11<sup>th</sup> grade Silver Lining English Student's book employed plain situation-bound utterances the most. In addition, regarding the least used situation-bound utterances in the selected textbooks, while the English File Intermediate contained the loaded situation-bound utterances the least, the 11<sup>th</sup> grade Silver Lining English Student's book contained charged situation-bound utterances the least. Although both textbooks made use of situation-bound utterances, they are not enough as only 42

situation-bound utterances were present in both of the textbooks. This could be due to the textbook authors' incomprehension of the situation-bound utterances. But, situation-bound utterances are important pragmatic elements for English language learners. Situation-bound utterances are highly beneficial as they involve both grammar and sociocultural components that are important while learning a new language. If language learners are exposed to such utterances, they could get familiar with certain situations. Therefore, the textbook activities that concentrate on situation-bound utterances can help students develop their speaking skills and identify and utilize such utterances more both in their everyday lives and in school.

### **5.3.1. Discussions on Research Sub-question 2: Is there a difference between the frequency of situation-bound utterances in local and global English textbooks used in Turkey?**

The findings of the Mann-Whitney U test related to the frequency of the situation-bound utterances in the selected textbooks indicate that there is no statistically significant difference between the two textbooks in terms of situation-bound utterances  $U(N_{\text{EnglishFile}} = 10, N_{\text{SilverLining}} = 10) = 40.500, z = -.745, p > 0.05$ . In addition, both of the textbooks analyzed do not contain enough situation-bound utterances. This situation could be explained by the fact that textbook authors and editors might confuse situation-bound utterances with idioms. They could think that by including more idioms, they included enough situation-bound utterances. Also, it could be due to the textbook authors' incomprehension of situation-bound utterances since in most EFL countries, there are no explicit teaching or lessons of pragmatic elements, such as situation-bound utterances in schools. However, situation-bound utterances are important pragmatic elements as they provide EFL learners with the feeling of group-inclusiveness. In addition, as they can help students with which English utterance to use in certain situations and thus help them develop their speaking skills, English textbooks should concentrate more on situation-bound utterances. Moreover, the occurrences of situation-bound utterances in both textbooks have not been distributed proportionately. This finding is in line with the findings of Si-Yu and Jing (2019), who found that EFL textbooks did not contain enough situation-bound utterances and EFL textbook authors did not attach enough importance to situation-bound utterances.

## **5.4 Conclusion**

The aim of the current study was to investigate and compare local and global

B1-level used in Turkey in terms of two pragmatic elements, namely, speech acts, and situation-bound utterances. To this end, the local 11th grade Silver Lining English textbook and the global English File Intermediate textbook (Oxford University Press) were analyzed via two frameworks particularly designed for each of the pragmatic elements. A mixed-method research design was used combining both qualitative and quantitative data. While in the analysis of qualitative data, deductive content analysis has been conducted on the selected textbooks, in the analysis of quantitative data, descriptive statistics and frequency analysis have been employed and, the data have been entered into the Excel, and then SPSS 20. The findings showed that there were no statistically significant differences between the two textbooks in terms of chosen pragmatic elements ( $p>0.05$ ). The findings also showed that both of the textbooks did not contain all of the selected pragmatic elements. It could be due to the fact that although these textbooks include texts which contain pragmatic elements, they are not enough and these textbooks do not contain sections related to the teaching of pragmatics. However, EFL textbooks should contain sections related to the teaching of pragmatics since pragmatics can help EFL learners adapt to numerous global contexts properly and deliver contextually appropriate speech.

## **6 IMPLICATIONS FOR ELT**

Unlike native English speakers, who are born into a rich environment full of linguistic elements, EFL learners have their initial interaction with English via printed texts, such as textbooks. These materials are widely used in the classes by the English teachers as the basics of their lessons. Nevertheless, many studies argue that besides the artificial use of language in the textbooks, pragmatic elements, such as speech acts are hardly given the attention they deserve by textbook writers and material developers. Therefore, an extensive investigation of English textbooks in terms of pragmatic content can help us to identify potential gaps between what the textbook provides and what students need for appropriate pragmatic knowledge in real-life communication in English. This research can provide new information for the researchers who aim to conduct research on the investigation of EFL textbooks in terms of pragmatic elements, for the EFL textbook editors and authors about the pragmatic content of the EFL textbooks, and for the teachers who aim to choose the appropriate textbook for their classes. Finally, the findings of this research are expected to encourage the EFL textbook editors and authors to add more pragmatic elements to new EFL textbooks to be published.

