

THE STUDY OF SPEECH ACTS IN IRAQI ELT ENGLISH TEXTBOOKS

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Abstract

The purpose of this study was to assess Iraqi English textbooks for the first, second, and third grades of high school in terms of speech acts. The researcher relied on Searle's taxonomy of illocutionary acts (1969). To do this, 18 conversations in three high school textbooks (English for Iraq) were evaluated in order to determine the weight of speech acts. The data were analyzed very carefully and directive features with some examples were elicited from these books. The contents of the textbooks were compared according to Searle's theory (of Speech Act) regarding directives aspects and the material that covered in English for Iraq series. The results of descriptive statistics showed that all types of speech acts including declaratives, representatives, expressives, directives, and commissives were used in Iraqi high school English textbooks for all three grades. Expressives were the most frequent speech acts used in the conversations. To look precisely, in the first-grade English textbook for high school, directives were the most frequent type of speech act used in conversations. For the second and third grade English textbooks, expressives were the most frequent type of speech acts used in the conversations. It was also found that there was no significant difference among Iraqi high school English textbooks in the distribution of speech acts. Finally, it was found that the speech acts were not distributed evenly in Iraqi textbooks. The equal distribution of all speech acts in English textbooks is necessary to familiarize students with all sentences and their functions.

Key words: speech acts, Searle classification of speech acts, textbooks

1. INTRODUCTION

1.1 Background

Pragmatics focuses on the relationship between language and context; it is a part of linguistics and discourse (Van Dijk, 2009). Consideration of pragmatics as a critical component of second language instruction has been highlighted more than ever before (Vaezi et al., 2014). Speech acts are considered a prerequisite for pragmatic competence as they are actions performed through the use of words. In other words, speech acts can be considered as one of the main bases of the communication between humans.

Apologies, suggestions, and complaints are examples of speech acts (Aksoyalp & Toprak, 2015). learners' difficulties in L2 pragmatics appear to be much less tolerated by native speakers. (Boxer & Pickering, 1995). Though L2 learners may have access to the same range of speech acts and realizations, they use different strategies from native speakers. For L2 learners to be pragmatically competent, they must be aware of the socio-cultural constraints of the second language (Jalilifar, 2009). As Kasper and Rose (2001) stated, implementation of speech acts in a new language is a challenging task for a second language learner, especially when there are –cultural differences between the first language and the second language. From the native speakers' point of view, learners' difficulties using speech acts in second language may be attributed to cultural differences and rudeness. (Boxer & Pickering, 1995; Yates, 2010).

English language teaching (ELT) textbooks play an important role in language classrooms. Textbooks not only represent “the visible heart of any ELT program” (Sheldon, 1988, p. 237), but also “play an important role in language teaching and provide a useful resource for both teachers and learners” (Çakit, 2006, p. 4). Accordingly, a textbook is considered as a teaching material for the teacher and a learning material for the learner and is regarded as one of the essential aspects of the total teaching and learning process (Awasthi, 2006).

Investigating ELT materials has a long history, though with different viewpoints, and also different methods. One of the issues that has attracted the attention of many researchers is the presentation of speech acts in ELT textbooks. The representation of speech acts in textbooks, including ELT textbooks is an issue that according to Chapelle and Sauro (2017) influences students' learning in a positive or negative way. The language learners are expected to learn linguistics and pragmatics as well as other aspects of language when they are learning English as a second language. On the other hand, most ELT textbooks do not provide the necessary input for effective and appropriate speech acts, and what they present usually differs from the type of speech that native speakers use every day (Vaezi et al., 2014). In this regard, this research will investigate whether the Iraqi EFL English books consider pragmatic aspects of language.

1.2 Statement of the Problem

Regarding the lack of pragmatic knowledge, EFL learners in general, and Iraqi learners in particular, must pay attention to how they express themselves in a native-like manner; because, according to Leech (2016), they may express themselves in ways (strategies) that are unfamiliar to native speakers. Furthermore, native speakers may articulate ideas that Iraqi EFL students do not understand (Sattar, Lah, & Suleiman, 2010; Ugla & Abidin, 2016). It is the

responsibility of Iraqi scholars to emphasize such an issue in order to assist learners in developing their pragmatic knowledge, failure to which would undoubtedly result in either no or mis-understanding. Furthermore, according to Parvaresh, et al. (2015), many scholars and

English language teachers have become aware of the need to develop the pragmatic knowledge of EFL learners and, as a result, have shifted their focus from the mere correct spoken structure of language to highlighting the ways (strategies) are uttered.

Iraqi researchers such as Al-Shafie and Al-Jubbory (2015) as well as Darweesh and AlAadili (2017) noted that while speaking, Iraqi EFL learners use more direct strategies that may be deemed offensive, particularly when expressing strong objections, refusals, duties, and suggestions. They do so because their pragmatic knowledge is limited and prevent them from developing indirect techniques. According to Hameed (2010), doing so may result in confusion, if not miscommunication, especially when EFL learners seek to develop indirect techniques. According to Pishghadam and Sharafadini (2011), one of the difficulties that need to be investigated in a non-western setting is EFL learners' awareness of speech act features, which are still scarce in the current literature.

1.3 Research Questions

The purpose of this study is to assess Iraqi English textbooks for the first, second, and third grades of high school in terms of speech acts. The researcher relies on Searle's taxonomy of illocutionary acts (1969). This study seeks to solve the following research questions:

- What are the types of speech acts in Iraqi high school English textbooks?
- Is there any significant difference among Iraqi high school English textbooks in the distribution of speech acts?
- To what extent are conversations in Iraqi high school English textbooks include five types of speech acts?

1.4 Significance of Study

Textbooks, as important components of any language course, play a crucial role in teaching and learning language all over the world. Textbooks are among the means employed as a manipulative instrument for power relations, in order to form opinions and perspectives of learners.

Findings of this study can help language teachers to know about the weak and strong points of the textbooks under investigation so that they can better select suitable materials for their classes and if the course book is not comprehensive enough to cover all needs of EFL learners in aspects of illocutionary act, they can change their materials or compensate the gaps with remedial courses. This can assist teachers to have a deeper understanding of a popular EFL textbook. The results can also provide some feedback for material developers and textbook publishers.

Iraq is one of the countries where learning English has become widespread. Therefore, the results of this research can be applied in a practical dimension as an effective step towards reforming and improving the English language teaching in Iraq.

It is hoped that those interested in examining the pragmatic performance of EFL learners would find this study useful. It is also envisaged that the study may disclose certain characteristics of language that are important to and valuable for studies of second language learning.

1.5 Definition of Key Terms

1.5.1 Speech acts

Speech acts or "minimal unit of discourse" (Wolfson, Marmor, and Jones, 1989, p.174) appeared in the second half of the twentieth century as one of the most important approaches in pragmatics whose main emphasis was language use. The concept was developed by Austin (1962) who proposed that speakers do not only say things, but also do things with words, for instance, when a speaker makes the statement "I promise to send you the letter", he performs the act of promising, in other words, speech acts is an "utterance which carry out an action or language function" (Dörnyei & Thurrell, 1994, p. 45).

According to the American language philosopher, Searle (1975), speaking a language is performing speech acts, acts such as making statements, giving commands, asking questions or making promises, Searle states that all linguistic communication involves linguistic (speech) acts. In other words, speech acts are the basic or minimal units of linguistic communication.

1.5.2 Directives

According to Searle (1975), Directives are those in which the speaker's purpose is to get the hearer to commit some future action. Moreover, one relevant feature affecting directives in opposition to other speech acts, such as representatives or commissives, refers to the necessary interaction between the speaker and the hearer in order to get the speech act performed (Searle 1975).

1.5.3 Request

Request is defined as a directive speech act in which the speaker asks the hearer to perform an action which is for the exclusive benefit of the speaker (Trosborg, 1995).

1.5.4 Command

Directive speech acts of 'command' could be of two kinds: positive and negative. The 'positive command' on the one hand, indicates ordering someone to do something, On the other hand, the 'negative order' indicates ordering someone NOT to do a given thing. The 'negative command' which could be called 'prohibition' (Jawad, 2011).

1.5.5 Advice

Advice is negotiable since the addresser has the capacity not to consider it. That is how it differs from **command** and **prohibition**. Authority does not restrict equality or inequality in 'advice' because the addressee has the capacity not to accept the advice since it is a subjective rather than an objective matter (Jawad, 2011).

