Pragmatic Features in English Course Materials Used at a Thai University

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ชื่อวิทยานิพนธ์ วัจนปฏิบัติศาสตร์ในหนังสือเรียนวิชาภาษาอังกฤษที่ใช้ในการเรียนการสอนในมหาวิทยาลัยในประเทศไทย
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บทคัดย่อ

การศึกษานี้มีจุดประสงค์เพื่อ (1) สำรวจวัจนปฏิบัติศาสตร์ในหนังสือเรียนวิชาภาษาอังกฤษที่ใช้ในการเรียนการสอนในประเทศไทย (2) จำแนกชนิดของวัจนปฏิบัติศาสตร์ที่ปรากฏในคู่มือครูและในหนังสือเรียน (3) สำรวจปริมาณของวัจนปฏิบัติศาสตร์ที่ปรากฏในคู่มือครูและในหนังสือเรียน และ (4) วิเคราะห์ความรู้ด้านวัจนปฏิบัติศาสตร์ที่ปรากฏในคู่มือครูและในหนังสือเรียน โดยทำการสำรวจคู่มือครูจำนวน 3 เล่ม และหนังสือเรียนจำนวน 3 เล่ม ที่ใช้ในรายวิชาบังคับด้านการสื่อสาร สำหรับนักศึกษาสาขาวิชาเอกภาษาอังกฤษของมหาวิทยาลัยแห่งหนึ่งทางภาคใต้ของประเทศไทย ชนิดของวัจนปฏิบัติศาสตร์ที่สำรวจในการศึกษานี้ประกอบด้วย ความรู้ด้านวัจนกรรม ขนบภาษา ความสุภาพ ทำเนียบภาษา วัจนลีลา และความรู้ด้านวัฒนธรรม โดยทำการสำรวจหนังสืออย่างละเอียดเป็นรายบรรทัด และบันทึกข้อมูลลงในตารางที่ดัดแปลงจากโครงร่างในการศึกษาของ Vellenga (2004) และ Shimizu, Fukasawa, & Yonekura (2007) เพื่อวิเคราะห์ทั้งในเชิงปริมาณและคุณภาพ ผลการศึกษาพบว่า (1)ไม่มีหนังสือเล่มใดที่มีข้อมูลวัจนปฏิบัติศาสตร์ครบทุกชนิด (2) มีความแตกต่างของชนิดของวัจนปฏิบัติศาสตร์ที่ปรากฏในคู่มือครูและในหนังสือเรียน (3)ในภาพรวม หนังสือเรียนมีความรู้ด้านวัจนปฏิบัติศาสตร์มากกว่าคู่มือครู และ (4) ความรู้ด้านวัจนปฏิบัติศาสตร์ในหนังสือเรียนมีไม่เพียงพอทั้งในเชิงปริมาณและคุณภาพที่จะเป็นแหล่งความรู้เพื่อให้นักเรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศมีความสามารถทางวัจนปฏิบัติศาสตร์ นอกจากนี้คู่มือครูยังมีข้อมูลด้านวัจนปฏิบัติศาสตร์ที่ไม่เพียงพอสำหรับครู ข้อเสนอแนะจากงานวิจัยนี้คือครูผู้สอนภาษาอังกฤษเป็นภาษาต่างประเทศที่ไม่ใช่เจ้าของภาษาไม่ควรอาศัยคู่มือครูเพียงอย่างเดียว แต่ควรหาแหล่งข้อมูลจริงอื่นๆเพิ่มเติม เพื่อส่งเสริมความรู้และความสามารถทางวัจนปฏิบัติศาสตร์

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ABSTRACT

The present research was carried out to: (1) investigate pragmatic features provided in the English course materials used at a Thai university, (2) categorize the type of pragmatic features provided in Teacher's books and Student's books, (3) investigate the quantity of pragmatic features provided in Teacher's books and Student's books, and (4) analyze the pragmatic information provided for each pragmatic feature. The subjects were 3 Teacher's books and 3 Student's books used in required communication courses for English major students of a university in the southern part of Thailand. Pragmatic features focused on in the present study were Speech act information, Usage, Politeness, Register, Style, and Cultural information. The selected books were examined thoroughly on the basis of line-by-line analysis. Data obtained by tables of analysis adapted from the frameworks proposed by Vellenga (2004), and Shimizu, Fukasawa, & Yonekura (2007) were analyzed quantitatively and qualitatively. It was found that (1) not every pragmatic feature focused on in this study was presented in each book, (2) differences in the types of pragmatic features between Teacher's books and Student's books were found, (3) in general, the Student's books contained more pragmatic information than the Teacher's books, (4) the quantity and quality of pragmatic information in the Student's books was inadequate as a source to gain pragmatic competence for EFL students, and the Teacher's books failed to be a resource of pragmatic information for teachers. It is recommended that non-native EFL teachers not rely solely on Teacher's books. It is advisable that they resort to other authentic language sources to enhance their pragmatic knowledge and competence.

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Sirion Wichien

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CHAPTER 1

INTRODUCTION

The present study investigated pragmatic features in English course materials (books) used at a Thai university. This chapter introduces the background and outline of the study consisting of six major parts: rationale of the study, purpose of the study, research questions, scope and limitations, significance of the study, and definition of terms.

1.1. Rationale of the Study

International communication is becoming more and more important in parallel with the expansion of globalization of the world economy. Based on this premise, it is rightly claimed that English has played an important role in global communication. Besides being the medium of communication among native speakers, English is accepted as an international lingua franca—used by billions of non-natives to non-natives as well as non-natives to natives (Alptekin, 2002; Lin, 2008; Pakir, 2000). English, in fact, has assumed an important role in various fields, namely, diplomacy, politics, media, business, industry, entertainment, education, science and technology, and information (Krachu & Nelson, 1996; Xiao & Wu, 2005). People, therefore, realize the need of using English fluently and appropriately (Khamkhien, 2010; Xiao & Wu, 2005) in order to reach success in communicating with people from different parts of the world in this era of globalization.

Accordingly, teaching English has a crucial role to play in equipping people with such language efficiency. English pedagogical methods have shifted from one method to another over the past hundred years to find the best way to teach the language. Starting from the Grammar Translation Method emphasizing language forms to the Direct Method, the Audio Lingual Method, the Natural Approach, English pedagogy has finally moved forward to Communicative Language Teaching (CLT) with the goal of teaching the ESL and EFL learners to be able to communicate appropriately and successfully outside the classroom (Brown, 2001; Kwangsawad,

2007; Richards, 2006; Vitale, 2009). In other words, language teaching has shifted its focus from the traditional approach which focused on the acquisition of linguistic knowledge—vocabulary, pronunciation, and syntax—to facilitating the learners in acquiring communicative competence (Ji, 2007; Kim & Hall, 2002).

Communicative competence, as introduced by Hymes (1966, cited in Saville-Troike, 1996), can be broadly defined as "what a speaker needs to know to communicate appropriately within a particular speech community" (Saville-Troike, 1996, p.362). Learners with communicative competence not only possess the knowledge of language codes, but also know how to convey their message suitably according to their interlocutor's status and other physical environment. In other words, they have social and cultural knowledge to produce and interpret linguistic forms appropriately (Saville-Troike, 1996; 2006).

Communicative competence at that level, which is considered indispensable for second language learners to communicate successfully in the target language, is known as pragmatic competence (Akutsu, 2008; Ji, 2007; Kasper, 1997; Kim & Hall, 2002; Saville-Troike, 2006). Thomas (1983) subdivided the term into two categories: pragmalinguistic competence and socio-pragmatic competence. The former refers to the learners' ability to choose the right grammar rules to form sentences correctly while the latter refers to the ability to communicate properly according to the social rules of a particular community. Following Kasper (1997), pragmatic competence can be defined as knowledge of communicative action as well as the way to perform it, and the ability to use a language appropriately according to the context.

A number of studies have shown that, conceivably, compared with those of EFL, the English learning conditions in the ESL context are more advantageous in acquiring pragmatic competence. ESL learners acquire this knowledge through their extended engagement with their immediate environment (Kim & Hall, 2002; Kondo, 2002). English learning in the EFL context, on the other hand, is virtually restricted to the classroom. The English classroom, therefore, becomes the central site for their pragmatic competence development (Kim & Hall, 2002). In other words, EFL learners are expected to learn this language aspect from the classroom through the instructors' language and course materials.

Previous studies have shown that pragmatic competence could be taught (Eslami-Rasekh, 2005; Kasper, 1997; Liu, 2006). However, foreign language teachers, being foreign language learners themselves, hesitate to teach pragmatics in their classrooms. A large number of EFL teachers have learned English as a foreign language. Many may neither have any contact with native speakers, nor have they had enough opportunities to fully develop their pragmatic knowledge and skills (Cohen, 2004; Dong, 2006; Kim & Hall, 2002; Krachu & Nelson, 1996; Liu, 2006; Rose, 1994).

With the limitation in acquiring pragmatic knowledge and skills for both non-native teachers and students in EFL context, textbooks, which are considered the center of the curriculum and syllabus in most classrooms (Vellenga, 2004), therefore, can be of particular use in equipping them with pragmatic competence. They are the primary or perhaps the only source of linguistic and pragmatic input (Kim & Hall, 2002). In other words, textbooks are the main tool for non-native teachers in teaching the four language skills and pragmatic knowledge.

However, textbooks have long been criticized for failing to provide EFL learners with adequate and appropriate pragmatic knowledge (Akutsu, 2008; Bardovi-Harlig, 2001; Ji, 2007; Shimizu, Fukusawa, & Yonekura, 2007; Vasquez & Sharpless, 2009; Vellenga, 2004; Yang, 2007). Vallenga (2004), in particular, reported that metalinguistic and metapragmatic information related to ways of speaking were missing from textbooks used in most universities worldwide. Bardovi-Harlig (2001) reported that speech act realizations presented in textbooks might not reflect the manner in which native speakers commonly realize in speech act. Also, the target language culture could be misrepresented and the rules of speaking or politeness norms could be distorted.

Other studies investigating pragmatic knowledge, included English textbooks used in EFL contexts, such as Japan and China, also revealed the same findings (Akutsu, 2006; Akutsu, 2008; Ji, 2007; LoCastro, 1994; Shimizu, Fukusawa, & Yonekura, 2007; Yang, 2007).

In Thailand, English is taught as a foreign language. Traditionally, Thai EFL teachers employed the teaching methods or approaches introduced by western scholars, such as the Grammar Translation and the Audiolingual Methods, in their

classroom. Later, these methods were changed to correspond with the English language curriculum reform to boost the Thai learners' English performance (Khamkhien, 2010). The CLT was introduced to secondary school teachers by the Ministry of education in 1984 with the purpose of equipping learners with communicative competence in order to communicate effectively in international communication. Since then, the CLT has been well adopted as the classroom practice throughout the country and it is presently government official policy (Kwangsawad, 2007).

To this end, studies on communicative competence and pragmatic competence have received more attention. A few studies on the pragmatic competence of EFL learners and Thai English teachers have been carried out, by Pinyo, Aksornjarung, & Laohawiriyanon (2010), for instance. Pragmatic information in English textbooks used in Thailand has not attracted researchers, however. Similarly, the availability of additional pragmatic features in Teacher's books, which are assumed to be the source of pragmatic information for non-native teachers, has not been examined.

The present study, therefore, aimed at investigating pragmatic information in the two printed materials. The books selected were those used by English major university students at a university in the South of Thailand. By the time of their graduation, this group of students were assumed to be more pragmatic competent than their non-English major counterparts. The course books they used were also assumed to serve as their essential source of pragmatic information. Findings relating to the pragmatic features contained in English Student's books and Teacher's books used at this university are expected to serve as important information for English language course material writers and teachers.

1.2 Purposes of the Study

The present study aimed at four objectives.

1. To investigate pragmatic features provided in the English course materials (books) used at a Thai university

2. To categorize the type of pragmatic features provided in Teacher's books and Student's books

3. To investigate the quantity of pragmatic features provided in Teacher's books and Student's books

4. To analyze the pragmatic information provided for each pragmatic feature

1.3 Research Questions

Derived from the proposed objectives are four research questions.

1. What pragmatic features were provided in the English course materials (books) used at a Thai university?

2. What were the types of pragmatic features provided in Student's books and Teacher's books?

3. What was the number of pragmatic features provided in Student's books and Teacher's books?

4. What pragmatic information was provided for each pragmatic feature?

1.4 Scope and Limitations

This research investigated the pragmatic features contained in the English course materials (books) used at a Thai university on the basis of line-by-line analysis. This study, however, has certain limitations on subjects, scope of analysis, and statistics as noted below.

1.4.1 Subjects

The subjects under the present study were the course materials which, in this case, were Student's books and Teacher's books used in required communication courses for English major students of a university in the southern part of Thailand. Only the commercial books written by native speakers of English were examined. Other course materials—teacher prepared materials and videos, and commercial books used in elective courses, were excluded.

At this university the English major students were required to take 11 major courses, 6 minor courses, and 2 free elective courses in addition to general education courses. The major courses were (1) English for everyday communication, (2) English across Cultures, (3) Communicative Grammar I, (4) Communicative

Grammar II, (5) Spoken English for Communication, (6) Note-Taking and Oral Presentation in English, (7) Advanced English Writing, (8) Advanced English Reading, (9) Linguistic and Cultural Aspects of Literature in English, (10) English Language Seminar for Learning and Development I, and (11) English Language Seminar for Learning and Development II.

Considering the contents contained in the 11 major courses, however, only 5 were found concerned mainly with communication skills. The courses included (1) English for Everyday Communication, (2) English across Cultures, (3) Communicative Grammar I, (4) Communicative Grammar II, and (5) Spoken English for Communication. These courses, thus, were of interest in this study as they were assumed to contain pragmatic information. However, the material used in the Spoken English for Communication course at the time of the study was not a commercial book. Therefore, the materials investigated in this study were the first four courses listed above.

Due to the above selection process, the subjects in this study were only the Student's and Teacher's books of four courses. Therefore, the result from the present study were not intended to be generalize to other contexts

1.4.2 Scope of Study

The present study investigated only 6 pragmatic features: (1) Speech act information, (2) Usage, (3) Politeness, (4) Register, (5) Style, and (6) Cultural information. Other pragmatic features, such as *turn taking* and *implicature*, were not included.

1.4.3 Statistics

To answer the research questions addressed, the data were analyzed quantitatively and qualitatively. As the books investigated were not comparable in terms of length and number of units, the only statistics employed in the present study was frequency. Data were quantitatively analyzed by considering the frequency of occurrences of each variable. Qualitative analysis was also carried out to add to the results from the quantitative analysis.

1.5 Significance of the Study

The results from the present study would add to empirical base research findings contributing to the teaching of English as a foreign language. Firstly, for the EFL non-native teachers, the findings could draw their attention to pragmatics, and help raise their awareness of pragmatic information in the textbooks being used. The teachers could be motivated to conduct classroom instruction with more emphasis on pragmatics, which would in turn enhance the learners' communicative competence. Furthermore, the results of this study gave a clearer picture of the development of pragmatic competence of learners at this university. Finally, the findings served as a source of information, not only for program developers or committees for future textbook selection, but also for textbook writers and publishers in developing future textbooks to contain appropriate language input to prepare learners for any unrehearsed real life communication.

1.6 Definition of Terms

Several terms appeared throughout the paper. Among them were 6 pragmatic features analyzed in the study which were defined in this part in order to give a clearer view of the analysis.

1.6.1 Speech act information

The Speech act information in the present study consisted of 3 categories—types of speech act, number of linguistic forms provided for each speech act, and exercises or tasks using the speech acts the students had just learned in each particular learning unit. Types of speech act counted in this study were those presented explicitly in the books. In other words, they were speech acts which appeared with an explicit statement of their function or pragmatic force.

1.6.2 Usage

Usage refers to the explanation of the use of any linguistic forms, grammatical features, or expressions. Usage could enhance the learners' pragmatic knowledge and prevent communication breakdown. Any additional details about the use of the linguistic forms already included in the speech act information were also considered as being under this feature.

1.6.3 Politeness

Politeness refers to appropriate use of language. Appropriateness was denoted considering different social factors, including social distance, age, role, relationships, and so forth, of the speaker and the interlocutor in the given contexts. The present study aimed to find out whether the course materials (books) indicated that the linguistic forms, grammatical features, or expressions sounded polite, impolite or rude, or were used as indirect questions or requests to sound more polite.

1.6.4 Register

Register can be defined broadly as a sort of social genre of linguistic use. It comprises three dimensions—field, tenor, and mode. Field refers to the social setting and purpose of communication. Tenor refers to the relationship between interlocutors or participants in the event. Mode refers to the medium of communication as in the spoken or written word.

In the present study, however, only mode was analyzed to find out whether the course materials (books) indicated that the linguistic forms, grammatical features, or expressions were used in the spoken or written messages.

1.6.5 Style

Style, in the sociolonguistic context, refers to the variations within the registers representing choices along social. In the present study, it refers to the degrees along the formality-casualness continuum. The investigation aimed to find out whether those books pointed out the level of formality of linguistic forms, grammatical features, or expressions introduced in each book.

1.6.6 Cultural information

Culture covers a wide range of concepts, such as customs, traditions, behavior, and attitude. Knowing and understanding one's own, as well as others' culture is of the utmost important in intercultural communication. However, Cultural information, in the present study, was only the information about culture that the learner had to know and be aware of when communicating verbally in order to avoid pragmatic failure or breakdown in communication. Other information about culture, for example, music or food which would not cause any misunderstanding, was not covered in the present study.

CHAPTER 2

LITERATURE REVIEW

The present study investigated pragmatic features in English course materials (books) used in the required communication courses at a university in Thailand. This chapter includes two main sections comprising reviews of related literature and related studies. The review of relevant literature covers the following 9 main aspects: development in pedagogical method, communicative competence, pragmatics and pragmatic competence, speech acts, politeness, culture and language learning, textbooks and coursebooks, teacher's books, and pragmatics in textbooks.

2.1 Review of Literature

2.1.1 Development in Pedagogical Method

Over the last hundred years English teaching methods have shifted from one method to another so as to find the most effective way to teach the language. Each new method emerged with an attempt to overcome the shortcomings of the previous ones, while at the same time retaining some of the positive features of the former.

In the nineteenth century the Grammar Translation Method was adopted as the chief method for teaching foreign languages (Brown, 2001; Vitale, 2009). This method aimed at providing students with knowledge of the target language, and with an appreciation of foreign language literature through translation exercises and explicit grammar presentations. Little attention was given to speaking and listening skills or the role of culture (Vitale, 2009). In other words, the Grammar Translation Method emphasized on the teaching of language form while neglecting all the sociocultural aspects of language use.

