

Peoples' Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed kheider University of Biskra
Faculty of Arabic Literature & Foreign Languages
Department of Foreign Languages
Division of English Studies



A Pragmatic Evaluation Of Speech Acts In My Book Of English First Year Middle School Textbook

A Dissertation presented to the English department of foreign languages as
Partial fulfillment of the requirements for Master's Degree in Sciences of Language

Submitted by:
Mrs. Karima Zernadji

Supervised by:
Mr.Said Smatti

Board of Examiners:

- **Supervisor:** Mr.Said Smatti University of Biskra
- **President:** Mrs.Amri Boutheina University of Biskra
- **Examiner:** Mr.Boulgroune Adel University of Biskra

Academic Year:

2016/2017

Dedication

I dedicate this work to:

*To the most precious person in the world, my mother **Henia** whose unconditioned love, care and patience gave me will and power to be the woman I am now.*

*To my supporter, my guider, my dearest father **Belkacem**.*

*To my dear husband, **Samir** for all his on-going encouragements and patience during the preparation of this dissertation as well as his respectful mother **Fatima Zahra**.*

*To my sublime sisters **Leila** and **Noura** and dear brothers **Amine**, **Nacer**, **Samir**, **Khaled**, **Tarek** and **Sofiane**.*

*To my precious treasures, my adorable children **Mohamed**, **shanez**, **Rayenne** and **Rynad**.*

Acknowledgments

"Al l praise be to Allah the most merciful, to you is all praise, an abundant, beautiful and blessed praise."

I would like to express my deep and sincere thanks for all the people who helped me from near or far during this research.

*In particular, I would like to thank my supervisor **Mr Said Smatti** for his patience, insightful feedback, expertise, sense of understanding and overwhelming kindness.*

*I would like also to express my deep gratitude to the board of examiners **Mrs Amri Chennini Boutheina** and **Mr Boulgroune Adel** for their valuable effort in correcting this dissertation.*

*My sincere thanks extend to our inspector of English **Mr Miloudi Smail** for his valuable help and also to all teachers of middle schools who kindly accepted to answer my questionnaire.*

*Special thanks go to my best friend **Nachoua Hassina Kheredine**.*

*I wish to acknowledge **Mr Bechar Ahmed, Samir Bounab, Saihi Hanene** for their help.*

Abstract

This research work seeks to examine the pragmatic input contained in the newly developed textbook "My Book of English" that is taught at the level of first year Algerian middle schools. It aims to incite textbook writers to take the pragmatic pitfalls of the conversations used in this textbook into consideration in order to modify or revise other developing textbooks. Thus, a content analysis of all the dialogues that are included in MBE textbook was undertaken to examine all speech act types, frequency and distribution. The findings showed that these conversations do not contain the right variety of speech act types especially commissive and declaration speech act categories. A chi-square analysis was applied to test whether the distribution frequency of speech act categories is normal and equal among all the conversations included in the textbook. The results of the chi-square test reflected the inequality and variation in the distribution of speech acts within the newly developed textbook MBE. Moreover, a questionnaire was set for first year middle school teachers (N 49) to gather maximum data concerning their perspective toward the pragmatic content of speech acts in the newly implemented textbook. The results of the questionnaire revealed that MBE textbook does not contain sufficient and varied pragmatic input of speech acts and that it does not completely suit the teachers and learners' expectations.

Key Works: Speech acts, pragmatic competence, communicative competence, textbook evaluation

List of Acronyms and Abbreviations

AM: Authentic Materials

EFL: English Foreign Language

ELT: English Language Textbook

ELT: English Language Teaching

ESL: English as a Second Language

FL: Foreign Language

ILP: Inter-Language Pragmatics

L1: Mother tongue/ first language

L2: Second language

MBE: My Book of English

MI: Multiple Intelligences

NNs: Non-Native Speaker

NS: Native Speaker

TL: Target Language

List of Appendices

Appendix 1: Searle's (1979) model of Speech Acts classification.

Appendix 2: The Teachers' Questionnaire.

List of Tables

Table 1: The Layout of My Book of English textbook.....	43
Table 2: The Textbook Sequences and Language Functions.....	44
Table 3: Descriptive Statistics of Speech Acts Categories.....	88
Table 4: The Chi-square “Goodness of fit” of Speech Acts.....	89
Table 5: The Chi-square Distribution Table.....	92
Table 6: The Teachers’ gender.....	98
Table 7: The Teachers’ experience.....	99
Table 8: The Teachers’ teaching level.....	100
Table 9: The Ranking of the teachers’ preferred skill.....	101
Table 10: The Textbook variety of Speech Acts.....	102
Table 11: The conversations similarity to real-life situations.....	103
Table 12: The Incorporation of spontaneous speech.....	104
Table 13: Activities of the Textbook	105
Table 14: The students’ ability to perform Speech Acts.....	106
Table 15: The Textbook Pragmatic Content.....	107
Table 16: Learners’ ability to reach the intended meaning.....	108
Table 17: The inclusion of real language.....	109
Table 18: The authenticity of the textbook selected materials.....	110
Table 19: Teachers work with authentic materials.....	112
Table 20: The Speech act distribution.....	113
Table 21: The role of spontaneous speech in developing communicative and pragmatic competence.....	114
Table 22: Teachers’ Training Programmes.....	115
Table 23: Teachers’ overall perspective on the textbook pragmatic content.....	117

List of Figures

Figure 1: Stern's (1990) Materials Development Process.....	38
Figure 2: The Didactic project	46
Figure 3: Gardner's Nine multiple Intelligences.....	49
Figure 4: The Chi-square distribution (level of significance).....	91
Figure 5: The chi-square distribution table ($X^2 = 28.52$).....	94
Figure 6 : Teachers' gender.....	98
Figure 7: Teachers' experience.....	99
Figure 8: Teachers' teaching level.....	100
Figure 9: The teachers' preferred teaching skill.....	101
Figure 10: The Textbook variety of Speech Acts.....	102
Figure 11: The conversations similarity to real-life situations.....	103
Figure 12: The Incorporation of spontaneous speech.....	104
Figure 13: The activities of the textbook.....	105
Figure 14: The Students' ability to perform Speech Acts.....	106
Figure 15: The Textbook pragmatic content.....	107
Figure 16: Learners ability to reach the intended meaning in Context.....	108
Figure 17: The inclusion of spontaneous speech.....	109
Figure 18: The authenticity of the textbook selected materials.....	110
Figure 19: Teachers' work with authentic materials.....	112
Figure 20: The speech acts distribution.....	113
Figure 21: The role of spontaneous speech in developing communicative and pragmatic competence	114

Figure 22: Teachers’ Training Programmes.....116

Figure 23: Teachers’ overall perspective on the textbook pragmatic content.....117

Table of Contents

Dedication.....	I
Acknowledgement.....	II
Abstract	III
List of Acronyms and Abbreviations	III
List of Tables.....	IV
List of Figures	VI
Table of Contents.....	VIII
General Introduction.....	24
1.Statement of the Problem.....	16
2.Significance of the Study.....	17
3.Aim of the study.....	18
4. Research Questions.....	19
5.Research Hypotheses.....	19
6. Methodology and Research Tools.....	20
7.Literature Review.....	21
8.Structure of the thesis.....	24

Chapter One: Material for Textbook Evaluation

Introduction.....	26
1.1 Definition of Evaluation.....	27
1.2 Types of Evaluation.....	27
1.2.1 Summative Evaluation.....	27

1.2.2	Formative Evaluation.....	28
1.3	Illumination Evaluation.....	28
1.4	Evaluation as a pedagogical Process.....	28
1.5	Material Evaluation.....	29
1.6	Approaches and Theories of Material Evaluation.....	30
1.6.1	Predictive Evaluation.....	30
1.6.2	Retrospective Evaluation.....	30
1.7	Material Development.....	31
1.8	The Textbook.....	31
1.8.1	The Role of the Textbook in TEFL.....	32
1.8.1	Advantages and Disadvantages of the textbook	33
1.8.2	Criteria for Textbook usage.....	33
1.8.3	Reasons for Textbook evaluation.....	35
1.8.4	Textbook Development.....	37
1.9	Criteria for Course Design.....	40
1.10	General overview of the newly implemented Textbook.....	41
1.10.1	The Layout of My Book of English Textbook.....	42
1.10.2	Description of the new Textbook	43
1.10.3	The Rationale behind the new Textbook.....	44
1.10.4	The Pedagogic Project.....	45
1.11	The Implementation of the Guiding Principles.....	47
1.11.1	EFL Course Design Ground Work in Algeria.....	48
1.11.2	Howard Gardner Multiple Intelligences.....	49
	Conclusion	52

Chapter Two: Pragmatics and Speech Acts

Introduction.....	54
2.1 Definition of Pragmatics.....	55
2.2 The Goal of Pragmatics.....	58
2.4 Communicative Competence.....	58
2.5 Models of Communicative Competence.....	60
2.5.1 Canale and Swain’s Model.....	60
2.5.2 Bachman’s Model.....	61
2.6 Pragmatic Competence.....	61
2.7 Grammar and Pragmatics.....	63
2.7.1 Pragmatic Competence and the role of instruction.....	64
2.8 Implicit or Explicit Instruction.....	67
2.9 The Speech Act Theory.....	68
2.9.1 Speech Act Levels.....	70
2.9.2 Speech Acts Types.....	71
2.9.3. Speech Act Uses.....	72
2.9.4 Criteria for the Development of Pragmatic Competence	73
2.10 Speech Acts and Culture.....	75
2.11 Reasons for Teaching Speech Acts in ELT Textbooks	77
2.1 Strategies for teaching Speech Acts	79
Conclusion.....	81

Chapter Three: Field Work

Introduction.....	84
3.1 Structure of the conversations analysis.....	84
3.1.2 Material.....	85

3.1.3 Instrument.....	85
3.1.4 Data collection Procedure.....	85
3.1.5 Data Analysis Procedure.....	85
3.2 Results and Discussion.....	86
3.3 The wrap up of the Chi-Square test.....	94
3.4 Teachers' Questionnaire.....	96
3.4.1 Piloting the Questionnaire.....	96
3.4.2 Description of the Questionnaire.....	97
3.4.3 The Sample.....	97
3.4.4 Administration of the Questionnaire.....	97
3.4.5 Analysis of the Questionnaire.....	98
Conclusion.....	121
Limitation of the Study.....	123
General Recommendations.....	125
General Conclusion.....	128

General Introduction

General Introduction

English Foreign Language textbooks are among the main instructional materials in language teaching. They are an important resource for teachers because they provide them with the necessary input to prepare well-organised lessons. Teachers tend to rely heavily on textbooks because they are time saving, make teaching easier, faster and better. (Hutchinson & Torres, 1994, p318).

Likewise, textbooks in Algeria are the only material which is available for both teachers and students in schools. Even though, modern technology is used in many schools such as VCD and video tapes, the textbook is still considered as the major source of contact students have with the target language accompanied with the teacher's talk.

Nonetheless, textbooks have recently been criticized on several issues like the quality of the selected materials, methodological validity, textbook role in innovation and the authenticity of the material or let's say the lack of pragmatic information. Those imposed textbooks are basically structured around linguistic aspects of the language i.e. they are mainly grammatical and thematic syllabuses. In fact those textbooks may reflect a kind of psychological relief and comfort for teachers; however the content they present do not enable learners to use the target language communicatively.

Moreover, these textbooks suffer from a flagrant lack of pragmatic features mainly in language functions and speech acts these textbooks which are most of the time helpless for learners who seek to achieve successful communication in real-life situations. So, for learners to be communicatively competent, the pragmatic content in the EFL textbooks should not be over looked.

In addition, it is indispensable for learners to possess pragmatic competence, an important component of communicative competence to achieve successful communication in

the target language. In other words, knowing the appropriate social norms of a specific community is very important for learners to successfully use the target language.

However, the acquisition of pragmatic strategies that are used to achieve communicative goals is difficult because it requires the contextualization of language use. Pragmatic competence does not develop the same way as grammatical competence nor the same way as first language pragmatic competence because it primarily depends on being aware of the foreign language culture. Robinson-Stuart & Nacon (1996) seem to join our opinion by claiming that pragmatic competence is "Second culture acquisition". Thus, giving learners the opportunity to be open to the target language culture is necessary, but should be accompanied with a deep sense of awareness to avoid the dangers of acculturation. This is why, pragmatic competence is so vital and lacking it may lead to serious problems such as communication breakdowns and misunderstandings, a problem that is caused by the scarce exposure of authentic materials and should be eventually resolved.

Furthermore, pragmatic knowledge allows foreign language learners to appropriately express their meanings and intentions via speech acts in different socio-cultural contexts. Speech acts are the most researched aspect of pragmatics and can both facilitate pragmatic ability and contribute to fluency (Kasper,2006; House,1996). However, a considerable number of analyses have revealed that many textbooks do not present speech acts equally and if they do they do it unrealistically.

For this purpose, evaluating the recently published textbook which is issued within the framework of recent Algerian educational reform and which is mainly based under the competence-based approach has become a necessity. The current textbook "My Book of English" henceforth (MBE) is launched in September2016 and is designed for first year middle school learners. The new textbook requires the development of three competencies:

interaction, interpretation and production. It also emphasizes the role of the learner as an active participant in the teaching and learning process.

Consequently, our study will be conducted with reference to this textbook; since it is newly developed we believe that it should pass through close scrutiny. Our goal throughout this dissertation is to evaluate the pragmatic features of speech act categories that are included in the conversations of the new textbook "My Book of English"

Statement of the Problem

Although textbooks play an important role in English language teaching mainly in EFL classrooms, they rarely provide enough pragmatic information for learners to successfully communicate in the target language. Textbooks have not paid adequate attention to language learners' overall development of pragmatic competence, because, content usually focus on teaching grammatical structures at the expense of the sociolinguistic rules and its appropriateness. This is the reason why students with high proficiency level are able to produce correct grammatical utterances, but still are inappropriate for the context in which they are used.

Moreover, textbooks usually fail to provide sufficient and appropriate input in speech acts and the material they present is different from real-life situations. It is also noteworthy to mention the cultural differences that are inherent between learners' first language culture and the target language culture. These differences should be taken into consideration, because if not they may cause serious problems such as interference and communication-breakdowns. These problems may even be considered rude by native speakers (Boxer and Pickering, 1995).

On the whole, the pedagogical materials that textbook provide have its place in our classrooms; however this material does not present the target language in its natural occurring context. In fact there is a wide gap between what is taught and the real language of the native

speakers. The main drawback with these materials is that they are unable to capture learners' attention and interest.

Another aspect missing from ELT textbook is explicit discussion of conversational norms (Boxer and Pickering,1995). Students are not given the opportunity to learn target-like conversational norms; instead they are confronted with a simplified teacher's talk or artificial conversations that do not contribute to the richness of learners' speech acts performance.

There is no doubt that analysing the new official English textbook provided by the Algerian ministry is a tedious task, nevertheless, it is of great importance that it goes through an evaluation to verify its pragmatic content in terms of speech acts categories.

Significance of the study

Evaluation as a concept cannot be deemed to teaching only. It is found in every domain of our daily life such as health, weather, fashion and teaching. It is the ability to make judgements on different levels of peoples' actions or products that result in convenient responses and appropriate decisions for the future (Nebbou,A). In Algeria, evaluation is now given ample importance especially in the field of English language teaching, because it pilots the pool of items in education so as to arrive to convenient decisions for what might be suitable or unsuitable for learners and teaching in general.

An absence of good and effective evaluation affects negatively the whole process of teaching and learning. In other words teachers cannot be aware of what programme best suit their pupils and how to get feedback from them. Evaluation simply means exploring why something is working well in the classroom or appropriate for a given target and why it is not.

Evaluating in teaching requires change and innovation in terms of tasks, techniques and methodology. We mean here by innovation "a planned change in education". George B.

Leonard asserts that "learning is changing and education is the process that changes the learner. Therefore, evaluation is useful in the sense that it can bring positive newness for the benefit of FL learners.

Due to the shortcomings of some Algerian textbooks, evaluation is strongly needed. Hence, evaluation is the key for innovation, they are two related concepts that are essential in obtaining effective modifications whether on the whole textbook or on smaller parts (Toliver, 2004,p112).

Therefore, evaluation is the backbone of education, without constructive evaluation foreign language teaching cannot progress. For this purpose, this study seeks to evaluate the recently implemented Algerian middle school textbook titled "My Book of English" designed for first year learners. This evaluation investigates the pragmatic content of speech act types that are included in the conversations used in MBE textbook.

Aims of the study

The current study is an attempt at making a contribution to the increasing body in the field of pragmatics, and more specifically to that dealing with speech act categories related to EFL textbook evaluation, in order to develop learners' communicative and pragmatic competence.

This study is twofold, the dominant aim is to evaluate" My Book of English "textbook that is recently published in Algeria by the Ministry of education, in September 2016. Thus the present research could be regarded as the first attempt conducted to verify the pragmatic aspects of speech acts that are included in the conversations of this book.

Our second aim is to shed some light on the importance of pragmatic competence in promoting learners communicative skills.

Even though, we admit that incorporating pragmatic knowledge in EFL textbooks requires special care, extra preparation and is certainly time consuming, we do believe that if

they were carefully selected and appropriately implemented according to the learners' level they will undoubtedly show learners how language really operates in real-life contexts and thereby be able to achieve successful communication.

To sum up, EFL curricula should include pragmatic instructions that can develop learners' communicative abilities, this can be achieved through authentic materials that contain rich language functions and speech acts.

Therefore, we hope that the findings of this investigation will hopefully provide valuable insights into the field of English language teaching, to EFL textbook designers in reconsidering the incorporation of pragmatic information suitable for language learning and also for English Middle school teachers and students as well.

Research Questions

The present study is an attempt at answering a set of questions that investigate the pragmatic features of speech acts included in the newly developed textbook MBE. The objective of this investigation is guided by the following research questions:

- 1-What are the types and frequencies of speech acts presented in the conversations of MBE textbook?
- 2-Is there a significant difference in the distribution of speech acts used in MBE textbook?
- 3- Is My Book of English textbook pragmatically competent?

Hypotheses

The study is designed to test the following hypotheses:

- 1-If all types of speech acts are included in MBE textbook conversations, the learners' pragmatic competence will be enhanced.

2- We hypothesize that the speech acts distribution frequency is not equally distributed in the conversations of MBE textbook.

3-If all the speech act categories are used at the same range in all the conversations, the new textbook will be considered as pragmatically competent

Methodology and Research Tools

The present work is undertaken in the field of second and foreign language teaching and learning in order to verify the pragmatic content of the newly published textbook MBE mainly in terms of speech acts. The conversations used in this textbook were scrutinized in terms of speech act categories to verify whether they are included in the conversations and if they are equally distributed to the same level or range.

Therefore, we think that the most appropriate method for this study is the qualitative study in order to gather the maximum relevant data for this dissertation; no special statistical analyses have been conducted. The entire analysis of the present study has been carried out through line-by-line inspection of speech act types used in the conversations of MBE textbook based on Searle's (1979) model of speech act classification. In fact our purpose is to find out the types and number of speech acts included in the content of the conversations.

Moreover, a quantitative analysis has been performed in this study; we have applied some simple statistical analyses such as counting the frequencies of the occurrence of each sub-group of Searle's (1979) speech act taxonomy as well as their percentages. Besides, a chi-square test was reported to better illustrate the distribution level of this pragmatic variables.

In addition, we have submitted a questionnaire to first year middle school teachers in order to collect enough information about their perspective toward the pragmatic content of the newly developed textbook.

Material

Conversations play an important role in providing situations for speakers to make advantage of different speech acts and perform them in their everyday communication. Therefore, we decided to analyse all the conversations that are available in the newly implemented middle school textbook MBE. The conversations were investigated in search of speech acts based on Searle's (1979) classification of speech acts. (see the appendix)

Literature Review

Conversations play an important role in providing learners with a variety of speech acts that can be useful in their speech. They have recently become a focus of interest for speech act theory, which in itself has extended to textbook evaluation.

Textbooks are considered to be an essential component of EFL classrooms, for the support they offer for both teachers and students. However, textbooks are not always seen as a reliable a source, mainly in terms of pragmatic input and tend to offer learners little opportunity for learning L2 pragmatics.(Bardobi-Harlig,2001,p25). This apparently due to the fact that many textbooks do not present the right variety of speech acts and if they do they do it unrealistically.

This section aims primarily at shedding some light on the major previous works that dealt with pragmatics textbook evaluation in the literature.

A considerable amount of research is recorded in the literature related to pragmatics textbook evaluation. Vellenga (2004) conducted a comparison between EFL and ESL textbooks. She argues that textbooks suffer from a lack of metalinguistic and explicit meta-pragmatic input and this will eventually decrease learners' pragmatic competence.

Jiang (2006) conducted a study on the linguistic forms used to perform the speech act of suggestion in both real-life and ESL textbooks. She analysed three recent and three old ELT textbooks so as to compare the distribution of the speech act of suggestion in real-life

language use and that of ELT textbooks. She concluded that there was no difference between the recent textbook and old ones in terms of real-life use of this particular speech acts. Therefore, she stressed the necessity of providing pragmatic content in ELT textbooks

Another aspect that is missing from ELT textbooks is conversational norms. Textbooks often fail to portray communicative practices in the target language appropriately, for instance many students know how to open up a conversation, but ignore the target-like conversational norms about how to close up a conversation.

Nguyen (2011) conducted a survey on pragmatic topics such as advising and apologizing in EFL textbooks series which were not included homogenously. The findings of this study revealed that although the speech acts of opening a conversation was included in all three levels of examined textbooks, the speech acts of closing a conversation was not given the attention it deserves.

In addition, Ekin (2013) examined how the speech acts of suggestion was distributed in eight EFL textbooks. The findings of the study showed that the suggestion strategies included at the pre-intermediate level were more than the ones included at the intermediate level.

Most of the studies on speech acts have been conducted at either intermediate or advanced level. Few of them were found on beginner or elementary level, among these studies Tateyama (2001) and Wildner Bassett (1994) who demonstrated that short pragmatic routines are teachable to beginner-level learners. They emphasize the fact that this material can be learnt before learners develop analysed L2 knowledge.

The following line of research attempts to investigate speech as the prevalent communicative devices learners need to equip their pragmatic competence. For instance, Allami, Roodi and Bemani(2013). Pragmatic investigation in three global English textbooks, confirmed that the distribution level of four speech acts of refusal , request, apology and

complaint was not equal in the commercial language textbooks that are taught in Iranian English language institutes. The findings reported that complaints have the highest frequency in all textbooks while refusal was the least.

Poupari and Bagheri (2013) investigated the English language functions and speech acts to assess the pragmatic strength of the conversations of Top Notch series and Iran Language Institute textbooks. The findings reported that the conversations in both Top Notch and ILT textbooks had several shortcomings such as absence of pragmatic variables and their unequal distribution.

Vaezi, Tabatabaei and Bakhtiarvand (2014) compared the types and frequency of speech acts in the dialogue sections included in locally designed Right Path to English textbooks and the commercial textbooks of New Interchange Series based on Searle's (1979) speech act taxonomy. It was found that the most frequently used types of speech acts were those of assertive, directive and expressive respectively.

