



**An Evaluation of Pragmatic Elements in University EFL Textbooks in
China**

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ABSTRACT

This study was conducted to investigate the pragmatic elements in *New Vision College English Listening and Speaking* textbooks used by EFL learners studying in universities across China. Activities and selected video-scripts were analyzed to find out to what extent the books have the potential to facilitate pragmatic competence development among Chinese EFL learners in universities. The research has found the textbooks do contain pragmatic knowledge, but may still not achieve desired results in facilitating Chinese EFL students' pragmatic competence. The overall amount of pragmatic knowledge (speech acts, metapragmatic information and contextual variables) is inadequate and the coverage of that knowledge is not comprehensive. The findings provide implication for the design of course books and how to develop Chinese EFL students' pragmatic competence in university English language teaching. But this study does not present a full snapshot of pragmatic knowledge coverage in other textbooks adopted by Chinese universities, more course books can be included in the future study.

Keywords: Pragmatics, Speech Acts, Metapragmatic Information, Contextual Variables, Pragmatic Practice, Pragmatic presentation

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Chapter One Introduction

As a student studying in a UK university, I constantly encounter communication problems on and off campus. I found it is particularly difficult for me to express complex language functions; for example, I was confused about how to make a request indirectly and how to refuse politely. In some occasions, I did not even notice that my words might sound rude or awkward to native speakers. After attending a lecture regarding pragmatic teaching in the language classroom, I realised that my problem in communication might be due to the shortage of pragmatic knowledge. As an EFL (English as a Foreign Language) learner, I have been studying English for more than ten years, but I have not noticed the existence of pragmatic knowledge in my English repertoire.

Actually, with the development of communicative language teaching (CLT), pragmatic competence has been already proposed by Bachman (1990) as an important part of communicative competence. This competence deals with how to use language appropriately in interaction. And illocutionary competence (functional aspects of language) and sociolinguistic competence (politeness, formality et.) are two categories of pragmatic competence (Brown, 2007). For EFL learners, it is important to be pragmatically competent. Or it might cause misunderstanding and unnecessary embarrassment. So how to develop EFL learners' pragmatic competence has become a primary concern for language pedagogy.

However, by chatting with some colleagues in the universities of China, I found that some of them, like me, still have not realised the importance of teaching pragmatic

knowledge. Then I searched for the studies that investigate the pragmatic competence of Chinese university students, whereby I found that Chinese university EFL learners' pragmatic competence tends to be underdeveloped (Li et al, 2015; Yuan et al, 2015; Ren and Gao,2012; Zheng and Huang, 2010). University students in China have studied English for more than ten years, but why is their pragmatic competence still underdeveloped? The reasons might be complex. But one reason that is frequently mentioned by several studies (ibid.) is that textbooks used by university students in China fail to present students and teachers with sufficient pragmatic knowledge; therefore, this part seems to be entirely overlooked in English language teaching.

Due to the paucity of pragmatic knowledge in course books, in recent years there has been an increasing interest in the analysis of pragmatic elements in EFL textbooks. Some of them targeted the inclusion of specific speech acts, such as request (Uso-Juan, 2008), complaints (Boxer and Pickering, 1995); apologies and suggestions (Toprak and Aksoyalp, 2015); some of them investigated the metapragmatic knowledge in textbooks (Nguyen, 2011; Vellenga, 2004); some investigated the overall coverage of pragmatic knowledge (Ren and Han, 2016). But most of the studies analysed course books used in countries other than China. Only Ren and Han's (ibid.) analysed the pragmatic knowledge coverage in Chinese universities' English textbooks. In their studies, ten books had been analysed; however, one set of books that enjoys a widespread popularity is not included in their studies. The set of book is *New Vision College English* book published by Foreign Language Teaching and Research Press in China. To fill this gap, I decided to choose this set of books to conduct my analysis of pragmatic elements coverage. And the selection was also based on the informal interviews I carried out among twenty colleagues; the results of the interview confirmed the popularity of the book.

Then, by reviewing the previous studies, I found the analysis conducted on the pragmatic elements of course books mostly focuses on the range, frequency,

distribution, and presentation of speech acts, but fails to provide information about metapragmatic coverage, contextual variable coverage, and pragmatic practice in the books. So besides the coverage of speech acts, I decided to include the three aspects into my study. Therefore, the main objective of my study is to examine the extent to which this set of books is likely to promote Chinese University students' pragmatic competence. To achieve this aim, this study seeks to answer the following research questions:

RQ 1 To what extent are pragmatic elements covered in the set of selected EFL textbooks (New Vision College English Book listening and speaking set)?

Speech acts/metapragmatic information/contextual variables/pragmatic practice

RQ 2 What pragmatic knowledge is covered in the set of selected EFL textbooks and what is their distribution?

Speech acts/metapragmatic information/contextual variables

RQ 3 How does the set of books practise pragmatic knowledge?

RQ 4 How does the set of books present pragmatic knowledge?

And the structure of this dissertation will be organised as follows: First, literature review will be presented in chapter two, which includes the discussions about the concept of pragmatics, pragmatic competence and pragmatic knowledge. And pragmatic knowledge emphasizes discussing speech acts, metapragmatic information, and contextual variables. Then an examination of what practices are best for EFL learners is provided, followed by a discussion of how pragmatic knowledge should be presented in textbooks. After that, a review of past research on the pragmatic analysis of English course books is provided. Chapter three provides a detailed description of what methods are adopted throughout this study. Then in the subsequent section, there will be a presentation of the findings and discussions, through which the section analyses and discusses the results. In the final section, there is a summary of the findings drawn from this study, and also contained in the chapter five is limitations and suggestions for the future research.

The results of this study could contribute to the design of English course books used by EFL students in Chinese universities. And the results could also provide implication on how to help EFL students in Chinese university develop their pragmatic competence. Finally, for those universities who use New Vision English as a primary English teaching material, the result of this study may provide guidance for teachers on how to use the book properly to improve students' pragmatic ability in speaking and listening.

Chapter Two Literature Review

2.1 Introduction

This chapter discusses the relevant research background of the present study to provide a theoretical basis for it. In the first part, relevant concepts in this study are discussed. And the discussion is centred on the following aspects: 1) the concept of pragmatics and pragmatic competence; 2) the concept of pragmatic knowledge and the kinds of knowledge EFL learners should know in order to develop pragmatic competence 3) the kinds of practice would be helpful for EFL learners to develop their pragmatic competence; 4) the presentation of pragmatic knowledge in EFL textbooks. Relevant literature will be briefly reviewed to support the above discussion. Then, in the second part, previous studies on the analysis of pragmatics elements in English language textbooks will be reviewed as well.

2.2 Research Concepts

2.2.1 Pragmatics, pragmatic competence

According to Leech (1983, pp10-11), general pragmatics falls into two intersecting domains: pragmalinguistics and sociopragmatics. Pragmalinguistics is related to grammar which deals with using a given language to convey particular illocutions while sociopragmatics is related to sociology which deals with socio-logic aspects of pragmatic knowledge. In Leech's definition, pragmatics is both language-specific and cultural-specific (ibid.) Chapman (2011, pp10) further stated that pragmatics deals with 'the relationship between language and the contexts in which it is used'. And apart from the relations between language and its context described, Thornbury (2005) added that pragmatics also includes the purpose for which language is being used. This purpose is further generally explained by Richard. By referring to Jones (2012, pp17), Richard (2015, pp535) claims that pragmatics refers to the use of

language in face-to-face communication, and in particular, to how participants communicate and understand intended meanings.’ From the above definitions, it is clear that for speakers, pragmatics is related to how to use language to convey certain meanings appropriately in a particular context; and for listeners, pragmatics is related to how to understand the intended meaning of the speaker. For example, if someone says *‘The room is too hot’*, the speaker may indicate that he or she wants the listener to open the window for him/her. Similarly, if someone wants others to open the window for him/her, he/she could say *‘the room is too hot’* instead of *‘could you please open the window for me’* to perform the request function indirectly.

The definition of pragmatics indicates that language learners should have the competence to ‘communicate and interpret meaning in social interactions’ (Taguchi, 2011, pp289) and ‘know how to do things with language, taking into account of its contexts of use’ (Thornbury, 2005, pp16). To be pragmatically competent, second language learners are supposed to have two kinds of abilities. The first one is the ability to use language to perform certain speech acts or express intentions, which is illocutionary competence according to Hedge (2000, pp49). Kasper and Roever (2005, pp318), by following Leech’s (1983) classification of pragmatics, entitled this kind of ability as *pragmalinguistic competence*. The authors (ibid.) clarified that *pragmalinguistic competence* means the ability to use strategies to realise certain language functions and use linguistic forms to implement the strategies. For example, when learners want to greet someone, they should be able to use expressions like *‘how are you’ ‘hello’ or ‘Hi, there’* to perform this function.

The second one is *sociolinguistic competence (SC)*. It is the ability to use different forms of language according to its context variables. According to Hedge (2000, pp49), *sociolinguistic competence* means the ability to ‘select the language forms to use in different settings, and with people in different roles and with different status’. And Canale’s (1983, pp7), by referring to Hymes (1967) gave a similar definition that is *sociolinguistic competence* addresses the extent to which language is produced

and understood by taking account of contextual factors such as the status of participants, aims of interaction and conventions or norms of interaction. And a more specific description of sociolinguistic competence is given by Kasper and Roever (2005, pp318). The authors based their description on other researchers' studies, and concluded that SC includes the 'knowledge of relationships between communicative action and power, social distance, and the imposition associated with a past or future event (Brown & Levison, 1987), knowledge of mutual rights and obligations, taboos, and conventional practices (Thomas, 1983), the social conditions, and consequences of 'what you do, when and to whom' (Fraser, Rintell & Walters, 1981). The above description means, for example, if learners want to greet someone, besides knowing linguistic forms like *'how are you'* *'hello'* or *'Hi, there'*, they should also be aware of which expression is suitable to greet a friend and which is appropriate to greet acquaintances.

2.2.2 Pragmatic knowledge

The above discussion regarding pragmatics and pragmatic competences provides important information on what kinds of pragmatic knowledge is needed for EFL learners. From the definition of pragmatics and pragmatic competence, it can be seen general pragmatic knowledge may include aspects such as speech acts (language function), appropriate use of language, politeness, and socio-cultural conventions. To be specific, learners need to know how to successfully perform a speech acts by using correct forms of language and by adopting appropriate strategies and social norms.

Many previous studies indicate Chinese university EFL learners' pragmatic knowledge is inadequate and their pragmatic competence is underdeveloped (Ji, 2008; Li, 2015; Wang, 2010; Zheng and Huang, 2010). Zheng and Huang (2010) used questionnaire and interviews to investigate Chinese College EFL learners' pragmatic failure. And their study shows that Chinese College EFL learners constantly experience both paralinguistic failure and sociolinguistic failure due to the lack of both language

knowledge and social convention knowledge. And the pragmatic failures create great barriers to their effective communication. Li's (2015) study shows that Chinese university EFL learners' are pragmatically incompetent in the following aspects. First, they are sociopragmatically incompetent because they fail to judge the imposition degree in different social contexts so that they are unable to use correct strategies to perform certain speech acts such as making apologies. Second, they are paralinguistically incompetent because they have difficulties in selecting correct linguistic forms to realise certain speech acts. In addition, both of the studies indicate pragmatic knowledge is still inadequate in both English textbooks and classroom teaching (ibid.). It is true that university students are adult learners, and they already have a considerable amount of pragmatic knowledge in their L1 since some pragmatic knowledge is universal (Kasper, 1997). For example, in both Britain and China, people tend to use *'please'* to make requests. But due to the cultural differences, adult learners may still have problems in successfully transferring pragmatic knowledge from L1 to L2. A typical example is that in China people will ask each other *'Have you eaten'* to greet, but in most English-speaking countries, people will not greet each other in this way. And there are other factors which work against positive transfer (Kasper and Roever, 2005). For instance, low level of language proficiency can work against pragmatic transfer (Ren and Gao, 2012). Thus, providing adequate pragmatic knowledge for University students seems to be necessary.

In connection with Chinese university EFL learners' pragmatic problems, this study will be focused on three aspects of pragmatic knowledge in English textbooks, which are speech acts, metapragmatic information and contextual variables of language.

2.2.3 Speech acts

Speech acts are functional units, which mean to use utterances to achieve a particular purpose (Cohen, 1996; Richard, 2015). For example, if someone says *'It's too late now'* to respond to an invitation, the utterance is not only a statement of time but also serves a function as refusal. Austin (1962) claims that three

components constitute speech acts. The first element is the locutionary act, which refers to the actual meaning of an utterance. In the above example, the locutionary meaning of *'it's too late'* is that time is not early. The second element is the illocutionary act, which refers to the underlying or intended meaning of an utterance. The illocutionary act of the above example might be *'I don't want to go out now'*. And this utterance may have a perlocutionary effect on the hearer which is a refusal from the speaker. In order to assign the function to speech acts, Searle (1969, 1979) classified speech acts into five categories according to illocutionary point which is the purpose of act based on speakers' intention. The taxonomy consists of five categories, namely representatives (assertives), directives, commissives, expressives and declarations.

Representatives are to commit the speaker in a varying degree to how the things are. It is from the words to the world, and can be assessed by whether the statement is true or false (Searle, 1979, pp13). Speech acts, such as say, state, claim, belong to this category. Directives are attempts of varying degrees by the speaker to get the hearer to do something. For example, the speaker may ask, plead, command, or request the hearer to do things (ibid.). Commissives are to commit the speaker in varying degree to future action. And speech acts such promise belong to this category. Expressives are to express the psychological state of the speaker. The speaker expresses feelings or show attitudes about a state of affairs such as expressing thanks, making apologies and extending congratulations. Declarations occur when successful performance of the speech act brings about correspondence between the words and the world. Searle (1979, pp17) also gave an example of this kind, which is that if the speaker successfully performs the act of appointing someone as chairman, and then the appointed person is the chairman; if the speaker successfully performs the act of nominating a candidate, then the nominated person is a candidate.

Historical studies show that face-threatening speech acts seem to be problematic for EFL learners because successful realisation of those speech acts requires complex

skills. And face-threatening speech acts occur frequently in categories of directives and expressives. Therefore, a large amount of previous research was devoted to investigating learners' pragmatic competence in performing directives such as requests, expressives such as making apologies and complaints and so on. For example, Wang (2011) reported findings on how Chinese EFL learners make requests. The author found that when making requests, Chinese EFL learners differ from native speakers in the strategy types, formulaic expressions and internal and external modification used. And this may be due to their L1 interference. The study indicates that learners should be exposed to pragmatic knowledge input, and their attention should concentrate on the features of speech act sets so that they can make a distinction between L1 and L2 norms. And in Wang's (2011) study, it is also noteworthy that there is overlap between Chinese EFL learners and native-speakers in the usage of strategies and modifications, but a number of formulae used by Chinese EFL learners are not commonly used by native speakers, and Chinese students only rely on a small number of formulae in communication. Thus, providing students with input like formulaic expressions seems to be important for Chinese EFL learners.

According to second language acquisition theories, input plays a critical role in pragmatic learning process, and its importance has been emphasised by several previous research (Boxer and Pickering, 1995; Bardovi-Harlig, 1996; Kasper and Roever, 2005; Kasper, 1997). And Schmidt and Richards (1980, pp143) further commented that the input of speech acts can focus on 'the typical speech settings encountered by second language learners and the identification of discourse structure and norms for the speech events encountered' such as how to open and close a conversation and how to take turns. But input alone tends to be not sufficient. Without the prompts and instruction that helps them to notice the pragmatic features, students may not perceive the pragmatic knowledge. According to Kasper and Rover (2005), although ample input is necessary and important for L2 learners to develop their pragmatic ability, L2 pragmatic development may benefit more from

support through instruction. To acquire pragmatic knowledge, attention must be allocated to the target pragmatic knowledge such as situational context indexed by the linguistic and pragmatic choice.

Moving on to teaching practice, previous research provides different approaches on how to incorporate speech act theory into language pedagogy. An early example of research into functional language teaching is notional-functional syllabuses. And Wilkins (1976) gives a detailed explanation of notional-functional syllabuses. The author claimed the syllabuses are aimed at organising language teaching around language functions, which makes a connection between language form and function. Under the influence of this kind of syllabuses, many textbooks began to include sequences of language functions in the book. Celce-Murcia and Dornyei (1995, pp22) developed an organizational construct and a practical specification of language function to provide guidance for language teachers and material writers (see appendix 1). The authors believe by presenting students in larger pragmatic contexts for interpretation and by emphasizing the situational constraints, students' awareness of language function and speech acts can be developed. Thus, based on this notion, this study will refer to Celce-Murcia and Dornyei's specification and make a comparison between the specification and the data collected from the chosen books to check the overall coverage of language functions in the books.

However, notional-functional syllabuses were criticized for isolating functions from synthesized discourse (Krahnke, 1987). And some notional functional teaching seems to focus on unanalysed chunks, which would probably replace the use of productive language. For example, native English speaker may have many ways to respond to *'Thank you'*, such as *'Not at all'*, *'Don't mention it'*, *'You're welcome'*, *'It's OK'*, *'My pleasure'* and so on. Actually, there are slight differences between each response. But if course books only give students unanalyzed dialogues such as *'A: Thank you'* *'B: You're welcome'*, students may not be able to use other response in their own communication. They may think *'You're welcome'* is the only way to respond to

'Thank you'. But these shortcomings can be repaired by other instructional techniques (ibid.). Then, Cohen (1996), by reviewing several previous empirical studies, give instructional guidance on speech acts teaching. The author claims that in order to acquire speech acts, model dialogues can be used as examples; evaluation of a situation is also useful to reinforce learners' awareness of contextual factors; role-play activities are particular suitable to practice the use of speech acts. And Richard (2015) further added that identifying strategies and examining how speech acts are realised tends to be effective in speech acts teaching.

Cohen and Richard's suggestions indicate several teaching techniques and methods may as well exert positive influence on learning speech acts. For textbooks, it seems to be important to present knowledge of language strategies and activities to practise speech acts. Therefore, metapragmatic information can be included in textbooks to facilitate learners' acquisition.

2.2.4 Metapragmatic information

Metapragmatic information refers to the language that describes language functions and language strategies (Taguchi, 2011). For example, Cohen (1996, pp386-387) gives several strategies to perform the speech acts of apologies: 1. Express apologies by using a word, expression, or sentence which contains performative verbs, such as apologize and forgive; 2. Explain or account the situation which caused the apologies; 3. Acknowledge responsibility; 4. Offer of repair; 5. Make a promise of nonrecurrence. Such speech act sets could facilitate learners' language use in real communication.

