An Analysis Of Speech Acts In Conversations Of New Interchange Intro And Four Corner Book 1

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Abstract: This study analyzes the speech acts contained in the two mostly used textbooks for teaching English as a foreign language; Interchange Intro and Four Corner Book 1. To investigate speech acts information, the conversations in the two textbooks were analyzed. Searle's (1979) framework was employed to examine the types and frequency of speech acts used in the two textbooks. The results revealed that the most frequently used speech acts in the textbooks are respectively assertives, directives and expressives. The study also highlights that there is not a big difference in the number of speech acts the two textbooks present. The finding from this study can provide significant information for EFL instructors to be more critical in selecting teaching materials that present enough samples of pragmatic information in terms of the quality and quantity of speech acts.

Keywords: speech acts, conversations, interchange intro, four corner book 1

I. BACKGROUND OF THE STUDY

Global and institutional materials are the two main types of English language teaching (ELT) materials which are used in countries where English is used as a second or foreign language. Global materials are produced by western publishers such as Oxford, Longman, and Cambridge. These sources (e.g. Headway, Four Corner, and Interchange series) are used for teaching and learning English as a foreign language worldwide. On the contrary, institutional or local educational materials are produced by the Ministry of Education or Private language institutions. In an EFL setting, teachers are the great consumers of global course books.

In an EFL context, walking through the book shops that sell EFL textbooks and materials, one can find Cambridge published books such as New Interchange and Four Corner series dominating the market. A limited variety of other EFL textbooks and materials also exist in the market, but the most popular ones are the New Interchange and Four Corners series in EGP context and language institutes.

Possible reasons for the popularity of these books in the market might be positive results of the learners in language proficiency who use these textbooks or lack of any other appropriate and comprehensive input provider textbook to meet language learners linguistic and communicative needs.

Edwards and Csizer (2001) defines Communicative competence as the knowledge of individuals to know cultural, social, and discourse pacts in different situations. There are debates going on whether pragmatic competence as one of the core components of communication can be taught or not. Kasper (1997) reasons that students should be given the opportunity to develop their pragmatic competence because competence cannot be taught.

Pragmatics studies language use in communication. Leech (1983) claims that one cannot understand the nature of language if he does not understand pragmatics. From pragmatics angle, language is used to do a task. In simple words, we speak words to do things. According to Yule (1996), the acts performed by uttering different sentences is defined as "speech act". Nunan (1999) states that acts people perform through language such as agreeing, apologizing, instructing, warning and complaining, are speech acts. Speech acts are part of communicative competence (Hymes, 1972). Communicative competence has widely influenced ELT

(English Language Teaching) materials. In order for second and foreign speakers of the language to understand the norms in producing the language, ELT educators should decide on selecting the materials which apply the notion of communicative competence.

According to Lazaraton (2001) accumulating researches on different varieties of English language and speech acts will position ELT teachers in a better position to select, design and teach materials based on authentic communication patterns and authentic language. In an EFL setting, teachers are the great consumers of teaching materials and textbooks. Nowadays, there are tons of teaching materials and textbooks available in the market. Hence, teachers must select accurate teaching materials that contain adequate samples of pragmatic information. Therefore, researches needs to be done on the quantity and quality of speech acts used in ELT textbooks. Speech act analysis is important to understand day to day communications because speech acts are speaker's intentions carries by utterances.

The present study compares speech acts presentation in two most commonly used ELT textbooks for teaching English as a foreign language to see which one presents adequate samples of pragmatic information. The results of this study will help ELT teachers to be more accurate and critical in selecting a textbook for their classes. Furthermore, it will help material developers to be more critical in developing ELT materials.

A. STATEMENT OF PROBLEM

Effective and successful communication both in first and foreign language requires knowledge of grammar and most importantly acquisition of sociolinguistic to learn what is appropriate in the target language (Eslami& Noora, 2008).

In fact, proficiency in language learning can influence learner's pragmatic competence in the target language. Eslami- Rasekh (1993) states that speech acts are the most compelling concepts in pragmatics.

Performing speech act in a foreign language is a demanding and challenging task for language learners due to the difference in their first language culture and foreign language culture (Kasper and Rose, 2002). These differences in first and second language culture often cause misunderstanding and sometimes miscommunication that are considered rude by native speakers in many cases (Boxer and Pickering, 1995).

