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MASTER'S THESIS**

**AN INVESTIGATION ON THE PRESENTATION OF THE SPEECH ACTS IN
8TH GRADE EFL COURSEBOOKS IN RELATION TO THE HIGH SCHOOL
ENTRANCE EXAMINATION (LGS)**

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ABSTRACT

AN INVESTIGATION ON THE PRESENTATION OF SPEECH ACTS IN 8TH GRADE EFL COURSEBOOKS IN RELATION TO THE HIGH SCHOOL ENTRANCE EXAMINATION (LGS)

Pragmatic competence in language teaching aims to develop students' skills in using the language appropriately in social and cultural contexts. In this context, the variety of speech acts included in textbooks and the impact of these acts on students' exam performances gain importance. This study focuses on examining the speech acts in the 'Mastermind' and 'Upswing English' textbooks and evaluating their relationship with LGS. The aim of this thesis is to examine the presentations of speech acts in the 8th grade 'Mastermind' and 'Upswing English' textbooks and to determine how much these presentations overlap with the speech acts in LGS. In this context, it is aimed to evaluate the effectiveness of the textbooks in the LGS preparation process and to make recommendations. The research covers the LGS exams between 2018-2023 and the 'Mastermind' and 'Upswing English' textbooks. The variety, frequency and presentation styles of speech acts in the textbooks were analyzed and compared with their equivalents in the LGS. The content analysis method was used in the study. The speech acts in the 'Mastermind' and 'Upswing English' textbooks were determined and these acts were compared with the acts in the LGS exams. It was examined how speech acts were presented in the textbooks, how often they were included and how students were encouraged to use these acts. The research findings showed that both textbooks presented speech acts in various ways and frequencies. While the 'Upswing English' textbook exhibited a structure in which speech acts were presented more consistently and in a wider range, this variety and frequency varied according to the units in the 'Mastermind' textbook. The speech acts in the LGS exams largely overlap with the acts taught in the textbooks, which shows that the books are effective in exam preparation. Methods such as role-playing, simulation, and interactive activities that encourage students to practice their speech acts should be used. The variety and scope of speech acts in textbooks should be increased, and these acts should be spread more consistently across all units.

Keywords: Intercultural communication, language teaching, pragmatic competence, speech acts.

ÖZET

8.SINIF İNGİLİZCE DERS KİTAPLARINDA YER ALAN SÖZ
EYLEMLERİN LİSEYE GİRİŞ SINAVI (LGS) İLE İLİŞKİLENDİRİLİP
İNCELENMESİ

Dil öğretiminde pragmatik yeterlik, öğrencilerin dili sosyal ve kültürel bağlamlarda uygun şekilde kullanabilme becerilerini geliştirmeyi hedefler. Bu bağlamda, ders kitaplarının içerdiği konuşma edimlerinin çeşitliliği ve bu edimlerin öğrencilerin sınav performansları üzerindeki etkisi önem kazanmaktadır. Bu çalışma, 'Mastermind' ve 'Upswing English' ders kitaplarında yer alan konuşma edimlerinin incelenmesi ve LGS ile olan ilişkilerinin değerlendirilmesi üzerine odaklanmaktadır. Bu tezin amacı, 8. sınıf 'Mastermind' ve 'Upswing English' ders kitaplarında yer alan konuşma edimlerinin sunumlarını inceleyerek, bu sunumların LGS'deki konuşma edimleri ile ne kadar örtüştüğünü belirlemektir. Bu doğrultuda, ders kitaplarının LGS'ye hazırlık sürecindeki etkinliğini değerlendirmek ve önerilerde bulunmak amaçlanmaktadır. Araştırma, 2018-2023 yılları arasındaki LGS sınavlarını ve 'Mastermind' ile 'Upswing English' ders kitaplarını kapsamaktadır. Ders kitaplarında yer alan konuşma edimlerinin çeşitliliği, sıklığı ve sunum şekilleri analiz edilerek, bu edimlerin LGS'deki karşılıkları ile kıyaslanmıştır. Araştırmada, içerik analizi yöntemi kullanılmıştır. 'Mastermind' ve 'Upswing English' ders kitaplarında yer alan konuşma edimleri belirlenmiş ve bu edimlerin LGS sınavlarındaki edimlerle karşılaştırılması yapılmıştır. Konuşma edimlerinin ders kitaplarında nasıl sunulduğu, hangi sıklıkla yer aldığı ve öğrencilerin bu edimleri nasıl kullanmaya teşvik edildiği incelenmiştir. Araştırma bulguları, her iki ders kitabının da konuşma edimlerini çeşitli şekillerde ve sıklıklarda sunduğunu göstermiştir. 'Upswing English' ders kitabı, konuşma edimlerinin daha tutarlı ve geniş bir yelpazede sunulduğu bir yapı sergilerken, 'Mastermind' ders kitabında bu çeşitlilik ve sıklık ünitelere göre değişkenlik göstermektedir. LGS sınavlarında yer alan konuşma edimleri, ders kitaplarında öğretilen edimlerle büyük ölçüde örtüşmektedir, bu da kitapların sınav hazırlığında etkili olduğunu göstermektedir. Öğrencilerin konuşma edimlerini pratik yapmalarını teşvik eden rol yapma, simülasyon ve etkileşimli aktiviteler gibi yöntemler kullanılmalıdır. Ders kitaplarında konuşma edimlerinin çeşitliliği ve kapsamı artırılmalı, bu edimler daha tutarlı bir şekilde tüm ünitelere yayılmalıdır.

Anahtar Sözcükler: Dil öğretimi, konuşma eylemleri, kültürlerarası iletişim, pragmatik yeterlilik.

CHAPTER I

INTRODUCTION

1.1. Problem Statement

This study addresses a significant issue in the evaluation of 8th-grade English textbooks in Türkiye through the lens of speech acts. It has been found that participants with high language proficiency perform better than their peers in identifying errors in these textbooks. Despite numerous studies on English textbooks in Türkiye over the past decade focusing on elements such as cultural and intercultural awareness and the integration of 21st-century skills, there is a lack of research specifically analysing speech acts in 8th-grade English textbooks. The core issue at the heart of this research is twofold. Firstly, the absence of prior research examining 8th-grade English textbooks in Türkiye through the lens of speech acts represents a significant gap in the existing literature. Speech acts encompass the use of language to perform various communicative functions, and proper understanding and use of speech acts are vital for effective communication in different social and cultural contexts. This research deficiency highlights a notable gap in academic discourse and practical considerations for English language education (Özdemir, 2020; Arslan & Tok, 2022).

Secondly, this research gap poses a practical challenge for English language educators and prospective teachers. The insufficient scientific examination of speech acts in 8th-grade English textbooks deprives educators of the necessary insights and tools to critically evaluate and improve teaching materials. This deficiency in scientific analysis poses a tangible obstacle to the professional development of English teachers and, moreover, to the quality of language education in Türkiye (Simsek & Dündar, 2017; Gültekin, 2022).

1.2. Purpose and Significance

This thesis is dedicated to the analysis of English Language Teaching (ELT) textbooks with a specific focus on the examination of speech acts. The primary purpose of this research is to investigate how speech acts are presented in 8th-grade English textbooks and how they are related to the High School Entrance Exam (LGS). Speech acts play a crucial role in effective communication in various social and cultural contexts. While various studies over the past decade in Türkiye have examined whether English textbooks create cultural and intercultural awareness or include 21st-century skills, no study has specifically focused on speech act competence in 8th-grade English textbooks (Öztürk & Aydın, 2019).

Therefore, this study aims to assist in-service and pre-service English teachers in critically examining textbooks in terms of speech act competence, thereby furthering their

professional development and enhancing their contributions to students' language learning processes. The ultimate goal is to empower in-service and pre-service English teachers with the knowledge and resources to critically evaluate and improve teaching materials (Simsek & Dündar, 2017; Gültekin, 2022).

1.3. Research Question

The analyses conducted in this thesis seek to answer the following overarching question:

"How are speech acts presented and related to the LGS in the 8th-grade 'Mastermind' and 'Upswing English' textbooks prepared by the Ministry of Education?"

1.4. Limitations

The scope of this study includes a detailed analysis of the "Mastermind" and "Upswing English" textbooks used in the 8th grade and the LGS exams from 2018 to 2023. The study focuses on the types, frequencies, and alignment of speech acts with the pragmatic requirements of the LGS. The research is confined to these specific textbooks and exam papers to provide a comprehensive understanding of current educational practices and assessment criteria (Özdemir, 2020; Arslan & Tok, 2022).

1.5. Assumptions

This study is based on the following assumptions:

- The "Mastermind" and "Upswing English" textbooks are the primary resources widely used for 8th-grade English education in Türkiye.
- The LGS exams play a significant role in evaluating students' English language proficiency and speech act competence.
- The analysis of speech acts in the textbooks will reveal how well the instructional materials prepare students for the pragmatic demands of the LGS (Simsek & Dündar, 2017; Gültekin, 2022).

1.6. Definitions

Speech Act: The use of language to perform various communicative functions, such as making requests, apologizing, or giving suggestions (Searle, 1969).

Pragmatic Competence: The ability of language users to understand and appropriately respond to the social and cultural contexts in which language is used (Levinson, 1983).

High School Entrance Exam (LGS): A centralized exam in Türkiye used for placement in secondary education institutions, playing a crucial role in evaluating students' academic proficiency (Millî Eğitim Bakanlığı, 2022).

CHAPTER II

LITERATURE REVIEW

2.1. Language

Language, a complex system of symbols and sounds used by humans to communicate, is evidence of our unique cognitive abilities. It shapes our ways of thinking, interacting, and understanding the world around us, forming the foundation of human society. In an increasingly interconnected and globalized world, the importance of language cannot be overstated. People around the world agree that language is the most important tool for verbal communication. Language serves as a tool for communication, and thinking is done through language. People use language to convey their ideas, emotions, and desires. However, some argue that the mind and correct or incorrect opinions can exist independently of language (Russel, 1973, p. 95). In contrast, Piaget claimed, "logical thinking in the human mind does not need language" (Günce, 1973, p. 28). However, proponents of the theory that language is a reflection of thought argue that words, as conceptual units, shape thoughts, and the more words used in a language, the more developed thoughts can be, suggesting a direct relationship between the quantity of words in a language and the depth and breadth of the conceptual field of the mind. Darwin (1871), while acknowledging that other animals can understand what humans think and communicate in a similar way, claims that only humans can use language to express themselves. However, he specifically asserts that only humans can consistently use syllabic language and combine different sounds and ideas, making it unique to humans and distinguishing them from other animals. Language is used in human communities, and each culture achieves understanding and communication among its members through the phenomenon of language.

Despite the diversification in other means of communication, language continues to be the primary tool for communication in a globalized world. Considering the role of language in communication, the most widely accepted definition of language is found in our dictionary, which defines it as an agreement made by individuals using words or signs to express what they hear and think (TDK, 2019, p. 664). According to the Turkish Language Institution's dictionary, language is a collection of written and spoken expressions designed to meet the needs of individuals and help them convey their thoughts and feelings to each other. While language serves as a means of communication, it is essential to remember that focusing solely on its role in communication can lead to misunderstandings. Because

language is like a treasure chest—every time you open it, you uncover a new function it fulfills. This role serves various purposes, such as facilitating communication, maintaining social order, creating awareness in our society, and advancing the interests of that society. Language is a tool that serves various purposes and meets social demands, believed to be a product of human desires. Language is a shared understanding system, and individuals within the same system can understand and respond to signals transmitted through it (Eyi, 2021, p. 2). The creation and structure of languages vary. Language is a magical power that shapes human existence and values. It is so complex that we cannot grasp many aspects of it, and some mysteries have not been solved even now. The traditions, lifestyle, worldview, life philosophy, contributions to science, art, and technology, and overall lifestyle of a community are reflected in its language (Bayraktar, 2006, p. 1).

In essence, language is a tool for communication, forming the basis of all human interaction by enabling individuals to express their thoughts, feelings, and ideas. The role of language in communication extends beyond mere survival; it is the cornerstone of our ability to collaborate, learn, and connect with each other. The richness of our communication, from complex linguistic nuances to powerful non-verbal cues, contributes to the depth and complexity of our relationships. Language facilitates communication with people from different cultures, promoting international diplomacy, trade, and cultural exchange. In this process, we enrich our perspectives and contribute to the mosaic of human diversity. However, language is more than just a means of communication; it is a repository of culture and identity. According to Rabiah (2018) language serves as a significant tool for unravelling the complexities of our social lives. When language is utilized within the context of communication, it becomes intertwined with its corresponding culture. There exists a natural link between the language spoken by individuals within a social group and their social identity. Through their accent, vocabulary, or discourse patterns, speakers not only identify themselves but also become identified as members of a particular group. This membership illustrates power and pride (Kramsch, 2013). Each culture is inseparably linked to its unique language. Language encapsulates the collective wisdom, history, and values of a society. It is a tool through which cultural knowledge is passed from one generation to the next, preserving the stories and traditions that define a society's identity. The preservation of linguistic diversity is crucial for safeguarding the rich fabric of human culture. Efforts to document and revitalize endangered languages play a significant role in preventing the loss of cultural heritage. As languages disappear, there is a risk of losing a part of humanity's collective identity. The efforts to revive and protect languages are not merely linguistic

endeavours; they are cultural preservation actions that ensure the survival of diverse traditions and perspectives in our world.

Language plays a crucial role in the transmission of knowledge and intellectual development. It serves as the primary channel for sharing insights, discoveries, and innovations with a wider audience. Written language, in particular, has been effective throughout history in accumulating and disseminating knowledge. From ancient scrolls and manuscripts to modern academic journals and digital libraries, language has been at the forefront of storing and spreading information (Ong, 1982). The invention of the printing press in the 15th century was a transformative moment in the history of language. It enabled the mass production of books, revolutionizing the dissemination of knowledge and making information more accessible to a broader segment of society (Eisenstein, 1980). The printing press accelerated the spread of knowledge, marking the Enlightenment era, a period characterized by rapid intellectual development and the expansion of human knowledge (Darnton, 2009). In today's digital age, with the internet serving as a vast repository of information that transcends geographical and linguistic boundaries, language continues to play a significant role in the dissemination of knowledge (Crystal, 2003). Furthermore, language is not just a channel for information but also a tool for the preservation and nourishment of culture. Social cohesion, the glue that connects communities and societies, is another area where language plays a vital role. Communities often have unique languages or dialects that serve as signs of group membership. These linguistic differences create a sense of belonging and identity. Shared language strengthens social bonds by facilitating effective communication and shared experiences (Fishman and García, 2010).