In pragmatic teaching, explicit metapragmatic information which involves description, explanation and discussion of certain speech act could help learners to acquire the knowledge effectively. Taguchi (2015) explored the effectiveness of different methods in teaching pragmatic knowledge. By comparing 27 relevant studies on instructional methods of pragmatics, the author claimed providing explicit metapragmatic information exerts positive influence on learners, and 'input

exposure alone cannot surpass the level of learning produced by the explicit instruction, even when the input is made salient through enhancement techniques' (Taguchi, 2015, pp27). Explicit metapragmatic information makes the pragmatic feature salient for learners. And the explicit instruction of metapragmatic knowledge is effective in helping learners to develop their pragmatic competence (ibid.). Halenko and Jones's (2011) also confirm this point of view. Their study shows that the experimental group in which students received explicit instruction on request performed better than the controlled group in which no instruction is given to the students. Thus, the material designed for pragmatic teaching should include metapragmatic information, and activities in the material should focus learner's attention on the pragmatic features in order to facilitate processing of the feature (ibid.).

Despite the number of studies which proves the usefulness of metapragmatic information, other studies on textbook analysis indicate a paucity of metapragmatic information in textbooks. Nguyen's (2011) study shows the metapragmatic information is inadequately treated in textbooks, especially in a shortage of speech act strategies and context variable description. Bardovi-Harlig et al. (1991) found that the description of conversation closings is inadequate in textbooks. Among the 20 textbooks they examined, only 12 included complete conversation closings information. Uso-Juan's study (2008) shows that little information regarding contextual variables in which the requests were embedded was presented to the learners, and information regarding interlocutors' age, social status, and degree of intimacy of the request was neither mentioned. And the modification devices for request are not sufficient and comprehensive either. Ren and Han (2016) also found metapragmatic information is under-presented in most English textbooks of Chinese universities. Speech acts listed in the textbooks are not accompanied with any metapragmatic explanations.

Based on the above discussion, this study will investigate the metapragmatic

information in the selected set of textbooks to see its coverage and range.

2.2.5 Contextual Variables

Contextual factors play a critical role in how to successfully realise a speech act. They determine the choice of strategies people used in performing a speech act in a culture. According to Brown and Levinson (1987, pp74), contextual variables encompass the following aspects:

- 1) 'social distance' (D) of speaker (S) and hearer (H) (a symmetric relation);
- 2) relevant 'power' (P) of S and H (an asymmetric relation);
- 3) ranking of impositions (R) associated with a particular culture.

Roever (2015, pp390-391) further explains those factors in detail. Social distance can be understood as the degree of shared group membership and acquaintanceship. According to Roever (*ibid.*), there are three kinds of social distance: high social distance means participants in a discourse do not know each other, for example, strangers in a street or customers in a shop; medium distance means the interlocutors who might share group membership but do not know each other well. For instance, students who are in the same department but never talk to each other. Low distance means the interlocutors know each other well, such as friends. Power, as with social distance, can be divided into three categories: High power, low power and equal power. The degree of power means to what extent the hearer (H) can impose his own plans and self-evaluation (face) at the expense of the speaker's (S) plan and self-evaluation (Brown and Levinson, 1987, pp77). Typical high power relation examples are student (S) to professor (H), staff (S) to boss (H); equal power examples are roommates, friends at a similar age; low power examples are professor (S) to student (H). And ranking of imposition means the costings of imposition on an individual's preserve, and this factor might differ according to speech acts (Brown and Levinson, 1987; Roever, 2015). High imposition examples include borrowing a large sum of money from others or asking for time-consuming help from others. Low imposition examples include casual talks with information exchange.

In certain cultures, speakers' choice of words and syntactical structure may differ significantly according to the hearers' social roles. Thus, for EFL learners, performing a speech act should be appropriate to certain circumstances such as student-teacher, stranger-stranger, and friend-friend and so on (Richard, 2015). And Crandall and Basturkmen (2004) in their study provided positive evidence that includes context clues in language teaching material can effectively enhance learners' perception of pragmatic knowledge. However, previous studies show an inadequacy of contextual information inclusion in language teaching textbooks. Nguyen's (2011) analysed three textbooks for Vietnamese EFL learners and found a majority of speech acts in the set of books are taught and practised out of context. No explicit information is provided to students about the social roles of speakers and no description of contextual variables is provided for students to help them judge the imposition degree. And this may cause difficulties for L2 learners in adjusting themselves to unpredictable intercultural interactions. Similarly, Boxer and Pickering (1995) found one major problem in the presentation of speech acts in language teaching material is that important information on contextual/interlocutor of speech acts is overlooked. Most textbooks still focus on the linguistic aspect in pragmatic competence development. Therefore, in this study, coverage of contextual variables will be investigated in the chosen textbooks to see whether the set of textbooks provide this information for the target learners.

2.4 Pragmatic knowledge practice and presentation

Based on the SLA (second language acquisition) theories and previous discussions on pragmatic learning, activities on pragmatic development can be categorised into two types: activities aimed at raising learners' awareness of pragmatic knowledge and activities offering learners opportunities to practise pragmatic knowledge (Kasper, 1997). The former type can help learners notice the salient features of pragmatic knowledge which the latter can elicit language production from learners to help

them to practise the features they learnt. Bardovi-Harlig (2012) proposed a different way to divide tasks by utilizing pragmatic knowledge. According to the author, there are production and non-production tasks. Production tasks elicit oral speech like informal conversation, institutional talk, or classroom discourse from learners. And non-production tasks include judgment tasks such as rating and sorting tasks, and interpretation tasks. In addition, the author also described the degree of authenticity of production tasks in a chart (see appendix 2). From the chart, it can be seen that role-plays and Discourse Completion Task (DCT) are typical production tasks in pragmatic practice, but both of them are less authentic. DCT consists of a specific situation that requires the learner to use a wide range of language choices to respond to it. A typical DCT task is presented below (from Roever, 2015, pp390):

You need to print out a letter but your printer is not working. You decided to ask your housemate Jack if you can use his printer. Jack is in his room reading a book as you walk in.

Jack: Hey, how are you?

You: _____

Jack: Sure, go for it.

Role plays give learners an imaginary role to perform a certain situation. For example, students may perform a scene in a shopping mall with one student acting as a customer and one student as a salesman. Role plays can be further divided into the closed role play and open role play. Closed role play is similar to DCT, in which only one speaker is involved to respond to certain situations. The DCT example presented above could also be seen as a closed role play task. And an open role play normally involves at least two interlocutors to perform a certain situation.

Ellis (2008) has also commented on the merits and drawbacks of DCT and role plays. According to Ellis (*ibid.*, p167), the primary drawback of DCTs is that most of them are non-interactive; some of these sorts of tasks are criticised for requiring learners to write the response, which cannot practise the pragmatic ability in interaction. But, the benefit of this kind of activity is that it provides learners with situations and

makes them aware of the contextual variables; thus learners can practise different strategies in realizing a certain speech acts. And as for role plays, they are interactive and could practise a wide range of speech acts, but as mentioned previously, this kind of task is less authentic. Despite the drawbacks of the two kinds of activities, they can be beneficial to learners' pragmatic competence development, thus, they can be included in course books to practice learners pragmatic knowledge.

Role plays and DCT are all production-focused activities. As for awareness-raising activities, Bardovi-Harlig et al. (1991) suggested that learners can compare the norms of L2 pragmatic knowledge to their L1's, which is beneficial for their pragmatic competence development. Through the comparison activity, learners could deepen their understanding of different conventions in diverse cultures and could help them to reduce the transfer problems from L1 to L2.

Apart from the different activities, Uso-Juan (2008) also devised an explicit instruction sequence of pragmatic knowledge. The first stage is presentation, in which both pragmalinguistic and sociopragmatic knowledge is presented to students. The second stage is recognition, which practises the ability in recognizing the pragmatic elements. In this stage, awareness-raising activities can be offered to students. The final stage is production stage, which provides students with opportunities to practice what they have learnt in the previous two stages. And the author also emphasised role-play is a particularly suitable activity in this stage, but rich scenarios (pragmatic information) with different sociopragmatic features should be presented to learners as well. Similarly, Cohen and Ishihara (2013, pp118) summarized seven ways to integrate pragmatic knowledge into the curriculums. Firstly, explicitly state the primary goal and approach to speech acts; second, focus on relevant linguistic features and provide immediate feedback; third, guide learners' observations and facilitate their attention to L2 pragmatic norms and L2 forms; fourth, explain cultural reasoning for L2 pragmatic norms; fifth, alert the interlocutor to their unfamiliarity with L2 norms; sixth, provide metapragmatic comments as a

reinforcement of the real intent; seventh, look for relatively appropriate L2 expressions that reflect how they would communicate in the given situation.

The above discussion provides useful information on the kind of activities that should be included in textbooks to practice pragmatic knowledge and on how to present pragmatic knowledge in textbooks. And the two aspects will be investigated in the chosen books.

2.3 Previous studies on textbook analysis

With the increasing interest in pragmatics teaching, many previous types of research focus their attention on pragmatic knowledge in language course books. To conduct my study, I reviewed ten relevant studies on textbook analysis from pragmatics' perspective. And I found most of the studies tend to investigate the speech acts presentation in textbooks with different focus.

Two studies pay attention to only one specific speech act presentation such as complaints (Boxer and Pickering, 1995) and request (Uso-Juan, 2008). And both authors give a clear reason why they choose this speech act to analyse. The former study focuses on the texts provided in the course books to see whether the presentation and input are comprehensive enough to present different ways of complaints to learners. And the latter focuses on activities in the course books to examine the extent the activities practice the speech act of request. However, most of the studies fail to explain whether their analysis is based on texts or activities because the focus of the two parts is slightly different. Texts emphasize input of knowledge while activities concentrate on the production and practice of the target knowledge. So I decided to analyse both texts and activities in the books and will explain selected principles in chapter 3.

Two studies pay attention to some speech acts and their realisation strategies.

Meihami and Khanlarzadeh (2015) analysed the speech acts of requesting, refusing and apologizing and their realization strategies in ELT textbooks. In addition, Toprak and Aksoyalp (2015) analysed complaints, apologies and suggestions in 17 course books to see their range and coverage. But the two studies fail to explain why the three speech acts were chosen to be analysed. A further two studies combine textbook analysis with other research instruments to take into account learners' performance or needs. Afzali and Rezapoorian (2014) conducted a comprehensive study by adding a DCT to the analysis of course books, and then the author compared results to find that the inadequacy of the presentation of certain speech acts seems to be a cause of students' poor performance in DCT. Crandall and Basturkmen (2004) first developed their own material for pragmatic teaching and then use a questionnaire to evaluate the effectiveness of material from learners' point of view. In my study, there is no other instrument involved to further evaluate the students' need and their response to the textbooks so I referred to Li (2015), Yuan and Tangen et al. (2015) and Zheng and Huang's (2010) study to see EFL learners' pragmatic competence and needs in China. As discussed in chapter 2.2.2, those studies indicate Chinese EFL's pragmatic competence tends to be still underdeveloped and a primary cause for this phenomenon is that course books fail to provide learners with sufficient pragmatic knowledge. But EFL learners have high expectation of learning pragmatic knowledge in textbooks and language classrooms. Future study can be conducted to make a supplement by referring to learners' needs.

Three studies conduct a general analysis on pragmatic knowledge inclusion in course textbooks. Ren and Han (2016) investigated the coverage of pragmatic knowledge relating to speech acts and its presentation as well as intralingual pragmatic variation of Ten Chinese University course books. And they found the range of speech acts in Chinese EFL course books used by university students is limited; the metapragmatic knowledge is insufficient, and the intralingual variation is paid little attention to. Nguyen (2011) investigated the range, distribution of speech acts and its linguistic presentation as well as the type of contextual and metapragmatic information

accompanied. The author found the textbooks fail to present an accurate and adequate input of pragmatic information. Vellenga (2004) investigated three aspects of pragmatic information, which are politeness/appropriacy/usage/register/cultural information, metalanguage and speech acts information in both ESL and EFL course books. And the author found the range of metapragmatic information is limited. Only some options of expressions are provided to students. And one study focuses on one specific aspects of pragmatic knowledge. Bardovi-Harlig et al. (1991) concentrates on the closing of conversation in course books. And the study suggested English-language materials fail to provide students with pragmatically appropriate conversation models. All of the studies indicate textbooks seem not to fulfill their responsibilities in providing learners with adequate pragmatics knowledge.

I focused my study on speech acts, metapragmatic information and contextual variables due to time limits. And the reason why these aspects were chosen is that speech acts are the most frequently-studied aspects regarding course books analysis. But there are not enough studies focusing on the overall metapragmatic information in course books and seldom studies focus on the contextual variables of conversations in course books. In addition, few studies were conducted to investigate the pragmatic knowledge inclusion in Chinese university EFL textbooks. Among the nine studies, only Ren and Han (2015) investigated pragmatic knowledge in Chinese textbooks, but their study did not include the *New Vision English Speaking and Listening* books. Moreover, many previous studies fail to give a clear description on which part of the textbooks their data comes from. Therefore, I analysed the scripts, activities and presentation of the set of course books separately to make the analysis clearer.

Chapter Three Methodology

3.1 Introduction

This study is a text-based analysis of a set of EFL course books designed for Chinese college students. And the study is a mixed method research including both quantitative and qualitative approaches. The main objective of the study is to investigate the extent that *New Vision College English Listening and Speaking* books is likely to promote Chinese university students' pragmatic competence by answering the following research questions:

RQ 1 To what extent are pragmatic elements covered in the set of selected EFL textbooks (New Vision College English Book listening and speaking set?)

Speech acts/metapragmatic information/contextual variables/pragmatic practice

RQ 2 What pragmatic knowledge is covered in the set of selected EFL textbooks and what is their distribution?

Speech acts/metapragmatic information/contextual variables

RQ 3 How does the set of books practise pragmatic knowledge?

RQ 4 How does the set of books present pragmatic knowledge?

To achieve this goal, this study will examine the extent pragmatic knowledge is included in the set of course books. Pragmatic knowledge was determined to be a broad category, and in chapter two, it is defined as 'knowing how to do things with language, taking into account of its contexts of use' (Thornbury, 2005, pp16). To be specific, it may include aspects such as appropriate use of language, speech acts, politeness, metapragmatic information and socio-cultural conventions. In this study, the investigation of pragmatic knowledge focuses on speech acts, metapragmatic information and context variables of a conversation. And the different aspects of pragmatic knowledge are investigated regarding its coverage, range, frequency, distribution and presentation. Coverage refers to the percentage of a certain

pragmatic element takes up compared to other pragmatic elements, while range here is defined as how many pragmatic elements there are in the textbooks. Frequency refers to the number of times the pragmatic elements have occurred throughout the four textbooks whereas distribution refers to the percentage of a certain pragmatic elements accounts for in the textbook. Also, this study will investigate the activities aiming to practise pragmatic knowledge. To this end, this essay will first discuss the set of books selected for the study and then explain ways of collecting and analysing data.

3.2 Material Selection

The textbook set chosen for this study is *New Vision College English Listening and Speaking* books 1 to 4. This set of course books is designed for Chinese university students who are EFL learners. English in Chinese universities is a compulsory subject, and this set of books has been widely used in Chinese universities and colleges as a primary textbook in studying English. Before the study, informal interviews were conducted among some of my colleagues who have been teaching or learning English in universities in China. Among the twenty interviewees who come from different provinces in China, more than half of the interviewees claimed that their universities use *New Vision College English* as course books. Due to its popularity, I chose this set of book to analyse. In addition, Ren and Han (2016) in a similar study analysed ten English language textbooks designed for Chinese university students to examine the coverage of pragmatic knowledge; however, their study did not include this set of books. Therefore, my study could be a supplement to their study.

New Vision College English course books have two sets of books: one set is *An Integrated Course* and the other set is *Listening and Speaking*. *An Integrated Course* aims to develop students' reading and writing proficiency in English while *Speaking and Listening* intends to promote their speaking and listening ability. And because pragmatic competence in this study refers to students' 'ability to communicate and

interpret meaning in social interactions’ (Taguchi, 2011, pp289-310), this study chose Speaking and Listening set to conduct the analysis. Though, according to Cohen and Ishihara (2013, pp114), consensus of pragmatic ability also encompasses the ability ‘to comprehend written messages and to know how to write message intelligibly’, the above two aspects were not paid attention to in this study. A more comprehensive study is therefore necessary in the future.

3.3 Data Collection

I will first provide an overview of which sources inform which RQs and then I will provide a rationale for this approach to data sourcing and collection. Before doing so, I will first present the general structure of the books. *New Vision English Listening and Speaking* has four books and there are eight units in each book. In each unit, there are eight sections (See Table 1). And data source for each research question can be seen in Table 2.

Table 1 General Structure of the Textbooks

Textbooks	Section in the books
<i>New Vision College English Listening and Speaking Student Book</i>	Starting Point
	Inside View
	Talking Point
	Outside View
	Listening In
	Pronunciation(Book 1/2)
	Presentation Skills (Book 3/4)
	Unit Task
Unit File	

Based on the discussion in chapter 2, sections to be exploited for pragmatic knowledge should embrace the following features. First, they consist of explicit mention and instruction on language functions/speech acts. Second, they provide students with information about the description of language functions or language

strategies. Thirdly, they provide students with opportunities to practise pragmatic competence. In this study, a pilot study was conducted to check the feasibility before the formal analysis. And the choice about which section is chosen as data source comes from the pilot study. The feature of each section in the books determines whether this section is included in the data source.

Table 2 Research Questions and Data Source

Research Questions	Data Source in the Books	Analysis Approach
RQ1 General coverage of pragmatic elements	<i>Starting Point, Inside View, Talking Point, Listening In, Presentation Skills (Book 3/4), Unit Task, Unit File</i>	General analysis
RQ2 Coverage of specific pragmatic knowledge (speech acts, metapragmatic info, contextual variables)	<i>Speech acts: Inside view, Unit File</i>	Specific analysis
	<i>Metapragmatic knowledge: Listening in, presentation skills (Book 3/4)</i>	
	<i>Contextual variables: Inside view</i>	
RQ3 Coverage of pragmatic practice	<i>Starting Point, Inside View, Talking Point, Presentation Skills (Book 3/4), Unit Task</i>	Specific analysis
RQ4 Presentation of Pragmatic elements	A random chosen sample unit	Specific analysis

In the pilot study, firstly I found that sections such as *Starting Point, Talking Point, Presentation Skills* (in book 3 and 4) and *Unit Task* provide students with activities to practise pragmatic knowledge. Pragmatic practice in those sections can be included in the data to answer both RQ 1 and RQ 3, which investigate the overall inclusion of pragmatic elements and the coverage of pragmatic practice. Teachers' book is also examined to see whether it can support the pragmatic activities in a positive way.

Secondly, I found that sections, such as *Outside View* and *Pronunciation* in Book 1 and 2, contain no specific teaching of pragmatic competence. The scripts in *Outside View* are extracts from news reports, articles and interviews. The news report and article are all monologues which are non-reciprocal. The interviews follow a pattern that the interviewer asks a question and different interviewees express their opinions

separately, and there are few interactions between interviewers and interviewees, interviewees and interviewees. Texts and activities in this section fail to demonstrate any explicit pragmatic knowledge. And the *Pronunciation* in book 1 and 2 is pure exercise for students to practise pronunciation, stress and intonation, in which no specific teaching of pragmatic competence is attempted either. So the two sections are not included in data collection.