To amend the aforementioned deficiency, Charles Berlitz presented a new technique known as the Direct Method (Brown, 2001). According to this method, learning a second language was viewed as a similar process to children acquiring their first language. Compared to the Grammar Translation Method, its emphasis was more on oral interaction and the spontaneous use of the language (Brown, 2001). Producing correct pronunciation was taken as an essential component of language learning. The second language grammar was taught inductively and only in the target language (Brown, 2001; Vitale, 2009). Being an oral-based approach, although the Direct Method had several advantages, written communication and cultural aspects were neglected and still detached (Vitale, 2009).

In response to these issues, a new teaching method, the Audio Lingual Method, was introduced. Recognizing the importance of habit formation, this method asserted that, through conditioning, the learners would acquire the sentence patterns of the target language (Vitale, 2009). In this method, learners learned the language through repetitive drills, and learned grammar inductively (Brown, 2001). An outstanding feature of this method was its allowing learners to observe how a previously learned grammar structure was put together in a sentence. In other words, this method allowed learners to achieve language rules by learning how to use the language in real communication. Although this method gained popularity in foreign language teaching, certain shortcomings were recognized: language form was neglected; learners were unable to respond to unfamiliar codes, for instance (Vitale, 2009).

Then emerged the Natural Approach. This more recent teaching method was developed by Terrel and Krashen (1983, cited in Vitale, 2009). Following this method, learners were encouraged to speak when they felt comfortable to do so, and classroom activities focused on the overall meaning of each language form. It has been perceived that this method reflected more communicative activities and learners' communicative competence rather than grammatical precision. The language classroom focused on authenticity, real world simulation, and meaningful tasks (Brown, 2001).

In spite of the strengths of the Natural Approach, arguments have been that this method failed to recognize the role of cultural aspects in language teaching (Vitale, 2009). To overcome this weakness, language teaching was then further developed to incorporate social, cultural and pragmatic elements into pedagogical means in order to equip learners with communicative competence by emphasizing the importance of the combination of linguistic form, meaning and functions (Brown, 2001; Kwangsawad, 2007; Richards, 2006; Vitale, 2009). These principles underlie the so-called Communicative Language Teaching (CLT). Since then, CLT has been influencing language teaching around the world. According to Brown (2001), CLT has six important characteristics:

1. The main goal of the classroom is to achieve communicative competence.

2. Learners are engaged in the pragmatic, authentic, functional use of language for meaningful purposes.

3. Fluency and accuracy are complementary principles.

4. To perform classroom tasks, learners are equipped with the skills necessary for unrehearsed utterances through using the language, both productively and receptively.

5. Learners are encouraged in various classroom activities to become autonomous learners.

6. Teachers play the role of facilitator.

In CLT, a great amount of authentic language use to build up fluency is enhanced, and learners are encouraged to deal with unrehearsed situation under the guidance of the teachers.

Theoretically, therefore, CLT is believed to address certain shortcomings of previous teaching methods. It also triggers pragmatic competence by facilitating learners' recognition of the interdependence of language and communication (Vitale, 2009).

2.1.2 Communicative Competence

For over two decades, the primary goal of English Language Teaching has been the development of communicative competence. The classroom practices have shifted from the traditional approach which focused on the learner's acquisition of linguistic knowledge—vocabulary, pronunciation, and syntax—to the teacher's facilitation of learners communicative competence (Ji, 2007; Kim & Hall, 2000). Communicative competence, introduced by Dell Hymes (1966, cited in Saville-Troike, 1996) in recognition of the inadequacy of the Chomsky's (1965, cited in Saville-Troike, 1996) notion of linguistic competence, is a broader concept which encompasses grammatical competence as well as other aspects, particularly the role of context in communication (Bagaric and Djigunovic, 2007; Nazari, 2007; Saville-Troike, 1996; Vitale, 2009).

2.1.2.1 Four Areas of Communicative Competence

According to the model developed by Canale and Swain (1980, cited in Vitale, 2009), further modified by Canale (1983, cited in Alptekin, 2002), communicative competence comprises four aspects of language competence, i.e. grammatical, sociolinguistic, discourse, and strategic competence (Alptekin, 2002; Bagaric and Djigunovic, 2007; Vitale, 2009; Xiao and Wu, 2005).

Grammatical competence is defined as Chomsky's account of linguistic competence. It includes the learner's knowledge of morphological, syntactic, semantic, phonetic and orthographic rules. Learners with grammatical competence, therefore, are able to use their knowledge and skills to understand and express the literal meaning of utterances. Sociolinguistic competence, in line with Hymes's notion about sociocultural dimension, includes knowledge of the rules and conventions of language use in different sociolinguistic and sociocultural contexts. Discourse competence is the mastery of the rules in combining forms and meanings to achieve a meaningful unity of spoken or written texts. Strategic competence comprises knowledge of verbal and non-verbal communication strategies, such as paraphrasing, guessing, and changing of register and style, used to compensate for breakdowns in communication due to the inadequacy of other components of

communicative competence (Alptekin, 2002; Bagaric and Djigunovic, 2007; Vitale, 2009).

The first competence stated (grammatical competence) refers to the correct use of the language while the last three types of competence (sociolinguistic, discourse, and strategic) refer to the appropriate use of the language in a particular social context, which can be categorized into the scope of pragmatic competence (Lê, n.d.; Xiao & Wu, 2005).

2.1.2.2 Communicative Language Ability

Consistent with earlier work in communicative competence, Bachman (1990) proposed communicative language ability. This term embraces both the competence and the capacity to implement that competence appropriately, together with its framework to define one's competence in communicative language use. In this framework, communicative language ability includes language competence, strategic competence, and psychophysiological mechanisms, described briefly below.

A learner's language competence consists of his/her organizational competence and pragmatic competence. The organizational competence is further divided into grammatical competence, which is consonant with Canale and Swain's (1980, cited in Vitale, 2009) grammatical competence, and textual competence, which is in congruence with both Canale and Swain's discourse competence and strategic competence. The other element in language competence is pragmatic competence which consists of illocutionary competence and sociolinguistic competence. Having illocutionary competence enables the learner to use one's language to serve a variety of functions while being sociolinguistically competent is possessing knowledge of appropriateness based on the language use context. Strategic competence is the learners' capacity to relate language competence to his/her knowledge about structures and the features of the context in which communication takes place. Psychophysiological mechanism involved in language use characterizes the channel and mode in which competence is implemented (Bachman, 1990; Kamiya, 2006).

2.1.2.3 Communicative Competence versus Grammatical Competence

Communicative competence can be broadly defined as "what a speaker needs to know in order to communicate appropriately within a particular speech community." (Saville-Troike, 1996, p.362). It involves knowing the language code as well as what to say to whom, when and how to say it appropriately in certain situations. It also involves the social and cultural knowledge which enable the speaker to use and interpret linguistic forms accurately (Saville-Troike, 1996; 2006).

Richards (2006) differentiated communicative and grammatical competence as follows. Grammatical competence refers to the ability to form a sentence by using the knowledge of the building blocks, e.g. parts of speech, phrases, tenses, sentence patterns. Communicative competence, on the other hand, includes knowing how to use language for a range of different purposes, how to vary the use of language according to the setting and the participant, how to produce and understand different type of texts, and how to maintain the communication (Richards, 2006; Saville-Troike, 2006). In order to be successful in using the language for meaningful communication, grammatical competence is a necessary but insufficient condition. That is to say, to be able to communicate successfully, the learners need not only the linguistic knowledge, but also the ability to use language appropriately (Xiao & Wu, 2005). In other words, the learners need both grammatical and communicative competence for successful communication.

2.1.3 Pragmatics and Pragmatic Competence

Different definitions have been proposed to describe pragmatics and pragmatic competence**.** Pragmatics is the study of language use in which the language structure and the context of utterances play an equal input role (Akkajian, Demers, Farmer, & Harnish, 1995). Yule (2006) defined the field as the study of what a speaker means. In a more detailed definition, it is the study of recognizing the meaning of what is not actually said or written.

Pragmatic competence, an aspect of communicative competence, is requisite for language users in order to communicate successfully in the target language (Akutsu, 2008; Ji, 2007; Kasper, 1997; Kim & Hall, 2002; Saville-Troike,

2006). It involves the ability to use a language in interpersonal relationships considering the complexities in communication such as social distance and indirectness (Kelly, 2003). According to Ji (2007), pragmatic competence is concerned with a speaker's interpretation of the indirectly expressed communicative intention by bridging the gap between sentence meaning and the speaker's meaning. Following Kasper (1997), pragmatic competence can be defined as the knowledge of communicative action as well as the way to perform it, and the ability to use the language appropriately according to a particular context. Fujioka (2003) extended the definition by referring it to the ability to use a language appropriately according to its context and culture.

For second language learners, therefore, this ability to use linguistic appropriately in the given sociocultural context is an essential aspect of language ability in order to understand the sent message and be understood when interacting with native speakers (Ji, 2007; Kondo, 2002). Thus, in order for L2 learners to achieve the communication goal in cross-cultural communication, they need to be equipped with pragmatic competence to enable them to realize the meaning of an expression made in a context.

Generally, when exposed to authentic communication, some non-native speakers may fail to use the language effectively. They might not achieve the communication purposes and/or to understand the language in context (Lin, 2008). This is due to their failure to interpret the utterances correctly or express themselves appropriately. This pragmatic incompetence occurs despite the speaker's knowing of the literal meaning of the utterances. Their not knowing the rules of the language use for interpreting those words, thus, can lead to intercultural misunderstanding, or even an offence.

2.1.3.1 Pragmatic Failure

In intercultural communication, difficulties in communication or misunderstandings of other people's messages, mainly results from one's failure to understand his/her interlocutor's intention (Miller, 1974 cited in Xiao & Wu, 2005). This inability to understand what is meant by what is said, or failing to achieve the speaker's goal is known as 'pragmatic failure', the term proposed by Thomas (1983). This language deficiency can occur when a speaker's utterance is perceived as

something else rather than his/her intention. When the force of his/her utterance is perceived stronger or weaker than what he/she intended, or when an utterance is perceived as an order despite his/her intention being a request, for instance. Unlike grammatical errors, which might be understood and tolerated by native speakers, pragmatic failure could be perceived as being impolite or unfriendly (Thomas, 1983).

Theoretically, there are two types of pragmatic failure, namely pragmalinguistic failure and sociolinguistic failure.

2.1.3.1.1 Pragmalinguistic failure

Pragmalinguistic failure, following Thomas (1983), is basically a linguistic disparity occurring when L2 learners use the linguistic encoding of pragmatic force differently from those frequently used and understood by native speakers. This failure is believed to be the result of pragmatic knowledge inadequacy. It can also occur when L2 learners inappropriately transfer a speech act from one language to another (Dong, 2006; Pinyo, 2010; Xiao & Wu, 2005). For example, in French and Russian, "*Can you …?*" is likely to be interpreted as a question of one's ability. Differently, depending on the context, it can be used as a request or a question of one's ability in British and American English. Another example is using a direct speech act where a native speaker would use an indirect speech act to express politeness (Thomas, 1983).

2.1.3.1.2 Socio-pragmatic failure

Socio-pragmatic failure is a language deficiency believed to result from the speaker and hearer's different perceptions. Such mismatch affects the language user's linguistic choices: size of imposition, social distance, relative rights, obligation, etc. In cross-cultural exchanges, it is likely that a non-native speaker will assess these choices differently from a native one. Westerners, for instance, would normally initiate their conversations by talking about impersonal topics, such as, the weather and circumstances. Asian speakers, on the other hand, tend to inquire about one's income, marital status, and religion. Different perception on social distance is another example. Some non-native speakers think that the asymmetrical power relationship exists between native speakers and non-native ones. In certain cases, they behave as if they were in a disadvantageous position. As a result, his/her utterance may sound unnatural or funny (Thomas, 1983; Xiao & Wu, 2005).

In Thomas's (1983) view, pragmalinguistic failure is rather easy to overcome. Teaching highly conventionalized usage straightforwardly as "part of the grammar" is believed to be beneficial. However, sociopragmatic failure is much more difficult to deal with as it involves both the person's system of beliefs and his/her knowledge of relevant social and cultural values (Kawate-Mierzejewska, 2003; Thomas, 1983).

2.1.4 Speech Acts

Several versions have been proposed to define speech acts. Cohen (1996) defined the term as "a functional unit in communication" (p.384). Similarly, Yule (2006) explained the term as the action performed by a speaker with utterance such as "requesting", "commanding", "suggesting", "promising", or "complimenting". The concept of speech act theory was first offered in the work of Austin (1962). According to Austin's theory of speech acts, utterances can result in three kinds of acts: locutionary, illocutionary, and perlocutionary.

The locutionary act is the literal meaning of the utterance. The illocutionary act is the social function that the utterance has. The perlocutionary act is the subsequent effect as a result of the utterance (Cohen, 1996; Vitale 2009). For example, given the sentence "The music is so loud", the locutionary act would be the mention about the loudness of the music. The illocutionary meaning could be a request to lower the volume, or a complaint if it is said repeatedly. The perlocutionary act, in this case, will occur if the utterance leads to the lowering down of the volume.

Among the three acts, it is the illocutionary act that is concerned in recent literature due to its direct correlation with communicative competence. As illocutionary act is concerned with intended purposes of using the speech act as well as with the contextual factors, it also fundamentally parallels with the notion of pragmatic competence (Dong, 2006; Holtgraves, 2007; Vitale 2009).

There are two types of speech act—direct and indirect (Yule, 2006). A direct speech act is an utterance of which the structure is in accordance with the function. An example is, when an interrogative structure, such as *Is he a student?*, or *Can you swim?,* is used with the function of a question. An indirect speech act, on the other hand, is an utterance of which the structure is used to perform another action.

An interrogative structure, *Can you pass me the sugar?* is used to function as a request instead of asking one's ability, for instance.

It is important for second language learners to be able to realize their interlocutors' indirect speech act. Failure to do so may result in strange interactions (Yule, 2006). For instance, a visitor to a city, looking lost, stops a passer-by.

Visitor: *Excuse me, Do you know where the Oriental Hotel is?*
Passer-by: *Of course, I know where it is. (and walks away)*
Visitor: ???

In this case the passer-by interprets the visitor's intention as a question of ability instead of asking for direction. The visitor, therefore, is not successful in this communication and remains lost.

Using indirect speech acts, in many situations, are generally considered more polite than using direct speech acts (Yule, 2006). *Can you pass me the sugar?* sounds more polite or more gentle than *Pass me the sugar!*, for example. However, choosing an appropriate type of speech act depends on complex social assumptions. By saying "sorry about that!", for instance, the students could be viewed as showing an adequate apology in some situations but as being arrogant in other situations (Cohen, 1996). Learners, thus, should be taught this subtle aspect of language use.

Teachers, in this case, need to incorporate the teaching of words and phrases with the sociocultural context in order to equip their students with the ability to achieve their communicative purposes, or in some cases, avoid being perceived as being rude. By this means, second language teachers can enhance the students' ability in producing more contextually appropriate speech in their prompt situations (Cohen, 1996).

2.1.5 Politeness

Politeness is considered important in social interaction and has become one of the most concerned areas of research in the field of pragmatics (Pinyo, 2010). Politeness can be defined as showing awareness of and consideration for another person's face, or another person's public self-image (Yule, 2006). Normally, everyone expects other people to recognize this social identity.

A well-known account on politeness is "Politeness Theory" proposed by Brown and Levinson (1987). The essence of the theory lies on Face and Face Threatening Acts (FTAs). Face, as stated above, is defined as "the public self-image that every member wants to claim for himself" (Brown and Levinson, 1987, p.61). Face is divided into two types: Positive and Negative Face. According to Yule (2006), the former refers to the need to be connected, to belong, and to be a member of the group. The latter, refers to the need to be independent and free from imposition. Involved in social interaction, people try to save their face, and at the same time, they do not want to make the other lose face (Pinyo, 2010).

Face threatening acts are the acts that damage the face of the addressee or the speaker by acting in opposition to the wants and desires of the other. In other words, when saying something that represents a threat to another person's face, it is a face-threatening act (Brown & Levinson, 1987; Yule, 2006).

Using a direct speech act to get someone to do something, for example, *Pass me the sugar!*, when one does not usually have more social power than the other, the person is performing a face-threatening act. On the other hand, using an indirect speech act, for example, *Could you pass me the sugar?*, he/she is only asking whether it is possible to pass him/her the sugar. This lessening of the possible threat to another's face is called a face-saving act (Yule, 2006).

Choosing language to mark politeness differs substantially from one culture to another. An individual who has grown up in the culture that values directness might be perceived impolite when using direct speech acts to people whose culture is more oriented to indirectness (Yule, 2006).

2.1.6 Culture and Language Learning

Culture had been a neglected area in the early language pedagogical methods. However, since the introduction of CLT which emphasized equipping learners with communicative competence, culture has been incorportated into English Language Teaching and has assumed an important place in it.

Cultural knowledge is a factor underlying pragmatic competence which is essential in interacting in daily life communication (Akutsu, 2008; Jung, 2005), especially in the globalization era where intercultural communication is inevitable. A

lack of knowledge about the target culture norms may lead to sociolinguistic failure. Language learners therefore need to know not only the rules of the language, but also the target culture. Those who do not know or share the norms of another culture may encounter intercultural miscommunication.

Intercultural miscommunication can occur when a person uses his/her rules of speaking in his/her own cultural group to interact with members of another group. In other words, it can happen when a person is using the rules of speaking in his/her native language when speaking a foreign language (Chick, 1996). People from different cultures may have different values or different interpretations. For example, what is perceived as a formal context in one culture may be seen as informal in another, or what is considered in one culture as a normal amount of complimenting may seem excessive in another. Wolfson (1983, cited in Chick, 1996), for instance, claimed that differences in the distribution of compliments in different cultures could be sources of intercultural miscommunication. It was argued that trouble could occur when members of one cultural group give compliments in situations in which compliments are inappropriate for members of another group, or when a high frequency of complimenting is perceived as insincere.

Simply transferring the norms of their first culture to a second language, learners may also result in failing to achieve their communicative goals (Bardovi-Harlig & Hartford 1990, cited in Chick 1996). For example, an English speaker learning Chinese may respond to a compliment with the English norms by saying *xie-xie* ("thank you") instead of *nali nali* ("where? where?") which is an appropriate response in Chinese (Saville-Troike, 1996). In this case, the English speaker might appear immodest in the Chinese's view.

For the reasons discussed above, for learners to develop communicative competence, cultural aspects are, therefore, a fundamental and indispensable part of foreign language teaching and learning.

