Investigating speech acts in Iranian junior high school English textbooks

Ehsan Namaziandost*, Department of English, Faculty of Humanities, Shahrekord Branch, Islamic Azad University, Shahrekord, Iran

Arash Hashemifardnia, Department of English, Faculty of Humanities, Shahrekord Branch, Islamic Azad University, Shahrekord, Iran

Syed Esmail Hosseini, Assistant Professor, Department of English, Faculty of Humanities, Shahrekord Branch, Islamic Azad University, Shahrekord, Iran

Abstract

This study was carried out to examine the speech acts of Directives, Assertives, Commissives, Declaratives and Expressives used in conversation parts of Iranian Junior High School English Textbooks (Prospect One, Prospect Two and Prospect Three). The researchers selected and counted all the speech acts to see which speech acts were more frequently used. Searle's (1976) speech acts model was used to analyse the data. After counting the speech acts, percentage and frequency were used to get the final findings. The results indicated that Assertives and Declaratives were, respectively, the most and the least frequently used speech acts in the Prospect Books. The Chi-square test results revealed that the speech acts were not distributed equally in the Prospect Books. The findings of this study can assist the material designers to include different types of speech acts in EFL textbooks in order to help the EFL learners develop their communicative and pragmatic knowledge.

Keywords: Speech acts, pragmatics, prospect books.

---

* ADDRESS FOR CORRESPONDENCE: **Ehsan Namaziandost,** Department of English, Faculty of Humanities, Shahrekord Branch, Islamic Azad University, Shahrekord, Iran. *E-mail address*: e.namazi75@yahoo.com

1. Introduction

One of the pragmatics branches is speech act which was first created by Austin (1962) to clarify an expression with a characteristic language to get an input. Speech acts can change the social reality, not only depicting a given reality. Speech act is a term normally utilised for making explanations, giving directions, making inquiries or making guarantees. As per Hurford, Heasley and Smith (2007), the supposed refinement among Speech and act can cause deluding misrepresentation since when a speaker makes an articulation in proper conditions; it prompts a misconstrued elucidation of the listener.

As indicated by Nastri, Pena and Hancock (2006), the function of speech act is a useful unit of language that illuminates individuals to get things done with words, which implies the speaker plays out a demonstration of saying something so as to take an interest in a correspondence. Another function of speech act as per Ahmed (2005) is to envision the spoken words. Speech act makes every one of the materials of an expression can make the impression of saying something, as in an articulation has emotions and contemplations. So, the articulation turns out to be all the more vivacious.

Speech act alluded to as articulations which can be ordered into three viewpoints, i.e., locutionary act, illocutionary act and perlocutionary act. Locutionary act is the essential demonstration of articulation or creating a significant etymological articulation (Yule, 1996). In other words, locutionary act can be characterised as the demonstration of making an important articulation and utilising an alluding articulation. The speaker, for the most part, utilises the recognisable articulation to deliver an important articulation to the listener. As such, locutionary act is a demonstration to create significant and reasonable articulations. Each articulation communicated is important and justifiable so the expression will be recognised further to choose if it is illocutionary act or perlocutionary act. The speaker who tongue-tied cannot talk appropriately. So, the individual in question bombed in making locutionary act on the grounds that the language is not reasonable. Example: Please come to my birthday party. This is a case of locutionary demonstration of inviting.

Illocutionary act is a total speech act, a demonstration of accomplishing something which implies the explicit motivation behind the speaker's aim as a top priority, for example, promising, expressing, directing, forswearing, expectation, ask for, affirming and so on (Yule, 1996). Example: I swear that I will give it back to you. This is an example of illocutionary act of promising.

Perlocutionary act is the response of the listener, the outcomes of saying something, planned or not (Yule, 1996). The impact after the speaker says something to the listener; a demonstration is executed as a response. The activity of the listener relies upon what the speaker says. The impacts might be activities, considerations or sentiments. Example: There is something strolling on your hair. This expression may make a frenzy circumstance to the listener. This perlocutionary demonstration is to cause a passionate and frenzy circumstance. Example Hey, you've just won a lottery! This utterance of perlocutionary act may cause a happy and shocking situation to the hearer.