2.1.1. Language and Culture

Language is seen as the best tool for the transmission of culture. It has been used to pass down written and oral cultural creations from generation to generation. Through language, future generations not only acquire their own languages but also the distinctive qualities of the society in which they live and the distinctive lives of those who came before them. Cultures have developed alongside languages since the beginning of time, and culture plays a significant role in communication. Bennett (1993, pp. 33-45) suggests that learning a language without considering its culture makes a person a "fluent fool." According to Önalán (2005, p. 9), Önalán's study examined the factors that Turkish educators believe should be considered when integrating cultural learning into language instruction. The results showed that educators participating in the study had positive views on incorporating cultural learning into language instruction, with 62% believing it to be beneficial. Additionally, Kızılaslan

(2010) suggests that the main objective of foreign language teaching should go beyond just developing individuals with grammatical proficiency. Instead, it should focus on nurturing intercultural speakers who can understand the connections between their own culture and others, show curiosity towards and critically engage with what is different, and achieve social and cultural self-realization.

There is a tight connection between language and culture, and many scholars have claimed that language is an integral component of culture. The paragraph clarifies the relationship between language and culture: "These two are intricately intertwined, to the extent that it is not possible to separate them without losing the significance of either language or culture." (Brown, 2014). It is evident that the connection between them keeps languages and cultures alive because their development occurs through each other, indicating that language develops through culture. In fact, Nault (2006) defines these two concepts as two sides of the same coin. This statement leads to the conclusion that incorporating cultural elements through resources and firsthand knowledge is crucial in English teaching. Language is not only composed of words. Understanding what is being said is difficult without knowledge of the complex structures of language. Idioms and proverbs are examples of language usage that deviates from their intended meanings. Knowing and speaking English fluently is not sufficient to use and understand these expressions correctly. The phrase "It's raining" is an example that illustrates merely understanding the words in real communication does not convey the meaning of the expression to the communicator. To comprehend this, one must be proficient in both language and culture. Liddicoat (2008, p. 278) states, "A language learner who only learns the grammar and vocabulary of a language, therefore, does not have sufficient equipment to communicate in that language."

Language and culture are intricately connected in a complex manner, and language serves as a vital tool for the transmission and preservation of cultural heritage. This relationship is highly significant and serves many fundamental functions. Language plays a key role in preserving cultural identity, encompassing the history, traditions, values, and beliefs of a particular community or society. Through language, cultural knowledge is transmitted from one generation to another, ensuring the continuity of heritage. Additionally, language is a means through which cultural values and norms are conveyed. Proverbs, idioms, and expressions in a language often carry moral and ethical messages, providing guidance on appropriate behaviour and attitudes within that culture. Language also serves as a tool for literature and oral traditions, facilitating the transmission of a culture's wisdom, myths, folklore, stories, and collective experiences. In the context of education and

socialization, language plays a crucial role. It is the primary tool that allows individuals to familiarize themselves with the knowledge, traditions, and rituals of their own cultures. From family units to educational systems, language centrally facilitates the transmission of these cultural elements. Cultural expression is another function of language. Whether through poetry, music, art, or storytelling, language enables the creative expression of cultural ideas and experiences. In a globalized world, language serves as a bridge for intercultural understanding. Learning a foreign language encourages individuals to access and appreciate the traditions and perspectives of other societies, fostering mutual understanding and global unity.

In conclusion, language is indispensable for preserving cultural diversity and encouraging dialogue between cultures. While maintaining the core identity of a culture, it reflects the ability to adapt and resist in the face of changing conditions. The profound connection between language and culture underscores the richness of human diversity and the importance of intercultural understanding.

2.2. Linguistics

Language is fundamentally the most important tool that enables the ability to express, promotes cultural development, and facilitates the transmission of this cultural heritage to future generations, serving as a vital link between individuals and society. Despite its crucial role in human existence, "language" has multiple definitions. Aksan (2015, p.11) describes language as "a multifaceted, magical entity with different qualities from different perspectives, some of its mysteries still unresolved even today." As Toklu (2003) notes, language is "the most important factor determining the way of thinking and perceiving the world in that culture, and it is a mirror reflecting the culture of the society that speaks that language." The artistic use of language in literature and its ability to convey people's views and emotions are the reasons behind the existence of this most popular and ancient form of art. According to Saussure (1985), language is both a social product of linguistic competence and a socially obligatory system of agreements that people must adhere to in order to use this competence. As stated by Ergin (1998, p.3), language is a "social institution woven from sounds, a hidden system of agreements laid down in unknown times, a living entity with its own laws that develops only within the framework of these laws." In the Glossary of Grammar Terms, language is defined as "a versatile and sophisticated system composed of sounds, used as a means of mutual communication among humans, allowing the transmission of emotions, thoughts, and desires to others in accordance with the common rules shaped by each society's own values" (Korkmaz, 1992, p. 48).

According to these definitions, language is a crucial tool that facilitates the understanding and expression of human values, enables communities to express themselves, and allows for the exchange of ideas and emotions, representing one of the most valuable human abilities. However, it is evident that these definitions fall short of capturing the essence of human language. Aksan emphasizes this difficulty, describing language as "multifaceted, unique to humans, an indefinable reality" (Aksan, 2003a, p. 9).

Linguistics is a scientific field tasked with analysing the complex structure of language. It is the scientific study of language that aims to unravel the underlying principles, structure, evolution, usage, and profound significance of language in society. Essentially, linguistics involves the systematic examination of the features and properties of language. It encompasses various subfields, each focusing on different aspects of language. For example, while phonetics deals with the analysis of speech sounds, phonology investigates the organization of sounds. Morphology studies the structure of words, syntax examines the arrangement of words in sentences, semantics explores the meaning of words and sentences, and pragmatics investigates how context influences language use.

In addition, sociolinguistics examines the social and cultural aspects of language, while psycholinguistics seeks to understand the cognitive processes involved in language production and comprehension. The term "linguistics" refers to the scientific study of languages, and it has several different definitions. The study area that deals with language is called linguistics. Attempting to conduct research in this field and viewing language merely as a collection of words is a significant misconception. This is because language is dynamically structured (Yücel, 1968; 2016). Accordingly, determining and explaining approaches should be present in language teaching. Linguistics is more determinative than prescriptive, unlike grammar. The interdisciplinary nature of linguistics is emphasized by Aksan with the following statement: "As language is related to human physical, intellectual, and spiritual structure, as well as various actions, linguistics is closely related to other disciplines that focus on all these actions" (Aksan, 2003b, p. 14). Linguistics can benefit from studies in physics, physiology, philosophy, psychology, sociology, and ethnology when necessary. Today, linguistics can also provide its methods and techniques to other disciplines, and different disciplines can benefit from the techniques, methods, and data of linguistics.

According to Aksan (2015), who defines linguistics based on the general and specific characteristics of language, linguistics is a comprehensive scientific discipline that examines the general and specific qualities of language, analyses its common or unique

features, and establishes connections with other scientific fields. The field of linguistics is not limited to the examination of individual languages; it investigates universal principles applicable to all languages and explores the diversity and variation found in languages worldwide. This holistic approach allows linguists to uncover the intricacies of language, from the smallest phonetic details to the grand structures of grammar. Perrot (2006, p. 11) claims that the aim of linguistics is to understand the faculty of language, which has multiple manifestations (the combination of thought content produced by speech; broadly, a set of signs serving to transmit meanings in a more or less conventional way that involves any of our senses). Linguistics, simply put, is “the science that examines language, the science of language”. The primary goal of linguistics is to characterize language.

American linguist Noam Chomsky is the individual who fully understood Saussure's work and continued to develop it, thereby changing the structure of linguistics. Transformational-generative grammar is the condition that gave rise to Aksan's claim, "Traditional grammatical concepts such as noun, adjective, verb have lost their former importance, and patterns of thought and expression, transformations, have become significant" (Aksan, 1973, p.3). According to Chomsky, an American linguist, the entire sentence structure of a language can be reduced to a limited number of sentence types. All sentences in a language can be created by expanding a specific number of sentence patterns in the opposite way to the same process. According to generative grammar, human language is considered a system that produces and comprehends an infinite number of sentences with a limited set of rules. While sentences given in structural linguistics are analysed and broken down into components, elements given in generative linguistics are combined to create new sentences (Başkan, 2003, p.121). Linguistics and the mental and sociological framework of the culture in which it is spoken are closely related (Buran, 2006, p.20). This example demonstrates how language reflects society. In fact, linguist Humboldt recognized the connection between language and culture and argued that by studying the language of a nation, information about that nation's culture could be obtained. Idioms, proverbs, expressions, and other language-related terms, as well as cultural components, will be examined. The richness and intricacy of terms expressing kinship in Turkish also indicate how close kinship ties are in today's society.

Linguistics experts generally define language in two ways: broad meaning and limited meaning. There is an increasing consensus that language is a system of agreement. As stated in Section 2.1, although language is typically seen as a complex set of formations, it organizes complex structures and functions within the system. In fact, language is a system

that structures the complex world (Eyi 2021, p.142). A field of study called linguistics examines languages from various perspectives, such as history, philosophy, sociology, psychology, culture, logic, geography, race, religion, and art. The primary goal of linguistics is to analyse languages in their earliest forms. Since it examines natural languages as a separate entity, linguistics is a science. It is evident that it formulates ideas and outlines the main descriptive and analytical techniques. As a science, it adheres to the standards of scientific analysis. Every scientific study manifests itself with its methodology and the various stages it goes through. The development and transformation of languages take thousands of years, and these changes and developments are regularly monitored by linguistics (Erkal 2010, p.8).

In contrast to linguistic competence, communicative competence encompasses not only knowledge of grammar rules but also an awareness of the sociolinguistic aspects and contextual language knowledge (Canale and Swain, 1980). This awareness is not conscious (Drew, 2015) because "without rules of use, the rules of grammar are useless" (Hymes, 1972, p. 278). Speaking a language requires more than just understanding grammar rules; individuals must also be aware of societal "norms, patterns, expectations" (Drew, 2015), and situational appropriateness. Hymes (1972, p. 65-67) presented four criteria to define communicative competence. These are whether something is formally "possible, feasible, appropriate, and done." Communicative competence includes socio-cultural aspects and the ability to extract the unexpressed during communication. Pragmatic and linguistic rules work hand in hand to achieve communicative goals (Blum-Kulka, 1980).

The model developed by Canale and Swain (1980, p. 27) states that communicative competence consists of the following: "sociolinguistic competence" (knowledge of socio-cultural and discourse rules); "linguistic competence" (vocabulary knowledge, a set of words in a language; morphology, the internal structure of words; syntax, how words combine in expressions and sentences; semantics, how languages structure meaning; and phonetics, the study of speech sounds); and "strategic competence," referring to both verbal and non-verbal "communication strategies."

2.2.1. History of Linguistics

Language has been a fascinating and studied subject since the transformation of sounds into words. When humans began to speak, they recognized sounds and later attempted to convey these sounds through symbolic signs. Some argue that the development of writing marks the beginning of linguistic studies. According to Kıran & Eziler Kıran

(2013, p. 34), the transition from sound to symbol is a sophisticated activity of the human mind and a capable byproduct of thousands of years of human development.

The term "linguistics," based on the Latin word "lingua" (language), was first used in 1826 as "linguitique" (Kıran, 2003, p. 9). Language is the subject of linguistics and analysis. Unlike grammar, it is concerned with the skill of speaking rather than the language that facilitates communication within a group. Unlike grammar, which functions as a prescriptive system that dictates what is right or wrong within predetermined boundaries, linguistics is descriptive and definitive. The earliest linguistic studies are based on the writings of Greek and Indian philosophers, as well as the works of the 5th-century BCE Indian linguist Panini (Aksan, 2015, p. 16). These studies were primarily guided by two factors: philosophy and religion. People questioned language based on the effects of thought, beliefs, and lifestyles on the qualities, functions, and evolution of their languages, without waiting for the emergence of the term "linguistics" to analyse their own languages.

The historical evolution of language and the meanings attributed to it have developed over time. The Greeks approached language from a philosophical perspective, and the fundamental idea of philosophy is the contrast between the natural and conventional. While conventionalists claim that meanings in language are gained through mutual understanding or agreement among individuals, naturalists argue that meanings of words in human language are innate, meaning there is an inherent relationship between words in human language and the objects and concepts they express. In other words, individuals create the arbitrary connection between words and their meanings. The origins of language and the relationship between words and meanings will form the basis of this longstanding debate between naturalists and conventionalists (Kıran and Eziler Kıran, 2013, p. 31).

Grammar is limited to a specific language and deals with it. However, linguistics is more general as it examines the faculty of language. William D. Whitney (1827-1894), Edward Sapir (1884-1939), Ferdinand de Saussure (1857-1913), and Leonard Bloomfield (1887-1949) laid the foundations of modern linguistics. Especially Saussure and these scholars considered the language studies conducted until the 19th century to be insufficient and sought to understand language structurally as a theoretical means of communication. The efforts of these scholars and the Prague School advanced the field of linguistics in the 20th century.

Today, linguistics employs various scientific disciplines, using their data and methodologies. However, linguistics also contributes to other fields related to the humanities with methods, strategies, and data that will be useful. Due to this mutual influence,

linguistics has expanded to include topics such as syntax, pragmatics, and textology, in addition to phonetics, phonology, morphology, syntax, and semantics. Sociolinguistics, psycholinguistics, neurolinguistics, scientific linguistics, and applied linguistics are products of the interaction between these fields (Kıran, 2003, p. 12).