Thirdly, *Listening In* and *Presentation Skills* section in book 3 and 4 consist of boxes introducing metapragmatic knowledge and pragmatic strategies. For example, on page 9 of book 2, there is a paragraph introducing how to use introductory phrases. It says ‘...When speakers are about to ask an important point they often use an introductory phrase that signals to listeners that they are going to do this...’ (NVCEL&P Book 2, pp9) And this kind of information is categorized as metapragmatic information in the books. These boxes can be incorporated into the data to provide information about the coverage of metapragmatic knowledge to answer RQ 2. But short conversations and long conversations in this section fail to provide any contextual information in the students’ books. Information is only provided as man and woman or speaker 1, speaker 2 without mentioning their social roles and the context of the conversation. And there is no clarification about the relationship between the speakers in the teachers’ book either. In addition, activities in this section focus primarily on linguistic competence and listening skills but not pragmatic knowledge. Therefore, scripts of the conversation and activities in the *Listening In* section are not included into the data collection.

Finally, I found the *Inside View* section and the *Unit File* section in all four books contain useful pragmatic input. *The Inside View* section provides students with ‘a guided functional dialogue with a box of useful functional expressions taken from the video story’ (Introduction of NVCE, pp VI). The videos in this section cover two or three dialogues in each unit. The characters of the video are clearly introduced to students, and the visual support from the video could help students to notice and

observe the contextual variables related to the conversation. Video-scripts of this section in the teachers' books can be also used to facilitate data collection for this study. At last, the *Unit File* section makes a summary of the language points presented throughout the unit. The summary contains three parts: *functions, everyday English and pronunciation (book 1, 2)/presentation skills (book 3, 4) and unit task*. The *functions* provide students with functional usage of language. So *Inside View* and *functions* in *Unit File* is the primary data source for RQ2 to answer the range and coverage of speech acts.

3.4 Data Analysis

Having discussed the principles of data collection, the procedure of data analysis will be illustrated in detail. The analysis was conducted on both general and specific basis. For each research question, different approaches were adopted (See table 2).

3.4.1 General analysis

To answer RQ1, general analysis is adopted to find out the extent pragmatic elements are covered in this set of books. Counts of the pragmatic elements were obtained by performing a page-by-page analysis. To be more specific, if a page contains explicit mention of speech acts/language functions, metapragmatic description or pragmatic practice, this page contributes a number to the page that includes pragmatic knowledge. Then, the number of pages that includes pragmatic elements is compared with the total pages of the book to see the percentage of pragmatic elements coverage. Many researchers have utilised this method to measure the coverage of pragmatic knowledge or information in English course books. For instance, Vellenga (2004) adopted this method to find out how much pragmatic information is included in eight EFL and ESL books for university-aged adult students. Ren and Han (2016) also used this method to find out the overall coverage of pragmatic knowledge in ELT textbooks for Chinese university students. A major advantage of this method is that it can help the researchers quickly get an overview

of the coverage of certain elements, and accordingly demonstrate comparative results of the target element to other elements in books being analysed. However, this page-by-page counting fails to demonstrate detailed information about the pragmatic knowledge included. That is the reason why a supplementary and specific analysis is necessary.

3.4.2 Specific analysis

The specific analysis was employed to illustrate the detailed information about the range, frequency and distribution of different aspects of pragmatic elements.

In order to answer RQ2, specific analysis was adopted to investigate the three aspects of pragmatic knowledge, which are language functions/speech acts, metapragmatic information and contextual variables. Accordingly, findings of RQ 2 were divided into three sections in line with the three aspects.

In the first section, the range and coverage of language functions/speech acts are calculated by using a chart demonstrated in Table 3 (also see Appendix 4). The language function and expressions listed in the chart comes from the *Inside View* and *Unit File* section in each unit. And each expression in the chart is further categorized by referring to Searle's (1979) taxonomy on speech acts which includes representatives (assertives), directives, commissives, expressives and declarations (chapter 2.1). Then, the total number of language function is counted. If any language function is repeated, it will be counted twice since different expressions are presented to students although the function is the same. And the result can tell the range of language functions covered in the set of books. In addition, the language functions are compared with Celce-Murcia and Dornyei's (1995) organisational construct of language functions (See Appendix 1) to see whether the coverage of language function in the set of books is comprehensive. Moreover, speech acts are counted to find out the distribution of each category.

In the second section, the range and coverage of metapragmatic information in the chosen books is investigated. Firstly, metapragmatic knowledge in the *Listening In* section is listed in a chart (Table 4). Then the total number of metapragmatic knowledge is calculated to see the range and overall coverage of metapragmatic information. Finally, the metapragmatic knowledge will be compared with the language functions listed in Appendix 4 to see whether the metapragmatic information could support the learning of language function/ speech acts.

Table 3 Extract from the data

Textbooks	Unit	Language Functions Included	Expressions	Location in the book (C is short for conversation)	Speech acts
	1	Asking about name	Can I have your family name, please?	C1	Directives
			What's your first name?		Directives
			Is...your real name?	C2	Directives
			And you are...?	C3	Directives
		Making introduction	No need to call me...	C1	Directives
			Everyone calls me...		Directives
			Please call me...		Directives
			My Chinese name is...	C2	Assertives
		It's short for....	Assertives		
		Talking about food	What's in it?	C1	Directives
	What's it made with?		Directives		
	It's made with		Assertives		
	How is it cooked?		Directives		
	It's baked/boiled/fried/ cooked in...		Assertives		

In the second section, the range and coverage of metapragmatic information in the chosen books is investigated. Firstly, metapragmatic knowledge in the *Listening In* section is listed in a chart (Table 4). Then the total number of metapragmatic knowledge is calculated to see the range and overall coverage of metapragmatic information. Finally, the metapragmatic knowledge will be compared with the language functions listed in Appendix 4 to see whether the metapragmatic information could support the learning of language function/ speech acts.

Table 4 Metapragmatic Information

	Unit No.	Metapragmatic Knowledge	No.
Book 1	Unit 3	Using expressions to gain time	1
	Unit 4	Feature of natural discourse discourse markers	2
	Unit 5	Recognizing the speaker's attitude intonation	3
	Unit 6	Informal radio interviews	4
	Unit 7	Jokes	5
Book 2	Unit 1	Introductory phrases	6
	Unit4	speaking formally in a debate	7
	Unit5	Make a speech	8
	Unit7	Asking rhetorical questions	9

In the third section, contextual variables were investigated to answer the third aspect of RQ 2. Context variables refer specifically to Brown and Levinson's (1987, pp74) sociological variables: 1) Social distance (D); 2) Power (P); 3) Ranking of impositions (R) associated with a particular culture (chapter 2.2). The contexts provided in *Inside View* section were analyzed in Table 5 (also see appendix 6). First, the number of contexts and types of speakers' relations included in all four books is counted. Result of this part can tell the range and coverage of contexts of conversation. Then, the three aspects of contextual variables are calculated to see their frequency and distribution.

Table 5 Contextual Variables

textbooks	Unit	context	Participants	Social Distance	Power	Imposition Degree
1	1	C1	Janet collects keys to her room.	Janet and Porter In of the University	High	Equal Low
1		C2	Janet and Kate introduce themselves to each other	Janet and Kate (Roommates)	High	Equal Low
1		C3	Kate and Janet meet Mark for the first time, a British student, and they make friends	Janet and Mark (Classmates)	High	Equal Low
1	2	C1	Janet, Kate and Mark go to a restaurant and order food	Mark and Waitress (Customer and waiter)	High	Equal Low
1			Janet, Kate and Mark (Friends)	Low	Equal	Low
1		C2	Janet, Kate and Mark talk about the choice of dissert	Janet, Kate, Mark and Waitress (Customer and	High	Equal Low
1	3	C1	Kate telephone a girl called Abbie, a volunteer worker	Kate and Jacky (students and helpline staff)	High	Equal Low
1		C2	Abbie calls back Kate	Kate and Abbie (students and helpline staff)	High	Equal Low

But it is noticeable that in this study, the three variables are judged based on the contexts and characters provided in the chosen section; thus, it is just a rough judgment on different degrees of contextual variables without referring to the speech acts contained in the conversations. And the analysis of this part is to examine the variety of the variables presented in the books. The result of this analysis could tell whether the set of books provide comprehensive and sufficient examples of conversation for students to learn how to perform a speech act with

different people in different contexts.

In order to answer RQ3, the practice in the books is investigated to see how the books test students' pragmatic knowledge. Firstly, the total number of speaking activities in the book is counted and then activities which may practise the pragmatic abilities of students are counted. Then the two numbers will be compared to see the coverage of pragmatic practice. Secondly, activities in the chosen sections aimed at improving pragmatic competence are categorised into three categories, which are awareness raising activity, role play and DCT. The number of each category will be calculated to see the frequency and distribution of a category. The results of this part could tell whether the activities in the books provide sufficient opportunities for students to practise pragmatic abilities and whether those activities can help students develop their pragmatic competence. In addition, the teachers' book is also examined to see whether it provides positive support for those activities.

In order to answer RQ 4, the presentation of the speech acts is investigated. To this end, I chose one sample unit in the books to see in what way pragmatic knowledge is presented to students and how the knowledge is presented. The sample unit is randomly selected since the structure and layout of each unit is similar in all the four books. The focus is still put on what speech acts, metapragmatic information, context variables and practice is included in the unit and how the different elements are arranged in the unit.

Chapter Four Findings and Discussions

4.1 Introduction

This chapter reports the findings and discussions of the study. Throughout this chapter, the findings are presented according to the order of research questions and thus are divided into four sections. This chapter will first report and discuss the overall coverage of pragmatic knowledge in the four books; following this is the reports on the range, frequency and distribution of the three aspects of pragmatic knowledge; and finally, the article reports the pragmatic practice in the books and evaluates the presentation of pragmatic knowledge in a sample unit.

4.2 RQ1 To what extent is pragmatic elements covered in the set of selected EFL textbooks (New Vision College English Book listening and speaking set?)

Table 6 Overall Coverage of Pragmatic Knowledge

Textbook	Total Number of Pages which Include Pragmatic Elements	Total Number of Pages of the Book	Percentage (%) of Pages with pragmatic information
<i>New Vision College English Listening and Speaking 1</i>	27	97	27.8%
<i>New Vision College English Listening and Speaking 2</i>	26	98	26.5%
<i>New Vision College English Listening and Speaking 3</i>	31	100	31%
<i>New Vision College English Listening and Speaking 4</i>	31	103	30.1%
<i>In Total</i>	115	398	28.9%

This section will report and discuss the general coverage of pragmatic knowledge in

the set of course books. Table 6 presents the overall coverage of pragmatic knowledge in all four books. As shown in Table 6, pragmatic knowledge accounts for a small portion compared to other elements such as grammar and pronunciation in the books. On average, 28.9 per cent of the books' pages contain some pragmatic knowledge. This finding is consistent with Cohen and Ishihara's (2013, pp119) statement that 'existing research has shown L2 pragmatics has rarely been represented adequately the materials commercially available today.' And the paucity of pragmatic knowledge inclusion is also consistent with Ren and Han's results (2016). In their study, the authors found that the average coverage rate of pragmatic knowledge in ten university textbooks in China is 17.09 per cent. And the highest coverage rate is at 43.74 per cent while the lowest rate is at 0 per cent. Only three books in their study have a higher coverage rate than 28.9 per cent. Thus, by comparing with their results, it can be concluded that the rate of pragmatic knowledge inclusion is higher than most of the textbooks used in Chinese universities despite the overall inadequacy. It is noticeable that the number of pages containing pragmatic knowledge listed in table 6 does not take the amount of pragmatic knowledge on each page into consideration. Most of pages contributed to the overall coverage only contain a small proportion of pragmatic knowledge. For example, on page 54 of book 1, there is only a box introducing information regarding 'how to recognise the speaker's attitude', and the rest of content on that page has nothing to do with pragmatic knowledge. Therefore, the pragmatic knowledge included in this set of books is still inadequate compared with other components.

Furthermore, the data also shows that there is a slight difference of pragmatic inclusion among the four books. A lower inclusion is found in the first two books. This nuance might be due to the consideration of language level progression, as the book is designed for different grades in universities. But this is just a personal speculation, and there is no official confirmation from the author of the books. In other words, there is no evidence that can prove the author considers the amount of pragmatic knowledge inclusion according to students' levels, since there is no systematic

increase of percentage from book 1 to book 4. Also, previous research fails to consider the requirements of pragmatic knowledge for students at different levels. Efforts can be therefore devoted to exploring this information.

4.3 RQ 2 What pragmatic knowledge is covered in the set of selected EFL textbooks and what is their distribution?

4.3.1 Range and distribution of language function/speech acts

In this section, the range, frequency and distribution of language function/speech acts are reported and discussed. As mentioned in Chapter 3, some of language functions discussed above are broad; for example, 'talking about food' in book 2 unit 2 does not have a clear boundary of which speech acts it belongs to. Language functions are re-categorized according to Searle's taxonomy (see appendix 4). So in this section, findings of language function and speech acts will be reported and discussed separately in table 7 and 8.

Firstly, language functions listed in the book is calculated and the number of language functions listed in the four books is listed in Table 7. And from the table, it can be seen the set of books provide students with 111 language functions in total. In book 1, 3, 4, 27 functions are provided for students, and 30 functions are provided for students in book 2.

Table 7 Number of Language Functions listed in the four books

Book1	Book2	Book3	Book4	In total
27	30	27	27	111

Then, by comparing the 111 functions listed in all four books (see appendix 4) with Celce-Murcia and Dornyei's (1995) organizational construct for functional language teaching (See appendix 1), we can see clearly that the four books tend to cover a

good variety of language functions. All the seven key areas mentioned in the construct is covered in the books, which is namely the interpersonal exchanges, information, opinions, feelings, suasion, problems, and future scenarios. For example, in book 1, there is 'encouraging', which is under the category of suasion; and in book 2, there is 'congratulating', which is under the category of interpersonal exchange. However, there are still several common functions missing in this set of books. For example, greeting and leaving, which is under the interpersonal exchange category, is not found in this set of books. But this function is fairly common in daily communication. Although the video-scripts of the set of books do contain conversations regarding greeting and leaving, there is no explicit mention and description of this function presented for students. As discussed in the previous chapters, without explicit instructions, students may not notice the features of the function, and thus they are unlikely to acquire and use it in their own communication.

In addition, from the appendix 4, it can be seen several of the language functions in the books is repetitive. For example, the function 'make comparisons' appears four times in the set of books. Repetitions tend to be helpful in promoting learners' language acquisition (Taguchi, 2011). So from this perspective, the repeated functions in the books are likely to help the learners to consolidate the pragmatic knowledge presented in the textbooks. However, one major problem is that not all functions are repeated in the set of books. For example, 'thanking' only appeared once in book 3, but actually it is also a commonly used function in daily communication. So it seems that the language functions in the all four books are not repeated according to learners' need or any reasonable input orders but relying on the authors' intuition. And this is a common problem in most of the textbooks designed for EFL learners (Boxer and Pickering, 1995). And this finding is also consistent with several previous research, including Uso-Juan's (2008) and Ren and Han's (2016) study on pragmatic knowledge analysis in course books. But it has to be admitted that previous studies on pragmatic teaching have not provided much

information on which function should be presented to learners first and which function should be repeated most. Therefore, it might be difficult for the textbook designers to arrange the functions in the textbooks accordingly. But plenty of studies have been carried out to investigate learners' need and their pragmatic competence. These studies can be a good reference for course-book writers to decide what should be included in course books. For example, Li's (2015) study indicates Chinese university EFL learners are not good at making apologies, so this function should be a focus in English course books adopted by Chinese universities. However, in the course books analysed in this study, making apologies and express forgiveness is not included in the language functions at all.

Then, speech acts based on Searle's (1979) speech acts taxonomy is reported in Table 8. The reclassification is divided into five categories. Assertives include speech act such as say, state or claim; commissives include speech acts such as promise; declarations include speech acts such as nominate or appoint; directives includes speech acts such as ask, plead; expressive include speech acts such as thank and apologize. And the frequency and distribution of each speech acts can be seen from table 8.

Table 8 Frequency and Distribution of Speech Acts

Speech acts	Book 1		Book 2		Book 3		Book 4		In Total	
	Frequency	Distribution	Frequency	Distribution	Frequency	Distribution	Frequency	Distribution	frequency	Distribution
Assertives	27	24.32%	37	31.62%	32	32.32%	46	39.32%	142	31.98%
Commissives	9	8.11%	4	3.42%	3	3.03%	7	5.98%	23	5.18%
Declarations	2	1.80%	0	0.00%	0	0.00%	1	0.85%	3	0.68%
Directives	55	49.55%	22	18.80%	41	41.41%	35	29.91%	153	34.46%
Expressives	18	16.22%	54	46.15%	23	23.23%	28	23.93%	123	27.70%
Total	111		117		99		117		444	

When it comes to Book 1, we can see clearly that directives is the most frequent speech act in Book 1 and they occur 55 times in the book, with distribution reaching as high as 49.55%. Followed behind are assertives, which occur 27 times with its distribution accounting for 24.32%. In addition, the frequency of other four times, including expressives, commissives and declarations, stands at 18, 9 and 2, with

distribution reaching 16.22%, 8.1% and 1.8% respectively. It is noticeable that, of all 111 expressions, directives are the most frequently-used speech acts, in stark contrast to declarations.

In Book 2, it is noticeable that expressives come first in its frequency of usage, and such use reaches as frequent as 51, with its distribution constituting 46.15%. Ranked in the second and third place are assertives and directives, with the frequency and distribution reaching 37, 22 and 31.6%, 18.80% respectively. In addition, commissives are only used 4 times, and its distribution, correspondently, is as low as 3.42%. Interestingly, there is no use of declarations throughout the whole book, so its distribution is also zero. In summary, there are a total of 117 speech acts that could be found across Book 2. And expressives are the most frequently used speech acts, against declarations, which never show up in the book.

As for Book 3, it is manifest that across the whole book, a total of 99 speech acts are used, among which directives occurs most frequently, reaching 41 times, with 41.41% distribution rate. Assertives follow closely behind, with frequency reaching 32, and distribution rate 32.32%. Expressives are also a key category of speech acts in Book 3, as its occurrences stand at 23, and distribution 23.23%. Finally, commissives occur 3 times, and its distribution reaches only 3.03%. As there is no use of declarations in the book, both its frequency and distribution stands at zero.

In terms of Book 4, there are a total of 117 speech acts having being applied. Assertives, the most commonly seen category, occur 46 times, and its distribution stands at 39.32%. Ranked in the second and third place are assertives and expressives, whose frequency reaches 35 and 28, and distribution accounts for 29.91% and 23.93% respectively. By contrast, commissives are only adopted 7 times, with the distribution reaching 5.98%. Declarations are rarely used, because its frequency only stands at 1, and its distribution accounts for 0.85%.

To sum up, the above chart shows that the total use of speech acts arrives at 444 in frequency, among which directives appear most frequently, at 153, with its distribution accounting for 34.46%. This is in stark contrast to declarations (there are only three such use across all the four books, and its distribution stands at 0.68%). Followed behind are assertives (frequency 142, distribution 31.98%) and expressives (frequency 123, distribution 27.70%). Commissives are only used 23 times, with the distribution reaching 5.18%.