2. Review of the literature

2.1. Speech act theory

Speech act hypothesis was figured by the British logician John Langshaw Austin in his after death distributed book entitled 'How to get things done with words in 1962'. Searle, who was one of Austin's understudies during the 1950s, further built up the hypothesis (Jaszczolt, 2002). The development of speech act hypothesis is credited to a developing disappointment with the accepted lacks of consistent positivism and truth restrictive semantics. Legitimate positivism asserts that if a sentence can be checked, or unbiasedly evaluated as evident or false, at that point that sentence is said to be significant. Essentially, truth contingent semantics views sentences as evident in the event that they

accurately depict conditions of undertakings and false if their portrayal is mistaken (Thomas, 1995). Austin (1962) was among the first to differ with this methodology in a progression of addresses in which he contended that sentences like (1)–(3) are utilised to do certain things and not to portray accurately or inaccurately the conditions of issues:

1. I apologise for being late;
2. I sentence you to 5 years in prison;
3. I name this ship the Princess Elizabeth.

He named these demonstrations of saying 'sorry' passing sentence, and naming as speech acts since they are performed through speech. Austin (1962) alluded to sentences given above as performative sentences. He further saw that despite the fact that these articulations cannot be surveyed as evident or false; they rely upon proper conditions or conditions so as to produce results. He called such conditions felicity conditions. A few examinations are committed to different parts of speech acts reflected in course readings intended for showing second language.

As indicated by Yule (1996), the demonstration being executed because of articulating a sentence is known as a Speech-demonstration or a Language work. Speech acts, as expressed by Nunan (1999, p. 131), are 'just things individuals do through language, for instance, saying 'sorry', whining, educating, concurring and cautioning'. This idea to the language brought about the 'Speech Act Theory' which is viewed as the focal discussion in pragmatics. As per Bates (1996), the speech act hypothesis was started in present-day language reasoning by Austin (1962) and along these lines created by others. This hypothesis by and large contends that when we use language, we are playing out specific acts.

As expressed by Yule (1996), Austin in his speech act hypothesis recognised three distinct kinds of act associated with or caused by the articulation of a sentence: a locutionary demonstration— speaker's generation and listener's view of significant phonetic articulation; an illocutionary demonstration—the speaker's expectations of expressing a sentence and a perlocutionary demonstration—the outcome or the impact of speaker's articulation on the listener or audience.

Speech act examination is basic to understanding an exchange since speech acts are in certainty speaker's goals passed on by articulations. As per Lazaraton (2001), these days, oral aptitudes classes at all the dimensions are frequently organised around utilitarian employments of language. She additionally asserted that by collecting research on speech acts and distinctive assortments of English, for instance, we will be in a superior position to educate and structure materials dependent on real language and correspondence designs. The role of teaching in advancing the learners' practical competence has been demonstrated useful. Henceforth, the significance of course book as the focal point of educational programmes, particularly in the EFL setting ought not to be underestimated.

Instructors should be basic buyers of educating materials. Research discoveries demonstrate that even the latest reading material are lacking examples of sober-minded data required for building up students' down to earth fitness. All together for our future course books, particularly those for EFL purposes, to be precise and sufficient examples of even minded data, much research should be done on the quality and amount of speech acts. Speech act data incorporated into privately made Iranian EFL course readings have not been concentrated relatively yet. The scientist believes that the quality and the sort of speech acts is one even minded part of taking in a foreign language, which might be disregarded or given little regard for in planning Iranian current EFL English course books.

Searle's (1976) early research on speech acts was original work in regular language preparing that opened up another mindset about conversational exchange and correspondence. For the reasons for characterising and assessing our work, we made point by point explanation rules for five of Searle's speech demonstration classes: Declarative, Directives, Expressives, Commissives and Representatives.

Declarative is a sort of speech act that makes the world change by their expressions which implies words change the world. At the end of the day, speaker causes the circumstances change. The declaratives expressions can be isolated into some sub-classifications, for example, proclaiming,

affirming, favouring, supporting, wagering, rejecting, naming and so on. Model: Judge: I sentence you to death. This articulation communicates a criminal court's decision that pronounces a capital punishment to the suspect. For this situation, the judge's affirmation has a legitimate official as it meets the felicity conditions in which the judge is playing his job as a directing judge in a criminal court session (Searle, 1976).

