

## **A Critical Analysis of Speech Acts in Textbooks of Teaching Persian to Speakers of Other Languages**

Amirreza Vakilifard

Assistant Professor of TPSOL, Imam Khomeini International University, Ghazvin, Iran

Vakilifard@plc.ikiu.ac.ir

Saman Ebadi

[samanebadi@gmail.com](mailto:samanebadi@gmail.com)

Assistant Professor of Applied Linguistics, Razi University, Kermanshah, Iran

Bahman Ebrahimi-Marjal

MA Student in TEFL, Razi University, Kermanshah, Iran

[b.ebrahimi927@gmail.com](mailto:b.ebrahimi927@gmail.com)

### **Abstract**

Many learners may not be aware of socially and culturally appropriate forms of the second language. Therefore, students must be provided with language teaching materials that present authentic-like examples of speech act strategies to develop their pragmatic competence. Hence, the present study investigates the types and the percentages of speech acts included in the conversations of teaching Persian to the speakers of other languages (TPSOL) textbook series titled as “*Let’s Learn Persian*” taught at intermediate level. For this purpose, the whole speech acts in the dialogue sections of the selected textbooks were analyzed based on the Searle’s (1979) speech act framework. The reliability of results was checked by two independent inter-raters. The results showed that the distribution of the speech acts in the conversations of this series of the textbooks

was not equal and hence the pragmatic information in these coursebooks was not adequate to develop learners' pragmatic competence. Finally, some implications for material developers and textbook designers are proposed.

### **Keywords**

Pragmatics, Speech acts, TPSOL, Conversation, Persian

### **Introduction**

It is now widely accepted that pragmatic competence is one of the vital aspects of communicative competence (Backman & Palmer, 2000; Eslami-Rasekh, 2005), which requires the ability to choose and recognize the appropriate forms of utterance in a given context (Kasper & Rose, 2002). This knowledge enables a foreign language learner to express his/ her meanings and intentions via speech acts appropriately within a particular socio-cultural context of communication. In other words, this aspect of language competence involves both having linguistic means for expressing speech acts and understanding the socio-cultural constraints on the use of these communicative devices (Thomas, 1983; Eslami-Rasekh, 2005).

Speech acts are the most researched aspect of pragmatics (Kasper, 2006). A speech act can be defined as a function of the language within which an utterance serves a purpose in any exchange of communication (Austin, 1962), and the action is conveyed by means of speech acts (Searle, 1976). Therefore, we perform speech acts when we want to offer, apologize, ask, invite, refuse or accept something and etc. Moreover, for the learners, speech acts can function as “islands of reliability” (Diepenbroek & Derwing, 2013, p. 4) and as House (1996) asserted they can both facilitate pragmatic ability and contribute to fluency by capitalizing on formulaic chunks, while

other aspects of language such as grammar and vocabulary are still developing (Bardovi-Harlig & Griffin, 2005).

Given the importance of speech acts in pragmatic development, the relevance of the language textbooks to the instruction of these sort of communicative devices has become a key to the foreign language learners (Diepenbroek & Derwing, 2013). This is due to the common sentiment that “language textbooks play a central role in language classes” (Chapelle, 2009, p. 141) and they must supplement the classroom instruction with authentic-like examples of speech act strategies to develop language learners’ pragmatic competence (Ekin, 2013). Hence, and based on this premise, “in many second and foreign language teaching contexts, curricula and materials [particularly language textbooks] developed in recent years include strong pragmatic components or even adopt a pragmatic approach as their organizing principle” (Rose & Kasper, 2001, p. 3). Therefore, it could be maintained that language textbooks play an imperative role in the realm of teaching and learning pragmatic aspect of the target language owing to the suggestion that they “are considered the next important factor in the second/foreign language classroom after the teacher” (Riazi, 2003, p. 52).