That is why, EFL leaners of the language mostly faces challenges in understanding the interactions, language users' intentions and the social context. Searle's (1979) speech act framework has played a significant role in identifying pragmatic notes in English textbooks which are used widely in EFL context of teaching English.

Based on the literature, many researches has been done to study the role and use of speech acts in EFL textbooks. However, there has been a lack of studies, on comparing the presence of speech act in two EFL textbooks developed by the same author to facilitate teachers in making decisions on selecting the two textbooks in teaching and learning language. Therefore, this research is conducted to study the presentation of "speech act" type and the frequency they are used in the

two most commonly taught textbooks namely Four Corner Book 1 and New Interchange Intro.

B. RESEARCH OBJECTIVE

The current study aims at analyzing speech acts in the conversation sections of two ELT textbooks. In this study, the fundamental levels of two most common ELT textbooks, New Interchange Intro (2017) and Four Corner Book 1 (2012) are compared on the presentation of speech acts. Therefore, efforts are made to meet the following objectives.
- ✓ To identify the types of speech acts used in conversation of of interchange intro and Four corner Book 1.
- ✓ To examine the frequency of speech acts in conversations of the two textbook.
- ✓ To identify which textbook presents the highest frequency of speech acts in general.

C. RESEARCH QUESTIONS

- ✓ What types of speech acts are used in conversations of interchange intro and Four corner Book 1?
- ✓ How frequently the speech acts are used in conversations of the two textbooks?
- ✓ Which textbook presents the highest frequency of speech act in general?

D. SCOPE

To answer the research questions, the current study will employ Searle's (1979) framework of speech acts classification including commissives, directive, expressives, assertive, and declarations. The data for the study is gathered from two ELT textbooks, namely the latest and fifth edition of New Interchange intro by Richards, Hull and Proctor published in (2017) and the latest and first edition of "Four Corner book 1" by Richards and Bulke published in (2012). Both series are internationally used for teaching of English as a foreign language. The study will look at the conversation and dialogue sections of the two textbooks to study the types and frequency of the speech acts use in the two textbooks. The research is primarily qualitative so no special statistical analyses will be used. The only quantitative analysis used for this study is the simple statistical analysis to calculate the frequency and percentage of each speech act in two textbooks.

II. LITERATURE REVIEW

This section provides an overview of the previous studies on ELT textbooks and textbooks analysis based on the speech act theory. It introduces the two ELT textbooks studied in this research as well as Searle's framework of speech act classification which is the instrument for the study. At the end the previous empirical studies of speech act analysis in ELT textbooks are reviewed.

A. ELT TEXTBOOK

Textbooks provide teachers and students with a framework that provides consistency in teaching and learning to serve the interest of accountability. Without textbooks, student become more teacher- depended. Textbooks provide learners with necessary input through different explanations, activities and readings.

In English language learning, textbooks are considered as published books designed to contribute to language learners in improving their linguistic and communicative abilities (Sheldon, 1988). According to Hutchinson and Torres (1994) textbooks are of paramount importance in teaching and learning English as a foreign language. Textbooks are also supportive teaching materials; in addition, to being a learning tool (Ur, 1996). Çakit (2006) highlighted that textbooks provide a valuable resource for both learners and teachers and play a vital role in language teaching and learning.

B. INTERCHANGE AND FOUR CORNER SERIES

Interchange and Four Corners are two series course books used for teaching English as a foreign language. Both series are published for international purposes. Interchange series is written by Richards, Hull and Proctor (1998) and Four corner series is written by by Richards and Bulke (2012) who are all native speakers of English.

Both series has four levels. The four levels in New Interchange series contains; New Interchange Intro, New Interchange Book 1, New Interchange Book 2, and New Interchange Book 3. Four Corners series contains; Four Corner Book 1, Corner Book 2, Corner Book 3, Corner Book 4 which are quite popular for teaching English as a foreign language in many countries.