Directives: A directive speech act happens when the speaker anticipates that the audience should accomplish something as a reaction. For instance, the speaker may make an inquiry, make a demand or issue a welcome. Directive speech acts are basic in message board posts, particularly in the underlying post of each string when the author expressly asks for help or counsel with respect to an explicit point. Numerous directive sentences are offered as conversation starters, so they are anything but difficult to recognise by the nearness of a question mark (Searle, 1976). However, the language in message board gatherings is casual and frequently ungrammatical, such a significant number of Directives are suggested as a conversation starter yet don't end in a question mark (e.g., what do you think). Besides, numerous directive speech acts are not expressed as an inquiry but rather as a demand for help. For instance, a doctor may write I need your opinion on what drug to give this patient'. Finally, some sentences that end in question marks are rhetorical in nature and do not represent a directive speech act, such as Can you believe that?

Expressives: An expressive speech act happens in discussion when a speaker communicates his or her mental state to the audience. Ordinary cases are the point at which the speaker much appreciated, apologises or respects the audience (Searle, 1976). Expressive speech acts are normal in message sheets since writers regularly welcome readers towards the start of a post (Hi everybody!) or offer thanks for assistance from the readers (I truly value the recommendations). We additionally discovered Expressive speech acts in an assortment of different settings, for example, statements of regret.

Commissives: A commissive speech act happens when the speaker focuses on a future game-plan. In discussion, basic commissive speech acts are guarantees and dangers. In message sheets, these sorts of commissives are generally uncommon. In any case, we found numerous explanations where the principle reason for existing was to affirm to the readers that the author would play out some activity later on. For instance, a specialist may compose (I intend to do medical procedure on this patient tomorrow) or (I will post the test outcomes when I get them later today). We saw such explanations as certain responsibilities to the reader about expected activities. We likewise considered choices not to make a move as commissive speech acts (e.g., I won't do medical procedure on this feline since it would be excessively unsafe). In any case, articulations demonstrating that an activity won't happen on account of conditions past the author's control were viewed as authentic explanations and not speech acts (e.g., I cannot do an ultrasound because my machine is broken) (Searle, 1976).

Representatives: As per (Searle, 1976), a delegate speech act submits the speaker to reality of a communicated suggestion. It speaks to the speaker's conviction of something that can be assessed to be valid or false. These sorts of speech acts were less basic in our informational index; however, a few cases existed. In the veterinary area, we viewed sentences as a delegate speech act when a specialist unequivocally affirmed a finding or communicated their doubt or speculation about the nearness (or nonappearance) of an infection or side effect. For instance, if a specialist composes that I speculate the patient has pancreatitis, at that point, this speaks to the specialist's own recommendation/ conviction about what the malady may be. Numerous sentences in our informational index are expressed as certainty, however, could be sensibly derived to be speech acts. For instance, assume a specialist states 'The feline has pancreatitis'. It would be sensible to deduce that the specialist composing the post determined the feline to have pancreatitis. What's more, as a rule, that is valid. In any case, we saw numerous posts where that deduction would have been off-base. For instance, the accompanying sentence may state the feline was analysed by a past vet, however, conveyed to me because of new entanglements or the feline was determined to have it 8 years prior as a cat in the

creature protect. Thus, we were extremely moderate in marking sentences as Representative speech acts. Any sentence introduced as certainty was not viewed as a speech demonstration. A sentence was possibly named as a Representative speech act if the author unequivocally communicated his conviction.

Alemi and Rezanejad (2014) analysed the recurrence of events and extents of speech demonstrations of grievances and compliments in the four volumes of the course reading English Result. It was found that the course readings were wealthy as far as the quantity of the two speech acts; in any case, thinking about their introduction, there were just a single or two common procedures in the two cases. As a rule, the course readings were accounted for to give students adequate measure of protests and compliments, yet with low varieties in methodology sorts, which may prompt students' lacking calculated and functional information of speech acts to be connected suitably in different circumstances.

Jalilian and Roohani (2017) inspected the compliment and dissension speech acts in the Touchstone arrangement. Four Touchstone reading material (Book 1, Book 2, Book 3 and Book 4) were picked and their frequencies and rates of compliments and dissension speech acts were determined. The discoveries showed that, first, the aggregate recurrence of the grumbling speech act was higher in Touchstone, Book 4 than the other three course readings; second, the recurrence of grievance and compliment speech acts in the Writing area was very low; however, the Conversation segment had a high recurrence of compliment speech act in the Touchstone arrangement; third, the outflow of disturbance or dissatisfaction protest procedure was much of the time utilised in the Touchstone arrangement; fourth, the compliment technique of 'thing phrase + looks/is (intensifier) descriptive word' was exceptionally pervasive in the Touchstone arrangement; at long last, there was a significant contrast between the frequencies of the two speech acts, as a rule, in the four Touchstone course books.