The above findings indicate that all the five categories of the speech acts are covered in this set of books, which means the overall coverage of speech acts tends to be comprehensive. And the focus of speech acts teaching seems to be put on directives since this category appears most frequently in the books. The directives comprise speech acts such as requests, commands and suggestions. And those speech acts are all face-threatening in real life, which primarily threaten the hearer's negative-face (Brown and Levinson, 1987). As mentioned in Chapter 2.2.3, successfully performing face-threatening speech acts seems to be problematic for EFL learners. From this perspective, it seems to be reasonable that directives account for the largest proportion across the four books since they are pragmatic knowledge useful for learners. However, there are many speech acts under the category of directives. But in this study, it is difficult to further classify them into a more specific sub category, which means the result of this study cannot tell the distribution of each sub category in these books. But compared with language functions listed in the books, it can be seen that there is an imbalanced distribution of each speech acts. For instance, as mentioned previously, the language functions '*thank*' only appear once while '*making comparisons*' appears four times. This finding again confirms that the frequency and distribution of the each speech act in the books are not arranged by following systematic patterns. The arrangement is probably based on the course book writer s' intuition.

In addition, from both Table 7 and Table 8, it can be seen that there is not a link

between the proficiency level of the course books and the complexity, range and frequency of speech acts presented to learners because no systematic increase of speech acts coverage is demonstrated from book 1 to book 4. Aksoyalp and Toprak (2015) indicate in their study that the proficiency level of the course books might be a significant variable in determining the amount of pragmatic knowledge and its complexity. And there is a positive correlation between the range and frequency of pragmatic knowledge and the level of course books. In this study, Book 1 to Book 4 is supposed to use different grades of students in university, and students' English proficiency level may vary from each year of study. However, the books' designers have not taken into account the level of students' language proficiency when allocating pragmatic knowledge for each book. In the future, textbooks writers could arrange the range and frequency of speech acts complexity in course books according to the proficiency level of the potential users to ensure that the pragmatic knowledge in each book may be neither too difficult nor too easy for the students. For example, the speech acts that have high imposition degree and that will be performed to the interlocutor with higher power can be presented to students with higher language proficiency since face-threatening speech acts seem to be difficult to EFL students.

4.3.2 Metapragmatic information

Table 9 Coverage of Metapragmatic Information

Book 1	Book2	Book 3	Book4	In total
5	4	45	35	89

As explained in chapter two, metapragmatic information refers to the language that explains, describes or discusses the functions of language or certain speech acts. And from table 9, it can be seen that the set of books provide 89 pieces of metapragmatic information in total with only 4 and 5 pieces in book 1 and 2, and 45 and 35 in book 3

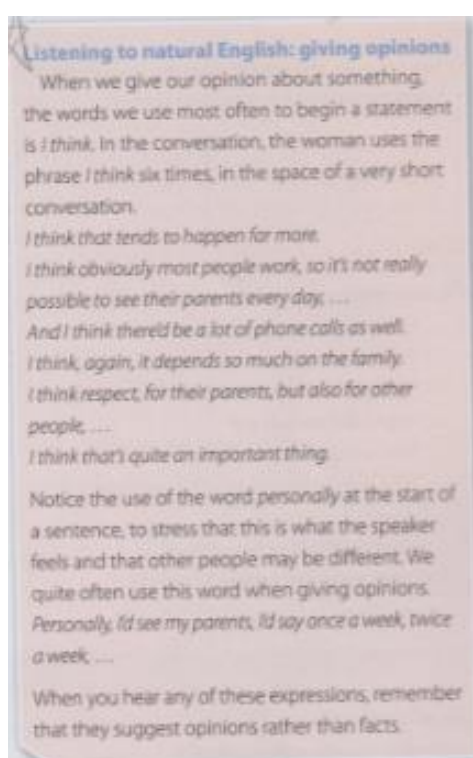
and 4. Compared to 111 language functions and 444 different expressions having been categorised to the five classifications of speech acts provided in the books, the amount of metapragmatic information is not sufficient. Besides, there are other problems regarding the metapragmatic information in the books.

Firstly, the amount of pragmatic information is extremely limited. For example, in book 1, there are 27 language functions, but only 5 pieces of metapragmatic information are provided for learners. The situation is the same in book 2. For example, in book 1 unit 1, two language functions, which is *'asking about name'* and *'making introduction'*, are presented to learners, but no metapragmatic information is provided to make further descriptions about when it might be appropriate to use the different expressions. There are three expressions under the first function asking about names, which are *'Can I have your family name, please?'* *'What's your first name?'* *'Is...your real name?'* *'And you are...?'* It is obvious that the four sentences indicate different degree of politeness, and learners cannot use the four sentences randomly in different situation and toward people with different social roles. But the book fails to explain these differences to learners so that learners might have a wrong impression that there is no difference between the sentences, and they can use any of them to ask others their names. It seems that in book 3 and 4, metapragmatic information is relatively sufficient and surpasses the number of language functions provided. However, most metapragmatic functions in book 3 and 4 are just a list of different expressions without any further descriptions and explanations on when and to whom and why to use those expressions. And this reveals the second problem of metapragmatic information in the books.

The second problem is that the content of metapragmatic information is extremely pragmalinguistic-focused. Pragmalinguistic knowledge refers to using language conventions and forms to convey meanings or perform speech acts (chapter 2.2.1). Every piece of metapragmatic information in the set of books emphasizes the linguistic forms that is used in performing speech acts but ignores the sociopragmatic

factors. For example, in book 3 unit 2, there is a metapragmatic knowledge introducing how to give opinions (See extract below), the description in the following extract focuses on the two commonly used chunks, which is 'I think' and 'Personally'. And this information is indeed useful for students since many previous research indicates that Chinese students' negative pragmatic transfer is due to the inadequacy of linguistic knowledge (Li and Jiang, 2014; Ren and Gao, 2012; Zheng and Huang, 2010; Li, 2015).

Extract from book 3 unit 2



However, in the extract, there is no presentation of sociopragmatic knowledge although previous studies indicate the knowledge is also necessary for Chinese students since sociopragmatic failure has become a great barrier discouraging learners in Chinese university from communicating in English. For example, Li's (2015) study indicates Chinese EFL learners' underdevelopment of sociopragmatic competence is due to their ignorance of different degrees of imposition in different social contexts, and they tend to be unable to adjust their expressions according to the context. However, most of the course books failed to present the information to students (Ren and Han, 2016) including the course books analysed in this study. In

order to improve the metapragmatic knowledge, information regarding contextual variables should be included in course books as well. In the above extract, information such as how to give opinions to friends and how to give opinions to strangers can be presented to students to help them notice the difference in performing a same speech act.

Thirdly, the metapragmatic information provided does not match the language functions listed in the same unit. For example, in book 1 unit 4, four language functions are listed, which are *'encouraging'* *'asking for and offering suggestions'* *'expressing worries'* *'asking for and giving advice'*. However, the metapragmatic knowledge in this unit introduces the features of natural discourse to students such as how to use filler word such *er* or *um* to hesitate in conversation.

Despite the deficiencies in the presentation of metapragmatic information, it needs to be noticed that this set of books is visual-supported; thus, students could observe the behavior of both speakers and hearers through the videos accompanied with the books. Through the observation, students might acquire some sociopragmatic knowledge or notice features of pragmatic knowledge. But, as discussed in the previous chapters (chapter 2.2.4), without explicit instructions on pragmatic knowledge, learners may fail to notice the features. Input only is not sufficient. As Schmidt (2001, pp41) claimed, *'noticing is the first step of language building'*. Therefore, visual support only might not be sufficient, and metapragmatic information is still needed in course books.

In summary, it can be concluded the overall metapragmatic information in the set of selected books is not sufficient; and the metapragmatic information provided does not match the speech acts. And these findings are consistent with Nguyen's (2011) study, in which the author found an inadequate amount of metapragmatic information for each speech acts. And the author further pointed out that metapragmatic information regarding when, where and to whom it is appropriate in

a particular context is only available for two speech acts which is agree and disagree. Unfortunately, such information is even unavailable in the selected books for this study. All the metapragmatic knowledge analysed is related to pragmalinguistic knowledge. Ren and Han (2016) also reported their findings of Ten Chinese University English books and they come to a similar conclusion that intralingual pragmatic variation such as region, age and gender is not mentioned in any of the ten books they analysed. And my study further supports the observation that the lack of metapragmatic information, especially sociolinguistic knowledge, is a primary problem of Chinese university course books.

The findings of this section imply that although the course book writers already realise metapragmatic information should be included in textbooks, there is still a gap existing between theory and practice in course book design. And the inadequacy of metapragmatic knowledge in students' books is not supplemented by the teachers' book. To fill this gap, textbook designers should add more metapragmatic knowledge to accompany the speech acts or language functions presented in the textbooks. And the metapragmatic knowledge should be expanded, and the range of the knowledge should be extended as well. Both pragmalinguistic and sociolinguistic knowledge should be included. For example, besides a variety of expressions and sentence structures, different strategies within a certain speech acts should also be made part of the textbooks. As mentioned in chapter 2.2.4, there are five strategies to perform apologies, and those strategies can be presented to learners through textbooks with description explains their differences (Cohen, 1996). However, considering that the majority of Chinese university students' English level is at intermediate or above (Ren and Han, 2016), some course-book writers might think that too much information in students' book might overload them. A good way to solve this problem is to include some of the metapragmatic information in teachers' books. Then, when preparing lessons, teachers can make adaption of the course books and adjust what to teach according to students' level and capacity. But, if no metapragmatic information is provided in either students' book or teachers' book, teachers' might overlook this

part of information entirely so that students might not have the chance to study the knowledge.

In addition, the findings also shed light on the contextual variables provided in textbooks and the presentation of pragmatic knowledge in course books. Firstly, the findings reveal that the inadequacy of metapragmatic knowledge may lead to an inadequacy of contextual variables and the contextual variables already presented in the books may not reasonably connected to the performance of speech acts. For instance, a conversation may only tell students the role of the speaker and hearer are friends without further explanation on the degree of imposition of the context. The missing information may cause difficulties on the choice of language form and expressions. And this part will be further discussed in the chapter 4.3.3. Secondly, as for the presentation of pragmatic language, too much emphasis on pragmalinguistic knowledge might lead to a phenomenon that only a list of isolated expressions are presented to students. And this part will be further discussed in chapter 4.3.4.

4.3.3 Contextual variables

As mentioned in chapter 3.3, texts in *Inside View* section provide students with clear social roles of the speakers so the primary data of this part is extracted from the *Inside View*. The following table 10 and 11 provide general information about the contexts and contextual variables contained in the set of books.

Table 10 Coverage of Contexts and Speakers' Relationship

Book1	Number of Context	Types of Speakers' relationship
1	17	5
2	16	3
3	16	5
4	16	5
In total	65	18

From Table 10, it can be seen that 66 different contexts are provided for students, and contexts here refer to who is the participant of the dialogues, where the dialogues take place and what is the general topic of dialogues. For instance, in book 1 unit 2, 2 model dialogues are provided for students. The first one is 'Janet, Kate and Mark go to a restaurant and order food' and the second one is 'Janet, Kate and Mark talk about the choice of dessert' (see appendix 6). In these two models, the participants are Janet, Kate and Mark, who are university students and friends, and the dialogue happens in a British restaurant. The three friends are talking about food. So through the model dialogues, students can be able to observe how to talk about food with friends and how to order food and so on. All those factors could contribute to students' pragmatic knowledge input, which is the first stage of pragmatic competence development (Uso-Juan, 2008). Due to the fact that no previous studies look specifically into the number of contexts provided for students, it is difficult for me to conclude whether 65 is a satisfactory number or not, but previous studies suggested using real-life situations in pragmatic teaching is beneficial for students (Cohen, 1996; Richard, 2015). Although it is impossible for material designers to include every situation in real-life into course books, a wider range of contexts are likely to make students observe more speech acts. In the future, interview and questionnaire can be used to explore students' needs, and textbook writers can refer to students' need to choose which situation should be included in the books.

In contrast with the contexts, the type of speakers' relationships in this set of books is less diverse. From Table 10, it can be seen only 18 types of relationship are involved in the dialogues, which means the characters in each context are highly repetitive. The speakers' relationship refers to their role in the dialogue. For instance, the characters Janet and Kate are friends in the book, so their relationship is friends. Joe and Andy are colleagues of Janet, so their relationship is coworkers. Most of the dialogues in book 1 and 2 happen between friends while most of the dialogues in book 3 and 4 take place between coworkers. One problem of this kind of

arrangement is that students may not have chances to learn how to speak to people with different social roles because of the inadequacy of input. Nowadays although students could also learn English outside the classroom via various media, Yuan's (2015) study indicates that 81% Chinese university students think language teachers should teach them how to communicate with people and how to use English appropriately in classroom activities. So textbooks should provide teachers and students with opportunities to observe model dialogues with diversity.

And the above results could also shed lights on the coverage, range and frequency of contextual variables of the model dialogues in the books. The limited types of speakers' relationship in the books lead to a limited diversity in contextual variables. Table 11 shows the coverage, range and frequency of the three aspects of contextual variables. From the table, it can be seen that most of the model dialogues are conversations taking place between people with medium (account for 27 times) or low social distance (account for 24 times). This means the most of the characters in the dialogues are acquaintances or friends, and they know each other. And the power between the speakers in the model dialogues is mostly equal. And this is consistent with data in Table 10, which reveals a limited type of speakers' relationship. Only 14 dialogues present students with speakers of unequal power; for example, in conversation 2, unit 6 of book 1, the power between the doctor in clinics and Janet, who is a university student, is unequal, and the doctor's power is over patient's power. Finally, a sharp contrast is demonstrated by comparing high and low imposition degrees. It can be seen only 7 model dialogues involves high imposition conversations. Also, it is noticeable that data of this part comes from the analysis of the video-scripts, and none of these factors are explicitly introduced to students. Students could only make a judgment on these factors by themselves through observing the video, and the factors may be easily ignored by students. Findings of this part are consistent with many previous studies (Boxer and Pickering, 1995; Nguyen, 2011), which indicate a paucity of contextual variable inclusion in English textbooks.

Table 11 Coverage, Range and Frequency of Contextual Variables in the Books

Distance	Number	Power	Number	Imposition	Number
High	16	Equal	53	High	7
Medium	27	Unequal	14	Low	60
Low	24	-	-	-	-
In total	67	-	67	-	67

Contextual variables, as discussed in chapter 2.2.5, determines the choice of strategies used to perform a certain speech acts in a culture. Therefore, if model dialogues selected for course books fail to demonstrate a diversity of contextual variables, the book may fail to present students with different speech acts realisation strategies and different language choices, which may cause EFL learners' pragmatic failure in real communication. Brown and Levinson (1987, pp80) demonstrate how language choices change according to the contextual variables. For example, if the power and imposition held constant, only the expression of distance varies, the first sentences listed below would be used where the speaker and the hearer were distant, and the second sentence would be used where the speaker and the hearer were close.

Sentence 1 Excuse me, would you by any chance have the time?

Sentence 2 Got the time, mate?

The above examples illustrate the change of language choice according to contextual variables. Again, it indicates contextual variables seem to be important in facilitating EFL learners' pragmatic development, and they may greatly affect the appropriacy of learner's language production. Thus, teachers and course book writers should realise the importance and make it clear to learners in textbooks and language classrooms. For example, before each model dialogue, the social role of the speakers should be introduced to students. And diverse contexts with different P, D and I can be presented to students, such as situations in the library, and situations in the shop.

Moreover, the activities can be designed to help learners to notice those factors and provide learners with opportunities to practise different situations with diverse language choices.

4.4 RQ 3 How does the set of books practice pragmatic knowledge?

In chapter 2.4, activities that can be adapted to practise pragmatic knowledge are discussed. Based on the discussion, the activities in New Vision College English are investigated to see how the set of books practise pragmatic knowledge.

Table 12 Frequency and Distribution of Pragmatic activities

Book	Frequency of Speaking activities	Frequency of Pragmatic activities	Distribution of Pragmatic activities
1	106	31	29.25%
2	103	28	27.18%
3	144	22	15.27%
4	144	29	20.14%
In total	497	110	22.13%

From table 12, it can be seen that the set of books have 497 speaking activities in total with pragmatic activities accounting for 110 (22.13%). And compared with other activities in the books, pragmatic practice is at an average rate. Also, it can be seen there seems to be no systematic arrangement of pragmatic activities from book 1 to book 4, and the number of activities varies slightly across the four books. Therefore, it can be concluded that, despite of the overall lack of pragmatic knowledge, the set of books provides students with plenty of opportunities to practise their pragmatic competence. But one problem might arise from the mismatch between pragmatic knowledge input and practice: without sufficient input and instructions, students may not perform well in practice, and they may repeat their pragmatic mistakes. If teachers in the classroom could not give immediate and sufficient feedback, students may not have the chance to realise and correct their pragmatic errors; thus, they

might still encounter different kinds of pragmatic failures in real communication. Therefore, practices should better be supported by relevant knowledge. As Uso-Juan (2008) suggested, presentation and recognition should come before the production stage.

Table 13 Frequency and Distribution of Different Types of Pragmatic Activities

Book	Awareness raising activities	Role play	DCT	In total
1	11	14	6	31
2	11	12	5	28
3	9	12	1	22
4	10	15	4	29
In total	41	53	16	110
Distribution	37.27%	48.18%	14.55%	-

Table 13 demonstrates the frequency and distribution of each type of pragmatic activities in the set of books. It is manifest that there are three types of activities showing up in the books, and role plays are the most frequently-used activities to practise pragmatic knowledge, taking up 48.18% in total. Role play activities are recommended by several previous research for the purpose of facilitating the practice of pragmatic competence (Bardovi-Harlig et al, 1991; Cohen, 1996; Crandall and Basturkmen, 2004; Kasper, 1997; Murray, 2009; Uso-Juan, 2008). The popularity of role play activities comes from its practical and straightforward nature since it can be used to as practice in any situations and any speech acts without too much requirement from the teachers (Bardovi-Harlig et al, 1991). However, Boxer and Pickering (1995) suggested role play activities should give students the context of situation with gender, social status, and social distance relationships. In this book, most of the role plays provide students with the above information. However, a large number of activities require students to act roles like two friends and two students. For example, in book 1 unit 4, activity 6 in *Inside view* section and activity 2 in *Unit task* section both require students to think of a friend to perform the speech acts of

making suggestions. The social distances of the roles are mostly close. Thus students may not have the chance to practise how to talk with people with different social roles. Another problem is some of the activities that set a role far from students' daily life. For example, in book 1 unit 6, activity 2 in Unit task requires students to act as wife and husband. Kasper and Rose (2002) commented that role play could be quite taxing for speakers because in the absence of external situation context, participants have to create and continue their conversations in an imagined situation, which may influence the development of their discourse competence. The imagined situation distant from students' real need may be less useful for students and will affect their development of discourse competence. Therefore, the finding indicates that role play activities chosen for students should demonstrate a diversity of contexts, but those contexts should not be distant from students' needs. For example, role play activities such as conversation between students and lecturers can be added to course books because for university students, it is a typical scenario in campus life.