Research in the literature regarding the national studies on pragmatic textbook evaluation, we found an investigation of 8 EFL textbooks performed in Algeria by Neddar (2010) who reported that although there was a large amount of pragmatic information across all the pages, it still does not allow learners to develop their pragmatic competence of the target language. The work further revealed discrepancy between the limited range of speech acts provided in the textbook and those used in daily life by the target language users.

Despite the amount of research in the field of pragmatic textbook evaluation, it is still infancy and hereby deserves most scholarly attention to improve the quality of the EFL textbooks in Algeria in general and pragmatic information in particular.

Since the textbook understudy "My Book of English" is newly published and developed for Algerian first year middle school learners, no single study has been found yet

particularly with regard to the pragmatic dimension applying Searle's (1979) model. Thus, our study is the first one that explores a pragmatic evaluation on this new textbook.

Structure of the Work

The present study is composed of three chapters. The first chapter is devoted to textbook evaluation and the description of the newly implemented textbook. Throughout this chapter, we have tried to define the concept of evaluation, its types, material development, then we have demonstrated a detailed description of the new textbook titled "My Book of English" and the reasons behind textbook evaluation.

In the second chapter, we have presented a theoretical overview of pragmatics as a field of linguistics as well as its goal. In addition, we have explained the Speech Act Theory, followed by levels and types of speech act categories, we also shed light on the importance of communicative and we pragmatic competence in enhancing learners' communicative skills, the role of teaching speech acts in ELT textbooks and how to teach them.

Finally, the third chapter is concerned with the field work that includes data analyses and interpretations of the research tools for the purpose of confirming the validity of our work.

Chapter one

Materials for Textbook

Evaluation

Introduction

Instructional materials are considered as the main constituent in TEFL curriculum, namely the textbook. Text books are of crucial importance, because of the major role they play in bounding learners and teachers together throughout the teaching and learning process. They may also provide the basic content of the lessons and the skills that should be taught and may be the ultimate source of contact learners have with the TL apart from the language presented by the teacher.

It has widely been accepted that the textbook is an essential component of EFL classrooms where it provides the primary source of linguistic input. However, in all situations this teaching and learning instrument should be selected and evaluated carefully as it is supposed to answer teachers' questions and expectations as well as suit the learners' needs and interests.

Textbooks are fundamentally important to English foreign language learning. They certainly contain guidelines that are designed to achieve the aims of any educational system. Learning a foreign language especially English has shifted from previous theoretical frameworks that perceived language as a formal system based on grammatical rules towards a more communicative perspective.

Despite this paradigm shift, textbooks nowadays rarely contain pragmatic information and few of them provide opportunities for learners to be appropriately exposed to the target culture. Evaluating ELT textbooks has become a major concern since many teachers displayed heavy reliance on text book usage in their daily teaching. This reliance is so strong that Rynolds (1974, p41) suggests that "the text book is taught, but not the students".

Therefore, it is of ample importance for both teachers and researchers to evaluate the newly implemented textbook My Book of English that is designed for first year middle school pupils, based on pragmatic features of speech acts. This evaluation is conducted so as to

ensure that the new textbook is pragmatically suitable, and is capable of helping learners to become communicatively competent as well as enabling teachers to realize the pedagogical goals of the curriculum.

In this present chapter, we will demonstrate a theoretical overview of textbook evaluation, then we will present a detailed description of the newly implemented textbook.

1.1. Definition of Evaluation

Evaluation is very important for language teaching instruction. It can be defined as a systematic attempt of collecting information so as to achieve correct decisions and sound judgements on the programme and its components. Evaluation can be done either quantitatively or qualitatively or by other different methods such as observations, unstructured interviews and the administration of pencil-and-paper tests.

The aim of evaluation in education tends to be the improvement or discontinuity of a programme or a product, as Wright (1990) states "evaluation implies judgement which derives from a complex relationship between the object of evaluation and the values, attitudes and beliefs that motivate the evaluation". (p 343).

Consequently, evaluation is necessary because it helps teachers determine whether a certain programme is working well or not in the classroom and whether it is suitable for learners and teaching in general.

1.2 Types of Evaluation

Evaluation can be divided into three types: summative, formative and illuminative evaluations (Williams and Burden, 1994). They are explained and defined as follows:

1.2.1 Summative Evaluation : It involves the selection of groups of learners and teachers, who are administered tests at the beginning and at the end of the programme in order to determine whether any changes found could be attributed to the innovation itself.

1.2.2. Formative Evaluation : This evaluation is on-going and starts right from the beginning . Its aim is to form, improve and direct innovations rather than simply evaluating the outcomes.

1.3 Illuminative Evaluation : In this evaluation ,the evaluator is actually involved in the day-today working of the project in order to gather the maximum information. (Williams and Burden,1994 ,pp22,23).

1.4 Evaluation as a Pedagogical Process

Stakeholders at national levels seem to recognise the fact that empowering material may be the most rapid and effective way of improving language learning.

"Textbook evaluation" includes measuring the potential value of a set of learning materials especially textbooks through a series of judgements about the effect of the materials on the people using them". (Tomlinson & Masuhara 2004).

The literature presents different types of evaluation that differ mainly in their definitions and purpose. Many researchers like (Cunningsworth 1995,Ur 1996) have suggested to adopt a "levelled" approach in evaluation .In the first level, an "impressionistic" evaluation overview is conducted ,then it is followed by an in-depth evaluation. The impressionistic method is applied in order to have a quick look through the textbook cover and get an over view of the strengths and weaknesses of the book(Cunningsworth,1995 p1). By applying an in depth evaluation, a detailed evaluation of specific items in each textbook is conducted on different areas such as how the exercises can cater for the syllabus and learners' needs(Cunningsworth 1995,MacDonough &Shaw 1993).

Various labels have been used by different theorists referring to "the levelled approach" of evaluation, but they all agree on the combination of both impressionistic and in-depth evaluation to get a good quality evaluation process. These are the most common ones:" CATALYST" approach of Grant(1987), "First glance and Arm-chair evaluation" of

McGrath(2002), General and specific evaluation of Ur(1996) and “Internal and External evaluation” of McDonough & Shaw (1993) .

1.5.Material Evaluation

It refers to the procedure that involves examining learning materials to establish their value. Tomlinson(2003) stated that materials evaluation can be defined as the procedure that measures the value or potential value of a set of learning materials, and largely focuses on the needs of the material users and determine their effectiveness .Its aim is to investigate the materials "relevance and appropriateness" for a specific group of learners.

There are generally three different stages for textbook evaluation: pre-use, whilst-in use and after use. As suggested by McGrath (2002), each stage of evaluation bears its own significance.

√ **Pre-use evaluation:** is often carried out for selecting appropriate textbooks by gaining an impression as to the potential educational value of the textbook.(Tomlinson2003, p23). Its limitation is that it is often impressionistic.

√ **Whilst-in-use evaluation:** is more objective and reliable than pre-use evaluation .It can help to examine the suitability of the textbook while using them or by observing how it is actually being used.(Mukundan,2007; Tomlinson, 2003,p24). Its limitation is that it solely measures what is observable.

√ **Post-use evaluation:** it measures the actual effects of the materials on the users. can help to asses comprehensively the short and long term implications of continued use of the textbook(McGrath 2002,Tomlinson 2003).It should be evaluated by teachers to find out whether the textbook they use meet the learner and learning needs. Its limitation is time consuming and requires expertise to measure its reliability.

However, we should keep in mind that the process of textbook selection and evaluation is ultimately a subjective practice. Sheldon (1988) joins our opinion and states that:

"Material evaluation is a dynamic process which is fundamentally subjective, rule of thumb activity where no formula grid will ever provide a definite yardstick."

Moreover, we should stress the point that textbook evaluation remains an important process, because through evaluation teachers can know the fundamental merits and drawbacks of the textbook itself, and thereby being able to select the most appropriate textbook for learners. (Green 1926, Harmer 1991, McDonough & Shaw 1993 Mukundan 2007).

1.6. Approaches of Material Evaluation

Teachers are often faced with problems such as the choice of the language items to be taught and the way to teach it. To avoid these kinds of problems, teachers can rely on a predictive evaluation, which is designed to make a decision that regards what material to use in relationship to their objectives. Once the materials have been used another evaluation can be done in order to check the effectiveness of the materials, this is called retrospective evaluation. These evaluations are detailed as follows:

1.6.1 Predictive Evaluation: There are two ways to carry out this evaluation. It can be done by expert reviewers, because they can provide teachers with analysis and examination of textbooks. The second way can be conducted by teachers themselves by making advantage of different tools for instance checklists and particular parameters.

1.6.2 Retrospective Evaluation: It evaluates materials that have already been used in order to identify its value and decide whether to maintain it or not in the future. The evaluator verifies language items (grammar, vocabulary) so that these items can be tested for their effectiveness.

This evaluation once accomplished determines the strengths and weaknesses of the already used textbook and checks if it needs further adaptation or not. Retrospective evaluation is a reliable tool for testing the validity of the predictive evaluation.

1.7. Material Development

Materials are anything that facilitates the learning of language." It is both a field of study and a practical undertaking". (Tomlinson, 2001,p66).

As a field it studies principles and procedures of the design, implementation and evaluation of language teaching material. As an undertaking it involves production, evaluation and adaptation of language teaching materials.

Materials can be **informative**, they inform the learner about the target language; **instructional** they guide the learner in practising the language; **Experiential**, they provide the learner with experience of the language in use; **Eliciting**; they encourage the learner to use the language. And **exploratory**, they help the learner to make discoveries about the language.

Materials are all the tools and the means that can aid learners to learn the foreign language. They are made up of various components and the textbook among them. Newspapers, photocopied handouts, books, videos, audio-tapes computer software and so on. Richards and Rodgers (1986, p127) report that: "Materials are seen as any of an essential component of instructional design, and are often viewed as a way of influencing the quality of classroom interaction and language use."

1.8. The Textbook

Textbooks are one of the essential instructional teaching materials in foreign language learning, because they provide opportunities for learners to get familiar with the target culture, social norms and values (Kemp, 1977).

In addition, textbooks are seen as the physical realisation of methods, syllabuses and ultimately of curriculums, as Richards (2000, p25) claims that " in many schools and language programmes the textbooks used are the curriculum."

Moreover, textbooks are teaching materials that are supposed to be followed by both teachers and students. According to Ur (2000, p183) textbooks are to be systematically followed in classrooms where every student should be given a copy

The textbook is a key component in most of the language learning programme as it contains the basic input learners need in classroom practices. They may provide the basic content of the lessons and the skills that should be taught. In FL classrooms, textbooks are considered as the primary contact language learners get with the TL along with the teachers.

Furthermore, Graves (2000,p175) describes the textbook as "a standard source of information for formal study of a subject and instrument for teaching and learning. Likewise, textbooks in Algerian schools are among the major instructional teaching materials teachers use in FL classrooms and the most available teaching document provided by the Algerian authorities as well. It is an almost universal element of ELT teaching. (Hutchinson and Torres, 1994,p 315).

1.8.1.The Role of Textbooks in TEFL

The teaching –learning community has two different opinions toward the use and role of the textbook in formal context. On the one hand, there are some voices who claim that teachers are over using it to the point of being the slave of the textbooks, because some teachers think that textbooks are prescribed and eventually feel they are forced to follow it (Garinger,2003). Such over reliance on textbook usage can deskill teachers and cause boredom for both teachers and students. On the other hand, there others who have a promising view and keep a more positive attitude toward the textbooks.

On the whole, the textbook has different roles in the teaching and learning environment. Cunnigworth (1995 p7) argues that textbooks have multiple roles and can serve as:

√ A resource for much of the language input learners receive;

- √ A source of activities for learners practice and communicative interactions;
- √ A referece source for learners linguistic input;
- √ A syllabus (where the already assigned learning objectives have been determined);
- √ A resource for self access work;
- √ A support especially for less-experienced teachers.

1.8.2 Advantages and Disadvantages of Textbooks

The textbook is a valuable tool at the hands of teachers mainly for the less-experienced ones. Textbooks provide the necessary language input to be presented for learners such as how it is learned and in which order. Besides, they represent a kind of security for both teachers and learners because it is considered as a road map to be followed in the course of teaching and learning. However, textbooks have also limitations because in some cases the selected materials may not be appropriate or does not reflect the learners' needs, or if the language input included may not be representative of real language which is the case of some ELT textbooks.

1.8.3 Criteria for textbook usage

A considerable number of researches suggested in the literature stress the importance of providing pragmatic and cultural information that are suitable for the learners' age, level, background knowledge and interests, especially in EFL textbooks. In addition, textbooks usually fail to provide the necessary input in speech acts and often present material that is different from real life speech.

Therefore, there is an urgent agreement on supplementing textbooks with additional and suitable material in order to satisfy learners' needs, enhance learners' communicative

skills and improve the quality of teaching and learning .Teachers are often confused about the effectiveness of textbooks and have difficulties in selecting appropriate materials. So, in an attempt to answer those questions, teachers may follow these guiding points:

●Selection

Textbooks certainly provide useful materials especially for less experienced teachers, but this does not mean that they will turn to be the slave of the book. Teachers should critically analyse the content of the textbook (lessons, activities and topics) in order to select the relevant and suitable topics that may increase learners’ engagements and interests. However, teachers should also be aware of the irrelevant items and reject them for the sake of their learners.

●Adaptation

Teachers should organize, order the overall content of the textbook in use and adapt the selected material appropriately, in order to design better courses and achieve the assigned objectives. Adaptation is an indicator of the success or failure of the selected material. During the adaptation process, some principles should be taken into consideration:

- a) Localization: to adapt the material according to one’s own country.
- b) Personalization: to change the material to be in line with learners needs.
- c) Individualization: to adapt the material to suit the diversity of the students’ learning styles.
- d) Modernization: to bring the material up to date.
- e) Simplification: to simplify the texts and make the tasks easier for students to understand.

●Supplementation

Textbooks that lack to provide pragmatic information can be supplemented by authentic materials such as recordings of native speaker’s, conversations or radio

programmes. By supplementing new and prepared items in place of the unfit ones, teachers can provide better satisfaction to themselves and to their students as well. However, we should be very careful about the choice of the authentic material, it should be appropriate to one's culture, society, religion, norms and suit the learners' needs and age.

●Evaluation

Evaluation is of utmost importance because it helps teachers to determine what has worked well and what has went wrong. It can be done at the end of every lesson or unit by testing students' reactions and feedbacks.

1.8.4 Reasons for text book Evaluation

Selecting the appropriate textbook for classroom implementation has always been one of the major problematic issues for language teachers in many countries. Textbook selection can also have massive impact on teachers because they depend on it as their unique available source.(Cunningsworth 1995 , Harmer1991, Mc Grath2002).

Moreover, learners too tend to rely on the content of the textbook since it is the only given material presented for them. Despite this reliance learners seem to find difficulties in interacting with other peers either inside or outside the classroom. However, whether the assigned goals of the textbook are achieved or not a crucial need for evaluation is recommended to determine the suitability of the selected material for both learners and teachers.

In addition, Algerian teachers like many other teachers in many countries, tend to display strong dependence on textbooks. This dependence and reliance is so strong that Rynolds (1974,p 41) suggests "the textbook is taught, but not the students". Such reliance is understandable, since in most Algerian middle schools, the textbook is the primary source of input provided to learners in classrooms.

In fact, reasons behind textbook evaluation are so diverse, but the most important one can be attributed mainly to textbook publishers, who most of the time write the content of textbooks based on their intuition and mainly focus on grammatical aspects rather than the communicative perspective of the target language. Communication should be the principal aim behind learning any language, a fact which is generally neglected.

Moreover, language instruction is expected to focus on communicative use of the target language, thus textbooks should provide opportunities for learners to expand their communication across cultural boundaries. Textbooks should not only focus on structural aspects of the language but also with the pragmatics as well.

Furthermore, thanks to correct material evaluation process, teachers can reach their pedagogical goals and objectives of the course. Hutchinson (1987) joins this opinion by claiming that:

Material evaluation is essentially a matching process in which the needs and assumptions of a particular teaching and learning context are matched to available solutions.(p 41)

He further claims that when material evaluation process is effectively and appropriately used teachers' awareness could be raised in different ways for instance, teachers will become more analytical about the nature of language and learning. Besides, it forces them to set their own priorities and can be useful for teachers to see materials as an integral part of the whole teaching and learning situation. (Hutchinson1987; pp,42,43)

In addition, teachers are asked to start teaching using the newly adopted textbook without being given prior knowledge and training, nor provided with a teacher's companion for more support to help them successfully and appropriately teach the content of the textbook.

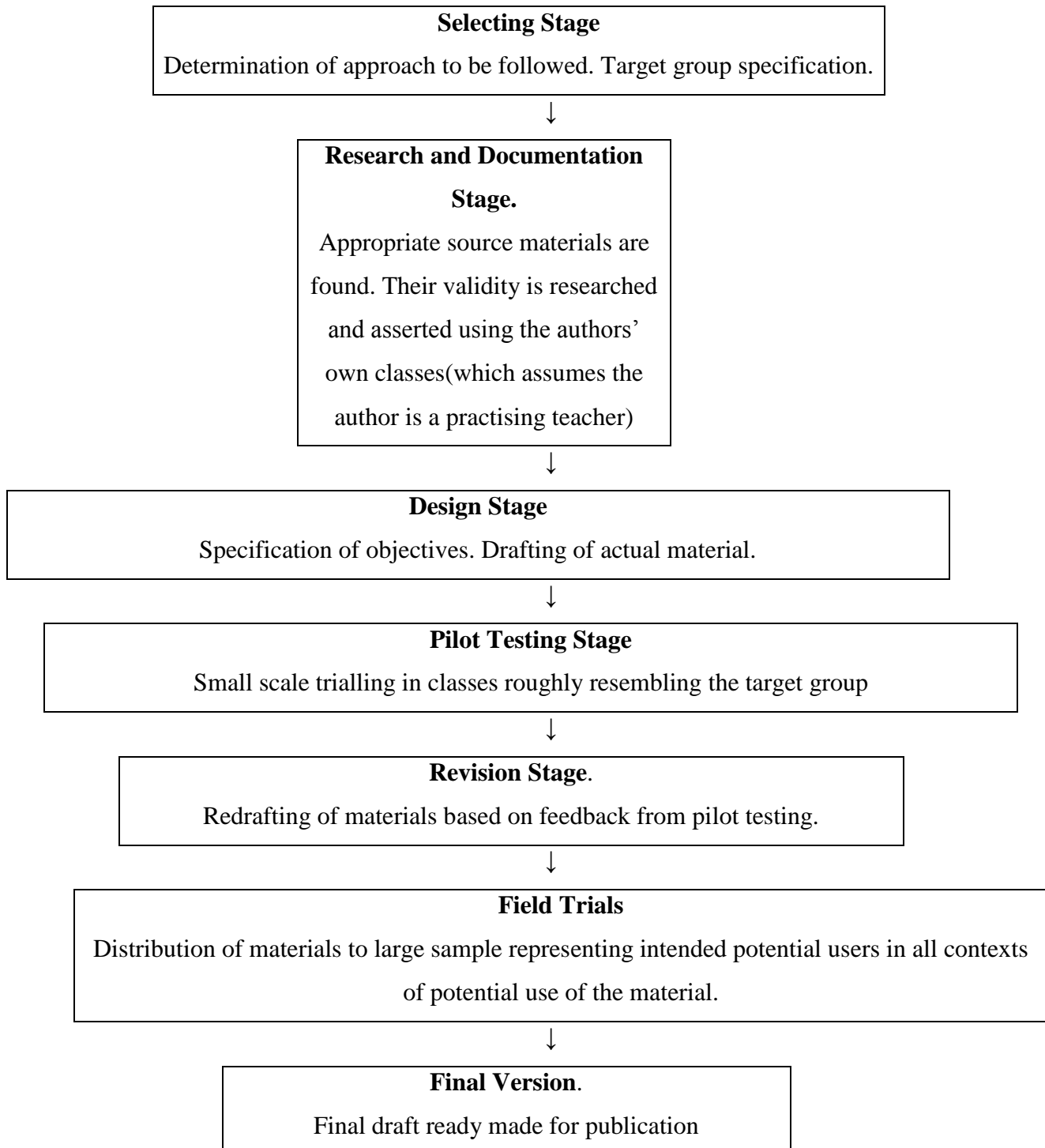
As a result, an evaluation is conducted to diagnose the presence of pragmatic features of speech acts that are included in the conversations used in the newly implemented textbook My Book of English. We should also keep in mind that this evaluation would certainly have a positive impact toward the learners' communicative skills and the production of appropriate materials which will hopefully be in agreement to the learners' needs and interests.

1.8.5. Textbook Development

Most teachers rarely ask themselves how textbooks are elaborated. Ariew (1982 cited in Basher, p51) wonders about the rationale behind writing textbooks "we rarely ask how the text came into being or what forces were at work during its preparation". A considerable number of researches evaluate textbooks based on certain aspects such as the content (activities and texts) or on the titles, but neglect the background knowledge which arise teachers' dissatisfaction.

In order to conduct a textbook, Stern (1990 cited in Basher,p51) draws seven steps in her materials development process. Stern's (1990) process involves two phases preparatory and experimental.(see the figure next page)

Figure 1 : Materials Development Process according to Stern1990



●Preparatory Phase

The issues concerned in this phase are: methodology, audience, materials and specification of objectives which require a huge "fact-finding" operation. Dublin and Olshtain (2000 p5) explain that before one initiates a new language programme, he/ she must undertake a vital preparatory work in the form of information gathering.

This operation is of massive importance for an insightful vision of the setting, available resources and their limitations. The fact-finding stage of Dublin and Olshtain (2000, p14) comprises answering questions on the following aspects: a)**Language setting:** which involves evaluating the " locale" in which language teaching takes place.

b)**Pattern of language use:** it questions where the foreign language is to be used in the host country?

c)**Group and individual attitudes toward language:** it questions how individuals perceive the language, its people, its culture and the language learning?

d)**Political context:** the authority should support the foreign language programme for the achievement of a successful language programme

●The Experimental Phase

Textbook developers have pilot testing which is one of the four steps to help them receive feedback from the intended audience.

● Pilot Testing

Samples of the text book are taught to smaller groups and the feedback is determined by the degree of revision.

● Revision Step

Strengths and weaknesses of the samples need to be compensated and kept. This requires trials on larger groups preferably nationwide.

● Field Trial

Contexts similar to classrooms need to be created. The improved version of the samples is tried. The feedback is to improve the final version.

●Final Version

The final draft is sent for publication, once the weaknesses are redressed. Therefore, an on-going evaluation is needed to sound the effectiveness and relevance of the textbook as well as the attitudes of teachers at large. In fact this scheme has overlooked teachers' training, because logically a new textbook like My Book of English with a new methodology requires a new teacher-training programme. Seminars that are held few times once a while in the year are actually not enough for teachers to effectively use such new material. Dublin and Olshtain (2000 p31) join our opinion by pointing out that "The teacher population is the most significant in determining success of a new syllabus or materials". Teacher training in the newly adopted methodology is a must.