C. TEXTBOOK ANALYSIS

Students read and interpret the messages and information contained in the books on daily basis. Textbooks have crucially important value in education. Therefore, textbooks need to direct students to the zone of proximal development. Mikk, 2000 cites Vygotsky (1956) who defines "zone of proximal development" as the zone where optimal learning happens. Vygotsky claims that tasks in a book should be designed in a way that encourage students in this zone. Tasks that are too easy do not influence students' progression and the ones which are very difficult cause frustration in students. Textbook evaluation and analysis can help ensure that textbooks can meet such a goal.

According Mikk (2000) the first textbook analysis goes back to 900 AD when the number of words and ideas in text was counted by Talmudists. Mikk (2000) suggests that textbook analysis should comprise a theory, a framework, a teacher, a subject specialist, a text specialist, and an education psychologist to embrace all the considerations. This study analyses the speech acts in two ELT textbooks using Searl's framework of speech act classification.

D. SEARL'S FRAMEWORK AND CATEGORIZATION OF SPEECH ACT

Speech acts Speech acts contain real-life communications and needs knowledge of the language and language use in a specific context and culture to avoid communication breakdown (Hatch, 1992). Searle (2005) states that a person performs three acts including different acts, including utterance acts, propositional acts, and illocutionary acts when he/she speaks. Utterance acts is the simple utterance of word, while propositional acts and illocutionary acts are the utterance in specific context, with specific intention and under specific condition. Searle classifies the speech acts into the following categories:

i) Assertive or Representative, ii) Expressive, iii) Directive, iv), Commissive and v) Declaration.

As seen in table 1, each of the above categories include some sub-categories.

Categories	Sub-categories
Assertives	Utterances that commit the speaker to the expressed truth position.
	stating, boasting, complaining, claiming, reporting, asserting, describing, announcing, insisting, guessing, forecasting, predicting, introducing, calling, complimenting concluding, reasoning, hypothesizing, telling, insisting, or swearing
Expressives	Utterances that reflects speakers feeling, emotional and psychological attitude.
	Greeting, thanking, apologizing, regretting, commiserating, congratulating, condoling, deploring, welcoming, surprising, blaming, praising.
Directives	Utterances that consist an attempt by the speaker to get the hearer to do something.
	requesting, warning, inviting, questioning, ordering, commanding, advising, reassuring, summoning, entreating, asking, directing, bidding, forbidding, instructing, begging, recommending, suggesting, daring, defying, and challenging.
Commissives	Utterances that commit the speaker to future promise or refusal for an action.
	Promising, vowing, offering, threatening, refusing, pledging, intending, vowing to do or to refrain from doing something.
Declarations	Utterances that bring a new change or state of being to the world.
	Declaring, christening, firing from employment, resigning, dismissing, naming, excommunicating, appointing, sentencing, blessing, firing, baptizing, and bidding.

(source: adopted from Vaezi, et al. 2014)
Table 1: Classification of Speech Acts (Searle, 1979)

E. PREVIOUS STUDIES

Many studies have been done around the world that analysed speech acts in ELT textbooks. A study done in Iran by Moradi et al (2013) analysed the use of speech acts in Iranian English textbook 1, 2, and 3 and New Interchange 1, 2 and 3. The results from the study showed a big difference in the use of speech acts in the two textbooks. Based on the study the use of speech acts in Interchange series reached 1100

while the use of speech act in Iranian high school English textbook reached 275.

Similarly, another study conducted by Vaezi et al. (2014) discussed the types and numbers of speech acts in two ELT textbooks; New interchange series and Right Path to English. The study employed Searle's speech act framework and analysed 225 utterances from each textbook. Results of the study showed that the number of speech acts used in the two ELT textbooks were significantly different.

A recent study conducted by Ngoan, et al. (2017) examined the types of speech act in conversations of New Interchange one, two and three. The study examined 97 conversations consisting of 784 turns comprising 8126words in New Interchange 1, 2, and 3. The result of the study showed a strong tendency for different types of speech acts. Representatives were the predominance of single groups of speech acts.

This study focuses on the types and frequency of speech acts used in the conversation sections of two ELT textbooks. No research has been done to compare the use of speech acts in New Interchange Intro and Four Corner Book 1. This study fills the gap in literature by examining types, frequency and percentage of speech acts use in the two textbooks. The study might help make a conclusion on in terms of the samples of pragmatic information they present.

