Türkiye'deki B1 Düzeyi Yerel ve Uluslararası İngilizce Ders Kitaplarındaki Edimbilimsel İçerik Üzerine Bir Araştırma[*]

Pragmatic Content in B1-Level National And International EFL Textbooks in Türkiye

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ÖZ

İngilizceyi etkili bir şekilde kullanabilmek ve anadili İngilizce olan insanlarla başarılı olarak etkileşimde bulunabilmek için İngilizceyi yabancı dil olarak öğrenen öğrencilerin edimbilime aşina olmaları gereklidir. Dolayısıyla, ders kitapları ve sınıf içi etkinlikler de dâhil olmak üzere öğretim araçları edimbilimsel içeriğe sahip olmalıdır. Bu doğrultuda, bu çalışma Türkiye'deki B1 düzeyi yerel ve uluslararası İngilizce ders kitaplarındaki iki edimbilimsel unsuru, bilhassa duruma bağlı sözceler ve söz edimlerini incelemek ve karşılaştırmak için karma yöntem yaklaşımını benimsemiştir. Nicel verileri analiz etmek için frekans analizi ve SPSS 20 kullanılırken, nitel veriler seçilen ders kitapları üzerinde tümdengelimli içerik analizi kullanılarak analiz edilmiştir. Ayrıca, Kecskés'in (2003) duruma bağlı sözceler sınıflandırması ve Searle'ün (1976) söz edimleri sınıflandırması kullanılarak, ilgili İngilizce ders kitaplarındaki duruma bağlı sözceler ve söz edimleri sırasıyla incelenmiştir. Sonuçlar, iki ders kitabı arasında seçilen edimbilimsel öğeler açısından istatistiksel olarak önemli olmayan farklılıklar ortaya koymuştur (p>0.05). Aynı zamanda, iki ders kitabının da seçilen tüm edimbilimsel unsurları içermediği bulunmuştur. Son olarak, öğretmenler ve eğitim materyali yazarları için çeşitli tavsiyeler verilmiştir.

Anahtar Kelimeler: Türkiye, İngiliz dili eğitimi, İngilizceyi yabancı dil olarak öğrenen öğrenciler, kitap inceleme, söz edimleri, duruma bağlı sözceler, edimbilim.

ABSTRACT

EFL students must be familiar with pragmatics in order to use English effectively and successfully interact with native English speakers. Therefore, their instructional resources, such as textbooks and class exercises, should include pragmatic content. Accordingly, the current research employed a mixed-methods design to analyze and compare two pragmatic components, notably situation-bound utterances and speech acts, in national and international B1-level English textbooks used in Türkiye. Frequency analysis was employed to analyze the quantitative data and SPSS 20, while deductive content analysis was utilized to analyze the qualitative data. In addition, the situation-bound utterances and speech acts in the relevant English textbooks have been examined using Kecskés' (2003) categorization of situation-bound utterances and Searle's (1976) categorization of speech acts respectively. The findings indicated statistically insignificant differences regarding the chosen pragmatic components between the two textbooks (p>0.05). Furthermore, neither of the textbooks was found to include all selected pragmatic components. Finally, several recommendations for teachers and educational material writers were given.

Keywords: Türkiye, English language teaching, EFL students, textbook evaluation, speech acts, situation-bound utterances, pragmatics.

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INTRODUCTION

In an increasingly globalised society of today, the capacity to communicate efficiently in one minimum foreign language - notably English - is essential. Turkish EFL students struggle to comprehend messages since they are mostly taught illocutionary meaning rather than pragmatics. In fact, English language learners in Türkiye have limited opportunities to use English outside their language courses since they learn it as a foreign language. Additionally, the instructional materials available today might not be effective enough to give students spoken language in real-world settings. Thus, the choice of appropriate textbooks is essential for teachers to create an educational environment tailored to the level of their students. In addition, English as a foreign language (EFL) students might have trouble speaking fluently in the target language due to their limited communicative skills. Therefore, an English language student should take in to account such aspects as setting, the status and age of the speaker to interact effectively with a native English speaker (Crystal, 1997). These aspects expand beyond the understanding of fundamental grammar and entail choices regarding how language and contextual elements relate. Pragmatics enters the picture here. Pragmatics studies the connection between language and contextual elements. Therefore, as one can infer, a student's capacity to converse effectively depends on more than just their comprehension of vocabulary, grammar, or pronunciation. Instead, the capacity to employ the language efficiently in different situations, taking into account the setting and interpersonal relationships, is necessary for a smooth conversation in a foreign language (Washburn, 2001). This competence is referred to as pragmatic competence. This term refers to the capacity to use and comprehend a specific language in situational and interpersonal settings (Bialystok, 1993). This competence helps to allow language students to interact with people through language. Being able to communicate effectively requires pragmatic skills (Tajeddin & Malmir, 2024). Pragmatic competence differs from linguistic competence; it is context-sensitive and crucial for effective communication (Bardovi-Harlig, 2013). Thus, to train EFL students to become fluent speakers in the target language, pragmatics needs to be integrated into instructional environments. To this end, instructional tasks and resources pertaining to the teaching of pragmatics must be taken into consideration. Moreover, textbooks are utilized extensively in language classes and are considered to be a crucial component of English language teaching. Moreover, textbooks are crucial because they may guide instructors in deciding what ELL learners are learning in their classes and outside of them. Furthermore, textbooks serve as the principal teaching tool and the foundation of the syllabus in the majority of English classes (Harmer, 2007). However, while English textbooks should cover a variety of communicative topics, including how to initiate and conclude conversations in English, and appropriate forms of address, a number of researchers agree that English textbooks usually cover grammar and vocabulary over pragmatic functions (Ishihara & Cohen, 2010), and fail to represent real language use and pragmatic aspects (Bardovi-Harlig & Hartford, 1991; Diepenbroek & Derwing, 2013), and to present cultural nuances, making it difficult for students to develop intercultural communicative competence (McConachy & Hata, 2013). In order for EFL learners to acquire communicative competence, it is not enough for them to know grammatical rules; they also need to develop contextual awareness and use appropriate pragmatic components. However, there is limited research on the extent to which pragmatic elements, especially situation-bound utterances, and speech acts, are included in B1 level English textbooks specifically in Turkish context. The findings of the current research show that such content is insufficient (Jilani & Mahmood 2024; Jakupčević & Ćavar Portolan, 2024; Almehaidly, 2024; Zulfa & Haryanti, 2023). Unfortunately, to our best knowledge based on a detailed search on YÖK National Thesis Center, no thesis study in the Turkish context have been found to investigate the pragmatic content of B1-level local and global English textbooks in terms of speech acts and situation-bound utterances during this study. Hence, the current study aims to analyze two pragmatic components, situation-bound utterances and speech acts, in the national and international B1 English textbooks used in Türkiye, to reveal the gaps in this area and to contribute to the development of foreign language teaching materials.

1.1. What is Pragmatics?

Language serves as the main tool that helps us to reflect our feelings and thoughts during verbal communication. Through the use of language, a person is able to influence events, situations and circumstances. Rather than the formal structure of language, the use of its means of expression in terms of their functions, their effects on expression and the desire to understand factors such as the human factor have played a role in the development of pragmatics. Therefore, the learning of pragmatics could provide an understanding of how, why and in what ways language is used, in other words, a good understanding of the essence of language.

A clear definition of the concept pragmatics has never been agreed upon throughout the years. Numerous researchers have offered multiple definitions of pragmatics. As every researcher defines the word from a different point of view, they also distinguish between different pragmatics components. However, inference, utterance, intention, user, meaning, and context are the keywords that appear in the majority of definitions.

O'Keeffe et al. (2020) define pragmatics as an investigation into how individuals derive meaning from setting. In addition, according to Birner (2012), pragmatics is the investigation into the way individuals employ language in various situations. In addition, according to Mey (2001), pragmatics is the investigation into the effect of social context on language use.

Moreover, Morris (1938), who came up with the term, describes pragmatics as the investigation into how language cues and users relate. In his semiotic framework, pragmatics, along with syntax and semantics, is one of the three branches of semiotics. While semantics deals with meaning and syntax with language's formal structure, pragmatics studies how social norms, speaker purpose, and environment all influence meaning. This framework emphasizes how pragmatics is essential to comprehending language in a way that goes beyond its literal meaning. According to another noted academic, Crystal (1997), pragmatics investigates language from the viewpoints of its users, including the decisions they make while speaking, the barriers they face, and how their language usage affects other speakers. The majority of researchers in language education research agree on this definition of pragmatics. Furthermore, Hedge (2000) refers to pragmatics as the investigation into real-world language use in relation to location, user, and topic. Finally, has been defined as the study of how language relates to situations and situational aspects by Cutting (2002).

Misuse of pragmatics could lead to intercultural misunderstandings (Bardovi-Harlig & Mahan-Taylor, 2003). In conclusion, pragmatics examines how various situational and social goals affect the way linguistic statements are formulated and interpreted. Pragmatic failure (Bardovi-Harlig, 1999) occurs when learners use grammatically correct sentences but fail to communicate appropriately. Therefore, pragmatic instruction should not impose English cultural norms but raise awareness of differences (Birner, 2012). With regard to the audience they are addressing, the time and place they are interacting, and the circumstances of the conversation, pragmatics requires an analysis of how individuals organize what they want to say.