Bagherpour and Barkat (2017) investigated the discussion segments of English Result Series from the practical element of language capacities and speech acts. For this reason, all the discussions from every one of the four dimensions (basic, transitional, pre-middle of the road and upper-halfway) of the books were picked and dissected. The results uncovered that the discussions in these course books were not sober-mindedly effective in regards to language capacities and speech acts.

Having reviewed the literature, it is crystal clear that few studies have been conducted to analyse the speech acts in Iranian Junior High School English Textbooks (Prospect One, Prospect Two and Prospect Three). Therefore, this study endeavoured to see whether the mentioned Iranian Textbooks are rich in using different types of speech acts.

3. Research question

The present study was designed to answer the following research question:

RQ. Which type of speech act (Directives, Assertives, Commissives, Declaratives and Expressives) occurred more frequently in Iranian Junior High School English Textbooks (Prospect One, Prospect Two and Prospect Three)?

4. Method

4.1. Materials

To carry out the current research, Iranian Junior High School English Textbooks (Prospect One, Prospect Two and Prospect Three) were provided and surveyed. Then, speech acts of Directives, Assertives, Commissives, Declaratives and Expressives in conversations of these books were selected and analysed based on Searle's (1976) speech act model.

4.2. Data collection procedure

As mentioned previously, to do this study, the researchers provided the books of 'Prospect One, Prospect Two and Prospect Three'. Then, they selected and evaluated speech acts of Directives, Assertives, Commissives, Declaratives and Expressives in conversations of the mentioned books to see which speech act was used more frequently. By comparing the speech acts in the books, one can see which speech acts are more prevalent in Iranian Junior High School English Textbooks. The second rater was asked to count and categorise the speech acts to make sure of inter-rater reliability. The reliability was calculated through inter-rater reliability by means of Pearson correlation analysis ($r = 0.899$). This was done since the researchers might have made a mistake in counting and categorising the speech acts.

4.3. Data analysis

To analyse the data, frequency and percentage were used to see which speech act was used more frequently in Iranian Junior High School English Textbooks. Then, a Chi-Square test was run to show the distribution and any potential differences of the speech acts. Finally, to answer the question of the study 'Which type of speech act (Directives, Assertives, Commissives, Declaratives and Expressives) occurred more frequently in Iranian Junior High School English Textbooks (Prospect One, Prospect Two and Prospect Three)?', Searle's (1976) speech acts model was used to analyse the data.

5. Results

Table 1. The frequency and percentage of speech acts in prospect books

Speech act type	Frequency	Percentage (%)
Assertives	128	50.59
Directives	79	31.22
Expressives	41	16.20
Commissives	5	1.97
Declaratives	0	0.00
Total	253	100%

Table 1 shows the frequency of speech acts used in Prospect Books. After counting the speech acts in Prospect Books, 253 speech acts were found. Assertives (128) (50.59), Directives (79) (31.22), Expressives (41) (16.20) and Commissives (5) (1.97) were the most frequent speech acts, respectively. As it can be seen clearly, no Declaratives speech acts were used in Prospect Books.

Table 2. Chi-square results: comparing the frequencies of speech acts in prospect books

	Speech acts
Chi-Square	131.680a
Df	3
Asymp. Sig.	0.000

a0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 63.3.

Based on Table 2, the difference between the frequencies of the speech acts is significant ($p < 0.05$). In other words, the speech acts in the Prospect Books were not distributed equally and not at the same or close levels of frequency.

6. Discussion

RQ. Which type of speech act (Directives, Assertives, Commissives, Declaratives and Expressives) occurred more frequently in Iranian Junior High School English Textbooks (Prospect One, Prospect Two and Prospect Three)?

By counting and comparing the speech acts in the Prospect Books, we can see that the number of Assertives is more prevalent than other speech acts. The total number of speech acts which were found in Prospect Books were 253; among 253 speech acts, Assertives (128) (50.59), Directives (79) (31.22), Expressives (41) (16.20) and Commissives (5) (1.97) were the most frequent speech acts, respectively. As it can be seen clearly, no Declaratives speech acts were used in Prospect Books. Assertives and Declaratives speech acts were found to be two extremes: the former being the most prevalent speech act with the maximum percentage 50.59 and the latter one with the minimum percentage 0.00.