1.5.6 Suggestion

The speech act of suggestion is regarded as a directive act in which the speaker gets the hearer to commit themselves to some future action. In suggestions, as Rintell (1979, p.99) put it, "The speaker asks the hearer to take some action which the speaker believes will benefit the hearer, even one that the speaker should desire" (Abdul Sattar & Farnia, 2014).

1.5.7 Directness/Indirectness

Searle (1975, pp. 59-62) distinguished between direct and indirect speech acts, highlighting in "relationship between form and function, as he mentioned the simplest case of meaning is when a speaker utters a sentence and means exactly and literally what he says and he calls it direct speech act, but in another case when the intention of the speaker is something different with his utterance we call it indirect speech act".

1.5.8 Politeness

Politeness refers to a mixture of formal as well as functional features accompanying inherently face-threatening speech act, such as requests, in order to minimize their threat (Brown & Levinson, 1987).

1.5.9 Face-threatening acts

Face-threatening acts refer to acts which run contrary to the addressee's self-image (Brown & Levinson, 1987).

1.5.10 Social Distance

Symmetric social dimension of similarity/difference within which the interlocutors stand for the purpose of an act and material/non-material goods exchanged between them (Brown & Levinson, 1987).

1.5.11 Social Power

The degree to which the hearer can impose his own plans and his own self-evaluation (face) at the expense of the speaker's plans and self-evaluation (Brown & Levinson, 1987)

1.5.12 Textbook Evaluation

Harmer (2001) made a distinction between textbook evaluation and assessment. He stated that "the assessment of a textbook is an out-of-class judgment as to how well a new book will perform in class. Textbook evaluation, on the other hand, is a judgment on how well a book has performed" (p. 301).

2. Review of Literature

This chapter provides an overview of speech acts theory and its classifications; further, it pertains to directives and its definition. Subsequently, the chapter provides the significance of the role of textbooks in language teaching. The last section will focus on textbook evaluation and the related theories.

2.1 THEORETICAL STUDIES

2.1.1 Speech Acts

The notion of speech acts (SAs) is one of the most important theories in pragmatics. It was inspired by J. L. Austin's concepts presented in the series of lectures "How to Do Things with Words," and was further explored by Searle (1975) and others. Austin's fundamental premise underpinning his theory of SAs is that utterances (Us) do things, that is, they conduct actions (Levinson, 2017).

Yule (1996, p. 64) defines SAs as "actions done by utterances"; that is, speakers (Ss) can execute a variety of social roles (actions) through the use of language such as requesting, offering, asking questions, thanking, welcoming and so on. Similarly, Aitchison (2010) asserts that SAs are word sequences that function like actions. Ss use them to try to have an influence on the listeners.

For instance, when a judge says [1]:

[1] I sentence you to five years imprisonment.

He is not merely saying a series of words, but he has an impact on the hearer that is equivalent to walking a guy in accusation to a prison.

SA theory pertains to pragmatics because it requires a student to imply (encode) a message and a hearer to infer (decode) that message. However, the context or setting plays a vital part in determining the intended meaning of the student. Furthermore, without such information, it is hard to determine the intended meaning of the student. The utterances in [2], for example, can function as a statement about the weather, a request for the listener to bring a blanket or be close to a window, a query about the thermostat setting, or an invitation to snuggle up closer—or all of these things at once, depending on the context (Birner, 2013).

[2] I'm a little cold.

Austin (1962) used the words when attempting to distinguish between two categories of utterances: constatives (constative utterances) and performatives (performative utterances). He refers to constatives as utterances that describe states of affairs, processes, or events in the world, as in [3], but performatives do not; they alter the world rather than describing it. In reality, saying them, or a portion of them, is deemed performing an action, as in [4-5] (Austin, 1962):

[3] The boy went to school.

[4] I name this ship the *Queen Elizabeth*.

[5] I bet you sixpence it will rain tomorrow.

Despite their declarative nature, it is clear that the utterances in [4-5] do not just declare facts or describe activities, but rather execute actions, such as naming a ship or wagering that it will rain. As a result, Austin claims that constatives may be verified (that is, they can be true or untrue), but performatives have felicity criteria (i.e., being either happy or unhappy).

Bach (2006, p. 10) defines performatives as "utterances that make plain what we are doing." As a result, they must contain unique characteristics such as the first-person pronoun I subject, present tense, indicative mood, and active voice, as well as a PV (Birner, 2013).

Example [6] clearly demonstrates this:

[6] I *thank* you for your attention.

2.1.2 Components of Speech Acts

Austin rejects the basic performative/constative dichotomy in favor of the general theory of speech acts, which is one of the changes in his theory (Levinson, 1983, p. 235). According to speech act theory, doing a speech act entails performing three types of acts simultaneously, in addition to meaning:

1. the **locutionary** act (LA) "the act of saying something with full sense of 'say'",
2. the **illocutionary** act (IA) "the act performed in saying something", and
3. the **perlocutionary** act (PA) "the act performed by or as a result of saying" (Coulthard, 1985, p. 18).

2.1.3 Classifications of Speech Acts

In reality, there have been several attempts to categorize speech acts. Austin (1962) proposed the first categorization, which is based on performative verbs (PVs). Austin's classification of speech acts is updated, systematized, and improved, resulting in the emergence of several models such as Bach and Harnish (1979), Allan (2001), and Bach (2001, 2004).

Searle's (1975) taxonomy is the most influential of these approaches (Huang, 2010, p. 709). Searle's approach links speech acts theory to "sociology and jurisprudence on one hand, and linguistics on the other" (Huang, 2016, p. 201).

2.1.3.1 Austin's Classification of Speech Acts

Austin (1962) made the first attempt to categorize speech activities. Austin's IA taxonomy, he claims, is "neither very well justified nor consistently obvious in its application to specific situations" (Sadock, 2006, p. 64). He catalogs all types of IFs and provides a label of five-fold distinctions to each set of verbs since he fails to compile a list of PVs. He divides SAs into five categories: verdictives, exercitives, commissives, behabitives, and expositives.

Verdictives are actions that include making a decision or announcing a judgement. Verdictives are the most similar to Austin's original concept of performatives: we who alter the world rather than describe it, as in [7] (Allot, 2010).

[7] "We find him guilty as charged, m'lud". (my lord)

The verbs that can be found in this category are *acquit, convict, find, hold, read it as, rule, compute, recon, estimate, locate, place, date, measure, put it at, make it, take it, grade, rank, rate, assess, value, describe, characterize, diagnose, analyze* (Austin, 1962).

Exercitives are activities that include making a judgment in favor of or against a certain course of action, or advocating for it as defined in [8] (Austin, 1962).

[8] We ride to Gondor!

This category contains verbs like *appoint, degrade, demote, dismiss, excommunicate, name, order, command, direct, sentence, fine, grant, levy, vote for, nominate, choose, give, claim, bequeath, pardon, resign advise, warn, plead, entreat, pray, beg, urge, press, recommend, proclaim, announce, quash, countermand, annul, repeal, enact, reprieve* (Austin, 1962).

Commissives are verbs that commit the speakers to a certain line of action, as in [9].
(Austin, 1962).

[9] I promise to be there at 9.

In this category these verbs can be found: *promise, undertake, am determined to, covenant, bind himself, intend, plan, contract, give my word, declare my intention, purpose, propose to, envisage, vow, guarantee, devote myself to, espouse, shall, engage, pledge myself, agree, declare, champion, appose, contemplate, swear, bet, consent, side with, embrace, favor* (Austin, 1962).

Behabitives are acts in which a "speaker exhibits an emotion or attitude, frequently towards the hearer or responds to the behavior of another student, as in [10]. (Allot, 2010).

[10] I thank you for accepting my offer.

This category includes *apologize, thank, deplore, commiserate, compliment, condole, congratulate, felicitate, sympathize, resent, don't mind, pay tribute, criticize, grumble about, complain of, applaud, overlook, commend, deprecate, blame, approve, favor, welcome, bid you fare-well, bless, curse, toast, drink to, wish, dare, defy, protest, challenge* (Austin, 1962).

Expositives are acts of providing information or clarifying positions. According to Allot (2010), these acts are classed as constatives in Searle's categorization of speech acts and as constatives in Austin's original dichotomy of constatives and performatives.