### **6.1 Suggestions**

Considering the findings of the present study, EFL textbooks of the Turkish state schools should contain more pragmatic elements to help Turkish EFL learners speak English in certain situations effectively, and EFL textbook editors and authors should be acquainted with pragmatic knowledge. Also, the amount of pragmatics in the selected EFL textbooks could be increased by adding sections related to the teaching of pragmatics or providing educational course to EFL textbook authors and editors on pragmatics. As the number of the studies investigating pragmatic elements, other than speech acts in the EFL textbooks as a whole is limited, further studies should be conducted to investigate and compare the pragmatic content of EFL textbooks to get a deeper understanding of other pragmatic elements, such as politeness, Grice's maxims, and conversational implicature. In addition, Further studies should investigate workbooks as well. Finally, further studies need to be conducted comparing frequencies of pragmatic content of English textbooks with two different levels.

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## APPENDICES

### Appendix 1 – Sample Pages of the Content Analysis Showing Examples of Pragmatic Elements in Silver Lining

1. Commissives, Intending: *Finally, I'll cash up and grant the money before I go home in the evening.* (p.15)
2. Commissives, Planning: *I am going to do something different in the first month.* (p.15)
3. Commissives, Intending: *I will join a dental congress and learn the new developments.* (p.16)
4. Commissives, Intending: *I will upgrade my next product and sell it to a smartphone company soon.* (p.16)
5. Representatives (or assertives), Predicting: *I think one day robots will take control of the world because of the studies in artificial intelligence.* (p.17)
6. Commissives, Intending: *For the first three months, I'm going to do a training course to become a ski instructor.* (p.19)
7. Commissives, Planning: *When I'm certified, I'll stay and work for a hotel.* (p.19)
8. Representatives (or assertives), Predicting: *I believe I would make a good tourist guide as I have excellent communication skills with pleasing personality.* (p.23)
9. Expressives, Apologizing: *I'm terribly sorry but...* (p.24)
10. Directives, Warning: *Be sure to be very careful.* (p.26)
11. Directives, Instructing: *Check your safety harness twice before the parachute jump.* (p.26)
12. Directives, Asking: *Promise me to be very careful while doing it.* (p.27)
13. Directives, Ordering: *Stop worrying.* (p.27)
14. Directives, Advising: *Don't forget to check your safety harness all the time.* (p.27)
15. Directives, Reassuring: *Mommy, feel relaxed.* (p.27)
16. Expressives, Apologizing: *Mom, I'm sorry for telling you late.* (p.27)
17. Directives, Asking: *Can you give me a hand?* (p.33)
18. Representatives (or assertives), Informing: *No one got a Nobel Prize during World War I and II.* (p.38)

19. Representatives (or assertives), Informing: *Big names like Mark Twain and Leo Tolstoy won the prize in Literature. (p.38)*
20. Representatives (or assertives), Informing: *Orhan Pamuk was the first Turkish person to get a Nobel Prize. (p.38)*
21. Representatives (or assertives), Informing: *Half of the Nobel Prize winners were women in the 20th century. (p.38)*
22. Representatives (or assertives), Informing: *Aziz Sancar shared his Nobel Prize in Chemistry with two other scientists in 2015. (p.38)*
23. Representatives (or assertives), Asserting: *It wasn't easy for a woman to be a successful scientist, so she had to fight against the hard conditions until she got the Nobel Prize. (p.38)*
24. Representatives (or assertives), Stating: *During her studies in the laboratory, she used to expose herself to radiation in high doses. (p.38)*
25. Representatives (or assertives), Reporting: *She stayed at hospitals for a long time but she couldn't recover from her illness. (p.38)*
26. Representatives (or assertives), Stating: *She had a difficult childhood. (p.38)*
27. Representatives (or assertives), Claiming: *She was the best student in secondary school. (p.38)*
28. Representatives (or assertives), Reporting: *Girls didn't use to go to university in Poland. (p.38)*
29. Representatives (or assertives), Stating: *Marie and her sister had to make money for their education. (p.38)*
30. Representatives (or assertives), Reporting: *She became a professor at the University of Paris. (p.38)*
31. Representatives (or assertives), Stating: *Their daughter, Irene Curie, was also a Nobel Prize winning scientist. (p.38)*
32. Representatives (or assertives), Telling: *I'm preparing my science project. (p.38)*