2.1.7 Textbooks and Course Books

According to International Teacher Training Organization (2011, cited in Wisniewska, 2012), teaching materials include anything used to help teachers in teaching to learners, or presenting the language being learned, such as, a textbook, a workbook, a CD-Rom, and a paragraph written on a whiteboard.

One of the most commonly used teaching materials is a textbook (Wisniewska, 2012). Hedge and Whitney (1996, cited in Wisniewska, 2012) defined a textbook as "an organized and pre-packed set of teaching-learning material" (p.322). According to International Teacher Training Organization (2011, cited in Wisniewska, 2012), a textbook which provides the core material for a course is called a course book. Course books are designed to be the only book which learners necessarily use for a certain course. They usually focus on grammar, vocabulary, pronunciation, functions, and the four language skills—listening, speaking, reading, and writing.

The role of teaching materials, thus, has been in second language researchers' interest. Allwright (1981), for instance, proposed two different views on the role of teaching materials—the deficiency view and the difference view. According to the former, teaching materials can save learners from any teacher deficiencies; using teaching materials can ensure that the exercises are well thought out and that the syllabus is properly covered. Regarding the latter view, teaching materials are made by material writers who possess different required expertise from the classroom teachers.

In particular, textbooks or course books play an important role as an almost universal element in the ELT, especially in the EFL context, and a primary source of input (Gürsoy, 2011; Hutchinson & Torres, 1994; Sheldon, 1988). Both teachers and learners make use of this kind of teaching material.

Textbooks are known as being of various benefits to teachers. First, textbooks provide input for the classroom lessons in the form of texts, activities, explanations, etc. Instead of making day-to-day decision on what to teach, teachers can follow the decisions of the textbook writers, believed to have more experiences in this enterprise. Second, using those well-presented materials in textbooks can save both teacher's time and money in producing teaching materials on their own. Third, teachers can easily manage the class. Textbooks facilitate the teaching by providing direction to lessons and guiding class discussion suitably following the input presentation. Textbooks, therefore, make teaching more convenient, easier, and better organized. As a result, less experienced teachers rely mostly on textbooks in terms of content and methodology (Ellis & Johnson, 1994, cited in Wisniewska, 2012; Hutchinson & Torres, 1994; O'Neill, 1982).

For learners, textbooks are also very beneficial. First, they serve as an important source of input. Second, they provide them with a framework or guide to organize their learning both inside and outside the classroom. Third, textbooks make it possible for learners to prepare for the lessons in advance. Lastly, textbooks make it possible for learners to catch up with the lessons they have missed (Hutchinson & Torres, 1994; O'Neill, 1982).

2.1.8 Teacher's Books

Teacher's books, or Teacher's guides, or Teacher's manuals are a part of instruction materials package. Generally, this kind of printed material provides the teachers with rationale for the course, guidance on teaching procedures, information about the language, and the answer keys for the exercises in each textbook.

According to Cunningsworth and Kusel (1991), teacher's books, serve the following functions:

1. To provide a statement of the general purpose of the teaching material and describe the linguistic and/or methodological rationale
2. To encourage the development of teaching skills, generally going beyond the specific skills needed to utilize the class material
3. To assist the teacher in understanding the structure of the course material and the contribution of each lesson or unit to the overall course
4. To provide a guidance in the practical use of the material
5. To provide the linguistic and cultural information necessary for the effective use of the material in class

(Cunningsworth and Kusel, 1991, p.129)

To summarize, Teacher's books or Teacher's guides are a valuable tool in ELT, especially for teachers having less teaching experience, or those not having a strong linguistic knowledge, or those not familiar with the cultures of native speakers or other cultures.

Although there exist numerous studies on material evaluation, it seems that teacher's book is a neglected area. There is only brief reference to teacher's books, and in some cases, they have been ignored completely (Cunningsworth and Kusel, 1991).

2.1.9 Pragmatics in Textbooks

Textbooks can be particularly useful in teaching pragmatics in the EFL context by providing access to knowledge and skills in the target language to which the learners and the teachers may not be exposed (Kim & Hall, 2002). However, as a whole, it has been found that the amount and contents of pragmatic information included in those materials were not at a satisfactory level.

Crandall and Basturkmen (2004) reviewed several major textbooks for English for Academic Purpose (EAP). They argued that the conventional approach used in many speaking textbooks to teach speech acts was inadequate for students to improve their pragmatic competence. The textbooks presented learners with lists of "useful expressions" for various speech acts. Unfortunately, these lists typically presented explicit realizations of speech acts rather than subtle and indirect ones. Furthermore, it usually neglected to show the context in communication. Students would neither know when and for what purposes it was appropriate to make a speech act, nor which expressions would be appropriate in a particular situation.

Bardovi-Harlig et al. (1991) examined the presentation of closing conversations in 20 ESL textbooks. In the study, a complete closing consisted of the three parts: the terminal exchange, the preclosing, and the shut-down. They found that only 12 textbooks included at least one complete closing and only 1 textbook had them on a consistent basis. According to the researchers, the purpose of dialogues in those books was to introduce a new grammatical structure rather than providing a source of realistic conversational input to learners. Consequently, they came to a conclusion that many commercially available English-language materials failed to provide natural, or even pragmatically appropriate, conversational models for learners.

Akutsu (2006) investigated request strategies appearing in 15 *Oral Communication A* textbooks which were published in 2002, and used in Japan for high school English curriculum to foster communicative competence. The books were analyzed in terms of the amount and characteristics in the distributions of the strategies, linguistic forms, and the sentences. The results showed that there was much room for improvement in the textbooks. In general, the amount was not enough for the acquisition of the speech act request. No information about context in which the

linguistic forms presented were used was given. Previous studies have shown that native speakers of English normally use indirect request strategies more often (House & Kasper, 1987, cited in Akutsu, 2006; Tanaka & Kawade, 1987). The Oral Communication A textbooks, on the other hand, presented too many direct strategies, variations, and sentences while including fewer indirect strategies and variations than they should be.

Besides investigating the request strategies in *Oral Communication A* textbooks, Akutsu (2008) examined all the closing sections in the dialogues used in *Oral Communication I* textbooks. Unlike the study by Bardovi-Harlig et al. (1991), she investigated both the quantity and the quality of the closing sections. The results showed that the amount of presentation was extremely small. Only 16 dialogues were presented with closings in 8 of the 18 textbooks. Out of the 16 dialogues, only 11 comprised three components of closing, and were found in only 5 textbooks. The contents also had some problems which could be sources of pragmatic failure. The linguistic forms presented in the books were different from the ones used in the natural conversation. In addition, certain transfers from Japanese were found.

Another textbook investigation in the EFL context was done by LoCastro (1994). The investigation examined the way Japanese secondary schools textbooks for English as a Second Language treat the issue of politeness. Eighteen textbooks of senior high school English were examined. It was found that textbooks provided only few opportunities for learners to acquire linguistic forms of politeness. The focus of the textbooks was mainly on reading and translation which was in accordance with the purpose of English education in Japan. The language in the textbooks, in addition, might lead students and teachers to misunderstandings about linguistic politeness as the forms of politeness appearing in the texts did not provide appropriate models of language use. As a result, this lack of knowledge about politeness could lead Japanese to being perceived as rude in intercultural communication.

2.2 Related Studies on Pragmatic Knowledge in Textbooks

A number of studies have been carried out on pragmatic knowledge contained in commercial English textbooks used in different countries. Those textbooks were used in both the English as a Second Language (ESL) and English as a Foreign Language (EFL) programs. However, criticism has been that L2 textbooks failed to provide learners with adequate and appropriate input (Akutsu, 2008; Shimizu, Fukusawa, & Yonekura, 2007; Vellenga, 2004; Yang, 2007).

Vellenga (2004) conducted a qualitative and quantitative study of 8 textbooks written for intermediate to upper-intermediate level ESL and EFL learners. Selected through informal survey of major publishers, 4 integrated skills EFL texts and 4 grammar ESL texts were investigated. The information about general pragmatic information, metalanguage style, and speech act information contained in the textbooks were located through a page-by-page analysis. Furthermore, the teacher's manual of each book was cross-referenced with the textbooks to examine the pragmatic information. Teacher interviews were also carried out in the research process. Any information related to culture, context, illocutionary force, politeness, appropriacy and/or register, even when it appeared in only one phrase, was counted as one page.

The results showed a lack of metalinguistic and metapragmatic information in the textbooks. Overall, it was found in the study that the amount of pragmatic information was minimal in all the texts in question. Although a larger percentage of pages of EFL texts were found to contain pragmatic information, the quality of the pragmatic information was better in ESL texts, in terms of the number of speech acts and the amount of pragmatic cues. Nevertheless, no metapragmatic discussion on politeness or appropriacy was found in most types of speech acts. The finding was parallel to the teacher's manuals; no metapragmatic information beyond the student's books was provided. In addition, data from teacher interviews indicated that 3 out of 4 teachers brought outside activities to supplement their designated textbooks. However, those activities rarely included pragmatic topics. Textbooks, in this case, were the majority of input for the learners.

In another study, Shimizu, T., Fukasawa, E., and Yonekura, S. (2007) explored the introductions and practices of speech acts in *Oral Communication 1* textbooks used in Japan. Different from Vellenga (1994)'s study, the course materials were used in the EFL context. The investigation covered 17 textbooks used in Japan with the approval from MEXT or Ministry of Education, Sports, Culture, Science and Technology. The pragmatic feature focused on in the study was speech acts. The number of types of speech acts and responses explicitly presented in the textbooks was counted to compare with the degree of explicitness of the pragmatic information contained in each textbook. Variations of linguistic forms, explanation of linguistic forms and speech acts, and exercises for practice of speech acts were also analyzed.

The results were in line with the study by Vellenga (2004). A small number of speech acts were explicitly presented in each textbook. In other words, students experienced the speech acts and only a few variations in linguistic forms to perform those speech acts presented only in the books. In addition, metapragmatic information was insufficient, both in quantity and quality. Therefore, students had limited opportunity to practice the speech acts and the forms they had just learned.

Another study carried out in the EFL context by Ji (2007) reported results of the same direction. She conducted a content analysis to explore the nature of pragmatic materials and tasks in the textbooks titled *College English (New) Listening and Speaking Course* (book 1-4). The books were written by a group of Chinese English professors, and published by Shanghai Foreign Education and Teaching Publishing House from 2001-2003. The materials were designed for the third year university students. The pragmatic information in her study was partly adapted from the work by Vellenga (2004). It contained general pragmatic information—politeness, appropriacy, formality, register, and culture—metapragmatic information, meta-language, speech acts, cultural information, and pragmatically oriented tasks. The quantitative data in the study focused on the percentage,and amount and variety of pragmatic information included in the textbooks. The qualitative data, on the other hand, concentrated on the nature of pragmatic information and the level of richness of pragmatic information.

Findings showed that the pragmatic information in the books was limited in variety and that most of the metapragmatic explanations were simple. In addition, the College English textbooks writers failed to pay attention to the amount of pragmatic information in each course material; and in the four Listening and Speaking textbooks it was not distributed evenly.

It can be concluded from the studies on pragmatic information in the ESL and EFL contexts reviewed above that most course materials failed to provide the learners with adequate amount of pragmatic knowledge. The learners, thus, were hardly able to use them as the base to develop their pragmatic competence for real-life communication.

CHAPTER 3

RESEARCH METHODOLOGY

The current documentary research study aimed at four objectives: (1) to investigate pragmatic features provided in the English course materials (books) used at a Thai university, (2) to categorize the type of pragmatic features provided in Teacher's books and Student's books, (3) to investigate the quantity of pragmatic features provided in Teacher's books and Student's books, and (4) to analyze the pragmatic information provided for each pragmatic feature. Described in this chapter are three main components of the research methodology: subjects and instrument, data collection, and data analysis.

3.1 Subjects and Instrument

The present research was aimed at investigating the pragmatic features contained in the English commercial course materials (books) written by native speakers of English and used in the required communication courses for English major students of a university in the southern part of Thailand. Other course materials used in the required courses, teacher prepared materials and videos as well as commercial books used in elective courses, were excluded.

Among the required communication courses, only 4 courses used commercial books as the core materials. Table 3.1 below shows the details of the books used in the courses.

Table 3.1. Details of the Student's books investigated

Course	Book Title	Book Reference
English for Everyday Communication	Touchstone 4A	McCarthy, M., McCarten, J., & Sandiford, H. (2006). Cambridge University Press.
English across Culture	People Like Us, Too: Exploring cultural values and attitudes	Greenall, S. (2004). Macmillan Publishers Limited.
Communicative Grammar I	Grammar Sense 3	Bland, S. K. (2003). Oxford University Press
Communicative Grammar II		

As shown in above table, 3 commercial books were found being used as course materials for the 4 required communication courses. *Touchstone 4A* was used in the English for Everyday Communication course, *People Like Us, Too*: Exploring cultural values and attitudes (afterwards mentioned as *People Like Us, Too*) was used in the English across Cultures course. *Grammar Sense 3*, different from others, was used as the course book in two courses, Communicative Grammar I and Communicative Grammar II, due to the large number of language elements covered in it.

As these books were used in the EFL context and the teachers using these books themselves were non-native speakers, additional pragmatic details were expected to be provided in the Teacher's books as an important source of information for EFL teachers. Therefore, the Teacher's books accompanying these books were also analyzed to find out whether there were any differences in types and amounts of pragmatic features from those of the student's. Therefore, in total, 6 books were investigated.

Table 3.2 below shows the details of the Student's books and the Teacher's books accompanying each Student's book.

Table 3.2. The books under investigation

Student's Book Title	Student's Book Reference	Teacher's Book Title	Teacher's Book Reference
Touchstone 4A	McCarthy, M., McCarten, J., & Sandiford, H. (2006). Cambridge University Press.	Touchstone 4A: Teacher's edition	McCarthy, M., McCarten, J., & Sandiford, H. (2006). Cambridge University Press.
People Like Us, Too: Exploring cultural values and attitudes	Greenall, S. (2004). Macmillan Publishers Limited.	People Like Us, Too: Exploring cultural values and attitudes, Teacher's guide	Craven, M. (2004). Macmillan Publishers Limited.
Grammar Sense 3	Bland, S. K. (2003). Oxford University Press	Grammar Sense 3: Teacher's book	Sherak, K. (2004). Oxford University Press.

The Following are details of each book.

3.1.1 *Touchstone 4A*

Touchstone 4A, by Michael McCarthy, Jeanne McCarten, and Helen Sandiford, published by Cambridge University Press in 2006, was the highest level of the books in the *Touchstone* series. According to the authors, *Touchstone 4A* was an integrated skills textbook designed for intermediate learners. It was a corpus-informed course—drawing on extensive research into the corpus of North American English in the Cambridge International Corpus. The book covered grammar, vocabulary, and conversation strategies for everyday interaction. It offered students many opportunities to interact with classmates through games, role plays, and group discussion.

3.1.1.1 *Touchstone 4A* (Student's book)

The Student's book, containing 64 pages, consisted of 6 units. Each unit comprised a unit opener page, four lessons (lesson A-D), and a Vocabulary notebook at the end of each unit. There were 2 Touchstone checkpoint sections; one for units 1 to 3 and the other for units 4 to 6, for students to revise what they had previously learned. In addition, *Free talk, Self-study listening, and Self-study listening scripts and answer keys* sections were provided at the back of the book.

The unit opener page provided an overview of the lesson and warm-up activities. *Lesson A* presented the main grammar points of the unit with relevant new vocabulary. *Lesson B* taught the main vocabulary of the unit and built on the grammar previously taught in *Lesson A*. *Lesson C* aimed at teaching conversation strategy and useful expressions for managing conversations more effectively. *Lesson D* focused on reading and writing skills. Additional listening and speaking activities were also given in *Lesson D*. The *Vocabulary notebook* section provided tasks to help students organize and write down new vocabulary. This section allowed students to customize their own vocabulary learning, working in class or at home. The *Free talk and Self-study listening* sections, at the back of the book, provided optional activities for future practice and expansion of new language and conversation strategies. The *Self-study listening scripts and answer keys* section provided listening scripts as well as the answer keys of the listening practices.

3.1.1.2 *Touchstone 4A* (Teacher's book)

The Teacher's version of *Touchstone 4A* was written by the authors of the Student's book with Sue Aldcorn, Janet K. Battiste, Andrew Gitzy, Elixs Jensen, and Tay Lesley. In terms of design, it is different from other Teacher's books under investigation. *Touchstone 4A* (Teacher's book) included each page as it appeared in the Student's book on one side, and the page for teachers on the other side. This was, therefore, very convenient for teachers when they needed to refer to the Student's book.

The book began with introduction pages informing teachers about the corpus-informed approach, course components, structure of the units in the Student's book, ideas for large classroom management, etc. Each unit started with *Language notes* providing an overview of *Lesson A-Lesson D* and useful information,

warm-up activities, and extra activities. For each lesson, the Teacher's page suggested the sequence of teaching, provided answer keys, and included extra activities as an option for teachers. Each chapter ended with guidelines for carrying out the task in *Vocabulary notebook* and *Free Talk*, and the answer keys.

At the back of the book, there were *Homework ideas*, *Language summaries*, *Touchstone testing program*, *Quizzes audio scripts*, *Quizzes answer keys*, *Oral Quizzes*, and *Oral quizzes sample answers* for each unit. Additional tests with answer keys were also given. Student's book audio scripts of each unit were included in this part of the book followed by the Workbook answer key.

3.1.2 *People Like Us, Too*

People Like Us, Too, by Simon Greenall published by Macmillan in 2004, was, according to the author, written for adult and young adult learners from pre-intermediate level onward. It was one of the textbooks in *People Like Us* series. The fundamental principles of the series were cross-cultural awareness, an understanding of behavior, beliefs, attitudes, customs and traditions for effective international communication. This integrated skills course allowed students to learn about other cultural values and attitudes, and at the same time, to reflect on their own ones.

The material in *People Like Us, Too* was based mainly on interviews with ten people from ten different countries, namely, Algeria, Argentina, Finland, Korea, Malaysia, Mexico, Romania, South Africa, the UK, and Vietnam. Each of these people was asked the same questions about particular topics. The main interests were their lifestyles and attitudes, their family and friends, their likes and dislikes and their characters. Their answers were recorded, transcribed and rewritten without losing the individual style and mannerism of each speaker. The manuscripts were used as a resource for reading and listening practice.