[11] I state that my name is Ahmed.

This category includes *affirm, deny, state, describe, class, identify, remark, mention, interpose, inform, apprise, tell, answer, rejoin, ask, testify, report, swear, conjecture, doubt, know, believe, accept, concede, withdraw, agree, demur to, object to, adhere to, recognize, repudiate, correct, revise* (Austin, 1962).

2.1.3.2 Searle's Classification of Speech Acts

Searle's taxonomy of speech acts modifies or develops Austin (1969). Unlike Austin, Searle based his speech act taxonomy on twelve distinct degrees of variation that distinguish one act from another. The most important of these traits are the illocutionary point, direction of fit, and stated psychological state, and they serve as the foundation for this classification of illocutionary acts (IAs) classes (Searle, 1976, p. 5). Searle proposes five basic categories of IAs: *Representatives*, also known as assertives, are utterances in which speakers express their ideas regarding the reality of a proposition (Crystal, 2008). As shown in [12], these behaviors have a word-to-world fit (i.e., the Students [S] tries to map his thinking or words onto the environment) and a believing psychological state (Searle, 1976).

[12] I guess that man's weight is 76 kilo grams.

This category includes *assert, claim, affirm, state, deny, disclaim, assure, argue, rebut, inform, notify, remind, object, predict, report, retrodict, suggest, insist, conjecture, hypothesize, guess, swear, testify, admit, confess, accuse, blame, criticize, praise, complain, boast, and lament* (Searle & Vanderveken, 1985, p. 182).

Directives are defined as attempts by the speaker to persuade the hearer to do something. These attempts might be modest, such as when students conduct the speech acts of invitation or suggestion in examples [13] and [14], or they can be aggressive, such as when the speaker performs the speech act of demand in example [15] (Searle, 1976).

[13] I invite you to do it.

[14] I suggest that you do it.

[15] I insist that you do it.

Directives have a world-to-words direction of fit, wish, sincerity condition, and the listener conducts some future action in them. This category includes *direct, request, ask, urge, tell, require, demand, command, order, forbid, prohibit, enjoin, permit, suggest, insist, warn, advise, recommend, beg, supplicate, plead, pray, beseech, entreat and implore* (Searle & Vanderveken, 1985).

Commissives are illocutionary acts with the purpose of committing the speaker to some future course of conduct (Searle, 1976). This type of speech act has a world-to-words fit, intention, and sincerity requirement, and the student performs some future action propositional content. Despite the fact that both commissives and directives have the same direction of fit, they differ in what Mey (1993) refers to as the locus of duty. However, in the case of commissives, the speaker is obligated to carry out the stated action, but in the case of directions, the hearer is compelled to do so. *Commit, promise, threaten, vow, pledge, swear, accept, assent, refuse, offer, bid, ensure, guarantee, warrant, contract, covenant, and bet* fall under this category (Searle & Vanderveken, 1985).

Expressives reveal the speaker's inner state; the expression is primarily subjective and informs us nothing about the outside world (Mey, 1993). According to Allot (2010), these utterances do not represent a proposition, but rather "have expressive (rather than descriptive) meaning." According to Searle (1976), expressives have no direction of fit. When a learner does an expressive act, he is not striving to fit the world around his words or the words around the world. He also states that the veracity of the propositional content is assumed. This category includes the following words: *sorry, thank you, condole, congratulate, complain, mourn, protest, condemn, boast, complement, praise, greet, and welcome* (Searle & Vanderveken, 1985).

Declarations are activities that "cause abrupt changes in the way things are." This category of speaking actions is similar to Austin's original concept of performatives (Allot, 2010). According to Searle (1976), the important property of declarations is that an act is effectively done if the propositional content and actuality concur. When a judge, for example, finds someone guilty, he is now guilty because the speaker in such utterances has a specific institutional position or power. Declarations have both words-to-world and world-to-words direction of fit and no sincerity condition as a result of this unique property. *Declare, resign, adjourn, appoint, nominate, approve, ratify, disapprove, endorse, renounce, disclaim, condemn, reject, bless, curse, excommunicate, consecrate, christen, abbreviate, name, and call* are all included in this category (Searle & Vanderveken, 1985).

2.1.4 Indirect Speech Acts

One of Searle's contributions to speech act theory is Indirect Speech Acts (ISAs). An

ISA is an utterance with the form of one illocutionary act but the meaning of another (Searle, 1979). For example, the phrase in [16] might be taken literally as a question to the listener regarding his capacity to carry out action or non-literally as a request to do something for the speaker's benefit.

[16] Can you open the window?

According to Searle (1975), ISAs pose real problems in communication because it is difficult for the hearer to deduce the student's intended meaning because it is possible for the student to mean the same proposition expressed in the literal meaning of the utterance through saying a particular utterance, which he calls direct or secondary IA, and he can also mean another utterance not inferred from the literal meaning of the sentence, which he calls indirect or primary IA. In the following example, Y's utterance is a rejection of X's proposal, but not through Y's statement (secondary IA); rather, X infers that taking an exam entails studying that night, which eliminates the thought of going for watching a movie.

[17] Student X: Let's go to the movies tonight.

Student Y: I have to study for an exam.

2.2 Textbooks

Text-based materials are considered as hidden curriculum that includes attitudes toward knowledge, attitudes toward teaching and learning, attitude toward the role and relationship of the teacher and students, and values and attitudes related to gender, society, etc (Littlejohn, 1998). Textbooks tell children what their elders want them to know and these books are the visible, tangible and practical manifestation of the curriculum (Kalmus, 2004). Hamilton (1990) argued that a textbook may be any book or a book substitute, including hard-covered or paperback books, workbooks designed to be written in and used up, certain newspapers, news magazines and manuals which a student is required to use as a text or a text-substitute in a particular class or program as a primary source of study material intended to implement a major part of the curriculum. Madsen (1978) defines textbook as "a book used for instructional purposes, especially in school and colleges" (p. 14). Specifically, textbooks include the aims and objectives of the language learning situation in a specific context; therefore, they provide a syllabus for the language program. With respect to the inexperienced teachers, textbooks are useful sources for them since the content support those teachers by providing different teaching alternatives.

Hutchinson and Torres (1994) argued that the textbook has a very important and a positive part to play in teaching and learning English. They added that textbooks provide the necessary input into classroom lessons through different activities, readings and explanations.

Thus, they always survive on the grounds that they meet certain needs. Hutchinson and Torres (1994) also mentioned that a good textbook can be an excellent tool for effective and long- lasting change. They conclude that the textbook is an important tool for satisfying a wide range of needs that come out from the classroom. Their role in education cannot be ignored because they make the lives of teachers and learners easier, more secure, and fruitful.

Regarding the multiple roles of textbooks in ELT, Cunningsworth (1984) mentioned that textbook is a resource in presenting the material, a source for learners to practice and do the activities. They also provide the learners with a reference source on grammar, vocabulary and pronunciation. What is more, textbooks serve as a syllabus and a self-study source for learners. They also serve as a support for the beginning teachers who have yet to gain in confidence. Thus, it can be said that the fundamental role of textbooks is to be at the service of teachers and learners.

Richards (2001) stated that textbooks act as a major component in most language programs. They provide the learners with the necessary input that the learners receive and the language practice that occurs in the class. They also serve as the basis for the language content and skills to be taught and other kinds of language practice that the learners take part in. Similarly, Grant (1990) provided the opinions of teachers about the textbook in his book. Most teachers state that a textbook shows the order what is to be taught and learned and in which order it is to be taught and learned. They guide the teachers as to what methods to be used and as Richards (2001) stated above, a textbook saves the teacher an extraordinary amount of time.

Lastly, they are very useful learning aids for the learners.

Ur (1996) also states that a textbook provides a clear framework. It makes clear what is coming next and learners know where they are going. As mentioned above, it serves as a syllabus and save the time of the teacher because it already includes ready-made texts and tasks for a particular group of learners. It also acts as a guide to the inexperienced teachers. Ur (1996) concludes that a textbook can gain the learner with some degree of autonomy. She states that a learner without a textbook becomes more teacher-dependent.

2.2.1 Advantages of Using the Textbooks

Textbooks are, undoubtedly, one of the fundamental components of curriculums. However, in the first place, it carries great weight to keep the knowledge in mind as to what they actually serve.

