

ORIGINAL ARTICLE

## Analyzing the Speech Acts in Grade 11 Textbooks: Representation and Practice in Speaking Activities and Lessons

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### Abstract

*The main objective of this study was to investigate the representation of speech acts in speaking activities in grade 11 English for Ethiopia textbook and how these acts are practiced in EFL classrooms. To achieve this, descriptive research design was employed. Speaking activities in grade 11 textbook as well as grade 11 English language teachers were used as sources of data. All speaking lessons of Grade 11 English for Ethiopia textbook and four grade 11 English language teachers were selected using comprehensive sampling technique. Document analysis and classroom observation were used as data gathering tools. The gathered data were analyzed qualitatively using content analysis. That is, the data gathered through document analysis were analyzed based on Searle's (1976) classification of speech acts. The speaking tasks were analyzed in terms of content (speech act or non-speech act), distribution, level of directness and competence. Besides, the tasks were analyzed to see whether they are representing communicative contexts or not, and to see whether the speech act activities help learners to use appropriate language in the appropriate context in the real world or not. The data gathered through classroom observation were analyzed qualitatively to check how the speech act tasks found in Grade 11 speaking lessons are being implemented. The findings of the study show that most of the speaking lessons have speech act content though the lessons are not represented by all forms of speech acts. Assertive is the highly emphasized speech act in the textbook. Direct language expressions are common and represented speech acts frequently focusing on pragma-linguistic competence. Most of the represented speech acts do not have clear situation and instruction when they are presented in the textbook and English language teachers are not able to use/create situation when they teach speech acts in the classroom. Therefore, some pedagogical implications were suggested to further improve the EFL textbook.*

**Keywords:** pragmatics, pragma-linguistic competence, speech act

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## 1. Introduction

Argument supporting the implementation of a pedagogy of pragmatics in L2 and FL instruction come from studies in the field. Bradovi-Harlig (2001) states that there are many aspects of L2 pragmatics that are not acquired without the benefit of instruction, or in the best case, they are learned more slowly, which makes instruction at least facilitative if not necessary. Likewise, researches should be addressed the realization of speech acts by foreign language learners.

Blum-Kulka (1991), Demerzen (1991), and Oller (1973) highlighted the necessity of instruction in pragmatics based on result reports that a high grammatical competence is not always indicative of a successful pragmatic performance in teaching language.

Support for instruction has also been expressed by Schmidt (1993), who underlined the fact that even in an L1, children's pragmatic development is facilitated by a range of strategies employed by caregivers to teach them the communicative practices of their social group, where as adults, learning an L2 outside of instructional setting, tend to receive little feedback and sometimes lack relevant input for the learning of L2 pragmatics.

A language awareness approach to teaching foreign languages pays special attention to developing learners' language awareness of how target language is typically used in communication (Tomlinson, 1994). The English as a foreign language (EFL) students need communicative competence to participate in and learn from their classroom experience (Johnson, 1995). Thus, making explicit what students know implicitly about the system of language and the principle of language use is particularly important in language teaching and learning, since an understanding of how language resources can be used to achieve different communicative goals in both spoken and written communication is indispensable for language learners as well as users. On one hand, it improves their communicative language competence, and on the other hand, it helps them realize what and how they should use the target language more effectively and successfully.

Regarding this, Moron and Cruz (2009) mentioned that the relationship between pragmatics and foreign or second language teaching seem to have been very positive and clear starting from the emergence of the two fields of studies. One of the major aims of English language teaching (ELT) undoubtedly is the development of the students' communicative competence and pragmatics is an effective tool to enhance learners' communication competence with appropriate use of language.

Therefore, teaching a foreign language specifically in an EFL setting surely requires more than teaching the grammatical aspect of a language explicitly, which can be defined as learning about a language. However, it is a mere fact that achieving communication among the learners can only be attained when their attention is directed to social and pragmatic use of the language which can be defined as learning a language (Her-guner and Cakir, 2017).

The contribution of pragmatics to language teaching is, thus, undeniable. Pragmatics, in a sense, is a study of language and language teaching from the functional perspective; that is, the performance principles of language are practiced. It is because of this reason that pragmatics becomes a theory of linguistic performance and language understanding.

Pragmatics also stresses the importance of courses to speaking foreign language. Learners need linguistic competence, adequate vocabulary and mastery of syntax to speak in another language but these are not sufficient for someone who wants to communicate

competently in another language. The speaker needs communicative competence which includes not only linguistic competence but also a range of other socio pragmatics and conversational skills which help him /her know how to say what to whom and when (Nunan, 1999).

Ishihara and Cohen (2010) also stated that, within the realm of pragmatics ability, the way in which people carry out specific social functions in speaking: apologizing, complaining, making requests, refusing things, invitation, complementing, or thanking have been referred to as speech acts. Thus, teaching speech acts may be a great supporter in a process through which learners are led to develop their pragmatic competence in their daily communication.