Awareness raising activities ranked the second among the three types of activities, which can be further divided into two sub-types in this set of books. The first type is meaning interpretation, which requires students to interpret the meaning of the sentences, such as activity 7 in *Inside view* section of book 1 unit 3 (see appendix 3). This kind of activity is likely to help students to notice how to use the expressions appropriately. However, such activity seems only to focus on the meaning of the expressions. When and to whom using the expression is appropriate tends to be still unclear to students. So contextual information and metapragmatic description should be accompanied with the expressions to facilitate students' learning. The second sub-type of activity is asking-and-answering pragmatic questions, which is likely to enable students to think about the metapragmatic knowledge. For instance, in book 1 unit 3, the activity requires students to think about '*three ways to show someone that you're really listening to them*' and '*As a good listener, when do you think you should start speaking?*' This activity helps students to think about how to

take turns in conversation, which is an important pragmatic ability. Both of the two sub-types have its merit in helping student learn pragmatic conventions, however, they fail to help students to notice more salient pragmatic features of the model dialogues.

DCT is the least used activities in this set of books, accounting only for 14.55% (appeared 16 times). As discussed in chapter 2.4, one primary drawback of this activity is that it is non-interactive. Students only need to think about how to respond to a situation, and do not need to perform a complete discourse. And the primary benefit is that it helps students to notice the contextual variables, therefore improving the appropriacy of students' language. In this book, the DCT activity provides students with various situations. Some of the activities, however, require students to think about what should do in such a situation instead of what to say. For example, in unit 3, book 1, the activity 1 in *Talking Point* presents students with 6 situations, but it asks students to discuss what you would do and why. By asking questions in this way, students might not think about the pragmatic aspects of language they would have said, but probably make comments on the situation. And this might go against the primary aim of this type of activities. Therefore, in the course books, DCT activities should elicit language production from students by adopting a revised approach to rubric and question designs. Questions and prompts could be able to focus students' attention on certain pragmatic features.

As shown in the above discussions, the activities provided in this set of books for students to practise pragmatic knowledge are, to some extent, problematic. To be precise in the analysis, I also examined the teacher's books to see whether there is additional information to complement the deficiencies of the activities.

Table 14 provides information about what support is given to the pragmatic practice activities. From the table, it can be seen that example answers and answer keys rank first and second, which account for 65.45% and 23.63% respectively. Example

answers mean the book provides possible answers for speaking activities. For example, in the teacher's book, various sample answers of activity 1 in talking point of book 1 unit 3 are listed (see appendix 3). And Answer key just provides the correct choice for some awareness raising activities. Therefore, it is noticeable that in the teachers' book, there is little metapragmatic information and further explanation on the strategy might be used to perform a speech act. Most of the answers in the teachers' book focus on the linguistic aspects, which provide passages of sample answers and additional sentences and phrases, but fail to provide more pragmatic knowledge. And the design of teachers' book might cause the neglect of pragmatic features. This finding is consistent with what I found for RQ1 and RQ2. It further proves that pragmatic knowledge is not adequate in this set of books.

Table 14 Support from Teacher's Book

Teacher's Book	Teaching Technique	Example Answer	Culture Knowledge	Answer Key	Additional Phrases	Nothing	In total
Frequency	2	72	1	26	6	3	110
Distribution	1.82%	65.45%	0.90%	23.63%	5.45%	2.72%	-

Another problem can be detected from Table 15. As mentioned in chapter 4.3.1 and 4.3.2, there are 111 language functions and 89 pieces of metapragmatic information are presented for students in this set of books. But to what extent are the functions and metapragmatic knowledge discussed in section 4.3.2 incorporated into practice? The findings indicate there is a mismatch between input and practice. Only 27 activities have a clear focus on a certain speech act, and 81 activities do not provide a clear target regarding which speech act or what pragmatic knowledge is about to be practised for students. Thus, students may not have enough opportunities to practise what they have learnt. As a consequence, they cannot reinforce their pragmatic knowledge and may ignore the pragmatic-related features. The above problems suggest that textbooks' activities should be compatible with the knowledge

presented for students so that they can reinforce their knowledge.

Table 15 Target of Pragmatic knowledge in Activities

Target of Practice	Frequency
Advise	12
Agree and Disagree	1
Answer the phone	1
Argue	2
Ask for help in a shop	1
Culture Knowledge	1
Debate	1
Discuss	1
Introduce	1
Greet	1
Leave	1
Persuade	3
Make suggestion	1
Shopping	1
Metapragmatic Knowledge	1
No specific Target	81

4.5 RQ 4 How does the set of books present pragmatic knowledge?

In this section, a randomly selected sample unit (Book 1 unit 3, see appendix 3) will be analysed to see the presentation of pragmatic knowledge in detail. The sample unit contains four language functions, one piece of metapragmatic information and two videos of model conversation presenting a context in which a university student makes a phone call to a helpline staff. And findings of this part are listed below.

Firstly, speech act is presented through formulaic expressions in section *Inside View* in the sample unit. It is a typical way of pragmatic knowledge presentation in the set of course books analysed in this study. Several expressions are listed under each language functions in the following way:

Calling: saying who you are

...speaking

It's ...

Make requests on the phone

Can I speak to ..., please?

Can you hold on (a moment)?

Can I/ you give her a message?

Can you ask her to call me back?

Can I call you back later?

Answering requests on the phone

I'll see if she' in/free/here.

She's out/busy/, I'm afraid.

I'll tell her you called.

Checking that you've understood

So...

You mean....

You're saying...

What/How do you mean, ...?

So what you're saying is...

The merit of this way of presentation is that it could increase Chinese EFL learners' formulaic expressions input. It is beneficial for the learners because Wang's (2011) study indicates Chinese EFL learners seem to be weak in using formulaic expressions when they want to realise a speech act in communication. But only formulaic input tends to be not enough. Ellis (2008) stated that if EFL learners want to perform a face-threatening speech act successfully in real communication, they should be able to distinguish between the polite forms and less polite forms of expressions. But in the sample unit, the degree of politeness and formality of those expressions is not presented to students. The difference of each utterance is not made clear to students. This way of presentation seems to be linguistic-focused; thus students may randomly choose from those expressions without knowing further information about their

usage, such as to whom it is proper and when it is proper. The finding is consistent with Ren and Han's (2016) observation in other course books used by Chinese universities English class. This implies that most of English textbooks in Chinese universities present speech acts by using a list of expressions without providing other information.

In addition, as indicated in the above example, when presenting '*make requests on the phone*', *Can I* or *Can you* are the only modification devices presented to students. According to Uso-Juan (2008) cited Alcon et al. (2005), there are two main types of modification devices: internal and external ones. And each type can be further broken into several sub-types. For example, the internal modification encompasses openers such as '*Would you mind...*'; and intensifiers such as '*I'm sure you wouldn't mind ...*'; whilst the external modification encompasses preparators such as '*May I ask you a favour?*' and Grounders such as '*It seems...*'. Despite the various ways to make requests, the book only presents one way to students, which might cause problems for EFL learners' in using different modifications. And Wang' (2011) study does confirm that Chinese EFL learners have problems in using modification devices. The above discussion indicates that, for each speech act presented for students, textbooks would be the best way to demonstrate a diversity of language use.

Secondly, the metapragmatic knowledge tends to be irrelevant to the speech acts presented. In the sample unit, the metapragmatic knowledge presented to students is using expressions to gain time, but the functions presented are saying who you are, make and respond to request and check understanding. Taking *making and responding to the request* as an example, Ellis (2008, pp173) summarised the level of directness in making the request and provide eight strategies, such as mood-derivable, performative etc., to realise the speech act. However, in this unit, none of the strategies are presented to learners. This finding agrees with what I found in Chapter 4.3.2 that the metapragmatic information in this set of books is not sufficient.

Thirdly, the pragmatic practice is not consistent with the pragmatic knowledge presented to students. In the sample unit (see appendix 3), there are 29 activities in total, with 6 activities aimed at practising pragmatic knowledge. Among the 6 activities, there are 2 awareness raising activities, 3 DCT activities and 1 role play activity.

Table 16 Activity in Sample Unit

Type of Activity	Activity in Sample Unit
Awareness raising activity	Activity 4 in <i>Inside View</i> ; Activity 7 in <i>Inside View</i>
Role play	Activity 8 in <i>Inside View</i>
DCT	Activity in <i>Starting Point</i> ; Activity 1 and 2 in <i>Talking Point</i>

The first awareness raising activity is activity 4 in *Inside View*. It requires students to think about how to behave like a good listener. And the second one (activity 7 in *Inside view*) requires students to interpret meaning and appropriacy of some sentences in the video-scripts. And the first DCT (activity in starting point) is a pre-listening activity which practises 'agree and disagree'; the other two DCT activities (activities 1 and 2 in the talking point) investigate students' response to different situations in daily life but they are not quite relevant to the speech act presented to students either. For example, the first situation in activity 1, the talking point, is actually a practice on how to make a refusal. But refusal is not presented in this unit at all. Also, the example answer in teachers' book fails to provide students with metapragmatic pragmatic and only list some sample answers. The same as the book does with speech act presentation, the expressions in the sample answer is less diverse. Therefore, both teachers and students may ignore those aspects in pragmatic knowledge learning. At last, the role play (Activity 8 in *Inside View*) requires students to act out a scene that make a phone call to a friend. This is the only activity that is likely to practise the pragmatic knowledge students learnt in this unit.

Chapter 5 Conclusion

5.1 Introduction

In this chapter, a summary of findings and discussions of the study will be presented in the first place. Afterwards, some limitations of this study and suggestions for future research are provided.

5.2 Summary of Findings and Discussion

This study has attempted to find out the extent that *New Vision College English Listening and Speaking* books are likely to promote Chinese University students' pragmatic competence. To achieve this aim, activities and video-scripts are analysed to answer the following research questions:

RQ 1 To what extent is pragmatic knowledge covered in the set of selected EFL textbooks (New Vision College English Book listening and speaking set)?

RQ 2 What pragmatic knowledge is covered in the set of selected EFL textbooks and what is their distribution?

RQ 3 How does the set of books practice pragmatic knowledge?

RQ 4 How does the set of books present pragmatic knowledge?

In general, the findings of this study indicate *New Vision College English Listening and Speaking* books contain pragmatic knowledge, but such knowledge is not always adequate and comprehensive. Therefore, they may not effectively help Chinese university students to improve their pragmatic competence, even though the set of books has a higher rate of overall pragmatic knowledge coverage than most of the English textbooks used by EFL students studying English in universities across China.

To be specific, the findings obtained from each research question support the conclusion that the books may not achieve desired results in facilitating Chinese students' pragmatic competence. With regard to RQ1, the overall coverage of pragmatic in the set of books constitutes 28.9 per cent; compared to Ren and Han's (2016) study, this figure is higher than the average rate of pragmatic knowledge contained in other ten college English textbooks used by students in China, but the coverage is still insufficient. Also, the books fail to take into account students' levels when it comes to the distribution of pragmatic knowledge covered in the four books.

With regard to RQ 2, language functions/speech acts, metapragmatic information and contextual variables are investigated. Firstly, there are a total of 111 language functions presented in the books. And these language functions seem to be comprehensive in comparison with Celce-Murcia and Dornyei's (1996) organizational construct for functional language teaching. However, there are still some commonly used functions missing in the books such as 'greetings and leaving, making apologies and expressing forgiveness. In addition, some language functions, like making comparisons, show up repeatedly throughout the books, but the repetition shows no regular patterns. For example, the function 'thanking' only appears once in all the four books. Such distribution of language functions tends to be incompatible with Chinese students' needs. For instance, Li's (2015) study indicates that Chinese college students are not good at making apologies, but the books do not contain this function. Furthermore, the findings of this part also indicate an imbalanced distribution of speech acts. The set of books seems to put their focus on the presentation of directives, but the distribution of the sub-category of directives is still imbalanced; however, this study fails to demonstrate the distribution pattern of each sub-category.

Secondly, the overall metapragmatic information is inadequate; and the metapragmatic knowledge provided in the set of books is not in line with the speech acts presented for students. For instance, the book may introduce the

metapragmatic knowledge, such as the features of nature discourse, to students but present speech act such as encouraging and making suggestions in the same unit. In addition, the metapragmatic knowledge in the set of books tends to emphasize pragmalinguistic knowledge but fails to provide students with more information about the social roles, power and imposition degree of each speech act, etc.

Thirdly, the set of books in total provide students with 65 different contexts, but the books only offer students limited types of relationships within each model dialogue. And the books present students with less diverse contextual variables. Most model conversations in the books take place between speakers with medium or low social distance. In other words, the speakers in the dialogues know each other; for instance, they may be friends, acquaintances or coworkers. Also, the power between the speakers in the model dialogues is mostly equal and the imposition degree is mostly low. Contextual variables can determine the language choice and realisation strategies of each speech act. Thus students who use this set of books may not have opportunities to observe how to perform speech acts successfully to interlocutors with higher power and situation with high imposition degrees.

With regard to RQ 3, *New Vision College English Listening and Speaking* books provide students with plenty of opportunities to practise pragmatic knowledge despite the overall inadequacy of pragmatic knowledge. However, there are several problems with the activities provided for pragmatic practice. First, there is a mismatch between pragmatic knowledge input and practice. Students are likely to practise knowledge that they have not learnt. For example, the one activity in the book requires students to practice how to extend greetings to different people, but there is no instructions and input on how to perform the speech acts before doing the practice. Second, role play activities in the set of books tend to practise situations that take place between low social distances, such as between friends and classmates. And some of role play activities set a role which is distant from students' life such as husband and wife. Third, the awareness raising activities in the set of

books tend to focus on the interpreting meaning of expressions, but fail to provide with students information such as to who and when to use what kind of expression. Fourth, some of the DCT activities in the set of books require students to think about what to do in a certain situation but not what to say to an interlocutor with a certain social role. Furthermore, the findings also reveal that the teachers' book fails to provide sufficient information for teachers. Only a limited amount of metapragmatic information and speech act strategies are presented in the teachers' book to make a supplement.

With regard to RQ4, by analysing a sample unit, this study found that speech acts in the books are presented through formulaic expressions, but information, such as degree of politeness and formality of the expressions, is not accompanied. In addition, the modification devices presented in the expressions lacks diversity. For example, internal modification like intensifiers and external modification such as disarmers do not appear in this set of books. And the analysis of the sample unit further confirms findings of the research question two and three. First, the sample unit shows a paucity of metapragmatic knowledge; second, metapragmatic knowledge does not match speech acts or language functions provided in the same unit; third, pragmatic practice is not in line with the pragmatic knowledge presented in the unit.

5.3 Limitations and Suggestions for Future Study

The study is a small-scale research on the textbook analysis, and therefore there are several limitations. First, this book only selected one set of books to carry out the analysis, so the results may not give a full picture of pragmatic knowledge inclusion in other English textbooks used by Chinese university students. In the future, more English textbooks designed for Chinese college students can be included to carry out a more comprehensive analysis. In addition, this study only focuses on English textbooks used in Chinese universities. In the future, English textbooks used for

students at different levels can also be included in the analysis to investigate the pragmatic knowledge presentation.

Second, this study put its focus on pragmatic knowledge concerning speaking and listening without paying attention to pragmatic knowledge in reading and writing. Pragmatic competence encompasses the ability to comprehend written message and write in proper styles. Therefore, the future study could also include the analysis of pragmatic knowledge in reading and speaking.

Thirdly, pragmatic knowledge is a very broad term. In this study, pragmatic knowledge refers to speech acts, metapragmatic information and contextual variables. But more aspects of pragmatic knowledge can be included in the analysis in the future study. In addition, the analysis of speech acts in the books based on the explicit mention of language functions in the books and Searle's taxonomy on speech acts. But both of the two ways to identify and categorise speech acts in the book seem to be broad so that only general information of speech acts distribution can be drawn from this study. Subsequent studies can be carried out to investigate detailed information and accurate distribution of each speech acts.

Fourthly, by doing this research, I found very few previous studies on pragmatic elements analysis in course books focus on the activities designed for development of pragmatic competence. Therefore, in the future, research and experiments can be conducted to investigate what kind of practice or classroom activities is more effective in helping students to develop their pragmatic competence.

Finally, if questionnaires or interviews can be added to investigate how students think about the contexts provided in this book, it would make the evaluation more validated. However, it is difficult for me to find sufficient students who have used this set of books in university; thus, I have to give up doing questionnaire or interview. In the future, I would like to add this part to my study to make it more validated.

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Appendix 1 Celce-Murcia and Dornyei' Organizational Construct and Specification of Language Function

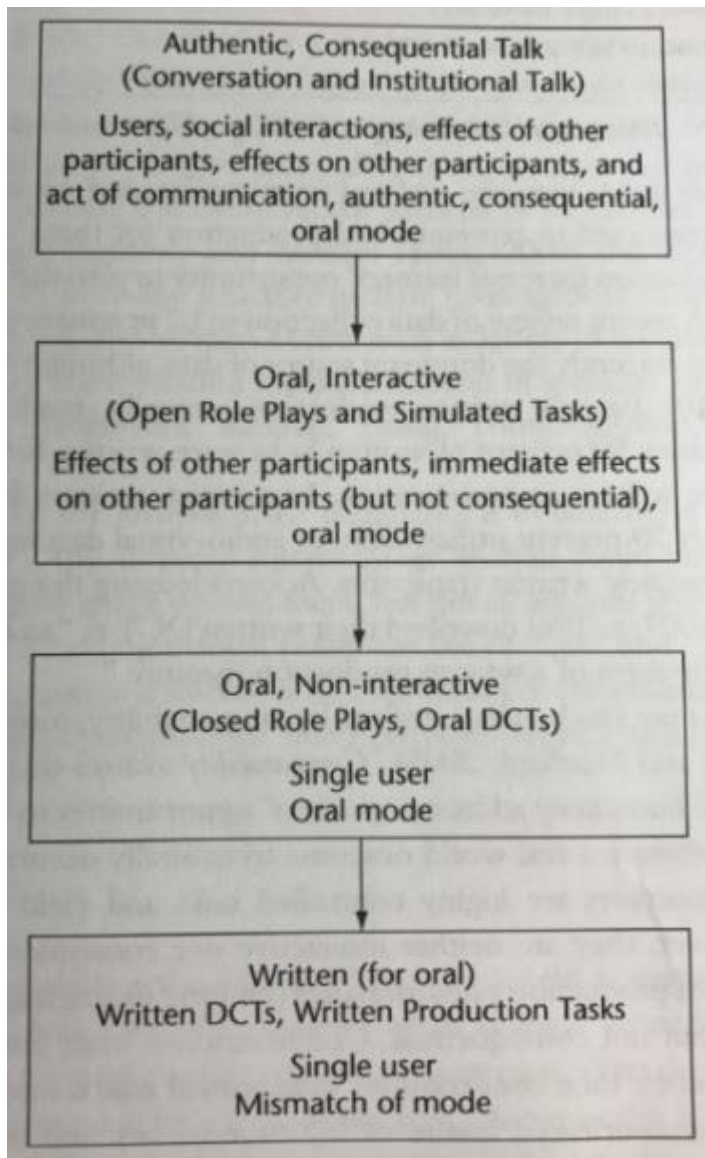
KNOWLEDGE OF LANGUAGE FUNCTIONS

- INTERPERSONAL EXCHANGE
 - Greeting and leavetaking
 - Making introductions, identifying oneself
 - Extending, accepting and declining invitations and offers
 - Making and breaking engagements
 - Expressing and acknowledging gratitude
 - Complimenting and congratulating
 - Reacting to the interlocutor's speech
 - showing attention, interest, surprise, sympathy, happiness, disbelief, disappointment
- INFORMATION
 - Asking for and giving information
 - Reporting (describing and narrating)
 - Remembering
 - Explaining and discussing
- OPINIONS
 - Expressing and finding out about opinions and attitudes
 - Agreeing and disagreeing
 - Approving and disapproving
 - Showing satisfaction and dissatisfaction
- FEELINGS
 - Expressing and finding out about feelings
 - love, happiness, sadness, pleasure, anxiety, anger, embarrassment, pain, relief, fear,
 - annoyance, surprise, etc.
- SUASION
 - Suggesting, requesting and instructing
 - Giving orders, advising and warning
 - Persuading, encouraging and discouraging
 - Asking for, granting and withholding permission
- PROBLEMS
 - Complaining and criticizing
 - Blaming and accusing
 - Admitting and denying
 - Regretting
 - Apologizing and forgiving
- FUTURE SCENARIOS
 - Expressing and finding out about wishes, hopes, and desires
 - Expressing and eliciting plans, goals, and intentions
 - Promising
 - Predicting and speculating
 - Discussing possibilities and capabilities of doing something

KNOWLEDGE OF SPEECH ACT SETS

Note: This table is for oral language; a parallel list of specifications is needed for written language—perhaps labeled 'rhetorical competence.'