1.8.6 Criteria for Course Design

Writing textbooks is not an easy task because designing courses or writing textbooks is different from planning one's own teaching, besides they will be used either by other teachers and/ or an unknown audience. Dublin and Olshtain(2000,p1)

A number of criteria must then be taken into account before any attempt to design a new language course .Moreover, a qualitative and quantitative evaluation of previous materials is extremely beneficial as it helps avoiding the already existing mistakes (White,1990, p136).

Consequently, Harmer(2001,p296) proposes four criteria in designing a syllabus of a language course.

●Learnability

Some structural or lexical items are easier for learners than others. This is why it is preferably to teach easier items first than increase the level of difficulty as the learner's level

rises. Therefore, learnability might tell us that when dealing with beginners, it is easier to teach the uses of was and were immediately after teaching the use of is and are, rather than follow is and are with the third type conditional. In addition gradation is very important in language learning because we cannot start anywhere or with anything, for in a system one thing fits in other, one thing goes with another and one thing depends on another.

- **Frequency**

It has been widely accepted that it is logical to include items, especially to beginners that are most frequent in the language than the ones that are only used occasionally by native speakers.(Harmer,2001,p296).The problems with most frequently used items are few in number.

- **Coverage**

It refers to the number of things which can be expressed by any given item. It is preferable to use words that have wide coverage. The word sheep for instance have a much wider the word lamb.

- **Usefulness**

An example of usefulness could be the terms book and pen. These two words figure highly in classrooms even though they might not be that frequent in real language use. They are useful words in that situation.

1.9 General overview of the newly implemented Textbook" My Book of English

The Algerian ministry of education has launched a global reform at different educational levels that are addressed for second generation students in September 2016. These educational reforms involve the primary and middle school programmes which witness a major shift from a teacher-led model of teaching toward a more learner-centred approach to learning.

The recent reforms resulted in designing new syllabuses and textbooks in all disciplines including English language. The new textbook designed for first year middle school is based on the competence-based approach which aims at enabling learners to use their acquired competences and skills in real-life situations and use the target language communicatively.

It is a syllabus which is based on the building up of competencies. It is designed to be efficiently practised not only inside the classroom, but in the social context as well. In fact, competency is defined as a "know-how" which integrates and mobilizes a number of abilities and knowledge to be efficiently used in problem solving situations that have never been met before. Therefore, the implementation of the competency is divided into three steps:

Interact, which enables learners to use the functional language acquired in class as well as verbal and non-verbal means to come into contact with their school and teacher.

Interpret, learners must be able to demonstrate their understanding of simple texts (narrative and descriptive) that match the pupils' cognitive level with the teacher's help.

Produce, by the end of the year, learners should be able to express their ideas, organize them logically and chronologically taking into account syntax, spelling and punctuation.

Since the ELT textbook titled My Book of English designed for first year middle school students is newly published, this raises our curiosity to examine its content based on pragmatic features of speech acts hoping that this will be beneficial for learners and teachers as well.

1.9.1 The layout of My Book of English textbook:

The following table presents the layout of the new textbook MBE:

Table 1: The layout of My Book of English textbook

Title	My Book of English
Year of implementation	2016/2017
Level	1 st year Middle school
Textbook Writers	Names
Head of the project	Tamrabat Lounis
Members	1.Boukri Nabila. Middle school teacher trainer. 2.Samara Abdel Hakim. Middle school teacher trainer. 3.Hammoudi Abdelhak. University teacher.

My Book of English textbook is officially used in Algerian Middle schools in September 2016. It is designed for first year students who are aged between 11 and 14 years old. The newly implemented textbook is put into the pupils hands in order to support them learn the language with peers and teachers along with other school subjects.

1.9.2 Description of the new textbook My Book of English

The newly implemented textbook is designed for first year middle school students and is divided into five sequences, each sequence is made up of the following parts: I listen and do, I pronounce, My grammar tools, I practice, I read and do, I learn to integrate, I think and write, Now I can, I play , I enjoy, and my Pictionary. A project work is devoted at the beginning of every new term in order to reinvest the functions and skills acquired throughout

the units. The description of the sequences and their communicative functions are detailed in the following table:

Table 2: The Textbook sequences and language functions.

Sequences	Communicative Objectives
1-Me and my friends	1-Greeting People, introducing one’s self, giving information and responding to questions, prepositions of time
2-Me and my family	2-Asking and giving information about one’s family, expressing likes.
3-Me and my daily activities	3-Talking about daily activities, telling the time, naming pets.
4-Me and my school	4-Describing one’s school, talking about rights and duties, using prepositions of place, asking and answering questions about places.
5-Me,my country and the World	5-Locate places on a map, asking and answering questions about one’s country and other countries/currency/flags/national and religious celebration days/national dishes

1.9.3 The Rationale behind the new textbook

The authors of the new implemented textbook outline the rationale behind the writing of My Book of English. They explain that the introduction of English as a second foreign language to first year Middle school learners stems from the instructions issued by the

authorities. The book overall aim is to prepare Algerian students for inside and outside classrooms and to equip them with long life skills. The book is centred on the learners and on the developments of their capacities that will allow them to acquire most effectively.

In MBE textbook, learning is facilitated by confronting the learner to a problem solving situation, the learners' personal process of adaptation highly depends on their cognitive, psychomotor and affective resources putting great emphasis on the social and cultural interaction with the world around them.

In addition, the textbook publishers clarify that the aim for learners is to develop intellectual, linguistic and problem solving capacities in school that will enable them to tackle cognitively and pragmatically challenging situations both inside and outside school. They further claim that learners should be prepared to the challenges that are occurring at the national and international levels. (Quoted from the law of orientation 04.08, January 23rd 2008)

1.9.4.The Pedagogic Project

The project focuses the on the educational activity on the learner, in other words, it is the integrating framework for learning to install competences or enhance skills.

The pedagogic project consists of a number of already learned sequences whose number is a function of the objectives to be achieved by the tasks and activities that correspond to them, (see the figure below)

Figure 2 : The Didactic Project 2016

(Didactic Unit)				
The number of sequences	Sequence(s)			
Depend on the number of	session	session	session	session
Learning objectives	(1)	(2)	(3)	(4)
	↓	↓	↓	↓
Each session start with:	speaking + PPU	PDP	situation	evaluation
1-Problem solving situation	PIASP	reading/	of	formative and
2-Input situation: acquisition installing resources.	grammar & Pronunciation	listening	integration (writing process)	summative
3-situation of integration.				
4-evaluation situation.				
	Learning sequence	learning sequence	learning sequence	Le projet est
	The project work			egalement une
				tache de
				production orale
				ecrite que realisent
				les apprenants en groupes
				Le projet est à présenter à la fin de plusieurs séquences groupées d'apprentissage.

The project work can take various forms such as surveys, interviews, a poster and so on. The project work is a process that is usually triggered by the learner's interest where he/she must problematize, learn and document, control and criticize, conduct and control, organize and plan, communicate and report. My Book of English authors stress the importance of project work because it encourages learners to do research, work collaboratively, communicate effectively, solve problems in real-life context and grow socially and emotionally.(curriculum,2015)

1.9.5 The implementation of the guiding principles in the textbook:

According to the authors of the teachers' guide (2016,p33)there are nine guiding principles in the new textbook.

Principle 1: English facilitates two-way communication with the world.

English is a tool for communication that enables learners to make connections with the world.

Principle 2: Communicative competence is the aim of language learning.

It involves interacting with others using receptive and productive skills supported by the ability to use vocabulary and grammar appropriately in order to convey and clarify meaning.

Principle 3: Successful learning depends on supported and purposeful development.

Learners benefit and get more involved when the lessons are based on their prior knowledge.

Principle 4: Active learners are successful learners.

Learners acquire and retain language better when the topics are in accordance with their needs and interests and when the teaching and learning process is centred on the learner.

Principle 5: Meaningful activities and tasks support and encourage learning.

Classroom activities and tasks should be set so as learners can communicate ideas and meanings in and outside classrooms.

Principle 6: Learning is an active and evolving process.

Learning a language means providing learners with opportunities to use language for communicative purposes.

Principle 7: Ongoing assessment of learning is a tool to measure progress.

Ongoing or regular, assessment should take various forms and address the competencies that have been learned in class.

Principle 8: Teachers are facilitators of learning.

Teachers support learner learning by taking a primarily facilitative role in the classroom in order to make them contribute in their own learning.

Principle 9: Teachers create a supportive learning environment and use appropriate classroom management.

Teachers have a positive impact on learner-learning by creating a supportive and relaxed learning environment.(Teacher's guide2016,p33)

Comment

According to the above mentioned, teachers are recommended to have a positive action towards these principles. They should create a supportive and relaxed learning environment to communicate security, respect and warmth for their learners. They also need to use effective techniques so that learners become more autonomous and self confident. Applying these principles will help learners to learn collaboratively and communicate freely in the target language.

1.10 EFL Course Design Groundwork in Algeria

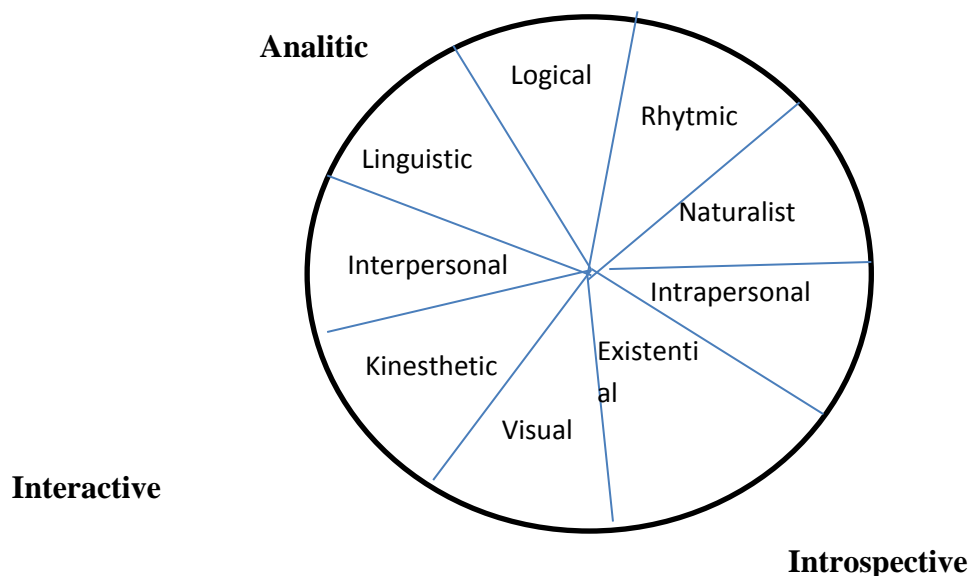
Course design for a wide audience is not an easy task, it requires special « rituals ». It is a whole process that needs to be broken down into phases. Harmer(2001, p295) urges course designers to " take certain issues into account when designing their own materials.". Classroom context must reflect the needs and situational analyses as springboards for course design. According to White(1990 ,p110)" most language learning takes place in the classroom". Therefore, sounding the classroom then identifying the sociopolitical factors is the groundwork for a promising course design. The much-sought school reforms apparently urged My Book of English writers to elaborate the second generation curriculum under the law of orientation N° 08- 04 of the 23rd of January 2008.This new manual is in fact the same as the first generation curriculum with additional modifications like the incorporation of values (National conscience, Citizenship, and Openness to the world) and cross-curricular competences such as(intellectual, methodological, communicative, social and personal). Competency-Based Approach has been the choice for course book designers for years,

however the questions that the present researcher would like to ask are: what should have been done before implementing My Book of English? what are the steps needed in designing courses ?and what are the issues that need to be dealt with in the first place?

1.11 Howard Gardner's Multiple Intelligences

In addition, the teaching points of the learners' textbook My Book of English are closely related to Howard Gardner's (1983) Multiple Intelligences Theory. Gardner proposed this model in his book *Frames of the Mind: The theory of multiple intelligences* was later modified through additional research. His conception of individual competence has changed the face of education. According to Gardner students possess different kinds of minds and therefore learn, remember, perform and understand in different ways (1991). He further claims that there are at least nine intelligences; they are illustrated in the teachers' guide (2016) as follows:

Figure 3 : Gardner's Nine multiple Intelligences.



Gardner's Multiple Intelligences that are the most exploited in My Book of English are the following:

√ **Linguistic:** Allows individuals to communicate in spoken and/or written forms.

√ **Logical/Mathematical:** Enables individuals to recognize ,use and analyse logical structures.

√ **Musical:** Ability to understand and express components of music and sound, including melodic and rhythmic patterns.

√ **Spatial/ Visual:** Allows people to perceive the visual/spatial world accurately, to transform the information and create visual images from memory.

√ **Bodily/Kinesthetic:** Ability to use all part of the problems or create body to solve problems or create products.

√ **Interpersonal:** Capacity to recognize the feelings and intentions of others and to use this information to persuade, influence mediate or counsel individuals.

√ **Intrapersonal:** Ability to access one 's own emotional life through an awareness of inner moods, intentions and motivation, and apply these understandings to help one live one's life.

√ **Naturalistic:** This intelligence allows people to problem solve by classifying and using features of the natural world.

Comment

However, the question that we should be asking ourselves about is how are the teaching points in My Book of English textbook related to Multiple Intelligences Theory?

According to the authors of the teachers' guide (2016), the learners' written or spoken productions are the result of a linguistic intelligence. Once the learners are put in real communication, they are using their interpersonal intelligence. Meaningful interaction in the target language is attributed for interpersonal and intrapersonal intelligences. When the

learners are set to deduce grammar rules to produce sentences they are not only making use of the linguistic intelligence, but also the mathematical, interpersonal and intrapersonal intelligences.

Concerning the naturalistic intelligence, the authors have attributed it to the sequence Me and my pets and for the spatial intelligence is in the sequence of Me and the world. The learners' textbook also includes lessons that are for entertainment like: I enjoy, games, songs and poetry. The authors have classified them as musical, kinesthetic, rhythmic, mathematical, linguistic and intrapersonal intelligences. For the part of I listen and Do it is related to the linguistic and kinesthetic intelligences.

Conclusion

Undoubtedly, textbooks play a significant role in EFL teaching and learning as they provide useful material to teachers and students as well .However, one should take into account that heavy reliance on textbooks de-skills teachers and tires students. To avoid this, careful, appropriate and flexible selection is of utmost importance. The teacher takes over where the textbook leaves off and he or she must be able to assess its strength and weaknesses. English language teachers should be acquainted with the principles of textbook evaluation. They can be given practice in analysing textbooks in order to find out whether the organization of materials is consistent with the objectives of a given English language curriculum.

Moreover, textbook evaluation is of utmost importance because it allows teachers to determine the suitability of the product for both teachers and learners in particular. Since My Book of English textbook has recently been implemented, it certainly needs to pass under a thorough evaluation mainly in terms of pragmatic features of speech acts, which will be discussed in the next chapter.

Chapter two

Pragmatics and Speech Acts

Introduction

The need for effective communication is becoming more and more important, especially in the present globalization of the world economy. Teaching English to foreign language learners require some competencies in order to master a successful communication.

The primary aim for learning English in middle schools accordingly is developing communicative competence. This goal is set by the Ministry of Education within the new pedagogical reforms; that is framed within a social constructivist view of learning. Thus, a shift has occurred from the transmission of previous theoretical frameworks of linguistic knowledge to a paradigm of interaction and integration, in order to enable learners develop communicative competence.

Moreover, it is of utmost importance to recognize the role of pragmatic competence, an aspect of communicative competence in enhancing students' speaking skills, but the problem with pragmatic competence is that it is related with context which in itself, culture bound, ,hence an important aspect that is missing in most of ELT textbooks.

For this reason, pragmatic content in textbooks is neglected. There is a shortage of authentic materials that teach communicative practices through authentic conversations. Further, research on learners' speech acts performance in second/foreign language revealed differences from those of the native speakers.

As a result, most English teachers are seeking new opportunities that provide natural situations necessary for fostering their learners' pragmatic development

This chapter, will approach pragmatics from specific angles. First, we will present a theoretical overview of pragmatics as a branch of linguistics. Then, we will attempt to clarify the concepts of communicative competence and pragmatic competence respectively. After that, we will discuss the type of pragmatic instruction that should be included in the foreign

language teaching. Finally, a summary of the development of speech acts theory which is the core of our study as well as its major importance in improving learners' communicative skills.

2.1. Definition of Pragmatics

Pragmatics is a relatively new branch in linguistics. It can be traced back to ancient Greece and Rome, the term "Pragmaticus" in Late Latin and "Pragmaticos" in Greek, they both mean "being practical". Etymologically speaking, pragmatics in Greek language refers to activity, deeds, affair.(Trosbor,1994,p5)

Richard Rorty, one of the founders of philosophical practice of pragmatism tried to overgeneralize this notion over the field of language, however his idea of pragmatism did not find echo among language practitioners. It was with the philosopher Charles Morris that pragmatics is credited as a linguistic subfield.

Morris (1938) defined pragmatics as "the study of the relation of signs to interpreters"(p6). Even though, this definition is based on a Semiotic view, it introduced the first modern definition and paved the way for other specialists

According to Leech(1974), Morris originally defined pragmatics as" the discipline that studies the relation of signs to interpreters, while Semantics studies the relation of signs to the objects to which signs are applicable" (as cited in Leech,1974,p172).

Thus, Pragmatics is a subfield 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,p301).

Linguistic studies showed that pragmatics came as a reaction to the Saussurian structuralist paradigm and the Chomskyan generative grammar which accounted for an ideal grammatical knowledge shared by the native speakers. However, neither of the two paradigms regarded the notion of communication.

pragmatics is defined as the study of communicative action in its sociocultural context. Kasper(2002,p2) points that communicative actions includes not only using speech acts such as apologizing, requesting, complaining and complementing) but also engaging in different types of discourse and participating in speech events of varying length and complexity.

The study of pragmatics searches the ability of language users to match utterances with contexts in which they are appropriate. Stalanker defines pragmatics as" the study of linguistic acts and the contexts in which they are performed" (1972,p383).Teaching pragmatics has occupied an important role in ESL/EFL curricula. It aims at facilitating learners' sense of being able to find socially appropriate language for the situations that they encounter.

Concerning second language studies and teaching, pragmatics encompasses speech acts, conversational structure, conversational implicature, conversational management, discourse organization and sociolinguistic aspects of language use. These areas of language and language use have not traditionally been addressed in language teaching curricula.

Leech and Thomas(in Kasper,2001) divided pragmatics into two components, namely pragmalinguistics and sociolinguistics.The definition of pragmatics that is mostly used is found in the relationship between these two terms. Pragma-linguistic refers to the appropriateness of forms, the grammatical side of pragmatics. All the linguistic resources for conveying communicative acts and interpersonal meanings. Socio-pragmatics refers to the language user's assessment of the context in which such resources are implemented (Leech, 1983;Thomas,1983)

Therefore, pragmatic development entails the acquisition and efficient control of both these knowledge bases in real-time communication. For example learners need to know the necessary syntactic forms and what lexis they should use in order to make an invitation for

someone. At the same time they need to be able to determine whether such an invitation is acceptable or appropriate within a particular situation

Pragmatics has been criticized over the years for not having a clear-cut focus. It was generally associated with the metaphor of “a garbage can” (Leech,1983),because it studies elements that are not dealt with in the other disciplines. In general, pragmatics is considered to be the study of invisible meaning, or the intended meaning.

In fact there is a myriad of definitions from different perspective in the literature. On the whole, most definitions agree on the fact that interpretation of words varies to the specific context in which they are said. David Crystal (1985) proposed the following definition:

“ Pragmatics is the study of language from the point of view of its 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”(p,240).

Crystal’s definition analyses pragmatics from the perspective of its users. It takes into account the different choices that speakers are able to make when using the target language depending on the social interaction of their communication. He considers pragmatics as the study of communication in its socio-cultural context. Hence, we can say that individuals have some sort of pragmatic competence which allows them to use language in different situations.

Similarly, Yule (2008,p 4) views pragmatics as “the study of the relationship between linguistic forms and the users of those forms”. Kasper (1997) also in her turn defines pragmatics as “the study of communication action in its socio-cultural context”.

All the above definitions state the pragmatic view that is not found in other adjacent discipline. Pragmatics does not only focus on the users of the language, but also on the context which is a key concept in pragmatics.

2.2. The Goal of Pragmatics

The distinctive thing about the pragmatics is not one aspect in particular, but rather a set of traits and interests that are not found in other adjacent disciplines. Pragmaticians are more interested on the speakers, on the links between text and context, the will to explain meaning beyond the level of sentences and on the need to explain functional variations in particular and variations and diversity in general. They are also fascinated about how people successfully converse with each other.

2.4. Communicative Competence

The term competence has been widely used in different context referring to various types of knowledge. In fact the term was originally established by the father of Linguistics Noam Chomsky (1965). He put forward a distinction between competence (the speaker's or hearer's knowledge language) and performance (the actual use of language).

This distinction between knowledge and the use of this knowledge, however he did not justify whether this knowledge contains the idea of "ability". Chomsky was therefore criticized for not making a clear cut between knowledge and the ability to use this knowledge for communicative purposes.

Accordingly, as a reaction to Chomsky's theory, Hymes (1972) proposed what he called communicative competence, which is the knowledge and ability that an individual possesses to use and interpret language appropriately in the process of interaction and in relation to social context. Hymes did not only include Chomsky's grammatical aspect of the language, but also the contextual factors that have close links with language use.

However, knowing the rules of grammar alone is not sufficient to achieve a successful communication. One needs to know how to use the forms of the language (grammar) in such a way that becomes appropriate to a certain context. In Hymes words, it is a competence:"

when to speak, when not and as to what to talk about with whom, when, where and in what manner"

He also proposed a theory of communicative competence which consists of four different aspects of knowledge:

- a) Systematic Potential: whether something is formally possible.
- b) Appropriateness: whether something is feasible in the virtue of the means of implementation available.
- c) Occurrence: whether something is appropriate in relation to a context in which it is used and evaluated.
- d) Feasibility: whether something is in fact done, actually performed, and what its doing entails.(1971,p12)

Hymes'(1979) theory was composed of grammatical, psycholinguistic, socio-cultural and probabilistic systems of competence. This new concept of communicative competence was completely different from Chomsky's linguistic competence. Hymes' work demonstrated a shift of emphasis away from the study of language as a system in isolation, towards the study of language in communication.

Consequently, the primarily goal of the English language teaching has been the development of communicative competence. Foreign language classrooms have shifted from the traditional approach that focuses on the transmission of linguistic knowledge, vocabulary, pronunciation and syntax to the facilitation of learners' communicative competence.

In other words, communicative competence is what a speaker needs to know in order to communicate appropriately within a particular speech community. It involves knowing what to say to whom, when and how to say it appropriately in certain situations. It also involves the social and cultural knowledge, the factor enabling the speaker to use and interpret linguistic forms. (Saville-Troike,p2006)

Communicative competence has been further developed by other researchers such as Canale and Swain(1980) and Canale(1983),Bachman(1990) and Celce-Murcia et al(1995), who tried to define the specific components and models of communicative competence.