It is crucial to distinguish linguistics from philology. Philology, deriving from the Greek "love of language," primarily aims to preserve and interpret ancient texts that are difficult to read and understand. It also seeks to facilitate the formation of a cultural tradition and prevent these texts from being lost over time (Bayrav, 1998a, p. 13). The fundamental goals of philology are to ensure the understanding of texts, provide "accurate" texts, explain ancient writings, and carry them into the present. It emphasizes the literary importance of texts and the need for categorization in this regard. Its relationship with language is, of course, indirect. However, linguistics works directly with language and makes no distinction between different phenomena. Analysis is a collaborative process (Adamson and Ayres-Bennett, 2011). Language is the collective traditions and customs shared by all writers of a particular period. Thus, language is a framework that encompasses and contains literary works: "Like the lines forming a familiar dwelling for humans, encompassing the sky, the earth, and their combination, it embraces all literary creation" (Barthes, 1977).

2.2.2. Linguistics and Language Education

The broad goal of linguistics is to shed light on all aspects of language. According to Aksan (2015), linguistics is a scientific discipline that examines and characterizes language in all its aspects, including sound, stress, meaning, vocabulary, and syntax. Language education is one of the subjects that linguistic studies address. Enginarlar (2006) emphasizes the connection between linguistics and language teaching, stating that linguistics attaches great importance to language teaching and is concerned with it. The products, information, and contributions of linguistics are indispensable for the concept of language teaching. Kocaman (1998) states that individuals engaged in linguistics are not tasked with language teaching, but those interested in language teaching contribute to language teaching using linguistic data.

According to Alagözlü (2016), who refers to Davies (2007) and Stern (1991), the most important application and research subject of applied linguistics is language teaching and learning. Alagözlü categorizes the contributions of linguistics to language teaching into three main categories: applications, inferences, and insights. Applications involve the direct transfer and presentation of linguistic findings and descriptions during language teaching. Insights involve the use of concepts developed and applied by linguistics in the interpretation

of language and in detailed approaches to language structure; inferences, on the other hand, refer to the effects of linguistic information on decision-making processes related to methods, tools, content, and objectives used during language teaching. Sever (2003) mentions that all skill areas of language are interconnected and can only develop harmoniously in this way.

In contemporary linguistics, language, according to Aktaş (2005), Neuner (1995), and Fanselow/Felix (1993), is primarily a means of communication. Therefore, the grammatical dimension of this tool should not be taught separately in language teaching but should be taught together with the four basic language skills (listening, speaking, reading, and writing), considering socio-cultural and pragmatic dimensions. Alagözlü (2016) argues that linguistics primarily assists language education by describing language; without sufficient knowledge about the structure, functions, and rules of the language being taught, it is impossible to teach it effectively. Additionally, linguistics deepens our understanding of language and provides guidance and insight to language teachers.

Studies in the field of linguistics have made significant progress in all areas of linguistics, including language teaching, in the 20th century. The utilization of various scientific fields has supported language education throughout history and continues to do so. Sociolinguistics, psycholinguistics, cognitive linguistics, and neurolinguistics can be identified as the main branches of linguistics that nourish language education. According to Kıran (2003, p.13), psycholinguistics examines the relationships between individuals who create and interpret messages, considering lexical units, and looks at how language is produced and perceived in individuals. Creating happy learning environments for students, eliminating the fear of making mistakes, and adapting the relationship between language, culture, and thought to language teaching are some examples of psycholinguistic studies reflected in language teaching (Şahin, 2007).

Cognitive linguistics studies the connection between the mind and the brain and generally investigates language skills. According to Aydın (2015), cognitive linguistics is concerned with the most abstract form of language use. According to Şahin (2007), cognitive linguistics contributes to language teaching through communicative scenarios, teaching materials, and artificial intelligence studies. The reflection of sociolinguistic studies on language teaching is believed to be due to the necessity of oral communication. According to Aydın (2013), communication emerged because people tried to meet their needs to express emotions, thoughts, and dreams through speaking, writing, and listening. People also wanted

their thoughts, feelings, and dreams to be understood, which gave rise to the need for people to communicate with each other to survive.

Linguistics and language teaching share a complex and symbiotic relationship. Linguistics is a scientific study that covers the structure, meaning, and use of language, while language teaching involves the pedagogical process of providing education in a specific language. The connection between these two disciplines is deep and multifaceted; linguistics provides valuable insights and methodologies that inform and enhance language teaching practice. Firstly, linguistics serves a foundational theoretical role in language teaching. Linguists analyse various components of language, including phonetics, phonology, morphology, syntax, semantics, and pragmatics. These insights into the structural and functional aspects of language help language teachers understand the mechanics underlying the languages they teach. This understanding enables educators to create effective language learning materials, design curricula, and adapt teaching methods to meet the specific needs of students.

Moreover, linguistics plays a crucial role in addressing common challenges faced by language learners. Linguistic analysis can identify potential difficulty areas for students, such as grammar rules, pronunciation, and vocabulary acquisition. Language teachers can then develop strategies to address these challenges and adapt teaching materials to facilitate understanding and retention. Another important aspect of the relationship between linguistics and language teaching is second language acquisition (SLA). Linguists have conducted comprehensive research on how individuals acquire a second language. This research has led to the development of language acquisition theories that inform language teaching methodologies. For example, the Input Hypothesis proposed by Stephen Krashen suggests that language learners benefit from exposure to input that is slightly beyond their current proficiency levels. Language teachers can incorporate this principle by providing students with input that challenges them but does not overwhelm them.

Linguistics also promotes language education by encouraging an understanding of language diversity. Dialects, accents, and regional variations are significant aspects of language, and linguists study them comprehensively. Language teachers can use this knowledge to expose students to various language forms and prepare them for real-world language interactions where linguistic diversity is prevalent. Additionally, awareness of language diversity can reduce prejudice and discrimination based on language differences. The field of pragmatics, a branch of linguistics that deals with language use in context, is particularly relevant to language teaching. Pragmatic competence, or the ability to use

language appropriately in different social and cultural situations, is a vital component of language proficiency. Language teachers can draw on pragmatic theories to help students explore the nuances of communication, including politeness strategies, indirect speech acts, and cultural norms.

In conclusion, the relationship between linguistics and language teaching is multifaceted and mutually beneficial. Linguistics provides theoretical foundations, valuable insights, and methodologies that enhance language teaching practices. The interplay between these two disciplines enriches language education, contributing to effective teaching methods, materials, and strategies.

Linguistics also contributes to the development of language teaching materials and resources. Language teachers often utilize linguistic analysis to create textbooks, audio-visual materials, and exercises that align with the linguistic features of the target language. Additionally, the subfield of linguistics known as corpus linguistics, which involves large-scale analysis of language data, can provide language teachers with authentic language examples to use in instructional materials. This enhances the practical suitability of language teaching. In conclusion, linguistics and language teaching share a symbiotic relationship that benefits both fields. Linguistics provides the necessary theoretical foundations and practical insights for effective language teaching. It offers a deeper understanding of language structure and usage, guides the development of language teaching methodologies, and facilitates the creation of relevant instructional materials. Together, these two areas complement each other, making language teaching more knowledgeable, effective, and engaging for students worldwide. As our understanding of linguistics continues to evolve, our language teaching approaches will also develop, enabling students to gain increased proficiency and fluency in the languages they are learning.

2.2.3. Linguistic Diversity in English Language Teaching

Introducing students to various English dialects is crucial for textbooks attempting to teach English as an international language because it helps learners understand the diverse accents and cultural backgrounds that can exist in world Englishes. Emphasizing the importance of culture in EIL (English as an International Language) instruction, according to McKay (2002), English teaching can be intertwined with the local cultures and identities of its speakers. McKay (2002) suggests that three fundamental principles should guide the development of language learning resources: the cultures of native English speakers, students' local communities, and global cultures. Matsuda (2012) states that cultural content in classrooms should come from a wide range of sources to prepare students for intercultural

communication in global contexts. These sources can cover various topics related to the environment and peace that help students develop a sense of global citizenship.

Kuang (2007, p. 75) argues that culture is what makes a language a language, and language is what conveys culture. Depending on culture, words can have different meanings even if their definitions are the same in dictionaries. People from different cultures can use the same linguistic forms, but these can have different meanings because words have cultural connotations (Jiang, 2000, p. 329). In this context, Choudhury (2014, p. 10) asserts that language conveys culture, and the vocabulary of a language is a significant part of this transmission. Additionally, Choudhury (2014, p. 13) highlights how dictionaries are crucial in capturing regional and cultural differences. To emphasize this point, Choudhury (2014, p. 13) suggests that while the colour "white" is typically associated with innocence, nobility, and purity in Western societies, it is associated with paleness, weakness, and a lack of vitality in Chinese civilization. Despite the increasing body of research on the globalization of language (Modiano 2009, p. 220), it is evident that the notion of English as a language specific to a few nations persists. This perspective is clear in ELT, where many schools still consider "native English" as the most appropriate variety (Fang & Ren, 2018). Numerous scholars emphasize the need to reduce the dominance of native language standards in educational environments and increase students' awareness of the diversity of English language use (Matsuda, 2012; Modiano, 2009; Fang and Ren, 2018). According to Baker (2012, p. 65), understanding the linguistic systems of Standard English (syntax, vocabulary, phonetics, and semantics) alone is not sufficient for successful intercultural communication in English; understanding the sociocultural context in which communication takes place is also necessary. He (2012) argues that understanding the sociocultural aspects of English as a global language requires a dynamic, non-essentialist approach to culture. The two main versions of English, American Standard English and British Standard English are dominant. Students who understand various types of English can become more effective communicators (Modiano, 2009). Therefore, promoting linguistic diversity in an ELT environment helps increase awareness among students. This idea is supported by the fact that ELT needs to prepare students for English language interactions in the real world (Kiczowski, 2019, p. 12).

Linguistic diversity in ELT means recognizing and including various linguistic and cultural backgrounds in the context of teaching and learning the English language. This approach acknowledges that English is spoken as a first or second language by numerous people worldwide, each with unique accents, dialects, and cultural nuances. Embracing

linguistic diversity in ELT exposes students to a broader range of English variations, enhancing their language proficiency and intercultural communication skills in a more inclusive and culturally sensitive learning environment. In this regard, as suggested by Bayyurt and Alptekin (2000), L2 teachers must recognize that their role extends beyond language instruction to include content delivery, and they need to understand how cognitive and linguistic development occur together, with cognition and context playing key roles in second language acquisition, in order to design an English curriculum aligned with the regular curriculum in the students' native language. Additionally, it can encourage a deeper appreciation for the global validity and adaptability of the English language. However, linguistic diversity in ELT also presents challenges. One potential disadvantage is that students may encounter difficulties in effective communication due to challenges in understanding different English accents and variations. Moreover, standardizing assessments and curricula may be more complex in different language contexts, requiring specialized training for teachers to meet the needs of a linguistically diverse group of students. Nevertheless, the overall benefits of linguistic diversity in ELT, enriching the learning experience and preparing students for global communication, often outweigh these challenges, making it a significant aspect of modern language education.

In summary, linguistic diversity in ELT offers distinct advantages for enhancing language proficiency and intercultural competence, but it is not without its challenges. Nevertheless, the overall benefits make it a significant aspect of modern language education, emphasizing the importance of embracing and celebrating the rich texture of the English language and culture.

2.2.4. Studies on Linguistics in Türkiye

Ragıp Hulusi Özdem is the first linguist in the Republic era of Türkiye. He began teaching at Istanbul University in 1933. Proficient in many Eastern and Western languages, Özdem also started working at the Turkish Language Association in 1932. His linguistic studies, especially in English, German, and French, were conducted as a separate field within the Western Languages and Literatures Departments, apart from literature. Most Turkish linguists working in the field of linguistics come from philology and language education backgrounds (Şenöz, 2005, p.71). The majority of scientific articles in linguistics are written in foreign languages, making them difficult and unreadable for a wide readership. This is one of the most significant challenges the field faces. The publication of both foreign language studies conducted in Türkiye and Turkish language studies conducted abroad would make the work of academics in this field easier.

Original Turkish works produced in linguistic studies are generally created within the Western Languages Departments, according to Berke Vardar, Tahsin Yücel, Berna Moran, and Akşit Göktürk, among others, drawing attention to this issue; researchers in Turkish Language and Literature Departments should be aware of each other (Şenöz 2005, p.75). Greimas formulated the theory of semiotics in the 1960s at Istanbul University's Department of French Language and Literature, based on linguistic studies conducted in Türkiye. Tahsin Yücel expressed this view at the meeting titled "de la Litterature a la culture" (From Literature to Culture) held at Istanbul University on October 21, 2004 (Şenöz 2005, p.77). In December 1991, the Higher Education Board and the Interuniversity Board decided to establish linguistics as a separate department, and the language of instruction is Turkish (Şenöz, 2005: 82). Linguistics, initially offered as an undergraduate course at Hacettepe University, later began to be taught as a course at Istanbul University. The Department of English Language and Literature at Mersin University changed its name to the Department of Linguistics starting from the academic year 1999-2000. It uses English as the language of instruction. The Department of Linguistics was established at Izmir Dokuz Eylül University in the academic year 2001-2002. Thirty percent of the courses are taught in English, and the rest are in Turkish (Şenöz 2005, p.83).

In summary, linguistic studies in Türkiye have shown significant growth and diversification in various subfields, reflecting a vibrant and dynamic academic community. These studies have not only improved our understanding of the Turkish language but have also contributed to broader areas of linguistics. Research conducted after 2000 reflects a commitment to explore the unique linguistic features of Turkish and its dialects, preserve linguistic diversity, and apply linguistic knowledge to various practical areas such as language technology. Turkish linguists have made valuable contributions to the international discourse on language and linguistics, and their work continues to shape the field today.

2.3. Semantics

Semantics is a subfield of linguistics and a branch of science that studies meaning in language. Crystal (2008) defines semantics as the study of meaning in language, dealing with how words and sentences convey meaning, and how speakers and listeners understand each other in communication. According to Yule (2010) semantics is the study of the meaning of words, phrases, and sentences in language. The focus is on what the words conventionally mean, rather than on what an individual speaker might think they mean, or what them to mean.

Semantics examines topics such as word meanings, sentence meanings, the effect of context, and relationships between meanings. The study of word meanings focuses on the various meanings a word can hold and how these meanings are formed, while sentence meanings analyse how relationships between words shape the meaning of a sentence. Additionally, the effect of context is an important area, as the same word or sentence can gain different meanings in different situations and contexts. Semantics also investigates relationships between meanings, such as synonymy, antonymy, and polysemy. Shortly, semantics is the field that studies how meanings in language are formed and used.