Regarding the importance of language textbooks in the development of target language pragmatic knowledge, however, the previous analyses of language textbooks have pointed out that many textbooks tend to offer classroom learners little opportunity for learning L2 pragmatics (e.g., Aksoyalp & Toprak, 2015; Alemi, et al., 2013; Bardovi-Harlig, 2001; Diepenbroek & Derwing, 2013; Ekin, 2013; Gursoy, 2011; Kohandani et al., 2014; Poupari & Bagheri, 2013; Vaezi et al., 2014; Vellenga, 2004). All of these studies report that language textbooks either do not present or they present speech acts unequally or unrealistically. In an empirical study, for example, Vellenga (2004) concluded that the presentation of speech acts in EFL/ESL textbooks was pragmatically

unsatisfactory since they were not supported well with contextual information, nor they were given explicit metapragmatic discussion.

Still in a recent pragmatic analysis, Aksoyalp and Toprak (2015) also reported that the speech acts received limited attention in 17 EFL textbooks currently taught in Turkish language learning centers.

Unlike the reported shortcomings in the contextualized studies, it seems that “the textbook is still the backbone of many language courses” (Diepenbroek & Derwing, 2013, p. 1) provide input on the pragmatic features of the language being learned particularly in the foreign language contexts. Persian language is being increasingly taught as a foreign or second language (Ebadi, et al., 2015). With the vast and fast growing number of Persian L2 speakers, the pragmatic aspect of this language is of highly importance since they have intensive interaction with the native Persian speakers. More precisely, the Persian language learners are frequently given the tools in textbooks to recognize and analyze language in a variety of contexts, and therefore, not equipped to be polite or rude intentionally (Grant & Starks; as cited in Vellenga, 2004). Persian speech acts are one part of the Persian pragmatic knowledge the learners are expected to learn.

Therefore, in the continuation of the cited studies, the purpose of the present paper is to conduct a careful inspection of the conversations in order to find out the types of speech acts (based on Searle’s taxonomy) and percentages of each one in Persian language textbooks titled as “*Let’s Learn Persian*” currently taught at the intermediate level. Therefore, following research questions guided the present study:

1. What are the types of speech acts in Persian conversation texts?
2. How frequently each speech act is used in these textbooks?

3. Are the conversations of these textbooks pragmatically appropriate and efficient with regard to the existence and the distribution of speech acts?

## Literature Review

### *Pragmatic Competence*

Pragmatic competence is one of the vital aspects of communicative competence which “enables us to create or interpret the discourse by relating utterances or sentences and texts to their meanings, to the intentions of language users, and to relevant characteristic of the language use setting” (Bachman & Palmer, 2000, p. 69).

It is indeed an amazing characteristic of language to provoke people’s performance, reaction and response toward different actions in different situations. Thomas (1983) believes that *pragmatic competence* is comprised of *sociopragmatic* and *pragmalinguistic* knowledge. According to her, sociopragmatics refers to the social perceptions underlying participants’ interpretation and performance of communicative action; it is related to cultural norms, values, and beliefs of the target language. More precisely, *sociopragmatic competence* helps the interlocutors know when a suitable utterance (or speech act) is necessary (Thomas; Bachman & Palmer, 2000).

On the other hand, Thomas views pragmalinguistics as the competence which helps the interlocutors to know which semantic formula or speech act is appropriate to use in conveying the intention. Therefore, it links the grammatical aspect of the language with the social activity it performs.

Reportedly, in the process of language learning, it is often the grammatical features which are practiced and understood rather than pragmatic knowledge (Amaya, 2008; Eslami-Rasekh, 2005; Gursoy, 2011). This phenomenon is probably due to the difficulty of pragmatics teaching (Amaya) that teachers of English often choose not to stress the pragmatic knowledge in their

classroom (Thomas, 1983); instead they “focus on the grammatical aspects of language” (Amaya, 2008, p. 12).

Moreover, research into the pragmatic knowledge of the foreign or second language learners has reported convincingly that the pragmatics of learners and native speakers are quite different (Amaya, 2008; Bardovi-Harlig, 2001; Kasper, 1997). Blum-Kulka, House, and Kasper (1989, p. 10) report that, “Even fairly advanced language learners’ communicative acts regularly contain pragmatic errors, or deficits, in that they fail to convey or comprehend the intended illocutionary force or politeness value”.