33. Representatives (or assertives), Reporting: *The teacher asked us to search for the Nobel prize-winning scientists. (p.38)*
34. Representatives (or assertives), Informing: *She is the first woman to win the Nobel Prize. (p.38)*
35. Representatives (or assertives), Asserting: *It wasn't easy for her to win that prize in those times. (p.38)*
36. Representatives (or assertives), Asserting: *She had ups and downs in her life. (p.38)*
37. Representatives (or assertives), Reporting: *She wanted to specialize in science but girls weren't allowed to get university education in Poland in those years. (p.38)*
38. Representatives (or assertives), Reporting: *They decided to finance each other for university education. (p.38)*
39. Representatives (or assertives), Asserting: *She had to fight against poor conditions. (p.38)*
40. Representatives (or assertives), Guessing: *As far as I know she had a brilliant career with her husband, Pierre Curie. (p.38)*
41. Representatives (or assertives), Asserting: *They made amazing discoveries in their own laboratory. (p.38)*
42. Representatives (or assertives), Informing: *They shared the 1903 Nobel Prize in physics. (p.38)*
43. Representatives (or assertives), Informing: *Her beloved husband was killed in an accident when she was only 39 with two young children. (p.38)*
44. Representatives (or assertives), Informing: *She won another Nobel Prize but in chemistry this time. (p.38)*
45. Representatives (or assertives), Informing: *That makes Marie Curie the first and only woman to win the prize twice in two different fields. (p.38)*
46. Directives, Begging: *Please tell me there was a happy ending in her life. (p.38)*

47. Expressives, Apologizing: *I'm really sorry!* (p.56)
48. Expressives, Thanking: *Thanks a lot.* (p.63)
49. Commissives, Intending: *I'll do my best to get it over.* (p.63)
50. Directives, Recommending: *You should listen to me.* (p.64)
51. Expressives, Thanking: *Thank you for your deduction.* (p.80)

1. Plain SBU: *I can hardly wait to go to Zambia for my gap year job.* (p.19)
2. Plain SBU: *I look forward to hearing from you soon.* (p.23)
3. Loaded SBU: *Yours sincerely* (p.23)
4. Plain SBU: *Hello. May I speak to ....(applicant's name)... please?* (p.24)
5. Plain SBU: *Looking forward to seeing you ...(time / date)... here.* (p.24)
6. Charged SBU: *I can't believe you!* (p.27)
7. Charged SBU: *I can't believe your hubby is cooking.* (p.33)
8. Loaded SBU: *Guess what?* (p.45)
9. Charged SBU: *Here we go!* (p.52)
10. Plain SBU: *How can I help you?* (p.63)

## **Appendix 2 – Sample Pages of the Content Analysis Showing Examples of Pragmatic Elements in English File Intermediate**

1. Directives, Prescribing: *For relaxation or to sleep better, eat carbohydrates* (p.5)
2. Commissives, Intending: *I'm going to stay at home.* (p.8)
3. Commissives, Intending: *I'll probably see them next weekend.* (p.8)
4. Commissives, Intending: *I'm going to look for a job.* (p.9)
5. Expressives, Apologizing: *I'm sorry, Jenny.* (p.12)
6. Expressives, Apologizing: *Mom, I'm really sorry.* (p.13)
7. Representatives (or assertives), Stating: *When I want to buy something which is expensive I don't use a credit card, I take the money out of the bank and so I never have to worry about getting into debt.* (p.15)