Even though having a sufficient degree of grammar and vocabulary knowledge is essential, it does not ensure effective communication between interlocutors. The speaker must possess more than just the fundamental elements in order to communicate effectively. Pragmatic competence is needed to establish this effective communication. Therefore, interlocutors must possess a common knowledge of the cultural, social, and contextual aspects of the relevant language speaking group in order to comprehend the meaning appropriately. O'Keeffe et al. (2020) emphasized that knowing a language involves understanding when and with whom to use it in various social situations. Pragmatic competence, as defined by Leech (1983), is a comprehension of the linguistic and socio-cultural resources available for the proper interactive use of language in a certain setting. This competence allows language speakers to successfully use common phrases in a variety of communication contexts, comprehend intended meanings, and conform to

social standards. Thus, pragmatic competence, an essential part of communicative competence, is important for promoting meaningful and contextually relevant communications (Leech, 1983). Furthermore, Taguchi (2015) defines pragmatic competence as the capacity to manage a complicated relationship among language, language speakers, and interaction setting. This competence pertains to the way in which speakers modify their communication strategies and negotiate meaning to make sure that their intended messages meet the expectations and needs of their peers, going beyond the knowledge of linguistic structures (Taguchi, 2015). For instance, speaking about a poor test result with a classmate at a cafeteria may require a different language and approaches than speaking with the teacher who assessed the exam. Pragmatics has a significant role in such situations. Hence, pragmatics is crucial for effective and proper communication.

1.2. Pragmatics and Language Teaching

The main goal of language instruction is to allow students to successfully communicate in the target language at the end of the learning period. Pragmatics should be included in the English language education curriculum to assist language learners in adapting to various global contexts and interacting with foreign people properly. Learners can increase their capacity to comprehend pragmatic features within current and prior situations through teaching pragmatics in different circumstances. Therefore, teaching pragmatics may help students avoid humiliating circumstances, improve their confidence, better comprehend the figurative meanings in each circumstance, and make accurate predictions. Furthermore, Deda (2013) claims that the goal of pragmatics instruction is to help students feel more confident in their ability to select socially relevant language in a variety of contexts. Thus, since the meaning is very crucial, English language learners should be acquainted with pragmatics to assist them in comprehending the speaker.

In spite of its significance in EFL interaction, pragmatics is sometimes neglected in educational materials. Furthermore, although classroom education plays a significant role in developing pragmatic awareness of language learners, several textbooks used in classes lack pragmatic content and appropriate samples (Bardovi-Harlig & Griffin, 2005). Though English language instructors acknowledge the value of pragmatics and wish to include it into their classrooms, many are confused about how to choose and implement pragmatic teaching activities in their lessons. Pragmatics is a crucial part of English language learning and teaching research. Researchers can employ pragmatics to figure out what something means in a certain context.

In recent years, the topic of pragmatics instruction in a foreign language has attracted much interest. For example, Yıldırım (2015) conducted a quantitative study to examine pragmatic competence and obtain opinions of 130 students at Alparslan University about pragmatics and their knowledge of pragmatic competence. Data were gathered through a Likert-type questionnaire. The last 5 items of the questionnaire assessed the level of participants' pragmatic competence. Questionnaire items were analyzed through SPSS 17.0. The results of his study showed that the participants indicated the significance of pragmatic competence. However, the results of the last 5 items revealed that the level of the participants' pragmatic competence was not high enough. Participants could not detect and employ pragmatic elements in the items.

In addition, Özet (2019) investigated the impact of strategy-based education on the pragmatic knowledge of 62 tertiary students at Sabahattin Zaim University. To examine the differences between the experimental and control groups, data were obtained through three materials: a pre-and a post-test, Oral Discourse Completion Test (ODCT), and Written Discourse Completion Test (WDCT). Speech Act Appropriateness Scale was employed to analyze WDCT and ODCT. Quantitative analysis was utilized to analyze and compare results of pre- and post-test. The findings indicated that the control group was outperformed by the experimental group in terms of generating speech acts.

Moreover, Kaplan (2019) conducted a mixed-method study to investigate the grammatical and pragmatic awareness of 50 preparatory school students at an English medium university. The data were obtained using a Discourse Completion Task (DCT), which consisted of 20 academic and non-academic situations with speech acts, aiming to show if preparatory school students can identify grammatical and pragmatic failures. Kaplan (2019) concluded that despite not receiving any particular education on pragmatic competence, the results of DCT analysis revealed that learners' grammatical awareness level was lower than their pragmatic awareness level.

Finally, Mohammad-Bagheri (2015) explored the level of 477 Iranian advanced EFL students' pragmatic competence. This study evaluated the condition of pragmatics in terms of how much pragmatic knowledge Iranian EFL learners thought to possess. A Likert scale type questionnaire was used to obtain data. The quantitative data were analyzed after the questionnaires were obtained. The findings showed that Iranian EFL learners demonstrated a high level of pragmatic awareness, and they were aware of the significance of the part pragmatics plays in effective communication. However, students indicated that they were not satisfied with the amount of pragmatics they received from the textbooks and their teachers.

1.3. Speech Acts

Speech acts, a subfield of pragmatics, seek to provide insight into the way individuals use language to achieve their objectives and how individuals comprehend what speakers mean by their words.

According to Searle (1969), who came up with the concept, speech acts are the small essential components of linguistic interaction. Furthermore, Cohen (2008) describes speech acts as an organized, systematized language that individuals use to carry out tasks like expressing complaints, apologies, requests, and appreciation. This way, speech acts help us understand the language more clearly that is utilized to communicate. In fact, students must understand and employ speech acts, such as requests, apologies, and offers, in order to successfully deal with a variety of social and intercultural interaction contexts (Alfghe, & Mohammadzadeh, 2021).

Many researchers have offered taxonomies for categorizing speech acts. However, the classification system developed by Austin (1962), and Searle (1976) has been frequently used in studies on pragmatics and speech acts. Five separate categories of utterances were included in Searle's (1976) speech acts taxonomy, which is widely accepted. These are:

1. **Representatives:** The speaker is bound by these acts to the truth about the information provided. Mey (2001) emphasizes that these acts often convey the speaker's ideas and beliefs. For example, swearing, introducing, putting forward, guessing, complaining, informing, concluding, declaring, and, asserting fall into this category.

2. **Directives:** The individual's efforts to persuade the audience to take a certain action are conveyed through these acts. For instance, this category includes ordering, inviting, counseling, requesting, comforting, directing, prohibiting, instructing, suggesting, and asking.

3. **Commissives:** The speakers commit to taking a specific action in the future by using these acts. They communicate the individual's objectives. For instance, promising, guaranteeing, volunteering, warning, refusing, offering, pledging, and vowing fall into this type.

4. **Expressives:** These acts convey the individual's thoughts and emotions concerning a situation or his point of view towards the audience. For example, blaming, apologizing, thanking, congratulating, complaining, and praising fall into this type.

5. **Declarations:** These acts have instantaneous effects on the state of the subjects. In order to make statements effectively, the individual must possess a specific institutional role in a particular situation. For instance, baptizing, firing, sentencing, nominating, appointing, declaring war, christening, and marrying a couple are examples of this category.

In addition, Austin (1962) maintained that communication is a collection of communicative activities that we use systematically to accomplish particular objectives. Austin (1962) categorizes speech acts into three types:

1. Locutionary Act: The use of actual language. It pertains to the true meaning of the words. Its aim is communication. It is the process of self-expression. This category includes "stating, reporting, informing, and telling" (Austin, 1962, p.94).

2. Illocutionary Act: It can be defined as the impact or intent of the words. In addition, it pertains to utilizing the locutionary act (Austin, 1962). According to Yule (1996), people have a purpose in mind when they give speeches. For instance, warning, welcoming, betting, asking, suggesting, demanding, and apologizing fall into this type.

3. Perlocutionary Act: It relates to the ways how the illocution influences the listener's feelings, thoughts, and actions. It is the accomplishment of the actual result (Austin, 1962). Yule (1996) indicates that one might make certain statements depending on the situation, supposing that the person hearing them would comprehend the message they are trying to convey. Mey (2001) maintains that these results are unpredictable and depend on certain speech conditions. According to Birner (2012), the perlocutionary act has a specific effect on the addressee, whereas the illocutionary act concentrates on the speaker. For instance, perlocutionary acts include persuading, insulting, embarrassing, convincing, and inspiring (O'Keeffe et al., 2020).

To give an example: The customer says: This steak is a little undercooked. (locution); meaning: I want a properly cooked steak (illocution); and the perlocutionary effect could be that the waiter apologizes and takes the steak back to the kitchen for further cooking.

Speech acts have become a topic of great interest in pragmatics studies in recent years. For example, a qualitative research was conducted by Mukhroji et al. (2019) to explore the types of speech acts which 75 advanced EFL students in Indonesia used. The researchers utilized Searle's (1976) categorization of speech acts to identify, and categorize speech acts. Of the total 108 expressions, the learners were found to employ directive speech acts more frequently, accounting for 35.3%. Furthermore, Alfghe & Mohammadzadeh (2021) assess the pragmatic competence of 87 advanced Arab and Libyan Amazigh university EFL students by investigating how they utilize the speech acts of requesting, apologizing, and suggesting. The results demonstrated that the learners utilized the three speech act strategies in a similar manner. Moreover, Şenel (2021) sought to investigate how 158 Turkish university B1 level EFL students used the suggestion speech act. Four semi-structured interview items and ten open-ended questions in a written discourse completion assignment were utilized to collect the data. The findings demonstrated that most students applied more conventional forms of suggestion speech acts over alternative forms since they were more often used in informal interactions. In another Turkish study, Sanal & Ortactepe (2019) examines the importance of pragmatics in second language (L2) learning. The study aims to analyze instructional approaches that enhance pragmatic learning. A written discourse completion assignment and Role-plays on requests in both Turkish and English were used to gather data from 25 Turkish English learners (focal group) and native English speakers (baseline group). Responses from students were graded according to their degree of appropriateness, directness, politeness, and formality. The findings showed that even though the Turkish EFL students were advanced learners, they were unable to create the necessary degree of formality, politeness, and appropriateness in their speech acts to the same extent as the native speakers. Sanal & Ortactepe (2019) concluded that language learners' conceptual socialization process is tied to their experiences with classroom teaching, which lack genuine social contact and community of practice participation. Finally, Han & Burgucu-Tazegul (2016) aimed to investigate a) the ways in which Turkish EFL students at lower and higher intermediate levels recognize English refusals, as well as the variations in refusal use between native and non-native English speakers. The participants were 18 undergraduate students who were native English speakers, and 18 non-native English speakers (9 lower-intermediate level and 9 upper-intermediate level Turkish EFL students). Role-plays were used to gather the data. The findings

demonstrated that Turkish EFL learners applied pragmatic transfers while utilizing refusal acts, behaving in a native-like way, and that participants generally favored indirect strategies over direct ones in order to be more polite.

