A Textbook Evaluation of Speech Acts and Language Functions in High School English Textbooks (I, II And III) and Interchange Series, Books I, II, And III

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Abstract

Although English textbooks are considered as a key component in English language teaching programs, they have been criticized for not offering classroom learner’s adequate opportunity for learning authentic language (Vellenga, 2004). This is because, instead of making use of language samples that native speakers actually produce, many textbooks have drawn on native speakers’ intuition about language use, which might not always be reliable. This study investigated the use of speech acts presented in Iranian high School English Textbooks I, II, and III and New Interchange series (I, II, III) which are quite popular in Iranian language schools and institutions. For this purpose, speech acts in the conversations were analyzed to see how they were presented through Searle’s (1976) speech act model. There were 1100 different speech acts used in New Interchange series while there were only 275 speech acts used in high school textbooks. The language functions in the two mentioned series were also compared, there were a variety of language functions used in the New Interchange series while in the high school English textbooks they were presented unequally and some of them recurred throughout the books which followed no specific pattern. Since high school English textbooks in Iran are not communicatively oriented, the researcher concluded that these books cannot develop the pragmatic competence in the language learners or students. Finally, some recommendations were offered for the textbook designers and language teachers in dealing with the speech acts in high school English textbooks.

Keywords

speech acts, language functions, High School English Textbooks

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Refbacks

There are currently no refbacks.
The 11 short chapters cover topics such as designing English as a foreign language coursebooks, testing, and criteria for selecting the most suitable materials for particular learners. One textbook unhelpfully describes its putative audience as having a 'high school' level of English; other books merely use the bald terms 'intermediate', 'advanced', etc. A textbook could come in for both an overview and a close study of the exercises and language tasks set for learners.

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In part II we take up various chapter 11 we try at least to make this possibility empirically plausible philosophical, linguistic, and psychological issues raised by our theory. in the light of current investigations in the psychology of language. Chapter 8 investigates the concepts of linguistic meaning and speaker Moreover, we suggest further directions for empirical research, whose meaning, together with the allied notions of presupposition and implication eventual fruitfulness would be one mark in favor of our theory. It does delimit what the speaker says, which in turn provides part of the basis on which the hearer infers the speaker's intent, but because the speaker could be speaking nonliterally or indirectly, the hearer must rely on much more than the linguistic meaning of the Since high school English textbooks in Iran are not communication-oriented, it was concluded that these books cannot possibly develop pragmatic competence in language learners. Discover the world's research. 17+ million members. This study aimed at investigating the use of request forms presented in Richard's Interchange Series, Books I, II, and III, widely used in Iranian foreign language teaching Institutes. For this purpose, Alcon et al.'s (2005) taxonomy of peripheral modification devices used in requests was used to locate the instances of request forms in such texts. Results showed that the series fail to include materials which are needed for meaningful and, at the same time, face-saving communication when resort to different kinds of requests is required.