Different scholars (e.g., O'Neill, 1982; Sheldon, 1988; Cunningsworth, 1995; Ur, 1996; Ansary & Babaii, 2002) have discussed the advantages of using textbooks. Despite their different limitations, which will be discussed later, textbooks play an important role in language classrooms in a large number of educational departments such as public schools, private schools, universities and private institutes.

O'Neill (1982) provides four reasons for the use of textbooks. Firstly, a large portion of a textbook's material can be suitable for students' needs, even if not specifically designed for them. Secondly, textbooks allow students to look ahead, or refresh themselves with past lessons. They remove the element of surprise in student's expectations. Thirdly, textbooks have the practical aspect of providing material which is well-presented in inexpensive form. Finally, well-designed textbooks allow improvisation and adaptation by the teacher, as well as empowering students to create spontaneous interaction in the class.

Sheldon (1988) mentions three main reasons for utilizing the textbook as developing their own classroom materials is an extremely difficult, arduous process for teachers. Teachers have limited time in which to develop new materials due to the nature of their profession and external pressures restrict many teachers.

According to Cunningsworth (1995), English textbooks can play multiple roles in EFL classrooms. He stated that they are an effective resource for self-directed learning, an effective resource for presentation material, a source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who have yet to gain in confidence.

Ur (1996) provides a summary of the criteria in favor of using a textbook. A textbook is a framework which regulates and times the programs. In the eyes of learners, no textbook means no purpose. Without a textbook, learners think their

learning is not taken seriously. In many situations, a textbook can serve as a syllabus. A textbook provides ready-made teaching texts and learning tasks. A textbook is a cheap way of providing learning materials. A learner without a textbook is out of focus and teacher-dependent, and perhaps most important of all. For novice teachers, a textbook means security, guidance, and support.

Textbooks play a prominent role in teaching /learning process and they are the primary agents of conveying knowledge to the learners. Besides, one of the basic functions of textbooks is to make the existent knowledge available and apparent to the learner in a selected, easy and organized way. In this regard, Graves (2000) lists the advantages of using a textbook as it provides a syllabus for the course. It provides security for the students because they have a kind of road map of the course. It provides a set of visual, activities, readings, etc., and so saves the teacher time in finding or developing such materials. It provides teachers with a basis for assessing students' learning. It may include supporting materials (e.g., teachers guide, cassettes, worksheets, videos). It provides consistency within a program across a given level, if all teachers use the same textbook. If textbooks follow a sequence, it provides consistency between levels.

Textbooks lessen preparation time, provide ready-made activities, and provide concrete samples of classroom progress through which external stakeholders can be satisfied (Garinger, 2001). In the same way, Richards (2001) listed the merits of commercial textbooks as they follow systematic structure and syllabus, help standardize instruction, maintain high quality, efficient and convenient, train teachers, and provide visually appealing content.

Apart from these items, Ansary and Babaii (2002) assign textbooks some additional merits emphasizing that a textbook is a cheap way of providing learning materials and that a learner without a textbook is out of focus and teacher-dependent. Richards (2001) takes us a step further within the context of ELT textbooks expressing the view that they maintain quality and that they are usually appealing. It was mentioned that without textbooks a program may have no path, therefore they provide structure and a syllabus. In addition, the use of a textbook in a program can guarantee that students in different classes will receive a similar content and therefore can be evaluated in the same way. In other words, textbooks provide the standards in instruction. Furthermore, they include a variety of learning resources such as workbooks, CDs and cassettes, videos, etc., which makes the learning environment interesting and enjoyable for the learners. Regarding inexperienced teachers, Richards (2001) states that textbooks can serve as a tool to train them. Finally, he concludes that textbooks are efficient in that they allow much. According to Riazi (2003, p. 52), "textbooks play a very crucial role in the realm of language teaching and learning and are considered the next important factor (element) in the second/ foreign language classroom after the teacher". Also, Hargis (1998) describes benefits of using a textbook as it assures a measure of structure, consistency, and logical progression in a class. It minimizes preparation time for teachers. It allows learners to review material or preview other lessons. It meets a learner's needs or expectations of having something concrete to work from and take home for further study. It provides novice teachers with guidance in course and activity design. It may provide multiple resources: tapes, CDs, videos, self-study workbooks etc.

Despite the impact of new technologies, textbooks will doubtlessly continue to play an important role in language teaching and provide a useful resource for both teachers and learners. What is more, it has significant impact on the learners' meeting their language learning objectives. The role of the textbook in the language classroom is undeniable. Both teachers and students need a framework and textbooks definitely provide this. Therefore, textbooks offer considerable advantages for both the student and the teacher when they are being used in the ESL/EFL classroom and facilitate teaching, learning and classroom interaction.

2.2.2 Disadvantages of Using Textbooks

Textbooks do not always conduce to such benefits in teaching/learning environments. There are also some shortcomings of textbooks used in ELT. Various potential problems have been identified by a number of researchers. O'Neill (as cited in Yan, 2001) suggests that the textbook can only provide props and framework for classroom teaching; and no textbook can expect to appeal to all teachers or learners at a particular level. A resembling explanation is put forward by Swales (1980) contending that any given coursebook will be incapable of catering for the diversity of needs which exists in most language programs. While many of the theorists are quick to point out the extensive benefits of using ESL/EFL textbooks, there are many other researchers who do not necessarily accept this view. They are as follow:

Cunningsworth (1995) provides four interrelated disadvantages of using a single textbook. Firstly, there can be a lack of variety in teaching procedures. Secondly, innovations toward individual student's needs are reduced. Thirdly, spontaneity and flexibility are diminished. Fourthly, there can be a lack of creativity in teaching techniques and language use. He states that heavy dependence on coursebooks is far from ideal as it reduces the importance of the individual contributions that good teachers make at all levels in the learning process.

Graves (2000) discusses the disadvantages of using a textbook as well. He identified a list of eight disadvantages:

1. The content or examples may not be relevant or appropriate to the group you are teaching.
2. The content may not be at the right level.
3. There may be too much focus on one or more aspects of language and not enough focus on others, or it may not include everything you want to include.
4. There may not be the right mix of activities (too much of x, too little of y).
5. The sequence is lockstep.

6. The activities, readings, visuals, etc. may be boring.
7. The material may go out of date.
8. The timetable for completing the textbook or parts of it may be unrealistic.

Allwright (1982) draws attention to another issue related to the negative effects of textbooks in the ELT classroom. He suggests that textbooks are too inflexible and generally reflect the pedagogic, psychological, and linguistic preferences and biases of their authors. Subsequently, the educational methodology that a textbook promotes will influence the classroom setting by indirectly imposing external language objectives and learning constituents on students as well as potentially incongruent instructional paradigms on the teachers who use them. In this fashion, therefore, textbooks essentially determine and control the methods, processes and procedures of language teaching and learning. Moreover, the pedagogic principles that are often displayed in many textbooks may also be conflicting, contradictory or even outdated depending on the capitalizing interests and exploitations of the sponsoring agent.

Also, Richards (2001) listed some disadvantages of commercial textbooks as they contain inauthentic language, contain distorted contents, cannot cater for different needs and may deskill teachers (all about evaluation)

Ansary and Babaii (2002) collected the counter-arguments of textbooks in ELT classroom settings. If every group of students has different needs, no one textbook can be a response to all differing needs. Topics in a textbook may not be relevant for and interesting to all. A textbook is confining, i.e., it inhibits teachers' creativity. A textbook of necessity sets prearranged sequence and structure that may not be realistic and situation-friendly. Textbooks have their own rationale, and as such they cannot by their nature cater for a variety of levels, every type of learning styles, and every category of learning strategies that often exist in the class, and most important of all, perhaps. Teachers may find themselves as mediators with no free hand and slave, in fact, to others' judgments about what is good and what is not. In addition to these, cultural biases included in ELT textbooks are some other points being criticized by some authors. The inclusion of elements of the target-language culture is of paramount significance. Alptekin (1993) points out that if one cannot fully understand the cultural data, one can hardly be expected to learn the language with ease since culture plays a major role in cognition, which in turn affects comprehension and interpretation. Similarly, he suggests on this issue that it is not really possible to teach a language without embedding it in its cultural base.