1.4. Situation-bound Utterances

If language students become accustomed to using particular utterances in particular contexts, it is thought that communication will become easier. These utterances are called "Situation-bound utterances" (Kecskes, 2003). Situation-bound utterances are statements that are used depending on the situation in which they occur and are used in certain contexts. For example, asking the name of a person you have just met: *What is your name?* Although it is semantically possible to change the words that make up the utterance, it is unlikely that any change will be made as the meaning of the utterance will be lost: *Kick the bucket, spill the beans* (Bostancı, 2017; Preiffer, 2014).

According to the pragmatic development suggested by Kecskes (2003), there are three categories of situation-bound utterances (SBUs hereafter): plain, charged, and loaded. First, plain situation-bound utterances usually follow a structural pattern and are semantically clear. Their meanings can be inferred from their structural pattern (Kecskes, 2003). We do not need to investigate their metaphorical meaning because their literal meanings are obvious. For instance:

Assistant: Can I help you, Sir? Customer: Thank you. I'm just looking.

In this conversation Can I help you? and I'm just looking function as plain SBUs.

Second, the meanings of charged situation-bound utterances can only be inferred from the setting since they can be used both literally and figuratively. The actual environmental circumstances have a major role in the development and comprehension of these utterances (Kecskes, 2003). For example, the phrase "come on" can be used in this case:

1)   Jennifer: *We'll miss the train, John. Come on.*
John: *Calm down, we've got plenty of time.*

2)   Sarah: *I don't believe I can accompany you, Robert.*
Robert: *Come on, you said you would accompany me.*

Come on is transparent and acts as a speech formula in (3), but it works more like an SBU in (4), pressuring the other person to take action. Finally, loaded situation-bound utterances are entirely integrated in the statement, and these utterances are "loaded" with their new aim (Kecskes, 2003, p.122). Moreover, these utterances are not reliant on the situation. Their real meanings are surpassed by their pragmatic use. It is fully embedded in the expression. They are practical expressions that are closely associated with frequent, often recurring circumstances. We might still think of a specific scenario even if we hear phrases like "it's not my cup of tea," "help yourself," "you are all set," etc. without the setting since their most prominent meaning is the pragmatically expanded one.

As pragmatic competence is an important component of language competence, situation-bound utterances have become the subject of a growing number of research examining language students' language competence. First, the study carried out by Mitchell et al. (2015) sought to investigate the role that circumstances play in helping 74 Russian university EFL learners comprehend and use SBUs. Depending on the frequency of use in contemporary English, ten SBUs were chosen. The students were told to complete a series of assignments focused on the comprehension of the formulaic language. As part of the assignments, students had to examine cartoons, look for SBUs, and determine if they were functional or compositional in meaning. Additionally, the students were asked to do matching activities and determine which phrase best suited the situation's content. Additionally, the students were given twenty brief

conversations to examine and determine if the phrase in bold was a fixed expression, an idiom, or a SBU. They were then required to explain how they identified the phrases. The results showed that some EFL students found it difficult to understand the SBUs in the absence of a scenario. Moreover, in their qualitative study, Chemezov & Gural (2015) aimed to explore the importance of situational elements and the difficulties 9 advanced Russian EFL university students face while trying to comprehend and interpret situation-bound utterances. The results demonstrated that, when exploring situation-bound utterances in a real-life context, participants were unable to comprehend the statements' literal meaning, particularly the meanings of charged situation-bound utterances. Finally, Gündoğdu (2008) set out to develop a fourteen-week speaking skill curriculum emphasizing SBUs for 93 Turkish university beginner-level EFL students. The findings revealed that the assignments helped the learners become more confident, which improved their ability to speak more easily, naturally, and efficiently.

1.5. Studies on Pragmatic Materials in EFL Textbooks

Textbooks have traditionally been seen as the main support in most EFL classes. Although learners can easily access to different websites to learn a foreign language, textbooks are still regarded as the main source of information and guide. According to Garinger (2002), using a textbook can help teachers feel less burdened, save time for preparation, provide prefabricated assignments, and provide real-world examples of learner accomplishments. Thus, textbooks are essential as they may assist teachers in identifying both academic and recreational learning assignments. By providing structured lesson plans, assessment tools, and supplemental resources, textbooks appear to support teachers. They also help to ensure consistency in instruction, allowing teachers to adhere to a standardized curriculum while still allowing for flexibility based on the needs of their students and the dynamics of the classroom (Harmer, 2007).

The textbooks have been frequently used in EFL classrooms despite their flaws. In addition, recognizing the link between textbooks and language use is crucial for a more comprehensive grasp of how EFL textbooks are utilized in the classroom. Moreover, textbook authors and content developers rarely give pragmatics the attention that it deserves. Therefore, teachers of EFL learners often lack guidance on how to teach pragmatics (Ishihara, 2013). Furthermore, by combining experimental study on language use with an investigation into English textbooks, we may determine whether the present material is challenging, appropriate, and realistic enough for learners to learn pragmatic information for cultural awareness.

Many studies have investigated the content of EFL textbooks about pragmatics. Especially, numerous academics carried out comparisons between various English textbooks on the frequency of pragmatic components. For instance, Vellenga (2004) examines the quality and quantity of pragmatic material included in four EFL and four ESL textbooks through a mixed-method research. The levels of the textbooks were intermediate to upper-intermediate. The use of metalanguage, the explicit mention of speech acts, and metapragmatic information—including discussions of usage, appropriateness, politeness, illocutionary force, and register - were the main topics of the in-depth examination. Vellenga (2004) analyzed each textbook to find material on metalanguage style, speech acts, metapragmatic instructions, and general pragmatic information. When providing subject units, specific linguistic forms, use information, or student instructions, the metalanguage style concentrated on using several sentence types (declarative, imperative, and interrogative). Each of the eight books examined speech acts with a particular emphasis on the explicit mention and metapragmatic explanation of speech acts including complaints, apologies, and requests. Through a page-by-page examination of the eight textbooks, numbers and explanations of various types of pragmatic material were gathered. Results indicate that teacher manuals seldom provide sufficient supplements, and textbooks include very little explicit metapragmatic material. As demonstrated by teacher surveys, the students were unlikely to acquire pragmatics through textbooks since teachers rarely provide additional resources. The

study concluded that textbook authors should provide adequate metapragmatic descriptions and real-world examples of speech acts to help in the development of pragmatic competence.

In addition, Hidayah et al. (2025) carried out a 9-month study which focuses on directive speech acts in an English learning textbook for third-grade high school students in Indonesia. The researchers conducted a qualitative, and descriptive analysis of a high school English textbook named Buku Interaktif Bahasa Inggris by Bachtiar Bima, Nirmala Kusumaning Ayu, and Susiningsih (2021). The directive speech acts were classified using the framework by Prayitno (2010). The most dominant directive speech act was found to be command (164 instances), directing students to complete exercises, answer questions, and perform classroom activities. The results also revealed that while advices were the second most common directive speech acts (13 instances), request speech acts were less common (1 instance). However, the study found no instances of prohibitive (restrictions), invitations, or criticism speech acts, which reflects the structured nature of the book. The study suggested that future textbooks should increase the use of requests to encourage critical thinking. Furthermore, Almehaidly (2024) analyzes the content of Saudi secondary school EFL textbooks (MegaGoal series 1–6) to identify the distribution of speech acts and conducts interviews with 9 Saudi EFL teachers about their reliance on textbooks, and perceptions of speech acts coverage. The study utilized checklist-based analysis for speech act types (Searle, 1976), and metapragmatic information (Vellenga, 2004). The study found that the textbooks covered four of five speech act types (excluding declaratives). Directives (e.g., asking, advising) were the most common (33.8%), followed by Representatives (30.7%), while commissives (e.g., promising, offering) were the least covered (7.2%). In addition, the interviews revealed that most teachers followed the textbooks strictly due to curriculum requirements but found the quality of speech acts inadequate. Almehaidly (2024) concluded that the distribution of speech acts in Saudi EFL textbooks was uneven.

In addition, Jakupčević and Ćavar Portolan (2024) examine the pragmatic material in Croatian EFL textbooks for EFL students between the ages of nine and twelve. The researchers analyze 18 local and international English textbooks used in grades 4–6 by examining speech acts, discourse markers and conversation management devices. Five separate publishers released the selected textbooks: Three international publishers (11 textbooks) and two Croatian publishers (7 textbooks). Two raters conducted independent analyses of every textbook. 24 speech acts were identified on 19.64% of all textbook pages, but only a few were consistently included. Most frequent speech acts were directives and assertives: Making suggestions, asking for/expressing opinions. inviting, accepting, and refusing. Moreover, International textbooks were revealed to include more pragmatic content than the Croatian ones. The researchers suggested that pragmatic instruction should be explicitly integrated into textbooks. Asghar, Jilani, and Mahmood (2024) conducted a mixed-methods research to explore pragmatic competence in English textbooks used in grades 9 and 10 in Punjab, Pakistan. The researchers specifically evaluate speech act representation and how it impacts students' ability to engage in real-world communication. The study categorizes speech acts based on Searle's (1976) speech act theory. The findings showed overrepresentation of assertives and directives. The researchers highlighted that more than 90% of speech acts were statements and commands. The study concluded that the underrepresentation of commissives, expressives, and declarations could limit students' ability to handle social and institutional communication.