The results of the present study are in line with the findings of Tavakoli (1995) who examined the language functions in the dialogues inserted in the English textbooks of Iranian senior high schools. The findings of the study indicated that out of five different kinds of language speech acts, only three of them, i.e., representatives with high frequency, directives and expressives were used in the texts, while declarations were almost ignored.

The absence of enough Expressives and Declaratives speech acts in the Prospect Books can be regarded as an important deficiency. As Cutting (2002) explained, expressives and declaratives speech acts are used frequently in everyday communication. Therefore, the lack of the Expressives and Declaratives speech acts may harm the learners' speaking competence in those pragmatic contexts in which these speech acts are needed to be used.

In fact, the speech acts were not distributed equally in the Prospect Books. It is believed that the distribution of all speech acts in the English books is necessary to get the students familiar with all the sentences and their functions. It is thought that through learning different types of speech acts and their functions, students can use English language in the real context, for example, through learning expressives speech act, students can greet the people in the real situation and they can congratulate to the people for their success. Through learning commissives speech acts, students can know how to promise and how to refuse some suggestions in the authentic context.

The findings of this study are in line with Toolabi (2002) who did a study on the use of speech acts existing in the English textbooks for Iranian high School and New Interchange series. Using speech act model of Searle's (1976), they analysed speech acts within the conversations to find the way of their presentation. The results indicated that the New Interchange series applied 1,100 different speech acts, whereas for high school textbooks it was only 275 speech acts. As the high school English textbooks used in Iran are not communicatively oriented, it can be concluded that different types of speech acts are not included in them. On the other hand, since New Interchange series are written by natives, they are pragmatically rich.

The findings of the present study are in contrast with Soozandehfar and Sahragard (2011) who analysed the conversation sections of Top-Notch Fundamental textbooks based on the pragmatic dimensions of language functions and speech acts. The results showed that the conversations in these newly-arrived textbooks were pragmatically efficacious and functional. It can be claimed that since the Top-Notch Fundamental textbooks are written by natives, they are pragmatically efficacious and functional.

The researchers think that the books should be rich and communicative since if English textbooks are not communicatively oriented, the books may not improve the pragmatic in the language learners. Albeit English reading material is viewed as a key segment in ELT programmes, they have been censured for not offering classroom students sufficient open door for learning real dialect (Vellenga, 2004). Dialect instructional method, in this manner, ought to advance dialect students' realistic

mindfulness and skill in the objective dialect, particularly as far as accentuation on one of the critical even minded highlights, discourse acts, through satisfactory educational practices.

Searle (1976) affirmed that a wide range of discourse acts are habitually utilised in consistently correspondence, and expressed that various types of circumstances or settings lead us to utilise diverse kinds of discourse acts so as to keep up the essential connections in our public activities. Thus, to wind up pragmatically competent and useful in every one of the settings of correspondence, students need to pick up the information of a wide range of speech acts in order to have the capacity to apply pragmatically appropriate speech acts in various communicative settings.

7. Conclusion

The goal of the present study was to identify the different types of speech acts in the conversations of Prospect textbooks. After counting all the speech acts in the books, it was revealed that Assertives were the most frequently used illocutionary speech act. The results obtained indicated that Declaratives type of speech act was the least used type, a Cinderella, in the conversations of Prospect textbooks.

Course books, as the real wellspring of instructing and learning process in Iranian teaching settings, ought to contain the satisfactory number of speech acts to advance instructors and students' practical fitness. To plan course books with adequate number of discourse acts complying with the standards pursued by local speakers of the language, EFL reading material essayists ought to be semantically and logically equipped in the objective language so as to have the capacity to fuse the correct quantities of discourse acts in EFL reading material. To recap, the discourse demonstrations merit further consideration when structuring materials and course readings for Iranian students of English. Past research demonstrated that speech acts classifications are considered as an all-inclusive element everything being equal and these classifications are said to be found in all dialects almost with a similar range or frequencies.