2.5. Models of Communicative Competence

A) Canale & Swain's (1980) Model: communicative competence includes both knowledge and skills when interacting in actual communication. According to Canale (1983) knowledge means what one knows (consciously or unconsciously) about the language and other aspects of life and the world. Concerning skills they refer to how well one can perform. Therefore, Canale and Swain suggested the following model:

1. **Grammatical Competence:** this refers to the mastery of the linguistic code at sentence level (vocabulary, word formation, sentence formation, pronunciation, spelling and semantics). These features are strongly required in understanding and expressing accurately the literal meaning of utterances. Therefore, the grammatical competence is vital for any second language programme.
2. **Socio-linguistic competence:** It includes socio-cultural rules of language use. According to Canale, it is the extent to which the utterances are produced and understood appropriately(both in form and in meaning) in different sociolinguistic contexts depending on the conventions of interaction.
3. **Discourse Competence:** It is about “mastery of how to combine grammatical forms and meanings so that a unified spoken or written text in different genres is achieved”. It is concerned with knowledge of text forms, semantic relations and organized knowledge of the world, Cohesion and Coherence.
4. **Strategic Competence:** It is concerned with the mastery of verbal and non-verbal communication strategies that may be called into action. Besides improving the

effectiveness of communication and compensating for breakdown in communication (p34).

B) Bachman's (1990) Model: The definition and evolution of communicative competence can be best captured in Bachman's (1990) schematisation of what he calls language competence.

Bachman's (1990) model is different from Canal' and Swain's (1983) model. The language competence is made up of: (a) organizational competence and (b) pragmatic competence. Bachman has put the grammatical and discourse competence under one 'mode' which he titled organizational competence, however, discourse competence is replaced by the term textual competence. For pragmatic competence, it is divided into two pragmatic categories: illocutionary competence which refers to the ability to express and understand illocutionary force of language functions.

For Sociolinguistic competence, it is "the understanding of the social context in which communication takes place including role of relationships, the shared information of the participants and their communicative purpose for their interaction" (Richards and Rodgers, 1986,p71)

Bachman added strategic competence, but he puts it as an entirely separate element of communicative language ability. On the whole, we can clearly deduce that all components of Bachman's language competence are of equal importance.

Consequently, the communicative approach and the term competence brought into discussion different aspects of the communicative competence. All these aspects are interwoven and they can be included in a broader term pragmatic competence.

2.6. Pragmatic Competence

Pragmatic competence is considered as one element of communicative competence, placing pragmatic competence as a part of illocutionary competence, which is a combination

of speech acts and speech functions along with the appropriate use of language in context (Blackman, cited in Barron,2003;p173)

Generally speaking, pragmatic competence is knowing about and being able to use pragmatic principles and strategies. It is the part of communicative competence that involves being able to use language in interpersonal relationships taking into account such complexities as social distance and indirectness and thus has to be located in a model of communicative ability(Savignon,1991)

Thomas(1983) sets out a two part definition of linguistic competence, consisting of grammatical competence and pragmatic competence . The former refers to the abstract knowledge of phonology, syntax, semantics, and intonation and so on. The latter refers to the capacity to use a language effectively in order to fulfil a certain goal and to understand language in context. It is one of the core components of communicative competence.

On the other hand within pragmatic competence increasing attention has been drawn to interlanguage pragmatic(ILP), studies most of which have been carried out on production of speech acts.

According to Saville-Troike (2006),Pragmatic competence is" what a speaker must know in order to interpret and convey meaning in communication". Furthermore, Kasper joins this opinion and defines it as" the knowledge of communicative action and the way to carry it out, and the ability to use language appropriately according to the context".(1977)

Leech and Thomas (1983) defined pragmatic competence in terms of what it should include; they suggested that it is both a "pragma-linguistic" and "socio-pragmatics" components.

- a) **Pragma-linguistics:** refers to the resources of conveying communicative acts and relational or interpersonal meanings. These resources include pragmatic strategies like

directness and indirectness and linguistic forms that can either intensify or soften a communicative act.

- b) **Socio-pragmatics**: refers to the social perceptions underlying participants' interpretation and performance of communicative action.

Pragmatic competence is so vital that lacking it may lead to serious problems such as communication breakdown, misunderstandings, miscommunication and can even distort the communication goals when learners understand only the literal meaning, but do not know the rules for interpreting them(Kasper,1997).

In addition to the language user's ability in using the language, termed as linguistic competence , it is a requisite that s/he possesses pragmatic competence, an aspect of communicative competence indispensable for successful communication in the target language (Ji,2007; Kim& Hall,2002; Saville-Troike,2006).

Speakers who fail to use pragmatically appropriate language might appear rude or insulting, even for those speakers who are considered as advanced learners whom are expected to have high pragmatic competence(Bardovi-Harlig et al,1991).

2.7. Grammar and Pragmatics

There are mainly two major claims about the relationship between the development of pragmatics and grammar. The first claim states that L2 speakers cannot learn pragmatics without grammar; however, the second one confirms that learners can manage to be pragmatically appropriate without a command of the grammatical structures that native speakers expect. Thus, the claim of the Grammar then Pragmatics, disregards the fact that adult L2 and FL learners are already pragmatically competent in their L1, and are obviously able to transfer this ability from their L1 to the L2/FL.

This claim also ignores the existence of universal pragmatic competence that enable L2 and FL learners distinguish principles and practices of turn taking and repair, discriminate

between ordinary and institutionalized speech and so on. In this respect, Kasper & Rose (2002) state that through universal pragmatic competence, speakers are able to notice sociopragmatic variability and make linguistic choices accordingly.

The second claim is the Pragmatics in spite of Grammar which considers grammar competence as independent that demonstrated from pragmatic competence. This view is supported by several studies among them Schmidt (1993), Salsbury& Bardovi-Harlig(2001), Eisenstein& Bodman(1986,1993).

The results indicated that when L2 or FL learners do not have the grammatical resources to perform an action in the TL, they rely on a pragmatic mode, which directs us to the perspective that pragmatics precedes grammar

In spite of the contradiction that exists between the two hypotheses, they can be reconciled when considering them under a developmental perspective in which adult L2 or FL learners can rely on L1 pragmatic transfer and pragmatic universals to communicate linguistic action in the TL, even with a limited command of the TL grammar. This discussion presents valid viewpoints to take into account that the development of pragmatic competence must be central for the teaching of a L2 or FL since early proficiency stages.

2.8. Pragmatic Competence and the Role of Instruction

Pragmatic awareness is difficult for learners who are studying English as a foreign language (EFL). Those learners fail to interact successfully with native and non-native speakers, this particularly due to pragmatic failure or negative L1 pragmatic transfer. Kasper and Shmidt (1996,p160)state that "pragmatic knowledge should be teachable". Moreover Kasper (1997) argues that the classroom is a place where pragmatic learning can be explored.

This is the reason why researchers in the last decade investigated the role of instruction in pragmatic development, and it has been proved that textbooks alone do not provide sufficient pragmatic information and practice opportunities to learners. As an

example, Wichien and Aksornjarung (2011) conducted a research on pragmatic features of some speech acts in English course materials used at Thai university through line by line investigation of both student's and teacher's book

They concluded that not every pragmatic feature focused in this study was presented in each book, as well as the quantity and quality of pragmatic information in the books are inadequate as a source to gain pragmatic competence for EFL learners.

Helping learners to develop their pragmatic competence necessitates instruction (Fujioka, 2003) previous research have proved that with explicit instruction about pragmatics of a target language, learners' pragmatic competence can be developed and improved (Yuka, 2008). The role of instruction and teaching materials is very important in developing learner's pragmatic development.

Instruction helps learners notice features of language and language use without which such language features might pass the learners unnoticed (Bardovi-Harlig, K., & Mahan-Taylor, R., 2003). Kasper argues that pedagogical intervention enhances learners' awareness and making use of their universal transferable pragmatic knowledge (1997).

Other studies have explored how English language textbooks present speech acts such as Bardovi-Harlig et al (1996) on closings; Boxer and Pickering (1995) on compliments; and Edwards and Csizér (2001) on openings and closings are essential from an English as a foreign language (EFL) perspective because natural opportunities are scarcer than it is in an English as a Second Language (ESL).

It is thus the role of textbooks to raise students' pragmatic awareness. However, all the above mentioned articles concluded that textbooks usually fail to provide the necessary and appropriate input on speech acts.

Learners in Second language context are naturally exposed to the second language with diverse opportunities that allow communication with native or non-native speakers,

learners who are learning the language in a foreign language context, might not have the chance to get involved in communicative situations.

According to Kasper (1997), in order to communicate successfully in the target language, pragmatic competence in L2 must be reasonably well-developed. However, research conducted in EFL settings reports that in "this context the range of speech acts, realization strategies and opportunities for practising them is quite narrow" (cited in Martinez-Flor,2008,p9). The remedy of this lack of direct exposure to target culture may be through teaching pragmatics, by which teachers can raise learners' awareness about target pragmatic features (Jianda,2007)

Nonetheless, a great number of foreign language teachers hesitate to teach pragmatics in their classrooms, this mainly due to the fact that they are non-native speakers who may have never had any contact with a native speaker nor have had enough opportunities to fully develop their pragmatic knowledge (Kohen,2004; Kim&Hall,2002; Krachu&Nelson,1996). This is clearly why one cannot make clear suggestions for improving pragmatic input in textbooks, mainly because textbooks are usually targeted to an international audience.

Boxer and Pickering(1995) emphasize the importance of building teaching materials on spontaneous speech and not relying on native speaker intuition, which may be misleading at times. They further add that it can be beneficial to enrich classroom input with real-world materials for instance recordings of native speaker conversations, radio programmes and others. They also suggest that in order to provide sufficient pragmatic input, it is important to supplement textbooks with additional books that focus on pragmatics.

As a result, textbooks can be tremendously useful in the teaching of pragmatic competence by providing access to knowledge and skills in the target language to which both learners and teachers may not be exposed (Kim & Hall,2002)

All the above discussed points lead us to ask ourselves an important question about how the acquisitional processes of Second/Foreign language pragmatics is acquired?

2.8.1 Implicit or Explicit Instruction

Although pragmatics is established as a critical area in first language development, it has long been seen as a neglected area in second /foreign language research. Moreover, it has been thought that communicative competence is beyond the reach of foreign language learners. It is just recently that it is recognized as a legitimate focus of inquiry in the mainstream of SLA research. Despite this development, much still remains to be known about the process of its acquisition in Second/foreign language.

There is an on-going debate concerning the nature of acquisitional process of pragmatics. There are mainly two opposing views: the one that emphasize the necessity of explicit instruction to achieve pragmatic objective, and the second view that favours implicit integration of pragmatic aspects of the target language.

Gabriel Kasper (1997) is among the researchers who are against an explicit teaching of practices, she states that:

“Competence whether linguistic or pragmatic, is not teachable, competence is a type of knowledge that learners possess, develop, acquire, use or lose. And when talking about the possibility of developing pragmatic competence in a second or foreign language, it is more appropriate to address the issue of how to arrange learning opportunities in such a way that makes learners benefit the development of pragmatic competence”.

In addition, pragmatic competence is culture-bound and knowing that culture is a subconscious system, it is thus difficult to make text, encompassing all the discrete components of pragmatic ability, including discourse management and most importantly culture.

In the other hand, researchers such as (Coulmas, 1981; Nattinger & De Carrico, 1992 and many others) ascertain that adult (NNS) are in some cases not aware of their L2 pragmatic knowledge. This is mainly thanks to the universal pragmatic knowledge, for example the conversational norms that all languages follow like turn taking and requesting.

Nonetheless, this is a general rule, because not always all adult (NNS) benefit from positive transfer. For this reason, some researchers explain that if the pragmatic aspects are not consciously targeted, competence cannot be developed. Therefore, an explicit instruction is strongly recommended so as pragmatic competence can be acquired.

Blum-Kulka (1990) supports this view by saying that pragmatic goal is better achieved through conscious learning. He proposed a model "General Pragmatic Knowledge" in which he presented an organized schema containing all the L2 linguistic forms used for a speech act. This schema is governed by L2 cultural filter which decides the situational appropriateness of the L2 linguistic forms. (p255, 256)

Therefore, the advocates of explicit pragmatic knowledge claim a need for precise description of L2 cultural rules of behaviour in order to acquire L2 pragmatic skills.

2.9. The Speech Act Theory

Within the realm of pragmatic ability, the ways in which people carry out specific social functions in speaking such as apologizing, complaining, making requests refusing things/invitations, complimenting or thanking have been referred to as speech acts because they are performed through speech.

Speech act theory was formulated by the British philosopher John Langshaw Austin in his published book entitled *How to do things with words* in 1962. He was intrigued by the way people can use words to do different things. People can or suggest, promise or indicate an intention, persuade or merely argue depends not only on the literal meaning of people's

words, but what one intends to do with them and the institutional and social setting in which the linguistic activity occurs.

In order to fully understand the concept of speech act it would be useful to differentiate between three terms: speech situation, speech event and speech act.

Speech situations refer to the context of language use as ceremonies, flights, hunts, classrooms, parties, while speech events are a unified set of components that include the same purpose of communication, the same topic and the same participants for instance, exchanging greeting, telling jokes.

Speech acts (Searle in Mey,2001) are the basic or minimal units of linguistic communication. The language we use, particularly the speech acts we utter, are entirely dependent upon the context in which the acts are performed.

In general, speech acts are acts of communication i.e. to express a certain attitude in which the type of speech act being performed corresponds to the type of attitude being expressed. For example a statement of request expresses a desire, an apology expresses regret. Thus a speech act succeeds when the audience identifies along with the speaker's intention, the attitude being expressed.

However, not all speech acts are acts of communication; some of them have the function of affecting institutional states of affairs. They can do this in either ways: by judging something to be the case (judge's rulings), or by making something the case (sentencing and appointing).

J.L .Austin in his book How to do things with words was regarded as the father founder of the speech act theory. His work was based on the assumption that people use language not just to say things, but to do things as well. He claims that a sentence can only describe a state of affairs or state some fact either truly or falsely. He further adds that people

can perform all sorts of speech acts besides to making statements, and there are other ways for them to go wrong or "infelicitous".

Austin attributed sentences like "I nominate" "You're fired", "I hereby sentence you to..." to what he called explicit Performative utterances which refers to doing something by speaking i.e. to perform acts of the very sort named by the verb such as nominating, firing or sentencing. Performatives are neither true nor false, but "felicitous" or "infelicitous".

Unlikely, Constatives are simply saying something true or false depending on their correspondence (or not) with the facts. The distinction between them is superseded by that between saying something and what one does in saying it. As a matter of fact, we do not need to say "I suggest" to make a suggestion or "I apologize" for making an apology and so on.

To sum up, when the speech act is uttered using the right words by the right person in the right situation and effectively accomplishes the social act, it is then called "performative

2.9.1 Speech Acts Levels

In uttering a speech act, a speaker does something with words; there is a performance of an activity that brings about a change in the existing state of affairs. Austin (1962) further categorizes three levels of action beyond the act of utterance. The act of saying something, what one does in saying it and what one does by saying it, and name these as the following:

- (i) **Locutionary act:** The utterance of a sentence with determinant sense and reference. It is the actual words spoken
- (ii) **Illocutionary act:** The making of a statement, offer, promise and so on. It is the intention we have when saying or writing something. The force of the word.
- (iii) **Perlocutionary act:** The bringing about the effects on the audience by means of uttering the sentence. They are the effects of an utterance on the listener, who accepts the bet or pledge, is welcomed or warned.

Austin (1962) focused all his attention on the second type and developed taxonomy of five types of illocutionary acts which included:

Verdictives: This involves giving a verdict or judgment.

Exercitives: refer to the exercising of power, right and influence.

Commissives: it is the speaker's commitment to do a future action.

Behabitives: it is the adapting of an attitude.

Expositives: this involves the clarifying of reasons, arguments and expanding news.

Later, Austin's speech act theory was developed by Searle (1969) who distinguished between propositional content and illocutionary force which Austin(1962) termed locution and illocution. Searle focused on the illocutionary purposes of the act from the speaker's perspective, and the conditions which were required to make an effective performance of a given speech. They are of three kinds:

- a) **Propositional content conditions:** specify the kind of meaning expressed by the performance of the speech act;
- b) **Preparatory conditions:** the status or authority of the speaker to perform the speech act;
- c) **Sincerity conditions:** they show that the speaker must really intend what she/he says;
- d) **Essential conditions:** specify what the speech act must conventionally count as.

2.9.2 Types of Speech Acts

As the above mentioned John R. Searle, who was one of Austin's students in the 1950s, further developed the theory of speech acts.

Searle (in Levinson,1983,p240) categorizes the **illocutionary acts** based on varied criteria as the following:

- (i) **Representatives**, which commit the speaker to the truth of expressed proposition such as(asserting, concluding , stating, boasting, describing, claiming, swearing, telling, complementing, calling and so on)
- (ii) **Directives**, which are attempts by the speaker to get the addressee to do something (requesting, questioning, advising, commanding, inviting, ordering, asking, forbidding, and so on)
- (iii) **Commissives**, which commit the speaker to some future course of action(promising, threatening, offering
- (iv) **Expressives**, which express a psychological state (thanking, apologizing, welcoming, congratulating, blaming, greeting and so on).
- (v) **Declarations**, which effect immediate changes in the institutional state of affairs and which tend to rely on elaborate extra-linguistic institutions(firing , declaring, resigning, naming, appointing, sentencing, excommunicating).

2.9.3 The Speech Act Uses

People often do not overtly say what they mean directly, their speech is sometimes ambiguous and that makes it difficult; especially for non-native speakers (NNS) to fully get the intended meaning if they are not equipped with knowledge of the socio-cultural norms of the TL.

Austin demonstrated that the content of a locutionary act (what is said) is not always determined by the sentence being uttered. Hence, a speech act can be performed in the following ways: directly or indirectly by way of helping another speech act, literally or non-literally depending on how we are using our words and explicitly or implicitly depending on whether we overtly say what we mean.

In indirection, for example we can make a request by way of making a statement, say by uttering “it’s cold in here” and we can also make a statement by way of asking a question

such as «can you clean your room? » When an illocutionary act is performed indirectly, it is performed by way of performing another directly.

Generally, non-literality is when we do not mean what our words mean but something else instead. Let's take the sentence " I love the sound of your voice" to someone singing. Literally, we do not mean what we have just said, in fact we are telling to this person non-literally (ironically) to stop singing. So, the illocutionary act is not the one that is predicted from the meaning of the words being said.

Indirection and non-literality rely on the same processes of Grice's conversational implicature, which are just special cases of non-literal or indirect constatives made with the use of the indicative. However, Grice overlooks another kind that is cited in example (3) listed above. If we consider; for example a father who says to his wife " I will be back later", he definitely means coming back later in that night, not sometime in the future. Thus, by adding another word to the sentence would make it more explicit

Therefore, in such cases there is no literality or indirection. They just exemplify what may be called "implicature", because what is meant is not completely explicit, but implicit by way of an expansion or completion of other words.

2.9.4 Criteria for the Development of Pragmatic Competence

Teaching pragmatic skills for FL learners alongside other linguistic aspects should be one of the important objectives in language teaching. However, most teachers in FL classrooms are suffering from the lack of pragmatic aspects in the official instructional materials.

To overcome this problem, teachers are therefore, advised to explicitly teach pragmatic features and make use of authentic materials to help students practice the language appropriately. Nonetheless, the question that we should ask is whether all pragmatic aspects

can be really teachable. Since pragmatics is a new field in language study, aspects that proved indeed teachable can be listed as follows:

1. The Ability to perform Speech Acts

Learning how to use Speech Acts in a given speech event and to select the appropriate linguistic forms to realize this speech has been proved through various studies to be a major component of second/foreign language pragmatic competence. Kasper (1984) points that a successful Speech Act performance relies on "the extra-linguistic, cultural constraints that operate in a NSs' choice of a particular speech act appropriate to the context and then they have to realize this speech act at the linguistic level in accordance with the L2 socio-cultural norms "(p3).

2. The Ability to Convey and Interpret Non-literal Meanings

The term "non-literal meaning" refers to the ability to draw correct inferences which is considered to be one aspect of pragmatic competence in an L2" (Carrell,1984;p1)
We can cite some examples of non-literal meanings such as the ability to interpret figurative language and idiomatic expressions.

3. The Ability to Perform Politeness Functions

Rules of politeness are so different from one community to another. Therefore, in order to develop communicative competence, learners need to be acquainted with the cultural norms and rules of politeness as shared by the members of FL community. (Brown and Levinson,1992)

4. The Ability to Perform Discourse Function

There exist a number of discourse differences between the L1 culture and the target culture. For this reason, learners require a number of strategies to reach the communicative intent. Consequently, to be pragmatically competent, learners should be aware of these differences that occur in natural conversations.

4.A. The Ability to interpret and fill in the discourse slots

"Fillers of discourse slots" vary from one culture to another, and are in fact dictated by the L2 conversational norms. Edmondson, House, Kasper and Stemmer (1984) state some examples of "discourse fillers": territory invasion signals, topic introducers, extractors and Sum-ups.

4.B. The Ability to Recognize and Produce Discourse Markers

This ability is attributed to the lack of the repertoire of creative language use (Ebsworth, Bodman and Carpenter,1996). According to these researches, when learners respond to greetings, they tend to adhere to ritualized routines and remain formal. In their opinion, greetings are purely phatic and only convey attitudes (e.g. sincere vs insincere) rather than facts- thus only requiring a formulaic answer or sometimes no answer at all- which is not the case for natural interactions

2.10 Speech Acts and Culture

Speech acts are important and integral part of day-to day life in all languages. Studies in the field of interlanguage pragmatics indicate that the performance of speech acts may differ considerably from culture to culture. Thus, the performance of speech acts such as requesting, apologizing, complaining and so on is related to the knowledge and respect of socio-cultural norms.

Cultural awareness allows the speaker to successfully convey his/her intentions and meanings appropriately with respect to the cultural rules governing that target language. Knowing the rules of social distance and social status in that particular language like the use of "Tu" and "Vous "in French is so important while performing the speech act of request, for example a French speaker would obviously use “Vous” while addressing his/her superior at work:

Monsieur, voulez vous signer ces papiers s'il vous plait? Instead of using Tu which is commonly used between friends : Tu veux bien me signer ces papiers?

The lack of cultural knowledge (appropriate socio-cultural norms) may lead learners to experience embarrassing situations or being thought rude or insulting and thus problems of misunderstanding are often to arise, because in these cases, learners usually use their own socio-cultural rules when speaking another language. This socio-linguistic transfer is called pragmatic transfer.

Therefore, knowledge of culture is to be taught if autonomous culture is the ultimate goal. Judd(1999,p154) asserts that " knowledge of speech acts and their functions is basic component of communicating in a second language"

Forms and functions need to be taught and practised in appropriate socio-cultural norms so as problems of miscommunication are to be avoided. The differences in the realization patterns of speech act depend on the social constraints and personal variables embedded in different situations such as sex, age , social status, level of education and the degree of closeness. According to Henkel (1994,p4) the speech event is the result of societal norms, linguistic norms, communicative content, form, setting and goals.

One way to avoid cultural clash is to teach the polite code of the language being taught. The Algerian polite code is too shrunk compared to the Anglo-American one, so more practise is required to get students acquainted with the target culture code, for instance two people who meet for the first time, in an attempt to introduce themselves to each other, they greet each other in an informal way:

Susan: Hi! I'm Susan. What's your name?