Moreover, Pragmatic (speech act) knowledge enables the learners to create or interpret discourse by relating utterance or sentences and texts to their meaning, to the intention of language users, and to relevant characteristics of the language use setting. This is why nowadays pragmatic competence has become an increasingly crucial component of language pedagogy. Therefore, pragmatics should not be regarded as an optional extra in a textbook. It is believed that EFL learners and teachers can benefit from knowing more about the norm for pragmatic (speech act) performance in a particular context.

Since the ultimate purpose of teaching English as a foreign language is to enable students use the target language effectively, language communication can be effective if it is made in an appropriate context act (i.e. keeping the social conventions of the native speakers of the target language). Therefore, learning speech acts as a communication task has a lot of advantages to use.

## **Statement of the Problem**

As it is mentioned in the background part, speech acts are effective tools to help the students to be effective communicators. Bachman (1990) proposed that pragmatic knowledge is one kind of knowledge that EFL learners must internalize. It involves knowing how words and utterance can be assigned to specific meanings in context and function as the vehicles of their users' intentions. Pragmatic knowledge is structured in others; lexical knowledge, which amounts to knowing the meaning of lexical knowledge, lexical items and using them figuratively; functional knowledge, to knowing how to relate utterances to their speakers' intentions; and socio linguistic knowledge, to use the language by keeping social convention.

Additionally, the pragmatic awareness approach to teaching aims at developing a gradual awareness of the mismatch between the foreign language learner's performance and that of proficient users of the language namely native speakers of English; the problematic features of appropriate language use may thus be identified and their acquisition facilitated (Tomlinson,1994). The access to data representing authentic discourse and meaningful interaction in the target language can foster the learners' gradual development of pragmatic awareness and thus contribute to the learners' independence and promotion of their skills in generalizing and evaluating not only their own language performance, but also that of other speakers, which is essential for their daily life work.

As Leech (1981; 1983) cited in Abebe (2006, 2), pragmatic study includes speech act theory, felicity condition, the cooperative principle, relevance, politeness and phonic tokens. From this list, speech act theory is the most important which illuminates socio-linguistic interaction. Thus, speech acts are currently considered as one of the most compelling notions in the study of language use, and are important in pragmatic research not only

because of the influence of speech act theory in the history of pragmatics, but also because speech act can carry social implications.

In fact, concerning pragmatics (speech act) the researchers such as Ishihara and Cohen (2010) have shown that most of the pedagogical materials appear to under-represent pragmatic use of target language. Moreover, learners do not have sufficient context and pre-readiness when the target pragmatic resources are introduced in textbook even though context is essential in pragmatics.

Ren and Han (2016) also studied pragmatics representation of China's recent textbooks, and their findings show that pragmatic knowledge is still underrepresented in most textbooks. In addition, the range of speech acts included is rather limited, and the ways that speech acts presented seem to depend on writers' intuition. Moreover, these researchers mentioned that limited pragmatic research has been conducted. As described before, few of the research works were done under the context of other countries. Among these, one explored China's recent text books.

Similarly, the above researchers mentioned that, teaching speech acts through speaking is very important to help students to use appropriate language in an appropriate place as well as to understand any discourse easily.

However, based on the researchers' experience and their informal observations, grade 11 students are not as pragmatically competent as it is expected in their grade level. And students have limitation to express their feelings and ideas successfully using the target language. For instance, students who want to ask permission or apologize use the language as a command and express their feelings using unrelated expressions. This inappropriate use of a language may cause to hear unexpected or unrelated response, and it has its own negative impact on communication process.

To reduce such a communication gap, teaching speech act in the classroom is helpful. Therefore, the researchers believe that, in order to help students to use appropriate language in appropriate context, speech act activities should be in consideration in pedagogical materials as well as classroom practices.

Thus, so as to help the students to be pragmatically competent, textbooks have their own priceless role. And assessing grade 11 students' English textbook focusing on speech acts will have great contribution in EFL teaching and learning.

Actually, in relation to speaking analysis, some local studies have been conducted. For instance, Abdulatif (2011) conducted a study on the speaking tasks in 'Students' English Textbook' and their effectiveness in making students communicative in the target language, and Meseret (2013) focused on analyzing speaking tasks of grade nine students' English textbook. However, none of them related their speaking analysis with pragmatic concept. Moreover, to the best knowledge of the researchers, no study has been carried out so far to investigate the speech act representation in English for Ethiopia textbook and teachers' practice of those speech acts. .

This study, therefore, aims at assessing speech act representation in current English for Ethiopia grade 11 students' textbook and the actual teaching learning classroom practice of speech acts with particular reference to Debre Work secondary and preparatory school.