This study was partly descriptive and partly comparative. In the descriptive part, it first attempted to determine the type and the number of speech acts used in the conversations of Prospect textbooks. In the comparative part, it tried to investigate which speech act is more frequent in the Prospect textbooks. The results showed that the speech acts were not equally distributed in the Prospect textbooks. The most frequently used speech acts were Assertives, while the least used speech acts were Declaratives. The lack of frequent use of Declaratives and Commissives speech acts in the mentioned books can be regarded as a pitfall. It seems that ELT textbooks are quite imbalanced regarding their inclusion of a proportionate number of speech act types. This may have come from the ignorance of the frequency of such speech acts in authentic real life to be incorporated in such textbooks.

What matters is the fact that ELT textbooks fall short of providing language learners with the chance to learn how speech acts are naturally employed when it comes to the representativeness of such units of pragmatic language. It seems unfair to focus on some speech acts to the disadvantage of others as this may deprive language learners from the reality of language and the various functions it may serve according to the context and various needs ensued.

Although this is a stern mistake which has been committed in ELT materials, the fact that such materials suffer from their lack of success in incorporating other aspects of language use has never escaped from the scholars' attention and this further necessitates a general endeavour to satisfy the learning needs of English learners.

All in all, upon attributing this inconsistency between the real language and the language depicted in ELT materials to the reluctance of ELT publishers to be more open to scientific findings, one may readily conclude that the remedial work must be done to compensate for this ominous negligence to the disfavour of effective language learning.

Namaziandost, E., Hashemifardnia, A. & Hosseini, S. E. (2019). Investigating speech acts in Iranian junior high school English textbooks. *Global Journal of Foreign Language Teaching*. *9*(2), 082-090.

References

Ahmed, S. (2005). The non-performativity of anti-racism. Borderlands E-Journal, 5(3), 33–51.

Alemi, M. & Rezanejad, A. (2014). Native and non-native English teachers' rating criteria and variation in the assessment of L2 pragmatic production: the speech act of compliment. *Issues in Language Teaching, 3*(1), 88–65.

Austin, G. (1962). How to do things with words. Oxford, UK: Oxford University Press.

Bagherpour, Y. & Barkat, B. (2017). A pragmatic analysis of speech acts and language functions: the case of English result series. *Journal of Applied Linguistics and Language Research, 4*(2), 125–130.

Bates, E. (1996). Language and context: the acquisition of pragmatics. Orlando, FL: Academic Press.

Cutting, J. (2002). Pragmatics and discourse. London, UK: Routledge.

Hurford, J. R., Heasley, B. & Smith, M. B. (2007). Semantics: a course book. New York, NY: Cambridge University Press.

Jalilian, M. & Roohani, A. (2017). Evaluating speech acts in ELT textbooks: the case of compliments and complaints in the touchstone series. Iranian Journal of Research in English Language Teaching, 3, 101–114.

Jaszczolt, B. (2002). Against ambiguity and under specification: evidence from presupposition as anaphora. Journal of Pragmatics, 34(5), 829–849.

Lazaraton, A. (2001). Teaching oral skills. In M. Celce-Murcia (Ed.), Teaching English as a second or foreign language (pp. 103–137). Boston, MA: Heinle and Heinle.

Nastri, J., Pena, J. & Hancock, J. T. (2006). The construction of away messages: a speech act analysis. *Journal of Computer-Mediated Communication, 2*(4), 54–71.

Nunan, D. (1999). Introducing discourse analysis. Asian EFL Journal, 5(4), 23–40.

Searle, J. R. (1976). Indirect speech acts. In P. Cole & J. Morgan (Eds.), Syntax and semantics (pp. 59–82). New York, NY: Academic Press.

Soozandehfar, S. M. A. & Sahragard, R. (2011). A textbook evaluation of speech acts and language functions in Top-Notch series. *Theory and Practice in Language Studies, 1*(12), 1831–1838.

Tavakoli, M. (1995). Encouragement and punishment in Iran high schools. ROSHD: Teacher Education Journal, 15(5), 77–91.

Thomas, J. (1995). Meaning in interaction: an introduction to pragmatics. New York, NY: Longman.

Toolabi, J. (2002). Characterization of language functions in the Iranian high school English textbooks (M. A Thesis). Shiraz University, Shiraz, Iran.

Vellenga, H. (2004). Learning pragmatics from ESL and EFL textbooks: how likely? TESL-English Journal, 8(2), 22–56.

Yule, G. (1996). Pragmatics. New York, NY: Oxford University Press.