Angela: Hi! Susan. My name is Angela.

Greeting in an informal way is normally used with already acquainted people. This may lead Angela feel that Susan had already made her a friend or that she is a careless person. To avoid such interpretations, knowledge of style and degree of formality has to be balanced.

In addition, neither Susan nor Angela mentioned their full names, as a general rule, in the first encounter full names should be exchanged, because they bring trust and comfort to both participants. Also, using direct questions (what is your name?) with the word please shows that the participant is wishing to be polite and willing to get to know the other participant without imposing or ordering.

Accordingly, knowing the grammatical and vocabulary of English is not enough, because communication in real situations, and because culture is part of most contexts, communication is rarely culture-free (Cortazzi and Jin,1999:196; cited in Henkel 1999)

2.11 Reasons for teaching Speech acts in ELT textbooks

ESL and EFL learners find obstacles in using the target language in real-life situations. They further find difficulties in understanding the intended meaning in context communicated by a speech act, or even producing an appropriate speech act in the language being taught. This often happens despite the learners' linguistic proficiency.

The reason behind this is the content of ELT textbooks which most of the time tend to focus on the acquisition of grammatical rules at the expense of communicative orientations. A study conducted by Bardovi-Harlig et al (1991) examined closings in twenty ESL textbooks revealed that most of the textbooks introduced new grammatical structures instead of presenting realistic conversational input.

Textbooks are criticized of disregarding the pragmatic content, the lack of authentic language samples which are considered to be the main factor in enhancing learners' speaking abilities.

Glasser(2009) states that "having a high pragmatic competence in the target language has a constructive effect for achieving successful communication within the L2 context". Therefore, pragmatic competence is essential for EFL learners to improve their communicative skills.

Moreover, research has found that classroom instruction on speech acts can help learners improve learners' performance of speech acts and thus their communicative skills. Most Algerian textbooks teach speech acts, however they are written based on the intuition of the textbook writers rather than on empirical studies of communicative and pragmatic norms (Boxer,2003; Lo Castro,2003).

Due to this fact, Bardovi-Harlig (1996) warns against the over-use of textbooks since the present speech acts either unrealistically or not at all. She proposes four basic steps to incorporate pragmatics into the curriculum, they are as follows:

- Identification of speech acts;
- Data collection and description (journals, prediction charts, etc.);
- Evaluation of texts and materials (critiquing dialogues and group decisions);
- Development of new materials.

In fact, textbooks should contain rich and varied categories of speech acts through naturally occurring situations to help them perform convenient speech act patterns that are appropriate to the social norms of the target language. For example learners should be aware about how to express gratefulness and appreciation as a kind of politeness. ELT textbooks should provide students progressively with the various ways to express gratitude to people. Besides, students need to know about the different forms of making a request or an apology and how to open and close a conversation.

As a result ELT textbooks should include spontaneous speech with varied types of speech acts captured in authentic materials in order to overcome the difficulties of communication.

2.12 Strategies for teaching Speech Acts

Several researches have proposed alternatives to compensate the absence of natural conversations which provide the right variety of speech acts in textbooks. Some of them advocate the use of spoken corpora as a useful way to present authentic material.

Campoy and Safont (2001) carried a study on the use of indirect request strategies into different oral corpora which involved both EFL learners and NNs. The results revealed differences between the two participants in the oral production of the performance of this particular request.

Moreover, the use of audio visual input such as video tapes, songs and the use of ICT tools are highly effective because the language used in these tools is a living language and is different from the language used in textbooks.

Today, most of the learners are exposed to authentic materials thanks to internet; they usually like listening to American songs and movies. So, using video tapes and songs in teaching foreign language learners is beneficial in enhancing their proficiency level in the TL. By doing this, learners may better experience the use of the language more than it is in printed texts.

In addition Bardovi-Harlig (1996) suggested that teachers should encourage learners to think how a particular speech act differs in their own language through classroom-led discussion, and for more advanced learners collecting data outside the classroom in order to identify and produce speech acts

Olshtain and Cohen (1991) proposed a more practical framework which consists of the following steps:

●**The diagnostic assessment:** In this step acceptability rating tests both oral and written are prepared to assess learners' ability in order to understand and produce speech acts.

●**The model dialogue:** in this phase, learners are exposed to short natural dialogues to observe speech in use. This activity is very useful because it makes learners accustomed with the different participants in the group in terms of their age, gender, social status and distance so that learners can identify the social and pragmatic features that may affect the speech act under study.

●**The evaluation of the study:** In this phase learners are supposed to evaluate different situations in order to reinforce their awareness of the factors that affect the choice of the speech act under study.

●**Role play:** This type of activity allows for the practice and use of speech act.

●**Feedback:** In this step learners can detect any inappropriate expressions that have been used during the role play activity.

Bardovi-Harlig (1996) proposed the **culture puzzle and the classroom guest**. The first part (culture puzzle) is a task where learners are asked questions about the functions of a particular speech act in their own language and culture, and then they identify the rules that distinguish their L1 from the TL. The second part (the classroom guest) is an interruption phase where teachers can incorporate natural language samples. In this interruption the teacher and the guest make a recorded conversation that includes the targeted speech act to give learners the chance to listen to it again.

After that, a discussion is held about this exchange and two learners should role play it based on the same situation. Finally the two recorded conversations are compared and discussed.

To sum up, numerous proposals and pedagogical activities are suggested in the field of ILP, however all of them have just been theoretically constructed and their effectiveness

has not been proved yet. However, those studies are very useful if they will be applied in language foreign teaching because they will help learners make the difference between different speech acts; learn the different linguistic realization that may be employed in every speech act and also learn the mitigators that soften the speech acts as well as other factors that affect the linguistic forms such as power and social distance.

Conclusion

In conclusion, we have demonstrated throughout this chapter that efficient communication in any given language requires more than just the acquisition of grammar rules. It is rather the appropriate use of these forms within its socio-cultural norms which is highly recommended. Thus, for learners to become communicatively competent in the TL, there should be a shift from traditional frameworks that focus on the acquisition of grammatical rules towards a more communicative orientation.

In addition, human communication is not only linguistic expressions, but rather the performance of certain speech acts such as requesting, thanking suggesting and so on. (Blum-Kulka, House and Kasper,1989). Therefore, a balance should be made between the acquisition of linguistic forms of the language being taught and its pragmatic aspects if learners aim to achieve successful communication.

Moreover, pragmatic instruction be it explicit or implicit is highly recommended in ELT textbooks due to their advantages in improving learners performance of speech acts which are considered as a major factor in enhancing learners' communicative abilities.

Furthermore, we have attempted to shed light on the power of natural conversations in providing rich situations especially for beginner learners to make use of different types of speech act categories

Therefore, supporting every EFL textbook with conversations that contain rich language functions and speech acts is something to be reconsidered

Chapter Three

Field Work

Introduction

Evaluating a textbook may seem as a tedious task. However, it is a task of great importance to the future success of the language programme. Since a new textbook has been introduced to first year Middle school learners, it is thus important that it passes through close scrutiny.

This book constitutes the building block for first year learners, because through it they make their first contact with English as a foreign language.

This chapter presents the analyses and results of the data collected and their interpretations. The data used in this study was mainly collected from the analyses of five dialogues that are included in the recently published textbook “My Book of English”. The selected dialogues vary in length, some are short and others are long. Nonetheless, they are all examined on the basis of Searle’s (1979) model of Speech Acts categories (assertive, directives, expressive, commissive and declarations).

Moreover, we will also use a questionnaire that is designed for first year middle school teachers as they are the most experienced persons dealing with textbook

3.1 The structure of the conversations analysis

EFL textbooks are considered as a major source in the teaching and learning process in Algerian educational system. Most of the teachers depend heavily on them in their daily teaching. As a result textbooks should contain adequate number of speech acts to develop students’ pragmatic competence. In order to do so, textbook designers should be linguistically and pragmatically competent in the language being taught so that they can incorporate the appropriate speech acts in the EFL textbook. Since a new textbook has been recently implemented, we decided to verify the type and number of speech act categories presented in

My Book of English textbook, because they deserve deep attention for the role they play in enhancing learners communicative abilities.

3.1.1 Material

We cannot deny the important role of conversations in providing authentic materials for speakers to use different kinds of speech acts in their everyday speech. For this main reason, we tried to analyse all the different conversations included in the newly published textbook My Book of English .The conversations were investigated in search of speech acts based on Searle's (1979) classification of speech acts.

3.1.2 Instrument

The instrument used to analyse the conversations in this study is Searle's (1979) model of speech acts classification: assertive, expressive, directive, commissive and declaration. Each of these categories consists of sub-categories.

3.1.3 Data collection Procedure

As it was mentioned above, conversations are of utmost importance in providing a variety of speech acts. Therefore, to obtain a measure of speech acts, all the conversations included in the new textbook whether short or long were examined in terms of Searle's (1979) classification of speech acts.

3.1.4 Data analysis procedure

The main focus of the study is the careful inspection of the conversations included in the new textbook My Book of English. We will use frequency as the main statistical analysis to indicate the distribution level of speech acts. We will not need statistical analyses here due to its qualitative nature. In the analysis we will find out the types of speech acts included in the conversations. Obviously, some simple statistics will be used like counting the frequencies of the occurrence of each sub-category of Searle's (1979) speech act as well as their percentages.

In addition, the present study will rely on Pearson's chi-square test (χ^2) statistic, which is a non-parametrical test used with nominal data to investigate whether distributions of categorical variables differ from one another. We decided to choose this type of statistical test because we would like to test whether the difference between expected and observed results is significant i.e. whether any difference is caused by chance or if another factor is affecting the results. It is worth mentioning that in this work we are not referring to the chi-square test of independence, but to the second type of chi-square which is called a chi-square "Goodness of fit" statistic, because it measures how well the observed distribution of data fits with the distribution that is expected if the variables are independent. It thus, best illustrates the distribution levels of speech acts in order to determine whether the distribution of these pragmatic variables is equivalent or not. The frequency of each speech act in all the conversations was counted and calculated manually using the following formula:

$$X^2 = \sum \left[\frac{(O-E)^2}{E} \right] \text{ (Supported by a chi-square table of distribution)}$$

3.2 Results and discussion

As abovementioned, all the conversations in My Book of English textbook were scrutinized in terms of Searle's (1979) speech acts classification. The codification of the first dialogue in sequence one and the first conversation in sequence two are given as examples.

I. Sequence One

1- The first dialogue (p 35)

A: Hi, I am Razane. What is your name?

(Hi: **expressive; greeting**).

(I am Razane: **assertive; giving information**).

What is your name? (**directive: questioning**)

B: Hello, my name is Lina.

Hello (**expressive: greeting**).

My name is Lina (**assertive: informing , introducing**)

2- Sequence Two

The first conversation (p 49)

Omar: Welcome to my home, Peter. (**Expressive: welcoming**).

Peter: Thank you, Omar. (**Expressive: thanking**).

Omar: Let me show you pictures of my family. (**Directives: suggesting**).

Peter: Who is this? (**Directives: asking**).

Omar: She is my sister. (**Assertives: informing**).

Peter: What is her job? (**Directives: asking**).

Omar: She is a nurse. (**Assertives: informing**)

Peter: And this old lady? (**Directives: asking**).

Omar: She is my grandmother. (**Assertives: informing**).

Peter: And this cat? (**Directives: requests information**).

Omar: It's my pet, Loulou. (**Assertive: informing**).

we will continue with the same procedure with the rest of the other conversations in the new textbook.

In this part, we will demonstrate the frequency, mean and percentage related to speech acts of all the conversations used in My Book of English textbook.

The findings are summarized in the following table:

Table 3: Descriptive statistics of speech act categories in MBE textbook.

Speech act category	Frequency	Mean	Percentage
Assertive	36	7.2	42.85%
Directive	24	4.8	28.57%
Expressive	23	4.6	27.38%
Commissive	01	0.2	1.19%
Declaration	00	00	00
Total	48		99.99%

According to the above table, the most frequently used speech act categories are assertive with a mean of 7.2 and a percentage of 42.85%, followed by directive with a mean of 4.8 and percentage of 28.57%. The third rank of speech act category belongs to expressive with a mean of 4.6 and a percentage of 27.38%. After that, we find commissive (mean=0.2 and a percentage=1.19%) which represents the least frequency and percentage. However, declarative speech acts were not found at all in the conversations of MBE textbook.

Accordingly, analysing all speech acts based on Searle's (1979) classification revealed that assertive is the most frequent category (42.85%) of the whole data, while the other categories of directive and expressive occurred respectively with a percentage of 28.57% and 27.38 (see table 3).

Therefore, the answer to our first research question about the types of speech acts performed in the conversations of MBE textbook, we found that they belong to these three categories (assertive, directive and expressive). The frequency of occurrence of these categories is thus 81, (i.e. $84-3=81$). This number equals 98% percent of the total number of the speech acts (84).

Looking closely to these results we can easily recognize the pitfalls of the newly published textbook in terms of the pragmatic content. According to the findings of this study, the new textbook *My Book of English* does not include a wide variety of speech act categories. A great focus is mainly attributed to three types of speech acts: assertive, directive and expressive. The least interest was given to commissive speech acts, however declaration speech acts were never used, even though their use is constantly present in our daily life. Besides to the lack of speech acts such as requesting, apologizing and inviting.

In order to answer our second research question of whether there is a significant difference in the distribution of each speech act in the conversations included in MBE textbook, a chi-square test is applied. The calculations were performed manually. The results are presented in the following table:

Table 4: chi-square" for goodness of fit" of speech acts in MBE textbook.

Speech act category	Observed Data (o)	Expected (e)	Difference (o-e)	Difference squared (o-e)²	Difference sq/exp (o -e)²/e
Assertive	36	21	15	225	10.71
Directive	24	21	3	9	0.42
Expressive	23	21	2	4	0.19
Commissive	01	21	-19	361	17.19
Total	84				28.52

The findings of this table show that the declaration speech act whose frequency is zero (0) is not included in the test because its mean percentage is below 1 which is considered inappropriate according to the statistical conventions.

In this test, we have taken the observed data in order to test how good it fits the expected data, this is why it is called a goodness of fit test.

So, after recording our observed data which in our case equals= 84, we need to know our expected data.

The expected frequencies are represented as (E) :

$$E(1)=(84) (\frac{1}{4})=21$$

$$E(2)=84 (\frac{1}{4})=21$$

$$E(3)=84(\frac{1}{4})=21$$

$$E(4)=84(\frac{1}{4})=21$$

Thus our expected value =21. (e = 21)

We have demonstrated the observed and the expected values, let's now perform our chi-square test to see how good the observed values fit the expected values. We need to state the following steps:

1. Stating the null (H0) and the alternative (H1) hypotheses:

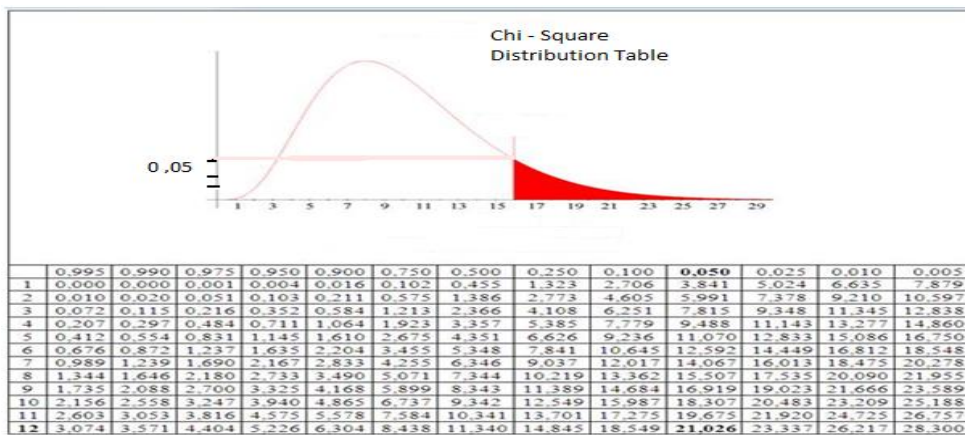
a)- H0: We hypothesize that the types and frequencies of the speech acts categories included in the conversations of MBE textbook are equally distributed.

b)-H1: We advance that the types and frequencies of speech acts in the conversations of MBE are not equally distributed.

2. choosing the level of significance:

it is the second step in our test; the level of significance is represented by the letter α . It can be chosen by the researcher and in human sciences, it is generally between (0.05 and 0.01). In the present study, we decided that the level of significance $\alpha = 0.05$ (5%). At this level of significance, we are 95% sure about our results

Figure 4 : The chi-square distribution table (level of significance)



As we can see from the graph, the critical value is this area in the tail which is in red. It is called a rejection region, and it is very important because it allows us to make a conclusion at the end of our test. So, if our results fall into the rejection region, this means that we can reject our null hypothesis and thus, accept our alternative hypothesis; this is why it is so important.

3. Finding the critical value:

It is the point that separates the tail from the rest of the curve. To find our critical value, we need a chi-square distribution table.

Table 5: The chi-square distribution table

P \ N	0.995	0.99	0.975	0.95	0.9	0.1	0.05	0.025	0.01	0.005
1	0.00004	0.0002	0.001	0.0039	0.0158	2.706	3.841	5.024	6.635	7.879
2	0.010	0.020	0.051	0.103	0.211	4.605	5.991	7.378	9.210	10.597
3	0.072	0.115	0.216	0.352	0.584	6.251	7.815	9.348	11.345	12.838
4	0.207	0.297	0.484	0.711	1.064	7.779	9.488	11.143	13.277	14.860
5	0.412	0.554	0.831	1.145	1.610	9.236	11.070	12.833	15.086	16.750
6	0.676	0.872	1.273	1.635	2.204	10.645	12.592	14.449	16.812	18.548
7	0.989	1.293	1.690	2.167	2.833	12.017	14.067	16.013	18.475	20.278
8	1.344	1.646	2.180	2.733	3.490	13.362	15.507	17.535	20.090	21.955
9	1.735	2.088	2.700	3.325	4.168	14.684	16.919	19.023	21.666	23.589
10	2.156	2.558	3.247	3.940	4.865	15.987	18.307	20.483	23.209	25.188

We need to keep in mind that our level of significance $\alpha = 0.05$, as shown in the chi-square table of distribution. Moreover, we need to state our degree of freedom which is always the sum of the possible outcomes (r) minus one. (r - 1), the possible outcomes are (the four speech act categories: assertive, directive, expressive and commissive)

Therefore, in the present study, the degree of freedom is:

$$df = (r - 1)$$

$$df = (4 - 1) = 3$$

$$df = 3$$

The degree of freedom helps us to find out the critical value. So, by looking at the chi-square table of distribution, we will find the number three (3) in the column of the degrees of freedom and this number intersects at this value 7.815 which is in the area of $\alpha = 0.05$.

Therefore, our chi- critical value is 7.815

$$CV = 7.815$$

4. Finding the test statistic

since we are using a chi-square test, we will thus use a chi-square formula as it was mentioned before.

We will apply this formula with our data:

$$X^2 = \sum \left[\frac{(O-E)^2}{E} \right]$$

$$X^2 = \frac{(O-E)^2}{E} = \frac{(36-21)}{21} + \frac{(24-21)^2}{21} + \frac{(23-21)^2}{21} + \frac{(01-21)^2}{21}$$

$$X^2 = \frac{225 + 9 + 4 + 361}{21}$$

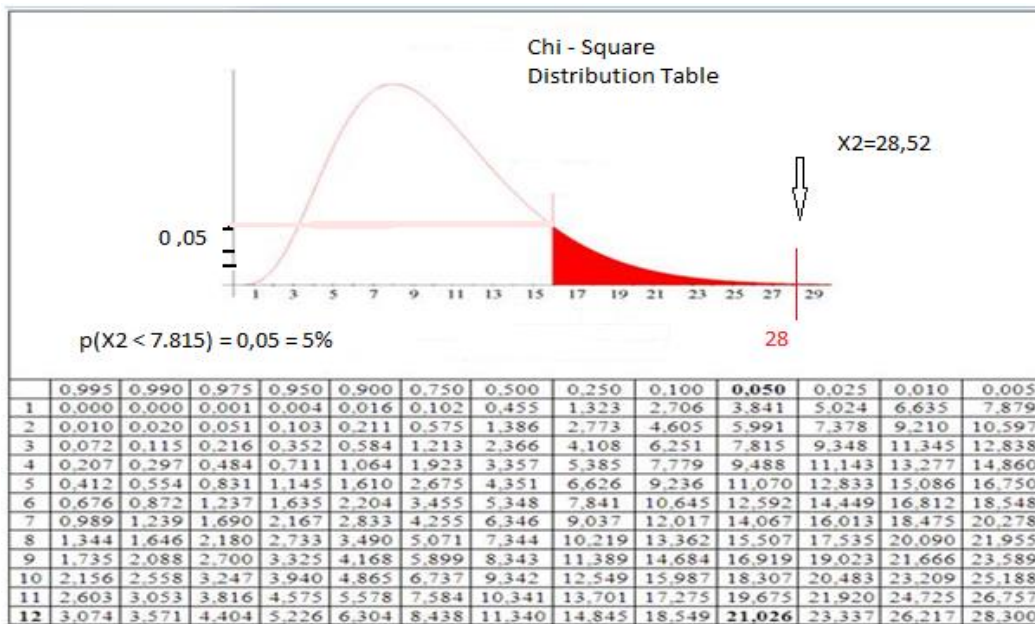
$$X^2 = 28.52$$

let us recapitulate the above calculations. We have chosen a level of significance of $\alpha = 0.05$ and the degree of freedom =3.

Our test statistic ($x^2 = 28.51$) and our chi-square critical value ($cv = 7.815$). The probability of getting a result that extreme is at least as extreme as 7.815

If $X^2 = 28.51$ and the $CV = 7.815$, the result is ($28.51 < 7.815$), so we certainly conclude that our test statistic is more extreme than our chi-square critical value. Accordingly, when the result of the test statistic is greater than the chi-square critical value, we reject H_0 in favour of the H_1 , and vice versa.

Figure 5: The chi-square distribution table ($X^2 = 28.52$)



As it is demonstrated in the image, our test statistic fall in the rejection area which leads us directly to reject the null hypothesis that says that there is an equal distribution among the types of speech acts in the conversations of MBE textbook, and hence, accept our alternative hypothesis that says the speech acts are not equally distributed in the conversations of MBE textbook. This means that there is not a good fit based on our significance level.

3.3 The Wrap-up of the Chi-square “goodness of fit” statistical test

Speech acts are a central part of pragmatics and deserve special attention while designing textbooks. The overall results of the chi-square test revealed that all types of speech acts exist in the conversation sections of MBE; however a small number of commissives and a total absence of declarative speech acts was observed, which can be regarded as an important weakness.

Declarative speech acts are frequently used in our daily life communication; they are just simple words or expressions in their form, but carry on a deep power that can change the

world by just uttering them. Thus, a total lack of declarative speech acts will undoubtedly impede the learners' speaking competence.