Hence, to achieve this objective, the study focused on finding answers to the following basic questions:

- What elements of pragmatic information (speech act) are represented in speaking tasks in Grade 11 English for Ethiopia students' textbook?
- What form of pragmatics (Speech acts) is mostly represented in speaking tasks in Grade 11 English for Ethiopia textbook?
- What does the actual teaching learning practice of these pragmatic (speech acts) concepts in speaking classroom look like at Debre Work Senior Secondary and Preparatory School?

Although there are many foreign language environments in which teachers and students may find themselves difficult to interact, this research had its own concern. With regard to this, Litz (2001) stated that, English language instruction has many important components but the essential constituents for many ESL/EFL classroom and programs are the textbook and instruction materials that are often used by teachers. So, since textbook are very much essential in language teaching and learning process, many English language researchers believe that English textbooks should be assessed and analyzed in terms of the different language aspects. Thus, this study focused on assessing the representation of pragmatics particularly speech acts in speaking lessons in English for Ethiopia textbook for Grade 11. Besides, this study was limited to assessing the actual teaching learning of this pragmatic information in the actual classrooms at Debre Work Senior Secondary and Preparatory School.

## **REVIEW OF RELATED LITERATURE**

### **The Contribution of Pragmatics to Language Teaching Area**

Pragmatics is a sub field of linguistics that has been defined as the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication (Crystal, 1997).

Currently, this field is related with other sub disciplines and the term is extensively used in reference to pragmatic competence as one of the abilities subsumed by the overarching concept of communicative competence. The notion of pragmatic competence was early on defined by Chomsky (1980) "as the knowledge of conditions and manner of appropriate use of the language in conformity with various purposes "(pp. 224). This concept was seen in opposition to grammatical competence that in Chomsky's terms in "the knowledge of form and meaning." In a more contextualized fashion, Canale and Swain (1980) included pragmatic competence as one important component of their model of communicative competence. In this model pragmatic competence was identified as a sociolinguistic competence and defined as the knowledge of contextually appropriate language use.

According to Bialystok (1993) pragmatic competence includes: 1) the speaker's ability to use the language for difference purposes, 2) the listener's ability to get past the language and understand the speaker's real intention (e.g. indirect speech acts, irony and sarcasm ) ; and 3) the command of the rules by which utterances come together to create discourse.

Kulka (1991) has highlighted the necessity of instruction in pragmatics based on report results that a high grammatical competence is not always indicative of a successful pragmatic performance in the teaching language.

Since the goal of teaching English as a foreign language is to enable students use the target language effectively, language communication should be provided with appropriate context (i.e. keeping the social conventions of the native speakers of the target language). Therefore, knowing the speech act theory has a lot of advantage to teach the language successfully (Abebe 2006:11).

When we teach English, we necessarily create situations which help the students to perform illocutionary acts like greeting, apologizing, suggesting, offering, requesting, congratulating, etc...in the world.

## Speech Act

The modern study of speech act begins with Austin's (1962) engaging monograph. He defined speech act as "How to do things with words". Austin identifies three distinct levels of action beyond the act of utterance itself. He distinguishes the act of saying something, what one does in saying it and what one does by saying it, and classifies these as the locutionary, the illocutionary, and elocutionary act, respectively. The classification is demonstrated as follows:

**Locutionary Acts:** Locutionary acts are acts of speaking, act involved in the construction of speech, such as uttering certain sounds or making certain marks, using particular words and using them in conformity with the grammatical rules of a particular language and with certain senses and certain references as determined by the rules of the language form which are drawn.

**Illocutionary Acts:** Austin's (1962) central innovation, are acts done in speaking (hence illocutionary), including and specially that sort of act that is the apparent purpose for using a performative sentence: christening, marrying, and so forth.

**Perlocutionary Acts:** perlocutionary act, which is a consequence or by - product of speaking, whether intended or not. As the name is designed to suggest, perlocutionary acts performed by speaking. For example, if I say "there is a hornet in your left ear", it may make you to terror scream and scratch wildly at your ear. Causing these emotion and action of yours is perlocution of my utterance.

In general, when two persons make conversation or communicate using a language knowingly or unknowingly they perform these acts at a time.

## Taxonomies of Speech Acts

Therefore, Searly (1976) proposes five classification of speech acts: representatives, directives, commissives, expressive and declaratives and explain them as follows:

**Representatives:** The point or purpose of the members of the representative class is to commit the speaker (in varying degrees) to something's being the case, to the truth of the expressed proposition. One of the basic things we do with language is telling how things are stating, boasting, complaining, claiming, reporting, asserting, describing, announcing, insisting...cetra.

**Directives:** According to Searle the illocutionary point of these consists attempts by the speaker to get the hearer to do something. Requesting, warning, inviting, questioning, ordering, commanding, advising, asking, directing, begging,...etc. are all attempts by the speakers to get the hearer to do something.