3.1.2.1 *People Like Us, Too* (Student's book)

The Student's book consisted of 96 pages. It contained 36 units, divided into teaching units and reflection units. Among these 36 units were 32 teaching units, each presenting a new topic, and 4 *Reflection* units, each of which reviewed the topics and language focus for the preceding eight units. In addition,

there were *Communication Activities*, *Unit Notes*, and *Chatfile* sections included at the back of the book. The *Communication Activities* section provided information used in pairwork activities in particular teaching units. The *Unit Notes* section provided information about specific cultural issues and references in each teaching unit. The *Chatfile* section provided a list of useful language forms or expressions, and examples for the learners to perform speaking activities in the teaching units.

In general, there were four main parts in each two-paged long unit. First, the introduction to the topic usually consisted of photographs to stimulate students to practice speaking. Second, the vocabulary part included vocabulary presentation and revision of items relevant to the topic. Next, the reading and/or listening practice section utilized the transcripts from the recordings of the interviews. Last, speaking and writing tasks provided an opportunity for students to relate the unit topic with their own experience. In order to do these speaking tasks, students were guided to refer to the *Chatfile* section to use the given language forms or expressions.

3.1.2.2 *People Like Us, Too* (Teacher's book)

People Like Us, Too (Teacher's book) contained an introduction to the course, Unit notes, Photocopiable activities, two tests with answer keys, and the Student Book audio scripts.

The Unit notes provided teachers with the aim of each unit, a warm-up, a step-by-step guide to each stage of the lesson, the answer key, suggestions for fast finishers, extension work, and level down activities.

3.1.3 *Grammar Sense 3*

Grammar Sense 3, by Susan Kesner Bland published by Oxford University Press in 2003, was the highest level book of the three-level discourse-based grammar series. According to the writer, this book was designed for the high intermediate to advanced level learners. The focus of this book was on spoken and written grammar in academic discourse settings. The book aimed at giving students a true understanding of the English language and how it works by providing authentic examples and communicative exercises for students to experience and practice the language as it occurs in real-life situations. It also claimed to focus on appropriate and meaningful communication because it was written based on the principle that meaningful communication depends on the language user's ability to connect form and meaning appropriately.

3.1.3.1 *Grammar Sense 3* (Student's book)

Grammar Sense 3 (Student's book) contained 18 chapters in 409 pages. All the chapters were designed in the same pattern of organization throughout the book; each chapter consisted of five main sections—*Grammar in Discourse, Form, Meaning and Use, Review, and Special sections*.

The *Grammar in Discourse* section introduced the target structure in its natural context via an authentic reading text. The *Form* section provided a presentation of the target structure, detailed notes, and practice exercises. The *Meaning and Use* section offered an explanation of the use of the target structure, and exercises to practice using it appropriately. The *Review* section allowed students to consolidate their understanding of all aspects of the structure via exercises and activities. The *Special sections* were provided throughout the chapters with explanations, examples, and follow-up exercises for the purpose of highlighting relevant lexical and discourse issues.

The *Special sections* included three subsections—*Beyond the Sentence, Informally Speaking, and Vocabulary Notes*. *Beyond the Sentence* aimed to improve student's writing skills by focusing on the structure as it is used in extended discourse. *Informally Speaking* highlighted the difference between written and spoken language; reduced forms, omissions, and pronunciation changes were explained to improve aural comprehension. *Vocabulary Notes* provided words and phrases commonly used with the target structure.

3.1.3.2 *Grammar Sense* 3 (Teacher's book)

The first pages in the Teacher's book provided teachers with teaching techniques for the grammar classroom, and general teaching techniques. The 18 chapters contained 7 parts—*Overview, Grammar in Discourse, Form, Meaning and Use, Trouble Spots, Cultural Notes, and Additional Activities.* Students Book Tapescripts and Student Book Answer Keys were given at the back of the book.

The *Overview* provided an overview of the grammar presented in each chapter of the Student's book. It also highlighted difficulties students might encounter with the structures. *Grammar in Discourse* was the part providing directions to help the teacher effectively conduct the *Before You Read, Read*, and *After You Read* activities for the reading texts in the Student's book. The third part,

Form, offered step-by-step instructions for presenting the *Form Charts*, and directions for using the *Informally Speaking* in the Student's book. The next part, *Meaning and Use*, provided instructions for presenting the Meaning and Use Notes. It also contained directions for utilizing Vocabulary Notes and Beyond the Sentence. The *Trouble Spots* was the part suggesting to teachers how to address the problems students might have with the grammar. The part called *Cultural Notes* provided some background about American culture that students might not know. Teachers could explain this information to the students to help their understanding of certain topics in the Student's book. In addition, teachers could give further practice of grammatical structures to the students with writing or speaking activities contained in the last part, *Additional Activities*.

3.2 Data Collection

All the 6 books, 3 Student's books and 3 Teacher's books, selected for the investigation were examined thoroughly on the basis of line-by-line analysis to find the information about 6 pragmatic features—Speech act information, Politeness, Usage, Register, Style, and Cultural information—contained in each book. In order to collect the data to be further analyzed quantitatively and qualitatively, data sheets adapted from the frameworks proposed by Vellenga (2004), and Shimizu, Fukasawa, & Yonekura (2007) were adopted as presented in table 3.3-3.8.

The six data sheets were used as tools to record the data collected. The information found in the books was recorded in accordance with the categories indicated for ease of data collection and analysis. Any piece of information even if it appeared in only one phrase was counted. In cases where the same information appeared more than once; whether or not on the same page, it was considered as another frequency, and, therefore, another token.

The following are explanations on data collection describing each pragmatic feature and the data sheets used in data manipulation.

3.2.1 Speech act information

Table 3.3 below shows the data sheet used to record the data about Speech act information. Speech act information referred to in this study consisted of 3 categories—types of speech act, number of linguistic forms provided for each speech act, and exercises or tasks using the speech acts the students had just learned. To find the Speech act information, every part of the books was investigated thoroughly. Besides the content in each unit, the conversation presented, the tape scripts for listening activities, and other exercises or tasks were examined and noted as exercises for students to review the speech acts introduced. The tape scripts of listening activities were considered as a part of the Student's books, in spite of, in some cases, their appearance in the Teacher's books.

Table 3.3. Data Sheet for Speech act information

Type of Speech act	Form	Token	Location			Remark
			Book	Unit	Page no.	
1 …	1.1 …	1 … 2 … 3 …				
	1.2 …	1 … 2 … 3 …				

According to table 3.3, the first column was designed to list the types of speech acts that were explicitly introduced in each book. The second column was used to denote the linguistic forms or expressions explicitly introduced to realize each speech act. The third column, token, was to include all the sentences given as variations of each linguistic form or expression. The additional appearance, whether or not on the same page, of linguistic forms or expressions which had already been recorded in the second column was to be listed in this column. In cases where there were any exercises, tasks, or listening activities which students could practice or review the particular form of speech act previously introduced, the details were also noted in this column, but would be considered as exercise or task category. The fourth

column, location, was used to indicate the book, the unit, and the page number in which the linguistic form or token appeared. And the last column was for any remarks. This column was designed to note anything related to the qualitative information, and to indicate if the tokens in the third column were exercises or tasks.

The following table illustrates an example of the data collection of Speech act information.

Table 3.4. Example of data of Speech act information collected

Type of Speech act	Form	Token	Location			Remark
			Book	Unit	Page no.	
1 Giving opinions	1.1 Isn't…?	1 Isn't this jacket great?	T/S	2	14	-
		2 Isn't this jacket great?	T/T	2	141	In Language Summaries
		3 Isn't it great?	T/S	2	14	Exercise

Note T/S=Touchstone 4A (Student's book), T/T=Touchstone 4A (Teacher's book)

3.2.2 Usage

Table 3.5 shows the data sheet used to record the data about Usage. Usage referred to in this study was the explanations about the use or function of any linguistic forms, grammatical features, or expressions which could enhance pragmatic knowledge of the students in order to avoid breakdown in communication.

Table 3.5. Data Sheet for Usage

Usage	Token	Location			Remark
		Book	Unit	Page no.	
1 … 2 …					

According to table 3.5, the first column was to list the feature of Usage included in each book. The second column, token, was used to note all the tokens. The third column, location, was used to indicate the book, unit, and page number. Any other information beyond those stated would be recorded in the last column, Remark.

3.2.3 Politeness

Table 3.6 shows the data sheet used to record the data about Politeness. In this study, politeness referred to the use of appropriate language considering social factors, such as the social distance, age, role relationships, and so forth, between the speaker and the interlocutor in the given context. The present study investigated whether the course materials (books) indicated that the linguistic forms, grammatical features, or expressions sounded polite or impolite, or were used as indirect questions or requests to sound more polite.

Table 3.6. Data Sheet for Politeness

Politeness	Token	Location			Remark
		Book	Unit	Page no.	
1 … 2 …					

According to table 3.6, the first column was to list the feature of Politeness included in each book. The second column, token, was used to note all the tokens given for each feature, whether of the linguistic forms, grammatical features, or expressions. The third column, location, was used to indicate the book, unit, and page number. And the last column was for any information beyond those stated.

3.2.4 Register

Table 3.7 shows the data sheet used to record the data about Register. In this study, the point of analysis about register was mode. The study investigated whether the course materials (books) indicated that the linguistic forms, grammatical features, or expressions were used in spoken or written communication.

Table 3.7. Data Sheet for Register

Register	Token	Location			Remark
		Book	Unit	Page no.	
1 … 2 …					

According to table 3.7, the first column was to list the feature of Register included in each book. The second column, token, was used to note all the tokens given under each feature. The third column was used to indicate the location, and the last column was for remark.

3.2.5 Style

Table 3.8 shows the data sheet used to record the data about Style. In the present study, Style referred to degrees along the formality-casualness continuum. The investigation aimed to find out whether those books pointed out the level of formality of linguistic forms, grammatical features, or expressions introduced in each book.

Table 3.8. Data Sheet for Style

Style	Token	Location			Remark
		Book	Unit	Page no.	
1 … 2 …					

According to table 3.8, the first column was to list the feature of Style included in each book. The second column, token, was used to note all the tokens given under each feature. And the last columns were for location and remarks.

3.2.6 Cultural information

Table 3.9 shows the data sheet used to record the data about Cultural information. Culture covers a wide range of concepts such as customs, traditions, behavior, and attitudes. However, Cultural information referred to in this study was only the information about culture that the learner had to know and be aware of when communicating verbally in order to avoid pragmatic failure or breakdown in communication. Other information about culture, for example, music or food which would not cause any misunderstanding was not covered in the present study.

Table 3.9. Data Sheet for Cultural information

Cultural Information	Token	Location			Remark
		Book	Unit	Page no.	
1 … 2 …					

According to the table 3.9, the first column was to list the feature of Cultural information included in each book. The second column, token, was used to note all tokens presented. The last two columns were used to record the location of and remark for each feature.

3.3 Data Analysis

To answer the research questions addressed, the data collected on line-by-line basis were analyzed quantitatively and qualitatively. First they were systemized to accommodate statistical analyses. Only the frequency of each pragmatic feature was recorded. Percentage and mean were not employed to make comparisons of the amount of pragmatic information contained because each book was not comparable in terms of length and number of units. Any point of information related to Speech act information, Usage, Politeness, Register, Style, and Cultural information in this study was counted as a piece of information; which was different from other studies, i.e. Vellenga (2004), Ji (2007) who counted any pragmatic information relevant to the study whether it appeared in one phrase or one line as one page.

For qualitative analysis, the details or explanation, and the complexity or variety of examples provided under each pragmatic feature were analyzed and reported. Furthermore, the Teacher's manual of each book was cross-referenced with its Student's book to examine whether the pragmatic features and information in the Teacher's books were explained in richer detail or with additional examples.

Described below are the procedures of the data analysis to answer the 4 proposed research questions

. **Research question 1**: What pragmatic features were provided in the English course materials (books) used at a Thai university?

To answer the first research question, the data recorded were examined quantitatively. The presence of the pragmatic features—Speech act information, Usage, Politeness, Register, Style, and Cultural information, were examined in all the 3 Student's books and the 3 Teacher's books. The pragmatic features included in each book were reported.

Research question 2: What were the types of pragmatic features provided in Student's book and Teacher's books?

To answer this research question, the data recorded were examined to find out whether there was any difference between the types of pragmatic features in Student's books and their counterpart Teacher's books. The results were then reported quantitatively and qualitatively.

Research question 3: What was the number of pragmatic features provided in Student's books and Teacher's books?

To answer the research question 3, the frequency of the tokens presented for each pragmatic feature in each book was counted and compared. The results were reported to show the differences in the number of pragmatic features in each book.

Research question 4: What pragmatic information was provided for each pragmatic feature?

To obtain the answer for this question, the data about pragmatic information recorded were analyzed qualitatively. The tokens of each pragmatic feature included in each book were reported.

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter reports the findings and analyses of the results. The findings relevant to the four research questions addressed are presented in the first four sections, sections 4.1, 4.2, 4.3, and 4.4. The discussion of the results is in section 4.5.

4.1 Pragmatic Features Included in the English Course Materials Used at a Thai University

Research question 1 was posited to investigate the pragmatic features included in the English course materials. The investigation was carried out on 3 Student's books and 3 Teacher's books used in the required communication courses for the English major students of a university in the southern part of Thailand.

In answering research question 1, all the 6 books were examined on the basis of line-by-line analysis to find out whether they contained the pragmatic features focused on in this present study, namely, Speech act information, Usage, Politeness, Register, Style, and Cultural information. It was found that no books contained all the pragmatic features under investigation. Results are shown in table 4.1.

Table 4.1. Pragmatic features contained in each book

Pragmatic Features	Student's Books			Teacher's Books		
	Touch stone 4A	Grammar Sense 3	People Like Us, Too	Touch stone 4A	Grammar Sense 3	People Like Us, Too
Speech act information	√	-	√	√	-	-
Usage	√	√	√	√	√	√
Politeness	√	√	-	√	√	√
Register	√	√	-	√	-	-
Style	√	√	√	√	√	√
Cultural Information	-	-	√	-	-	-

Note '√' = existence of the feature, '-' = nonexistence of the feature

Table 4.1 shows the inclusion and non-inclusion of the pragmatic features in question. None of the books provided all the 6 pragmatic features under investigation. All of them, however, presented at least 3 features. Only *People Like Us, Too* (Student's book) contained Cultural information, and all the books contained Usage and Style. In general, *Touchstone 4A* contained more pragmatic features than the others, i.e. 5 of the 6 variables. Below is the detail of each book.

Touchstone 4A (Student's book) included 5 of the 6 pragmatic features under investigation—Speech act information, Usage, Politeness, Register, and Style. There was no Cultural information throughout the book.

Parallel to the Student's book, *Touchstone 4A* (Teacher's book) included 5 features—Speech act information, Usage, Politeness, Register, and Style. Cultural information was not included.

Grammar Sense 3 (Student's book) included 4 features—Usage, Politeness, Register, and Style. No Speech act information and Cultural information was given in the book.

Compared with the Student's book, *Grammar Sense 3* (Teacher's book) included only 3 features—Usage, Politeness, and Style. Register presented in the Student's book was omitted in the Teacher's book. No Speech act information and Cultural information was given in the Teacher's book.

People Like Us, Too (Student's book) provided 4 pragmatic features—Speech act information, Usage, Style, and Cultural Information.

Unlike the Student's book, *People Like Us, Too* (Teacher's book) contained only 3 features; only Usage, Politeness, and Style were presented. Speech act information and Cultural information were included in the Student's book, but not in the Teacher's book. On the contrary, Politeness appeared in the Teacher's book, but not in the Student's book.

4.2 Differences in Types of Pragmatic Features in the Teacher's and the Student's Books

Research question 2 was posited to categorize the type of pragmatic features provided in the Teacher's books and the Student's books, and to seek whether the 2 versions were different in types of pragmatic features.

Table 4.1 above shows the pragmatic features presented in each book. In comparing the Student's books and the Teacher's books, similarity in types of pragmatic features was found only in *Touchstone 4A*. According to table 4.1, both books included 5 of 6 pragmatic features—Speech act information, Usage, Politeness, Register, and Style. Cultural information was the only feature omitted in both books.

In other words, the 2 versions of the other 2 books, *Grammar Sense 3* and *People Like Us, Too*, contained different pragmatic features. Differences in both the number of types and the types of pragmatic features were found in both the Student's and the Teacher's books of *Grammar Sense 3*. The Student's book contained 4 pragmatic features—Usage, Politeness, Register, and Style. The Teacher's book presented only 3 features—Usage, Politeness, and Style. Register was the feature neglected in the Teacher's book. It was also notable that both books did not include Speech act information or Cultural information.

Similar to *Grammar Sense 3*, differences between the Teacher's and the Student's books were found in *People Like Us, Too*. The 2 versions of the book were different in both the number of types of pragmatic features and the features. The Teacher's book included only 3 features whereas the Student's book covered 4 features. The former presented Usage, Politeness, and Style whereas the latter gave details about Speech act information, Usage, Style, and Cultural Information. When

comparing the features excluded from the 2 versions, some interesting points were found. First, both books did not include any information about Register. Second, there was no Speech act information and Culture information in the Teacher's book although they existed in the Student's book. Third, Politeness which was not included in the Student's books appeared in the Teacher's book.

4.3 Differences in Numbers of Pragmatic Features in the Teacher's and the Student's Books

Besides examining the types of pragmatic features included or excluded in each of the books under investigation, the present study looked into the frequency of each feature. Details are shown in table 4.2 below.

Table 4.2. Frequency of pragmatic features in each book

Pragmatic Features	Student's Books			Teacher's Books			Total
	Touch stone 4A	Grammar Sense 3	People Like Us, Too	Touch stone 4A	Grammar Sense 3	People Like Us, Too	
Speech act information*	4	0	6	4	0	0	**14**
Usage	13	92	10	58	4	9	**186**
Politeness	1	4	0	1	1	2	**9**
Register	4	14	0	6	8	0	**32**
Style	1	18	3	3	11	7	**43**
Cultural information	0	0	11	0	0	0	**11**
Total	**23**	**128**	**30**	**72**	**24**	**18**	**295**

Note * Speech act information in this table includes only number of types of speech act

According to the table 4.2, in general, there were 295 tokens found in the 6 books under investigation. The number of tokens contained in each book varied substantially. *Grammar Sense 3* (Student's book) contained the greatest; followed by *Touchstone 4A* (Teacher's book), *People Like Us, Too* (Student's book), *Grammar Sense 3* (Teacher's book), *Touchstone 4A* (Student's book), and *People Like Us, Too* (Teacher's book) respectively.