Therefore, as Eslami-Rasekh (2005) asserts, there is a need for L2 instruction to focus on the pragmatics of the language, and researchers in this area generally point out the positive impact of instruction aimed at raising learners’ pragmatic awareness (Kasper, 1997). This is probably due to the prediction that “through awareness-raising activities, students acquire information about pragmatic aspects of language” (Eslami-Rasekh, 2005, p. 200).

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### *Speech Acts*

In a very simple combination of words, whenever language is used, it is used with the aim to achieve objectives or perform tasks (Austin, 1962; Searle, 1969; Searle, 1976). According to Austin (1962) and Searle (1969, 1976) a *speech act* is defined as a function of the language within which an utterance serves a purpose in any exchange of communication, and the action is conveyed by means of speech acts. Therefore, we perform speech acts when we want to offer something, apologize for something, ask for something, invite someone, refuse or accept something and etc.

Austin (1962) was dissatisfied with the traditional concentration on referential meaning and the truth and falsehood of statements. This led him to focus the attention from studying sentence-meaning to study the utterance-meaning (Leech, 1983, p. 321). Therefore, he developed the first approach to a new theory that has been famous as a Speech Act Theory. This theory has been discussed and developed by Searle (1976). To Searle, “the basic unit of human linguistic communication is the illocutionary act” (Searle, 1976, p. 1). Therefore, in his alternative taxonomy, Searle defined the basic categories of illocutionary acts as follow:

- a. *Representatives*; the point or purpose of the members of the representative class is to commit the speaker (in varying degrees) to something’s being the case, to the truth of the expressed proposition. All of the members of the representative class are assessable on the dimension of assessment which includes true and false.
- b. *Directives*; the illocutionary point of these consists in the fact that they are attempts by the speaker to get the hearer to do something. According to Searle, these sorts of illocutionary acts may be very modest *attempts* as when somebody invites somebody else to do it or suggests that somebody do it, or they may be very *fierce* attempts as when somebody insists that somebody else do it.
- c. *Commissives*; commissives are those illocutionary acts whose point is to commit the speaker (again in varying degrees) to some future course of action.
- d. *Expressives*; the illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content. According to Searle, the paradigms of *Expressive verbs* are ‘thank’, ‘congratulate’ ‘apologize’, ‘condole’, ‘deplore’, and ‘welcome’.

- e. *Declarations*; according to Searle, it is the defining characteristic of this class that the successful performance of one of its members brings about the correspondence between the propositional content and reality, successful performance guarantees that the propositional content corresponds to the world. For example, if somebody successfully performs the act of appointing somebody else as a chairman, then that person is or becomes a chairman.

### *Research on Speech Acts in Language Textbooks*

Due to the significant role of language textbooks in developing the target language pragmatic knowledge, a prolific body of pragmatic research has addressed the use of speech acts in language course books. This line of research attempts to investigate to what extent the designed commercial language textbooks present the foreign or second language pragmatic features particularly the speech acts as the prevalent communicative devices learners need to equip as part of their pragmatic competence.

As an instance, in a valuable study, Vellenga (2004) pragmatically compared EFL and ESL textbooks. She argued that learners hardly acquire pragmatic competence owing to the reason that the scrutinized textbooks did not provide enough metalinguistic and explicit metapragmatics information. In spite of this shortage, the comparison showed that majority of EFL texts enjoyed pragmatic information.

Investigating the pragmatic information throughout 8 EFL textbooks in Algeria, Neddar (2010) also reported that although there was a large amount of pragmatic information across all pages, the quality of this pragmatic information did not allow learners to develop their pragmatic

competence of the target language. The study further indicated that there was a discrepancy between the limited range of speech acts presented in the textbooks and those used on daily basis by the target language users.

Still in a further pragmatic investigation, Kohandani, Farzaneh and Kazemi (2014) examined distribution and frequency level of the language functions as well as speech acts in the selected conversations of Top Notch 1 English language textbooks. The results showed that the conversations lacked the imaginative function and the language functions were distributed unequally and at variant levels of frequency. Analyzing the data based on Searle' (1976) taxonomy, it was further found out that all types of speech acts, except for *declarative speech act*, existed in the sample conversations, however, the frequency and the percentage of occurrence of speech acts were totally different and unequal in the scrutinized conversations.