Sufficient emphasis needs to be placed upon both the merits and demerits of ELT textbooks and with a view to compensate for textbooks potential limitations, adaptation requires. Richards (2001) suggests that if the textbooks that are being used in a program are judged to have some negative consequences, remedial actions should be taken by adapting or supplementing books or by providing appropriate guidance and support for teachers in how to use them appropriately.

In order to deal with the limitations of language textbooks and thereby to make the textbooks more convenient for particular contexts in which they will be used, some strategies for adaptation are suggested by Lee and Adamson (1993) which are leaving out the irrelevant or unsuitable content, adding materials if topic is inadequately covered, replacing the content and/or method with more suitable ones, and adjusting the content and method to the needs of students.

That is why, for teachers, making use of the adaptation techniques is necessary in order to pave the way for better teaching resources and remove the potential hurdles for learners, keeping their needs and interests into account.

2.3 Empirical Studies on Speech Acts in EFL Textbooks

Vaezi, et al. (2014) did a comparative study of speech acts in the textbooks by native and non-native speakers. Their study examined to what extent the New Interchange series and Right Path to English include speech acts. In order to compare the speech acts included in the two textbooks, two independent inter-raters checked the reliability of the results using Chisquare formula. They found that there is a significant difference between the two textbooks regarding the speech acts.

Aksoyalp and Toprak (2015) studied about what extent EFL coursebooks address speech acts. Their study was done to detect how apologies, suggestions and complaints were presented in the EFL books. For this purpose, 17 textbooks of different proficiency levels (beginner levels to advanced) were analyzed for content to identify whether the texts included the aforementioned speech acts and identify the range and frequency of linguistic strategies that were used in the performance of these speech acts, as well as whether their frequency varied across all of proficiency levels which have significant consequences for both course book authors and language teachers. Their result indicated that three speech acts in question as: apologies, complaints and suggestions were present in the course books. Although they had varying linguistic realizations and complexity. Despite the fact that the speech acts in issue were included at all levels of course books with variable complexity and frequency, the results revealed that speech actions received less attention than other components of language such as phonology, grammar units, spelling, and so on.

Namaziandost, et al. (2019) investigated the speech acts in Iranian junior high school English textbooks. Their research was done with aim to examine the speech acts of directives, commissives, assertives, declaratives and Expressives which were present in the conversation sections of Iranian junior high school English textbooks. Their findings demonstrated declaratives and assertives were the least and the most frequently used speech acts in the studied books, respectively. The result of Chi-square test indicated that the speech acts were not dispensed equally in the studied books.

Sharqawi and Anthony (2019) studied whether gender (as the independent variable) influences the generation of dispute techniques (as the dependent variable) by Iraqi EFL students. They investigated the pragmatic tactics of dispute in regard to gender within the notion of speech act. The study took a descriptive quantitative method, with a Written Discourse Completion Task (WDCT) used as a data collection technique. The tool consisted of ten open-ended settings

designed to elicit data from 80 fourth-year Iraqi English as a foreign language (EFL) students, divided evenly into 40 males and 40 girls. It was shown that both males and females utilized equivalent quantities of explicit disagreement methods, while females used much more indirect disagreement techniques than their male counterparts.

Bagheri, et al. (2020) analyzed the content of Iranian high school English textbooks in terms of politeness markers, speech acts, and language functions. The goal of this study is to determine how frequently and appropriately new English textbooks for high school students in Iran incorporated Politeness Markers (PMs), Speech Acts (SAs), and Language Functions (LFs). They also looked at possible links between the level of textbooks and the frequency of pragmatic components being included. They found that commissives were the most commonly used PMs, representatives and directives were the most common SAs, and informatives were the most frequent LFs. The findings also revealed that these pragmatic aspects were not evenly distributed across the dialogues, and there was no significant association between the level of the textbooks and the frequency of the pragmatic features. They believed that material developers might be able to adopt and modify their adopted approaches to foreign language teaching to adapt to potential learners' preferences; teachers might also be able to represent pragmatic information in appropriate ways in their materials.

Asghar, et al. (2021) investigated pragmatic analysis of textbooks on the basis of speech acts. They investigated three English textbooks of Punjab Text Book Board Lahore and examined five types of speech acts, including expressives, declaratives, representatives, commissives, and directives in order to determine whether they are appropriate on a pragmatic level for EFL learners. Their findings showed that the distribution of all the speech acts was not equivalent within each textbook as well as among textbooks at all three levels. As a result, the representative speech act is the most frequently used in all textbooks, while the coalitional act is the least frequently used. All textbooks lack the declarative speech act. This implies that EFL teachers and materials designers ought to consider pragmatic aspects to improve both learning and instruction.

Hammadi (2022) investigated the pragmatic competence of Turkish and Iraqi undergraduate students and investigates what cultural variables may influence the production and perception of requests in English as performed by two culturally distinct English learners, namely Iraqi and Turkish EFL learners. To conduct this study, the researcher used the coding method devised by Blum-Kulka et al. (1984), which addressed undergraduate students at Iraqi and Turkish institutions. The findings showed that both quantitatively and qualitatively, Iraqi and Turkish EFL learners demonstrated high pragmatic competence; additionally, more similarities than differences were discovered between Iraqi and Turkish students' request acts due to factors such as religion and the geographical location of Turkey and Iraq.

3. METHODOLOGY

The main purpose of the present study is to investigate the different types of speech acts in the English for Iraq series. In this chapter, a description of the design and materials of the study, instruments for data collection, procedures of data collection and data analysis have been provided.

3.1 The Design of the Study

This study was conducted through the descriptive research design and content analysis method. This method is used to determine the presence of some features in some given texts, English for Iraq textbooks.

3.2 Materials

The materials of this study were the Iraqi ELT English textbooks for high school namely English for Iraq (O'Neill & Snow, 2014) published by Garnet Publishing Ltd, UK. The high school English textbooks include three textbooks for first, second and third grades. Each of them consists of 8 units. All of the conversations given in the mentioned books were selected as the materials. Each unit contains one conversation and 6 units (out of 8) have conversations. Totally, there are 18 conversations in high school English textbooks. Speech acts were selected from the conversation section of the selected textbooks. It is aimed at finding out what types of speech acts and language functions are in these conversations.

3.4 Instrument

The instrument of this study was Yule (1996) classification of speech acts to explore five categories of speech actions. The taxonomy of illocutionary acts was proposed by Searle (1976). This taxonomy includes five functions carried out by speech acts: (1) Declaratives: e.g. declaring, (2) Representatives: e.g. claiming, describing, (3) Expressives: e.g. welcoming, apologizing, (4) Directives: e.g. ordering, recommending, and (5) Commissives: e.g. promising, denying, and threatening. Yule (1996), following Searle (1979), offered an overview of the broad purposes of five speech acts:

Table 3.1 *Speech Act Functions (Yule, 1996)*

Types of speech acts	Direction of fit	S = speaker – X = situation
Representatives	make words fit the world	S believes X

Directives	make the world fit words	S wants X
Expressives	make words fit the world	S feels X
Commissives	make the world fit words	S intends X

Declaratives words change the world S causes X

3.5 Procedures

The importance of conversations in providing settings for speakers to use speech acts in their speech cannot be overstated. Thus, 18 conversations in three high school textbooks (English for Iraq) were evaluated in order to determine the weight of speech acts. The data were analyzed very carefully and directive features with some examples were elicited from these books. The contents of textbooks were compared according to the theory of Searle regarding directives aspects and the material which covered in English for Iraq series. The results were summed up in tables, which showed the frequencies of each type of directive speech act.

The researcher went over all of the conversations in the textbooks. The length and number of the conversations vary. To this end, Yule's (1996) model of illocutionary speech acts was chosen and adopted. In effect, the mentioned **five** types of speech acts were extracted and analyzed.

3.6 Data Analysis

Regarding the descriptive design of this study, the data analysis of descriptive statistics was involved. In this sense, SPSS, a Statistical Package for Social Sciences, was used to report the results of data analysis. Descriptive statistics such as mean, standard deviation, percentages and frequencies were calculated to answer the questions of the study. In order to answer the first research question of the study, the overall mean of each of three categories was calculated and the extent to which each category was satisfied in the textbook in question was identified. In order to answer the second research question of the study, a Kruskal-Wallis test was performed to show the difference among the speech acts in three different textbooks. KruskalWallis is a non-parametric test which is used to compare the differences among three or more groups. In order to answer the third research question of the study, Searle's taxonomy of speech acts was used to examine the data. It distinguishes five categories of speech acts: declaratory, representational, expressive, directive, and complementary. The frequency of speech acts were calculated in order to determine their distribution in the conversation of the textbook.