8. Representatives (or assertives), Boasting: *I'm very organized and know exactly what I have and what I've spent.* (p.15)
9. Representatives (or assertives), Stating: *At that time, not many people knew about dyslexia.* (p.17)
10. Representatives (or assertives), Reporting: *But there was something that he was good at: selling things.* (p.17)
11. Representatives (or assertives), Reporting: *He and his mother used to go door-to door asking for old clothes that they could sell in the market.* (p.17)
12. Representatives (or assertives), Asserting: *It soon seemed that he could make money from anything.* (p.17)
13. Representatives (or assertives), Reporting: *There were photos of shoppers sleeping in the street outside his boutique.* (p.17)
14. Representatives (or assertives), Stating: *He decided to invest £750 in leather trousers.* (p.17)
15. Representatives (or assertives), Stating: *His mother always believed in him.* (p.17)
16. Representatives (or assertives), Reporting: *He lost most of his money in the recession of the Nineties.* (p.17)
17. Representatives (or assertives), Reporting: *But he never gave up, and soon he set up a new business, a department store, called Jeff's.* (p.17)
18. Representatives (or assertives), Stating: *At work he calculated figures in his head, while his wife Gina wrote all the cheques and read contracts.* (p.17)
19. Representatives (or assertives), Reporting: *He went to evening classes, and employed a private teacher, but he found it very difficult because of his dyslexia.* (p.17)
20. Directives, Instructing: *Tell us about the trip that changed your life.* (p.18)
21. Commissives, Offering: *I'll lend you the money if you promise to pay me.* (p.22)
22. Expressives, Complaining: *It was so frustrating!* (p.25)

23. *Directives, Asking: Could you ask the woman over there? (p.29)*
  24. *Expressives, Thanking: Thank you! (p.32)*
  25. *Expressives, Thanking: Thank you for coming in today! (p.32)*
  26. *Expressives, Thanking: Thank you for a nice lunch, Don. (p.33)*
  27. *Directives, Ordering: Destroy all the evidence that you tried. (p.34)*
  28. *Directives, Ordering: Do it the way your mother told you to. (p.34)*
  29. *Commissives, Predicting: We won't be able to park. (p.35)*
  30. *Directives, Advising: If you must take a call in the car, use a hands-free set. (p.39)*
  31. *Directives, Instructing: Think about where you are calling from. (p.39)*
  32. *Commissives, Guaranteeing: I'm moving into a new flat next week. (p.42)*
- 
1. *Loaded SBU: Hi, there. (p.12)*
  2. *Loaded SBU: So nice to meet you at last. (p.12)*
  3. *Loaded SBU: You're welcome. (p.33)*
  4. *Charged SBU: You're kidding! (p.13)*
  5. *Charged SBU: I don't believe it! (p.13)*
  6. *Charged SBU: Don't tell me you forgot them? (p.13)*
  7. *Charged SBU: How could he lose now? (p.25)*
  8. *Charged SBU: You've got to be kidding me! (p.32)*
  9. *Charged SBU: Come on, Rob. (p.33)*
  10. *Plain SBU: Nice to meet you, Rob. (p.52)*
  11. *Plain SBU: Nice meeting you. (p.52)*
  12. *Plain SBU: It's great to see you. (p.53)*
  13. *Charged SBU: I can't believe it! (p.52)*

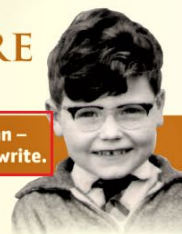
## Appendix 3 – Sample Pages of the Selected Textbooks Including Examples of Representative Speech Acts