Semantic competence is the ability to correctly understand and appropriately use the meanings of words, sentences, and expressions in a language. This competence is extremely important for effective communication because learning only grammatical rules is not enough to fully convey meaning since “we are not just walking grammars” as stated by Widdowson (1978). Individuals with semantic competence can use language accurately, avoiding misunderstandings. Moreover, this competence helps in understanding how words and expressions can gain different meanings in different contexts. As Nation (2001) points out, fully mastering a word goes beyond simply understanding its meaning. It also involves being familiar with several other aspects of word knowledge, such as its spelling, pronunciation, potential alternative meanings, collocations, and derivations, among others. Semantic competence enables the comprehension of creative expressions, metaphors, and idioms in language, and helps language learners expand their vocabulary. It also fosters cultural awareness, making it possible to use language more effectively in different cultural contexts. Therefore, semantic competence plays a critical role in language learning and is essential for fully grasping a language.

All in all, semantics holds great importance in language teaching because it examines the dimension of meaning in language, helping students understand the language more deeply. Language is not just about combining words; it is also about how these words gain meaning within context. Semantics analyses how words, expressions, and sentences form meaning, how they relate to each other, and how they change depending on the context in which the language is used. This goes beyond grammatical rules and allows for a deeper understanding of meaning, especially in second language learning. Students learn not only the dictionary meanings of words but also how they are used in cultural and social contexts. This helps them develop skills for using the language naturally and effectively. Additionally, semantic awareness significantly contributes to preventing misunderstandings and helps language learners use the target language more fluently. Therefore, incorporating semantic

studies into language teaching programs plays a crucial role in enhancing students' language proficiency. According to Boran (2018) the human brain doesn't organize words randomly or in alphabetical order like a dictionary. Instead, it stores them based on meaningful connections and relationships. In this regard, vocabulary should be taught in groups of related words or lexical sets as recommended by Tanner and Green (1998). Teachers can use semantic mapping as a tool to develop students' semantic competence skills. Semantic mapping is a visual technique used to represent the relationships between words and their meanings, creating a diagram that illustrates how words connect to concepts and each other. This method involves placing a central idea or key word at the centre of a map, with related words branching out to show various aspects such as synonyms, antonyms, and contextual uses. Mousavi and Seifoori (2022) suggested that when teaching vocabulary, it is important to take into account the supportive role of different techniques that can enhance and strengthen memory strategies, which are vital for effective learning and long-term retention. Semantic mapping enhances vocabulary acquisition by helping learners visualize and remember new words, while also improving their understanding of how words function in different contexts. It supports better retention through visual engagement, facilitates connections between new and known vocabulary, and encourages critical thinking by organizing and analysing language. Ultimately, semantic mapping promotes active learning and deeper comprehension, making it a valuable tool for expanding language proficiency.

2.4. Pragmatics

Behaviour is the purposeful actions and movements of human consciousness. The examination of goal-oriented human behaviours and their intriguing nature has sparked interest in how language reflects these actions. The field of pragmatic science investigates how language reflects actions. Pragmatics, a branch of behavioural linguistics, includes psychological and sociological phenomena and constitutes a broad field determined by the functioning of signs (Garraic & Calas, 2007, cited in Kıran, 2013). Pragmatics studies the connection between linguistic signs and language users, asserting that language cannot exist without language users. Rather than viewing language as a non-personal symbolic system, pragmatics sees it as a symbolic communication system. Toklu (2003, p. 115) has developed views on the introduction of an abstract production mechanism consisting of production rules, the process of generating grammatically correct sentences, the functioning of the mind during production, and the concept of linguistic competence understood as the proficiency of the ideal speaker. Pelz (1998, cited in Toklu, 2003, p. 115) argues that pragmatics primarily concerns itself with the structure of language and pays little attention to the degree of

accuracy or the intent behind a lie. According to Toklu (2003, p. 115), Wunderlic has created the concept of communication competence by considering every aspect of the communication process. This concept enables individuals to convey their purposes in communication situations, understand the purposes of others, choose behaviours suitable for their social roles in various communication situations, and act in accordance with the expectations of others. According to Van Dijk (2006, p. 165), pragmatics is the examination of the speaker's meaning within the context or the "mental structures of relevant aspects of social situations." Rose and Kasper (2001, p. 2) argue that it examines "communicative action within its sociocultural context." Authentic discourse, directed discussions, role-playing, production surveys, multiple-choice, scaled responses, interviews, diaries, and verbal thinking procedures are the most commonly used data collection techniques (Kasper, 1999).

According to Levinson (1983, p. 35), the interest in pragmatics has developed partly as a reaction or antidote to Chomsky's abstract treatment of language as a separate, abstract tool, or mental ability, detached from its uses, users, and functions. Philosophical thought, including works by Austin, Searle, and Grice, has emphasized the importance of understanding the uses of language for grasping the nature of language (Levinson, 1983, p. 36). The philosopher Morris (1938), who popularized the term "pragmatics," defines it as the study of all psychological, biological, and sociological phenomena arising in the functioning of signs (Levinson, 1983). Therefore, practitioners in pragmatics work in a much broader field that encompasses sociolinguistics, neurolinguistics, psycholinguistics, and similar areas. However, compared to other linguistic approaches, pragmatics is more concerned with "more things happening between people and language than imagined" (Mey 1993, p. 14). Several definitions emphasize the user-centered nature of pragmatics. According to Mey (1993, p. 5), pragmatics is the study of language as it is used by real individuals for their own purposes, under their own constraints, and with their own resources.

Pragmatics focuses on the "practical, usage-dependent aspect" of language rather than its formal, abstract aspect, placing language users at the center of interest and importance in the field. Additionally, pragmatics examines not only the production of language but also its creators and the methods through which language is generated. Similarly, Crystal (2018) states that pragmatics involves the examination of language from the perspective of users, particularly in terms of the decisions they make, the constraints they encounter when using language in social contexts, and the impact of language use on other participants in the communication process (Rose and Kasper, 2001, p. 2). Another

researcher, Levinson (1983), defines pragmatics as the examination of language features in relation to language users. However, some definitions emphasize the connection between language and situation. According to Forrester (1996, p. 54), pragmatics is the study of linguistic relationships between context and language structure. Another definition by Levinson (1983, p. 9) states that the term "pragmatics" covers both context-dependent aspects of language structure and language usage and understanding principles that have little or no relevance to linguistic structure. Tercanlioğlu (2000, p. 129) makes a distinction between pragmatics and semantics, stating that pragmatics considers contextual and world knowledge, while semantics derives meaning from the meanings of words in a sentence and the possible syntactic structures of the sentence. The concept of appropriate language use is also crucial in the field of pragmatics. One of the most widely accepted definitions in the literature states that pragmatics involves the examination of the capacity of language users to match their expressions with the appropriate situations in which they are used (Levinson, 1983, p. 24). Here, the focus of pragmatics is implied to be the assignment of appropriateness conditions to a set of sentences and the environments in which they are acceptable. According to Ellis (1997), "pragmatics is particularly concerned with appropriateness in terms of both what is said and how it is said in a specific context."

Context plays a critical role in how meaning is understood and conveyed. Expressions used can only acquire meaning within a specific context (Uslu, 2005, p. 35). The broad definition of pragmatics or behavioral linguistics involves the examination of language use within a context. It has strong connections with various scientific fields. According to the Anglo-American perspective, pragmatics is the sequential examination of meaning through language use or based on language use. In Continental European Linguistics, pragmatics is a comprehensive functional perspective on language phenomena associated with many applications (Huang, 2013). Taguchi (2019) states, "Pragmatics examines the relationship between a linguistic form and the context in which this form is used and how this relationship is perceived and realized in social interaction." Language choices are influenced by various factors, including context (environment), the relationship between speakers, roles, topic, and our desire to convey our true selves to the person we are speaking to. In this sense, pragmatics encompasses various aspects related to linguistic and social language use. Uslu (2005) lists the following as the root sciences of pragmatics and related fields:

- Speech about philosophy of language
- Word-action paradigm

- Interaction and sociolinguistic studies
- Discourse assessments

Effective reading and listening, understanding messages accurately in light of the sender's intention and the context, and speaking and writing with appropriate and accurate sentences tailored to our target audience require an expansion of our pragmatic awareness. Being unrealistic is a major cause of most information and communication gaps in society. For these reasons, besides making efforts for students to successfully transfer and comprehend information in foreign language learning contexts, increasing students' pragmatic awareness in their academic and daily lives is crucial. In addition to striving for students' success in conveying and comprehending information, teachers need to possess the necessary knowledge and tools to enhance students' pragmatic awareness. They should structure the classroom to support these benefits and choose exercise and instructional materials based on usage purposes (Konu, 2022). This is essential to ensure that students reap the benefits associated with pragmatic development.

An expression or utterance starts and investigates the meaning in the context that can change and the speaker's or writer's intention (Whong, 2011). It also examines how listeners interpret things that speakers prefer not to say due to the social distances between them. According to Kecskes (2010, p. 62), communication is smooth as long as the listener can understand the speaker's intention using pragmatic inference. According to Yule (2010, p. 128), pragmatics is the study of "invisible meaning" since there is considerable mutual understanding among relevant parties (Apriyana, 2021). Three different types of pragmatic markers can be used to specify pragmatic meaning: parallel pragmatic markers like "damn," metapragmatic markers like "clearly," and basic pragmatic markers like "please" (Schiffrin, 2005). Language forms and users are connected through pragmatics. Examining language from a pragmatic perspective has the advantage of illuminating intended meanings, communication goals, and speech behaviours. Acquiring the ability to construct grammatically sound sentences and understand them is only one aspect of language learning. Since almost no one uses a grammatical expression without a specific purpose (Yule, 1996; Apriyana, 2021), people must also learn to create appropriate sentences that fulfil a context-based, communicative function. Language acquisition is challenging even for advanced learners (Krulatz and Dixon, 2016, p. 51). Distinctions made by Widdowson (1978) between usage and use, Saussure's distinctions between *langue* and *parole*, and Chomsky's distinctions between competence and performance reflect this reality. While performance, *parole*, and use are associated with real language production in context, competence deals

with the laws of language detached from context through idealization (Corder, 1973). Communicative competence is the ability to determine whether an expression is appropriate given the conditions.

Pragmatics, a subfield of linguistics, plays a significant role in language communication by focusing on the use of language in context. It delves into how people use language not just to interpret words and sentence structures literally but also to convey meaning beyond that. Pragmatics holds great importance for various reasons and is inclusive of foreign language learning. The relationship between foreign language learning and pragmatics is particularly crucial as it aids students in developing not only linguistic competence but also pragmatic competence, allowing them to navigate the social and cultural nuances of target languages. In the following 750-word text, we will explore the importance of pragmatics and its connection to foreign language learning. Pragmatics involves the examination of how language is used in real-life situations to achieve communicative goals. It investigates the nuances of language, including speech acts, implicature, presupposition, and the context in which language is used. Understanding pragmatics is vital because language is not only about the words and structures used; it also involves intentions behind the words, relationships between interlocutors, and the socio-cultural context in which communication takes place. Socio-pragmatic and pragmalinguistic concepts assist in a deeper understanding of pragmatics. Socio-pragmatics is culture-specific, while pragmatics is language-specific and abstract. In other words, pragma-linguistics and socio-pragmatics are related to grammar and sociology, respectively (Leech, 2016). These two categories of knowledge, along with the ability to digest information during a discussion, are necessary for a person to be pragmatically competent. Deda (2013, p. 67) notes that pragmatics includes the sociolinguistic features of language use, encompassing speech acts, discourse organization, speech management, speech structure, speech implicature, and choice of address form.

In foreign language learning, this pragmatics is very valuable because it enables students not only to grasp the literal meanings of words but also to understand the intentions and purposes underlying these words. Another central concept in pragmatics is implicature, which refers to the indirect meaning conveyed in a conversation. For example, if someone asks, "Is it warm in here?" they might be indirectly implying that they feel uncomfortable. Recognizing implied meanings is essential for effective communication in any language because it allows individuals to comprehend implied messages rather than relying solely on

explicit expressions. In foreign language learning, understanding implicatures is critically important for students to engage in nuanced and contextually appropriate conversations.

Presupposition is another important element of pragmatics. Presuppositions are assumptions underlying specific expressions. It is a proposition that is not explicitly stated in an expression but can be inferred or derived from other propositions in the expression. This concept entered linguistics from logic, where there is no unity in its definition. When we ask, "Did you take your mother out of the hospital?" we already know that the person we are talking to is someone's mother, that she is sick, and that she is in the hospital (Toklu, 2003, p. 121). For example, if someone says, "I quit smoking," it presupposes that they smoked in the past. Learning to identify presuppositions is crucial in foreign language acquisition because it helps students grasp the necessary background information to make sense of what is being said. Without this knowledge, students may struggle to effectively follow or respond to conversations. Pragmatics also deeply engages with the context in which language is used. The same words or expressions can have entirely different meanings or interpretations depending on the context. For instance, the expression "I'm not sure" can convey uncertainty, hesitation, or even refusal depending on the context in which it is used. Understanding the importance of context in foreign language learning helps students avoid misunderstandings and misinterpretations. It equips them with the tools needed to adapt language usage to different situations and effectively convey their intentions. Grice's (1975, cited in Doğan, 1990) formulation of the four maxims of conversation and text organization is another example of the contribution of pragmatics to linguistics. These maxims assist in structuring communication collaboratively and ensure the creation of a correct and meaningful message. Below is a list of the four rules supporting this idea (Doğan, 1990):

- According to the maxim of quantity, speech should contain only the necessary amount of information.
- According to the quality criterion, discourse should be consistent with reality.
- According to the criterion of relevance, discourse should be appropriate.
- According to the clarity criterion, speech should be clear.

Due to its emphasis on the value and perspective of spoken language, pragmatics is a vital subject significantly influencing discourse analysis, text linguistics, and communication theory (Toklu, 2003, p. 121). When discussing basic language acts, we refer to simple sentence structures that consist of actions aimed at providing information or making decisions. For instance, saying "Be quiet!" is an act of giving an order or making a request; asking "What are the contributions of applied linguistics to language education?" is an act of

inquiry; stating "Linguistics is a scientific study of language" is an act of providing information (Ayırır, 2016, p. 150).