4. RESULT

This study aimed to investigate the different types of speech acts in the intermediate English for Iraq series. The data collection procedure was carefully performed and the raw data was submitted to SPSS (version 26.0) program to calculate the required statistical analyses in order to address the research questions and hypotheses of this study. This chapter provides the detailed statistical analyses conducted throughout the research and answering the research questions of the study based on the obtained results. The results of analyses are presented in form of tables, figures, and graphs in this chapter.

4.1 Restatement of the Research Questions

Data were collected in order to answer the following research questions:

- What are the types of speech acts in Iraqi high school English textbooks?
- Is there any significant difference among Iraqi high school English textbooks in the distribution of speech acts?
- To what extent conversations in Iraqi high school English textbooks include five types of speech acts?

4.2 Answering the First Research Question

In order to answer the first research question of the study in finding the types of speech acts in Iraqi high school English textbooks, different types of speech acts were extracted from English for Iraq textbooks. They are shown in Table 4.1.

Table 4.1 *Different types of speech acts used in Iraqi high school English textbooks*

		English For Iraq Textbooks			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Declaratives	17	6.2	6.2	6.2
	Representatives	72	26.2	26.2	32.4
	Expressives	92	33.5	33.5	65.8

Directives	81	29.5	29.5	95.3
Commissives	13	4.7	4.7	100.0
Total	275	100.0	100.0	

The results of the descriptive statistics showed that all types of speech acts including declaratives, representatives, expressives, directives, and commissives are used in Iraqi high school English textbooks for all three grades. As can be seen in Table 4.1, expressives ($f = 92$, $percent = 33.5$) are the most frequent speech acts used in the conversations of Iraqi high school English textbooks. Then, directives ($f = 81$, $percent = 29.2$) and representatives ($f = 72$, $percent = 26.2$) were on the next ranks. Only 13 commissives (5%) were used in all conversations of high school textbooks. It was the least frequent speech act. Therefore, the first research question was verified.

4.4 Answering the Second Research Question

In order to answer the second research question of the study in finding whether there is any significant difference among Iraqi high school English textbooks in the distribution of speech acts, a Kruskal-Wallis test was performed. The results are shown in the following tables.

Table 4.2 Mean ranks for different textbooks

	Ranks		
	Textbooks	N	Mean Rank
English For Iraq Textbooks	English For Iraq I	79	145.27
	English For Iraq II	104	138.56
	English For Iraq III	92	131.13
	Total	275	

Table 4.3 Kruskal-Wallis test

	Test Statistics ^{a,b}	
		English For Iraq Textbooks
Kruskal-Wallis H		1.470
df		2
Asymp. Sig.		.479
a. Kruskal Wallis Test		
b. Grouping Variable: Textbooks		

The results showed that there is no significant difference ($p > .05$) among Iraqi high school English textbooks in the distribution of speech acts. Therefore, the second research question of the study was verified.

4.4 Answering the Third Research Question

In order to answer the third research question of the study in finding the extent to which conversations in Iraqi high school English textbooks include five types of speech acts, descriptive statistics including frequency and percentage of each type of speech acts were performed. The results are shown in the following tables.

Table 4.4 Descriptive statistics of the use of speech acts in English for Iraq I

		Frequency	Valid Percent	Cumulative Percent
English for Iraq I	Declaratives	2	2.5	2.5
	Representatives	25	31.6	34.2
	Expressives	17	21.5	55.7
	Directives	34	43.0	98.7

	Commissives	1	1.3	100.0
	Total	79	100.0	

In the first-grade English textbook for high school, directives is the most frequent type of speech acts used in conversations. Commissives (1.3%) and declaratives (2.5%) are the least frequent types of speech acts used in this textbook. Figure 4.1 shows the frequency of different speech acts in English for Iraq I.

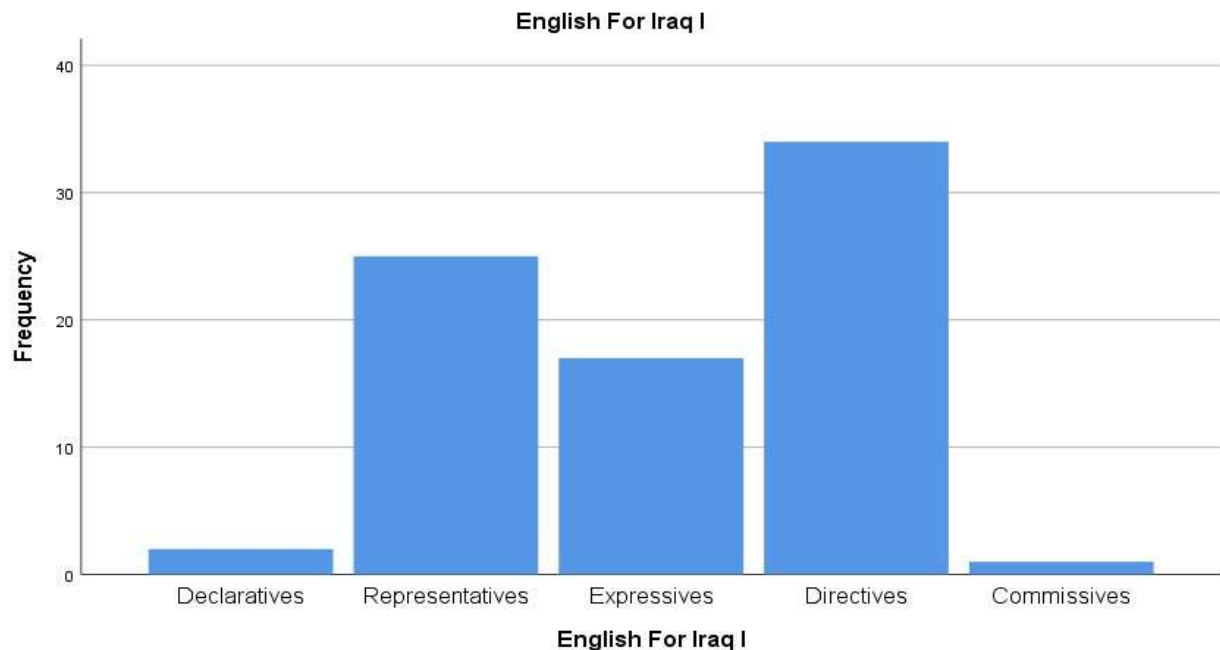


Figure 4.1 The frequency of different speech acts in English for Iraq I
The examples of speech acts in English for Iraq I are provided in Table 4.5.

Table 4.5 Examples of the use of speech acts in English for Iraq I

		Examples
English for Iraq I	Declaratives	I've cooked the rice Mummy. What's next?
	Representatives	I went to a village by the river.
	Expressives	I feel sick. I've eaten too much chocolate.
Directives		Here's your pocket money. You can go to the shops.
Commissives		I want to be a pilot.

Descriptive statistics including frequency and percentage of each type of speech acts for the second-grade English textbook is shown in Table 4.6.

Table 4.6 Descriptive statistics of the use of speech acts in English for Iraq II

		Frequency	Valid Percent	Cumulative Percent
Valid	Declaratives	7	6.7	6.7
	Representatives	23	22.1	28.8
	Expressives	41	39.4	68.3
	Directives	28	26.9	95.2
	Commissives	5	4.8	100.0
	Total	104	100.0	

In this table, it can be found that commissives (4.8%) were the least and expressives (39.4%) were the most frequent types of speech acts used in English for Iraq II textbook. Figure 4.2 shows the frequency of different speech acts in English for Iraq II.