In *Grammar Sense 3* (Student's book), 128 tokens were found. Most of the tokens contained were of Usage of which 92 tokens were found. The token of other pragmatic features, compared to Usage, appeared only in small numbers. Eighteen tokens of Style, 14 tokens of Register, and only 4 tokens of Politeness were found. No Speech act information and Cultural information were given in this book.

Touchstone 4A (Teacher's book), like *Grammar Sense 3* (Student's book), contained most of the tokens related to Usage; 58 tokens were identified. However, other features appeared less frequently. Only 6 tokens of Register, 4 types of Speech act, 3 tokens of Style, and 1 token of Politeness were found. Cultural information, like *Grammar Sense 3* (Student's book), was ignored in this book.

People Like Us, Too (Student's book) differed greatly from the previous two books both in type and number of pragmatic features included. It contained 4 pragmatic features with 30 tokens. Most of the tokens found were of Cultural information. Eleven tokens were found. It should be noted that these 11 tokens, as can be seen from the table, were the only tokens of Cultural information found among the 6 investigated books. Other books did not contain any information about Culture. Besides Cultural information, the book also contained 10 tokens of Usage, 6 types of Speech act, and 3 tokens of Style.

Grammar Sense 3 (Teacher's book) included 24 tokens for 4 pragmatic features—Usage, Politeness, Register, and Style. Eleven tokens of Style, 8 tokens of Register, 4 tokens of Usage, and only 1 tokens of Politeness were found. No Speech act information and Cultural information were included in this book.

Touchstone 4A (Student's book) included 5 pragmatic features with 23 tokens. Thirteen tokens of Usage, 4 types of speech act, 4 tokens of Register, 1 token of Politeness , and 1 token of Style were included. Like other books, no Cultural information was found.

People Like Us, Too (Teacher's book) offered the least both in the pragmatic features and the tokens. It included only 3 pragmatic features—Usage, Politeness, and Style. Only 18 tokens were found. Among these, Usage contained 9 tokens, Style contained 7 tokens, and Politeness contained 2 tokens.

Considered in terms of total number of tokens contained in all the 6 investigated books under each pragmatic feature, Usage was the pragmatic feature mostly focused in the examined books; 186 tokens of Usage were found. Pragmatic information about Style and Register was the second and the third mostly focused. However, the information was substantially less; only 43 and 32 tokens were found respectively. For the rest of pragmatic features—Speech act information, Cultural information, and Politeness, the numbers of the tokens were 14, 11, and 9, respectively.

The tokens of Usage were distributed unevenly in each book. Among the 186 tokens found, *Grammar Sense 3* (Student's book) and *Touchstone 4A* (Teacher's book) contained the most; 92 tokens were in the former, and 58 tokens were in the latter book. The rest of the tokens appeared much less frequently; 13 tokens in *Touchstone 4A* (Student's book), 10 tokens in *People Like Us, Too* (Student's book), 9 tokens in *People Like Us, Too* (Teacher's book), and only 4 tokens in *Grammar Sense 3* (Teacher's book).

Regarding Style, 43 tokens were found. Among these, 18 and 11 tokens were found in *Grammar Sense 3* (Student's book) and *Grammar Sense 3* (Teacher's book) respectively. *People Like Us, Too* (Teacher's book) included 7 tokens. *Touchstone 4A* (Teacher's book) had 3 tokens. *People Like Us, Too* (Student's book) had 3 tokens, and *Touchstone 4A* (Student's book) had only 1 token.

Information about Register was found in 4 books. Thirty-two tokens were distributed as 14 in *Grammar Sense 3* (Student's book), 8 in *Grammar Sense 3* (Teacher's book), 6 in *Touchstone 4A* (Teacher's book), and 4 in *Touchstone 4A* (Student's book).

As noted in table 4.2 that Speech act information in the table included only number of types of speech act. Fourteen speech acts were included in these books. *People Like Us, Too* (Student's book), covered 6 speech acts while its counterpart, *People Like Us, Too* (Teacher's book), covered none. Four types of speech act were included in *Touchstone 4A* (Student's book) and in *Touchstone 4A* (Teacher's book) each. It was notable that there was no speech act presented explicitly in *Grammar Sense 3*, in neither Student's nor Teacher's versions.

As can be seen from table 4.2, only 11 tokens concerning Cultural information were found in the books under investigation. Unfortunately, all of the 11 tokens were only in *People Like Us, Too* (Student's book). Other books even its counterpart did not include any token of this pragmatic feature.

The least pragmatic feature covered in the books was Politeness. The 9 tokens of Politeness found were distributed as 4 in *Grammar Sense 3* (Student's book), 2 in *People Like Us, Too* (Teacher's book), and 1 each in *Touchstone 4A* (Student's book), *Touchstone 4A* (Teacher's book), and *Grammar Sense 3* (Teacher's book). *People Like Us, Too* (Student's book) included none.

When comparing the Teacher's and Student's versions of each book, the following results were found.

Among the 3 Teacher's books, only *Touchstone 4A* was found to contain more pragmatic information than its Student's book. The frequencies of Speech act information and Politeness were equal in both versions of *Touchstone 4A*; 4 times and 1 time, respectively. However, more tokens concerning Usage, Register, and Style were given in the Teacher's version. The Teacher's book contained 58 tokens of Usage while the Student's book contained only 13 tokens. Six tokens of Register were found in the Teacher's book compared to 4 tokens in the Student's book. For Style, the difference in number of tokens between the Teacher's and the Student's books appeared only slightly; 3 compared to 1, respectively. Both the Student's and the Teacher's versions of *Touchstone 4A* did not include any token concerning Cultural information.

Different from *Touchstone 4A*, *Grammar Sense 3* presented pragmatic information mainly in its Student's version. Every pragmatic feature contained in this book was higher in number in the Student's version than in the Teacher's version. The biggest difference was in the amount of information about Usage; the Student's book contained 92 tokens whereas only 4 tokens were presented in the Teacher's book. Eighteen tokens of Style were found in the Student's book compared to 11 tokens in the Teacher's book. For Register, 14 and 8 tokens were found in the Student's and in the Teacher's books respectively. The difference in number of tokens of Politeness between the Student's and the Teacher's books appeared to be slight; 4 compared to 1, respectively. Finally, similarity was found in the frequency of Speech act information and Culture information; the token of these pragmatic features was not included in either versions.

A different result was found in *People Like Us, Too*. Greater number of tokens of Speech act information, Usage, and Cultural information were found in the Student's version while more tokens of Politeness and Style were found in the Teacher's version. The numbers of tokens of Speech act information, Usage, and Cultural information found in the Student's book were 6, 10, and 11 whereas those of the Teacher's book were 0, 9, and 0, respectively. A significant difference was found in Cultural information; 11 tokens were found in the Student's book; however, surprisingly, none was found in the Teacher's book. Another interesting point was on Speech act information. Six types of speech act were explicitly introduced in the Student's book. However, none was found in the Teacher's book. *People Like Us, Too* (Teacher's book) included more information than its counterpart only on the token of Politeness and Style. Two and 7 tokens of Politeness and Style, respectively, were found in the Teacher's book while the Student's book had 0 and 3 tokens respectively. There was no difference in number of tokens of Register; information on this pragmatic feature was neglected in both versions.

Referring to Speech act information, in addition to the number of types of speech act explicitly introduced, the present study also further examined this pragmatic feature by looking closely into the number of linguistic forms explicitly presented for each type of speech act, and exercises or tasks using the speech acts the students had just learned in each particular learning unit. The dialogues presented in the investigated books were examined. If the explicitly introduced linguistic form, or token, appeared in the dialogues, it was considered as an exercise for students to practice listening and/or speaking skills. Tape scripts of listening activities were also examined to see whether the students had a chance to review those speech acts through listening. If so, it was also identified as an exercise or task. It should be noted that although the tape scripts of listening activities appeared in the Teacher's books, they were recorded as a part of the Student's books instead.

Details about Speech act information are shown in the tables below.

Table 4.3. Frequency of each category of Speech act information in each book

Speech act Information	Student's Books			Teacher's Books			Total
	Touch stone 4A	Grammar Sense 3	People Like Us, Too	Touch stone 4A	Grammar Sense 3	People Like Us, Too	
Type of Speech act	4	0	6	4	0	0	**14**
Number of Linguistic form	15	0	41	10	0	0	**68**
Number of Exercises / Tasks	37	0	52	19	0	21	**132**

Table 4.3 shows the frequency of the three categories of Speech act information in each book. Both similarities and differences were found across the books.

According to table 4.3, no speech act was found explicitly introduced in the two versions of *Grammar Sense 3*.

Touchstone 4A (Student's book) explicitly introduced 4 types of speech act—*Giving opinions, Responding to opinions, Suggesting ideas,* and *Showing surprise*. Fifteen linguistic forms were presented for these speech acts, and 37 exercises/tasks were provided for learners to practice these 4 types of speech act. The same speech acts were found in *Touchstone 4A* (Teacher's book). Ten linguistic forms and 19 exercises/tasks were found in this book. It was notable that the numbers of speech acts in both books were equal. However, more linguistic forms and exercises/tasks were provided in the Student's than in the Teacher's book.

Interestingly, *People Like Use, Too* (Student's book) included 6 types of speech act—*Giving opinions, Responding to opinions, Giving compliments, Responding to compliments, Departing,* and *Giving advice*. It also provided a large number of linguistic forms and exercises/tasks, 41 forms and 52 tasks respectively. Unlike the Student's book, the Teacher's book did not provide either speech act or the linguistic form for teachers. Only additional exercises/tasks were provided for teachers to use to strengthen their students' skill in using the speech acts presented in the Student's book. Totally, 21 additional exercises/tasks were given.

4.4 Pragmatic Information Presented for each Pragmatic Feature

Research question 4 was posed to report pragmatic information presented for each pragmatic feature. Below are the contents of information under each feature given in each book.

4.4.1 Speech act information

Speech act information referred to in the present study consisted of 3 categories—types of speech act, numbers of linguistic forms provided for each speech act, and exercises or tasks using the speech act the students had just learned.

Starting with the first category of Speech act information, the types of speech act explicitly presented in each book are shown in table 4.4 below.

Table 4.4. Types of speech act explicitly presented in each book

Types of Speech act	Student's Books			Teacher's Books		
	Touch stone 4A	Grammar Sense 3	People Like Us, Too	Touch stone 4A	Grammar Sense 3	People Like Us, Too
Giving opinions	√	-	√	√	-	-
Responding to opinions	√	-	√	√	-	-
Suggesting ideas	√	-	-	√	-	-
Showing surprise	√	-	-	√	-	-
Giving compliments	-	-	√	-	-	-
Responding to compliments	-	-	√	-	-	-
Departing	-	-	√	-	-	-
Giving advice	-	-	√	-	-	-

Note: Expressions related to each speech act presented in the books are shown in appendix A

As shown in table 4.4, among the 6 investigated books, no speech act was explicitly introduced in 3 books; both Teacher's and Student's versions of *Grammar Sense 3* and the Teacher's version of *People Like Us, Too*.

Touchstone4A was the only book containing speech acts in both versions. The types of speech act introduced in both versions of *Touchstone4A* were the same—*Giving opinions, Responding to opinions, Suggesting ideas,* and *Showing surprise*.

People Like Us, Too, Student's book provided 6 types of speech act—*Giving opinions, Responding to opinions, Giving compliments, Responding to compliments, Departing,* and *Giving advice*. However, no speech act was found in the Teacher's version of this book.

It was noticeable that *Giving opinion*s and *Responding to opinion*s were the speech acts included in 3 of the 6 books under investigation. In addition, the types of speech act included in both versions of *Touchstone 4A* were the same. Therefore, students using these 6 investigated books would actually have a chance to learn only 8 speech acts, instead of 14 speech acts as previously shown in table 4.3.

The details of the Speech act information included in each book were further examined and the results are shown in table 4.5 below.

Table 4.5. Frequency of Types of Speech act in each book

Types of Speech act	Touchstone 4A (Student's Book)			Touchstone 4A (Teacher's Book)			People Like Us, Too (Student's Book)			People Like Us, Too (Teacher's Book)		
	Number of Linguistic Form	Number of Token	Number of Exercise/ Task	Number of Linguistic Form	Number of Token	Number of Exercise/ Task	Number of Linguistic Form	Number of Token	Number of Exercise/ Task	Number of Linguistic Form	Number of Token	Number of Exercise/ Task
Giving opinions	2	3	16	2	4	15	4	2	9	0	0	0
Responding to opinions	9	0	14	4	0	1	4	0	4	0	0	0
Suggesting ideas	2	3	4	2	4	1	0	0	0	0	0	0
Showing surprise	2	2	3	2	3	2	0	0	0	0	0	0
Giving compliments	0	0	0	0	0	0	8	2	10	0	0	10
Responding to compliments	0	0	0	0	0	0	9	0	10	0	0	8
Departing	0	0	0	0	0	0	10	0	11	0	0	3
Giving advice	0	0	0	0	0	0	6	6	8	0	0	0
Total	15	8	37	10	11	19	41	10	52	0	0	21

4.4.1.1 *Touchstone 4A* (Student's book)

Four speech acts were found in *Touchstone 4A* (Student's book): *Giving opinion*s, *Responding to opinions*, *Suggesting idea*s, and *Showing surprise*. As shown in table 4.5, the amount of details presented for each speech act was different.

First, in *Giving opinion*s, 2 linguistic forms were introduced: *Don't…*?, and *Isn't…*?. Only 3 tokens were given as examples for students to form sentences: *Don't you think it's great?*, *Don't you just love it?*, and *Isn't this jacket great?*. However, 16 exercises/tasks were provided for students to practice using these forms. These exercises/tasks were in the form of listening, speaking, and writing.

Second, in *Responding to opinions*, students were presented with 9 linguistic forms, as shown below.

That's true.
You've got a point (there).
I never (really) thought of it that way.
That's right.
That's a good point, but…
Absolutely! I agree with that.
Maybe but on the other hand,…
That's a good idea.
I'm not sure about that for two reasons.

The above linguistic forms were presented to the students. However, no additional token was given. Nevertheless, 14 exercises/tasks for practicing the forms through listening, speaking, and writing were provided.

Third, in *Suggesting ideas* and *Showing surprise*, it was found that only a slight focus was given to these types of speech act in *Touchstone 4A* (Student's book). In particular, only 2 linguistic forms with 3 tokens of *Suggesting ideas* and 4 exercises/tasks were provided. Similarly, only 2 linguistic forms of *Showing surprise* were given. However, fewer tokens and exercises/tasks were provided—only 2 and 3, respectively.

In summary, *Touchstone 4A* (Student's book) included 4 speech acts with 15 linguistic forms, 8 tokens, and 37 exercises/tasks.

4.4.1.2 *Touchstone 4A* (Teacher's book)

Similar to the Student's book, *Touchstone 4A* (Teacher's book) included the same type of speech acts: *Giving opinion*s, *Responding to opinion*s, *Suggesting idea*s, and *Showing surprise*. However, the amount of details of each speech act in this book was different from the Student's book.

First, in *Giving opinions*, the same linguistic forms as in the Student's book, *Don't…?,* and *Isn't…?*, were presented. Four tokens were presented as examples to form sentences: *Don't you think it's great?*, *Don't you just love this scarf?,* and *Isn't this jacket great?* which appeared twice on different pages. Fifteen exercises/tasks were provided to practice using these forms. These exercises/tasks were in the form of oral quizzes, quizzes, and tests.

Second, in *Responding to opinions*, the number of linguistic forms presented in the Teacher's book was significantly less than in the Student's book. Only 4 linguistic forms were presented: *That's a good point., That's true., You've got a point (there)., and I never (really) thought of it that way*. No token was given in this book. However, an additional activity was provided to practice this speech act.

Third, in *Suggesting idea*s, 2 linguistic forms were presented with 4 tokens, and 1 exercise/task. Fourth, *Showing surprise*, was slightly different. Two linguistic forms with 3 tokens, and 2 exercises/tasks were given for this speech act.

To sum up, *Touchstone 4A* (Teacher's book) included 4 speech acts with 10 linguistic forms, 11 tokens, and 19 exercises/tasks.

4.4.1.3 *People Like Us, Too* (Student's book)

Table 4.5 demonstrates that *People Like Us, Too* (Student's book) included 6 speech acts—*Giving opinions, Responding to opinions, Giving compliments, Responding to compliments, Departing,* and *Giving advice*.

First, in *Giving opinions*, 4 linguistic forms were introduced: *I think that…, In my opinion…, The state should…,* and *The individual should…* . Only 2 tokens were given as examples for students: *The state should look after my family and me*, and *The individual should be more important than society.* Nine exercises/tasks were provided for students to practice using these forms.

Second, in *Responding to opinions*, 4 linguistic forms were introduced: *Yes, I agree., That's right., Well, I'm not sure.,* and *I don't think that's right.* No token was given, and only 4 exercises/tasks were provided for this speech act.

Third, in *Giving compliment*s, 8 linguistic forms, as shown below, were presented for this speech act.

Congratulations!
Good Luck!
Bad Luck!
You look great!
What a lovely…
Never mind.
This is a fabulous…

The above linguistic forms were presented to the students with 2 additional tokens: *What a lovely dress!,* and *This is a fabulous home*. Ten exercises/tasks were provided to practice the forms.

Fourth, in *Responding to compliment*s, students were presented with 9 linguistic forms, as shown below.

I'll get over it.
Thank you.
I'll need it.
It sure is.
Oh, it's just something simple.
I'm glad you like it.

That's very kind of you.
I was just lucky.
It's nothing.

The book presented the above linguistic forms to the students. However, no token was given. Ten exercises/tasks were provided to practice these linguistic forms.

Fifth, the speech act *Departing* presented the most linguistic forms; 10 forms, as shown below, were found.

Goodbye!
Bye!
Good night!
So long!
See you!
Thank you for having me.
Thank you for a lovely evening.
We must get together again soon.
Have a good weekend.
It's been a pleasure meeting you.

Similar to *Responding to compliments*, no token was given to the students. Eleven exercises/tasks were provided.

The last speech act introduced in this book, *Giving Advice*, presented the following 6 linguistic forms.

I think you should…
If I were you, I'd…
Make sure you…
Don't forget to…
It's essential to…
It's a good idea to…

Different from other speech acts, 6 tokens, 1 token per linguistic form, were given to students. Below are the tokens given for this speech act.

I think you should sit with your friend.
If I were you, I'd choose a rich man to marry.
Make sure you do your homework.
Don't forget to work hard at school.
It's essential to see a doctor.
It's a good idea to take some medicine.

Referring to table 4.5, plenty of linguistic forms and exercises/tasks, 41 and 52, respectively, were provided in *People Like Us, Too* (Student's book). However, two important points should be noted. First, the aforementioned linguistic forms and tokens were not explicitly introduced in the learning units. They appeared only on the last page of the Student's book, in the *Chatfile* section, as useful expressions to complete the exercises/tasks in the units.