2.4.1. Pragmatics and Language Education

The relationship between pragmatics and foreign language learning is of great importance. When individuals embark on the journey of acquiring a foreign language, their goal is not only to master vocabulary and grammar but also to become competent communicators. Language learners need to understand not only what is said but also how to express it in accordance with the cultural and social norms of the target language. This is where pragmatics comes into play. First and foremost, pragmatics fosters cross-cultural understanding. It equips language learners with the knowledge and skills necessary to navigate the social and cultural intricacies of the target language. Different languages and cultures have different norms and traditions for politeness, directness, and interaction. Pragmatics helps students recognize these differences and adapt their language use accordingly. By understanding the social norms of the target language, students can engage in more effective and respectful cross-cultural communication. Moreover, pragmatic competence is crucial for avoiding communication breakdowns and misunderstandings. In everyday conversations, individuals rely on pragmatics to convey their intentions and interpret the intentions of others. Misinterpreting the pragmatics of an expression can lead to confusion or unintentional offense. In foreign language learning, pragmatic proficiency is necessary for students to accurately convey their thoughts and understand the intentions of native English speakers.

Additionally, pragmatics equips language learners with the skills to express politeness and mitigate potential face-threatening acts. Face-threatening acts are actions that may challenge the addressee's self-respect or social identity. Different languages employ politeness strategies to maintain dignity in communication. Through pragmatics, foreign language learners can understand these strategies and avoid unintentionally causing offense or discomfort in their interactions. Finally, pragmatics develops communicative competence, which is the ability to effectively use language in various real-life situations. This goes beyond mere linguistic proficiency, including grammar and vocabulary. Communicative competence encompasses the ability to participate in conversations, negotiate meaning, and adapt language use to different contexts. Pragmatic competence is an integral component of communicative competence, enabling students to function proficiently in their target languages.

The notion that knowledge of speech acts in the target language is deficient is commonly supported by previous research on the pragmatic features of learners' languages (Ellis, 1997). According to Bardovi-Harlig (2001), studies in this area indicate that "even advanced learners from a grammatical point of view may differ from the pragmatic norms of the target language." In other words, a student proficient in grammar may not be equally competent in pragmatics. Nguyen (2005, p. 46) concludes that language learners tend to lag behind in pragmatic competencies compared to their grammatical proficiency. This is because, similar to natural language input, proficiency in this area of language requires more than classroom education alone. Foreign language learners typically have less access to input in the target language and fewer opportunities for useful use outside the classroom compared to second language learners (Rose and Kasper, 2001, p. 4). Therefore, the pragmatic production and understanding of language learners differ from those of native speakers due to the lack of exposure to the target culture and natural conversational settings. Bardovi-Harlig (2001) categorizes the differences between native and non-native English speakers into four main categories: the use of different speech acts, differences in the use of the same speech acts in terms of semantic formula, content, or finally form. She explains the variation in the choice of speech acts as follows: "Non-native English speakers may perform different speech acts than native English speakers in the same contexts, or alternatively, they may prefer not to perform any speech act at all." According to Beebe et al. (1990), Japanese speakers exhibit uncertainty when rejecting an invitation according to American standards (for example, "I have a work lunch that day"), while native speakers of American English provide more details and reasons (for example, "I have a prior engagement"). Speech acts are the fourth distinguishing method. Examples given by Bardovi-Harlig (2001, p.19) include the use of intensifiers by non-native English speakers and mitigators by native English speakers, or the rejection of boosters (e.g., "I'm not sure," "really") by native English speakers. Identifying several factors with the highest potential to influence the development of pragmatic competence in the process of language acquisition is possible. According to Bardovi-Harlig (2001, p.24), these variables include input availability, the impact of instruction, proficiency, exposure time, and transfer.

Bardovi-Harlig (2001) argues that input plays a crucial role in the development of pragmatics. Learning environments and instruction, provided by teachers and textbooks, can offer input. However, classrooms often produce either less input than necessary or misinformation because textbooks and classes create "artificial discourse" (Kasper 1997; Bardovi-Harlig, 2001) (Nguyen, 2005). Additionally, due to role imbalances and power,

teacher talk is not a pragmatically appropriate model for students (Ellis, 1992; Bardovi-Harlig, 2001). Imperative forms are frequently observed in teacher talk and are often deemed impolite. Moreover, the language organized by teachers is rigid and immutable. However, Kasper (1997), despite its authoritarian aspect, suggests that a class where the teacher is prominent can be a useful tool for learning. Since "language functions not as an object for analysis and application but as a means of communication in this activity," classroom management conducted in the target language is determined as the focal point (Kasper, 1997). As a result, students attending classes conducted in their native languages are deprived of the opportunity to interact in the target language in a real environment. Regarding the teaching component, recent research has shown that it is advantageous for the development of pragmatic competence (Nguyen, 2005). According to the results of an evaluation conducted by Crandall and Basturkmen (2004, p. 38), learners' perceptions of the appropriateness of requests overlap more with those of native speakers compared to pre-instruction. The impact of duration and proficiency level on pragmatic competence varies.

As new techniques and approaches like Communicative Language Teaching and Grammar-Translation Method emerge, language education has consistently undergone paradigm shifts. As producing and understanding language in context has become the aim of language education and grammar alone does not encompass all the knowledge required to use a language, communicative competence and pragmatic proficiency have gained importance over time (Blum-Kulka, 1980). Language learners need both sociopragmatic and pragma-linguistic knowledge to be proficient (Taguchi and Roever, 2020). They must be able to use language in socially acceptable ways (Taguchi, 2009). Without instruction, pragmatic development can never fully occur (Baştürkmen and Nguyen 2017, p.567). This can be achieved through various activities that increase learners' awareness (Rose 1994, p.57). Learners should be provided with opportunities to observe language activities, such as speech acts, in line with observational learning theory, as they need to acquire "cultural understanding and communication skills" (Bandura 1971, p. 5). Pragmatics and language acquisition should be interconnected because a successful language speaker needs to grasp contextually appropriate forms and functions. To this end, students' pragmatic awareness should be enhanced through various activities, and classrooms should be equipped with resources that provide pragmatic input. Learners with high linguistic proficiency may not show the same pragmatic development, as pragmatic development may not necessarily follow proficiency levels. Since pragmatic principles are often subconscious, even fluent

speakers may not be aware of them, but language learners still need to master them. Otherwise, they might appear indifferent or uninterested in conversation.

Teaching pragmatic rules is the responsibility of educators, but it is a challenging task because educators often lack necessary resources and methodological training (Eslami-Rasekh 2005, p.202). According to Kecskes (2018), bilinguals already possess pragmatic skills in their first languages, and these skills need to be transferred to the second language. Hence, pragmatic competence in the second language is not fundamentally different. The only distinction lies in the fact that bilingual pragmatic competence is intentionally and voluntarily developed, requiring learners to make some effort, whereas in a social environment, pragmatic competence is acquired automatically. Although monolingual and multilingual individuals perform similar tasks with language, the methods vary depending on the language. It is crucial for students to avoid pragmatic failures, which can have serious consequences and may sometimes be both tragic and humorous (Padilla Cruz 2013, p.33). Pragmatic failure is defined as "a failure to understand what is meant" and is observed not only between native and non-native speakers but also among speakers of different languages and/or cultures. When language learners cannot effectively communicate across cultural boundaries due to deficiencies in fluency in the target language, native speakers tend to perceive them as rude or insincere (Thomas, 1983; 2006). Although adequacy may not be adequately addressed in textbooks, according to Thomas (1983; 2006), teaching the "sociolinguistic aspects of language use, such as speech acts, speech structure, speech implicature, speech management, discourse organization, and address forms" is essential (Bardovi-Harlig and Mahan-Taylor, 2003, p.37). When expressing strong emotions in a language they are not familiar with, such as anger, learners may show reluctance and resort to indirect approaches. As learners acquire cross-linguistic performance, these forms may not conform to the norms accepted in the target language or their native languages (Blum-Kulka, 1980), and positive transfer, as defined by Yule (2010), occurs when learners more easily acquire and use language forms similar to social norms in their native languages (e.g., imperative forms) in the target language (Apriyana, 2021).

Some studies utilizing contrastive pragmatics have explored intercultural differences among students from various nations. Cenoz and Valencia (1996) investigated the tactics and mitigating supports used in request speech acts performed by native and non-native speakers of English and Spanish. They discovered that non-native speakers used more direct tactics compared to native English speakers. Additionally, non-native speakers of English used more mitigating supports than their native English counterparts. The most popular mitigating

support strategy involved justification, where speakers extended expressions with verbosity and provided reasons for why a specific request was necessary.

2.4.2. Intercultural Pragmatics

Intercultural pragmatics is referred to as the culture shared by the members of a society, including traditional "values, beliefs, norms, and ideas" (Zeyrek 2001, p.43). The term "language culture," first used by Michael Agar in 1994, signifies the inseparability of language and culture (Scollon 1995). Therefore, conversations among individuals who share a cultural background, certain expertise, and background information flow smoothly ((Wardhaugh 1998; Taguchi and Roever, 2020; Wardhaugh and Fuller, 2021). The distinction between intercultural and intracultural communication is also based on this. Some commonalities that individuals are accustomed to in intracultural communication may not exist in intercultural communication, so the interlocutors need to collaboratively establish them.

Intercultural pragmatics explores how people speaking different native languages in social environments use language to create a "third culture" by speaking in a common language representing various cultures (Kecskes 2014, p.13). It intersects with pragmatics and foreign language teaching, particularly in situations where teachers of English as a foreign language provide education in schools. It has been noted that English learners use various techniques to prevent and resolve interactional problems. As students attempt to apply the pragmatic rules of their native languages to the target language, intercultural communication can lead to some misunderstandings due to the need for "communicative flexibility" not possessed by everyone (Wardhaugh 1998; Wardhaugh and Fuller, 2021). According to Taguchi and Roever (2020), as mentioned by Deda (2013), intercultural pragmatics in the EFL context focuses on "how speakers construct and negotiate mutual understanding while dealing with communication breakdowns and comprehension problems" without losing their cultural identities.

The diversity of languages spoken worldwide contributes to cultural diversity, making establishing connections by overcoming linguistic and cultural barriers a shared goal for modern individuals. The ability to communicate with individuals from different racial and cultural backgrounds is known as intercultural competence. Intercultural sensitivity enables individuals to both respect other cultures and develop a deeper understanding and appreciation of their own, as the world is shaped by diversity, as supported by Kumlu, Kızılaslan and Kulekci (2015). Large companies, especially those involved in international trade and tourism, seek employees with this competence (Spitzberg and Changnon, 2009).

Being interculturally competent involves more than learning the names of popular foods, polite conversation starters, and cultural traditions. To be competent, one must also have the ability to see events from the perspectives of others (Deardorff 2011, p.68). It makes sense for teachers and teacher educators to possess this competence so that they can transmit it to their students through curriculum and extracurricular activities (Cushner and Mahon 2009, p.311). Culture, language, knowledge, and communication should be taught together in the classroom (Lo Bianco 2003, p.15).

2.5. Speech Act Theory

John L. Austin first introduced the theory of speech acts in 1962, and his student John R. Searle further developed this theory in 1979. This idea asserts that language expressions are used not only to convey meaning but also for various tasks. In other words, it is understood that the language used represents a specific activity and can convey meaning only within a certain context (Roberts and Levinson, 2017). According to Austin (1975), when a person speaks, they engage in three different types of activities simultaneously. These are locutionary, illocutionary, and perlocutionary acts. The locutionary act, also known as the production of a sentence in its literal sense, is related to the physical aspect of the message and signifies the act of saying something meaningful. The locutionary act is speaker-oriented and involves the intention of the message sender. An illocutionary act is a speaker-initiated action represented by what is said and includes specific behaviours spoken in certain contexts, such as asking, refusing, warning, and complaining. The effect of the produced expression on the listener, the recipient-based part of the act, is called perlocutionary speech. This action utilizes language to create effects like persuading, dissuading, frightening, and surprising the recipient, with the expectation that the recipient will respond accordingly (Kılıç, 1990). The appropriateness of a speech act is dependent on a range of variables such as status, familiarity, age, and gender. Speech acts vary from culture to culture because they have a cultural character (Cutting, 2005). Byon (2004, p.1699) examined how American learners made requests in Korean, taking into account social factors such as power and culture. He found that certain forms, like those that are longer and more polite, serve as indicators of cultural differences. In conclusion, speech acts are more related to communicative competence than to language or grammar. Addressers, addressees, context, purpose or goals, speech act, and utterance are some of the components that make up a speech situation (Leech, 2016). People in language communities naturally share their world experiences and some non-linguistic information, so context, in addition to shared knowledge between addresser and addressee(s), encompasses social and physical

environments, making it multidimensional (Yule, 1996; Apriyana, 2021). This leads us to the concept of a language community, defined as a group of individuals who share a common language and, for example, a common attitude towards the Spanish language (Halliday et al., 1964).

Speech acts, propositional acts, and illocutionary acts are three categories used by Searle (1979) to group simultaneous activities that a speaker can perform. Additionally, he discussed the communicative value of an expression created in a communicative context and formulated the idea of pragmatic force (Polat, 2010). According to Searle (1979), felicity conditions are a set of requirements that any kind of illocutionary activity must meet to be considered successful. Propositional, prepositional, intrinsic, and preparatory conditions are examples of felicity conditions. Each of these criteria emphasizes a different aspect of the sentence. In propositional conditions, reference is made to the semantic meaning of the text. For instance, a given statement is related to an action to be performed in the future. Preparatory conditions are requirements that must be met before making a promise. For example, a person must ensure they can fulfil a request before making that request. Sincerity criteria involve elements such as the speaker's psychological state and the necessity for honesty in the speech act. Basic requirements are related to the performative ability of an expression. According to Félix-Brasdefer (2019), the speech act of making a request is seen as an action that enables the recipient to perform an activity.

Table 1.

Shows austin's (1975) and searle's (1979) classification of speech acts.