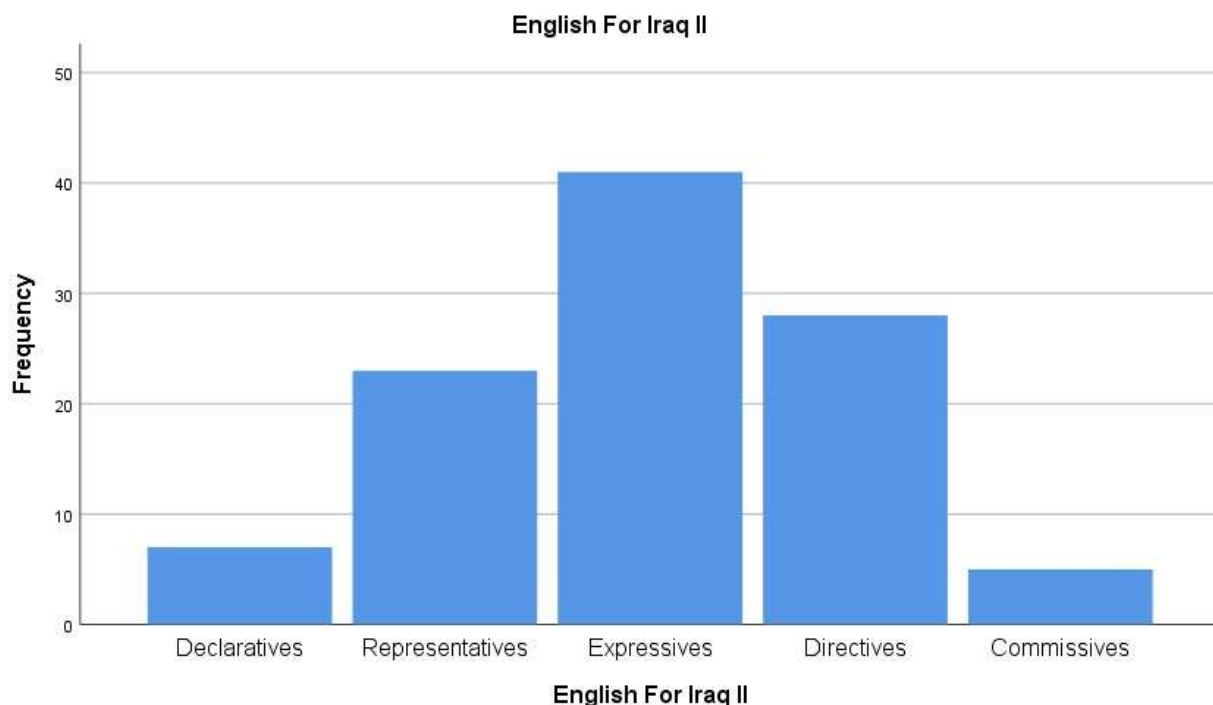


Figure 4.2 The frequency of different speech acts in English for Iraq II
The examples of the speech acts for second grade English textbook are provided in

Table 4.7 Examples of the use of speech acts in English for Iraq II

		Examples
English for Iraq II	Declaratives	The supermarket is on fire!
	Representatives	They won't let me play. I get tired quickly.
	Expressives	I'd like to play volleyball.
	Directives	You should go to the dentist.
	Commissives	When I finish my school, I'm going to go to college.

The results showed that in English for Iraq II, expressive type of speech acts is the most frequent. Commissives and declaratives are the least frequent type of speech acts used in this textbook.

Table 4.8 Descriptive statistics of the use of speech acts in English for Iraq III

		Frequency	Valid Percent	Cumulative Percent
Valid	Declaratives	7	6.7	6.7
	Representatives	23	22.1	28.8
	Expressives	41	39.4	68.3
	Directives	28	26.9	95.2
	Commissives	5	4.8	100.0
	Total	104	100.0	

Finally, as can be seen in Table 4.8, in English for Iraq III (for third grade of high school), expressives (39.4%) is the most frequent type of speech acts, then directives (27%) and representatives (22%) are the frequent types of speech

acts. Commissives (4.8%) are the least frequent type of speech acts used in this textbook. Thus, the third research question of the study was verified. Figure 4.2 shows the frequency of different speech acts in English for Iraq II.

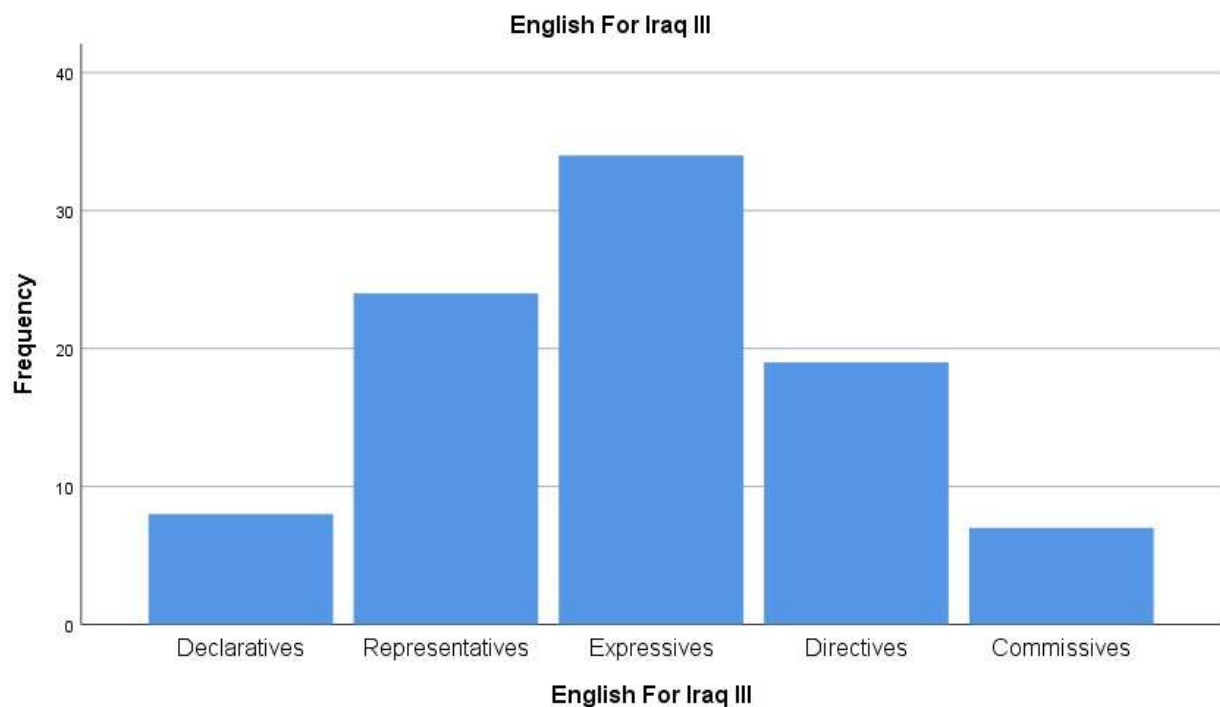


Figure 4.3 The frequency of different speech acts in English for Iraq III

The examples of the speech acts for third grade English textbook are provided in Table 4.9.

Table 4.9 Examples of the use of speech acts in English for Iraq III

		Examples
English for Iraq II	Declaratives	It's a tough course, and it takes a long time at university.
	Representatives	Sorry, Dad. I was queuing to buy an ice-cream.
	Expressives	I'd like to go to the beach.
	Directives	We don't need to get tickets in advance.
	Commissives	I've found out all about it and I'm going to do it.

In the first-grade English textbook for high school, directives are the most frequent type of speech acts used in conversations. Commissives and declaratives are the least frequent types of speech acts used in this textbook. commissives were the least and expressives were the most frequent types of speech acts used in English for Iraq I textbook. In English for Iraq II, the expressive type of speech acts is the most frequent. Commissives and declaratives are the least frequent type of speech acts used in this textbook. In English for Iraq III (for third grade of high school), the expressives are the most frequent type of speech acts, then directives and representatives are the frequent types of speech acts. Commissives are the least frequent type of speech acts used in this textbook.

DISCUSSION, CONCLUSION, AND PEDAGOGICAL IMPLICATIONS

5.1 Introduction

This concluding chapter makes a summary of the main points of the present study and concludes the findings. First, in discussion section, it provides major findings of the study and compares them to similar previous studies. The results of the study offer theoretical and pedagogical implications of the findings as applied to instructional design in speech acts. Then, the limitations of the study are conferred. The chapter ends by some suggestions for further research.