III. METHODOLOGY

A. MATERIALS

For the purpose of this study, two ELT textbooks, namely; New Interchange and Four corners series which are quite popular for teaching English as a foreign language in many countries are studied. The fundamental levels of two book series, New Interchange Intro and Four Corner Book1 were respectively selected. Both textbooks are almost similar in the presentation of social and cultural context.

B. DATA COLLECTION

To answer the research question, the conversation sections in both textbooks were examined. The conversations available in two textbooks differ in length and number. Therefore, the researcher selected 6 conversations from each textbook which are the same length and have the same number of utterances. A total of 58 utterances are chosen from each textbook for the purpose of analysis. In conversations and dialogues, each turn by a speaker is defined as an utterance (Aronoff and Rees-Miller, 2001). Thus, the researcher simply counted the number of utterances in conversations of the two textbook and purposively selected those conversations which have the same number of utterances.

The reason to choose this number of sampling is because in qualitative research, it is acceptable to use 10% of the population (Patton, 2005). This study safely covered 18+ percent of the whole conversation.

C. DATA ANALYSIS

The purpose of this study is to find out the type, frequency of occurrence and percentage of speech acts used in the conversation contents of the textbooks. No special statistical analyses will be used in this study since this study is primarily qualitative. The types of speech acts will be analysed by careful study of the chosen conversations from the two books based on Searle's (1976) speech acts framework. The only quantitative analysis used for this study is the simple statistical analysis to calculate the frequency and percentage of each speech act in two textbooks.

This study is comparative and descriptive. In descriptive part, it attempts to identify the types, frequency of occurrence and percentage of speech acts used in the two textbooks. In comparative part, it simply tries to compare the two textbooks and make a conclusion on which textbook is more rich in presentation of speech acts.

IV. FINDING AND DISCUSSION

Conversation sections of the two textbooks are selected for data analysis. Therefore, the researcher selected the 6 conversations from New Interchange Intro, which are equal to the total number of conversations selected from Four Corner book 1. After the analysis of speech acts types in the two textbooks (see Appendix 1& 2), the frequency and percentage for each category were determined to answer the research questions.

Textbooks		Speech act categories				
		Assertive	Directive	Expressive	Commissive	Declarative
Interchange Intro	Frq	47	28	14	0	0
	%	52.8	31.5	15.7	0	0
Four Corner Book 1	Frq	46	29	15	1	0
	%	50.5	31.9	16.5	1.1	0
Total of each category		93 (51.7%)	57 (31.7%)	29 (16.1%)	1 (0.5%)	0%

Table 2: Types and frequency of speech acts used obtained by the researcher

To answer the first research questions, the table above indicates the categories of speech acts used in Interchange Intro and Four Corner Book 1. The categories of speech acts used in Interchange Intro textbook are namely; assertives, directives and expressives while the table shows the presence of commissive in Four Corner Book 1 beside the three other speech act types mentioned earlier.

To answer the second research question, the table above also indicates that the most frequent speech acts in the textbooks are respectively assertives, expressive and directives The frequency of assertives in interchange intro textbook was one time larger than the frequency of same category in Four Corner Book. However, the number of other categories in Four Corner Book 1 one time outnumbered Interchange Intro. For instance, the number of expressive in Four Corner was 15, while it was14 in interchange intro.

Commissive category had the least frequency of occurrence. There was only one commissive utterance in Four Corner Book 1 which covers 1.1% of the whole utterances in Four Corner Book 1 and 0.5 percent of the whole data. This category was lacking in Interchange Intro textbook. The category of declaration was lacking in both series.