Searle's (1979) classification of speech acts	Austin's (1975) classification of speech acts
Assertives	Locutionary Acts (Locutionary)
Directives	Illocutionary Acts (Illocutionary)
Commissives	Perlocutionary Acts (Perlocutionary)
Expressives	
Declaratives	

Austin (1975) classified pragmatic acts into three categories: locutionary acts, illocutionary acts and, perlocutionary acts. Searle's (1979) pragmatic classification, based on twelve different criteria including differences in the purpose of the act, pragmatic force, expressed psychological states, and the direction of fit between statements and the world, categorizes speech into five groups: assertives, directives, expressives, commissives, and declarations.

Assertives: Their goal is to convey the truth of the statement made or persuade listeners to varying degrees about something. To be sincere, individuals in the assertive category engage in behaviors accepted as true or accurate. Speech acts belonging to the assertive category include informing, reporting, and claiming.

Directives: They attempt to persuade the listener to act in a way that advances the specified pragmatic force in the future. For them to be sincere, the speaker must have the intention to perform the action stated in the proposition. For example, the statement "If you don't stop fighting, I will punish you" instructs the listener or listeners to stop fighting. Verbal activities such as requesting, commanding, and suggesting fall into this category. Refusals are also classified as directives and require special emphasis in teaching due to their complex nature. Students need to be equipped with proper language skills and pragmatic awareness to express themselves appropriately when refusing (Félix-Brasdefer 2008; Campillo et al., 2009). Refusals emerge as a response to an initial action in the form of an invitation, request, offer, or proposal made by another individual (Gass and Houck 1999, p.47). The complexity of refusals is explained in terms of their negotiability through other speech acts such as requests or promises; they are shaped by social variables such as gender, age, and economic power; and the person refusing has a variety of options to present as a rationale for their action (Félix-Brasdefer, 2008; Gass and Houck, 1999). The person giving the refusal must employ as many face-saving techniques as possible to reduce the threat element of the refusal (Gass and Houck, 1999, p.49). According to Gass and Houck, refusals

take place within culturally constrained standards, and for a speaker to effectively perform a refusal or recognize it, they need to be aware of not only these norms but also relevant linguistic structures. Due to the mentioned complexity, refusals provide an appropriate context for foreign language learners to demonstrate their pragmatic proficiency. Studies have examined the impact of students' length of stay in the target language environment on refusal performance (Félix-Brasdefer, 2004) and various aspects of refusals, including rejecting various speech acts such as requests, invitations, and offers (Silva 2003, p.62; Nelson et al. 2002, p.171). The scope of refusals in this analysis is limited to rejected requests.

In a more recent study with a broader range of participants, Wannaruk (2008; pp. 322-325) used a comparative methodology to examine how forty individuals with English as their native language, forty individuals with Thai as their native language, and three proficiency groups (lower intermediate, intermediate, and upper intermediate) learning Thai performed refusals. After presenting the frequency rates of refusals used by the three participant groups, the researcher concluded that despite the groups having relatively comparable options for refusing various speech acts, the content of refusals was influenced by the participants' native languages. While English speakers largely performed refusals by thanking for invitations, Thai groups justified their refusals with polite reasons. Regarding the content of their refusals, learners performed similarly to those whose native language is English. This suggests that when engaging with the target culture, learners need to better understand the social norms of the target culture to avoid pragmatic failure.

Commissives (Commitatives): These tools are intended to bind the speaker to a future action, even though they may have different degrees of illocutionary force. In other words, they require the speaker to act in a way indicated by the content of the proposition. As a requirement of sincerity, it entails the speaker's desire to perform a specific action in the future. This group also includes verbal acts such as oaths, threats, and promises.

Expressives: Depending on the propositional content, their aim is to convey the psychological state specified in the requirement of sincerity. In other words, speakers use speech acts in this category to express their personal feelings. Verbal behaviours such as apologizing, expressing gratitude, and complaining are included in this group; the speaker is expected to be sincere when uttering these words.

Declaratives: They aim to create change in the world by expressing it differently. The successful realization of one of the speech acts in this group establishes a relationship between the content of the proposition and the real world. For example, acts such as baptism,

dismissal from a job, appointment, etc., imply their occurrence when expressed. The act of firing an employee occurs when a store manager says, "I am firing you!"

In addition to Searle and Austin, there are many significant *Figures* who have contributed to the development of speech act theory. One prominent scholar in this field is H.P. Grice, known for his work on implicature and conversational implicatures. Grice's Cooperative Principle and maxims of conversation provide insights into how people understand implications and indirect speech acts. Furthermore, philosopher Paul Grice's work, particularly his book "Logic and Conversation" (1957), and his exploration of speaker intentions have had a profound impact on the theory. Philosophers like Kent Bach, a student of John Searle, have also made significant contributions to speech act theory. Bach's classification of speech acts and his work on speech act verbs have expanded our understanding of illocutionary acts, enhancing the taxonomy of speech acts and their functions in communication. Among other influential thinkers in this field is Judith Butler, whose work on performativity and gender identity has expanded the scope of speech act theory and applied it to various sociocultural contexts. In summary, studies in speech act theory build upon the foundational works of Austin and Searle, incorporating contributions from various scholars who have enhanced and expanded our understanding of how language serves as a tool to perform different kinds of acts beyond mere communication.

As Toklu (2003, p. 70) pointed out, "Syntax is one of the oldest branches of linguistics that examines the formation and rules of sentences, which are created by the combination of lexical and grammatical units ranging from twenty-five to fifty in languages, in other words, during communication." The idea of a sentence becomes apparent when historical research on syntax (speech act) is examined. This expression has various meanings based on different standards. According to Aksan (2015, p. 121), an Aristotelian sentence is a combination of various phonemes (word combinations), each component carrying different, autonomous meanings. Apollonius Dyscolus, a prominent grammarian of the Alexandrian School, worked on syntax and concluded that syntax deals with the principles governing how words are connected in sentences. According to the consensus in classical grammar and linguistics, a sentence is "a linguistic unit that allows the expression of a thought, emotion, or judgment and has no limitation on the number of words it contains" (Aksan 2015). In other words, while having a limited meaning, it can be defined as a series of words considered complete when interrupted or paused. While dependent linguistics defines the sentence as an action statement, psychology sees it as a mental expression. Logically, a sentence is defined as a unit consisting of a subject and a predicate. From a

functional perspective, it is stated that linguistic units come together to form a series, and when a sentence occurs, it is associated with a non-linguistic reality. According to Aksan (2015, p. 123-124), sentences are classified in various forms based on the number of words required for their formation, the parts in the sentence, the purpose they specify, and the forms of representing the subject.

- Single-element sentences are sentences where a single word is used to convey an idea, emotion, or evaluation. Single-element sentences include expressions such as "Come," "Go!," "No!," "Yes!" and "Done"
- Multi-word complex sentences are sentences where multiple words are used to convey various events and actions. An example of a complex sentence that conveys various actions and events is: "In this case, even though I admit I am embarrassed in front of you, I want you to know that my intention was not to cause such a situation, and I realize that I unintentionally hurt you. Despite admitting my embarrassment, I would like to invite you for a coffee for you to forgive me."
- On the other hand, two-element sentences are generally sentences consisting of two elements used to represent natural events, created with activities. These sentences are often referred to as non-personal sentences or subjectless sentences. An example of a two-element sentence is "It's snowing."
- Explanatory expressions aim to state a result or truth. Examples of declarative sentences include "I am very tired," "The president is going abroad today," "I won't come to see you today." Notification sentences can be expressed using sentences.
- In a complex sentence structure, the main clause is the sentence conveying the primary result. In the sentence "I am upset with you," the main clause is the sentence "I am very upset with you." Subordinate clauses serve to clarify the primary result of the sentence. The phrase "Because you didn't listen to me" is present in the line "I am very upset with you because you didn't listen to me" (Aksan, 2015: 122-124).

Speech is an intentional action aimed at doing something, and listening is the acknowledgment of this purpose; therefore, speech acts are a crucial component of the pragmatic competence of language learners (Plag et al., 2015). As speech acts are behaviours performed in all languages and provide a concrete framework for analysis and comparison, they have become a significant subject of study in the field of pragmatic competence (Bardovi-Harlig 2001, p.25). The Speech Act Theory examines expressions from three perspectives (locutionary, illocutionary, and perlocutionary), which is another important feature of the theory. The production of a speech is referred to as the locutionary dimension;

the function of the speech, such as threatening or promising, is known as the illocutionary dimension, and the consequence of the speech on the interlocutor, such as getting married or receiving a prison sentence, is termed as perlocutionary action. Eemeren and Grootendorst (as cited in Trosborg, 1995) provide an additional distinguishing functional component between illocutionary and perlocutionary acts. Based on the communicative purpose of illocutionary acts and the interactive function of perlocutionary acts, fundamental differences are outlined. Perlocutionary acts stand out with their interactive functions because these acts become real only when they reach a conclusion or are accepted by the listeners. Illocutionary acts, on the other hand, stand out with their communicative functions as they attempt to make listeners understand the speaker's intentions. Trosborg provides an example of how to distinguish between the two types of acts when making a request: an interactive act is convincing the listener to perform the requested action, while a communicative act is the listener realizing that the speaker is making a request.

Request is a commonly studied speech act in cross-cultural pragmatic research (Blum-Kulka and Olhstain, 1984; Byon, 2004; Kılıçkaya, 2010). The popularity of requests as speech acts is twofold: first, they are inherently conflictive and require the use of politeness strategies. Second, requests are one of the speech acts examined in the influential study by Blum-Kulka and Olhstain (1984), inspiring numerous subsequent research projects. Requests are inherently a speech act that threatens the listener's negative face: the expected action can limit the listener's freedom of action, the requester takes on the costs of the action, and the requester may lose face if the other party rejects the request (Brown and Levinson, 1987; Trosborg, 1995; Manjiya, 2001). According to Speech Act Theory, requests are classified as directives (Jordà, 2007). According to Trosborg (1995, p. 187), a request is defined as a directive act, "where a speaker (requester) conveys to a hearer (requested) that the requested perform an action beneficial to the speaker."

Lin (2009, p. 1642) examined the different methods used by native Chinese speakers, native English speakers, and Chinese students to perform a specific request strategy traditionally known as indirect request. In comparison to sixty native English speakers, the non-native English speakers consisted of sixty Chinese students, equally divided between those majoring and not majoring in English. After collecting data from both groups, researchers found that similar modal categories were used but in a different order. Modal verbs expressing ability were the primary choice for native English speakers, while Chinese speakers tended to choose modal verbs expressing permission. Low and high proficiency students differed in the syntactic patterns of their requests, and the performance

of the second group deviated from that of native English speakers. Hassall (2003) conducted a study on Australian speakers of Indonesian as a target language, in addition to studies on English request performance. Twenty participants, interacting with native Indonesian speakers in given situations, provided data through interactive role-playing. The researcher found that the request fulfilment strategies of these two groups were quite similar. While both groups mostly preferred to formulate requests in the form of questions, non-native English speakers selected different modal verbs than native English speakers. The study demonstrated that there was interaction among other potential variables affecting participants' performance and attributed this similarity to the fact that formulating questions is the most popular method type adopted by Australian students in their native languages.

In Speech Act Theory, suggestions fall into the same category as requests and refusals. According to Koike (1996, p. 260), suggestions are "speech acts that are presumably performed for the benefit of the hearer, typically to assist the hearer toward a goal assumed to be desired or desirable by the hearer." Koike notes that suggestions can also have an impact on the speaker's interests. He emphasizes that our scenarios are diverse enough to consider both perspectives, as suggestions should be made taking into account the interests of both the speaker and the listener. The speaker should employ tactful techniques to preserve the listener's goodwill, making every effort to avoid disturbing the listener with their advice (Koike 1996). As there is not much research on the acquisition of suggestions as speech acts in the literature, this study focuses on three speech acts: suggestions, as explored by Jiang (2006), Martínez-Flor and Alcón (2007) and Matsumura (2001).

Rose (2013) conducted a study to determine whether the pragmatic developmental stages previously proposed in research apply to Spanish suggestions made during structured conversations. Forty adult Spanish learners participated in a seven-week Spanish immersion program for the study. In the seventh week of instruction, participants prepared three different role plays. The same role plays were performed by twelve native Spanish speakers for the researcher. A total of 1809 suggestions and 351 supportive moves were recorded during approximately four hours of structured conversations. After analysing the data, the researcher concluded that participants did not develop their speech in a formulaic manner, as suggested in other studies. Instead, the production of suggestions exhibited a U-shaped curve throughout the study. The researcher proposed a new developmental paradigm that includes three universal stages of pragmatic growth and a more pronounced impact.

2.5.1. Perception and Comprehension of Speech Act Activities

In Holtgraves' study (2005, p. 2023), the question of whether speech acts such as directives, approvals, and expressions are grouped by normal language users in a manner similar to speech act theorists was investigated. The findings of the study revealed that language users categorize speech acts based on their interpersonal consequences rather than adhering to the recommendations of the speech act theory. Speakers classified speech acts into three categories: a neutral group (acceptance, prediction, asking, reminding, etc.), a negative interpersonal group (rejection, request, complaint, threat, etc.), and a positive expression group (boasting, complimenting, inviting, thanking, etc.). This indicates that the perception of speech acts is significantly influenced by interpersonal factors, reflecting emotional speech effects rather than pragmatic speech acts.

In another study, Holtgraves (2007, p. 595) focused on the interpretation of speech acts. According to Taguchi (2005; p. 545), the seriousness of the conclusions drawn affects how quickly people understand indirect speech acts. Moreover, understanding progresses more slowly when connecting the given expression to the previous proposition is challenging. Understanding non-traditional indirect speech acts is a challenge for highly proficient language learners. Conversely, students with lower language proficiency struggle to understand both traditional and non-traditional indirect speech acts. The difference in understanding between high and low proficiency language learners suggests the likelihood of various types of indirect expressions requiring different processing capacities. Students can better grasp different degrees of indirectness as they become more proficient in the language. In this context, the term "traditional" often refers to specific forms frequently used to perform indirect speech acts. Problems in comprehension arise when expressions are used less frequently and with more indirectness. For example, understanding indirect denials does not require different and burdensome procedures because these indirect speech acts are commonly used in familiar situations (Taguchi, 2005, p. 562). Understanding speech acts requires the utilization of both top-down and bottom-up processing of information. Word choice, sentence structure, or morphological features directly store or indicate information about the type of speech act, providing clues in the expression. On the other hand, collected contextual and sequential information is included in top-down information.