**Commissives:** Commissives are those illocutionary acts whose point is to commit the speaker to do (again in varying degrees) some future course of action. Promises, swears, guarantees, invites, threats... etc. are into this category,.

**Expressive:** The illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content. In other words the point of this class expresses feeling and attitudes about states of affair, for example, thanking, congratulations...e.t.c

**Declarations:** Declaring, christening, firing from employment, resigning, dismissing, naming, excommunicating, appointing, sentencing, blessing, firing, baptizing, and bidding are some examples of this class.

## **METHODOLOGY**

This study used descriptive research design with both qualitative and quantitative methodological approaches. The problem under investigation had more of a qualitative aspect, i.e. analysis of the tasks had been done mostly in words based on some pragmatic (speech act) information.

### **Source of Data**

Data for the study was collected from the currently in use grade 11 English for Ethiopia textbook and the syllabus (which is included in teachers' guide). The pragmatic aspects were the main target of the study. To obtain this, the actual teaching learning in EFL classes was claimed to be the source of data. Thus, Debre Work senior secondary and preparatory school English language teachers and students were also the source of the study.

### **Samples and Sampling Techniques**

First, Debre Work Senior Secondary and Preparatory School was selected by using convenience sampling method. This is because Enarj Enawga Woreda where the school is located is the principal researcher's current working place and is near the working area two of researchers to garner the needed information.

Second, since it is difficult to incorporate the whole English textbooks and English teachers, the researchers took sample speaking activities in grade 11 English textbook and sample teachers who teach the mentioned grade level. Therefore, grade 11 students' English textbook was selected using purposive sampling technique because it is one of the grade levels that students learn and practice language for the preparation of higher education (college or university). In addition, the researchers believe that preparatory school students are expected to have better pragmatic knowledge and to be effective language users and effective communicators.

Furthermore, the researchers took sample preparatory school teachers for the purpose of classroom observation. Then, all grade 11 English teachers (a total of 4) were taken as a sample using comprehensive sampling technique as the number of grade 11 English language teachers is only four and this number can be easily managed.

## **Data Gathering Instruments**

To gather the data from the selected English language textbook and the sample teachers for this study, two data collection instruments were used. These instruments were content analysis and classroom observation.

## **Content Analysis**

The major instrument used in the study was content/textbook analysis. This instrument helped to answer the first two basic questions of the study listed under the research questions section. As Krippendorff (2004) stated, content analysis method is employed as one of data gathering tools in qualitative research to gather information from other materials (document such as textbook, syllabus, and policy document) . With regard to this research, grade 11 English language text book and its syllabus were used as a source of data. That is, the represented speech acts in all speaking tasks in the selected English for Ethiopia students' textbook (Grade 11) were analyzed.

## **Classroom Observation**

Classroom observation was also used in order to know how the represented speech acts or pragmatic information was introduced to the learners. Observation has been the most common data collecting instrument in studying how teachers and learners use language in variety of settings, to study learning and teaching process in the classroom (Seliger and Shohamy, 1989). Therefore, in order to obtain rich information for the third research question about practices of speech act in speaking classroom, the actual classroom teaching learning in grade 11 was observed. For these observations, a semi-structured, open-ended observation checklist was used to see whether speech act activities in the speaking activities enhance the students' pragmatic awareness and practiced on the way of developing students' appropriate use of language. Each teacher was observed while teaching the speaking activities three times using checklist starting from February up to April, 2020. That is totally 12 sessions (each session 42 minutes) were observed.

## **Data Collection Procedure**

Data collected procedurally, and this should be decided according to the nature of the study and purpose of using the tool. Cresswell (2003: 210) insisted that "researchers must convey the specific strategy for data collection they plan to use."

Accordingly, in this study, to assess speech acts in grade 11 English for Ethiopia students' textbook, the data were collected in the following procedures.

First, content (textbook) analysis was used. So, the speech acts in the textbook were identified based on which speech act elements were represented; how they were represented; and what forms of speech acts were frequently represented in the selected English for Ethiopia students' textbook. Next, classroom observation was carried out. Here, the practice of teaching speech acts in speaking classes was identified.

## **Methods of Data Analysis**

In the first part of the analysis, there was a general description of the textbook and the data in the study was organized and presented in two main categories. The first category

was an analysis of the pragmatic information in the textbook. To organize the data based on themes set in the specific objectives, a thematic analysis method was used. And the data were analyzed deductively.

In addition to this, simple descriptive statistics were used to analyze the extent to which speech acts are represented in the speaking tasks in English for Ethiopia grade 11 students' textbook and finally discussed qualitatively. Here, the introduction, revision, and assessment parts were excluded.