Reviewing the literature, it is clearly evident that most of the pragmatic analyses have generally investigated the strategies used in producing one or more speech acts, as well. For example, in a pragmatic analysis, Allami, Roodi and Bemani (2013) confirmed that the distribution level of four speech acts of *refusal*, *request*, *apology*, and *complaint* was not equal in the commercial language textbooks currently taught in Iranian English language institutes. The study reported that *complaint* was seen to have the highest frequency in all textbooks while *refusal* was the least.

Scrutinizing the speech acts of complaint, apology and suggestion throughout 17 EFL textbooks of different language proficiency levels in Turkey, Aksoyalp and Toprak (2015) also reported that the range and frequency of examined speech acts increased as the proficiency level of the course books increased. However, it was evidenced that speech acts received limited attention

when compared to other components of language such as grammar units, phonology, spelling etc.

Given one speech act analysis, Ekin (2013) analyzed the linguistic realization of the speech act of suggestion presented in 10 EFL coursebooks (5 pre-intermediate and 5 intermediate) in Turkish language centers. Ekin confirmed that the presentation of the speech act of suggestion in the coursebooks was pragmatically inadequate. Students were occasionally given models (audio recordings or more commonly, as printed dialogues or examples) of the suggestions with very little contextual information or explicit metapragmatic discussion. The study further reported that in the evaluated coursebooks, formality and the differences between speaking and writing were not mentioned.

The literature review also indicates some studies attempted to compare the locally designed textbooks with commercial English language coursebooks. As an instance, Poupari and Bagheri (2013) investigated the English language functions and speech acts to assess the pragmatic strength of the conversation sections of *Top Notch series* and *Iran Language Institute (ILI)* textbooks. The obtained results indicated that the conversations in both *Top Notch* and *ILI* textbooks had several shortcomings such as the absence of pragmatic variables and their unequal distribution.

Vaezi, Tabatabaei and Bakhtiarvand (2014) further compared the types and the frequency of speech acts in the dialogue sections included in locally designed *Right Path to English* textbooks and the commercial coursebooks of *New Interchange* series. Dividing the collected data into the Searle's (1979) speech act taxonomy, it was found out that the most frequently used types of speech acts in both textbooks were the three categories of *assertives*, *directives*, and *expressives*,

respectively. *Declarations* and *commissives* were not found in *New Interchange* series at all; however, two instances of commissive utterances were found in *Right Path to English* series.

### *Pragmatic Analysis on Persian language Textbooks*

Despite prolific research on speech acts in various English language textbooks (or perhaps other language coursebooks), no study, of course to the best knowledge of the researchers, has addressed the pragmatic knowledge and information in Persian language coursebooks. We only encountered one recent study scrutinizing *gender representation* throughout Persian language textbooks titled as “*Let’s Learn Persian*”. In this sociolinguistic analysis, Ebadi, Salman and Ebrahimi-Marjal (2015) report that the scrutinized Persian language coursebooks suffer from gender bias.

Therefore, our assumption is that research addressed the Persian language coursebooks evaluation is still in infancy and hereby deserves most scholarly attention to improve the standard and the quality of the Persian language’ **textbooks in general and presenting the pragmatic information in particular.**

## **Methodology**

### *Materials*

The materials used in this study consisted of the dialogue sections of Persian language textbooks of *Let’s Learn Persian* at intermediate level, volumes of (II and III) written by Zolfaghari et

al.<sup>1</sup> and published in Islamic Republic of Iran by Madraseh publication in 2003. In the blurb of each coursebook it has been noted that “a team of experts in course designing, educational management, educational technology as well as the experienced counselors have been involved in preparing this set of Persian language textbooks” (Ebadi, et al, 2015, p. 146). Each textbook is comprised of 30 units. Every unit is begun with a dialogue. Every dialogue is followed up with an uncompleted conversation in which the learners are probably required to fill out the blanks according to the presented dialogue, perhaps as a model. Furthermore, in the margin of most of the dialogues, the learners are presented with information on the formal and informal usage of the particular word(s) used in the conversations. Moreover, in some conversations, the meanings of some of the Persian culture proverbs have been provided, however, there is not any information on the sociopragmatic as well as pragmalinguistic use of these Persian-specific semantic formulas. Moreover, all of the conversations lack the real-world glossy photos and, instead, they have been decorated with matte and unclear pencil-drawn pictures.