5.2 Discussion

The purpose of this study was to assess Iraqi English textbooks for the first, second, and third grades of high school in terms of speech acts. The researcher relied on Searle's taxonomy of illocutionary acts (1969). To do this, 18 conversations in three high school textbooks (English for Iraq) were evaluated in order to determine the weight of speech acts. The data were analyzed very carefully and directive features with some examples were elicited from these

books. The contents of textbooks were compared according to the theory of Searle regarding different speech acts in dialogues covered in English for Iraqi series.

5.2.1 Results of the First Research Question

The first research question of the study was:

- What are the types of speech acts in Iraqi high school English textbooks?

The results of descriptive statistics showed that all types of speech acts including declaratives, representatives, expressives, directives, and commissives are used in Iraqi high school English textbooks for all three grades. Expressives were the most frequent speech acts used in the conversations. To look precisely, in the first-grade English textbook for high school, directives are the most frequent type of speech act used in conversations. For the second and third grade English textbooks, expressives are the most frequent type of speech acts used in the conversations. Finally, it was found that there is no significant difference among Iraqi high school English textbooks in the distribution of speech acts.

The presence of sufficient expressive speech acts in Iraqi high school English textbooks is an important issue because, as Cutting (2002) stated, expressive and declarative speech acts are frequently used in everyday communication. As a result, using these types of speech acts may benefit learners' speaking competence in pragmatic contexts where these speech acts are required.

5.2.2 Results of the Second Research Question

The second research question of the study was:

- Is there any significant difference among Iraqi high school English textbooks in the distribution of speech acts?

The results of statistical analyses showed that there is no significant difference in the distribution of speech acts in different textbooks. In Iraqi textbooks, the speech acts were distributed evenly. The equal distribution of all speech acts in English textbooks is necessary to familiarize students with all sentences and their functions. Students may utilize the English language in real life by studying various speech acts and their functions. For instance, by learning expressive speech acts, students can welcome people in the real world and congratulate them on their accomplishments. Students can learn how to promise or how to reject in the real world by studying persuasive speaking actions.

These findings contradict those of Namaziandoust et al. (2019), who discovered that assertives and declaratives were the most and least frequently used speech acts in Prospect Books, respectively. The finding showed that the speech acts in the Prospect Books were not distributed evenly.

The current study's findings are consistent with those of Soozandehfar and Sahragard (2011), who examined the conversation parts of Top-Notch Fundamental textbooks using the pragmatic aspects of language functions and speech acts. The findings revealed that the talks in these new textbooks were pragmatically effective and functional. They believed that TopNotch Fundamental textbooks are considered to be pragmatically effective and functional since their authors are native speakers of English.

5.2.3 Results of the Third Research Question

The third research question of the study was:

- To what extent conversations in Iraqi high school English textbooks include five types of speech acts?

The results of the descriptive statistics showed that directives are the most frequent type of speech acts used in conversations in English for Iraq I. Commissives and declaratives are the least frequent types of speech acts used in this textbook. Commissives were the least and expressives were the most frequent types of speech acts used in English for Iraq I textbook. In English for Iraq II, the expressives are the most frequent type of speech acts. Commissives and declaratives are the least frequent type of speech acts used in this textbook. In English for Iraq III, expressives are the most frequent type of speech acts, then directives and representatives are the frequent types of speech acts. Commissives are the least frequent type of speech acts used in this textbook.

English textbooks need to be rich and communicative because books that are not communicative in nature may not develop pragmatic competence in language learners or students. Although English textbooks are an essential element of ELT courses, they have been criticized for not providing classroom learners with enough opportunities to learn language effectively (Vellenga, 2004). Language education should consequently increase language learners' pragmatic awareness and competence in the target language, particularly through pedagogical approaches that emphasize one of the key pragmatic elements, i.e., speech acts.

According to Searle (1976), all types of speech acts are frequently used in everyday communication, and that different situations or contexts lead us to use different types of speech acts in order to maintain the basic relationships in our social lives. As a result, in order to become pragmatically competent and functional in almost all communication contexts, learners must gain knowledge of all types of speech acts in order to apply pragmatically appropriate speech acts in various communicative contexts.

5.3 Conclusion

The current study sought to identify various types of speech acts in English for Iraq textbook conversations. When all speech acts in the books were counted, it was discovered that expressives and directives were the most frequently used illocutionary speech acts. The results showed that commissives and declaratives were the least frequently used types of speech acts in English for Iraq textbook conversations.

Textbooks, as the primary source of teaching and learning in Iraqi classrooms, should include an adequate number of speech acts to promote students' pragmatic competence. To build textbooks with a sufficient number of speech actions that comply to the norms followed by native speakers of the language, EFL textbook authors must be linguistically and

pragmatically competent in the target language (Moradi, et al., 2013). To summarize, the speech actions merit further consideration when developing resources and textbooks for Iraqi English learners. Previous studies (Moradi et al., 2013; Nourdad et al., 2016) demonstrated that speech act classifications are regarded as a universal property of all languages. These classifications are supposed to be found in almost all languages with a similar range or frequency. What is important is that ELT textbooks fail to provide language learners with the opportunity to learn how speech acts are innately utilized when it comes to the representativeness of such pragmatic language units. It appears unfair to focus on some speech acts to the detriment of others, as this may deprive language learners of the reality of language and the different functions it may serve depending on the context and various needs that have resulted. Although this is a serious error that has been made in ELT materials, the fact that such materials suffer from a lack of success in including other elements of language usage has never slipped the academics' attention, necessitating a general effort to meet the needs of learners.

Overall, if one attributes the inconsistency between the real language and the language depicted in ELT materials to ELT publishers' unwillingness to be more open to scientific findings, one can easily conclude that remedial work is required to compensate for this ominous neglect to the detriment of effective language learning.

5.4 Limitations and Implications

This study faced some limitations which may affect the obtained results. First, in order to manage the time, the researcher limited the types of the speech acts and used only Searle classification of speech acts in analyzing the use of speech acts in the textbooks. In addition, only the conversations of the textbooks were studied. Finally, since very scarce similar studies were conducted in the context of Iraq, this study suffered from lack of adequate literature to compare the findings with those of previous ones.

The current study adds to the expanding body of research on Interlanguage Pragmatics, particularly on the pragmatic development of speech acts by learners in EFL contexts. The study suggests that high schools address this specific gap in their language learners' pragmatic competence and, if necessary, revise their available materials as well as reconsider related pedagogical practices. Furthermore, the somewhat limited pragmatic repertoire of Iraqi EFL learners appears to necessitate explicit metapragmatic teaching of general speech acts. The findings also call for the inclusion of actual spoken data in EFL classes. The study's findings can help material designers include various types of speech acts in high school English textbooks to help EFL learners develop their communicative and pragmatic knowledge.

The findings and pedagogical implications of this study into Iraqi EFL learners' realization of speech acts are hoped to benefit other English language institutes in Iraq.

Relevantly, English teachers should remember that adopting socio-cultural rules as one's own in L2 pragmatic production is a personal choice. However, it is our obligation to provide learners with enough information to make an educated decision and to avoid accidentally conveying things they did not intend. Teachers must ensure that their students use ideas in the conversations to convey their needs, wants, and feelings.

Since communication is only moderately available, the researcher suggests some changes as it is crucial to the success of the educational process. The more activities that encourage student interaction with the teacher and other students, sharing of interests, and language use will improve learning. Activities should be linked to past knowledge or related subjects in other resources since knowledge is integrative and productive. Since students can successfully absorb and develop information, having a high proportion of speech acts in English for Iraq is a positive sign.

This study's findings are also beneficial to language teachers. Teachers are obliged to inform learners about the fact that the types and numbers of Iraqi English textbooks' speech acts and language functions are insufficient. Furthermore, the findings of this study make teachers aware of whether or not Iraqi school English textbooks are communicative, as the authors of the textbooks claimed. Teachers are required to employ additional resources in their courses if these textbooks are not pragmatically focused.

5.4 Suggestions for Further Research

Following Searle's (1976) models, this study focused on speech acts and language functions of talks in Iraqi school textbooks. Researchers interested in speech actions and language functions are encouraged to replicate this study using different textbooks. Further research into the speech acts and language functions of other Iraqi English textbooks based on different models can also be conducted.

It would also be interesting to conduct similar studies using other pragmatic taxonomies and models. Furthermore, studying textbooks with other models or even a blended model from other scholars is encouraged to produce more reliable findings.

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