Second, the number of exercises/tasks, 52, was an inflated number. Exercises/tasks in this book were not designed for students to practice one particular speech act. In order to do the exercises/ tasks, students had to use the speech acts or useful expressions indicated. For example, in unit 10, Cell Phones, the speaking activity was as follows:

Talk about other possible uses for cell phones, and their advantages, for:

-older people
-children
-business people
-family and friends

Students were guided to refer to *Chatfile* numbers 14 and 15 which were *Giving opinions,* and *Responding to opinions*, respectively. In this case, therefore, this exercise was considered as 2 exercises/tasks; 1 for *Giving opinions,* and 1 for *Responding to opinion*s.

4.4.1.4 *People Like Us, Too* (Teacher's book)

Different from the other books, *People Like Us, Too* (Teacher's book) did not present any linguistic form or token. It, however, provided additional exercises for teachers in the form of tasks and photocopiable activities. As shown in table 4.5, 21 exercises/ tasks were given to practice 3 speech acts; 10 exercises/tasks for *Giving compliment*s, 8 for *Responding to compliment*s, and 3 for *Departing*. The following is an example of a task for *Departing*.

> Put students into pairs to prepare a role-play about saying goodbye. Tell them they can choose a situation they discussed in activity 1, and also to use the language covered in activity 1. Give them time to write their role-play, then have them practice.
>
> (Unit 5, page 76)

4.4.2 Usage

As defined earlier, Usage in the present study refers to the explanation about the use of any linguistic forms, grammatical features, or expressions which could enhance pragmatic knowledge of the students in order to avoid a breakdown in communication. Any additional details about the use of the linguistic forms already included in the speech act information were also categorized under this feature.

Table 4.6. Frequency of Usage in each book.

Pragmatic Features	Student's Books			Teacher's Books			Total
	Touch stone 4A	Grammar Sense 3	People Like Us, Too	Touch stone 4A	Grammar Sense 3	People Like Us, Too	
Usage	13	92	10	58	4	9	**186**

Referring to table 4.6, a large number of tokens of Usage were included in the books under investigation. These tokens appeared in every book. However, the frequency of its appearance in each book differed greatly. *Grammar Sense 3* (Student's book) included most of the tokens, and 92 tokens found. On the other hand, only 4 tokens were included in its Teacher's version.

4.4.2.1 *Touchstone 4A* (Student's book)

Thirteen tokens of Usage were found in *Touchstone 4A* (Student's book). Most of them were grammatical features, and only a few were the expressions and words. The following are examples of Usage included in the book.

Example 1:

In unit 2, you learn how to ask *negative questions* when you want someone to agree.

(Unit 2, page 11)

Example 2:

Be supposed to can also mean "have to" or "should."

I**'m supposed to** work tomorrow.

He**'s not supposed to** eat chocolate.

(Unit 4, page 35)

Example 3:

Was/ were going to can also mean "intended to."

He **was going to** give us directions (but he didn't).

I **wasn't going to** go to the party (but I guess I will).

(Unit 4, page 35)

Example 4:

90% of the uses of *must* are for speculation.

Things **must** be hard for couples who marry young.

(Unit 5, page 45)

Example 5:

You can use *that's a good point* and other expressions like these to show someone has a valid argument—even if you don't completely agree.

(Unit 5, page 49)

4.4.2.2 *Touchstone 4A* (Teacher's book)

More tokens of Usage were found in the Teacher's version of *Touchstone 4A* than in the Student's version. Fifty eight tokens were found in the Teacher's book. This number seemed high. However, it was because many tokens appeared more than once in different places. Below are examples of the uses of *negative questions*.

Example 1:

People generally use a *negative question* when they want another person to agree with them, even though they may think the other person will have an opinion.

The lesson presents three common uses of *negative questions*.

-To express an opinion

Isn't this jacket great? (=I love it.)

-To suggest an idea

It'd look good on you, **don't** you think? (=You may or may not agree it would look good, but I want you to think it would.)

-To express surprise

Don't you like it? (=It sounds like you don't, and I'm surprised.)

(Unit 2, Language notes)

Example 2:

Negative questions can also be used to check information (**Aren't** you Jackie Less?), but this use is not taught here.

(Unit 2, Language notes)

Example 3:

You can use a *negative question* when you want a person to express an opinion as in sentence 1, to show surprise as in sentence 2, or suggest an idea as in sentence 3.

(Unit 2, page T14)

Example 4:

Say, "Look at the chart. When you want or expect a person to agree with you, you can use *negative questions* to express an opinion, suggest an idea, or show surprise."

(Unit 2, page T14)

The following examples are uses of *"Of course"* included in the book.

Example 5:

When people use *of course*, it usually means "This is not surprising. It's what you would expect." People also use it in responses to show what they agree with or understand what they've heard.

(Unit 3, page T27)

Example 6:

Of course in statements generally means "What I'm saying is not surprising—it's just what you would expect." For example, I miss my family, *of course.*

(Unit 3, Language notes)

Example 7:

Of course can also be used as a response to show that you agree with or understand what someone has said.

(Unit 3, Language notes)

Example 8:

<u>Showing your ideas are not surprising</u>

If I moved abroad, I'd miss my friends and, *of course*, my family.

(Language summaries Unit 3, page T142)

Example 9:

Showing you agree or understand

I'm really homesick.

Of course. That's normal when you move abroad.

(Language summaries Unit 3, page T142)

4.4.2.3 *Grammar Sense 3* (Student's book)

As shown in table 4.6, most of the tokens of Usage found in the investigated books were in *Grammar Sense 3* (Student's book) in which 92 tokens were found. The majority of them appeared in the *Meaning and Use* section. The following are some examples of the tokens found in this section.

Example 1:

Present continuous sentences with adverbs of frequency that mean "all of the time" (such as *always, constantly, continually,* and *forever*) often express complaints.

Present continuous (Expressing Complaints)

They **are** always **calling** me early Sunday morning. I hate when they wake me up.

My uncle **is** constantly **smoking** cigars. I hate the smell.

(Unit 1, page 13)

Example 2:

A question with *will* can be used to make a request.

Future with Will (a Request)

A: **Will** you **stop** at the post office tomorrow to send this package?

B: Sure.

(Unit 3, page 59)

Example 3:

A sentence with *will* can be used to make a promise.

I'll finish this tomorrow.

(Unit 3, page 58)

Example 4:

The present perfect continuous is frequently used to make an excuse along with an apology.

An excuse: I'm sorry I haven't called you. I **haven't been feeling** well lately.

(Unit 5, page 110)

Example 5:

Use *can't have and couldn't have* when you are certain something was unlikely or impossible.

No one believes him. He **can't have been** home at the time of the crime. The police have evidence that he was at the crime scene.

(Unit 8, page 177)

Example 6:

Real conditionals are often used to give advice, warnings, and instructions. They result clause may use the imperative, a modal, or the future.

Advice

If your **throat** hurts, **try** salt water.

If your **throat** hurts, you **should try** salt water.

If you **gargle** with salt water, you**'ll get** immediate relief.

Warnings

If you **don't get** enough sleep, you**'ll get** sick.

Instructions

If the printer **runs out** of paper, **refill** it immediately.

(Unit 15, page 336)

Example 7:

When you use a past *wish* sentences, you express regret or dissatisfaction about a past situation.

I **wish** I **had gone** to the meeting. I completely forgot about it.

I **wish** someone **had called** to remind me.

(Unit 16, page 363)

4.4.2.4 *Grammar Sense 3* (Teacher's book)

Grammar Sense 3 (Teacher's book), surprisingly, included only 4 tokens of Usage compared with 92 tokens in its Student's book. Besides, these tokens were either only notes for teachers to remind the students, or brief information about Usage, as shown below.

Token 1:

Have them pay careful attention to Note 2, which points out that *will* has a special meaning in the first person—to make a promise.

(Unit 3, page 12)

Token 2:

Must and should can function as modals of possibility

(Unit 7, page 28)

Token 3:

The chapter also covers other uses of *past modals*, such as regrets (e.g., I shouldn't have spent so much money.).

(Unit 8, page 32)

Token 4:

Point out that *if only* is used to express strong feelings of regret.

(Unit 16, page 71)

4.4.2.5 *People Like Us, Too* (Student's book)

Ten tokens of Usage were found in *People Like Us, Too* (Student's book). All of them were in the *Unit Notes* section at the back of the book. One of them was the token of *"show of"*, and the rest were explanations how to use the linguistic forms already presented for the speech act *Giving compliments*. The examples are shown below.

Example 1:

Show off = try and make a good impression. It's used in a negative way by someone about someone else.

(Unit Notes chapter 1, page 81)

Example 2:

Congratulations! You say this when someone has been successful such as when they have passed an exam.

(Unit Notes chapter 5, page 82)

Example 3:

You look great! You say this to compliment someone on how they look, especially when they look very healthy or are wearing fine clothes.

(Unit Notes chapter 5, page 82)

Example 4:

This tastes wonderful! You say this to compliment someone on food they have brought or prepared for you.

(Unit Notes chapter 5, page 82)

4.4.2.6 *People Like Us, Too* (Teacher's book)

People Like Us, Too (Teacher's book) included 9 tokens of Usage. However, all of them were in the same unit. They were the answer keys explaining when to use the given expressions of saying goodbye, as shown below.

Example 1:

We have to get together again soon. - To a friend you've met with after a long time.

(Unit 35, page 76)

Example 2:

Thank you for having me. - To someone whose house you have stayed at for the night.

(Unit 35, page 76)

Example 3:

Have a good weekend. - To someone on a Friday night when you won't see them again until the following week.

(Unit 35, page 76)

4.4.3 Politeness

Regarding Politeness, the present study investigated whether the course materials (books) indicated that the linguistic forms, grammatical features, or expressions sounded polite, impolite or rude, or were used as indirect questions or requests to sound more polite.

Table 4.7. Frequency of Politeness in each book.

Pragmatic Features	Student's Books			Teacher's Books			Total
	Touch stone 4A	Grammar Sense 3	People Like Us, Too	Touch stone 4A	Grammar Sense 3	People Like Us, Too	
Politeness	1	4	0	1	1	2	**9**

Politeness was the least focused on among the pragmatic features examined in the present study. As shown in table 4.7, only 9 tokens of Politeness were found in 5 of the 6 books. The tokens were found mostly in *Grammar Sense 3* (Student's book) in which 4 tokens were found. Two tokens were found in *People Like Us, too* (Teacher's book). *Touchstone 4A* both the Student's and the Teacher's versions, and *Grammar Sense 3* (Teacher's book) contained the same number of tokens. Only 1 token was found in each book. *People Like Us, Too* (Student's book) neglected information about this feature; none was found in this book.

4.4.3.1 *Touchstone 4A* (Student's book)

The only information about Politeness given in *Touchstone 4A* (Student's book) was the token of *Of course*. Besides presenting it as a response to show agreement or understanding, the book indicated that using *Of course* in answering questions may sometimes appear rude. The explanation given in the book is shown below.

> Be careful when you use *of course.* It can sound abrupt or rude as an answer to a question.
>
> A: Do you miss your family?
>
> B: Oh, yes, I really do.
>
> (NOT ~~Of course~~)
>
> (Unit 3, page 27)

4.4.3.2 Touchstone 4A (Teacher's book)

Similar to *Touchstone 4A* (Student's book), the use of *Of course* was the only information about Politeness included in the Teacher's book. The book also focused on using *Of course* as a response. However, the details given for teachers were richer, with more explanations and examples, as shown below:

> *Of course* can be used as a response to show that you agree with or understand what someone has said. However, care should be taken to avoid using *of* course in answer to questions. It is not quite the same as the response *absolutely* and can sound rude or abrupt because it has the meaning of "What do you expect?" or "How could you suggest otherwise?"
>
> Compare the two conversations:
>
> A: Do you miss your parents when you're away?
>
> B: *Of course.* (This can sound rude here because it implies B thinks there is no other answer but yes, and so to ask the question is therefore silly or pointless.)

A: Will you miss me when you are away?

B: *Of course!* (Here of course sounds reassuring. Please don't think I won't miss you.)

(Unit 3, Language notes)

4.4.3.3 *Grammar Sense 3* (Student's book)

Most of the tokens of Politeness were presented in *Grammar Sense 3* (Student's book) in which 4 tokens were found. All of them concerned indirect speech acts and indirect questions. The following are examples shown in the book.

Example 1:

Unreal conditionals beginning with *If I had been you* can be used as an indirect way of giving advice.

(Unit 16, page 360)

Example 2:

Wh- or if/whether clauses often follow certain phrases to express indirect questions. Indirect questions sound more polite than Wh-questions or Yes/No questions.

(Unit 17, page 380)

4.4.3.4 *Grammar Sense 3*, Teacher's book

Regarding Politeness, *Grammar Sense 3* (Teacher's book) contained only 1 token; the use of an unreal conditional as an indirect way of *Giving advice*. However, less information was given in this book than in the Student's book; only a short note for teachers, as shown below.

Point out that giving advice with an *unreal conditional* is perceived as more polite or indirect.

(Unit 16, page 70)

4.4.3.5 *People Like Us, Too* (Student's book)

Referring to table 4.7, Politeness was neglected in *People Like Us, Too* (Student's book). No information about Politeness was given to the students using this book.

4.4.3.6 *People Like Us, Too* (Teacher's book)

Different from the Student's book, *People Like Us, Too* (Teacher's book) contained some information about Politeness, in which 2 tokens were found. However, these tokens were only additional explanations given to the answers of an exercise asking students to identify the sentences which were inappropriate replies to an invitation. The answers were *"No, I'm busy."*, and *"It might be difficult."*. The explanations given are shown below.

> *No, I'm busy.* - too direct and therefore rude
> *It might be difficult.* - indecisive and rather rude
> (Unit 2, page 10)

4.4.4 Register

The number of tokens of Register found in each book is demonstrated in table 4.8 below. According to the table, 32 tokens were found in 4 of the 6 books. *People Like Us, Too* both the Student's and the Teacher's versions did not contain this pragmatic feature.

Table 4.8. Frequency of Register in each book.

Pragmatic Features	Student's Books			Teacher's Books			Total
	Touch stone 4A	Grammar Sense 3	People Like Us, Too	Touch stone 4A	Grammar Sense 3	People Like Us, Too	
Register	4	14	0	6	8	0	**32**

4.4.4.1 *Touchstone 4A* (Student's book)

Four tokens of Register were found in *Touchstone 4A* (Student's book). All of them were how to use the language in speaking or conversation: reductions in questions, using verb+-ing, using to+verb, and *get passive*. The explanations given were only short sentences. Examples are shown as follows.

Example 1:

In conversation, *start* is followed more often by *verb+-ing.*

(Unit 1, page 5)

Example 2:

People use the *get passive* much more frequently in speaking than in writing.

(Unit 5, page 47)

4.4.4.2 *Touchstone 4A* (Teacher's book)

Compared to the Student's book, more tokens of Register were found in *Touchstone 4A* (Teacher's book). Six tokens were found; 3 tokens of get passive in speaking, 2 tokens of present tense in conversation, and 1 token of prepositional time clause in writing. In fact, the 3 tokens of get passive presented similar information but appeared on different pages. The details are shown below.

Example 1:

The *get passive* is generally used in spoken, informal contexts rather than in newspaper reports or other written texts.

(Unit 5, Language notes)

Example 2:

People use the *get passive* much more frequently in speaking than in writing.

(Unit 5, Language notes)

Example 3:

People use the *get passive* much more frequently in speaking than in writing.

(Unit 5, page T52)

4.4.4.3 *Grammar Sense 3* (Student's book)

Among the 6 investigated books, *Grammar Sense 3* (Student's book) contained most of the tokens of Register. It included 14 tokens; 3 tokens of relative clause; 2 tokens of omitting auxiliaries and you, omitting have and you, passive each; and 1 token of the continuous, be going to, get passive, definite generic noun, and was in unreal conditionals and wishes, each. Examples are as follows.

Example 1:

Relative clauses ending in preposition are usually use in spoken English and less formal written English.

(Unit 14, page 314)

Example 2:

In very informal speech, *have* and *has* are often omitted from questions.

(Unit 4, page 84)

Example 3:

Get commonly replaces *be* in informal conversation.

(Unit 10, page 224)

Example 4:

In informal speech, *was* is often used instead of *were* for unreal conditionals and wishes with I, he, she, and it.

(Unit 15, page 334)

4.4.4.3 *Grammar Sense 3* (Teacher's book)

According to table 4.8, 8 tokens of Register were found in *Grammar Sense 3* (Teacher's book). However, it should be noted that 7 of the 8 tokens were the same. All of them were the same statements for teachers to remind their students about the register of the forms presented in the *Informally Speaking* sections, as shown in example 1. The other token, the use of *if only*, is shown in example 2.

Example 1:

Explain that the form on the recording is considered more informal spoken English. Point out that the form in the cartoon is standard English and students should use this form when writing and speaking, although they may hear native speakers using the informal form.

(Unit 10, page 43)

Example 2:

Point out that *if only* is used to express strong feelings of regret. Explain that this language is slightly more formal and common in written English.

(Unit 16, page 71)

4.4.5 Style

In the present study, as stated earlier, Style referred to the degrees along the formality-casualness continuum. The investigation aimed to find out whether the books pointed out the level of formality of linguistic forms, grammatical features, or expressions introduced in each book.

Table 4.9. Frequency of Style in each book.

Pragmatic Features	Student's Books			Teacher's Books			Total
	Touch stone 4A	Grammar Sense 3	People Like Us, Too	Touch stone 4A	Grammar Sense 3	People Like Us, Too	
Style	1	18	3	3	11	7	**43**

Table 4.9 shows the number of token of Style found in each book. Forty-three tokens were found in the books under investigation. Most of them were in *Grammar Sense 3*, both in the Student's and the Teacher's versions; 18 and 11 tokens were found respectively. *Touchstone 4A*, both Teacher's and Student's versions included very few tokens; 3 for the former and only 1 for the latter.

4.4.5.1 *Touchstone 4A* (Student's book)

The only information about Style found in *Touchstone 4A* (Student's book) was the use of *as*. Details are as follows:

> You can use because, since, and as to give reasons. *As* is more formal.
>
> (Unit 5, page 51)

4.4.5.2 *Touchstone 4A* (Teacher's book)

Compared to the Student's book, more information about Style was given in the Teacher's book. Three tokens of Style were found; to+V as a subject, get passive, and prepositional time clauses. All of them appeared in the *Language notes* section. The tokens of get passive and prepositional time clauses appeared in the same statements as Register, as shown in examples below.