According to Searle (1976) for learners to be communicatively competent in almost all contexts, so as they can establish their ideologies and social relationships, the existing of all felicity conditions in which all types of speech acts can be applied is necessary. As a result, the conversations of MBE textbook lack this characteristic which is the presence of all types of speech acts as asserted by Searle (1976).

Moreover, the chi-square test further indicated that the distribution level of speech acts in these conversations is so variant and unequal. As above mentioned, all speech act types are frequently used in every day communication, and different kinds of situations impose on us to use different types of speech acts so as to maintain basic relationships in our society (Searle, 1976). He further emphasizes that to be pragmatically competent in almost all contexts of communication; learners need to gain knowledge of all speech acts.

Therefore, we conclude that the conversations of MBE textbook do not contain all types of Searle's (1979) speech acts classification on the one hand and according to the chi-square test results, the existing speech acts are not equally distributed throughout these conversations on the other hand.

Such inequality in the distribution of speech acts might have negative consequences on the learners who are exposed to this kind of text. This inequality may lead learners to be competent in performing a precise number of speech acts, but at the same time unable to produce another. Thus, it is incumbent upon syllabus designers to include a rich variety of speech acts for these young children who study English for the first time. They should also take into consideration incorporating authentic materials that correspond to the learners' needs.

As a result, EFL textbook designers must balance the use of speech acts and language functions through the incorporation of successful dialogues that reflect the socio-cultural norms of the target language. Moreover, they also should be more careful in designing materials for beginner level, if they want to obtain good speaking performance and a successful language programme.

3.4 Teachers' Questionnaire toward the Pragmatic content included in My Book of English textbook.

Introduction

The present questionnaire is submitted to teachers of middle schools in order to know their perspective toward the pragmatic content of the beginner level textbook My Book of English.

3.4.1 Piloting the Questionnaire

Piloting the questionnaire is an important phase in the research study before administering it, because it helps the researcher avoid ambiguous and incomprehensible questions which can affect the study negatively. Oppenheim states that "If we do not have the resources to pilot-test your questionnaire, do not do the study" (1992,p47).

Accordingly, the present questionnaire has been initially piloted by a sample of six (6) teachers from two different Middle schools. Our aim was to determine, the suitability of our questions to make sure they are clear and comprehensible for the teachers; so as our study will benefit the maximum of reliable data. Some questions have been added to the final version of the questionnaires, mainly the part concerning the textbook pragmatic content, while others have been omitted. The teachers' feedback was seriously taken into account and the questions were thus reformulated on this basis.

3.4.2 Description of the Questionnaire

This questionnaire contains simple, clear and straightforward questions. It is administered to first year Middle school teachers in the district of Biskra city. Our questionnaire is composed of twenty (20) questions grouped into two (2) sections.

In the first section, the most frequent questions were close-ended, because they are easy for the respondent and their coding tabulation is straightforward. The second section is divided into two parts. In the first part, the questions were in the form of a likert scale ranging from often, occasionally to never.

In the second and last part, we dealt with open-ended questions, because they allow us go deeply into the centre of all the aspects of our topic. However, it worth mentioning that they are sometimes left unanswered because they require some time and concentration; especially when the respondents are requested to justify their answers.

3.4.3 The Sample

The sample of this study is 49 teachers who were chosen from a total number of 78 teachers of first year middle schools of Biskra city, district one. Most of them graduated from universities, while others graduated from technological institutes, but are pursuing a further degree at the university.

3.4.4 Administration of the questionnaire

The present questionnaire was administered to 49 teachers of first year middle school teachers in a pedagogical seminar under the supervision of the inspector of English Mr Miloudi Smail. The seminar was the fourth among five seminars that were held for teachers as training programmes for helping them how to use the second generation textbook My Book of English. This was considered as an advantage for our study, since most of the teachers were present in the seminar and were exploring the same topic we are dealing with which is the new textbook.

The teachers answered the questionnaire during the day of the seminar, and showed great interest for participating in this questionnaire, because they wanted to share their opinions toward the implementation of this new textbook. However, there were some of them who did not properly complete the questionnaire for unknown reasons.

3.4.5 Analysis of the Questionnaire

As it is mentioned above, the total number of the sample is forty nine (49) teachers of first year middle schools. Thus, we will match this number with the percentage of 100%. Therefore, this questionnaire is made up of two main sections with a total number of twenty questions; they are presented as the following:

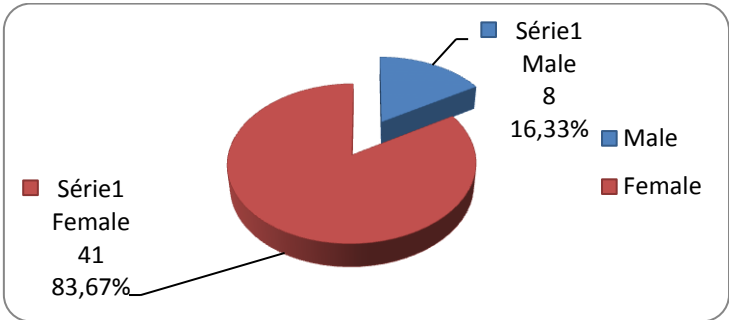
Section One: General Information:

Q 1: Teachers 'Gender

Table 6 : Teachers' Gender

Option	Number	Percentage %
Male	8	16.33 %
Female	41	83.67%
Total	49	100 %

Figure 6: Teachers' gender



According to the above table, we notice that the majority of the informants are female teachers with a percentage of (83.67%) compared to the number of male teachers (16.32%).

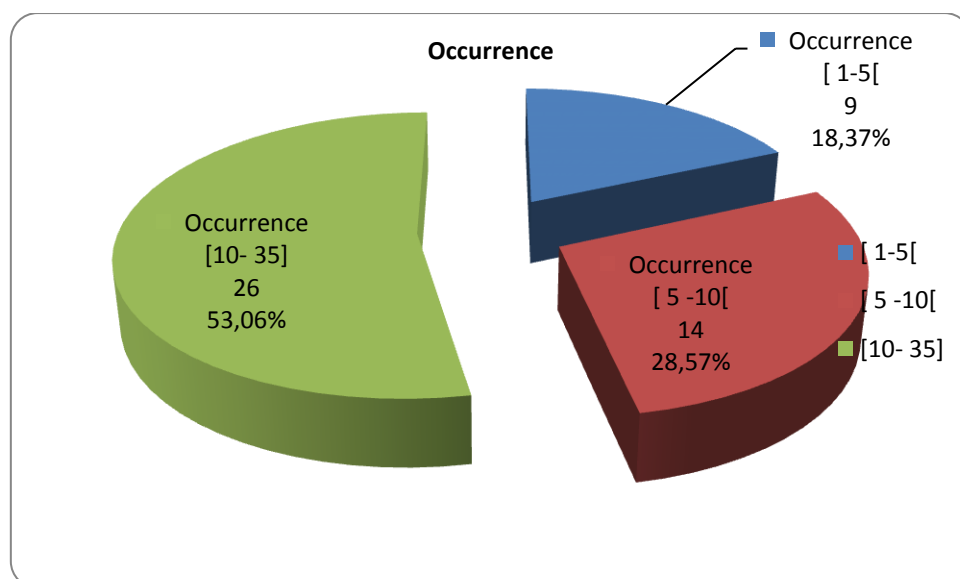
This does not only reflect the evolution of female status in the academic world, but also their choice for teaching English language.

Q 2 : Teachers' Experience

Table 7: Teachers' Experience

Options	Number	Percentage %
[1 - 5 [9	18.37%
[5 - 10 [14	28.57%
[10 - 35]	26	53.06%
Total	49	100 %

Figure 7: Teachers' Experience



It is clear from the above table that the average of the teaching experience of the teachers is 10 years. This is a great indicator that the respondents are experienced teachers and

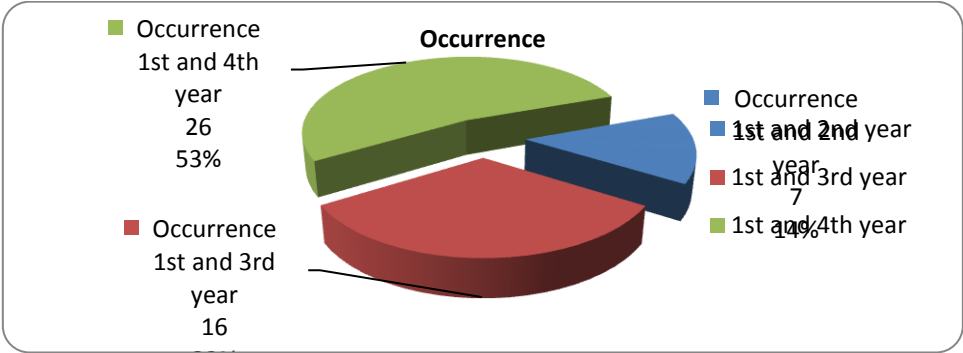
well positioned to give their opinion about the new textbook. It is a great advantage for us, because teachers are acquainted with the use of textbooks.

Q 3: The Teachers’ Teaching Level

Table 8: Teachers’ Teaching Level

Options	Number	Percentage %
1 st and 2 nd level	7	14.29%
1 st and 3 rd level	16	32.65%
1 st and 4 th level	26	53.06%
Total	49	100 %

Figure 8 : Teachers’ Teaching Level



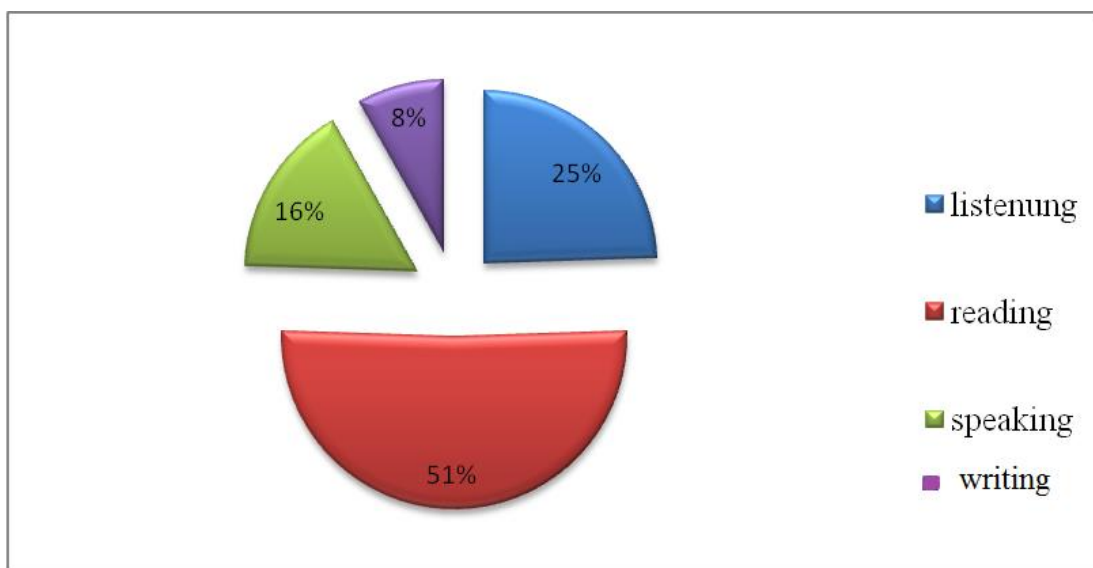
As it was discussed earlier, this study focuses on the new textbook that is designed for first year middle school. Therefore, this table shows that all of the respondents teach first year level. This is beneficial for our study, since all the teachers are knowledgeable about the content of the new textbook.

Q 4: The Ranking of the teachers' preferred Teaching Skill

Table 9: Techers' Preferred Teaching Skill

Option	Number	Percentage %
Listening	12	24.49%
Reading	25	51.02%
Speaking	8	16.33%
Writing	4	8.16%
Total	49	100 %

Figure 9: Techers' Preferred Teaching Skill



According to the findings of the above table, the most preferable skill chosen by the teachers is the reading skill with a percentage of 51%. 25% of the sampled teachers put listening skill in the second position. As for the third choice, 16% of the teachers opted for speaking skill. Finally, the surveyed teachers ranked the writing skill as their last choice with a percentage of 8%.

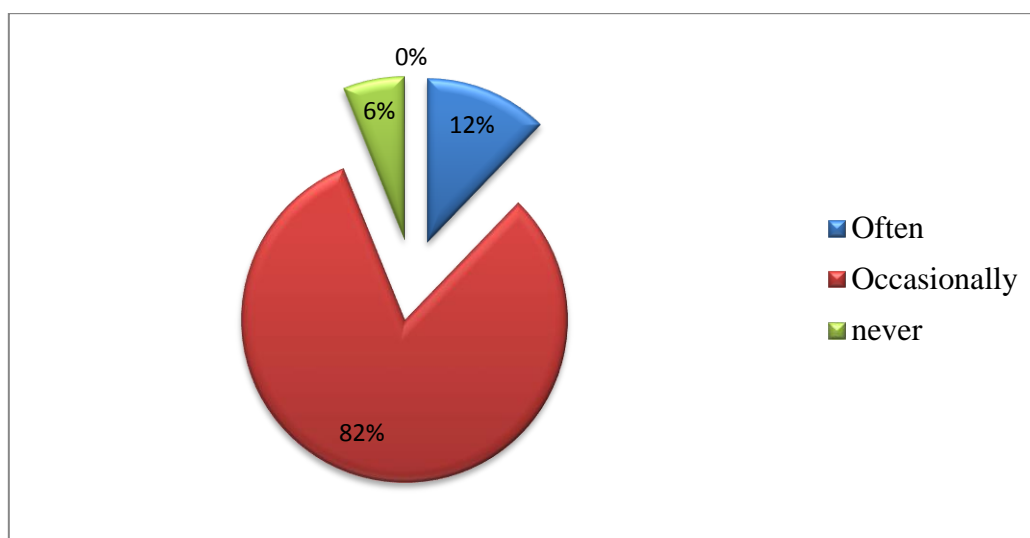
Results and Interpretations of the Teachers' Questionnaire:

Q 1 : Does My Book of English textbook provide varied and appropriate speech acts?

Table 10 : The Textbook variety of speech acts

Option	Number	Percentage %
Often	6	12.25 %
Occasionally	40	81.63%
Never	3	06.12%
Total	49	100 %

Figure 10: The Textbook variety of speech acts



Several studies have shown the ability of learners to use appropriate speech acts in a given speech event and to select appropriate linguistic forms to realize this speech act is a major component of pragmatic competence. As Rental (1979) asserts “pragmatics is the study of speech acts”.

The majority of the surveyed teachers 81.63% claim that the new textbook My Book of English occasionally provides an appropriate variety of speech acts. They claim that

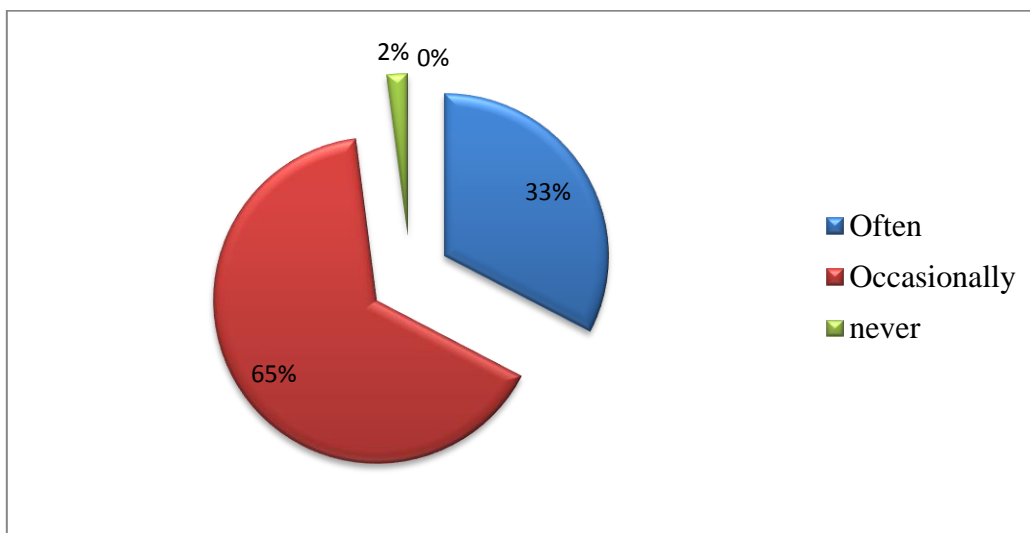
various types of speech acts such as requesting, apologising, suggesting and so on are not used at all in the new textbook. Surprisingly some of them 12.24% feel that it contains a variety of speech acts, whereas 06.12% of them claim that MBE textbook rarely includes varied types of speech acts. This is mainly due to the lack of conversations that provide learners with real language.

Q2: Are the conversations included in MBE textbook similar to real-life speech?

Table 11 : The Similarity of the conversations to real-life situations

Options	Number	Percentage %
Often	16	32.65 %
Occasionally	32	65.31%
Never	1	02.04%
Total	49	100 %

Figure 11: The Similarity of the conversations to real-life situations



The body and substance of the target language such as knowledge of speech acts and their functions have to be taught in real-life situations to achieve autonomous interaction and

successful communication. As for the conversations presented in MBE, 65.30% of the surveyed teachers think that it is occasionally verisimilitude to life-like speech because as claimed by the teachers the language features used in these conversations is chosen to be taught in formal teaching contexts, thus it is usually attended to or too simplified. Amazingly 32.60% of the teachers say it often does .They further believe that the use of natural language is not appropriate for academic teaching.

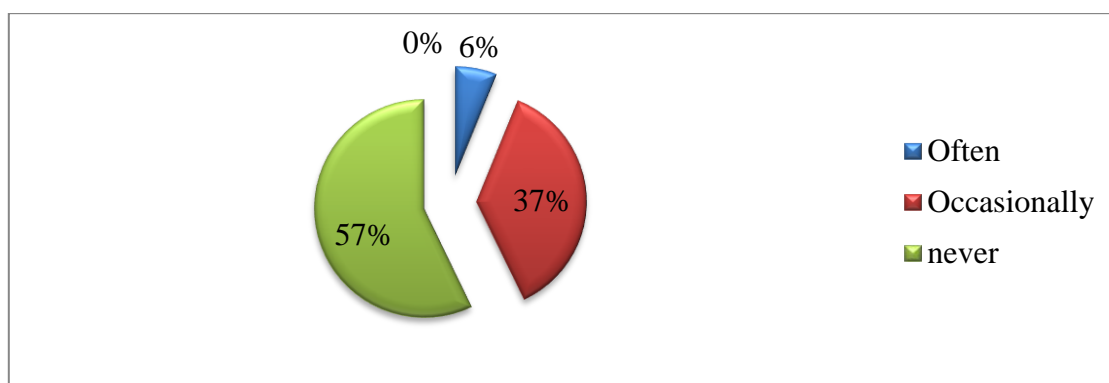
However, 2.04% believe that the conversations in MBE are not at all life-like and they further feel that these conversations are unnatural and artificial because of the lack of overlaps and hesitations.

Q3: Does MBE textbook include real-language (spontaneous speech, recordings of native speakers or radio programmes)?

Table 12: The Textbook incorporation of spontaneous speech

Options	Number	Percentage %
Often	3	6.13 %
Occasionally	18	36.73%
Never	28	57.14%
Total	49	100 %

Figure 12: The Textbook incorporation of spontaneous speech



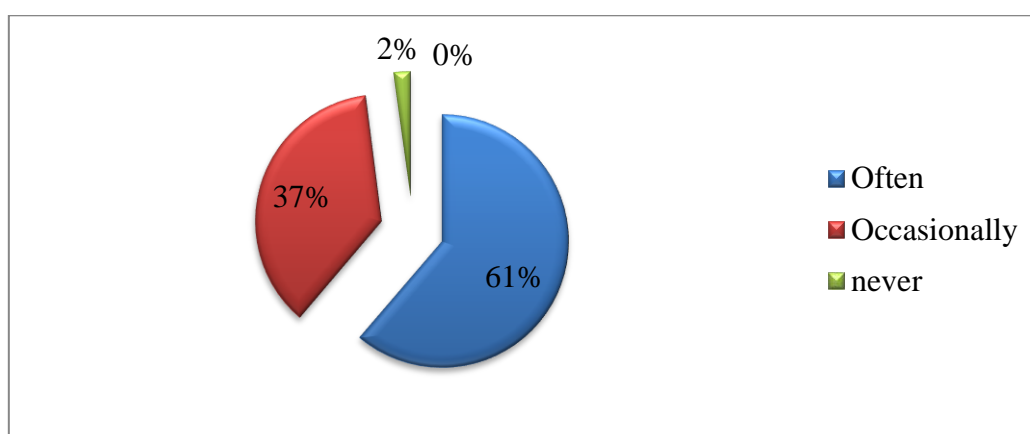
There is a total consensus that the new textbook MBE does not include real language, this is may be because the textbook's register is too simplified in order to make it at the reach of the students' level. Besides all the surveyed teachers denied the inclusion of any authentic and real language such as recordings of native speakers or radio programmes since the new first year textbook is devoid of any aids such as audio or video tapes.

Q 4: Does it contain activities that encourage learner-learner interaction?

Table 13 : The Textbook Activities.

Options	Number	Percentage %
Often	30	61.23 %
Occasionally	18	36.73%
Never	2	02.04%
Total	49	100 %

Figure 13 : The Textbook Activities.



On the whole, the surveyed teachers have a good impression toward the activities suggested in the new textbook. 61.22% of them think that the activities often encourage learner-learner interaction mainly the activities presented in the section of I pronounce, which

include simple, motivating activities with nice drawings that apparently raise the students’ interests to work with their peers in a homogeneous atmosphere. 36.73% of them believe that they occasionally encourage learner-learner interaction, they think that apart from the first sequences, some of the activities suggested are difficult and not elaborated according to the students’ level especially those included in the section of I Learn to integrate that contains abstract concepts that are hard to be perceived by children at this age.

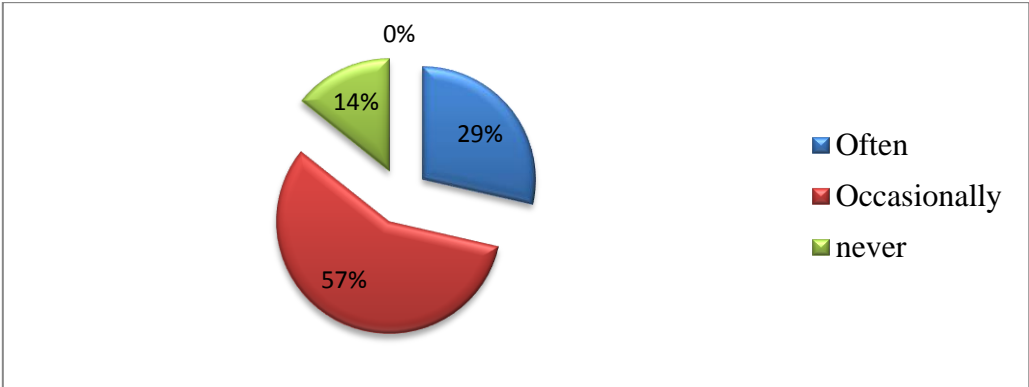
Thus, for them it is not easy to set their students to work in collaboration for such kind of activities. Only 02.04% of them completely disagree that the activities encourage learner-learner communication.