The second category was concerned with analyzing the practice of speech acts in speaking class gained through classroom observation checklist. Then, the data gained through observation were analyzed qualitatively using word narration.

## RESULT AND DISCUSSION

Representation and actual practice of speech acts in grade 11 English for Ethiopia textbook are disclosed as follows:

Table 1. Lesson topic, type of speech act contents and remark/s presented in speaking lessons within specific page and unit in Grade 11 English for Ethiopia textbook

Unit	Page	Lesson topic	Type of speech act contents: Speech-act/Non speech-act.	Remark
1	6	Pronunciation	Non- speech act	-linguistic aspect -how to pronounce the word
	16	Discussion	Speech act	
	25	The Coltan mind debate	Speech act	
2	32	The education system: past, present and future	Speech act	
	33	Pronunciation	Non-Speech act	-Linguistic aspects- Connected speech
	34	Comparing schools	Speech act	
	37	Barriers to learning	Speech act	
	38	Overcoming barriers to learning	Speech act	
	44	Who is the surgeon	Non-Speech act	Puzzle
	47	Why do not many girls go to school	Speech act	
3	59	Traditional Vs modern medicine	Speech act	
	65	One-minute task	Speech act	
	80	Pronunciation 'ough'	Non-Speech act	
	82	An experience of illness	Speech act	
	85	Pronunciation contraction	Non-Speech act	Linguistic
4	101	Pronunciation rhythm	Non speech act	
	102	Role play-saying no	Speech act	
	105	Chain discussion	Speech act	
	115	Discussion HIV / AIDS issues	Speech act	
5	125	Improving tourism in Ethiopia	Speech act	
	131	Role play: Come to Ethiopia	Speech act	

6	144	Create a story		
7	174	The impact of climate Change in Ethiopia	Speech act	
	175	Pronunciation: homophones	Non speech act	
	175	Three role-plays	Speech act	
	184	Bad weather	Speech act	
8	202	All about water	Non speech act	
	212	Water shortage	Speech act	
	215	May I interrupt	Speech act	
	216	Role play Ola dam meeting	Speech act	
9	228	A survey about disability	Speech act	
	233	How can I help	Speech act	
	235	How should we support the disabled	Speech act	
	239	Invent a gadget for a person with a disability	Speech act	
10	252	Pronunciation silent consonant	Non-Speech act	Linguistic aspects
	255	Discussion poverty	Non-Speech act	Listening activities are given
	263	How can our country develop	Speech act	
11	269	Why do peoples want to work for an NGO	Speech act	
	272	Discussions do we need foreign aid workers	Speech act	
	275	NGOs in our area	Speech act	
	281	Pronunciation minimal pairs	Non-Speech act	
	282	Interview skills	Speech act	
	284	Pronunciation – the intonation of question	Non-Speech act	
	284	Role play job interview	Speech act	
12	288	The world greatest invention	Speech act	
	291	Discussion is space exploration useful	Speech act	
	295	The future of technology	Speech act	
	299	<i>Invent a new gadget for the future</i>	<i>Speech act</i>	

Based on the contents presented in the grade 11 English for Ethiopia textbook, speaking lessons were identified whether they were speech act or non-speech act. The lesson that was designed to help the students to practice speaking was grouped under speech act and the lesson provided for students to teach linguistic aspects such as pronunciation, syllable...etc., was grouped under non speech act

As shown above, there are 12 units in the textbook and they all deal with different issues. The first unit is about 'African Union' and all lessons revolve around the main topic with different approach. In this unit, there are three speaking activities: pronunciation, discussion and the Coltan mind debate. From these three, the last two lessons are speech act contents and the first one which is presented to teach pronunciation is non speech act content.

Unit two of the textbook deals with issues of education. There are eight speaking tasks in this unit and these are the education system past, present and future, pronunciation, comparing school, barriers to learning, overcoming barriers to learning, who is the surgeon, why do not many girls go to school and again pronunciation. From these eight speaking lessons, five lessons are speech act contents and the rest are linguistic aspects and other speaking approaches.

The third unit discusses issues of traditional and modern medicine and there are five speaking lessons: traditional versus modern medicine, one-minute tasks, pronunciation 'ough' an experience of illness and pronunciation contraction. From these lessons three activities are speech acts and others are non-speech act activities.

Unit four has discussion issues about HIV and AIDS. The unit includes four speaking lessons and they are pronunciation (rhythm) role play saying 'no', chain discussion, and discussion -HIV/AIDS issues. The last three lessons are speech acts and the first pronunciation (rhythm) is a linguistic aspect /non-speech act lesson.

The fifth unit of the book deals with tourism and there are two speaking activities these are improving tourism in Ethiopia and role play: come to Ethiopia. Both of them are speech act activities.