Example 1:

> *To+V as a subject* in many cases, sounds much more formal than the gerund and in some cases, a little old- fashioned for conversational use.
>
> (Unit 3, Language notes)

Example 2:

> The *get passive* is generally used in spoken, informal contexts rather than in newspaper reports or other written texts.
>
> (Unit 5, Language notes)

Example 3:

Prepositional time clauses are not so frequent in conversation and could sound very formal in spoken English, but they are very useful for writing stories.

(Unit 6, Language notes)

4.4.5.3 *Grammar Sense 3* (Student's book)

As stated above, most of the tokens of Style were provided in this book. Eighteen tokens were found in *Grammar Sense 3* (Student's book); 3 tokens of the relative clause, 2 tokens of omitting auxiliaries and you, and 1 token of the continuous, simple present, will, future continuous, be going to, omitting have and you, omitting have, passive, get passive, gerund, definite generic noun, was, and whether, each. Some of these tokens were given with examples, for instance:

Example 1:

Will and *the future continuous* are frequently used in more formal contexts than be going to. Information in a more formal context is usually restated with *be going to* in conversation.

Future with Will and Future Continuous (More formal)

Sign: The bank **will close** at 1:00 P.M. today.

Weather Report: It **will be warming up** tomorrow.

Future with Be Going To (Less formal)

Speaker: The bank **is going to close** at 1:00 P.M. today.

Speaker: It**'s going to warm up** tomorrow.

(Unit 3, page 66)

Example 2:

The passive often sounds more formal, factual, or authoritative.

(Unit 10, page 222)

Example 3:

Get commonly replaces be in informal conversation.

(Unit 10, page 224)

Example 4:

When *relative clauses with prepositions* are not reduced, they sometimes sound very formal if the preposition precedes the relative pronoun.

Sounds Formal

Write the name and address of the hotel **in which you are staying**.

Doesn't sound formal

Write the name and address of the hotel **which you are staying in**.

(Unit 14, page 317)

4.4.5.4 *Grammar Sense 3* (Teacher's book)

As shown in table 4.9, fewer tokens of Style were included in the Teacher's book than in the Student's book; 11 tokens were found in *Grammar Sense 3* (Teacher's book). These tokens were distributed as 2 tokens of passive, and 1 token of omitting auxiliaries and you, the continuous, will, future continuous, omitting have and you, omitting have, get passive, was, and if only, each. Examples are given below.

Example 1:

Point out that in more formal contexts *will* or the *future continuous* are sometimes used.

(Unit 3, page 13)

Example 2:

Passive sentences sound more formal and objective and express more authority.

(Unit 10, page 42)

Example 3:

Remind them that the *passive* is commonly used in less personal, more formal, or authoritative situations.

(Unit 10, page 42)

4.4.5.5 *People Like Us, Too* (Student's book)

Style seemed to receive little attention in *People Like Us, Too* (Student's book). As can be seen from table 4.9, only 3 tokens were found. In addition, these 3 tokens were included in one sentence shown in *Unit Notes* section in the back part of the book. The details are as follows:

So long! Bye! See you! = These are all informal ways of saying goodbye.

(Unit Notes unit 35, page 95)

4.4.5.6 *People Like Us, Too* (Teacher's book)

According to table 4.9*, People Like Us, Too*, Teacher's book contained more tokens of Style than the Student's book. Seven tokens were found in the former. However, all of them were in the same unit and were provided to teachers as extensions to the answers about when to use certain expressions in saying goodbye. Examples are shown below.

Example 1:

Bye: To someone who you may or may not see soon. (informal)

(Unit Notes unit 35, page 76)

Example 2:

Missing you already! - To someone you know well. (informal, funny)

(Unit Notes unit 35, page 76)

Example 3:

Thank you for having me. - To someone whose house you have stayed at for the night. (formal)

(Unit Notes unit 35, page 76)

4.4.6 Cultural information

Table 4.10 demonstrates tokens of Cultural information found in the books under investigation.

Table 4.10. Frequency of Cultural information in each book.

Pragmatic Features	Student's Books			Teacher's Books			Total
	Touch stone 4A	Grammar Sense 3	People Like Us, Too	Touch stone 4A	Grammar Sense 3	People Like Us, Too	
Cultural Information	0	0	11	0	0	0	**11**

Referring to table 4.10, all of the 11 tokens of Cultural information were included in *People Like Us, Too* (Student's book). Unfortunately, these tokens were found only in the *Unit Notes* section and in the listening activity of Unit 5, Making Compliments. Example 1 and 2 below are cultural information given in the Unit Notes section to help student complete the activity 3 of unit 5.

Example 1:

In some cultures, it's considered appropriate to enquire about people's age, in order to know how much respect to show them. In other cultures, asking people how old they are, especially women, is considered embarrassing, and even rude.

(Unit Notes for Unit 5, page 82)

Example 2:

In some cultures, complimenting a man on his wife's beauty is considered inappropriate. It may be embarrassing for the wife, and the husband may even feel that the man who makes the compliment is demonstrating his physical or sexual attraction to her.

(Unit Notes for Unit 5, page 82)

Examples below are the audio script of activity 6 of unit 5. Example 3 shows the script of a person from South Africa talking about the expression *You've put on weight!*. Example 4 is the script of a person from Argentina giving information what people say in reply to the compliments.

Example 3:

It's a compliment if a person has been sick and lost weight and has now maybe put a bit on. As a compliment, people may say, "You have finally put on more weight than before!" But they wouldn't say this if he's too fat! Some people do not like to be complimented that they've put on weight.

(Audio script Unit 5, Activity 6)

Example 4:

They say thank you, or they might smile. In Argentina, men compliment women a lot all the time, and sometimes women will smile or sometimes they will say thank you, it depends.

(Audio script Unit 5, Activity 6)

4.5 Discussion

This part discussed the results obtained from the 4 Research Questions. Discussed here are pragmatic features found in the books under investigation, differences in number of pragmatic features included in the books, the richness of pragmatic information included in the books, students' pragmatic information resource, and teachers' pragmatic information resource.

4.5.1 Pragmatic Features Found in the Books under Investigation

The present study investigated pragmatic features in commercial English course materials (books). Through the line-by-line analysis, the results showed that all the pragmatic features focused on in the study were included in those books. However, it was found that none of the book contained all the pragmatic features focused on in this study. This might have resulted from either the definition of the pragmatic features, e.g., Speech act information, Cultural information, or the nature of the books themselves.

4.5.1.1 Definition of Speech act information

Referring back to tables 4.2 and 4.3 (pages 46 and 51, respectively), it was found that no speech act information was provided in *Grammar Sense 3*. The Speech act information in the present study, as stated earlier, consisted of 3 categories—types of speech act, numbers of linguistic form provided for each speech act, and exercises or tasks using the speech acts the students had just learned in each particular learning unit. Types of speech act counted in this study were the ones explicitly presented in the books. In other words, if they were not explicitly presented as speech acts included with an explicit statement of their function or pragmatic force, they would not be considered as this pragmatic feature. Rather, they would be considered as Usage, meaning explanations about the use of any linguistic forms, grammatical features, expressions, phrases, or words which could enhance pragmatic knowledge of the students in order to avoid a breakdown in communication.

Below are 3 examples of tokens found in *Grammar Sense 3*, Student's book that were considered as Usage in the form of statements explaining that some grammatical features could be used to express some speech acts.

Example 1:

Present continuous sentences with adverbs of frequency that mean "all of the time" (such as *always, constantly, continually*, and *forever*) often express complaints.

Present continuous sentences (Expressing Complaints)

They **are** <u>always</u> **calling** me early Sunday morning. I hate when they wake me up.

My uncle **is** <u>constantly</u> **smoking** cigars. I hate the smell.

(Unit 1, page 13)

Example 2:

A sentence with *will* can be used to make a promise.

I **will** finish this tomorrow.

(Unit 3, page 58)

Example 3:

A question with *will* can be used to make a request.

A: **Will** you stop at the post office tomorrow to send this package?

B: Sure.

(Unit 3, page 59)

Shown above are examples of tokens categorized as Usage instead of Speech act information. This explains why *Grammar Sense 3* contained no Speech act information but a large number of Usage of which 92 tokens found in the Student's version.

4.5.1.2 Definition of Cultural information

Knowing and understanding one's own culture as well as those of others are very important in intercultural communication (Akutsu, 2008; Bardovi-Harlig & Hartford 1990, cited in Chick 1996; Jung, 2005). Therefore, Cultural information was assumed to be the pragmatic feature found in every book. However, the findings did not support this assumption.

Culture, normally, covers a wide range of concepts such as customs, traditions, behavior, and attitudes. However, Cultural information defined in the present study was only the information about culture that the learner had to know and be aware of when communicating verbally in order to avoid pragmatic failure or breakdown in communication. Other information about culture, for example, music or food which would not cause any misunderstanding, was not covered in the present study.

As a result of such definition, it was found that Cultural information was found in only one book, *People Like Us, Too* (Student's book). Besides, there were only 11 tokens included in the book.

In fact, other books, namely, *Touchstone 4A* (Student's book), *Grammar Sense 3* (Teacher's book), *People Like Us, Too* (Teacher's book), contained other information about culture. Additionally, *People Like Us, Too* (Student's book) also contained other concepts of culture besides the one focused on in the present study. *Touchstone 4A* (Student's book), for example, labeled its unit 3 as *World cultures.* In the unit, students could learn about traditional things in South Korea,

Peru, Japan, and Australia. They were also exposed to proverbs from different countries. Likewise, certain chapters in *Grammar Sense 3* (Teacher's book) included some cultural information in order to provide students with background information before reading the articles in the *Grammar in Discourse* section. The following are some examples.

Example 1:

There is an increasing focus on the elderly in the United States as the percentage of older people in the population increases—a change brought about largely by improved health care, higher standards of living, and a lower birthrate. It is common to see seniors who are physically active and continuing to work. Seniors are often given discounts on public transportation and at movies, restaurants, and museums. Recently, there have been a number of famous movies featuring elderly characters, and the issues concerning seniors are often topics of political debate.

(Unit 5, page 20)

Example 2:

Casual Friday refers to the common practice in American workplaces of wearing casual clothes (or dressing down) on Friday, the last day of the American workweek.

(Unit 13, page 54)

Example 3:

This article introduces students to an important element of America's battle with discrimination: the relatively recent enactment of laws providing girls with equal access to school sports. This issue may come as a surprise to many students, who may come from countries where women never engage in sports, or conversely, countries where no law has ever been necessary because women and men have always been treated equally in sports.

(Unit 14, page 58)

Example 4:

The issue of doctor-patient communication may be unfamiliar to many students. They may come from countries where patients are assigned doctors and there are few choices of health care. Point out that in the United States, many people can choose their doctor and may change doctors if they become dissatisfied. Also, explain that the issue of doctor-patient communication and other issues related to patient care are widely discussed in the United States.

(Unit 18, page 76)

People Like Us, Too (Teacher's book) presented other concepts of culture to the teachers. However, the information given was very brief, as shown in examples 1 to 3 below.

Example 1:

Explain to the students that in some culture it is quite common for people to use their home to entertain their friends and family.

(Unit 2, page 10)

Example 2:

Reggae is from Jamaica.

(Unit 3, page 12)

Example 3:

Eating noisily is considered impolite in many countries, but in Japan making noise when eating noodles is a sign of enjoyment.

(Unit 28, page 62)

Similar to the Teacher's book, *People Like Us, Too* (Student's book) also provided other Cultural concepts besides the one focused on in the present study. These concepts were explicitly presented in reading texts of some units. The texts included Religion in Argentina, Eating and Drinking in Germany, An annual event in Japan, Superstitions in Turkey, and Table manners in Nepal, etc.

4.5.1.3 The Nature of the Books

The books under investigation were the English course materials (books) used in required communication courses. However, the characteristic and the focus of each book were different. These, in turn, resulted in the types and numbers of the pragmatic features found.

Touchstone 4A was an integrated skills textbook designed for intermediate learners. The book covered grammar, vocabulary, and conversation strategies for everyday interaction. Students using this book were given sufficient opportunities to interact with classmates through games, role plays, and discussion. According to these features, therefore, this book covered most of the pragmatic features focused on in the study including Speech act information, Usage, Politeness, Register, and Style.

Similarly, *People Like Us, Too* was an integrated skills course. However, its fundamental principles were cross-cultural awareness, an understanding of behavior, beliefs, attitudes, customs and traditions for effective international communication. The book allowed students to learn about other cultural values and attitudes, and at the same time, to reflect on their own ones. As a result, in the present study, Cultural information was found only in this book.

The last book, *Grammar Sense 3* was written based on the principle that meaningful communication depends on the language user's ability to connect form and meaning appropriately. The book focused on spoken and written grammar in academic discourse settings. As it was designed for high intermediate and advanced learners, it emphasized consistent and appropriate language use, especially the uses of grammar needed in extended conversations, discussions, and writing. Accordingly, a large number of tokens of Usage, Register, and Style were found in this book compared with the others.

4.5.2 Differences in Number of Pragmatic Features Included in the Books

Besides examining the types of pragmatic features included or excluded in each of the books under investigation, the present study looked into the number of tokens of each of the included features.

Different from the study of Vellenga (2004), due to the incomparability of each book in terms of length and number of units, only frequency was applied in the quantitative analysis in this study. Using other statistics, such as mean and standard deviation, to make comparisons of the amount of pragmatic information contained relatively in each book was not justified.

Another difference was the counting method. In the work of Vellenga (2004), information about general pragmatics, metalanguage style, and speech acts was located based on a page-by-page analysis. Any information related to them, although appearing in only one phrase, was counted as one page. On this basis, she reported that the quantity of pragmatic information found was inflated. To avoid the weakness, based on line-by-line analysis in the present study, any new points related to Speech act information, Usage, Politeness, Register, Style, and Cultural information was counted.

However, the numbers of pragmatic features appearing in the books under investigation in the present study still need to be examined in detail. For instance, according to the findings, the number of speech act found in *People Like Us, Too* (Student's book) was more than that found in *Touchstone 4A* in both the Student's and the Teacher's versions. Six speech acts were found in *People Like Us, Too* (Student's book), compared to 4 speech acts found in each of the other books. However, the 6 speech acts in *People Like Us, Too* (Student's book) were presented only on the last page of the book with a list of linguistic forms for each speech act. To practice using these speech acts, teachers had to ensure that their students applied the speech acts as suggested in the book in doing certain exercises/tasks. On the other hand, *Touchstone 4A* (Student's book) which contained a smaller number of speech acts, linguistic forms, tokens, and exercises/tasks, offered greater opportunity for students to review and practice the speech acts. In addition, students were reminded of the forms in the listening exercises, and were provided with many speaking and writing exercises/tasks designed for them to practice the speech acts they had just learned.

Another example was Cultural information. This type of information which is an important source of avoiding cross-cultural miscommunication was included only in one book, *People Like Us, Too* (Student's book). Although Cultural

information was found in the book, most of it was information about giving compliments and responding to compliments in different cultures, and was found only in one unit.

4.5.3 The Richness of Pragmatic Information Included in the Books.

In the current study, the books were analyzed both quantitatively and qualitatively. Quantitatively, the number of pragmatic features and the amount of pragmatic information under each pragmatic feature—Speech act information, Usage, Politeness, Register, Style, and Cultural information—were counted. Qualitatively, on the other hand, the richness, or amount of details or explanation, the complexity or variety of examples provided in the context, were the focal of data analysis.

From the analysis, the richness of pragmatic information of each pragmatic feature in each book was shown to be different from one book to another.

4.5.3.1 *Touchstone 4A* (Student's book)

Touchstone 4A (Student's book) was salient in terms of Speech act information, compared to the other books. This book explicitly presented only 4 speech acts. However, the learners were provided with plenty of opportunity to review and practice the speech acts they had learned through a number of listening, speaking, and writing exercises/tasks. As can be seen from the findings, 16 exercises/tasks to practice the speech act *Giving opinion*s were given. However, the linguistic forms and tokens provided in the book were rather simple. For instance, only 2 linguistic forms, *Isn't…?* and *Don't…?*, with 3 tokens, *Isn't this jacket great?*, *Don't you think it's great?*, and *Don't you just love it?* were presented for the speech act *Giving opinion*s. Moreover, there was no complexity in the examples given. The examples given using these forms were conversations between friends, as assumed from the accompanied pictures. No explicit explanation was given about the context, such as age and social status of interlocutors, to use those forms.

Information about other pragmatic features—Usage, Politeness, Register, and Style, was only presented in small details.

4.5.3.2 *Touchstone 4A* (Teacher's book)

Touchstone 4A (Teacher's book) contained a greater number of total tokens of pragmatic information than did the Student's book. Most of the tokens found were of Usage. The 58 tokens of Usage found in the book might be perceived as the richness of the information given for this pragmatic feature. On further examination, however, it was found that, only a few grammatical features or expressions were given, which were almost the same content repeated frequently in different parts of the page/or the unit. For example, 20 tokens concerning the use of *Negative questions* appeared in unit 2, and 6 tokens of *Of course* were presented in unit 3.

As with Usage, the 6 tokens of Register found in this book were only a few language patterns used in speaking but repeatedly presented.

However, Speech act information in this book was different from the above two pragmatic features. Only 4 speech acts, which were the same as the ones presented in the Student's book, were presented in this book with only a few linguistic forms and tokens, and no detail about the context was given. Nonetheless, the Teacher's book provided many additional exercises/tasks, tests, quizzes, and oral quizzes as options for teachers. Totally 19 extra exercises/tasks were given as options for practicing the 4 speech acts.

4.5.3.3 *Grammar Sense 3* (Student's book)

Grammar Sense 3 (Student's book) was outstanding regarding the number of tokens of Usage found. Ninety-two tokens were given in the book. The information given was also qualitatively rich.

The tokens of Usage found in this book explained the use of grammatical features in detail. The explanations were presented with examples (as shown in 4.4.2.3 *Grammar Sense 3* (Student's book)). Moreover, a large number of listening, speaking and writing exercises were provided for students to practice the particular feature.

Concerning Register and Style, the highest number was also found in this book compared to the others. Generally, the explanations given were adequately detailed. The learners were also provided with sufficient exercises/tasks to revise or practice the language skills they had previously studied.

Politeness was not the focus of this book; only 4 tokens were found. In addition, neither Speech act information nor Cultural information was found in the book.