### *Data Collection Instrument*

The instrument used in this study to analyze the materials was Searle's (1976) model of classifying speech acts, *Representatives (Assertives)*, *Commissives*, *Directives*, *Expressives*, and *Declarations*. Each of these categories consists of some sub-categories as indicated in the Table 1.

**Table 1: Searle's (1976) Classification of Speech Acts**

Categories	Subcategories
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<sup>1</sup>دولفقاری و همکاران (1383)

<b>Representatives (Assertives)</b>	stating, boasting, complaining, claiming, reporting, asserting, describing, announcing, insisting, guessing, forecasting, predicting, introducing, calling, complimenting concluding, reasoning, hypothesizing, telling, insisting, or swearing
<b>Directives</b>	requesting, warning, inviting, questioning, ordering, commanding, advising, reassuring, summoning, entreating, asking, directing, bidding, forbidding, instructing, begging, recommending, suggesting, daring, defying, and challenging.
<b>Commissives</b>	Promising, vowing, offering, threatening, refusing, pledging, intending, and vowing to do or to refrain from doing something.
<b>Expressives</b>	Greeting, thanking, apologizing, regretting, commiserating, congratulating, condoling, deploring, welcoming, surprising, blaming, praising.
<b>Declarations</b>	Declaring, christening, firing from employment, resigning, dismissing, naming, excommunicating, appointing, sentencing, blessing, firing, baptizing, and bidding.

#### *Data Collection procedure*

One cannot deny the role of dialogues providing situations for interlocutors to make use of different speech acts in their speech (Alemi et al., 2013). Therefore, following Alemi et al.'s (2013) approach in collecting the data, we examined the conversations in the selected textbooks to gain a measure regarding speech acts. Each conversation in these textbooks consisted of a number of sentences ranging from 9 to 15 sentences, and each sentence contains 6 words on the average.

#### *Data analysis procedure*

The present study is mainly a descriptive research including quantitative and qualitative investigations of the speech acts categories including *Representatives*, *Directives*, *Commissives*, *Expressives* and *Declarations* in two volumes (II and III) of the Persian language textbooks titled as “*Let’s Learn Persian*” currently practiced for teaching Persian as a foreign or second

language. In the selected textbooks, first, the speech act categories were manually investigated in the examined conversations and then they were divided into the Searle's (1976) framework of speech acts realization. It is worth mentioning that in every textbooks the units of 10, 20 and 30 did not have any conversations, therefore, we excluded them in our analysis. Moreover, our pragmatic analysis was exclusively on the completed conversation and we ignored the uncompleted dialogues due to the reason that the intentions of the speakers were not clear since our main criterion in realizing the speech act was the illocutionary force of the speakers involved in the conversations. Therefore, the focus of the researchers was on the content analysis of the textbook through which they examined the contexts of using speech acts in these textbooks. Concerning the reliability of the manually coding procedure two raters including one of the researchers and a Persian language instructor coded the speech acts according to Searle's taxonomy.

## **Results**

The results of the analysis of the distribution of the speech acts have been depicted through the following figure (Fig. 1). It includes information on the percentages of the speech acts used in the whole examined conversations.