Moreover, Alhadi Ali Ahmed, Mohammadzadeh et al. (2023) examine speech acts and language functions in Libyan secondary school EFL textbooks. The researchers use a frequency-based content analysis of dialogue parts in five course books and five workbooks. These textbooks were designed according to local cultural norms. While the language functions were analyzed based on Halliday's (1978) framework, speech acts were analyzed through Searle's (1976) taxonomy. The study found a significant disparity in the proportion of language functions and speech acts: Some categories dominate while others are underrepresented or absent. All speech acts except declaratives were present, representatives (e.g., stating facts) being the most frequent

(45.61%), while commissives (e.g., promising, refusing) being the least frequent (7.2%). When it comes to the representation of language functions, informative function (54%) dominated across all books. Instrumental and imaginative functions were nearly absent. Higher-level books did not necessarily show increased pragmatic complexity. Alhadi Ali Ahmed et al. (2023) suggest that more reasonable representations of speech acts are required for Libyan students to develop pragmatic competence. Furthermore, in another qualitative study, speech acts in the dialogue parts of the English course book "Interactive English 1" for Indonesian seventh-grade students have been examined by Zulfa and Haryanti (2023). The researchers utilized Searle's (1969) speech act taxonomy to investigate 347 utterances in the textbook. While the representative speech acts (131 instances) were found to be the most common speech acts, primarily serving functions like informing, describing, and stating, declarative speech acts (1 instance, official statements) were almost nonexistent, limiting students' pragmatic competence. The researchers recommended that the new English textbooks to be published should increase pragmatic variety by containing more commissives and declarations, improve authenticity by using natural conversational structures, and encourage indirect strategies presenting politeness conventions.

Another study by Zhou & Zeng (2023) investigated the pragmatic content in 8 English textbooks used in primary schools from grades 3 to 6 in mainland China. The researchers focused on conversational interactions within textbooks using Grice's (1975) Cooperative Principle as an analytical framework. The study employed both quantitative and qualitative methods. The dialogues in the textbooks were classified using Grice's (1975) four maxims: Maxim of manner, relation, quality, and quantity. Zhou & Zeng (2023) found 58 cases of maxim violations were found. The most frequent violations were maxim of quantity (Over-explaining, 39 instances), and manner (Rigid sentence structures, 15 instances). In addition, the study indicated that many dialogues sound artificial due to literal translations from Chinese, overly structured grammar, and unrealistic conversational flow. Moreover, the study revealed lack of speech acts in textbooks, very few uses of contractions, ellipsis, and pragmatic markers pragmatic markers. In addition, Meihami & Khanlarzadeh (2015) analyzed and compared three global English textbooks: Interchange, Top-Notch, American English File, and one national Iran English textbook regarding the frequency of request, refusal, and, apology speech acts. Three classifications by Beebe et al. (1990), Blum-Kulka et al. (1989), and Olshtain & Cohen (1983) were used to analyze the frequency of refusal, apology, and request speech acts in the textbooks respectively. The study found that American English File contained pragmatic items the least frequently, whereas Interchange Elementary had the largest frequency. Additionally, the findings demonstrated that, of the textbooks examined, while apology was the least frequent, refusal was the most common speech act. Finally, Aksoyalp & Toprak (2015) investigated the prevalence and frequency of suggestion, apology, and complaint speech acts through content analysis of 17 English textbooks of different language proficiency levels by leading global publishers used at Schools of English of different Turkish universities in an EFL setting. The researchers used two criteria to identify the speech acts. They were the use of formulae for speech acts and the omission of grammar parts from the analysis. The study used three distinct classifications, which were put forward by Martínez-Flor (2005) for suggestions, Meinl (2010) for complaints, and Demeter (2006) for apologies. The results showed that, although their linguistic uses and complexity varied, each of the three related speech acts were included in the examined textbooks, with complaint speech acts being the most common. In other words, as the proficiency level of the textbooks increased, so did the variety and distribution of the speech acts. Furthermore, the results indicated that, in contrast to other linguistic elements like grammar units, phonology, and spelling, speech acts received less emphasis. The researchers concluded that more situated and realistic delivery of target pragmatic information is required.

As can be seen, although there's a lot of research examining pragmatic components in English textbooks, this research has usually focused on a specific element such as speech acts, and the analysis of multiple elements that are related to the contextual use of language, such as

the use of situation-bound utterances and speech acts, has been generally ignored. Comprehensive and comparative analyses of how local and international B1 level English textbooks used in Türkiye differ in terms of pragmatic content are limited. Existing research usually deals with a specific pragmatic element, but does not examine in detail how more than one pragmatic element is presented holistically in textbooks. Thus, this study aims to fill this gap in the literature and to contribute to the development of foreign language teaching materials by investigating speech acts and situation-bound utterances in both national and international B1- level English textbooks used in Türkiye. This study aims to answer the following questions:

1. RQ1: Which pragmatic elements are included in B1-level national and international English textbooks used in Türkiye?
2. RQ2: What is the frequency of speech acts in national and international English textbooks used in Türkiye?
   1. Is there a difference between the frequency of speech acts in national and international English textbooks used in Türkiye?
3. RQ3: What is the frequency of situation-bound utterances in national and international English textbooks used in Türkiye?
   1. Is there a difference between the frequency of situation-bound utterances in local and global English textbooks used in Türkiye?

METHODOLOGY

2.1. Research Design

Using a mixed-method design integrating both qualitative and quantitative data (Creswell, 2009), the pragmatic materials in national and international B1-level English textbooks in Türkiye was investigated. Our study utilized content analysis, more especially the deductive technique, as a qualitative research method (Krippendorff, 2003; Kyngäs et al., 2020) as it examines and compares the pragmatic materials in national and international B1 level English textbooks Türkiye by utilizing various theoretical frameworks by Searle (1976) and Kecskés (2003) to examine the speech acts, and situation-bound utterances in the English textbooks respectively. As quantitative research method, descriptive statistics and SPSS 20 have been used to analyze the data (Creswell, 2009).

2.2. Teaching EFL and Textbooks Used in Turkish Context

As the world has been moving towards globalization and rapid development, English is now recognized as a language of global prominence. The Ministry of National Education of the Republic of Turkey introduced a new curriculum in 2018 by following the developments in foreign language teaching around the world. Curriculum evaluation studies are of great importance in terms of measuring the level of success of educational programs, determining the effectiveness of the current program and collecting useful data for future programs. (Uğurlu & Başdal, 2023). As noted by Cevizci (2011), in situations where studying English as a lingua franca is essential in Türkiye, the curriculum ought to be developed to accommodate those needs. The new elementary and secondary English language curriculum in Türkiye requires that English education must begin in the second grade instead of the fourth and proceed until the twelfth. The books published by MoNE Publishing House are often recommended in these curriculums. The CEFR (Council of Europe, 2001) was thoroughly followed while developing the new English language curriculum. The listening and speaking skills are prioritized in grades two and three, while writing and reading skills are added in later years when learners reach greater proficiency levels (Ministry of National Education, 2018a, 2018b). Consequently, English language instruction must ensure the consistency and sequencing of the content throughout educational levels in order to facilitate the incorporation of the culture and serve as a connection between them (Baysal et al., 2022). The English curriculum for the 9th -12th grades may be thought of as

an extension of the curriculum for the 2nd -8th Grades. However, the primary objective of the new English curriculum for 9th -12th grades is to progressively emphasize the incorporation of four language skills (Ministry of National Education, 2018b). One could say that the program was tailored to the needs, interests, and growth of the targeted learners. Additionally, as Uğurlu & Başdal (2023) indicate, the new curriculum has been revised to reflect evolving demands (grammar proficiency was prioritized in earlier programs, while communicative competence is now prioritized).

2.3. Textbooks Analyzed

A.   English File Intermediate

English File Intermediate (Oxford University Press) is a global English textbook that is convenient for high school students. Among the English textbooks used in Türkiye, English File Intermediate has been chosen randomly as the global English textbook. In fact, many Turkish private schools have been actively using this material, the third edition of this book specifically. Therefore, this textbook is representative of the preferred global English language teaching materials in the country. Since one of the aims of this study is to compare local and international English textbooks, the selection of a global textbook that is actively used in Türkiye increases the validity of the study in terms of classroom practices. The third edition was written by Clive Oxenden and Christina Latham-Koenig. The publication house of this textbook is Oxford University Press. The level of this book corresponds to CEFR B1 level. Level B1 is a critical stage where learners move from basic communication skills to independent and more elaborated language use. Since pragmatic competence and grammatical competence are closely related, B1 level textbooks are particularly recommended for the study of pragmatic features. B1-level English textbooks are specifically advised since pragmatics and grammar competence are closely associated (Bardovi-Harlig, 1999, 2000; Kasper & Rose, 2002). All the video and audio conversations were transcribed and incorporated into the current research.

B.   11th grade Silver Lining English textbook

As it is the official English textbook for state high schools published by the MoNE publication company, Silver Lining has been chosen for this research as the national English textbook. In addition, this textbook is expected to be in use for a very long time because of its current modification and organization following the current high school curriculum (MEB, 2018). The first edition of this textbook came out in 2019. Thus, the first edition of this textbook has been investigated in this study. The textbook was written by a commission appointed by the MoNE authorities.

2.4. Data Collection Process

In order to better understand the speech acts in the selected English textbooks, this study employed Searle's (1976) taxonomy, which provides a clear and comprehensive classification system that may aid the researcher in identifying these speech acts in the textbooks. This taxonomy has also been extensively used in pragmatics studies pertaining to speech acts. These are declarations, expressives, commissives, directives, and representatives (or assertives). Speech acts have been analyzed in terms of content in conversation sections, listening texts, and passages. The selection of these speech acts was done in compliance with Searle's (1976) classification, which provided descriptions and samples of speech acts.