4.5.3.4 *Grammar Sense 3* (Teacher's book)

Grammar Sense 3 (Teacher's book) did not include any additional information about Usage, Politeness, Register, and Style beyond that found in its Student's book. The tokens of these pragmatic features found in the book were either brief information or short notes for teachers to remind the students about the tokens already appearing in the Student's book.

4.5.3.5 *People Like Us, Too* (Student's book)

As stated earlier, compared with the others, a greater number of tokens of Speech act information, Usage, and Cultural information was given in this book. However, only a little information for each feature was given.

Regarding Speech act information, only plain lists of linguistic forms for the speech acts included in this book were presented on the last page of the book with some tokens, without any explanations on form, usage, and context. No detail about the differences in forms, how to use them, and the contexts in which these forms were used, was provided. Learners might learn speech acts through exercises/tasks, which, however, were designed for speaking practice. Without teacher's advice or monitoring, it was hard to ensure that students could acquire the skill in using those speech acts.

Regarding Usage, 10 tokens were found in this book. However, similar to Speech act information and Cultural information, all of the tokens appeared only in the *Unit notes* section at the back of the book, and all of them were about how to use the expressions.

Cultural information found in this book, as discussed earlier, found only in one unit. In general, it was about making and responding to compliments in different cultures. Among the 11 tokens found, 5 were derived from interviews with people from five different countries; South Africa, Vietnam, Mexico, Korea, and Argentina.

4.5.3.6 *People Like Us, Too* (Teacher's book)

Of all the books investigated, it was found that *People Like Us, Too* (Teacher's book) provided a concise form of explanation; only short extensions to the answer keys for each pragmatic feature. For example, only phrases such as *"too indirect and therefore rude"*, and *"indecisive and therefore rude"* were given in the answer keys regarding invitation. In another example, only the words *"formal"* or *"informal"* were given in the answer keys in relation to saying goodbye.

4.5.4 Students' Pragmatic Information Resource

In learning English as a Foreign Language (EFL), learners have limited opportunities to engage in English-based communication outside the classroom. The English classroom, therefore, becomes the central site for their pragmatic competence development (Kim & Hall, 2002). In other words, EFL learners are expected to learn language use from the classroom through the instructors and course materials.

However, textbooks have been criticized for decades for failing to provide EFL learners with adequate and appropriate pragmatic knowledge (Bardovi-Harlig, 2001; Ji, 2007; Shimizu, Fukusawa, & Yonekura, 2007; Vellenga, 2004; Yang, 2007). The present investigation of the 3 Student's books—*Touchstone 4A, Grammar Sense 3, and People Like Us, Too*—also found the same results.

Findings from the present study showed that each Student's book focused on different types of pragmatic features. The amount of pragmatic information under each investigated feature, therefore, was varied accordingly.

Touchstone 4A (Student's book) was outstanding in providing pragmatic knowledge about speech acts. Students had many opportunities to learn and practice the speech acts *Giving opinions, Responding to opinions, Suggesting ideas,* and *Showing surprise* through explicit presentations and various exercises/tasks in forms of listening, speaking, and writing. They could achieve a certain degree of fluency in using the speech acts in their real-life situation. However, these speech acts were presented very simply with a few linguistic forms and tokens. Besides, no information about the contexts in which those linguistic forms were used was given.

Different from *Touchstone 4A* was *Grammar Sense 3* (Student's book) which focused on Usage, namely, the use of spoken and written grammar in academic discourse settings. Extensive metapragmatic information about the use of grammatical features was provided with a large number of exercises for students to practice those uses. The book also provided some information about Register, Style, and Politeness. However, pragmatic information of other features was neglected.

Compared with the other books, *People Like Us, Too*, Student's book provided minimal metapragmatic information in terms of quality. Although the fundamental principles of this book were cross-cultural awareness, and Cultural information was found mostly in this book, most of the information was only about giving compliments and responding to compliments in different cultures. The information was not explicitly presented in reading texts but through listening activities. In addition, the book was designed for students to gain cultural knowledge through discussion with classmates, or exchanging information with friends from different countries. Using this book in Thailand, in an EFL context, with only Thai students in the class, it was difficult for them to gain an understanding of other cultures without the help of teachers. Speech act information was another pragmatic feature found with high frequency in this book. However, the information given was rather limited; only linguistic forms with a few tokens were listed on the last page of the book but without any additional information. In addition, no exercises/tasks designed to practice certain speech acts was provided.

With the limitation stated, the learners might not have sufficient input to avoid pragmatic failure when communicating in their real-life situation, although they used all the 3 Student's books.

Findings from the present study support Crandall and Basturkmen (2004), who pointed that many English course books presented learners with lists of useful expressions but without contextual information. *Touchstone 4A* (Student's book) presented only lists of linguistic forms or expressions, and in some cases, with tokens showing variations of each linguistic form or expression. No explicit explanation about the context; such as age and social status of interlocutors, and situation to use those forms, was given in the book. A worse case was *People Like Us, Too* (Student's book). Lists of expressions were not explicitly given to students in the

learning units. Instead, all of the expressions suggested to be used in the speaking activities of each unit, whether or not they were speech act, were listed in categories on the last page of the book without any additional information on how to use them. Accordingly, students using these books would not have a solid understanding about these speech acts, which, in turn, affect their pragmatic acquisition.

According to Schmidt (1993), as an extension to his noticing hypothesis (Schmidt, 1990), "in order to acquire pragmatics, one must notice both linguistic forms and the relevant contextual features" (p.209). Students in this case, therefore, could have difficulty in acquiring pragmatic competence. Likewise, the lack of contextual information given for speech acts presented and the small amount of information for other pragmatic features, especially the Cultural information might also result in pragmatic failure (Thomas, 1983). To conclude, both pragmalinguistic and sociolinguistic failure could be encountered by students using these Student's books. In other words, the students using these 3 Student's books together have experienced certain levels of pragmatic knowledge. They, however, still need other sources to gain pragmatic competence. As a result, teachers would play an important role in providing students with more information to help them achieve this essential component of communicative competence, which is the goal of CLT.

4.5.5 Teachers' Pragmatic Information Resource

According to Cunningsworth and Kusel (1991, p.129), Teacher's books or Teacher's guides serve five functions: providing teachers with the general purpose of the teaching material; encouraging the development of teaching skills needed for utilizing class material; providing guidance to use the material; assisting teachers in understanding the structure of the course material and the contribution of each lesson to the overall course; and providing linguistic and cultural information as necessary for the effective use of the material in class.

From the stated functions, Teacher's books or Teacher's guides, therefore, are considered a valuable tool in teaching pragmatics, and a major source of pragmatic knowledge for teachers especially in the EFL context. A number of EFL teachers have learned English as a foreign language and have never had any contact with native speakers. Nor have they had enough opportunities to fully develop their

pragmatic knowledge and skills (Cohen, 2004; Dong, 2006; Kim & Hall, 2002; Krachu & Nelson, 1996; Rose, 1994). A study by Pinyo (2010) on Thai English teachers' pragmatic competence in making, accepting and declining requests supported this fact. The results obtained from the Oral discourse completion test indicated that the overall pragmatic competence of Thai English teachers in the three speech acts was only at an average level. In addition, the data from the questionnaire demonstrated that the group of English teachers in the study scarcely had opportunities to develop their English skills. She concluded that the lack of great success in the pragmatic competence of Thai English teachers might have been the effect of not being exposed to sufficient quality input for their pragmatic development to occur.

Despite assuming an important role as a resource for teachers, Teacher's books have been criticized for providing only answer keys with little information more than student's books. In some cases, cultural information which could be a source of difficulty in teaching was not foreseen by the writes, was neglected from the books (Cunningsworth & Kusel, 1991; Sheldon, 1988). The investigation of Teacher's books by Vellenga (1994) supported the criticism. She reported that no metapragmatic information or extensions were given beyond what was provided in the Student's book.

In the present study, *Touchstone 4A* (Teacher's book) offered additional exercises/tasks as options for teachers in forms of tests, quizzes and oral quizzes. There also existed additional metapragmatic information about Speech act information, Usage, Politeness, Style, Register, and Cultural information beyond its Student's book. However, the information was very brief and shallow. It was mainly a short statement appearing repeatedly in different parts to remind teachers to point out the information to their students.

Grammar Sense 3 (Teacher's book) was designed to offer practical teaching techniques to teachers to manage their class smoothly. About one-third of the book was dedicated to tapescripts and answer keys. Therefore, pragmatic information included in this book was low in quantity and quality.

People Like Us,Too (Teacher's book) provided the least tokens of the pragmatic features focused on in the present study. Similar to *Grammar Sense 3*

(Teacher's book), this book was written to provide practical teaching techniques for teachers. Photocopiable activities and tests were also provided. No cultural information was given in this book. Teachers teaching this course themselves need to be well informed about international culture, or they have to rely on other sources of information in order to successfully manage the class activities.

To conclude, the present study found that; although the Teacher's books contained some pragmatic information, they were mainly written to provide teaching techniques for each stage of the lesson, plus additional exercises, and answer keys. Therefore, the findings demonstrated that the quantity and quality of pragmatic information in the Teacher's books were inadequate as a source of gaining pragmatic competence for EFL teachers. It is recommended that non-native EFL teachers not rely solely on Teacher's books, but rather, they should resort to other authentic language sources to enhance their pragmatic knowledge and competence.

CHAPTER 5

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

This chapter is divided into 3 parts: a summary of the research findings of pragmatic features in English course materials (books), the pedagogical implications, and recommendations for further studies.

5.1 Summary of Research Findings

The present study investigated pragmatic features in English course materials used in the required communication courses for English major students at a university in the southern part of Thailand. The pragmatic features focused on were Speech act information, Usage, Politeness, Register, Style, and Cultural information.

The investigation was carried out on 6 books—3 Student's books and 3 Teacher's books.

In particular, the present study was aimed at investigating the pragmatic features provided in each book by looking into the type and the quantity of the pragmatic features included. Differences in both the type and the quantity of pragmatic features between the Teacher's and the Student's books were further analyzed. The quality of pragmatic information provided in each book was also examined.

Data were obtained on the basis of line-by-line analysis. They were then analyzed quantitatively and qualitatively to provide answers to four research questions of which the results are summarized below.

5.1.1 The results showed that every pragmatic features—Speech act information, Usage, Politeness, Register, Style, and Cultural information—was found in the books under investigation. Although none of the books included all the pragmatic features, all of them contained at least 3 features. Usage and Style were the features included in every book while Cultural information was included only in *People Like Us, Too* (Student's book). In general, *Touchstone 4A*, both the Student's

and the Teacher's versions, contained more pragmatic features than the others, i.e. 5 of the 6 variables.

5.1.2 Comparison of pragmatic features found in the Student's book and the Teacher's book showed that the similarity in types of pragmatic features was found only *Touchstone 4 A*. The 2 versions of this book contained 5 of the 6 pragmatic features—Speech act information, Usage, Politeness, Register, and Style.

The Student's and the Teacher's versions of *Grammar Sense 3* and *People Like Us, Too* contained different pragmatic features. *Grammar Sense 3* (Student's book) contained 4 features—Usage, Politeness, Register, and Style—while the Teacher's book contained 3 features—Usage, Politeness, and Style. Similarly, the Student's book of *People Like Us*, Too contained 4 features—Speech act information, Usage, Style, and Cultural information whereas the Teacher's book contained 3 features—Usage, Politeness, and Style.

5.1.3 In Examining the differences in numbers of pragmatic features in the Teacher's and the Student's books, it was found that among the 3 Teacher's books, only *Touchstone 4A* included more pragmatic information than its Student's book. Seventy-two tokens were found in the Teacher's book compared to 23 tokens in the Student's book.

Grammar Sense 3 presented pragmatic information mainly in the Student's book. The Student's book presented 128 tokens while the Teacher's book presented only 24 tokens. *People Like Us, Too* also presented 30 tokens in its Student's book, compared to 18 tokens in the Teacher's book.

5.1.4 Further examination into the pragmatic information presented for each pragmatic feature in each book found that, in general, the 3 Teacher's books contained either the same information as given in their Student's books, or little additional information with only brief explanations. Regarding the 3 Student's books, the richness of pragmatic information was different from one book to another. *Touchstone 4 A* (Student's book) was outstanding in providing Speech act information. The book explicitly presented 4 speech acts with a few linguistic forms and tokens, but with plenty of exercises/tasks provided for students to practice those speech acts. However, no information about context was given to students to understand how to use those linguistic forms. *Grammar Sense 3* (Student's book)

provided qualitatively rich information on Usage. A large number of tokens of grammatical features were given with detailed explanations. Students were also provided with many exercises to practice those uses. *People Like Us, Too* (Student's book) was the only book providing Cultural information. However, the information given was very brief, and covered only a few cultural concepts.

5.2 Pedagogical Implications

The present study investigated the pragmatic features in English course materials used at a Thai university. The findings of this study were by no means intended for generalization. The results of the present study, however, may provide some useful information about the quantity and quality of pragmatic information provided in the Student's and the Teacher's books used at this university. It may also draw the attention of the non-native EFL teachers to pragmatics and help raise their awareness of pragmatic information in the textbooks being used.

The following pedagogical implications, thus, are made.

5.2.1 The study suggests that Thai English teachers should be aware of the pragmatic knowledge provided in the books they are using. As a consequence, they should include pragmatic knowledge in their classroom instruction since Thailand is an EFL context in which students have limited opportunities to acquire pragmatic competence on their own.

5.2.2 It was found that the Student's books contained an inadequate amount of pragmatic information for students to acquire pragmatic competence at a satisfactory level. Thus, teachers have a role to play in providing their students with additional pragmatic information through both implicit and explicit instruction.

5.2.3 The findings showed that some pragmatic features were not explicitly presented in some books. Therefore, it is suggested that teachers themselves should make those features salient by pointing out the given information to the students. In addition, teachers could help their students acquire pragmatic competence by occasionally reminding them about the pragmatic information they have already learned, or asking them to refer to the information when doing exercises or tasks.

5.2.4 The findings also suggested that Teacher's books failed to be a resource of pragmatic information for non-native EFL teachers. Teachers cannot rely solely on the Teacher's books to enhance their knowledge and competence on this language aspect. It is suggested that teachers resort to other sources of information; such as books and textbooks; or other authentic input, such as films and novels.

5.2.5 As different books focused on different pragmatic features, it is suggested that the management of the program or the teachers pay more attention on selecting a combination of books with an ample amount of pragmatic information. This, in turn, could promote the pragmatic competence of the students.

5.3 Recommendations for further studies

The present study investigated the pragmatic features in English course materials used at a Thai university. It was constrained by certain limitations. The following suggestions, based on the present study, thus, should be considered for future research.

First, expanding the scope of analysis and increasing the number of books under investigation should be considered. Further research could investigate other books used in other courses, such as fundamental courses, or the books used in other educational levels, such as high school level. It may help provide a clearer picture of the overall pragmatic information given to students and teachers in the EFL contexts.

Second, besides Student's and Teacher's books, further research should explore other course materials, such as teacher prepared materials and workbooks. These types of materials might contained supplementary pragmatic information for the students, or be used as exercises to practice the pragmatic knowledge they had learned. In such cases these materials could help enhance the pragmatic competence of students.

Third, since the current research focused only on 6 pragmatic features, so, future research should aim to investigate other pragmatic features, such as turn taking and implicature.

Fourth, regarding the definition of terms, future research could define the terms differently. For instance, Cultural information in the present study was only information about culture that the learner had to know and be aware of when communicating verbally in order to avoid pragmatic failure or breakdown in communication. Future research could include other concepts of culture into the study.

Fifth, the number of exercises included in the Student's books for practicing the pragmatic knowledge students had just learned is worth examining. The data would add to the results of the quantity and quality of pragmatic information found.

Sixth, class observation is recommended for future research. Teachers are an important factor in the acquisition of the pragmatic competence of students. Teaching techniques, class management and teacher talks, for instance, can affect the amount of pragmatic knowledge the students gain. Including class observation, the study could provide more real-life settings, and thus, more accurate data in students' acquisition of pragmatic competence.

Lastly, in the present study, each item of information was counted. In cases where the same information appeared more than once; whether or not on the same page, it was counted separately. As a result, the number of tokens of some pragmatic features in some books became inflated. Future study could count any new piece of information and ignore the repeated ones in order to obtain more accurate data.

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APPENDIX

APPENDIX A

Expressions Related to Each Speech Act Listed in the Books under Investigation

Giving Opinions

I think that…

In my opinion,…

The state should *(look after my family and me).*

The individual shouldn't *(be more important than society).*

Isn't this jacket great?

Isn't it great?

Isn't…a nicer material than…?

Isn't that black skirt beautiful?

Isn't this dress a little tight?

Aren't they great?

Aren't…in fashion this year?

Aren't…a bit out of style?

Aren't most clothes…these days?

Aren't those earrings beautiful?

Don't you think the blouses are a little expensive?

Don't you think it's great?

Don't you just love it?

It's kind of sad, don't you think?

It's a cool story, don't you think?

Don't you think it's just as good?

Don't you think it's neat?

Don't you think it's a bit boring?

It fits perfectly, don't you think?

Don't you think they'd get along?

Don't you think clothes say a lot about the kind of person you are?

Responding to opinions

Yes, I agree.

That's right.

Well, I'm not sure.

I don't think that's right.

That's a good point.

That's a good point, but…

Well, that's a good point, but some people may say…

Well, that's true. But on the other hand,…

Maybe, but on the other hand,…

That's true.

Well, that's true too.

You've got a point (there).

I never (really) thought of it that way.

I must admit, I never thought of it that way.

Absolutely! I agree with that.

That's a good idea.

I'm not sure about that for two reasons.

Suggesting ideas

Isn't it a little expensive?

It'd look good on you, don't you think?

Don't you think it's too bright?

Don't you think we should try another store?

Don't you want to try it at least?

Showing surprise

Isn't it on sale?

Don't you like it?

Don't you like the style?

Don't you like the belt?

Don't they sell tie?

Giving Compliments

Congratulations!

You look great!

What a lovely *(dress)*!

This is a fabulous *(home)*.

This tastes wonderful!

Responding to Compliments

Thank you.

Oh, it's just something simple.

I'm glad you like it.

That's very kind of you.

It was just lucky.

It's nothing.

Giving Advice

I think you should *(sit with your friends)*.

If I were you, I'd *(choose a rich man to marry)*.

Make sure you *(do your homework)*.

Don't forget to *(work hard at school)*.

It's essential to *(see a doctor)*.

It's a good idea to *(take some medicine)*.

Departing

Goodbye!

Bye!

Good night.

See you!

Thank you for having me.

Thank you for a lovely evening.

We must get together again soon.

Have a good weekend.

It’s been a pleasure meeting you.

VITAE

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