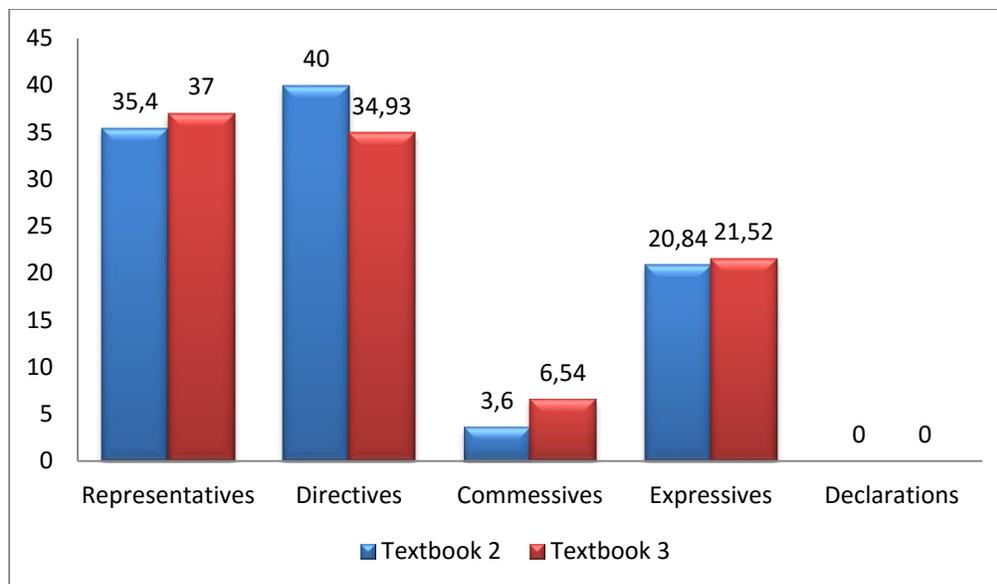


Figure 1: *Percentage of Speech Acts Obtained by the Researchers*

As the figure 1 shows, the most frequently used types of speech acts in the scrutinized textbooks are belonged to the three categories of *Representatives*, *Directives*, and *Expressives*. However, the textbook 2 enjoys more *Directive speech acts* than the textbook 3 (40% vs. 34.93%). On the other hand, the textbook 3 includes the *Commissives* approximately two-fold more than textbook 2 (6.54% vs. 3.6%). Given *Declaration speech acts*, as the figure 1 indicates, both of the examined textbooks suffer from the lack of these kinds of speech acts. However, it seems the presence of the *Representative speech acts* are roughly the same in the analyzed textbooks. By and large, it can be concluded that the distribution level of the five speech acts is not proportionally equal through the two textbooks at the intermediate level of “*Let’s Learn Persian*” series of Persian language textbooks.

## Discussion and Conclusion

As mentioned earlier, the purpose of this pragmatic analysis was to find out the types of speech acts in the conversations of two Persian language textbooks (II & III volumes) currently taught at intermediate level to the Persian language learners. The results showed that the examined textbooks were not pragmatically appropriate for Persian learners. In other words, our analyses confirmed that the “*Let’s Learn Persian*” series of Persian language textbooks taught at intermediate level (II & III volumes) suffered from inequality of speech acts’ distribution. More precisely, the study revealed that the scrutinized textbooks enjoyed more *Representative*, *Directive* and *Expressive speech acts* whereas the other sort of speech acts, were ignorant or at least not included proportionally (Fig. 1). These findings lend strongly support to Vaezi et al. (2014) study in which they reported that the most frequently used types of speech acts in *Interchange English language series* and *Right Path to English* textbooks were the three categories of *assertives*, *directives*, and *expressive speech acts*. The findings also are in line with Alemi et al. (2013), Ekin (2013), Poupari and Bagheri (2013), Kohandani et al. (2014) and Aksoyalp and Topark (2015) in which all of the researchers report that the frequency and the percentage of occurrence of speech acts were totally different and unequal in the examined English language coursebooks.

Similar to Kohandani et al. (2014) and Vaezi et al.’s (2014) pragmatic investigation on English language textbooks, our study also confirmed that the *Declaration speech act* was absent in the examined Persian language textbooks.

Hence, according to the findings of the study, it is safe to say that the learners exposed to these textbooks are likely to be competent in using some speech acts but unable to produce the others (Vellenga, 2004). Moreover, the learners might forget using communicative acts due to the fact that speech acts’ distribution is not even (Vaezi, et al., 2014).