### 6 READING & SPEAKING

- a In pairs, answer the questions. Give as much information as you can.
- Think of two people you know personally or have heard of who are very rich. Did they...?
    - earn their money (how?)
    - inherit their money (who from?)
    - win it (how?)
  - If they earned their money, was it because...?
    - they were very lucky
    - they worked very hard
    - they had a special talent
- b Now read an article about a millionaire. How did he become so rich? Why is his success surprising? How did he make his daughter proud of him?
- c Now read the article again and number the events in the order in which they happened.
- He became a millionaire again.
  - He learnt to read and write.
  - He lost all his money.
  - He sold old clothes in the market.
  - He opened a department store.
  - He won an important prize.
  - He opened a small clothes shop.
  - He became a millionaire.
  - He sold clothes in the market again.
  - He wrote his autobiography.
  - His shop was on the front page of a newspaper.
- d What do you think you can learn from Jeff's story?
- e Look at the **highlighted** words and phrases related to money and business. With a partner, try to work out the meaning from the context.
- f Complete the questions with one of the **highlighted** words and phrases. Then ask and answer the questions with a partner.
- When was the last **recession** in your country? How long did it last (has it lasted)?
  - Do you know anybody who works as a \_\_\_\_\_? What does he (she) sell? Does he (she) enjoy his (her) job?
  - If you were completely \_\_\_\_\_, who would you ask to lend you some money?
  - Have you ever bought something the first day it \_\_\_\_\_? What?
  - Do you know anybody who has \_\_\_\_\_ on their own? Is it successful?

## ENGLISH FILE

### THE MILLIONAIRE WITH A SECRET



**Jeff Pearce was a successful businessman – but he had a secret: he couldn't read or write.**

His name is not really Jeff. His mother changed it because he could never spell his real name, James, and she thought Jeff was easier.

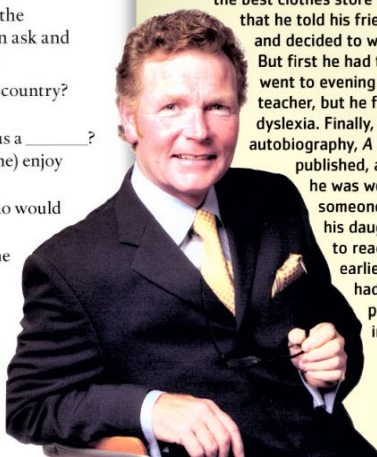
Pearce was born in Liverpool in the 1950s, in a very poor family. At school, all the teachers thought he was stupid because he couldn't learn to read or write – at that time, not many people knew about dyslexia. But there was something that he was good at: selling things. Pearce's first experience as a salesman was when he was a boy, and he and his mother used to go door-to-door asking for old clothes that they could sell in the market. He instinctively knew what people wanted, and it soon seemed that he could make money from anything. His mother always believed in him and told him that one day he would be successful and famous.

In 1983, when he already owned a small **boutique**, he decided to invest £750 in leather trousers, and to sell them very cheaply in his shop. 'It was a bit of a gamble, to tell you the truth,' he says. But Liverpool loved it, and there were photos of shoppers **sleeping in the street outside his boutique on the front page of the local newspaper**. The first day the trousers went **on sale**, the shop took £25,000. Jeff became a **millionaire**, but later he lost most of his money in the **recession** of the Nineties. He was almost 40, and he was **broke** again. He even had to go back to selling clothes in the market. But he never gave up, and soon he **set up a new business**, a department store, called *Jeff's*, which **again made him a millionaire**.

However, success didn't mean anything to Jeff because he still couldn't read or write. Even his two daughters did not realize that their father couldn't read. When one of them asked him to read her a bedtime story he went downstairs and cried because he felt so ashamed. At work he calculated **figures** in his head, while his wife Gina wrote all the **cheques** and read **contracts**.

In 1992 Pearce was awarded a Businessman of the Year prize for the best clothes store in Liverpool. It was at this moment that he told his friends and colleagues the truth, and decided to write a book about his experience. But first he had to learn to read and write. He went to evening classes, and employed a private teacher, but he found it very difficult because of his dyslexia. Finally, with the help of a ghost-writer\*, his autobiography, *A Pocketful of Holes and Dreams*, was published, and became a best-seller. Recently, he was woken in the middle of the night by someone knocking on his front door. It was his daughter to whom he hadn't been able to read a bedtime story all those years earlier. She had come to tell him that she had just read his book. 'Dad, I'm so proud of you,' she said – and burst into tears in his arms.