Appendix 2 Bardovi-Harlig Oral Tasks and Stimulations from Most to Least



UNIT 3

Face to face

**Kate becomes a
volunteer to help other
students**

The texting revolution

People explain why they love sending
text messages

Who would you like to pay?

Listen to a conversation about sharing the bill
when you're out with friends

Familiar rules

Listen to a talk on how to use polite language

Starting point

Read the statements.

My family will always be more important than my friends.

It's difficult to be friends with foreigners.

You can't really trust anyone.

With a few good friends you can be happy.

If you like someone, they'll like you.

You need to be happy to make friends.

Now work in pairs and discuss which statements you agree with and why.

Inside view

Conversation 1

1 Work in pairs. Read the information on the Nightline leaflet and answer the questions.

- 1 What is Nightline?
- 2 What kind of people run Nightline?
- 3 What do they do?
- 4 How do they do this?

2 Watch Conversation 1 and answer the questions.

- 1 Who does Kate want to speak to?
- 2 How do people feel about Abbie?
- 3 What organization does Abbie work for?
- 4 Has Janet heard of the organization?
- 5 What does Janet think about Kate's news?

Conversation 1

tutorial /tju:'tɔ:riəl/ n. (尤指大学或学院里) 有导师指导的小型讨论课

nightline /naɪtˌlaɪn/ n. 夜间服务热线

leaflet /'li:flət/ n. 传单

helpline /'helpˌlaɪn/ n. 服务热线

volunteer /vɒlən'tiə/ n. 志愿者



NIGHTLINE
A student **HELPLINE**
run by students for students

Listening, support and information

Language and culture

A **helpline** (服务热线) is a telephone service provided by an organization to give information and support. In the UK there are many different kinds of helplines, for example, helplines for unhappy children or victims of crime. Many people who work for helplines are volunteers.

Nightline (夜间服务热线) is a listening, support and information service run by students for students. It operates in over 40 universities in the UK. The service offers a helpline service, usually all night, every night, during term time.

3 Watch Conversation 1 again and choose the best way to complete the sentences.

- 1 Jacky tells Kate that Abbie is _____.
 - (a) away for the weekend
 - (b) busy
 - (c) upstairs
 - (d) out
- 2 Jacky says she will _____.
 - (a) give Abbie a message
 - (b) give Abbie Kate's number
 - (c) ask Abbie to call Kate back
 - (d) speak to Abbie soon
- 3 Janet knows Abbie because _____.
 - (a) they're both freshers
 - (b) they have a tutorial together
 - (c) Abbie has a tutorial just after her
 - (d) Abbie's room is next to hers
- 4 Kate says that Abbie _____.
 - (a) does a lot of work for Nightline
 - (b) is a very good listener
 - (c) is interesting
 - (d) knows a lot of people
- 5 Kate tells Janet that she is _____.
 - (a) a volunteer for Nightline
 - (b) thinking of being a volunteer
 - (c) going to call Nightline because she needs help
 - (d) having some problems

Conversation 2

training session 训练时间

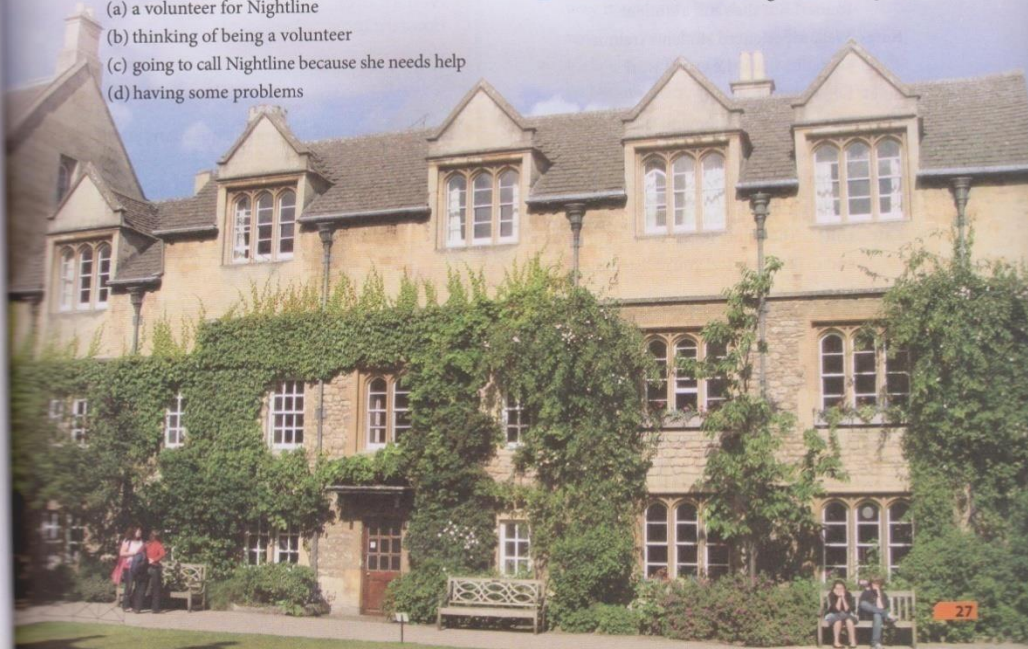
Conversation 2

4 Work in pairs and answer the questions.

- 1 How can you show someone you're really listening to them? Think of three ways.
- 2 Who do you know is a good listener?
- 3 As a good listener, when do you think you should start speaking?

5 Watch Conversation 2 and number the sentences in the order you hear them.

- Abbie's my Nightline trainer.
- Yes, for example, one thing you can do is listen carefully and then repeat what someone says but maybe a little differently.
- I just wanted to let you know I won't be able to come to the next training session.
- You see, when you do that, you check you've understood ...
- Is three o'clock OK?
- At the moment, she's training us in listening skills.



6 Watch Conversation 2 again and complete the sentences.

Abbie Hi, (1) _____.

Kate Hi, Abbie, it's Kate Santos.

Abbie Hi! I'm sorry not to have called you back. I've got a lot on at the moment. How's things?

Kate Fine. I just wanted to let you know I won't be able to come to the next training session.

Abbie Um ... It's quite an important session. Oh, (2) _____? There's someone at the door.

...

Abbie Hi, I'm sorry, look, (3) _____?

Kate Sure. What time?

Abbie Is three o'clock OK?

Kate Three's fine.

Abbie OK, I'll call you then. Speak soon.

Kate Bye.

Abbie Bye.

...

Kate Abbie's my Nightline trainer.

Janet (4) _____ she's your Nightline trainer! But she's still a student.

Kate Well, experienced students train new students, that's the way it works.

Janet Oh, I see.

Kate It's great! At the moment, she's training us in listening skills.

Janet Listening skills? (5) _____, listening skills?

Kate Um ... The ability to really listen to someone and make them feel you're listening. It's very important.

Janet I've never thought about that before.



Kate Yes, for example, one thing you can do is listen carefully and then repeat what someone says but maybe a little differently.

Janet (6) _____, repeat what someone says but maybe not the exact same words?

Kate Yes. You see, when you do that, you check you've understood and you show them you're really listening.

Janet (7) _____.

Kate Very good, Janet. I can see (8) _____! Hi, ... how's it going?

Everyday English

We get on really well.
 I've got a lot on.
 How's things?
 Speak soon.
 That's the way it works.
 You've got it.

7 Work in pairs and answer the questions about Everyday English.

- 1 *We get on really well.* Does this mean (a) we have the same job, or (b) we like each other a lot?
- 2 *I've got a lot on.* Does this mean (a) I'm very busy, or (b) I'm working hard?
- 3 *How's things?* Does this mean (a) how are you, or (b) have you got a problem?
- 4 *Speak soon.* Does this mean (a) we must talk soon, or (b) we'll talk soon?
- 5 *That's the way it works.* Does this mean (a) it's a good method, or (b) that's how it's done?
- 6 *You've got it.* Does this mean (a) you've understood, or (b) you're clever?

8 Work in pairs and act out the conversation.

Student A Answer the phone, giving your name.

Student B Ask to speak to a friend.

Student A Say you'll check whether Student B's friend is there and ask Student B to wait.

Student B Agree to wait.

Student A Explain why Student B's friend can't come to the phone and ask if you can give them a message.

Student B Say yes and give a message to change an arrangement.

Student A Check that you've understood.

Student B Confirm that Student A is right.

Student A Say you'll give Student B's friend the message.

Student B Thank Student A and say goodbye.

Calling: saying who you are

... speaking.

It's ...

Making requests on the phone

Can I speak to ..., please?

Can you hold on (a moment)?

Can I / you give her a message?

Can you ask her to call me back?

Can I call you back later?

Answering requests on the phone

I'll see if she's in / free / here.

She's out / busy, I'm afraid.

I'll tell her you called.

Checking that you've understood

So ...

You mean, ...

You're saying ...

What / How do you mean, ...?

So what you're saying is ...

Talking point

1 Read the situations.

- 1 You have agreed to spend an evening with a lonely, ill friend but someone gives you a ticket for a pop concert for the same evening. Do you spend the evening with your friend?
- 2 You go shopping with friends. They try on something that they love but you think they look terrible in it. Do you tell them it doesn't suit them?
- 3 You have to borrow some money. A friend agrees to lend you money provided you can pay them back within a month. You know you can't do that. Do you agree to pay the money back within a month?
- 4 You are late handing in an essay and your tutor asks you why. You have no real excuse. Do you lie and say you were ill?
- 5 It's your birthday and you are going out to a restaurant with a group of friends. Someone you were friendly with but who you no longer like very much says they've heard about the birthday meal. Do you invite them to the meal?
- 6 It's late at night and you're very hungry. In the fridge you share with your roommates you see some delicious food. It isn't yours. Do you eat it?

Now work in pairs and discuss what you would do and why.

2 Think about similar situations which have happened to you.

Now work in pairs and discuss what you did and why.



- text messaging 收发短信
- officially /ə'fɪʃli/ *ad.* 正式地, 官方地
- character /'kærɪktə/ *n.* 字母, 数字, 符号
- text /tekst/ *v.* (用手机) 给……发短信
- commercially available /kə'mɜ:ʃ(ə)li ə'veɪləbl/ 可以买到的
- incredibly /ɪn'kredəbli/ *ad.* 极其, 极度
- graph /grɑ:f/ *n.* 图表
- billion /'bɪljən/ *n.* (数字) 十亿
- arrange /ə'reɪndʒ/ *v.* 安排
- contact number 电话号码
- mate /meɪt/ *n.* 朋友
- advertising /'ædvə'taɪzɪŋ/ *n.* (总称) 广告
- promotion /prə'məʊʃn/ *n.* (产品或活动的) 宣传, 推销
- network /'net.wɜ:k/ *n.* (线路、公路或电线等的) 网, 网状系统
- promotional campaign /kəm'peɪn/ 宣传活动
- discount voucher /'vaʊtʃə/ 打折券
- cinema attendance /ə'tendəns/ 影院上座率
- vote /vəʊt/ *v.* 投票
- invention /ɪn'venʃn/ *n.* 发明物

Outside view

1 Complete the sentences with the correct form of the words and expressions in the box.

campaign commercially available
discount voucher incredibly
mainly promote text

Text messaging became (1) _____ just before the start of the 21st century, and everyone agrees it's a(n) (2) _____ useful invention. Young people (3) _____ use it when they want to (4) _____ their friends. Companies use it to (5) _____ their advertising (6) _____. They even send you (7) _____ by text which can then be used for their products.

2 Work in pairs and answer the questions.

- 1 How many times a day do you send text messages?
- 2 What do you and your friends use text messaging for?
- 3 Why do you think text messaging has become popular?

Watching and understanding

3 Watch the video clip and check (✓) the topics mentioned.

- 1 the popularity of text messaging
- 2 the use of text messaging by older people
- 3 the use of text messaging in China
- 4 the fast growth of text messaging
- 5 the importance of text messaging as a part of youth culture
- 6 the use of text messaging for advertising and promotion
- 7 using text messaging to chat
- 8 using text messaging to arrange meetings
- 9 the popularity of text messaging in America

4 Watch the video clip again. Complete the sentences with a number, year or percentage.

- 1 Text messaging is slow to enter, and you can only key in _____ characters.
- 2 The first text message was sent in _____.
- 3 In 1999, the number of texts sent reached _____.
- 4 Over the next three years, it grew to _____!
- 5 I probably text message about _____ times a day.
- 6 The Orange telephone network has run a text message promotional campaign since April _____.
- 7 They show this message to any one of _____ cinemas in Britain and get _____ tickets for the price of _____.
- 8 Since the campaign started, cinema attendance has risen on Wednesdays by nearly _____.

5 Check (✓) the true statements according to the clip.

- 1 Nobody writes letters any more, especially young people.
- 2 The official name for text messaging is FMS – fast message service.
- 3 Emily often uses her mobile phone to call people.
- 4 Wednesday is not a popular day of the week for going to the cinema.
- 5 TV shows use text message voting to decide lots of things.

Now work in pairs and check your answers.



Developing critical thinking

6 Work in pairs and discuss the questions.

- 1 Is there anything in the video clip you find surprising?
- 2 Could you live without your mobile phone? Why? / Why not?
- 3 What effect has new technology had on people's communication skills?
- 4 How have mobile phones and text messaging changed people's social lives?



Listening in

Short conversations

1 Listen to the five short conversations and choose the best answer to the questions.

- 1 (a) The woman agrees with the man.
(b) The woman reads a lot of blogs.
(c) The woman thinks that it's interesting to write a blog.
(d) The woman says she has read some interesting blogs.
- 2 (a) The idea that body language is as important as what we say.
(b) The idea that body language is more important than what we say.
(c) They disagree that body language is more important than what we say.
(d) They're saying that we should watch people's body language very carefully.
- 3 (a) Tell the man what to do in the US.
(b) Give the man some advice about how to plan his visit.
(c) Show no interest in the man's plans.
(d) Make suggestions about where to meet people.
- 4 (a) Tom didn't reply to her invitation.
(b) Tom accepted her invitation.
(c) Tom discussed a movie with her.
(d) Tom's behaviour suddenly changed.
- 5 (a) He refused to lend money to his friend.
(b) He agreed to lend money to his friend.
(c) He borrowed money from his friend.
(d) He didn't know what to say to his friend.

Short conversations

blog /blɒg/ *n.* 博客日志

online /ɒn'laɪn/ *ad.* 联网地

regularly /'regjələli/ *ad.* 定期地

detail /di'teɪl/ *n.* 详情

embarrassing /ɪm'bærəsɪŋ/ *a.* 令人尴尬的

Conversation

2 Work in pairs and answer the questions.

- 1 When you go to a bar with a group of friends, who buys the drinks? Do you take turns to buy them?
- 2 If you invited a foreigner for a drink in a bar with a group of your friends, would you expect the foreigner to pay for any drinks?
- 3 When you go to a restaurant with a group of friends, who pays the bill?
- 4 If you invited a foreigner to a restaurant, would you expect them to share the bill?

Conversation

aware /ə'veə/ *a.* 意识到的



Listening and understanding

3 Listen to the conversation and check (✓) the true statements according to the conversation.

- 1 The man thinks that English customs are similar to his country's customs.
- 2 The man was invited out by a friend for a drink.
- 3 The man didn't know whether to buy people drinks.
- 4 The group of friends went to a nightclub.
- 5 Everyone paid for their share of the meal at a restaurant.
- 6 The man didn't think his friend would pay for his meal.

Listening to natural English: using expressions to gain time

In normal conversations, we have to think quite fast, and there are certain expressions that are often used to give us time to think about what we will say next. The following expressions, used in the conversation, are very common: *well, I mean, you know*. For example:

Woman *Yes, well, that's quite common too.*

Man *But I hadn't eaten as much as everyone else, and to be honest, you know, I thought that since my friend had invited me, he was going to pay. I mean, that's what we'd do at home.*

You will find conversations easier to understand if you are aware of these expressions.



4 Listen to the conversation again and choose the best way to complete the sentences.

- 1 The man's friend invited him for a meal because _____.
 - (a) he wanted to take him to a pub
 - (b) it was the last day of term
 - (c) the man and his friends were going to a restaurant
 - (d) it was the friend's birthday
- 2 In the pub, _____.
 - (a) everyone paid for their own drinks
 - (b) people in the group took turns to buy drinks for everyone
 - (c) two people paid for all the drinks
 - (d) the man's friend paid for all the drinks
- 3 At the meal, the man had eaten _____.
 - (a) less than everyone else
 - (b) more than everyone else
 - (c) the same as everyone else
 - (d) nothing at all
- 4 The woman tells the man that in the UK, _____.
 - (a) young people always share the bill
 - (b) young people usually share the bill
 - (c) the way the bill is divided up depends on the situation
 - (d) guests don't usually have to pay for themselves
- 5 The woman _____ British customs.
 - (a) doesn't really understand the man's problems with
 - (b) thinks the man will soon understand
 - (c) understands the man's problems with
 - (d) thinks it's easy to understand

Talk

5 Work in pairs. Read the statement from the talk and answer the questions.

But in many languages there are at least two forms of the word "you": a familiar form and a polite form.

- 1 Does the statement surprise you?
- 2 Who would you expect to use the familiar form of "you" with? What about the polite form?
- 3 How many forms of "you" are there in English?
- 4 How many forms of "you" are there in Chinese?