Our evaluation is that these textbooks may not be able to equip Persian language learners to communicatively establish their ideologies and social relationships. This is due to the reason that the existence of all the felicity conditions in which all types of speech acts can be applied (Searle, 1976) is not adequate in the conversation sections of the examined textbooks.

As a result, the conversations in the examined textbooks lack this characteristic which Searle explains, i.e. to include all types of speech acts.

One may presume that the lack or unequal distribution of the Persian language speech acts confirms the Bardovi-Harlig suggestion that “textbooks cannot be counted on as a reliable source of pragmatic input for classroom language learners” (2001, p. 25). However, we maintain that if the Persian textbooks’ pragmatic issues, particularly speech acts as the main communicative devices, be based on the real-life needs of the learners, the textbooks may provide a wealth of pragmatic information equipping the language students to express their pragmatic intents in the authentic contexts of a given Persian community. Our assertion is due to the fact that “through the materials that reflect how we really speak, rather than how we think we speak, will language learners receive an accurate account of the rules of speaking in a second or foreign language” (Boxer & Pickering, 1995, p. 56).

The Canadian Language Benchmarks Support Kit (Centre for Canadian language Benchmarks, 2012) recently offered a framework for sequencing pragmatic issues. This framework provides suggestions for appropriate topics at various proficiency levels. Therefore, it is eagerly suggested that Persian language stakeholders and material designers benefit this framework in presenting the appropriate pragmatic information in the process of developing any particular Persian language coursebook. This is due to the fact that the textbook is often considered as a “centre of curriculum and syllabus in most language classrooms” (Vaezi, et al., 2014, p. 167). More

precisely, if the Persian language textbooks include “strong pragmatic components or even adopt a pragmatic approach as their organizing principle” (Rose & Kasper, 2001, p. 3), they could pave the way for the Persian language learners with “adopt[ing] a target-like realization of pragmatics” (Bardovi-Harling & Griffin, 2005, p. 402).

There is a general agreement among the researchers that sociopragmatics and pragmalinguistics information must be imbedded in the language textbooks particularly the conversation sections of the coursebooks (Bardovi-Harling, 2001; Eslami-Rasekh, 2005; Nedar, 2010; Thomas, 1983; Vellenga, 2004). The presence of this pragmatic information could probably equip the learners with metapragmatic ability not only to understand the meaning of the speech acts but also it may enable the students to determine the appropriate form of a speech act in a particular authentic context (Yule; as cited in Gursay, 2011, p. 250). However, these indispensable components of communicative competence were not evidenced in the textbooks. Therefore, it would be better for the Persian language textbooks to offer the descriptions on the appropriate usage of Persian language’s speech acts in terms of social relationships between interlocutors, status differences, or other contextual factors.

To sum up, it is recommended that the Persian language textbooks provide the authentic and appropriate Persian language’s pragmatic information since the learners cannot really understand the nature of language itself unless they understand pragmatics (Leech, 1983, p. 1). Put it in another way, it is from the pragmatic perspective that the Persian language learners could accomplish any particular task in Persian culture unless their inappropriate use of Persian language’s pragmatic devices could be much less tolerated by Persian native speakers and might be often attributed to rudeness (Boxer & Pickering, 1995).

The outcome of this pragmatic evaluation on Persian language's textbooks suggests additional areas of research, as well. Since this pragmatic investigation examined the textbooks for speech acts based on the Searle (1976) taxonomy, it would be interesting that the future studies discover the strategies of producing one or more speech acts in the current Persian language textbooks. It would be also very useful to compare the Persian language textbooks' speech acts with those included in the commercial English language coursebooks such as *Top Notch*, *Interchange* etc. to further discover the distribution level in the conversations of these two different languages' textbooks.

In order for our future Persian textbooks to be adequately pragmatically enriched another area of investigation may analyze the Persian foreign language learners' authentic pragmatic needs in designing the textbooks. Still future studies may investigate the sequence of the pragmatic information presented in the different Persian textbooks level and assess these pragmatic information based on the frameworks provided by Canadian Language Benchmarks Support Kit available at: <http://www.language.ca>

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