The sixth unit focuses on fiction. In this unit, there is the only one speaking lesson whose topic is creating a story and it is speech act activity. Unit seven is about issues of weather and climate change and there are four speaking lessons included in it. The impact of climate in Ethiopia . From these listening lessons, the only one (pronunciation homophones) is non speech act activity and the rest three are speech act lessons. Unit eight deals with water. In this unit there are also four speaking lessons. These are all about water, water shortage, may I interrupt? Role plays the old dam meeting. From these four speaking activities, the first lesson is non speech act and the other three speaking tasks are speech act contents. The ninth unit is about "Disability" and there are four speaking tasks included in the unit, they are a survey about disability, how can I help, how should we support the disabled and invent a gadget for a person with a disability. All of these speaking lessons are speech act lessons. Unit ten discusses issues of poverty and development: there are three speaking activities included in the unit. There is pronunciation silent consonant, discussion- poverty and how can our country develop. From these three speaking activities, the third one is speech act activity.

Unit eleven talks about NGO issue. It has seven speaking lessons why do people want to work for an NGO; discussion do we need foreign aid workers?; NGOs in our area;

pronunciation minimal pairs interview skills; pronunciation- the intonation of questions; role play- job interview. From these speaking activities two of them are linguistic aspect/ non-speech acts and the rest five activities are speech acts.

Unit twelve is the last chapter in the textbook and it discusses issue of technological devices. There are four speaking tasks in the unit and these are the world greatest invention, discussion – is space exploration useful? The future of technology and invent a new gadget for the future and all the four activities in this unit are speech act contents.

As it is stated in Table 1, in grade 11 English for Ethiopia textbook, there are 49 speaking lessons excluding introduction and assessment parts. Among these only 13 lessons are non-speech act contents and 36 of them are speech act contents.

This implies that, surprisingly, most of the speaking lessons are speech act contents and invite students to practice speech acts in the classroom. Therefore, the researchers could see that speech acts are one parts of English language grade 11 English for Ethiopia students' text book.

Table 2: Distribution of Speech Acts Presented in Grade 11 English for Ethiopia textbook

Total no of speech act	Distribution of speech acts			Level of directness			Competence it could be Developed		
	Speech act	No	%	Direct	Conventional-indirect	Non-Conventional indirect	Pragmatic-linguistic	Socio-Pragmatic	both
36	Assertive	30	83.3	30	-	-	30	-	-
	Expressive	2	5.5	1	1	-	1	1	-
	Directives	4	11.1	2	2	-	2	2	-
	Commissives	-	-	-	-	-	-	-	-
	Declaration	-	-	-	-	-	-	-	-

In Table 2, speech acts which were presented above, are mentioned in number based on their distribution (using five types of speech act), level of directness (direct, conventional-indirect and non-conventional indirect) and finally the competence it could develop (pragmatic-linguistic, socio-pragmatics or both).

As it is mentioned in Table 2, in the grade 11 textbook, there are a total of 36 speech acts. From these, 30 of them (83.3%) are assertive/representative these are reporting, hypothesizing, suggesting, and concluding. Two of them (5.5%) are both expressive and apologizing. The rest 4 (11.1%) speech acts are directives and these include advising and requesting. And as it is shown in the above table, there is no speech act under commissives and declaration.

Under the level of directness, all assertive forms of speech acts are direct approaches and no speech act is presented conventionally indirect or non-conventionally indirect. All assertive form of speech acts are represented so as to report, suggest or hypothesize directly. However, from the expressive forms, one is direct and the other is conventionally indirect. And from the directives, two advising speech acts are presented on the way of teaching conventionally indirect language expressions with good situation.

Regarding competence, it could be developed from the represented speech acts- that all the 30 assertive forms help the learner to develop only pragma-linguistic competence. None of them presented help to develop students' socio-pragmatic competence. On the other hand, from the 2 expressive forms of speech acts, one is represented with good example and clear situation and it helps to develop the students' socio-pragmatic competence. Moreover, from 4 directive form of speech acts, 2 of them are represented so as to help the students to know what appropriate language is in appropriate context (socio-pragmatic competence).

According to Searle (1976), there are five forms of speech acts. These are assertive/representatives (suggesting, hypothesizing, concluding, reporting, and insisting) directives (asking, ordering, requesting, inviting, advising, begging...) commissives (guarantee, pledge, promise, swearing, vow, undertake...) expressives (thank, regret, acknowledge, apologize...) and declarations. However, as it is clearly shown in Table 2, the distribution of speech act in the textbook is not considering all forms of speech acts. In grade 11 textbook, commissives and declaration are totally forgotten forms of speech acts. In addition to this, from the three assertive, expressive and directive speech acts, in the grade level above 80% of speech acts are assertive specifically reporting. Related with this, Ren and Han (2016) stated in their finding that in most textbooks the ways that speech acts presented seem to depend on writers' intuition, and limited form of speech acts have been incorporated. Thus, their finding is similar with this research context. Because as Table 2 clearly shows in grade 11 English for Ethiopia students' textbook all forms of speech acts are not included and similar speech act forms are represented frequently.