Listening and understanding

6 Listen to the talk and match the statements with the languages.

- 1 The use of "you" makes everyone feel equal.
- 2 A stranger on a train used the familiar form with the speaker.
- 3 Some married couples use the polite form with each other.
- 4 A friend didn't even know the name of his secretary.
- 5 Someone's wife wondered if she should trust her husband when he knows his secretary's first name.

- (a) German
- (b) Russian
- (c) English
- (d) French

Talk

complicated /'kɒmplɪˌkeɪtɪd/ a. 复杂的

subtle /'sʌtl/ a. 微妙的

admit /əd'mɪt/ v.

(尤指在感到不高兴、懊悔或惊讶时) 承认

7 Listen to the talk again and complete the sentences.

How should you speak to people from different countries? Should you ever use given names, or is it best always to use family names?

In English, we only have the one word for "you", and we feel it makes us (1) _____. But in many languages there are at least two forms of the word "you": a familiar form and a polite form. However, it's not simply: use the familiar form for people (2) _____, and the polite form for people you don't know. It's more complicated and subtle than that.

For example, I was on a train in Russia once when a passenger used the familiar form with me. My experience tells me that when a stranger does this, it usually means (3) _____.

On the other hand, in France some married couples even use the polite form when they speak to each other, even though you can't be (4) _____ than in a marriage.

A German friend admitted he didn't even know the name of his secretary, and when he finally (5) _____ her name, his wife said to me, "He knows her first name, does he? Should I trust him?"

I know I won't get it right (6) _____. I also believe that most people understand that sometimes foreigners make mistakes. But I always (7) _____ work out the rules.

Pronunciation

1 Listen and notice the /t/ and /k/ sounds in the underlined words.

- 1 I must make a quick call.
- 2 Can I speak to Abbie, please?
- 3 I haven't told you, I've joined it.
- 4 ... experienced students train new students, that's the way it works.
- 5 The ability to really listen to someone and make them feel you're listening.
- 6 ... maybe not the exact same words.
- 7 It's not that you don't trust him, it's just embarrassing if you have to ask for it back.

Now read the sentences aloud. Make sure you pronounce the /t/ and /k/ sounds correctly.

Plosion

When words finish with /t/ or /k/, the final sounds in them disappear completely or almost completely when the first consonant of the next word is /t/, /k/, /f/, /s/, or /ð/.



2 Listen and notice how the speaker pronounces the underlined /h/ sounds.

Jacky Hello? She's out, I'm afraid. Can I give her a message – er ... or I can ask her to call you back?

Kate Could you ask her to call me back?

Jacky Sure. Who's calling?

Kate Kate Santos.

Jacky Kate Santos, OK. Does Abbie have your number?

Kate Yes, she does.

Jacky I'll tell her you called.

Now read the conversation aloud. Make sure you pronounce the /h/ sounds correctly.

Strong and weak pronunciations of h

When the letter *h* is used at the beginning of a sentence, or in a word which the speaker considers to be important, we pronounce it clearly. But in connected speech, we use its weak form, and barely pronounce it.

3 Listen and notice how the speakers link the underlined words.

- 1 Could you ask her to call me back?
- 2 I haven't told you, I've joined it.
- 3 I'm sorry not to have called you back.
- 4 I just wanted to let you know I won't be able to come to the next training session.
- 5 How should you speak to people from different countries?
- 6 Should you ever use given names, or is it best always to use family names?

Now listen again and read the sentences aloud. Make sure you link the underlined words.

Linking sounds: consonant + you

In connected speech, when a word ends in a consonant, and the next word is *you*, the sound of the consonant sometimes changes.

Unit task

Carrying out a survey about students and communication

1 Work in pairs. Carry out a survey about how students like to communicate with each other.

- Think about methods of personal communication, for example, conversation, phone, texting, email, social networking sites, instant messaging.
- Prepare some questions for your survey. Here are some suggestions:

How often do you email friends?

Which do you prefer, phone calls or emails?

Do you prefer communicating face-to-face?

2 Carry out your survey with several students and note down people's answers. Make sure the group is balanced between men and women.

3 Discuss the answers.

- Are people's answers similar or very different?
- What is the most popular method of communication?
- What is the least popular method?
- Does anything surprise you?

4 Work with the whole class and report your survey results.

Unit file

FUNCTIONS

Calling: saying who you are

... speaking.

It's ...

Making requests on the phone

Can I speak to ..., please?

Can you hold on (a moment)?

Can I / you give her a message?

Can you ask her to call me back?

Can I call you back later?

Answering requests on the phone

I'll see if she's in / free / here.

She's out / busy, I'm afraid.

I'll tell her you called.

Checking that you've understood

So ...

You mean, ...

You're saying ...

What / How do you mean, ...?

So what you're saying is ...

EVERYDAY ENGLISH

We get on really well.

I've got a lot on.

How's things?

Speak soon.

That's the way it works.

You've got it.

PRONUNCIATION

Plosion

Strong and weak pronunciations of *h*

Linking sounds

UNIT TASK

Carrying out a survey about students and communication

Appendix 4 Data Language Functions and Speech acts

Textbooks	Unit	Language Functions Included	Expressions	Location in the book (C is short for conversation)	Speech acts
	1	Asking about name	Can I have your family name, please?	C1	Directives
			What's your first name?		Directives
			Is...your real name?	C2	Directives
			And you are...?	C3	Directives
		Making introduction	No need to call me...	C1	Directives
			Everyone calls me...		Directives
			Please call me...	C2	Assertives
			My Chinese name is... It's short for....		Assertives
	2	Talking about food	What's in it?	C1	Directives
			What's it made with?		Directives
			It's made with		Assertives
			How is it cooked?		Directives
			It's baked/boiled/fried/ cooked in...		Assertives
			What's Minestrone soup?		Directives
		What flavor ice cream do you have?	C2	Directives	
		Saying what food you like or dislike	I'm not very fond of...	C1	Expressive
That sounds good.	Expressive				
It's delicious/tasty/spicy/hot!	C2		Assertives		
I don't like... I'm not so keen on...			Expressive		
		Asking about and ordering food	What would you like as a starter/main course/dessert?	C2	Directives
			Why don't you try...?		Directives
			Could you bring me/us...?		Directives
			What are you going to have?		Directives
	3	Calling: saying who you are	...speaking	C1	Assertives
			It's...		Assertives
		Making requests on the phone	Can I speak to ..., please?	C1	Directives
			Can you hold on (a moment)?	C1/C2	Directives
			Can I/you give her a message?	C1	Directives
			Can you ask her to call me back?		Directives
		Answering requests on the phone	Can I call you back later?	C2	Directives
			I'll see if she's in/free/here.	C1	Commissives
			She's out/busy/, I'm afraid	C2	Assertives
			I'll tell her you called.		Commissives
		Checking that you've understood	So...	C1	Directives
			You mean,...		Directives
	You're saying...		Directives		
	What/ How do you mean, ...?		C2		Directives
	So what you're saying is...	Directives			
	Encouraging	Just believe in yourself.	C1	Expressive	
You're a great guy.		Expressive			
It'll/You'll be fine.		Expressive			
Just be yourself.		C2		Expressive	

5	Expressing worries	The thing is, I'm a bit nervous.	C2	Expressive
		I'm afraid.		Expressive
		I'm / He's worried...		Expressive
	Asking for and giving advice	Can you help me with a problem?	C1	Directives
		I could do with some advice.	C2	Commissives
		It's a good idea to...		Assertives
	Shopping for clothes	We're just looking.	C1	Assertives
		Do they have it in other colours?		Directives
		Do you have this in a large size?		Directives
		It (really) suits you.	C2	Expressive
		It's a bit tight/loose/large/small/short/long/...		Assertives
		It doesn't (really) fit (me).		Assertives
		I'll have this please.	C1	Declarations
	Ok, I'll leave it.	C2	Declarations	
	Offering help in a shop	Can I help you?	C1	Commissives
Would you like to try it on?		C2	Directives	
What size do you take?			Directives	
Making payments	Can I pay by credit card?	C2	Directives	
	Please enter your PIN.		Directives	
	Here's your receipt.		Assertives	

6	Describing personality	Mum's (very/quite/pretty/real) sociable.	C1	Assertives
		He reads a lot.		Assertives
		He likes...		Assertives
		She tends to...		Assertives
		He's good at...		Assertives
	Making comparison	Dad isn't as sociable.	C1	Assertives
		He's (a lot) more chilled than Mum (is).		Assertives
		She tends to worry a lot whereas Dad's quite		Assertives
		I'm like Dad in that way.		Assertives
	Asking for more information	Tell me all about it.	C2	Directives
		What/Who/Where exactly..?		Directives
		What else..?		Directives
	Asking for reassurance	So he'll be OK, right?	C2	Directives
		(So) there's no real concern?		Directives
Reassuring	They don't think it's serious.	C2	Assertives	
	He'll be fine		Assertives	
	There's no need to worry.		Directives	

7	Offering assistance	How can I help you?	C1	Directives
	Making travel arrangement	I'd like to book a flight/make a hotel reservation.	C1	Commissives
		Is that a one-way or a return?		Directives
		Could I have an aisle seat, not a window seat?		Directives
		Can you get me a seat from...to..., travelling on...?		Directives
	Making arrangement for accommodation	What about accommodation?	C1	Directives
		How many nights will you be staying?		Directives
		Single or double room?		Directives
		Single with a shower.		Assertives
		Does the price include breakfast?		Directives
What time is check-out?	Directives			

8	Expressing concern	It's getting worse and worse!	C1	Assertives	
		They really should do something about it!		Expressive	
		I'm just concerned about the environment.		Expressive	
		Doesn't it worry you?		Directives	
		It's really frightening.		Expressive	
	Discussing Possibilities	Supposing they introduced...	C1	Expressive	
		They could always...		Expressive	
		I think I might...	C2	Commissives	
		It would be great if you...		Directives	
	Discussing Intentions	It might be an idea to...	C1	Directives	
		I think they intend to ...		Expressive	
		I'm going to...		Commissives	
I've decided to ...		Commissives			
They have this plan...		Assertives			
	I've been meaning to...	C2	Commissives		
In Total	8	26	111	/	111

Textbooks	Unit	Language Functions Included	Expressions	Location in the book(C is short for conversation)	Speech acts
	1	Correcting	Wrong, I am afraid.	C1	Assertives
			In fact,...		Assertives
			Actually,...		Assertives
		Talking about ability	I find it difficult.	C2	Expressives
			I am good at...		Assertives
			I have difficulty...		Expressives
			I am getting better at...		Assertives
			Everyone is capable of...		Assertives
		Generalizing	Physical exercise improves...	C1	Assertives
			If/When you(do)....,you (do/will)...		Assertives
			Mostly/Generally,...		Assertives
		Giving instruction	You have to...	C2	Assertives
			Your task is to...and then...		Directives
			Now...	C1	Directives

Listening and speaking	Unit	Language Functions Included	Expressions	Location in the book(C is short for conversation)	Speech acts
2	2	Sympathizing	That's too bad!	C1	Expressives
			I know how you feel.		Expressives
			I'm so sorry.	C2	Expressives
	Giving directions	Go down...	C1	Directives	
		Turn right/left into...		Directives	
		Go/Walk along...		Directives	
		Cross over...		Directives	
		Keep going...		Directives	
		...are on the right.		Assertives	
		It's the last one along.		Assertives	
		You can't miss it.		Directives	
	Congratulating	Well done!	C2	Expressives	
		Fantastic!		Expressives	
		You were amazing!		Expressives	
		Great news!		Expressives	
		Congratulations!		Expressives	
		That's great!		Expressives	
		You deserve it!		Expressives	
	Expressing concern	I'm worried about...	C2	Expressives	
		The problem is...		Expressives	
I can't help thinking...		Expressives			
Reassuring	Don't worry!	C2	Expressives		
	Everything will be OK!		Expressives		
	No need to get nervous!		Expressives		

3	Reporting Speech	A woman reported that...	C1	Assertives
		The policeman suggested...	C1	Assertives
		The policeman told the thief that	C1	Assertives
		The thief agreed to...	C1	Assertives
	Introducing the news	There is still no news of...	C2	Assertives
		Scientists claim that...	C2	Assertives
	Talking about habits	I mostly...	C2	Assertives
		I've got used to...	C2	Assertives
		I've got into the habit of...	C2	Assertives
		I spend too much time...	C2	Expressives

4	Expressing likes	I love/adore cats.	C1	Expressives
		They're very lovable.	C1	Expressives
		I really enjoy...	C1	Expressives
		They're so mad/crazy about...	C2	Assertives
		I quite like...	C2	Expressives
	Expressing Dislikes	I can't stand them.	C2	Expressives
		I find them really boring.	C2	Expressives
		I dislike/hate...	C1	Expressives
	Exclaiming	What a lovely pussycat!	C1	Expressives
		But she's so gorgeous!	C1	Expressives
		Such a sweetie!	C1	Expressives
	Expressing fears	They are so scary.	C1	Expressives
		My mum's terrified of...	C2	Assertives
		They are frightened of...	C2	Assertives
		I'm afraid of...	C2	Expressives
			I'm really scared of...	C2

5	Persuading people to do something	You're coming, aren't you?	C1	Directives	
		You really ought to see...	C1	Directives	
		I wish you'd come...	C1	Directives	
		But you'd better go...	C1	Directives	
	Talking about likes and dislikes	It was so-so.	C2	Expressives	
		You were brilliant!	C2	Expressives	
		You were awesome!	C2	Expressives	
	Expressing regret about the present and future	I don't know why I bothered coming...	C2	Expressives	
		I wish I had read the play...	C2	Expressives	
		If only I had known the story, it might	C2	Expressives	
	6	Asking about people's health	You don't look too good.	C1	Expressives
			What's the matter?	C1	Expressives
			Is anything wrong?	C1	Expressives
Are you eating properly?			C1	Expressives	
Do you feel sick?			C1	Expressives	
Why don't you make an appointment to			C1	Directives	
Do you have any other symptoms?			C1	Directives	
Talking about medical complaints		I'm not sleeping very well. I've lost my	C1	Assertives	
		I feel (a bit) sick/faint/hot/run	C1	Assertives	
Sympathizing		You poor thing!	C1	Expressives	

7	Expressing disbelief	I don't believe it!	C1	Expressives
		You're joking!	C2	Expressives
		Unbelievable!	C2	Expressives
	Expressing anger	How could they!	C1	Expressives
		How could someone have done this!	C1	Expressives
		The creep!	C1	Expressives
		I am really furious!	C2	Expressives
	Expressing upset	I'm just so upset!	C1	Expressives
		It's just too much!	C2	Expressives
	Reporting speech	I asked the shopkeeper if...	C1	Assertives
		She said she hadn't...	C1	Assertives
		She advised me to...	C1	Assertives
		According to her,...	C1	Assertives
This woman said (that)...		C1	Assertives	
She told me to...		C2	Assertives	
She thinks (that)...		C2	Assertives	
What they said was,...	C2	Assertives		

8	Discussing possibilities	I'm thinking about it.	C1	Commissives
		I'm thinking of...	C1	Commissives
		It's a possibility.	C1	Assertives
		There's a possibility of...	C1	Assertives
	Discussing plans	I've already decided on...	C1	Commissives
		That's the plan.	C1	Expressives
		What are your plans?	C1	Directives
		You've got to plan ahead.	C1	Directives
		I'm planning to...	C2	Commissives
	Checking information	Didn't you...?	C1	Directives
		I seem to remember that...	C2	Directives
		Is that right?	C2	Directives
	Discussing job requirements	..., won't you?	C2	Directives
		What does this job involve?	C2	Directives
		Your main responsibility would be..	C2	Assertives
		We'd also want you to...	C2	Directives
In total		28	117	117

Textbooks	Unit	Language Functions Included	Expressions	Location in the book(C is short for conversation)	Speech acts
	1	Asking and responding to sensitive question	I hope you don't mind my asking but...	C1	Directives
			Do you mind telling me...?	C1	Directives
			Can I ask you something else?	C1	Directives
		Expressing annoyance	He drives me crazy.	C2	Expressives
			It's the last thing I want to do.	C2	Expressives
		Asking for clarification and clarifying	And your point is...?	C1	Directives
	Are you serious?		C1	Expressives	
	What do you mean by...?		C2	Directives	
	2	Emphasizing	What I mean is...	C1	Assertives
			What happened was that...	C1	Assertives
		Expressing surprise	The thing about...is...	C2	Assertives
			I'm really impressed.	C1	Expressives
			It's amazing.	C2	Expressives
		Resuming a story	That's fascinating.	C2	Expressives
			Anyway,...	C1	Assertives
Let me see.			C2	Commissives	
Where was I?			C2	Directives	
		You were telling me about...	C2	Assertives	
		Let me think...	C2	Commissives	

3	Prompting for more information	Can you tell me something about it?	C2	Directives
		It sounds very unusual.	C2	Expressives
		So it's...	C2	Directives
	Remembering	If I'm not mistaken,...	C1	Assertives
		If I remembered it correctly...	C1	Directives
		I remember seeing...	C1	Assertives
		Did you remember to...	C2	Directives
	Talking about time	It's not far, maybe five minutes' walk.	C1	Assertives
		Late as usual.	C1	Expressives
		Let's get on with it.	C1	Directives
		Are you ready to...	C1	Directives
		Hang on a minute.	C1	Directives
Let's stop wasting time, please.		C1	Directives	
		Come on, you two. Hurry up.	C2	Directives

4	Expressing blames	It's my fault.	C2	Expressives
		I should have realized...	C2	Expressives
		That serves you right.	C2	Expressives
	Reassuring	Just ignore him!	C2	Directives
		Forget about it.	C2	Directives
		Anyone could have done that.	C2	Expressives
		It wasn't your fault.	C2	Expressives
	Making comparisons	They are not really like...	C2	Assertives
		They are more like...	C2	Assertives
		There is nothing quite like...	C2	Assertives
		You read more text messages than	C2	Assertives
	Talking about advantages and disadvantages	But the trouble is...	C2	Expressives
The great thing about them is...		C2	Expressives	

Listening and speaking 3

5	Introducing a subject	We were wondering if we could ask you	C1	Directives
		I don't know if Jane has told you but...	C1	Directives
		And the thing is...	C1	Assertives
	Talking about customs and cultures	Is the food around here typical?	C1	Directives
		It depends on what you mean by typical.	C1	Assertives
		How long has there been...?	C1	Directives
	Making comparisons	In comparison with...	C1	Directives
		Is it larger or smaller?	C1	Directives
		Is it mostly?	C1	Directives
	Thanking	You're welcome.	C2	Expressives
		Thank you very much. That was really	C2	Expressives
		Very grateful.	C2	Expressives
No problem.		C2	Expressives	
		Don't mention it.	C2	Expressives

6	Talking about buildings and materials	It was built in...	C1	Assertives
		It was the home of...	C1	Assertives
		It was on the side of...	C1	Assertives
		The walls are made of wood and it's got a	C1	Assertives
	Expressing surprise	That's extraordinary!	C1	Expressives
		You really think that?	C1	Expressives
		I'm really stunned.	C1	Expressives
	Asking about a personal history	When was he born? When did he come to	C1	Directives
		What happened to him later in his life?	C2	Directives
	Speculating	We don't know exactly, but some time	C2	Assertives
		I reckon...	C2	Assertives
		What I think is great about Shakespeare is	C2	Assertives
Maybe not so much.		C2	Assertives	
		I suppose it's because... I guess...	C2	Assertives