\*A **ghost-writer** is somebody who writes a book for another person



Adapted from The Times

iTutor

2A

17

**Listening & Speaking****1 Match the prizes and awards with the pictures.**

1. The Nobel Prize       4. FIFA World Cup  
 2. The Oscars             5. Pulitzer  
 3. Emmy                     6. Grammy



A



B



C



D



E



F

**2 Read the statements about the Nobel Prize. Guess and write true (T) or false (F).**

1. Alfred Nobel, who had invented the dynamite, established the Nobel Prizes.  
 2. No one got a Nobel Prize during World War I and II.  
 3. Big names like Mark Twain and Leo Tolstoy won the prize in Literature.  
 4. Orhan Pamuk was the first Turkish person to get a Nobel Prize.  
 5. Half of the Nobel Prize winners were women in the 20th century.  
 6. Aziz Sancar shared his Nobel Prize in Chemistry with two other scientists in 2015.

**3 Match the halves to make meaningful sentences about Marie Curie.**

- d 1. It wasn't easy for a woman to be a successful scientist, so she had to fight ...  
 a 2. Being the daughter of a physics teacher, she wanted to specialize ...  
 e 3. Marie didn't have enough money, so she needed to depend ...  
 c 4. During her studies in the laboratory, she used to expose herself ...  
 b 5. She stayed at hospitals for a long time but she couldn't recover ...
- a. in Science.  
 b. from her illness.  
 c. to radiation in high doses.  
 d. against the hard conditions until she got the Nobel Prize.  
 e. on her sister to pay for her education.

**4 Track 16 Listen to Thilda and Patrick talking about an assignment on scientist Marie Curie. Tick the information you hear about her.**

1. She had a difficult childhood.  
 2. She was the best student in secondary school.  
 3. Girls didn't use to go to university in Poland.  
 4. Marie and her sister had to make money for their education.  
 5. She studied physics in France.  
 6. She became a professor at the University of Paris.  
 7. Her husband, Pierre Curie, was a scientist too.  
 8. Their daughter, Irene Curie, was also a Nobel Prize winning scientist.



## Appendix 4 – Sample Pages of the Selected Textbooks Including Examples of Situation Bound Utterances

- c 1 30)) Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.

- 1 Jenny Don't forget the chocolates.  
 Rob OK. Oh \_\_\_\_\_!  
 Jenny I don't \_\_\_\_\_ it. Don't tell me you forgot them?  
 Rob I think they're still on my desk.  
 Jenny \_\_\_\_\_ kidding.
- 2 Jenny Mom, I'm really sorry – we bought you some chocolates, but we left them at the office.  
 Sally What a \_\_\_\_\_ mind.
- 3 Jenny But I also have some good news.  
 Sally \_\_\_\_\_? What's that?
- 4 Sally So you've got a promotion? \_\_\_\_\_ fantastic!  
 Harry That's great \_\_\_\_\_!
- 5 Sally Let's go and have dinner.  
 Jenny What a \_\_\_\_\_ ideal!

- d 1 31)) Watch or listen and repeat the phrases in the chart below. Copy the rhythm and intonation.


### REACTING TO WHAT PEOPLE SAY

#### What you say when you hear...

something surprising	You're kidding. I don't believe it.
something interesting	Really?
some good news	How fantastic! That's great news! What a great idea!
some bad news	Oh no! What a pity. Never mind.

**How + adjective, What + noun**  
 We often use *How* + adjective or *What* + noun to respond to what people say.  
*How interesting! How awful! How amazing!*  
*What a pity! What a good idea! What terrible news!*

- e Practise the dialogues in c with a partner.

- f  **Communication** *How awful! How fantastic!* A p.104 B p.109.

## ENGLISH FILE

### 3 HARRY FINDS OUT MORE ABOUT ROB



- a 1 32)) Watch or listen to the after dinner conversation. Does the evening end well or badly?

- b Watch or listen again and answer the questions.

- 1 What university did Jenny go to?
- 2 Is Harry impressed by Rob's job? Why (not)?
- 3 What does Harry like doing in his free time?
- 4 Who are most of the photos in the dining room of?
- 5 Who are Miles Davis, John Coltrane, and Wynton Marsalis?
- 6 What surprises Harry about Rob?