Speech acts can be represented in three levels of directness. These are direct, conventionally indirect and non-conventionally indirect. In English for Ethiopia grade 11 students' textbook speech acts in speaking tasks are mostly represented in direct way.

As shown in Table 2, there are 36 speech act tasks; however, from these lessons only 6 are represented with conventionally indirect language expression. This number clearly show that students are forced to learn direct use of language and forced not to learn situational language.

When students learn speech act, they can develop their pragma-linguistic and socio-linguistic competence. Austin (1962) addresses speech act as "how to do things with words" by keeping social convention. When speech acts are provided in the textbooks, students are expected to learn how to use the language in different context. Moreover, in speech act lesson, it is advisable to teach students to know what is appropriate in a particular context (socio-pragmatic competence) rather than to know how to say something.

However, in Grade 11 English for Ethiopia students' textbook, students are forced to give attention to pragma-linguistics aspects. As shown in Table 2, from the total 36 speech act lessons, there is only one task which motivates the students to use the language with situation and helps the students to develop their socio-pragmatic competence. Most of the represented speech act activities invite the students to give emphasis to the forms (how to say something). For instance, in uUnit 2 page 32 A 2.5 speaking: the education system past, present and future there is a table which is presented as follows.

**Table 3: Talking about events**

Talking about events at different times	
The past	My mother went to primary school, up to grade 6.
The present	I have been to primary school and junior secondary school...
The future	I hope my children will go to good schools. . I would like one of my children to be a doctor.

This table is given for students to use as an example as it is. It is clear to understand, from these sentences, the students learn to know how they express different events occurred at different time using the correct time/tense. In addition, making the words / structures bold in the sentence, makes the students to give attention for those structures of the sentence. And such ways of representation in the textbooks forced the students to focus on pragma-linguistics than socio-pragmatics aspects.

On the contrary, there are few good example of speech acts indicated in the textbook. Thus, as an example, the following is quoted from grade 11 textbook in unit 4 page-102 in 'Speaking: Role-play – Saying 'no' section . It is a good example of representing speech act which help the students develop socio-pragmatics competence. The activity is presented as:

### **Speaking: Role-play – Saying 'no'**

1. Read this.

When you are a teenager all sorts of changes happen to your body. You start to produce hormones which make your body start to function as an adult man or woman. These hormones also cause new feelings, sensations and desires that confuse us and are not easy to control. That's why even though many young people know about the dangers of sex outside marriage, they give into these powerful feelings. In fact, there is a lot of pressure on young people to do things that everyone else seems to be doing, even though they know the consequences could be serious, because saying 'no' is not easy.

2. Work with a partner. One of you is A (a girl) and the other is B (a boy).

- Choose one of the situations below.
- Make up a conversation about what happens next: A must say 'no' and B must try to persuade her to do what he wants.
- Practice your conversation several times and be prepared to perform it for other students.
- Study the language in this box before you start.

Saying 'no'

I'd really rather not ...

If you don't mind, I'll say 'no' to that.

I don't want ... , if you don't mind.

I'm sorry, but I've said 'no' and I'm not going to change my mind.

I'd prefer to .../ I'd rather ...

Why don't we ... instead?

Trying to persuade someone to do something  
If you like / love me, you will ...  
I have never had sex with anyone.  
Saying 'no' means that you are still just a child.  
Why not? Just one .... It won't do you any harm.

### **Situation 1**

A meets B in a bar. They talk and B buys A drink and then another drink. B asks A to go outside with him.

### **Situation 2**

A and B have been going out for several months. They have held hands and gone to the local café together for soft drinks. One day B invites A to his house. He tells her that his family has gone out and won't be back until late.

### **Situation 3**

A and B are outside a bar drinking cola. B suggests that they have a beer together.  
Discuss what might have happened if A hadn't said 'no' in each of these situations.

As it is shown from the activity, clear and different situations are given for students to use the target language. Moreover, there are lists of useful language expressions which are direct and conventionally indirect to say 'no' and to try to persuade someone who says no. Also students are invited to predict what might have happened if 'A' hadn't said 'no' in each of these situation / context and use other appropriate language expressions. Therefore, such speech act activities encourage the learners to use their own word and develop their socio-pragmatic competence.