Finally, despite the fact that several definitions and titles have been assigned to it, the phrase that has been utilized most frequently in the research is situation-bound utterances (Kecskes, 2003; Mitchell et al., 2015; Chemezov & Gural, 2015; Zhiqi & Hui, 2017; Kecskes et al., 2018). Thus, the present study adopted this term. One of the most renowned researchers on situation-bound utterances is Kecskés (2003). Kecskes (2003) proposed three types of situation-bound utterances. These SBUs are Loaded, Plain, and Charged. For this reason, Kecskes' (2003)
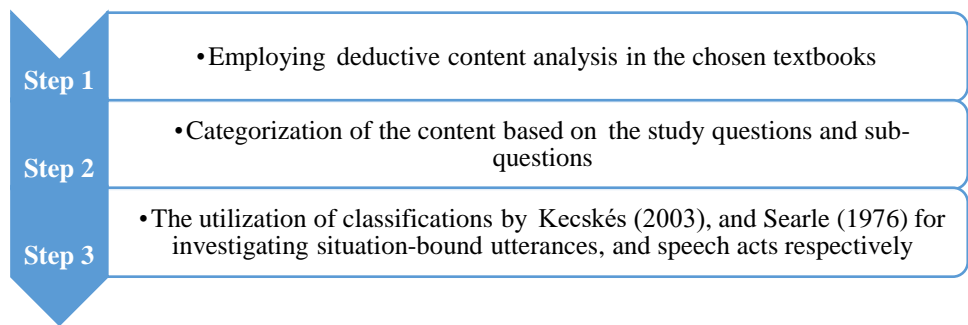
classification of situation-bound utterances was employed in this study. Conversation sections, listening texts, and passages were investigated regarding the distribution of situation-bound utterances. Kecskes' (2003) taxonomy and description of situation-bound utterances guided the selection process of these SBUs.
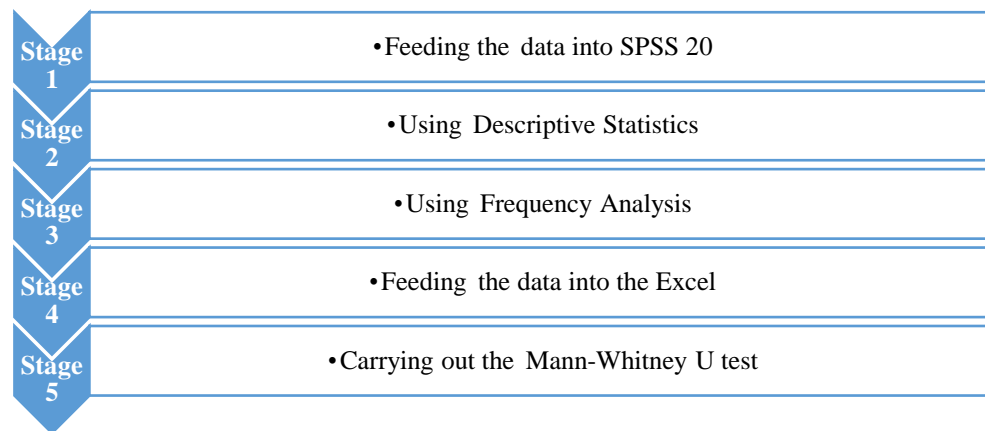
2.5. Data Analysis

The selected textbooks were evaluated through deductive content analysis as an aspect of the qualitative data analysis. During the content analysis process, specific subcategories related to the main research questions and sub-questions of the study - particularly focusing on speech acts and context-dependent utterances - were carefully addressed. Then, Searle's (1976) taxonomy of speech acts, and Kecskés's (2003) classification of situation-bound utterances have been employed to examine the speech acts, and situation-bound utterances in the English textbooks respectively. Particularly, the current study uses the deductive content analysis approach as it compares and analyzes particular pragmatic materials in national and international B1-level English textbooks employed in Türkiye using several theoretical categorizations. Figure 3.1 below illustrates the steps involved in analyzing the qualitative data.

Figure 1

The Qualitative Data Analysis Process

Step 1	• Employing deductive content analysis in the chosen textbooks
Step 2	• Categorization of the content based on the study questions and sub-questions
Step 3	• The utilization of classifications by Kecskés (2003), and Searle (1976) for investigating situation-bound utterances, and speech acts respectively

Descriptive statistics have been employed to analyze quantitative data to interpret the results. SPSS 20 was used to calculate measures of central tendency and measures of variability. An element of descriptive statistics named frequency analysis displays the prevalence of particular pragmatic features in particular English textbooks. Then, Excel has been utilized for entering the data to verify the statistics, including percentages. Lastly, as it is usually employed to compare differences between two independent groups when the dependent variable is expected not to be normally distributed, the Mann-Whitney U test has been employed to discover whether the frequency of the chosen pragmatic components differed statistically significantly between the selected textbooks as the data were expected to be distributed non-normally. Figure 3.2 below displays the steps involved in the quantitative data analysis process.

Figure 2

The Quantitative Data Analysis Process

Stage	
Stage 1	•Feeding the data into SPSS 20
Stage 2	•Using Descriptive Statistics
Stage 3	•Using Frequency Analysis
Stage 4	•Feeding the data into the Excel
Stage 5	•Carrying out the Mann-Whitney U test

In addition, the analysis of the interrater reliability was conducted using the correlation test. A rater and the researcher himself have examined the units in every textbook. The rater, an acquaintance of the researcher, is an assistant professor at a Turkish state university. The selected pragmatic aspects were investigated by the rater using the same classifications. Interrater reliability has been assessed through Cohen's (1960) kappa coefficient as two raters analyze each item individually (Kang, & Poertner, 2006). Cohen's (1960) kappa coefficient has been commonly employed for assessing paired inter-rater reliability for data on an ordinal scale and provides an estimation of the proportion of agreement that results from chance entirely (Howell, 2010; Rui and Feldman, 2012; Baird et al., 1999; Fleiss, 1971; Rossi et al., 1999). In addition, Cohen's (1960) kappa is appropriate for the circumstances where there are only two raters and the same two raters assess each subject (Kang, and Poertner, 2006). When the p-value is significant and the Kappa value is roughly 1, it suggests that the two raters are in agreement. The following interpretation of the Kappa values was put forward by Cohen (1960): 0.81–1.00 as very good, 0.61–0.80 as good, 0.41– 0.60 as moderate, 0.21–0.40 as fair, 0.01–0.20 as poor, and ≤ 0 as no agreement.

Table 1

The Findings of Cohen's Kappa Analysis on the Chosen Pragmatic Components

Pragmatic component	Cohen's (1960) kappa value	p	Strength of agreement
SA - Expressives	.874	.000	Very good
SA - Commissives	.819	.000	Very good
SA - Directives	.628	.000	Good
SA - Representatives	.237	.000	Fair
Charged SBUs	.760	.000	Good
Loaded SBUs	.730	.000	Good
Plain SBUs	.638	.000	Good

SA: Speech act, SBUs: Situation bound utterances

As table 1 above shows, inter-rater kappa equals 237 and inter-rater reliability is fair regarding the frequency of representatives. There is disagreement among raters on the proportion of representative SAs in the two textbooks, as seen by the discrepancy in kappa values for representative speech acts. This could be due to the fact that the researcher or the rater could not relate the current statements to this kind of speech act since such statements as guessing, claiming,

and suggesting could be found in the conversation sections, passages and listening texts in the selected textbooks plentifully. In addition, the inter-rater agreement and reliability about the distribution of directive SAs is favorable, as seen by the directives inter-rater kappa of .628. Moreover, solid agreement and inter-rater reliability regarding the distribution of commissives has been shown by the inter-rater kappa of .819. Similarly, the agreement and inter-rater reliability regarding the distribution of expressives is very good, nearly perfect (1), as shown by the inter-rater kappa for expressives of .874. It appears that a strong agreement was demonstrated in the majority of the values of the speech acts. This may be because of Searle's (1976) accurate and thorough taxonomy of speech acts, which made it easier for raters to identify these speech acts in the textbooks. The inter-rater kappa for plain SBUs reaches a value of .638, indicating good inter-rater agreement and reliability for the distribution of SBUs. Furthermore, inter-rater agreement and reliability regarding the distribution of loaded SBUs is good, as indicated by the inter-rater kappa of .730 for loaded SBUs. Finally, in charged SBUs, inter-rater kappa reaches .760, suggesting good inter-rater agreement and reliability in distribution of charged SBUs. A strong degree of agreement is shown in the kappa values of SBUs. No element got a kappa value of < 0.20, as Table 1 illustrates.

RESULTS

1.1. Research question 1: Which pragmatic elements are included in B1-level national and international English textbooks used in Türkiye?

Different categorizations have been used to examine the chosen pragmatic components in the chosen textbooks to address the first research question. The specific pragmatic materials in the related textbooks have been displayed in Table 2 below regarding pragmatic elements.

Table 2

The Pragmatic Elements in B1-level National and International English Textbooks in Türkiye

Textbooks	Speech acts					Situation-bound utterances		
	Declarations	Expressives	Commissives	Directives	Representatives	Charged SBUs	Loaded SBUs	Plain SBUs
English File Intermediate	✗	✓	✓	✓	✓	✓	✓	✓
Silver Lining	✗	✓	✓	✓	✓	✓	✓	✓

Table 2 shows that almost every of the selected pragmatic features were present in both of the textbooks. In addition, Table 2 displays that there were no declaration speech acts in either textbook.