2.5.2. Speech Act Production

The production of indirect speech acts by native English speakers has been examined by Holtgraves (2005), revealing that their execution typically aligns with relevant performance criteria. Other speech acts, especially aggressive ones, have shown less

reference to relevant preparatory conditions, but directive speech acts have consistently been executed based on a preparatory condition. Similar pragmatic purposes in speech acts have varied in different ways, including pragmatic power, performance style, expressed psychological emotions, and preparatory conditions. Another significant discovery is that politeness pressures often reflect in the manner in which speech acts are performed. For instance, asking listeners if they have a chance to complete a task is typically used as a suggestion that would assist the speaker. On the other hand, polite formulations, such as "warning" and "encouragement" aimed at assisting the listener, have not been used. Moreover, evidence from various studies indicates that non-native language learners are dependent on translations from their native languages when constructing speech acts. Multilingual mental translations can occur in situations where more than two languages are understood. For example, individuals proficient in a language other than their native language can arrive at conclusions by using their native languages for thought processes before expressing speech acts (Cohen 1996; Koike 1989). In addition, various methods have been observed in the selection of language structures that speakers can use to construct speech acts. Among these tactics are self-debate before making a choice, the use of formulaic expressions, abandoning a term or expression, partial transfer of a concept, lexical avoidance or simplification, and approximation (Cohen, 1996a).

A myriad of social, cultural, environmental, and individual factors influence the choice of an appropriate method for speech act production. The decision-making process used by speakers, including techniques like self-debate, indicates that they have various personal alternatives before reaching a decision. These options cover decisions related to pragmatic purposes, grammatical structures, and semantic elements. While native speakers make accurate choices, second language learners may sometimes produce incorrect outputs. Therefore, even after speech is produced, individuals continue to evaluate the effectiveness of their verbal activities. The results drawn from their evaluations can have a positive or negative impact on their subsequent productions (Cohen, 1996b, p. 33).

Syntax serves as the framework in which words are organized into meaningful and coherent sentences, allowing thoughts and ideas to be expressed precisely. The importance of syntax in language production is undeniable, as it supports the clarity and effectiveness of communication, enabling messages to be conveyed with accuracy and comprehensibility. Furthermore, the significance of syntax extends beyond its linguistic function; it plays a crucial role in areas beyond linguistics, such as artificial intelligence, machine translation, and cognitive science, remaining a subject of deep research and exploration. The scientific

investigation of syntax encompasses various dimensions, including syntactic universals, cross-linguistic comparisons, studies on language development, and analyses of syntactic disorders in individuals with language impairments. Researchers have provided valuable insights into the cognitive processes and neural mechanisms underlying syntactic production, contributing to our understanding of human language capacity. Additionally, advancements in the understanding of syntax have influenced the development of language technologies and communication systems, shedding light on natural language processing. In summary, the central role of syntax in human language production, its broad-ranging implications, and its rich research landscape highlight its significant place in linguistic studies and related fields.

2.5.3. Uses of Speech Acts

Speech acts (speech actions) find applications in various fields, with research conducted in disciplines including law. For example, Trosborg (1991, p.69) discovered that legal speech acts in English Contract Law are specific to legal language after examining them. Trosborg found a difference in directness between instructions written in legal language and those in ordinary English. In ordinary English, indirect tactics work better than the more direct strategies that are common in English contract law. Speech acts in social media have also been studied. Qadir and Riloff (2011, p.751), using Searle's taxonomy, categorized sentences in message board posts where authors perform speech acts for readers. They found that directive and expressive speech act sentences were dominant, identifying representative and declarative speech act sentences as more challenging to distinguish. However, they suggested that declarative speech acts could be enhanced by adding certain lexical, syntactic, and semantic features. Grundlingh (2018, p.148) examined frequently used terms in the online environment, proposing that speech act theory can be applied to memes as they function as a form of non-verbal communication. Since memes convey meanings understandable to their audience, they can be considered speech acts. Memes may consist solely of images or include text, conveying important concepts or information. Like speech acts, memes have the power of expression, a context, and an intention shared by the sender.

Various studies on speech acts are also presented on screen. For instance, Istiqomah (2013) examined anger speech acts in the film "Something the Lord Made" and discovered that American speakers often express their anger using directives such as requests, prohibitions, instructions, and questions. Other frequently used types of speech acts to convey anger include justifications, claims, and statements. Celebrity statements are analysed to further investigate speech behaviours. For example, Nemer (2015) examined how four celebrities, Chris Colfer, Britney Spears, Shaquille O'Neal, and Oprah Winfrey,

used speech acts on Twitter, categorizing their usage. Celebrities use Twitter as an online social platform to communicate with a diverse audience, including fans, friends, family, and other celebrities, utilizing various speech acts in their interactions.

Speech acts are often scrutinized in politics. Johnston (2005) suggests that speech acts, as a form of peaceful resistance against authoritarian governments that use excessive speech, can be a form of protest by the opposition against the ruling class. Altikriti (2016, p.64) claims that speech acts play a critical role in politics because persuasion is a primary element in politicians' speeches. By analysing three selected political speeches by Barack Obama, the study concludes that Obama used more constative speech acts while attempting to influence and persuade his listeners compared to other speech act types. As an additional example, Dylgjeri (2017) classified and examined the speech acts used in Edi Rama's winning political speech during the general elections in Albania in June 2013. Dylgjeri found that the speech predominantly employed speech acts containing praise, as it was built on a longing for the future and expectations. While expressing gratitude to the people for choosing him, Rama exhibited aggressive and expressive speech act types while also promising to maintain societal norms.

2.5.4. Speech Acts and Language Education

Regardless of the extent of a student's vocabulary and grammar proficiency, they may not always use speech acts accurately when learning a foreign language. It has been suggested that the transfer of pragmatic rules from the target language to the native language could be a reason for this dilemma (Koike, 1989). Syntax research findings are often applied in language teaching. The syntactic structure of the learned language, especially the understanding of sentence structure, has played a crucial role in grasping sentences, which are one of the most basic linguistic units. According to Alagözlü (2016, p.183), language teaching has undergone a methodological shift towards teaching the use of language environments rather than memorizing and teaching the structures of the language because this approach allows for some inferences about the structures, description, and teaching methods of the language to be learned. Additionally, students with limited language proficiency may find it challenging to understand speech acts, especially if they don't have the opportunity to use the language outside the classroom. Understanding and interpreting indirect speech acts is more difficult than direct ones. This is because individuals' experiences and interactions with native speakers of the target language help them develop skills in understanding and using indirect expressions and indirect language (Christison, 2018).

Knowledge of syntax can contribute to teaching language structures and provide various benefits to language educators. Alagözlü (2016) argued that syntax knowledge would allow language teachers to better understand and analyse the rules and structures of the target language, as well as enable them to better analyse the structure of the learned language and capture matches in their native language, thus facilitating language teaching. In addition, Alagözlü (2016) argues that comparative analysis of two languages, both in the native language and the target language, would assist students in understanding and using them in terms of comprehension. Teaching students how to construct meaningful and coherent spoken language sentences and how to apply language in context is important. The communicative aspect of language will be supported by students constructing sentences that carry elements from daily life by learning a few basic rules.

Based on a study by Billmyer (1990, p.39), students receiving education in the use of speech acts spontaneously generated more acceptable complementary speech acts compared to the non-educated group. Teaching social language use norms to students results in the development of their communication skills in non-academic environments. Similar findings were obtained by Cohen (1996a). Cohen found that students could be taught how to intensify and attenuate the meanings of speech acts, how to perform speech act methods, and how to detect small differences in how these methods are performed, and how to consider contextual factors. This research led to the development of similar features in students' speech act production techniques compared to native speakers. After the course, students spoke more like native speakers, using shorter expressions and more effective use of intensifiers. At the end of the study, students were divided into three groups based on how they produced their speeches: those who are metacognitively proficient, those who avoid it, and those who apply it. Metacognitive learners closely monitor their created and upcoming work. Avoiders use techniques such as approaching instead of avoiding, while those who avoid production do not produce it for various reasons, such as not trusting their skills to pronounce words correctly. Özdemir (2020) stated the following about foreign language teaching materials: Some speech acts or linguistic functions are completely absent in foreign language teaching environments or books. Verbal action products are either presented in an unnatural way or not done well enough. Similar results were reached by Polat (2010), claiming that no research on the choice of speech acts is beneficial for these books. This situation may further complicate students' production of speech acts. In the next section, studies on the use of speech acts in English textbooks will be examined in depth.

Koike (1989) investigated the speech act performances of adult native English speakers at the beginner level in Spanish. Her study showed that adult learners could easily identify speech acts while listening and attempted to use them with politeness strategies. However, they could only use pragmatic norms when they felt comfortable applying grammar rules. However, there are cross-linguistic effects on performance. Beckwith and Dewaele (2008) examined the development of apologies in high-intermediate-level learners of English as a second language or using Japanese. They compared students who had only learned Japanese in the United Kingdom with students who had spent a significant amount of time in Japan. In this way, they found that spending time in the target language community supported pragmatic development, reducing negative pragmatic transfer. There was no difference in the tactics used by the two groups, and pragmatic progress was not linear. Students deviated from target language norms instead of approaching them. The absence of positive transfer techniques, task difficulty, negative feedback, and negative transfer were cited as reasons for this trend.

2.5.5. Challenges Encountered in Learning Speech Acts

Learning to produce words and actions effectively, which is a fundamental aspect of language, is a complex and multifaceted process. Language learners often prefer syntactically simpler forms but pragmatically more appropriate yet more complex grammatical structures when performing speech acts. In other words, they focus more on the grammatical structure than the semantic content of the expression. As the complexity of the situation and the difficulty of expression increase, an increasing number of students focus solely on the validity of the structure. For example, expressing an imperative sentence is the simplest approach to convey a directive speech act, avoiding formal complexities. Speakers of a foreign language often fall into the error of not transferring the politeness principles they learned in their first language to the foreign language; even if the imperative sentence is softened with word choices or some explanations in the first language. In other words, they use rough structures. This indicates that learners use pragmatic norms only when they believe they can construct their expressions appropriately (Koike, 1989). Similarly, Blum-Kulka (1980) discovered that second language learners often use imperative sentences and perform speech acts in a way that challenges the social acceptability norms of the target language. Native Hebrew speakers participated in the study, who were learning Hebrew as a second language. The resulting expressions are grammatically valid but pragmatically altered. For example, in one instance, students started their expressions with the word "please" instead of ending them as usual in English. Blum-Kulka (1980) examined the

speech act performances of English-speaking learners learning Hebrew, comparing them with native speakers of both Hebrew and English. The results of the study showed that language learners differed from native English speakers in three levels of acceptability concerning the use of speech acts: social acceptability (less directness), linguistic acceptability (lack of idiomatic forms), and pragmatic acceptability (shifted illocutionary force). Additionally, it was found that learners used different strategies than native speakers.

Alkan and Yaylı (2019) investigated how learners of Turkish used the speech act of requesting. They found that learners of Turkish as a second language most frequently used the request expression strategy when performing speech acts but occasionally used multiple strategies in a single response. It was determined that they preferred different request strategies than native speakers and couldn't choose the most appropriate strategy. Different tactics were found to be used as language proficiency increased. Moreover, compared to native speakers, the speech act performances of foreign language speakers were more influenced by age, social status, and interpersonal relationships. Foreign language speakers tended to express themselves directly rather than indirectly or intuitively, resulting in rougher outputs. Due to limited cultural backgrounds, students couldn't translate the indirectness of their native language into the target language and couldn't fully grasp the context.

When it comes to teaching speech acts, Özdemir (2020) discovered that students were not aware of the speech act forms found in their textbooks. Students rely on their instincts, grammatical understanding, or transfers when creating speech acts. The pragmatic perceptual gap brought about by a grammar-focused educational approach is reflected in studies. Also, they felt pressured to learn speech acts they had never heard before or were not familiar with in the context they were used. Some of the common problems students frequently encounter in speech act production (learning) include:

- **Vocabulary Acquisition:** One of the initial hurdles students face is building a robust vocabulary. Vocabulary acquisition involves storing words and their meanings, and a limited vocabulary can hinder a person's ability to express thoughts and ideas comprehensively. Language learners often struggle with memorizing new words, retaining them, and applying them in appropriate contexts. Expanding one's vocabulary is an ongoing process that requires consistent effort and exposure to various texts and spoken language.
- **Word Retrieval:** A common challenge in word-action production is recalling words. Students may know the word they want to use but struggle to remember it

when needed. This phenomenon, often referred to as being "on the tip of the tongue," can lead to hesitations and pauses in speech. Strategies to overcome difficulties in word recall include using synonymous words or indirect expressions (describing the word when you can't remember it) and engaging in word recall exercises.

- **Grammatical Accuracy:** Syntax and grammar play a critical role in word-action production. Students often grapple with the complexity of grammar rules such as verb conjugations, noun-adjective agreements, and sentence structure. Errors in these areas can lead to communication gaps or lack of fluency. To overcome these challenges, students should dedicate time to grammar study, seek feedback from proficient speakers, and participate in structured exercises.
- **Discourse Consistency:** Effective communication extends beyond isolated words and sentences; it involves maintaining consistency and coherence in discourse. Students may struggle to transition between ideas, structure their arguments, or provide logical flow in their speech or writing. To enhance discourse consistency, students can attempt to develop a clear outline or mental structure for their communication and use transition sentences and tools.
- **Pronunciation and Accent:** Achieving clear and accurate pronunciation can be a significant challenge, especially for students mastering a new language. Local accents may influence pronunciation, and students may struggle to adopt the precise sounds and intonation patterns of the target language. Regular practice, exposure to native speakers, and working with pronunciation resources are crucial to overcoming these issues.