- c Look at the **Social English phrases**. Can you remember any of the missing words?

#### Social English phrases

Harry How do you \_\_\_\_\_ your career?  
 Rob Not \_\_\_\_\_. I'm more of a writer.  
 Rob Oh, you know, interviews, reviews, \_\_\_\_\_ like that...  
 Rob I \_\_\_\_\_, I like photography.  
 Harry That's \_\_\_\_\_ most of them are of Jenny.  
 Harry How \_\_\_\_\_!  
 Rob Well, he's a really nice \_\_\_\_\_.  
 Harry Go \_\_\_\_\_, son!

- d 1 33)) Watch or listen and complete the phrases.

- e Watch or listen again and repeat the phrases. How do you say them in your language?

-  **Can you...?**
- react to good news, bad news, unexpected news, and interesting news
  - introduce yourself and other people
  - use phrases which give you time to think, e.g. *you know, I mean*, etc.

- 7 a. Look at Tallynn's CV on page 23 and write a letter of intent for her following the steps below.
- choose a job
  - where / when she saw the job ad
  - details of previous work experience and responsibilities
  - her personal qualities
  - when she is available for an interview and when she can start
- b. Swap your letters in pairs. If a candidate applied with that letter, would you call him / her for a job interview? Explain your reasons.
- 8 a. Work in pairs. Make a phone call as in the example to set a time for a job interview.

**Secretary:** Hello. May I speak to ....(applicant's name)... please?  
**Applicant:** Speaking. Who is calling?  
**Secretary:** My name is Alison Thorne. I'm calling from ...(company name)... We have received your CV online applying for our company and I would like to schedule an interview at our office.  
**Applicant:** Ohh, that's great to hear.  
**Secretary:** OK then... We would like to invite you here ...(time / date)...  
**Applicant:** I'm terribly sorry but I'm afraid ...(an excuse)... ..(A new date)... will be the best for me, if that is OK with you I'm free ...(time)...  
**Secretary:** Well, let me check my calendar... Oh, sure! That's perfect with us. Looking forward to seeing you ...(time / date)... here. Can I confirm your e-mail address so I can send you the details?  
 ...

- b. Act out your dialogue.

Game Time! Play the Sentence Auction.

## SILVER LINING

### Pronunciation

- A. Track 8 /t/ sound is not released in *won't*, *isn't* or *aren't* in connected speech. Listen and practise.  
 They won't /wəʊn/ come with us. She isn't /ɪzn/ going to come.  
 We aren't /ɑ:n/ going to stay.
- B. Track 9 Listen to the negative statements with the auxiliaries. Tick whether you hear reduced or full forms of them.
1.  /wəʊnt/     /wəʊn/    3.  /ɪznt/     /ɪzn/  
 2.  /wəʊnt/     /wəʊn/    4.  /ɑ:nt/     /ɑ:n/

### Check Yourself

I can understand factual information about jobs while listening.				
I can talk about future plans and predictions.				
I can make an appointment on the phone.				
I can find the main idea of a text on successful entrepreneurs.				
I can analyse different job ads from newspapers / websites and match them with CVs.				
I can write CVs / letters of intent for different job applications.				

## RESUME

After graduating from Samsun Şehit Ahmet Altunođlu Anatolian Imam Hatip High School, he graduated from Ondokuz Mayıs University, Faculty of Education, English Language Teaching program on 04.06.2020. He started to do master degree on 07.10.2020. He knows advanced-level English and A2 level French. His main areas of interest are English Grammar, Methodology, and Teaching English to Young Learners.

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### Published Works:

1. Ünal, B. & Ekmekçi, E. (2022). An investigation into the studies about the use of subtitles in teaching English in EFL contexts. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi, 1.Uluslararası Yabancı Dil Eğitimi Sempozyumu (YABDİLSEM) Özel Sayısı*, 287-310. Retrieved from <https://dergipark.org.tr/en/pub/gefad/issue/68130/974281>