1.2. Research question 2: What is the frequency of speech acts in national and international English textbooks used in Türkiye?

The second question addresses the frequency of speech act in national and international English textbooks in Türkiye. Hence, speech acts were recognized and categorized in the selected English textbooks adopting Searle's (1976) taxonomy of speech acts. The investigation found that representatives were the most common SAs in both textbooks. The percentage and frequency of speech acts in the chosen textbooks are displayed in Table 3 below.

Table 3

The Percentage and Frequency of Speech Acts in the Chosen Textbooks

	English File		Silver Lining	
Speech Acts	f Frequency	p Percentage	f Frequency	p Percentage
Declaration SA	0	0.0%	0	0.0%
Expressive SA	37	2.1%	15	1.2%
Commissive SA	47	2.6%	21	1.7%
Directive SA	260	14.4%	112	9.0%
Representative SA	1456	80.9%	1092	88.1%
Total	1800	100%	1240	100%

1.3. Research sub-question 1: Is there a difference between the frequency of speech acts in national and international English textbooks used in Türkiye?

The distribution of representative speech act in the chosen textbooks does not show a statistically significant distinction, as shown in Table 4 below U(NEnglishFile = 10, NSilverLining = 10) = 33.000, z = -1.285, p> 0.05.

Table 4

Mann-Whitney U Test Results on the Employment of Representative Speech Acts in the Chosen Textbooks

Textbooks	n	M	mean rank	z-score	p
English File Intermediate	10	145.60	12.20		
				-1.285	.199
Silver Lining	10	109.20	8.80		

*p>0.05

The following sentences could be given as examples of the representatives in the selected textbooks:

A. English File Intermediate

Representatives (or assertives): *When I want to buy something which is expensive I don't use a credit card, I take the money out of the bank and so I never have to worry about getting into debt*. (p.15)

B. Silver Lining

Representatives (or assertives): *I believe I would make a good tourist guide as I have excellent communication skills with pleasing personality*. (p.23)

Moreover, the findings of the Mann-Whitney U test for the presence of directive speech acts in the chosen textbooks do not show a statistically significant disparity in the utilisation of directives between the chosen textbooks, similar to the findings of the previous Mann-Whitney U test, U(NEnglishFile = 10, NSilverLining = 10) = 36.500, z = -1.022, p> 0.05. The findings of the Mann-Whitney U test on the employment of directive speech acts in the chosen textbooks are displayed in Table 5.

Table 5

Findings of the Mann-Whitney U Test on the Utilization of Directives in the Chosen Textbooks

Textbooks	n	M	mean rank	z-score	p
English File Intermediate	10	26.00	11.85		
				-1.022	.307
Silver Lining	10	11.20	9.15		

*p>0.05

The following statements could be given as examples of the directives in the chosen textbooks:

A. English File Intermediate

Directives: *Destroy all the evidence that you tried*. (p.34)

B. Silver Lining

Directives: *Check your safety harness twice before the parachute jump*. (p.26)

Furthermore, the Mann-Whitney U test results concerning the employment of commissives in the chosen textbooks reveal no statistically insignificant disparity between the chosen textbooks regarding the use of commissives U(NEnglishFile = 10, NSilverLining = 10) = 28.000, z = -1.696, p> 0.05. Table 6 below displays the Mann-Whitney U test results on the employment of commissives in the chosen textbooks.

Table 6

The Mann-Whitney U Test Findings on the Employment of Commissives in the Chosen Textbooks

Textbooks	n	M	mean rank	z-score	p
English File Intermediate	10	4.70	12.70		
				-1.696	.090
Silver Lining	10	2.10	8.30		

*p>0.05

The following statements could be given as examples of the commissives in the chosen textbooks:

A. English File Intermediate

Commissives: *I'll lend you the money if you promise to pay me*. (p.22)

B. Silver Lining

Commissives: *I will upgrade my next product and sell it to a smartphone company soon.* (p.16)

Additionally, a statistically insignificant distinction was found between the chosen textbooks regarding the findings of the Mann-Whitney U test on the expressives used in the chosen textbooks U(NEnglishFile = 10, NSilverLining = 10) = 30.000, z = -1.555, p> 0.05.

Table 7

Mann-Whitney U Test Results on the Employment of expressive speech acts in the chosen Textbooks

Textbooks	n	M	mean rank	z-score	p
English File Intermediate	10	3.70	12.50		
				-1.555	.120
Silver Lining	10	1.50	8.50		

*p>0.05

Here are the sample statements of the expressives in the selected textbooks:

A. English File Intermediate

Expressives: *Mom, I'm really sorry.* (p.13)

B. Silver Lining

Expressives: *Thank you for your deduction.* (p.80)

Finally, both of the chosen textbooks lacked declaration speech acts, as was mentioned in earlier parts. This circumstance may be associated with the requirement that the individual hold a particular title in a specific environment to make declarations. A statistically insignificant distinction between the chosen textbooks has been found regarding the utilization of speech acts as can be seen in Table 8 U(NEnglishFile = 10, NSilverLining= 10) = 29.500, z = -1.550, p> 0.05.

Table 8

Comparing the Mann-Whitney U Test Results on the Utilization of Speech Acts in the Chosen Textbooks

	Textbooks	n	M	mean rank	z-score	p
Speech Acts	English File Intermediate	10	180.0000	12.55		
					-1.550	.121
	Silver Lining	10	124.0000	8.45		

*p>0.05

1.4. Research question 3: What is the frequency of situation-bound utterances in national and international English textbooks used in Türkiye?

The quantity and distribution of SBUs in English textbooks employed in Türkiye, both national and international, were the focus of the third question of the current study. This was achieved by utilizing Kecskes' (2003) taxonomy of situation-bound utterances to identify and categorize the SBUs in the chosen English textbooks. The results of the investigation

demonstrated that while English File Intermediate included the charged SBUs as the most frequent SBUs, 11th grade Silver Lining English Student's book included the plain SBUs as the most frequent situation-bound utterances. Table 9 below lists the frequency and percentage of SBUs in the chosen textbooks.

Table 9

The Percentage and Frequency of Situation-Bound Utterances in the Chosen Textbooks

	English File		**Silver Lining**	
Situation-bound Utterances	f Frequency	p Percentage	f Frequency	p Percentage
A. Plain SBUs	9	34.6%	13	81.3%
B. Loaded SBUs	4	15.4%	2	12.5%
C. Charged SBUs	13	50%	1	6.2%
Total	26	100%	16	100%

1.5. Research sub-question 2: Is there a difference between the frequency of situation-bound utterances in local and global English textbooks used in Türkiye?

The goal of the second sub-question was the comparison of the frequency of situation-bound utterances in the chosen textbooks. The Mann-Whitney U test has been conducted to check a statistically significant distinction exists between the chosen textbooks concerning every SBU.

Table 10

Mann-Whitney U test results on the employment of plain situation-bound utterances in the chosen textbooks

Textbooks	n	M	mean rank	z-score	p
English File Intermediate	10	.90	11.25		
				.615	.538
Silver Lining	10	.90	9.75		

*p>0.05

The following sentences could be given as examples of the plain situation-bound utterances in the selected textbooks:

A. English File Intermediate

Plain SBU: *It's great to see you.* (p.53)

B. Silver Lining

Plain SBU: *Hello. May I speak to ....(applicant's name)... please?* (p.24)

Table 10 above presents the Mann-Whitney U test results on the employment of plain SBUs in the chosen textbooks. The Mann-Whitney U test findings show statistically insignificant distinction between the chosen textbooks regarding the utilization of plain SBUs U(NEnglishFile = 10, NSilverLining = 10) = 42.500, z = -.615, p> 0.05. Furthermore, according to the findings of the Mann-Whitney U test, statistically insignificant difference has been found in the quantity of loaded SBUs in the chosen textbooks U(NEnglishFile = 10, NSilverLining = 10) = 49.000, z = -.108, p> 0.05. The findings of the Mann-Whitney U test on the utilization of loaded SBUs in the chosen textbooks are demonstrated in Table 11 below.

Table 11

Mann-Whitney U test results on the utilization of loaded SBUs in the chosen textbooks

Textbooks	n	M	mean rank	z-score	p
Silver Lining	10	.20	10.40		
English File Intermediate	10	.40	10.60	.108	.914

*p>0.05

The following statements could be given as examples of the loaded SBUs in the chosen textbooks.

A. English File Intermediate

Loaded SBU: *You're welcome.* (p.33)

B. Silver Lining

Loaded SBU: *Guess what?* (p.45)

Additionally, the Mann-Whitney U test results on the usage of charged SBUs in the chosen textbooks are in line with the previous results, showing statistically insignificant difference in the employment of charged SBUs between the chosen textbooks U(NEnglishFile = 10, NSilverLining = 10) = 37.500, z = -1.070, p> 0.05.

Table 12

Mann-Whitney U test results on the employment of charged situation-bound utterances in the chosen textbooks

Textbooks	n	M	mean rank	z-score	p
English File Intermediate	10	1.30	11.75		
				1.070	.285
Silver Lining	10	.50	9.25		

*p>0.05

Here are the examples of the charged SBUs in the chosen textbooks:

A. English File Intermediate

Charged SBU: *Don't tell me you forgot them?* (p.13)

B. Silver Lining

Charged SBU: *I can't believe your hubby is cooking.* (p.33)

The figures of the chosen textbooks bear similarity with each other, as seen in Table 12 above. The findings of the Mann-Whitney U test for the incorporation of situation-bound utterances into the chosen textbooks are shown in Table 13 below.