As it can be seen in the table 2, the most frequent category among all in the first hand is the category of assertives which covers half of the whole data in both textbooks. In the second hand, expressives and directives are the two most frequent categories of speech act in the two textbooks, while commissive and declaratives are the least frequent categories. From the result shown in the table, it can be said that assertive, expressive categories are the main types of speech act presented in the two textbooks series. Altogether, the frequency of occurrence of these categories are 180, which equals 51.7 % of the total number of speech acts. The types, frequency and percentage of each speech acts in the two textbooks are presented in table 2.
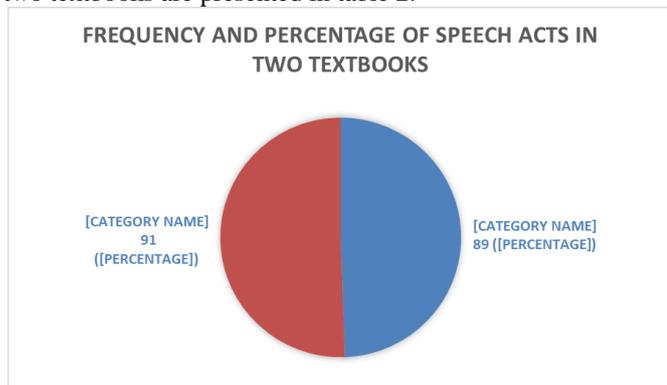

Figure 1: Frequency and Percentage of Speech Acts in Two Textbooks

To answer the third question, the Figure above shows that there is not big difference in presentation of speech acts in the two textbooks. The result from the Figure indicates that the number of speech acts in Four Corner Book 1 is two times larger than the number of speech acts in New Interchange Intro which covers 51% of the whole data. However, the difference is not much big, but still it can be concluded that Four Corner Book 1 presents the highest frequency of speech acts.

Speech acts are universal, but their analysis and realization vary across different languages and cultures. Learners in a foreign language may experience the same range of speech acts in communication as native speakers, but they differ from native speakers in the realization and analysis strategies. According to Kasper and Rose (2002) Searle's framework of speech acts are available in any community. The main categories of Searle's (1976) classification of speech acts such as assertives/representative, directives, expressives, commissives, and declarations consisting of communicative acts as requesting, greetings, invitations, offers, expression of gratitude, apologies, leave-takings, suggestions, complaints or refusals can help analyze communications and their purposes in any language.

V. CONCLUSION

The purpose of the current study was to make comparison between two ELT textbooks in terms of the presentation of speech act types and the frequency of their occurrence. The analysis of the data from the two textbooks revealed that there is no much difference in the presentation of speech acts in the two textbooks. The finding of the study shows that the

frequency of assertives in interchange intro textbook was one time larger than the frequency of same category in Four Corner Book. However, the number of other categories in Four Corner Book 1 one time outnumbered Interchange Intro. Four Corner Book 1 presented one commissive utterance whereas Interchange Intro lacked that category.

VI. IMPLICATION

The present study can have implication for language instructors and textbook designers in EFL context. Since communication in English has become a must due to its globalized value, it is important for material developers and textbook designers to design the best textbooks and materials for the learners to enable them act efficiently and effectively when faced with people from other countries and cultures. Therefore, textbook designers and material developers should work hard and put more emphasize to provide the best materials for language learners.

The present study can also assist ELT teachers in selecting textbooks. In an EFL setting, teachers are the great consumers of teaching materials and course books. Nowadays, there are tons of teaching materials and course books available in the market. Hence, teachers need to be more critical in selecting teaching materials to present enough samples of pragmatic information. Therefore, this research can help them in making the choice on ELT textbooks in terms of the quantity and quality of speech acts they represent.

It is hoped that EFL instructors can benefit from the finding and pedagogical implication of this study to equip learners with those materials that can train them in making an informed choice of words to carry the message that they intend.

VII. SUGGESTION FOR FUTURE RESEARCH

Further research needs to be done in the same vein on the other textbooks of the Interchange and Four corner series comparing and contrasting the results to come to a better conclusion. Overall the study of all the textbooks in the two series can also help to add to validity of the research. It should not be neglected to allocate a plenty of time for the research to analyze the content of the two textbook and check their reliability by inter-raters.

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Speech-act theory is a subfield of pragmatics. This area of study is concerned with the ways in which words can be used not only to present information but also to carry out actions. It is used in linguistics, philosophy, psychology, legal and literary theories, and even the development of artificial intelligence. It is important to note that these are not the only categories of speech acts, and they are not perfect nor exclusive. Kirsten Malmkjaer points out in "Speech-Act Theory," "There are many marginal cases, and many instances of overlap, and a very large body of research exists as a result of people's efforts to arrive at more precise classifications."