7	Making plans	Where are we going?	C1	Directives
		We are off to...	C1	Assertives
		There's plenty of time to...	C1	Assertives
		When do you want to leave?	C2	Directives
		The first thing you have to do is...	C2	Directives
		While you're..., I'll just...	C2	Commissives
	Asking and confirming information	Where are you two off to...	C2	Directives
		What else did they do?	C1	Directives
		How did you find out about it?	C1	Directives
		Where exactly is it?	C1	Directives
		Why is it so special?	C2	Directives
		I suppose this is...?	C2	Directives
		They have special exhibitions for kids?	C2	Directives
		So we're really gonna...?	C2	Directives

8	Talking about entertainment and leisure activities	Is it only open on Saturdays?	C1	Directives
		It's open all week.	C1	Assertives
		What time does it open?	C1	Directives
		It's open between...	C1	Assertives
		So it gets pretty lively in the evening.	C1	Assertives
		It starts in half an hour.	C2	Assertives
	Making invitations	Are you busy tonight?	C1	Directives
		Maybe we could go there? Have you any	C1	Directives
	Talking about important festivals	It takes place at the end of August.	C2	Assertives
		The usual time for carnival for the rest of	C2	Assertives
		It's a festival which takes place in many	C2	Assertives
In total	8	21	99	99

Textbooks	Unit	Language Functions Included	Expressions	Location in the book(C is short for conversation)	Speech acts		
	1	Speculating about the future	I've got another year to go, and then I suppose I'll go back home.	C1	Commissives		
			Do you think you would ever...?		Directives		
			I'd love to...one day.		Commissives		
			I think I will come back here.		Commissives		
			Have you ever thought of...		Directives		
			But what would I do here?		Expressives		
			I often thought if there was a job I could do here in..., I'd go for it.		Commissives		
			Do you think I stand a chance?		Directives		
		Making enthusiastic comments	What a wonderful view!	C1	Expressives		
			This is such a great city.		Expressives		
			It's great fun, and really interesting.		Expressives		
			I couldn't think of a better way to...		Expressives		
		Reassuring people	Don't even think about it!	C1	Directives		
			I promise you you'd know if...		Assertives		
		Talking about attitudes and relationship at work	It's always very easy working with him.	C2	Assertives		
			He's good at his job.		Assertives		
			He's confident and very competent at what he does.		Assertives		
			The people who work with him rate him highly.		Assertives		
					I got on with him well.		Assertives

2	Starting a meeting	What's on the agenda?	C1	Directives	
		First up today is...		Assertives	
		OK, let's get on with it.		Directives	
	Conceding	I'm sorry, but this is the first time I've...	C1	Expressives	
		It's true we need to, but...		Expressives	
	Talking about writers and writing	He set most of his story in...	C2	Assertives	
		Whereabouts are his story set?		Directives	
		Some of his stories take place...		Assertives	
	Describing someone's behavior	What's the matter with...?	C2	Expressives	
		He's a bit like that sometimes.		Expressives	
		He wasn't being at all fair.		Expressives	
		Sometimes he really gets on my nerves.		Assertives	
3	Encouraging people to do things	You should try it on.	C1	Directives	
		Go on, try it on.		Directives	
		You seem to want me to buy something.		Expressives	
		I can just tell.		Assertives	
	Showing astonishment	What are you doing here?	C2	Directives	
		Why the surprise?		Directives	
Ask for giving opinions	I didn't expect to see you.	C2	Expressives		
	What's your take on...?		Directives		
	As far as I'm concerned,...		Assertives		
	The way I see it,...		Assertives		
			C2	So you think it different in London?	
				Directives	
				If you ask me,...	Assertives
				Assertives	

Listening and speaking 4	4	Checking and changing arrangements	Are we still on for today?	C1	Assertives
			Something unexpected has come up.		Assertives
			We all have to make another arrangement to meet.		Declarations
			So when would it be convenient for you?		Directives
			Can I just check my schedule?		Directives
			Can you hold on for a moment, please?		Directives
			Could we make it...?		Directives
			Would that be OK with you?		Directives
	Asking for and giving information	What does...have to do with...?	C2	Directives	
		So we are not actually...?		Directives	
		Basically, ...		Assertives	
	Describing a tour of a building	You come in here on the left.	C2	Assertives	
Then the first room you enter is...		Assertives			
Moving through to this room, ...on the top right-hand side..		Assertives			
What about this room on the left?		Directives			
			C2	And this room here below contains...	
				Assertives	

5	Talking about self-esteem	You're always putting yourself down.	C1	Expressives
		Do you think that men are good at accepting compliments?		Expressives
		They seem to be able to deal with criticism better.		Assertives
		I accept your compliment.		Commissives
	Conceding	OK, it's a good point.	C1	Expressives
		But it's true that...		Assertives
		I may be wrong.		Assertives
	Making a strong point	I can assure you that...	C1	Assertives
		I mean, it depends on... but ...		Assertives
		I bet you...		Assertives
	Talking about vague amounts	About 60 per cent of...	C2	Assertives
		Something like 75% of the eight million...		Assertives
...are in a slight majority.		Assertives		

6	Talking about accommodation	When do you have to move out?	C1	Directives
		My landlord has given me four weeks' notice to leave.		Assertives
		It's not going to be easy to find somewhere.		Assertives
		What sort of price range are you looking for?		Directives
		What's the rent?		Directives
		It's a bit more than I could afford.		Assertives
		Too late. It's already gone.		Expressives
		I'm calling about the flat.		Assertives
	..with electricity, gas and water bills to be paid on top.	C2	Assertives	
	Making comparisons	London is one of the most expensive city in the whole world.	C1	Assertives
		It's fashionable now, but it didn't used to be.	C2	Assertives
		It's always been an advantage to...		Assertives
	Complaining and criticizing	You really shouldn't ask me to...	C2	Directives
		If it's a personal call, he can do it...		Directives
I wish you wouldn't...		C1	Directives	
Giving warnings and making threats	Hurry up, otherwise...	C1	Directives	
	Put the phone down, or...		Directives	

7	Making small talk	What are you up to?	C1	Directives
		How are things?		Directives
		Not so bad.		Expressives
		What about you?		Directives
		So, you still in the same job?		Directives
		Yes, nice one.		Assertives
		OK, mate, see you!		Commissives
	Making offers	Fancy a pint one day?	C1	Directives
		It's on me.		Commissives
	Showing understanding and lack of understanding	I've no idea what...	C1	Assertives
		I was completely lost.		Assertives
		It was like a different language.		Assertives
		I'm confused.		Expressives
	Showing indecision	Now I get it.	C2	Assertives
		It's hard to say.		Expressives
		It depends.		Assertives
		On the one hand, ...		Assertives
		But on the other hand, ...		Assertives

8	Giving positive opinions	It really is the greatest love story!	C1	Expressives
		You can't imagine how wonderful it was for me to...		Expressives
		It's been incredible.		Expressives
		It's just amazing.		Expressives
		I thought Camden Market was great fun.		Expressives
		It's one of the great clubs in London.		Expressives
		It was great to work on...		Expressives
		I have had so much fun...		Expressives
		You've been such a good friend to me.	C2	Expressives
		In total	24	117

Appendix 5 Metapragmatic Information

	Unit No.	Metapragmatic Knowledge	No.
Book 1	Unit 3	Using expressions to gain time	1
	Unit 4	Feature of natural discourse discourse markers	2
	Unit 5	Recognizing the speaker's attitude intonation	3
	Unit 6	Informal radio interviews	4
	Unit 7	Jokes	5
Book 2	Unit 1	Introductory phrases	6
	Unit4	speaking formally in a debate	7
	Unit5	Make a speech	8
	Unit7	Asking rhetorical questions	9
	Unit 1	Telling a personal anecdote	10
		Attracting people's attention	11
		Introducing a short story	12
		Apologizing for making mistakes	13
		Describing change and its effects	14
	Unit 2	Giving opinions	15
		Give a talk	16
		introducing a talk	17
		introducing new topic	18
		talking about memories	19
		talking about the past	20
		Ending a talk	21
	Unit 3	Persuading people	22
		giving a guided tour	23
		welcoming and introducing yourself	24
		Making request	25
		describing what you're going to do	26
		Moving on	27
		Thanking	28
Making suggestions		29	

Book 3	Unit 4	informal agreeing	31
		informal disagreeing	32
		giving an opinion	33
		bringing people into the conversation	34
		gaining time	35
		talking about advantages and disadvantages	36
		making general conclusion	37
	Unit 5	features of speech	38
		Giving a persuasive talk	39
		introducing yourself	40
		Explaining the purpose of the talk	41
		Appealing to emotions	42
		asking for help	43
	Unit 7	presenting an invention	44
		describing an object	45
		adding more information	46
		praising	47
		making positive predictions	48
	Unit 8	Checking you've understood something correctly	49
		Holding informal discussion	50
		expressing partial agreement	51
		disagreeing	52
		giving examples	53
		talking about opportunities	54

Book 4	Unit 1	expressing implying lack of confidence	55
		giving a talk about imaginary situation	56
		talking about imaginary situation	57
		talking about likes and preferences	58
		talking about abilities and professional skills	59
		giving reasons	60
	Unit 3	checking you understand	61
		Holding informal discussion	62
		starting off a discussion	63
		reacting to others' opinions	64
		entering a discussion	65
		closing a discussion	66
	Unit 4	Giving advice	67
		giving advice in a friendly, personal way	68
		being emphatic with advice	69
		explaining likely effects	70
	Unit 5	Holding formal discussion	71
		Giving opinions in formal language	72
		Making a concession	73
		presenting a counter-argument	74
		inviting people to speak	75
	Unit 6	Telling a story in first person	76
		Using emphasis in everyday language	77
		describing difficulties	78
		describing success	79
	Unit 7	leading a informal discussion	80
		introducing a topic	81
		inviting people to speak	82
		moving the conversation on	83
asking for different opinions		84	
summerizing		85	
unit 8	Holding a debate	86	
	supporting/opposing a motion	87	
	presenting an argument	88	
	agreeing and disagreeing formal	89	

Appendix 6 Contexts and Speaker's Relationship

textbooks	Unit	Conversation No.	context	Participants	Social Distance	Power	Imposition Degree
1	1	C1	Janet collects keys to her room.	Janet and Porter in of the University	High	Equal	Low
1		C2	Janet and Kate introduce themselves to each other	Janet and Kate (Roommates)	High	Equal	Low
1		C3	Kate and Janet meet Mark for the first time, a British student, and they make friends	Janet and Mark (Classmates)	High	Equal	Low
1	2	C1	Janet, Kate and Mark go to a restaurant and order food	Mark and Waitress (Customer and waiter)	High	Equal	Low
1				Janet Kate and Mark (Friends)	Low	Equal	Low
1		C2	Janet, Kate and Mark talk about the choice of dissert	Janet, Kate, Mark and Waitress (Customer and	High	Equal	Low
1	3	C1	Kate telephone a girl called Abbie, a volunteer worker	Kate and Jacky (students and helpline staff)	High	Equal	Low
1		C2	Abbie calls back Kate	Kate and Abbie (students and helpline staff)	High	Equal	Low
1	4	C1	Mark tells Janet and Kate that he has fallen in love with a student.	Janet Kate and Mark (Friends)	Low	Equal	Low
1		C2	Mark tells Janet and Kate that he has a date with the girl	Janet Kate and Mark (Friends)	Low	Equal	Low
1	5	C1	Janet, Kate and Mark go shopping together	Assisstant and Kate, Janet (Customer and Staff)	High	Equal	Low
1		C2	Janet and Kate continue shopping for new dresses	Janet and Kate (Friends)	Low	Equal	Low
1	6	C1	Janet and Kate talk about Kate's parents' coming to visit her	Janet and Kate (Friends)	Low	Equal	Low
1		C2	Kate and her parents talk about her grandfather's accident	Kate and Her Parents	Low	P>K	Low
1	7	C1	Mark books tickets and hotels for a trip	Assisstant and Mark(Customer and Staff)	High	Equal	High
1		C2	Mark tells Kate and Janet the details of his planned trip	Janet Kate and Mark (Friends)	Low	Equal	Low
1	8	C1	Janet, Kate and Mark talk about pollutiona and cars and discuss solution	Janet Kate and Mark (Friends)	Low	Equal	Low
1		C2	Mark tries to persuade Janet to be more active in helping environment and she agrees	Janet and Mark (Friends)	Low	Equal	Low
Total			17	5			

textbooks	Unit		context	Participants	Social Distance	Power	Imposition Degree
1	1	C1	Mark and Janet do newspaper true or false quiz about memory.	Janet and Mark (Friends)	Low	Equal	Low
		C2	Janet tells Kate she is having trouble adapting to the style of learning.	Janet and Kate (Friends)	Low	Equal	Low
	2	C1	Kate and Janet discuss Mark's interest in the university sport of rowing.	Janet and Kate (Friends)	Low	Equal	Low
		C2	Kate explains the rules of sport to Janet.	Janet and Kate (Friends)	Low	Equal	Low
	3	C1	Janet Kate and Mark chat about some of the strange and unlikely stories in the news	Janet Kate and Mark (Friends)	Low	Equal	Low
		C2	Janet, Kate and Mark talk about their attitudes to the media and their favorite ways of hearing the	Janet Kate and Mark (Friends)	Low	Equal	Low
	4	C1	Mark and Kate meet a cat in campus and they have different feelings about animals	Kate and Mark (Friends)	Low	Equal	Low
		C2	Janet and Kate discuss different attitudes towards animals and pets.	Janet and Kate (Friends)	Low	Equal	Low
	5	C1	Mark is trying to persuade his friends to come and see him in a difficult but famous play.	Janet Kate and Mark (Friends)	Low	Equal	High
		C2	After the play, the girls praise Mark but say they did not understand the play.	Janet Kate and Mark (Friends)	Low	Equal	Low
	6	C1	Janet is ill and Kate is concerned and insists she go to the doctor	Janet and Kate (Friends)	Low	Equal	Low
		C2	Doctor asks Janet various questions	Janet and Doctor (Patient and Doctor)	High	J<D	High
	7	C1	Kate's reaction and immediate response when she discover her bike has been stolen	Kate and Mark (Friends)	Low	Equal	Low
		C2	Kate and Mark talk about the problem of bike theft.	Kate and Mark (Friends)	Low	Equal	Low
	8	C1	Mark tells Kate and Janet about a career fair.	Janet Kate and Mark (Friends)	Low	Equal	Low
		C2	Kate is interviewed for a summer work placement with a law firm	Kate and Interviewer	High	K<I	High
Total			16				

textbooks	Unit		context	Participants	Social Distance	Power	Imposition Degree
1	1	C1	Janet introduces Joe and Andy, whom she is going to work with	Janet, Andy and Joe	High	Joe>A	Low
		C2	Janet asks Andy to explain what he does and how the website works	Janet and Andy (coworkers)	Medium	Equal	High
	2	C1	Andy tells Janet about his childhood memories of the area around tower bridge.	Janet and Andy (coworkers)	Medium	Equal	Low
		C2	Andy tells Janet about his first school	Janet and Andy (coworkers)	Medium	Equal	Low
	3	C1	Janet and Andy are in the theatre district and hurried to an interview	Janet and Andy (coworkers)	Medium	Equal	Low
		C2	Interview about a special variety	Andy and Toby	High	Equal	High
				Andy and Joe	Low	A<Joe	Low
	4	C1	Joe and Andy tell Janet about London Video Games Festival.	Joe, Andy and Janet (coworkers)	Medium	Joe,A> Janet	Low
		C2	Janet explains her objections to e-book to Andy and gets into trouble with Joe.	Joe, Andy and Janet (coworkers)	Medium	Joe,A> Janet	Low
	5	C1	The Time Off team discuss Chinese food and Chinatown	Janet, Andy and Tony (Interviewer and Interviewee)	Medium	Equal	Low
		C2	Interview Tony	Janet, Andy and Tony (Interviewer and Interviewee)	High	Equal	High
	6	C1	Joe tells Janet about the Globe	Janet and Joe (Staff and Manager)	Medium	Joe>Jan	Low
		C2	Joe tells Janet about the life and work of Shakespears	Janet and Joe (Staff and Manager)	Medium	Joe>Jan	Low
	7	C1	Andy's next idea for a feature for the website.	Janet and Andy (coworkers)	Medium	Equal	Low
		C2	Andy tells Janet a lot more about what you can see and do in the science museum	Janet and Andy (coworkers)	Medium	Equal	Low
	8	C1	Joe Andy and Janet visit Camden Market	Joe, Andy and Janet (coworkers)	Medium	Joe,A> Janet	Low
		C2	Janet hears about the large annual Notting Hill Carnival	Joe, Andy and Janet (coworkers)	Medium	Joe,A> Janet	Low
Total			16				

textbooks	Unit		context	Participants	Social Distance	Power	Imposition Degree
1	1	C1	Janet talks to Andy and entertainment information websit.	Janet and Andy (coworkers)	Medium	Equal	Low
		C2	Andy voices his problems with Joe	Janet and Andy (coworkers)	Medium	Equal	Low
	2	C1	A work meeting between Joe Andy and Janet	Joe, Andy and Janet (coworkers)	Medium	Joe,A> Janet	Low
		C2	Janet and Andy are chatting in a pub after meeting about Joe's temper.	Janet and Andy (coworkers)	Medium	Equal	Low
	3	C1	Janet gets to know Tanya, a store buyer from New York	Janet and Tanya	High	Equal	Low
		C2	Janet, Joe and Tanya chat about aspects about London	Janet Tanya and Joe	High	Joe>Jan	Low
	4	C1	Janet and Andy have a general talk while waiting for someone	Janet and Andy (coworkers)	Medium	Equal	Low
		C2	Janet Andy and Joe meet Tim in the pub to hear him talk about bank and its musuem	Janet Joe Andy and Tim (Interviewer and Interviewee)	Medium	Equal	Low
	5	C1	Janet and Andy chat about gender stereotype	Janet and Andy (coworkers)	Medium	Equal	Low
		C2	Janet and Andy chat about gender stereotype in Britain and China	Janet and Andy (coworkers)	Medium	Equal	Low
	6	C1	Andy is looking for a new flat and gets criticized for doing so in working hour	Janet and Andy (coworkers)	Medium	Equal	Low
		C2	Andy explains London housing scene	Janet and Andy (coworkers)	Medium	Equal	Low
	7	C1	Andy meets and old friend and Janet has difficulties understanding the slang they use.	Janet and Andy, Jack (coworkers)	Medium	Equal	Low
		C2	Joe talks about the influence of Shakespears on English vocabulary.	Janet and Joe (Staff and Manager)	Medium	Joe>Jan	Low
	8	C1	Janet runs through some of her memories of her time	Joe, Andy and Janet (coworkers)	Medium	Equal	Low
		C2	Janet expresses her thanks to Andy	Janet and Andy (coworkers)	Medium	Equal	Low
Total			16				