Table 13

Mann-Whitney U test results on the employment of SBUs in the chosen textbooks

	Textbooks	n	M	mean rank	z-score	p
Situation-bound Utterances	English File Intermediate	10	2.6000	11.45		
					-.745	.456
	Silver Lining	10	1.6000	9.55		

*p>0.05

In summary, Table 13 demonstrates statistically insignificant distinction regarding situation-bound utterances between the selected textbooks U(NEnglishFile = 10, NSilverLining = 10) = 40.500, z = -.745, p> 0.05. Moreover, as previously said, situation-bound utterances are not given enough coverage in either of the two textbooks analyzed.

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

This study aimed to investigate speech acts and situation-bound utterances in both national and international B1- level English textbooks used in Türkiye. Specifically, this study aimed to investigate the frequency of speech acts and situation-bound utterances in national and international B1- level English textbooks used in Türkiye. In general, the findings revealed that almost every chosen pragmatic element was covered in both of the chosen textbooks, with the exception of the declaration speech acts. Even though these textbooks featured sections including pragmatic aspects—like speech acts—they are insufficient, and not each pragmatic element is covered in the chosen textbooks. However, for EFL students to effectively understand meaning and produce speech that is suitable for the situation, they need to be competent in pragmatics. Thus, the curriculum of English language teaching in EFL countries should include pragmatics to help EFL students adjust to diverse global situations and engage with foreigners appropriately.

In addition, representative speech acts were found to be employed most frequently in both textbooks about the distribution of speech acts in the chosen texts. One possible explanation for this might be that speaking acts like suggesting, reporting, claiming, and guessing typically represent the speaker's views and personal views. These kinds of utterances might be found in discussion and passage sections of the textbooks. However, declaration speech acts were not addressed in either of the textbooks. This may be because declaration speech acts are subject to certain requirements, including permission, which forbids the speaker from making declarations unless they occupy a specified hierarchical position in a particular context. Therefore, these speech acts are not included in dialogues, or listening materials as not every reader can use them. Moreover, although there were small distinctions in the frequency of speech acts between the chosen English textbooks, the Mann-Whitney U test results about the proportion of speech acts in the chosen textbooks revealed no significant variations between the chosen textbooks about speech acts. The selected textbooks did not contain each speech act. However, speech acts can contribute substantially to enhancing the comprehension of English language students on the use of language in communication. Therefore, various speech acts should be included in EFL textbooks. This result is similar to the results of Boxer & Pickering (1995), Jiang (2006), Delen & Tavil (2010), Soozandehfar & Sahragard (2011), Alemi et al. (2013), Tavares (2014), Aksoyalp & Toprak (2015), Gholami (2015), Meihami & Khanlarzadeh (2015), Ulum (2015), Inawati (2016), Ren & Han (2016), Farashaiyan et al. (2018), Namaziandost et al. (2018), Ton Nu (2018), Tran & Yeh (2020), Siddiqa & Whyte (2021), Alhadi Ali Ahmed et al. (2023), Zulfa & Haryanti (2023), Jakupčević & Ćavar Portolan (2024), Jilani & Mahmood (2024), Hidayah et al. (2025) who revealed insufficient speech acts in EFL textbooks, artificial presentation of speech acts,

unequal frequency of the speech acts, and insignificant distinctions between the textbooks. However, this result does not conform to the results of Vaezi, Tabatabaei, & Bakhtiarvand (2014), Meihami & Khanlarzadeh (2015), Aksoyalp & Toprak (2015), Limberg (2016), Northbrook & Conklin (2018), and Bababayli & Kızıltan (2020), who identified a significant distinction between the textbooks, discovered additional speech acts such as apologies more often, or determined that the distribution of speech acts posed no issues.

Finally, different SBUs were covered in the selected textbooks used in Türkiye as the most prevalent SBUs regarding the frequency of SBUs. Both textbooks included only forty-two situation-bound utterances, even though both utilized these utterances. This might be because the situation-bound utterances were misinterpreted by the textbook authors. Since they incorporate both grammatical and socio-cultural features that are crucial in learning a new language, situation-bound utterances act as significant pragmatic components for English language students. Language students may become used to particular contexts if they hear such types of utterances. Furthermore, a statistically insignificant distinction in the frequency of situation-bound utterances was found between the selected textbooks considering the Mann-Whitney U test findings. In addition, both of the textbooks investigated had an insufficient number of situation-bound utterances. The fact that editors and authors of textbooks might sometimes misinterpret situation-bound utterance as idioms might explain this situation. Furthermore, as most EFL countries do not explicitly teach courses on pragmatic aspects, like situation-bound utterances, the textbook authors might uncomprehend such types of utterances. However, since they offer EFL students a sense of belonging to a group, situation-bound utterances are crucial pragmatic aspects. However, just because these textbooks illustrate them, teachers do not necessarily teach these speech acts, nor do students learn them on their own. The presentation of these speech acts and the guidance provided to teachers in their instruction are more crucial. Moreover, there is an uneven distribution of situation-bound utterances between the two textbooks. This result complies with that of Si-Yu & Jing (2019), who revealed that situation-bound utterances were neglected in EFL textbooks and that the authors did not give them enough significance.

The present research examined and compared two pragmatic elements— situation-bound utterances and speech acts —between national and international B1-level English textbooks employed in Türkiye. Two classifications specifically made for each of the pragmatic features were used to analyze the international English File Intermediate textbook and the national 11th-grade Silver Lining English textbook. This study incorporated both quantitative and qualitative data. The results revealed statistically insignificant differences between the selected textbooks concerning the relevant pragmatic components (p>0.05). In addition, not all of the chosen pragmatic components were found to be included in either of the textbooks. It might be because these textbooks lack chapters focused on pragmatics. Even though they have texts containing pragmatic elements, they are insufficient in numbers. However, the teaching of pragmatics should be covered in EFL textbooks as it can assist EFL students in successfully adapting to a variety of intercultural situations and delivering a speech that is acceptable for the situation.

This study can offer new perspectives for researchers seeking to investigate EFL textbooks regarding pragmatic components, editors and authors of EFL textbooks analyzing the pragmatic materials in EFL textbooks, and teachers trying to select the right English textbook for their lessons. Next, the results of this study might motivate the authors and editors of EFL textbooks to incorporate more pragmatic aspects in the next editions to be released. The findings suggest that EFL textbooks used in Turkish state schools need to incorporate more pragmatic content to promote Turkish EFL students' efficient use of English in specific contexts, and authors and editors of FL textbooks should possess pragmatic competence. Additionally, one way to increase the quantity of pragmatic materials in the selected EFL textbooks is to provide editors and authors with training classes on the subject. Moreover, students should be aware of cultural and interpersonal discourse conventions. Without sufficient exposure, students may misinterpret speech acts due to their L1 influence. Therefore, L2 learners may gain greater

confidence and self-esteem if they have pragmatic understanding of the language and understand the ways to use it in everyday situations. In addition, learners should receive constructive criticism from teachers on how to use speech acts in order to enhance their linguistic proficiency and gain a better understanding of when and how to utilize certain pragmatic elements. Finally, future research should be carried out to analyze the pragmatic materials in EFL textbooks to become more aware of other pragmatic components, including Grice's maxims, and politeness, since there isn't a lot of research examining pragmatic components besides speech acts in general.

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GENİŞLETİLMİŞ ÖZ

Giriş

Anadili İngilizce olan bir kişiyle etkili bir şekilde iletişim kurabilmek için, İngilizce öğrencisinin içinde bulunduğu durum, konuşmacının statüsü ve yaşı gibi belirli etkenleri göz önünde bulundurması gerekir. Bu etkenler, temel dilbilgisi kurallarının ötesindedir ve dil ile çevredeki bağlam arasındaki ilişkiye dair kararları içerir. Bunun yerine, dili mekan ve kişiler arası ilişkiler gibi etkenlere bağlı olarak çeşitli bağlamlarda etkili bir şekilde kullanma becerisi, yabancı dilde konuşmanın başarısı için gereklidir. İşte burada edimbilim devreye girmektedir. Dili uygun bağlamlarda kullanma becerisi edimbilimin odak noktasıdır (Crystal, 1997). Bu yetkinlik edimbilimsel yetkinlik olarak adlandırılır. Edimbilimsel yetkinlik, dilsel yeterlilikten farklıdır; bağlama duyarlıdır ve etkili iletişim için çok önemlidir (Bialystok, 1993). Bunu başarmak için, edimbilim eğitimiyle ilgili ödevleri ve eğitim araç gereçlerini göz önünde bulundurmak çok önemlidir. Bu nedenle, İngilizceyi yabancı dil olarak öğrenen öğrencileri hedef dilde akıcı bir şekilde konuşabilecek hale getirmek için edimbilimin öğrenim ortamlarına dahil edilmesi gerekmektedir. Çoğu İngilizce derslerinde, ders kitapları eğitimin birincil aracı ve müfredatın temelidir. Ayrıca, ders kitapları dil sınıflarında yaygın olarak kullanılmakta ve İngilizce öğretiminin önemli bir bileşeni olarak kabul edilmektedir. Ancak, İngilizce ders kitaplarının hedef dilde konuşmaların nasıl başlatılacağı ve sonuçlandırılacağı ve uygun hitap şekilleri de dahil olmak üzere çeşitli iletişimsel konuları kapsaması gerekirken, bazı araştırmacılar İngilizce ders kitaplarının genellikle edimbilimsel işlevlerden ziyade dilbilgisi ve kelime bilgisini kapsadığı (Ishihara & Cohen, 2010) ve gerçek dil kullanımını ve edimbilimsel yönleri yansıtmakta yetersiz kaldığını belirtmektedir (Bardovi-Harlig & Hartford, 1991; Diepenbroek & Derwing, 2013). Bununla birlikte, edimbilimsel unsurların, özellikle de duruma bağlı sözcelerin ve söz edimlerinin B1 seviyesi İngilizce ders kitaplarında ne ölçüde yer aldığına dair sınırlı sayıda araştırma

bulunmaktadır. Bu nedenle, bu çalışmanın amacı, Türkiye'de kullanılan ulusal ve uluslararası B1 İngilizce ders kitaplarındaki iki edimbilimsel öğeyi, duruma bağlı sözceler ve söz edimlerini analiz etmek, bu alandaki eksiklikleri ortaya çıkarmak ve yabancı dil öğretim materyallerinin geliştirilmesine katkıda bulunmaktır.