## **Discussion on Classroom Observation**

The researchers observed selected grade 11 English language classes. And the observation was performed when the daily lesson was on practicing speaking. As it is mentioned in the methodology section, there were four preparatory English language teachers. Each teacher was observed for 3 periods in different times. Each period has 42 minutes. From these observations, the researcher observed speech act activities. The analysis of the data gained through checklist show that students were not clear with how they practice the represented speech acts. Moreover, the aim, objectives and expected learning outcomes of the speech act activities were not well discussed for the students. Related with this, Ishihara and Cohen (2010) mentioned that, when the pragmatic resources are introduced in the textbooks, learners should have pre-readiness.

Moreover, from the observations, the researchers could see that the teachers used traditional (non-communicative) way of teaching in their speaking lessons. Students were ordered to complete the dialogues or read the given language expressions as a subject not as a language. There were no created communicative contexts which were provided in the activities to help students acquire the appropriateness of the speech acts.

When we see the teacher's role providing communicative contexts for students to practice speech act lesson, in most classes, the teachers were not eager to take time in such situational activities of speech acts. Regarding this Leech (1983) stated that to create effective

language communication, by keeping the convention of the speakers, given sufficient and appropriate context is very crucial. And when we teach English, we necessarily create situations which help the students to perform illocutionary act like greeting, apologizing, suggesting, requesting etc in the world. However, from those classroom observations, the researchers could see that teachers did not give context or situations for their students even though the teacher guide ordered them to give the students example situations.

Concerning the level of directness, based on the observation almost in all classes, students learnt in direct way of saying something (to ask, refuse, thank, apologize. etc.). Teachers gave many language expressions for students but their students did not know when, with whom, and where they use those language expressions. Regarding this Canel and Swain (1983) stated that pragmatics is a study of language teaching from the functional perspective and pragmatics should focus on discourse or utterance rather than sentence. However these classroom observations indicate that teachers provide direct way of saying speech acts and this makes the students confused when they hear conventionally indirect language expressions.

Consequently, students were forced to learn so as to know how to say something (develop pragma-linguistic awareness). As it is mentioned above, students were practicing sentences/ language expressions without situation. Thus, they are forced to give attention to pragma- linguistic competence rather than socio-linguistic competence. Actually, students could list sentences and language expressions in each form of speech, but they did not know in which context which language expression is appropriate and acceptable.

## **Conclusions**

The study has analyzed speech act tasks of grade 11 English for Ethiopia students' textbook to see their representation and practice in the classroom. The study adapted Searle's (1976) classification of speech acts. And based on the findings, the following conclusions are made.

The finding of the study shows that speech acts were presented in speaking tasks. And such inclusion of speech act contents in textbook has its own great contribution in language teaching to develop the learners' pragmatic competence as well as communication competence.

However, the represented speech acts in the textbook did not show all forms of speech acts. From the five forms of speech acts, assertive/representative is the only emphasized speech act form. This indicated that students were not active in all forms of speech acts and this was why the students had a limitation to express their ideas or feelings by using appropriate language with appropriate context.

Similarly, the speech acts represented in the textbook were provided for students in direct way. Even though indirect conventional language expression is formal and common in speech act, it was forgotten in grade 11 students' textbook. This made the students to use similar language expressions in different situations. For instance, the language that students use with their teachers and their friends, at church and hotel...is expected to be different. However, the textbook gave emphasis for direct expressions and consequently students became one way and used the same direct language in such different situations. The other finding obtained in the present study was there was lack of suitable and clear context in the textbook when pragmatic concepts were provided. Regarding this, Ren and Han (2010) stated that to teach pragmatic concepts in the classroom, there must be

situation for learners to take part. However, in grade 11 students' textbook, speech acts are presented without clear context/instruction. Therefore, students were not clear about how, when and with whom they practice the speech act activities.

In addition to this, this textbook focused on the forms of expressions in speaking task. Thus, students practiced with form focused and were motivated to develop their pragma-linguistic competence rather than socio- pragmatic competence. That was why students in the studied school were worried about grammar and structure rather than meaning during their conversation.

Moreover, according to the data gained from classroom observation, students were not well informed about why and how they learn speech act and teachers were not interested to teach speech act contents by using the given situations or by creating their own context. This made the students to be passive in classroom speaking activities and they did not have interest to take part and practice speech act as a communication task.

## **Recommendations**

Based on the above findings of the study, the following recommendations are forwarded:

- All forms of speech acts need to be incorporated into speaking tasks so as to help students to be active in all forms of speech act.
- Not only direct language expressions but also indirect conventional language should be presented in the textbook to help the students to use appropriate language in the appropriate context.
- Speech acts need to be presented with clear instruction and context to motivate the students to participate actively in the English language classroom.
- Teachers should as much as possible create awareness and pre-readiness for students by mentioning the importance of speech act contents and how such contents can be practiced when pragmatic concepts are provided.
- Teachers should be interested to teach speech acts with the given situations as well as by creating their own context in the classroom.
- Other researches should be conducted in the area of pragmatics (speech act).

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