Q 5: Can students perform different speech acts such as commanding, promising, requesting, apologising and responding to them?

Table 14: The Students’ ability to perform speech acts.

Options	Number	Percentage %
Often	14	28.58%
Occasionally	28	57.14 %
Never	7	14.28%
Total	49	100 %

Figure 14: The Students’ ability to perform speech acts



Knowledge of speech acts and their functions is basic component of successful communication in second or foreign languages. The ability to perform a variety of speech acts can enable learners to use the language appropriately both inside and outside the classroom.

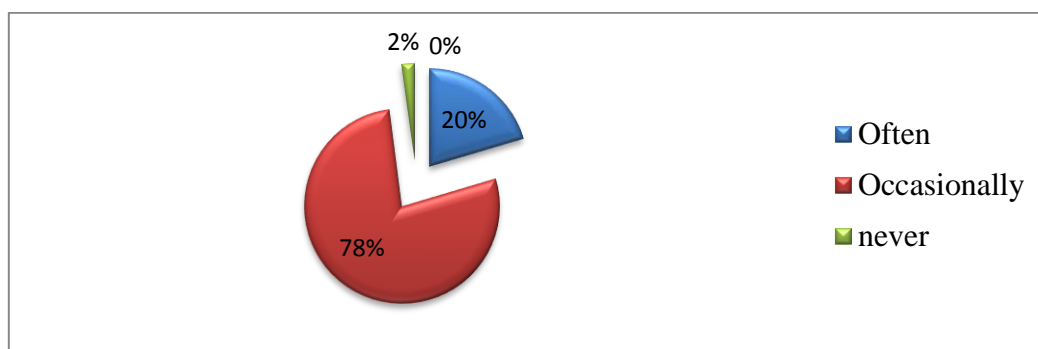
57.14% of the teachers believe that the students can occasionally perform different speech acts. As the aforementioned, the sampled teachers explained that the learners' inability in performing those types of speech acts is due to their complete absence in the conversations included in the new textbook despite their presence in everyday communication. Surprisingly 28.57% of the surveyed teachers think that they often perform those speech acts. However, 14.28% of them strongly feel that they cannot for the same reasons discussed above.

Q 6: Do the conversations in MBE textbook contain sufficient pragmatic input that would enable the learner to use the language communicatively?

Table 15 : The textbook pragmatic content

Options	Number	Percentage %
Often	10	20.40%
Occasionally	38	77.56 %
Never	01	02.04%
Total	49	100 %

Figure 15: The textbook pragmatic content



ELT textbooks have been criticised for focusing on the acquisition of grammatical rules of the language at the expense of the communicative aspects of the target language. Therefore, incorporation of pragmatic input is strongly recommended in ELT textbooks in order to improve the learners' communicative abilities.

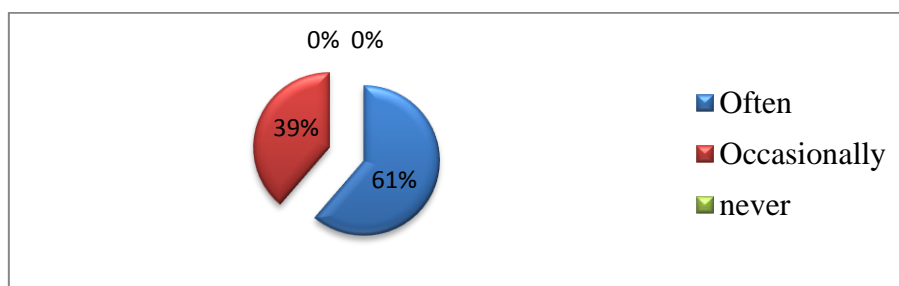
Overwhelmingly, 77.55% of the respondents agree that the new textbook occasionally contains pragmatic information that enable learners to use language communicatively, they claim that this is because there is a shortage in the use of social language skills that are used in our daily interactions, not to mention the lack of real-life situation that include appropriate socio-cultural norm that are needed to avoid miscommunication problems. 20.40% of the teachers think that it is often the case as it contains speech acts other than the ones already mentioned in the questionnaire, while 02.04% of them deny it at all.

Q 7: Are the learners able to reach the intended meaning in context?

Table 16: Learners' ability to reach the intended meaning in context

Options	Number	Percentage %
Often	30	61.23%
Occasionally	19	38.77 %
Never	00	00%
Total	49	100 %

Figure 16: Learners' ability to reach the intended meaning in context



Pragmatics mainly studies how the transmission of meaning depends not only on structural and linguistic knowledge (grammar and lexis) of the speaker and listener, but also on the context of the utterance.

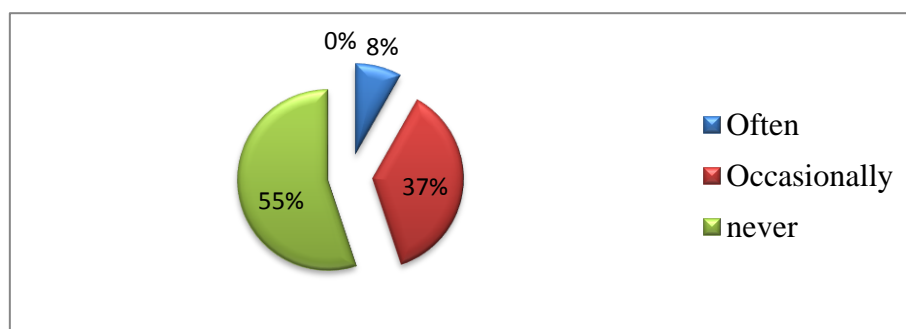
Therefore, most of the surveyed teachers 61.22% amazingly answered that the learners are often able to reach the intended meaning in context because as the claim, the selected materials in the recently implemented textbook is too simplified and hence easy to grasp, however, 38.77% believe that they occasionally do due to the difficulties embedded in certain activities that prevent learners from reaching the intended meaning, a problem that leads teachers to go back to their mother tongue to explain some ambiguities.

Q 8: Do the conversations in MBE textbook contain natural language (overlaps, hesitations, rules of politeness)?

Table 17: The Inclusion of spontaneous speech

Options	Number	Percentage %
Often	4	8.16 %
Occasionally	18	36.74%
Never	27	55.10%
Total	49	100 %

Figure 17: The Inclusion of spontaneous speech



“Cultural clash” can be avoided if textbook designers teach the polite code of the particular language being taught through exposure to authentic materials that contain appropriate socio-cultural norms.

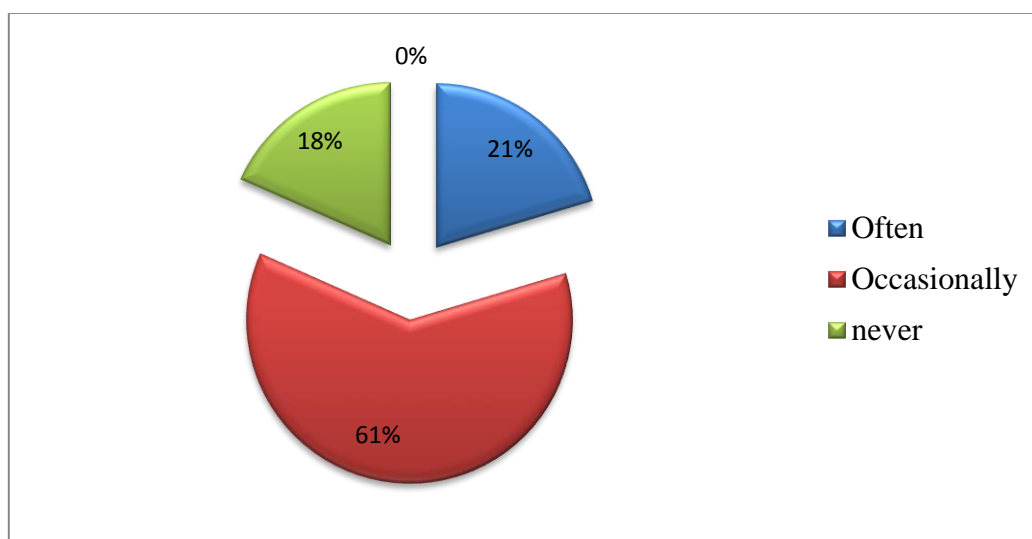
Overwhelmingly, all the respondents strongly agree that the conversations in the new textbook do not at all contain natural language. This is as mentioned before, due to the choice of the language samples which is purely designed for learners in formal, academic teaching environment.

Q 9: Does MBE provide authentic materials that can help students learn target-like conversational norms (how to open and close a conversation)?

Table18: The authenticity of the textbook selected materials

Options	Number	Percentage %
Often	10	20.40 %
Occasionally	30	61.23 %
Never	9	18.37%
Total	49	100 %

Figure 18: The authenticity of the textbook selected materials



Conversational norms and practices is another element missing from ELT textbooks, which often fail to adequately portray communicative practices appropriately in the TL (Boxer and Pickering, 1995).

The only opportunity students have with conversational norms comes from exposure to authentic materials, which apparently is not the case in the newly implemented textbook. The textbook does not provide learners with the necessary tools to recognize and analyse language in context 57.14% of the teachers think that the new textbook occasionally contain authentic materials that help students learn target-like conversational norms, because in holding a conversation, there are all sorts of unwritten rules about the correct way to proceed which should be appropriate to the socio-cultural norms of the TL.

The teachers believe that the conversations used in the new textbook are a combination of words put together trying to put a basic message without taking in consideration a whole protocol of how to appropriately open and close a conversation, how to greet, the use of leading questions and signalling of important content as well as norms of turn-taking. 28.57% of the respondents think that it never does and some of them 14.28% think that the textbook often include authentic materials.

Q 10: Does it include listening scripts?

Listening was one of the most neglected skills in second and foreign language classrooms until the 1960's, because both researchers and language teachers paid more attention to reading and grammar.

Lately the teaching of listening has gained more importance. Anderson and Lynch (2003) declares that "we only become aware of what remarkable feats of listening we achieve when we are in an unfamiliar listening environment such as listening to a language in which we have limited proficiency" (p:3) source

Listening plays a crucial role both in daily life and in academic contexts due to its importance for people in sustaining effective communication. Listening is vital in the language classroom because it provides input for the learners.

Unfortunately, the teachers have made a clear statement that the new textbook does not contain at all listening scripts for the section of listening. This can be considered as a disadvantage against this textbook since no single audio tapes have been accompanying this new textbook to reinforce learners' exposure to the TL.

Section Two: Please tick then give your reasons

This part is a review of the points already discussed above in the questionnaire and also to enable middle school teachers to give again their opinions through the possibility of justifying their choices.

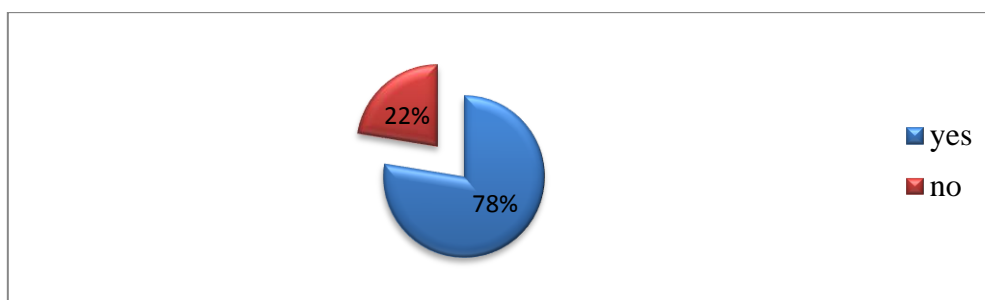
Q 11: Do you think that working with authentic materials is beneficial for FL learners?

If yes why?

Table 19 : Teachers' work with authentic materials

Option	Number	Percentage %
Yes	38	77.56%
No	11	22.44%
Total	49	100 %

Figure 19: Teacher's work with authentic materials



Nunan (2001:4) asserts that "learners need both authentic and non-authentic materials". Authentic Materials (AM) is very bound up with the learning of any foreign language.

Therefore, the above table demonstrates that teachers were unanimously in favour of working with AM, with a percentage of 77.55% which indicates that those teachers recognize the role of authentic materials in learning languages. They believe that AM attract learners' attention and break the usual classroom routine.

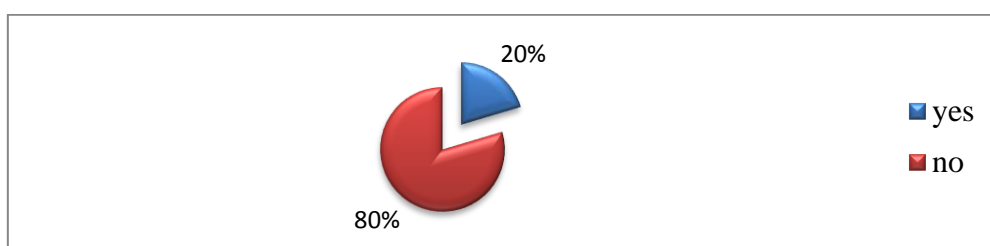
However, 22.44% of them see that it is not necessary, because learners are accustomed to hear the teacher's talk or exposed to a simplified language that is not similar to the language used in real situations. Besides, they believe that one of the difficulties learners face with AM is that they cannot catch up the meaning of the message because of the speakers' speed, or use of different accents.

Q 12: Do you think that all speech act sub-categories are used and well distributed in the conversations included in the textbook? Please justify

Table 20: The Speech acts use and distribution

Option	Number	Percentage %
Yes	10	20.40%
No	39	79.60%
Total	49	100 %

Figure 20: The Speech acts use and distribution



The reason behind this question is to gauge teachers' perspective toward the use of speech act types in the conversations of MBE textbook, because it represents the core of our study.

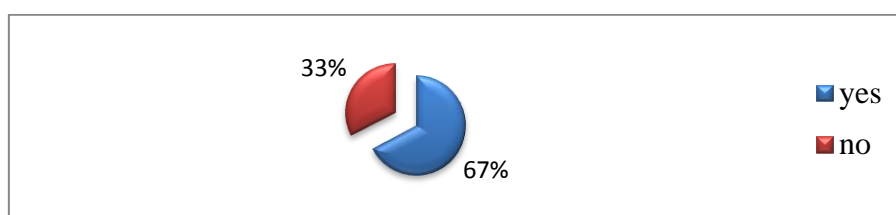
Overwhelmingly, 79.59% of the teachers believe that not all speech act types are being used in the conversation sections of MBE textbook, and that the distribution frequency of the speech act categories is not equally distributed as well. They further explain that speech acts such as commanding, apologizing, promising, suggesting making invitations are completely missing in the dialogues included in this textbook. They even add that the number of the conversations in itself is insufficient, about five in the whole textbook, which is a very limited number. Only 20.40% of them think that they are well distributed.

Q 13: Is providing spontaneous speech would develop foreign language learners' communicative and pragmatic competence? If yes why?

Table 21: The role of spontaneous speech in developing communicative and pragmatic competence

Option	Number	Percentage %
Yes	33	67.34%
No	12	32.66%
Total	49	100 %

Figure 21 : The role of spontaneous speech in developing communicative and pragmatic competence



Communicative Competence as discussed in the previous chapters refers to how well someone is able to communicate with others. It is both the mastery of the linguistic aspects of the TL and its appropriate use according to the socio-cultural norms of the TL community. Therefore, knowing what is socially appropriate in a particular community simply equates with pragmatic competence which is essential for language learning.

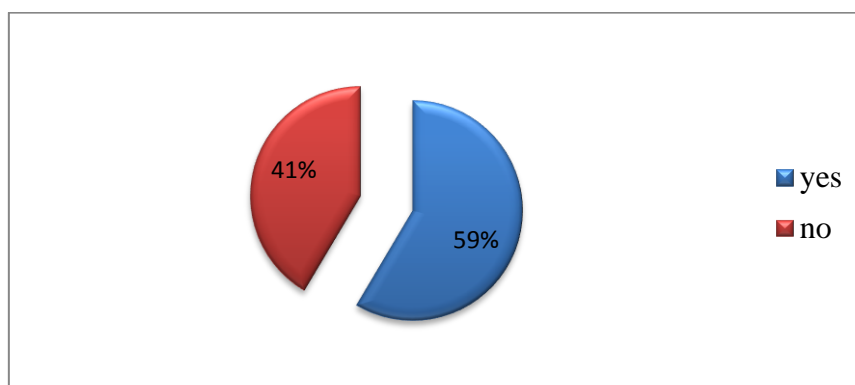
According to this table, the majority of the surveyed teachers 67.34% agree that the inclusion of spontaneous speech would certainly improve the learners' communicative and pragmatic competence. There is paucity in the exposure to the TL in EFL contexts and this eventually hinders the learners' communicative abilities. Spontaneous speech can develop learners' pragmatic competence because it contains rich opportunities to use the language communicatively. Whereas the rest of them 36.65% think that spontaneous speech is not effective because it is characterized by unfinished sentences and informal use of language, not to mention confronting learners with a complete new culture that may not be suitable for their age, besides to the speakers' speed that prevent learners to catch up the meaning of the speech.

Q 14: In your opinion, is it indispensable to provide teachers with training programmes that focus on teaching pragmatic features? If yes why?

Table 22 : Teacher's Training programmes.

Option	Number	Percentage %
Yes	36	73.47%
No	13	26.53%
Total	49	100 %

Figure 22: Teacher's training programmes.



Leech (1983) states that "we cannot really understand the nature of language itself unless we understand pragmatics"

A considerable number of middle schools teachers have not enough knowledge about pragmatics due to the lack of pragmatic training programmes.

It seems that the surveyed teachers were quite unified concerning the attendance of pragmatic training programmes. Since they were NNs who most of them has few contact with native speakers, they definitely welcomed this idea. Therefore, 37.46% of the teachers show readiness for attending those programmes in order to enhance their knowledge about pragmatics which will be beneficial for their learners. Brock and Nagasaka (2005) explain that if teachers attend training programmes," they can help their students see the language in context, raise consciousness of the role of pragmatics and explain the functions pragmatics plays in specific communicative events" (p:20).

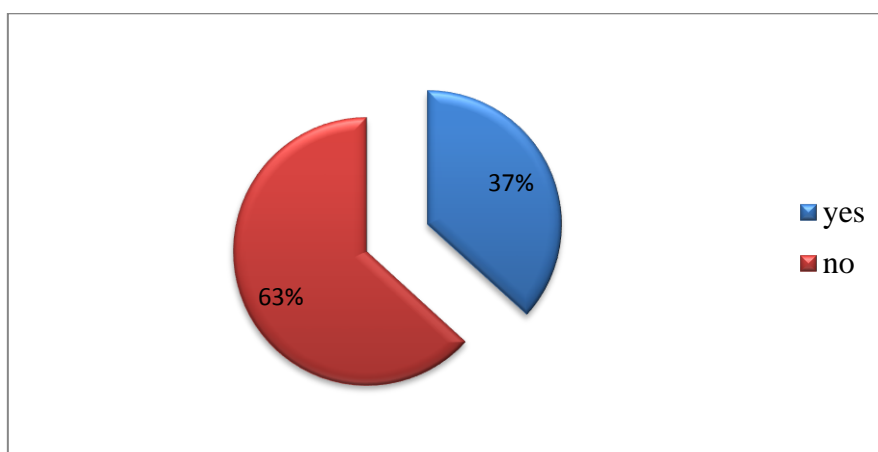
Whereas the rest of them 26.53% do not welcome the idea of those training programmes, because as they claim due to shortage of time and personal duties.

Q 15: If you were to judge MBE textbook, would you say that it is pragmatically competent? Please justify your answer

Table 23: Teachers' Overall perspective toward the textbook pragmatic content

Option	Number	Percentage %
Yes	18	36.73%
No	31	63.27%
Total	49	100 %

Figure 23: Teachers' Overall perspective toward the textbook pragmatic content



What is language if it is not used for the purpose of communication?

The majority of the surveyed teachers are so unanimous in their response. It is not surprising that 63.26% of the teachers admit that the new textbook is not pragmatically competent, because it does not contain enough pragmatic input appropriate for learners to develop their communicative skills, while 36.73% of them do believe that it is somehow competent.

The surveyed teachers assume that the two first sequences were simple and appropriate for students' level, but while moving a little bit along the other sequences the content of the textbook became suddenly difficult because of the incorporation of new and abstract concepts such as: rights and duties in sequence 3 and 4, which are hard to explain for

such a beginner-level. Despite the use of ICT tools, they claim that they were obliged to use Arabic so that their learners can understand the intended meaning. Moreover, the four skills are not well balanced...

Because the four skills reading, speaking, listening and writing do not occur in isolation in communicative texts or activities.(no listening scripts)

The rest of the surveyed teachers i.e. 36.76%, however believe that the textbook contains pragmatic content and thus it is considered as pragmatically competent. They claim that since this book is published this year and that they did not finish the yearly programme yet, it is therefore, premature to make a straight judgement.

Summary of the Questionnaire

The overall objective of the teachers' questionnaire has been to enrich the findings of our study by exploring Algerian middle school teachers' perception and attitudes toward the newly implemented textbook My Book of English, designed for first year level.

In the light of the aforementioned results, it is clear that the findings of this questionnaire have shown the pragmatic pitfalls of the conversation sections used in MBE textbook, despite the fact that curriculum developers claim that the textbook has significant improvements in terms of communicative language teaching principles compared to the previous ones.

The sampled teachers have shown unanimous signs that the conversations included in the new textbook neither contain varied speech act types nor have an equal distribution, and this fell short in supporting the communicative competence.

It has recently been demonstrated that conversations have become a focus of interest for speech act theory, and several proposals have been established to the possible extension of speech act theory to the analysis of conversation and textbook evaluation.

In addition, the majority of the teachers do believe that the conversations used in MBE textbook are not authentic; there is a flagrant absence of spontaneous speech that contain natural language such as hesitations, overlaps, that can enable students learn target-like conversational norms. Further, the teachers felt that these conversations are rather artificial and do not arm learners with the right speech acts to use the TL in different social situations.

Surprisingly, the surveyed teachers definitely agreed that learners are able to reach the intended meanings in context, which may seem somehow confusing. However, the teachers have confessed that the selected materials presented in the first sequences (1 and 2) were simple and easy to grasp, but the other ones (3, 4) were quite difficult which obliged them to get back to Arabic to make things clearer.

As far as speech acts are concerned, the results of this questionnaire revealed that teachers recognise speech acts as a key constituent in improving learners' speaking skills. They totally agree that the conversations in MBE textbook are not similar to real-life speech, which is not a helping factor for learners to perform different types of speech acts such as requesting, apologizing and mainly those of declaration speech acts, that are completely absent in the dialogues of MBE textbook. Further, this textbook does not adequately include comprehensible explanations of how conversations work in English. Thus the sampled teachers concluded that it is not considered as a reliable source of pragmatic input and is not pragmatically competent.