Yöntem

Nicel ve nitel verileri bir araya getiren karma yöntem kullanılarak (Creswell, 2009), Türkiye'de kullanılan ulusal ve uluslararası B1 düzeyi İngilizce ders kitaplarının edimbilimsel içeriği incelenmiştir. Bu çalışmada nicel araştırma yöntemi olarak betimsel istatistik ve SPSS 20 kullanılırken, nitel yöntem olarak tümdengelimli içerik analizi kullanılmıştır. Türkiye'nin yeni ilköğretim ve ortaöğretim İngilizce müfredatına göre, öğrencilerin İngilizce öğrenmeye dördüncü sınıf yerine ikinci sınıftan başlayıp on ikinci sınıfa kadar devam etmeleri gerekmektedir. Bu müfredatta MEB Yayınevi materyalleri sıklıkla önerilen kaynaklardır. Milli Eğitim Bakanlığı (MEB) yayınevi tarafından devlet liseleri için basılan resmi İngilizce ders kitabı Silver Lining, bu çalışmada ulusal İngilizce ders kitabı olarak seçilmiştir. Silver Lining 11. sınıf İngilizce ders kitabının ilk baskısı 2019 yılında yayımlandığı için çalışmada bu baskı incelenmiştir. Lise öğrencileri için Oxford University Press'in English File Intermediate kitabı dünya çapında erişilebilir bir İngilizce ders kitabıdır. English File Intermediate, Türkiye'de kullanılan uluslararası İngilizce ders kitapları içerisinden rastgele seçilmiştir. Hatta, Türkiye'deki birçok özel okul, bu kitabın özellikle üçüncü baskısını aktif olarak kullanmaktadır. Bu ders kitaplarının seviyesi Avrupa Dilleri Ortak Çerçeve Programı (CEFR) B1 seviyesine karşılık gelmektedir. Ders kitaplarındaki yazılı konuşmalar kaydedilmiş, tüm sesli ve görüntülü konuşmalar yazıya dökülmüş ve mevcut araştırmaya dahil edilmiştir. Bu çalışmada, seçilen İngilizce ders kitaplarındaki söz edimlerini daha iyi tespit edebilmek için Searle'ün (1976) kapsamlı ve açık bir sınıflandırma çerçevesi sunan sınıflandırmasından yararlanılmıştır. Ayrıca, Kecskés (2003) Duruma Bağlı Sözceler konusunda tanınmış akademisyenler arasındadır. Bu nedenle bu çalışmada Kecskes'in (2003) duruma bağlı sözceler sınıflandırması kullanılmıştır. Nitel veri analizinin bir parçası olarak, seçilen ders kitapları tümdengelimli içerik analizi ile incelenmiş ve karşılaştırılmıştır. Sonuçları daha iyi anlamak için nicel verileri analiz etmek üzere betimsel istatistikler kullanılmıştır. Betimsel istatistikleri analiz etmek üzere SPSS 20 kullanılmıştır. Ayrıca, verilerin güvenilirliğini sağlamak amacıyla değerlendiriciler arası güvenilirlik analizinde korelasyon testi uygulanmıştır. Araştırmacının tanıdığı olan değerlendirici, Türkiye'deki bir devlet üniversitesinde doktor öğretim üyesidir. Seçilen edimbilimsel unsurlar, aynı sınıflandırmalar kullanılarak değerlendirici tarafından incelenmiştir. Değerlendiriciler arası güvenirlik, iki değerlendirici her bir öğeyi tek tek incelediğinden Cohen'in (1960) kappa katsayısı ile değerlendirilmiştir (Kang, & Poertner, 2006).

Bulgular ve Tartışma

Bildirge söz edimleri haricinde, seçilen edimbilimsel unsurların neredeyse hepsi her iki ders kitabında da yer almıştır. Çalışma, her iki ders kitabının da en çok kesinleyici söz edimlerini kullandığını ortaya koymuştur. Seçilen iki ders kitabı arasında söz edimleri karşılaştırıldığında istatistiksel olarak önemsiz bir fark vardır U(NEnglishFile = 10, NSilverLining= 10) = 29.500, z = -1.550, p> 0.05. Seçilen ders kitaplarındaki duruma bağlı sözcelerin dağılımına bakıldığında, English File Intermediate kitabında en sık rastlanan duruma bağlı sözceler yüklü (charged) iken, 11. sınıf Silver Lining İngilizce Öğrenci kitabında en sık rastlanan duruma bağlı sözceler ise yalın (plain) sözcelerdir. Özetle, elde edilen bulgular, seçilen ders kitapları arasında duruma bağlı sözceler açısından istatistiksel olarak anlamlı bir fark olmadığını göstermektedir U(NEnglishFile = 10, NSilverLining = 10) = 40.500, z = -.745, p> 0.05.

Bildirge söz edimleri haricinde, seçili edimbilimsel öğelerin neredeyse tamamına her iki ders kitabında da yer verilmiştir. Ancak, dil öğrencilerinin çeşitli küresel ortamlara uyum sağlamalarını ve yabancılarla etkili bir şekilde iletişim kurmalarını desteklemek için edimbilimin İngiliz dili eğitimi müfredatına dahil edilmesi gerekmektedir. İncelenen metinlerdeki söz

edimlerinin dağılımına bakıldığında, her iki ders kitabında da en sık kesinleyici söz edimlerinin kullanıldığı görülmüştür. Bu durum, ders kitaplarındaki tartışma ve okuma parçalarının sıklıkla bu tür ifadeler içermesiyle açıklanabilir. Buna karşın, ders kitaplarının hiçbirinde bildirge söz edimlerine yer verilmemiştir. Bu durum, konuşmacıların belirli bir durumda belli bir ast-üst konumuna sahip olmadıkları sürece beyanda bulunmalarını engelleyen yetki verme gibi bildirge söz edimlerine ilişkin gereksinimlerin bir sonucu olabilir. Oysa, edimbilimin önemli bir boyutu olan söz edimleri, İngilizce öğrencilerinin konuşma sırasında dilin nasıl kullanıldığını anlamalarını büyük oranda geliştirebilir. Bu nedenle, İngilizce ders kitaplarında çeşitli söz edimlerine yer verilmelidir. Ayrıca, seçilen ders kitaplarındaki söz edimlerinin sıklığına ilişkin Mann-Whitney U testi sonuçları, seçilen İngilizce ders kitapları arasında söz edimlerinin sıklığındaki küçük farklılıklara rağmen, seçilen ders kitapları arasında söz edimleri açısından önemli bir fark olmadığını ortaya koymuştur U(NEnglishFile = 10, NSilverLining = 10) = 29.500, z = -1.550, p> 0.05. Bu bulgu, Ulum (2015), Tran ve Yeh (2020), Tavares (2014), Soozandehfar ve Sahragard (2011), Siddiqa ve Whyte (2021), Ren ve Han (2016), Ton Nu (2018), Namaziandost vd. (2018), Meihami ve Khanlarzadeh (2015), Jiang (2006), Jakupčević ve Ćavar Portolan (2021), Inawati (2016), Gholami (2015), Farashaiyan vd. (2018), Delen ve Tavil (2010), Boxer ve Pickering (1995), Alemi vd. (2013) ve Aksoyalp ve Toprak (2015) gibi araştırmacıların İngilizce ders kitaplarında yapmacık söz edimi sunumu, dengesiz söz edimi dağılımı, sınırlı söz edimi kullanımı ve ders kitapları arasında önemsiz farklılıklar gösteren çalışmalarıyla benzerlik göstermektedir. Son olarak, Türkiye'de kullanılan ulusal ve uluslararası İngilizce ders kitaplarında farklı duruma bağlı sözceler, sıklık açısından en yaygın duruma bağlı sözceler olarak ele alınmıştır. Her iki ders kitabında da duruma bağlı sözceler kullanılmasına rağmen, bunlardan sadece kırk iki tanesine yer verilmiştir. Bunun nedeni, yazarların duruma bağlı sözceleri yanlış anlamalarından kaynaklanıyor olabilir. Ancak, duruma bağlı sözceler İngilizce öğrenenler için önemli edimbilimsel öğelerdir çünkü yeni bir dil öğrenirken hayati önem taşıyan hem dilbilgisel hem de sosyo-kültürel öğeleri içerirler. Ayrıca, duruma bağlı sözcelerin sıklığı açısından, Mann-Whitney U testinin bulguları, seçilen ders kitapları arasında istatistiksel olarak anlamlı bir fark olmadığını göstermektedir U(NEnglishFile = 10, NSilverLining = 10) = 40.500, z = -.745, p> 0.05. Buna ek olarak, analiz edilen her iki ders kitabında da duruma bağlı sözcelerin sayısı yetersizdir. Bu durum, ders kitabı yazarlarının ve editörlerinin duruma bağlı sözceleri bazen deyimler gibi algılama ihtimaliyle açıklanabilir. Ancak, duruma bağlı sözceler İngilizce öğrencilerine bir birliktelik duygusu kazandırır ve bu da duruma bağlı sözceleri ana edimbilimsel öğeler haline getirir. Ayrıca, iki ders kitabı arasında duruma bağlı sözcelerde düzensiz bir dağılım vardır. Bu bulgu, duruma bağlı ifadelerin İngilizce ders kitaplarının yazarları tarafından nasıl göz ardı edildiğini ve yeterince önem verilmediğini gösteren Si-Yu ve Jing'in (2019) bulgularıyla uyumludur.