Moreover, pragmatics in the Algerian teaching environment is still in infancy and need to be given further attention. The teachers' responses demonstrate that the new textbook suffer from a shortage of pragmatic content. Pragmatic competence is claimed to be a universal principle and that L2 learners are usually pragmatically competent in their L1, hence bring this supposedly universal pragmatic knowledge to the task of L2 learning (Bardiv-Harlig and Dorneiy, 1998 p, 164). As this may seem true, not all pragmatic knowledge is

universal, some is specific and culture bound and thus may be the cause of serious miscommunication problems.

Owing to this, the surveyed teachers definitely agreed on the need of providing learners with pragmatic instructions in textbooks and were ready to intervene and incorporate an awareness L2 pragmatics in their teaching as well. They believe that including spontaneous speech as an authentic material would certainly develop learners' communicative and pragmatic competence.

Furthermore, a considerable number of middle schools teachers in Algeria do not have frequent interaction with Ns and unfortunately lack sufficient information about pragmatics. They need to be well-trained and informed about contextualized language use. Therefore, many of them welcomed the idea of attending training programmes in order to enrich their pragmatic knowledge and improve their learners' communicative skills.

On the whole, the surveyed teachers were split between for and against the new textbook, but in general they had a good impression and somehow satisfied with its overall content if compared to the previous textbooks.

Conclusion

To sum up, the most significant conclusion we have obtained throughout this chapter is that enhancing learners' communicative skills can be achieved by careful incorporation of a rich and the right variety of all speech act categories in ELT textbooks. Moreover, according to the research findings, we have demonstrated that the newly developed textbook "My Book of English" suffers from significant pragmatic shortcomings. The conversations used in this textbook do not contain all the necessary types of speech acts that are needed for successful communication especially those of commissives and declaration speech acts, besides these speech act categories are not well-distributed in all the conversation at the range or level. Such inequality can lead learners to be proficient in certain types of speech acts, but unable to perform other types which are have an important and frequent use in every day communication. Therefore, we conclude that newly developed textbook "MY Book of English" is not pragmatically competent and does not support the communicative competence.

Limitation of the Study

Limitation of the Study

This current study is limited at examining the pragmatic features of speech acts that are included in the conversations used in the newly developed textbook "My Book of English" that is designed for first year middle school learners. It is also worth mentioning that the number and the length of the conversations is not sufficient, and there are even some sequences which do not include conversations at all, an issue that did not help us to make clear and adequate analysis. Besides some teachers complained about the time allotted for them to give their opinion about the textbook, because it was recently developed and they did not finish the yearly programme yet, as a result, they were not ready to make clear judgements about its content up till. Another evaluation on the linguistic as well as the cultural aspects of the textbook has not been performed because it is time consuming.

Suggestions for further Studies

The limitations identified in this research as well as the obtained results make fertile grounds for further research. The restriction to first year middle school textbook can expand to the coming developing textbooks designed for other levels. Different issues can be explored rather than the pragmatic features such as the cultural and the linguistic aspects of the language can be examined in the newly published textbook or future developing ones.

General Recommendations

General Recommendations

A close examination of My Book OF English textbook revealed that the included Conversations do neither contain all the types of speech act categories nor have an equal distribution among the conversation sections, which leads us to deduce that the newly implemented textbook is not pragmatically competent and thus, do not reflect the goals of that CBA purports itself to attain. Based on these findings the following recommendations can be stated:

- 1) EFL teachers should compensate for the pragmatic pitfalls of MBE textbook
- 2) Textbook writers should take the reported pragmatic shortcomings in the conversation sections included in MBE textbook under rigorous scrutiny and use all the speech act types and balance them to the same level.
- 3) Textbook designers should also take the findings of this research as a useful Source to modify other developing textbooks.
- 4) Textbook writers and curriculum developers should incorporate explicit teaching of speech acts as a sort of remedy for MBE textbook pragmatic shortcomings.
- 5) ELT textbooks should provide learners with the necessary pragmatic materials such as speech act functions, social contexts and communicative activities that reflect the daily use of the TL.
- 6) More evaluations into the use of textbooks in EFL classrooms should be done to determine their pragmatic efficacy.
- 7) Research in the field of conversation analysis, cross-cultural and Interlanguage pragmatics can positively contribute to textbook development.
- 8) Provision of naturally occurring conversations that contain rich and varied speech act types can improve learners' communicative skills.
- 9) Pragmatic training programmes should be arranged for teachers in order to help

students improve their pragmatic competence.

10) ELT textbooks should also incorporate useful insights about the Anglo-American soci-cultural codes such as politeness forms, how to make an apology, a promise and so on in order to be able to successfully use them in different social situations .

12) Syllabus designers and textbook writers should consult native syllabus writers or native textbook writers because the professional assistance is highly useful to improve learners' proficiency level, but this should go in accordance with the learners' level, age and cultural background.

General Conclusion

General Conclusion

The main objective of the present study was an attempt to determine the type and number of speech act categories used in the conversation sections included in the new implemented first year middle school textbook *My Book of English*, and to investigate if there was an equal distribution among these speech acts. The aim behind this evaluation is to demonstrate that the new textbook suffers from significant pragmatic pitfalls that prevent it from being considered as pragmatically competent.

Undoubtedly, textbooks are the major source available in foreign language teaching. Sheldon (1988) states that textbooks depict the heart of an ELT programme that can be visualised. However, ELT textbooks suffer from a scarcity of pragmatic content especially in terms of speech acts that are marginalised as compared to other language items. These textbooks are mainly based on lexico-grammatical structures of the language and a remarkable lack of exposure to the target culture which is not sufficient if the goal of textbook designers is to achieve successful communication.

Moreover, the language features presented in these textbooks are attended to or simplified since obviously they are designed for a more formal foreign language teaching context. This is why; most of the conversations used there do not contain real language and the right variety of speech acts that appears to be necessary to the understanding of intercultural communication. Thus, the pragmatic inadequacy of textbooks especially in terms of speech acts is indisputably the cause of most learners' communicative difficulties.

Coming back to the new middle school textbook that is claimed by the curriculum developers to follow the principles of communicative language teaching, we can conclude that the conversation sections in this textbook have significant shortcomings mainly the lack of declaration speech acts and the inequality and variation in the distribution of speech acts. Thus for this beginner-level textbook to be pragmatically competent, the conversations

included in this textbook must contain all Searle's (1979) types of speech acts that are all used in real-life communication and must be distributed equally and at the same percentage or frequency among all the conversations

In addition,, incorporating pragmatic features such as speech act types through natural conversations can develop learners' communicative use of the target language and their ability to appropriately perform speech act functions in different social contexts.

As a conclusion, we culminate this study by a recommendation to textbook developers to take the reported pragmatic pitfalls of the conversations included in My Book of English textbook under rigorous scrutiny and take into consideration the use of all types of speech acts and balance them equally to the same level in other developing textbooks.

References

References

Primary Sources

First year middle school textbook My Book of English. September, 2016.

Programme d'anglais de la 1^{ère} Année moyenne (2016). Commission Nationale des Programmes

Tamrabet, L., et al. (2015) My Book of English Teacher's book, 2016.

Allami, H., & Naeimi, A. (2010). *A Cross- Linguistic Study of Refusal: An Analysis of Pragmatic Development in Iranian EFL learners. Journal of Pragmatics, 43, 385-406.*

Alemi, M., Roodi, F. Bemani, M. (2013). *Pragmatic investigation in three global English textbooks. Internet Journal of Language, Culture and Society, 37, 55-60*

Austin, J. (1962). *How To Do Things With Words*. London: Oxford University Press.

Basher, A. (2005). *A Linguistic and Sociolinguistic Evaluative Study of Spot Light on English*. Magister Degree. Biskra University

Bachman, L. (1990). *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press.

Bardovi-Harlig, K. & Hartford, B. S. (1993). *Learning The Rules of Academic Talk: A Longitudinal Study of Pragmatic Development*.

..... (1999). *Exploring The Interlanguage of Interlanguage Pragmatics: A Research Agenda for Acquisitional Pragmatics. Language Learning, 49, 677-713.*

..... (2001). *Empirical evidence of the need for instruction in pragmatics*. In K. R. Rose and G. Kasper (eds.) *Pragmatics in language teaching*. Cambridge: Cambridge University Press.

- Bardovi-Harlig, K., and Mahan- Taylor, R. (2003). *Teaching Pragmatics*. Washington DC: US. Department of State Office of English Language Programs.
- Bardovi-Harlig, K., Hartford, B.S., Mahan-Taylor, R., Morgan, M.J. and Renolds, D.W. (1991). Developing Pragmatic awareness: Choosing the conversation. *ELT Journal*, 45:4-15.
- Boxer and Pikerling, L. (1995). *Problems in the presentation of speech acts in ELT Materials: The case of Complaints*. *ELT Journal*, 49, 44-57
- Blum- Kulka, S. (1982). Learning How to say what You want in a Second Language: A Study of the Speech Act Performance of Hebrew as a Second Language . *Applied linguistics*, 3(1), 29 -59
- Canale, M. (1983). From Communicative Competence to Communicative Language Pedagogy. In J.C. Richards and R.W. Schmidt (eds.) *Language and communication*. London: Longman. pp.2-27.
- Canale, M. and Swain, M. (1980). Theoretical bases of communicative approaches to Second language teaching and testing. *Applied Linguistics*, 1:1-47.
- Campoy, M.C. and Safont, P. (2001). Pedagoical implications of a spoken corpus for The development of request realization strategies in foreign language learners of English. In A. Moreno and V. Colwell (eds.) *Perspectivas recientes sobre el discurso*. Léon: Secretariado de publicaciones y medios audiovisuales. CD-ROM publication.
- Celce-Murcia, M., Dornyei, Z. and Thurrell, S. (1995). Communicative competence: A Pedagogically motivated model with content specifications. *Issues in Applied Linguistics*, 6:5-35.
- Chomsky, N. (1965). *Aspects of the theory of syntax* . Cambridge, MA: MIT Press.

- Cohen, A. D., & Olshtain, E.(1993). *The Production of Speech Acts by EFL Learners*.TESOLQuarterly, 27(1), 33- 56.
- Coulmas, F.(1981). *Instruction: Conversational Routine*. In F. Coulmas(ed), conversational Routine (pp. 1- 17). The Hague: Mouton.
- Crystal,D. (1985). *A Dictionary of Linguistics and Phonetics*. 2nd. Edition. Oxford: Blackwell.
- (1997). *A Dictionary of Linguistics and Phonetics*.4TH edition. Cambridge, MA:Blackwell
- Cunningsworth, A. (1995).*Choosing Your Course book* .Oxford : Heinemann.
- Eisenstein, M., & Bodman, J.W.(1986). I Very Appreciate : Expressions of gratitude by Native and Non-native speakers of American English. *Applied Linguistics*, 7(2),167-185.
- Ekin,T.Y.M.(2013). *Do Current EFL Course books Work for the Development of L2 Pragmatic Competence? The case of suggestions*.Procedia-Social and Behavioural Sciences,93,1306-1310
- Garinger, D. (2002) . *Textbook Selection for The ESL Classroom*. *Eric Digest*, no volume and Page number is given. Retrieved from:
<http://www. Cal.org/resources/digest/digest pdfs/0210 garinger.pdf>
- Grant, N . (1987). *Making The Most of Your Textbook*. Hong Konk :Longman Group Uk Limited.
- Graves,K.(2000). *Designing Language Courses*. Canada: New burry House.
- Green, A . (1926). The Measurement of Modern Language Books. *The Modern Language*,10(5) ,259 -269.
- Harmer, J.(2001). *The Practice of English Language Teaching* . Essex: Pearson Education Limited.

Harmer, J. (2001) *The Practice of English Language Teaching*. Essex: Pearson Education Limited

Hutchinson, T & Torres, E. (1994). "The Textbook as Agent of Change". *ELT Journal*, 48 (4), 315 – 28.

Hymes, D. (1974). *Foundations in Sociolinguistics: An Ethnographic Approach*. Philadelphia: University of Pennsylvania Press.

Jianda, L. (2006). Assessing EFL learners' interlanguage Pragmatic knowledge: Implications for testers and teachers. *Reflections on English language teaching*, 5(1), 1-22.

Jiang, X. (2006). Suggestions: *What should ESL Students Know?* *System*, 34, 36-54.

Judd, Elliot L. (1999). "Some Issues in the Teaching of Pragmatic Competence". In E. Hinkel, ed., *Culture in Second Language Teaching and Learning*. Cambridge: University Press.

Kasper, G. (1997). *Can Pragmatics Be Taught?* Honolulu: University of Hawaii, Second Language Teaching and Curriculum Center.

Kasper, G. & Schmidt, R. (1996). Developmental issues in interlanguage pragmatics. *Studies on Second Language Acquisition*, 18: 149-169.

Kasper, G., & Rose, K.R. (2002). *Pragmatic Development in a Second Language*. Oxford: Blackwell Publishing Limited.

Kemp, J. E. (1977). *Institutional design: A Plan for Unit and Course Development* 2nd ed. New York: Longman.

Lebbal, F., (2006). A Diagnostic Evaluation of EFL Students' Competence in Communication and the Need of Integrating Pragmatic Insights to Develop Oral Performance.

Lo Castro, V. (2003). *An introduction to Pragmatics: Social action for Language*

Teachers. Michigan: Michigan Press.

Mc Donough, J. & Shaw, C. (1993). *Materials and Methods In ELT*. Oxford:

Blackwell

Mc Grath, A. (2002). *Materials Evaluation and Design For Language Teaching*.

Edinburgh: University Press.

Morris, C. (1938). *Foundations of the Theory of the signs*: In O, Neurath, R. Carnap & C

Morris (eds.) *International Encyclopedia of United Science I*, Chicago.

Mukundan, J. (2007). "Evaluation Of English Language Textbooks": Some Important

Issues for Considerations. *Journal of NELTA*, Vol 12 No 1&2: 80 -4.

Nebbou, A. (2010). *Evaluation means Innovation in ELT*., The Experience of the Algerian

School

Nourdad, N., Roshani Khiabani, L. (2015). *Pragmatic Content Analysis of Newly Developed*

Iranian EFL English Textbooks. *International Journal of language learning and*

applied linguistics (IJLLALW) Journal, Vol.10 (1), 24-39

Nguyen, T.T.M. (2011). *Learning to Communicate in a globalized World: To what extent do school textbooks facilitate the development of intercultural pragmatics competence?*

RELC Journal, 42(1), 17-30.

Olshtain, E & Cohen, A.D. (1991). *Teaching Speech act behaviour to non-native*

speakers. In M. Celce-Murcia (ed.) *Teaching English as a second or foreign*

language. pp.154-165.

Poupari, Z. & Bagheri, S.M. (2013). *Correlation of Speech Acts and Language*

Functions in TopNotch Series Vs ILI Textbooks from a Pragmatic point of view.

International Journal of Linguistics, Vol3, No2, 1805-3602

Razmjoo, S. A. (2007). "High School or Private Institutes Course Books"? Which fulfil

Conversation language principles in the Iranian context? Asian EFL journal, a(4),

125 – 126.

Reynolds, P. D.(1974). *English Language Teaching and Textbooks in Hong Kong*.

Research Unit, Department of Education, University of Hong Kong.

Richards, C. J & Rodgers, T. S.(1986).*Approaches and Methods in Language*

*Teaching*Cambridge: Cambridge University Press, 20.

Robinson-Stuart,G.,&Noon,H.(1996).*Second Culture Acquisition: Ethnography in*

the foreign Language: Ethnography in the foreign Language Classroom. *The Modern language Journal*,431-449

Sarville-Troike, M,(2006). *Introducing Second Language Acquisition*. Cambridge

University Press.

Stalankar, R.C. (1972). Pragmatics. In D.Davidson & G. Harrman (eds.) *Semantics of Natural Language*. Dordrecht: Reidel Publishing Company.

Searle, J.(1969). *Speech acts: An essay in the Philosophy of Language*. Cambridge:

Cambridge University Press.

..... (1979). *Referential and Attractive*.In *Expression and Meaning*. Cambridge:

Cambridge University Press.Searle, J.(2005). *Expression and Meaning: Studies in the Theory of Speech Acts*. Oxford University Press.

Segueni, L. (2016). *Developing Learners' Communicative and Pragmatic*

Competence Using Authentic Language Data.

Sheldon, L. (1988). "Evaluating ELT Textbooks and Materials".*ELT journal*, 237 – 246.

Thomas, J.(1983). Cross-cultural Pragmatic failure. *Applied Linguistics*, 4:91-112.

..... (1995). *Meaning in interaction*.An introduction to pragmatics. New York:
Longman.

Toliver,Wendy(2004).*The Little JiantEncyclopedia of Inspirational QSuotes*,

Sterling Publishing Co., Inc., New York

Tomlinson, B.(2003).*Developing Materials for Language Teaching*. London and New York:Continuu

Tomlinson, B. & Masuhara, H.(2004). *Developing Language Course Materials*
Singapore: SEAMEO Regional Language Centre.

Torres, E.(1994). “The Textbook as Agent of Change”.*ELT Journal*, 48(4),315-28 .

Uso-Juan, E.& Alicia Martinez-Flor.(2008). *Teaching intercultural communicative competence through the four skilld*. *Revista Alicantina de Estudios Ingleses*.21 (2008) 157-170.

Vaezi,R., Tabatabaei,S,.Bakhtiarvand,M.(2014). *A Capture Study of Speech Acts in the Textbooks by Native and Non-Native Speakers: A pragmatic analysis of new Intechange Series Vs Locally-made EFL textbooks*

Vellenga, H.(2004). *Learning Pragmatics From ESL& EFL Textbooks: How Likely?*
TESL-EJ, 8(2),25 – 38.

Wichhien., S., Aksornjarung.,P.(2011). Pragmatic Features in English CourseMaterials used at Thai University.

Wildner-Bassett,M.(1994). *Intercultural Pragmatics and Proficiency: ‘Polite’ noises for cultural appropriateness*. *Intercultural Review of applied linguistics*,32,317.

Yule, G.(2008). *Pragmatics*. Oxford: Oxford University Press.

Internet Sources

Curriculum of English for Middle School Education, May 2015. Google images

Projet de Document D’accompagnement du Cycle Moyen Anglais, Mars,2015.

www.algeriatesol.org

Appendix

Appendix

1)-The Instrument:

The instrument used in this study to analyse the content of the conversations is

Searle's (1979) model of speech acts classification: Assertives, Directives

Commissives, Expressives and Declaration. The following table best illustrates the

model:

Table 1: Searle's(1979) model of speech acts classification

Category	Sub-category
Assertive	Stating, boasting, complaining, claiming, reporting, asserting, Describing, announcing, guessing, forecasting, predicting, introducing calling,complimenting,concluding,reasoning,hypothesizing,telling, Swearing.
Directive	Requesting, warning, inviting, questioning, ordering, commanding, advising, reasoning, summoning, entreating, asking, directing, bidding, forbidding, instructing, begging, recommending, suggesting, Daring, defying, challenging
Expressive	Greeting, thanking, apologizing, regretting, commiserating, congratulating, condoling, deploring, welcoming, surprising, blaming, praising.
Commissive	Promising, vowing, offering, threatening, refusing, pledging, intending, and vowing to do or to refrain from doing something.
Declaration	Declaring, firing, resigning, dismissing, naming, excommunicating, appointing, blessing, sentencing.

2)- The Teachers' Questionnaire::

The thesis Title: **A Pragmatic Evaluation of Speech Acts in My Book of English Textbook**

This questionnaire is part of a Master thesis research study. It is conducted to elaborate a pragmatic evaluation of Speech Acts on the dialogues included in the newly published textbook "My Book of English". The findings of this questionnaire will open new scopes about teaching pragmatic features in Algerian Middle schools. Therefore, you are kindly requested to answer this questionnaire that heavily relies on your valuable answers.

Thank you for your cooperation.

Section One: Teacher's Background Information

Please put a tick(√) mark in the most appropriate box.

1. Gender

Male	
Female	

2. Teaching experience

1 to 5 years	
5 to 10 years	
10 years or more	

3. What levels are you teaching?

1 st and 2 nd year	
1 st and 3 rd year	
1 st and 4 th year	

4. Which skill do you prefer teaching most? Please rank your priorities from

(1 to 4).

Listening	
Speaking	
Reading	
Writing	

Section Two: Teacher's perspective towards Pragmatic aspects in My Book of English textbook.

1. Please put a tick in only **one** comment:

Questions	Often	Occasionally	Never
1. Does My Book of English textbook provide varied and appropriate speech acts?			
2. Are the conversations included in MBE textbook similar to real-life speech?			
3. Does it include real-language such as spontaneous speech, recordings of native speakers or radio programmes?			
4. Does it contain activities that encourage learner-learner interaction?			
5. Can students perform different speech acts such as commanding, promising, requesting, apologising and responding to them?			
6. Do the conversations in MBE textbook contain sufficient pragmatic input that would enable the learner to use the language communicatively?			
7. Are the learners able to reach the intended meaning in context?			
8. Do the conversations in MBE textbook contain natural language such as overlaps, hesitations and rules of politeness?			
9. Does MBE provide authentic materials that can help students learn target-like conversational norms (how to open and close dialogues)?			
10. Does it include listening scripts?			

b) Please tick (✓) then give your reasons:

1- Do you think that working with authentic materials is beneficial for FL learners?

Yes	
No	

If yes, why?

.....

2- Do you think that all speech act sub-categories are used and well-distributed in the conversations included in the textbook?

Yes	
No	

If yes, why?.....

.....

3- Is providing spontaneous speech would develop foreign language learners' communicative and pragmatic competence?

Yes	
No	

Why?.....

.....

4- In your opinion, is it indispensable to provide teachers with training programmes that focus on teaching pragmatic features?

Yes	
No	

Why?.....

.....

5- If you were to judge MBE textbook, would you say that it is pragmatically competent?

Yes	
No	

Please justify ?.....

.....

Thankyouverymuch

Résumé

Le présent travail constitue une tentative d'examiner et évaluer la qualité pragmatique des Actes du discours qui sont incluses dans les conversations du livre scolaire d'anglais titré "My Book of English". Ce livre a été récemment publié par le ministère de l'éducation en septembre 2016 et désigné pour les élèves de la première Année moyenne. Le processus d'évaluation est effectué en soumettant le test de Khi deux de conformité qui est un test statistique qui permet de décider s'il existe une différence significative entre les séries d'effectifs observés et les séries d'effectifs théoriques ou attendues et vise essentiellement de déterminer si les résultats suivent une loi uniforme. Les résultats du khi deux ont démontré que les actes de discours utilisés dans les conversations du nouveaux manuel ne suivent pas une distribution normale ce qui indique la présence d'une différence significatif entre la distribution observée et la distribution théorique. Le test a également révélé l'absence de deux types d'actes de discours notamment les actes commissives et les actes de déclarations. Par ailleurs, dans cette recherche on a opté pour un questionnaire comme outil de recherche qui a été désigné aux enseignants de la première année moyenne afin de recueillir les données nécessaires sur le contenu pragmatique des actes du discours existant dans les conversations du livre scolaire. Les résultats obtenus ne sont pas en faveur du nouveau manuel scolaire car de nombreux inconvénients au niveau pragmatique des actes du discours ont bien été dévoilés.

Mots clés : Les Actes du discours, Compétence pragmatique, compétence communicative, évaluation du manuel scolaire.