2.5.6. Suggestions for Learning Speech Acts

In traditional teaching approaches, speech acts are often taught using textbook dialogues and explanations. As a result, language instruction often fails to address the performance of speech acts in authentic contexts or the production of speech acts in various situations. Teachers should plan pragmatic-based lessons and demonstrate numerous applications of speech acts to meet the needs of students effectively. Improving students' pragmatic achievements is possible by incorporating real tools and exercises into educators' teaching methods. In this context, teaching specific settings for using speech acts, either in textbooks or during in-class instruction, can also be beneficial (Gazioğlu and Çiftçi, 2017, p.143). Above all, language educators should equip themselves better to ensure the development of students' pragmatic achievements. Therefore, it is important to enhance

teachers' understanding of pragmatic acquisition and incorporate a pragmatic component into appropriate curricula when training foreign language instructors (Özdemir, 2020).

Cohen (2005) focused on methods used to perform speech acts. Like previous researchers, he emphasized the importance of teaching learners the methods to use when performing speech acts and highlighting pragmatic knowledge. He recommended that teachers gain knowledge about how specific speech acts are used in the target language through cultural analysis before deciding which speech acts to focus on in class and determining the sociolinguistic rules used in the target speech community. Additionally, it is important to identify students' learning preferences and teach speech acts in a way that aligns with the gathered information. Second language learners should be encouraged to use their metacognitive abilities to assess the appropriateness of speech productions, including timing, address format, semantic formulas, grammar structures, and the degree of directness or indirectness. Students should observe the speech patterns, body language, and non-verbal cues of native English speakers and may be asked to mimic verbal behaviours in various situations. Opportunities for role-playing and participation in hypothetical conversations can be developed for students who cannot communicate with native English speakers. In addition to seeking feedback on speeches made by the instructor or other interactants, providing numerous reinforcements using previously learned speech acts is crucial. Reminder tools can be developed and used to help retain previously taught speech acts, ensuring that the information is stored permanently.

Language users' intuitions are filled with information about how language works and how it is successfully used in daily situations. Therefore, teaching speech acts using students' native languages can be beneficial. Students should be encouraged to use formulaic and common language patterns in their classroom activities. Also, implementing a conceptual-functional curriculum in the process of teaching language functions and speech acts can be helpful as a way to provide a broad framework for instruction (Christison, 2018, pp.1-6).

An interdisciplinary approach should be adopted to effectively learn speech acts. Firstly, actively expanding your vocabulary is crucial. This can be achieved by engaging with various written materials in the target language, such as books, articles, and newspapers. Keeping a vocabulary journal to record new words and their meanings and using flashcards or mnemonic techniques for reinforcement help in retaining words in memory. Regular practice is essential as it ensures that newly acquired words become an integral part of your active vocabulary. Moreover, immersing yourself in the language as much as possible, from reading and watching content to listening, is equivalent to

surrounding yourself with the language. Continuous exposure significantly contributes to speech act production and allows for adapting to the rhythms and nuances of the language. Additionally, interacting with native English speakers is valuable. Participate in language exchange programs, join speaking groups, or utilize language learning platforms that connect you with native English speakers. Such interaction exposes you to authentic language use, enhances pronunciation, and provides opportunities for real-time feedback. Lastly, do not neglect the importance of a solid understanding of grammar and syntax. Dedicate time to studying specific grammar rules of the language, practice correct sentence structures and verb conjugations, and consider formal language courses or grammar textbooks for comprehensive learning. This approach ensures the versatile development of word-action production skills, leading to increased language proficiency and confidence in communication.

2.5.7. Speech Act Studies Worldwide

The use of speech acts in English classes has been the subject of numerous global studies. Cohen and Olshtain (1993) conducted a study with fifteen advanced-level English learners, providing them with six speech act situations (two requests, two complaints, and two apologies) and expecting them to engage in role-playing with a native speaker. The study found that students often planned speech acts in two or three different languages, neglecting grammar and pronunciation while using various strategies. These individuals were categorized into four groups based on their styles: thinkers who continuously monitored their outputs, avoiders who gave up in case of difficulty, and pragmatists who used some compensatory strategies. Metacognitive individuals were those with a high level of metacognitive awareness.

Olshtain and Weinbach (1993, p. 111) used a reaction elicitation questionnaire to examine complaint speech act behaviour in three groups of university students, two English-speaking (British and American) and one Hebrew-speaking. They discovered that social and situational factors influenced speech act behaviour and that English learners used more words and various strategies (softeners, intensifiers) compared to native English speakers, as complaints are a threatening act.

Yoshida (2008) examined classroom discourse during a lesson between a teacher and a student in Japan, focusing on five different speech act types: directive, expressive, exploratory, representative, and assertive. The study revealed that the instructor used various speech acts for different purposes, such as directive speech acts for requests, criticisms, and explanations; representative speech acts for representing grammatical norms; imperative

speech acts for commitments; and assertive speech acts for initiating new topics and expressing emotions like surprise. Allami and Naeimi (2011) compared the performance of Iranian and American English speakers in refusal speech acts and found that cultural differences in speech acts posed challenges due to students' insufficient sociopragmatic knowledge. To prevent any misunderstanding, it is crucial to emphasize these differences in the classroom through pragmatic education.

Mirzaei, Roohani, and Esmaeili (2012) examined how written Discourse Completion Tests were used by American English speakers and Iranian EFL students to analyse the production of three speech acts (apology, request, and refusal). Both pragma-linguistic and sociopragmatic perspectives were employed to analyse speech activities. Americans were found to be more explicit in their use of formulas, allowing them to be more outspoken than Iranians.

Zayed (2014) investigated the speech acts used by Jordanian instructors and students in the classroom, focusing on five speech acts: apologizing, complimenting, greeting, requesting, and thanking. The research revealed that both instructors and students used speech acts appropriately, with instructors demonstrating better usage of thanking, greeting, and requesting compared to apologizing. However, students exhibited greater proficiency in greeting speech acts when compared to other speech acts. Kurdghelashvili (2015) explored the use of speech acts and politeness strategies in an English class in Georgia, finding that students had some understanding of polite techniques but struggled to apply them in English. The study indicated that children need more opportunities to practice speech acts. Babaie and Shahrokhi (2015, p. 137) used a Speech Completion Test to compare Iranian English learners' advice-giving to native speakers and determine whether there was any transfer from the first language and if the use of speech acts increased with proficiency. Iranian learners were found to be less competent in pragmatic transfer, using fewer speech acts and struggling with the indirect offer of advice compared to their native English counterparts. The researchers concluded that students need explicit instruction in sociopragmatic and pragma-linguistic understanding.

Tan and Farashaiyan (2015, p. 83) created three speech acts (apology, request, and refusal) to assess Iranian students' interlingual pragmatic awareness. They found that students only generated traditional speech acts and did not make adjustments for listeners' situations. The study suggested that students lacked sociopragmatic and pragma-linguistic understanding and needed to be explicitly taught. Elisifa (2016, p. 25) examined foreign language students in secondary schools in Tanzania performing six speech acts: expressing

dissatisfaction, giving directives, ordering food, giving advice, being polite, and refusing. The majority of students were unable to connect power usage in speech acts with their ultimate rudeness. The study emphasized the need for language education to emphasize not only formality but also communication skills.

Krulatz and Dixon (2016, p. 51) investigated the refusal speech behaviours of Korean and Norwegian foreign students. Norwegian students, although not perceived as very direct, could be seen as overly direct due to their use of much less formal structures. Korean students tended to be excessively polite, using various methods. This highlighted cultural differences in the way speech acts are used. Shishavan and Sharifian (2016) used a Speech Completion Task to explore the rejection tactics used by Anglo-Australian and Iranian students to identify potential scenarios of miscommunication. They also examined the underlying social norms in Iranian students' rejection tactics. The study found that when communicating with individuals of higher social status, both groups appropriately used indirect methods. However, when interacting with peers, cultural norms influenced Iranian students' decisions, leading them to use more deceptive tactics compared to Australian students. The study suggested the need for explicit instruction on these differences in the classroom, focusing on sociopragmatic education.

Basra and Thoyyibah (2017) examined how an English instructor used speech acts in an EFL (English as a Foreign Language) setting, categorizing actions using Searle's taxonomy. They classified speech acts into four categories: directive (70%), expressive (6%), representative/assertive (21%), and imperative (3%). The various types of speech acts served a range of purposes, including asking, commanding, requesting, complaining, praying, pleading, inviting, permitting, advising, daring, challenging, and questioning, falling under directive speech acts. Representative/assertive speech acts were used for assuming, requesting, boasting, complaining, deducing/expressing, drawing inferences, diagnosing, asserting, assuming, and suspecting.

Expressive speech acts were employed to express gratitude, regret, and surprise. No specific purpose was given for imperative speech acts, and statements were not considered. Depending on the chosen teaching strategy, it was concluded that speech acts were used more or less, and teachers should use less directive speech to provide more opportunities for communication among students. In a study during an EFL session in Indonesia, Juvrianto (2018, p. 23) examined how instructors and students used speech acts and found three different reasons for their use. Idiomatic behaviours were used to greet each other. Andewi and Wazina (2019) investigated the purposes and types of speech acts used by a single

teacher in a high school in Indonesia. They found that the instructor, who believed that directive speech acts helped students, mainly used directives (71.8%) to manage and control the class. Representative (21.2%), expressive (3.8%), and imperative (3.2%) speech acts were in other categories. The various types of speech acts served various purposes. Directive speech acts were used for asking, requesting, commanding, pleading, advising, suggesting, and warning. The purposes of representative speech acts were to inform, educate, and assert.

According to a study by Borkin and Reinhart (1978), even learning words like "excuse me" and "I apologize" can be challenging because they serve different purposes and require cultural knowledge. Therefore, they should be taught explicitly with clear, communicative, and accurate sources. Billmyer (1990) concluded that formal education about language use norms could help learners produce compliments and respond more appropriately to compliments when interacting with native speakers. This result is based on an experimental study in which non-native English speakers interacted with native English speakers. Olshtain and Cohen (1990) conducted research examining the apology speech act with eighteen Hebrew-speaking English learners. Initially, a pre-instruction questionnaire was used. Then, an apology lesson was conducted for three class hours. Finally, a post-instruction questionnaire was used. The researchers concluded that teaching students how to use speech acts would be beneficial since students can imitate native speakers through education. Increasing awareness alone might be sufficient. In Morrow's study (1995), which included 20 intermediate-level students, formal instruction was found to help participants make refusal and complaint speech acts more clear, polite, and native-like.

To enable students to perform speech acts in intercultural communication while being aware of cultural differences, it was concluded that Speech Act Theory should be taught in a Chinese context. Rajabi and Farahian (2013) examined how explicit pragmatic instruction affected Farsi EFL students' knowledge and appropriateness in using assertive speech acts. They found that assignments addressing both form and meaning enhanced students' pragmatic skills. In an experimental study involving teacher candidates in India, Gopalkrishnan and Bhutani (2017) investigated the impact of the Question-Answer Technique on facilitating speech act proficiency. They found that the Question-Answer Technique facilitated the successful use of speech acts. In a study conducted by Kholili (2018, p. 53) on sixth-semester students at Islam Malang University, it was found that students' lack of knowledge about speech acts led to errors when using them because they either forgot how to use them or did not practice enough. Caturay, Jr. (2018, p. 58) argued in his study on complaints that pragmatic education should be included in the language

curriculum if resources are appropriate. He also noted that speech acts, which are teachable components of pragmatics, can easily be incorporated into the language curriculum.

2.5.8. Speech Act Studies in Türkiye

There are relatively fewer studies on the application of speech acts in Turkish contexts. Mızıkacı (1991) examined requests and apologies in Turkish and English speech acts in terms of cultural norms and expectations. He found various patterns leading to incorrect language usage and weak transfer for Turkish-English learners. To enhance awareness, he concluded that language education should emphasize these distinctions.

İstifçi (2009, p.17) investigated how Turkish students at two different proficiency levels perform the speech act of apologizing. He found that students, especially at lower levels, tend to carry cultural tendencies such as blaming others when expressing regrets into their English. This negatively impacts students' understanding of English speech acts. Kılıçkaya (2010, p.188) examined the pragmatic knowledge of Turkish foreign language learners in using various request strategies. Despite effective functioning in various scenarios from a pragmatic perspective, students' performances were found to be inadequate in situations requiring a certain level of politeness, attributed to the limited forms presented in course materials.

Tuncel (2011) compared the use of apology and thanking speech acts by preparatory school students, fourth-grade students, and native English speakers. He found a high level of negative transfer causing misunderstandings in preparatory school students but not in fourth-grade students. Additionally, native English speakers did not consistently perform speech acts, using various formats that tended to be quite lengthy. Bayat (2013, p.70) examined the strategies used by preschool teacher candidates when performing complaint, apology, refusal, and thanking speech acts, identifying ten apology, six refusal, and six thanking strategies. He also noted that complaints were conveyed implicitly, unlike other speech acts.

Capar (2014, p.267) studied the refusal methods used by Turkish female EFL learners in both their native language and EFL environments. Participants used the same techniques (explanation, apology, or regret) in both cases, but when using English, they discovered longer ways to express reluctance due to discomfort. Demirkol (2015) investigated how learners' interlanguage pragmatic development was affected by suggestion, request, and refusal speech acts in terms of power and ranking relationships. Due to consistent preferences for a method throughout an academic year, learners did not show significant pragmatic progress, leading to the conclusion that EFL students need more practical training outside the classroom.

Han and Burgucu-Tazegül (2016, p.164) conducted an experimental study at a state university in Türkiye, examining how Turkish EFL students at lower-intermediate and upper-intermediate levels performed English refusals. They compared the differences in refusal production between native and non-native English speakers and investigated whether foreign language proficiency influenced pragmatic transfer. The researchers found that lower-intermediate students used more direct forms compared to upper-intermediate ones. Moreover, upper-intermediate students employed strategies similar to those of native speakers, regardless of the interlocutor's position, indicating that the interlocutor's status did not significantly impact the level of proficiency in using refusals. In her thesis (2016), Şanal examined the appropriateness, formality, politeness, and directness of acceptance, request, and refusal speech acts used by Turkish EFL learners and native English speakers. She found that Turkish EFL students could perform acceptable acceptance speech acts but were less formal and polite in refusing and requesting compared to native English speakers. Additionally, they used fewer grammatical structures compared to native speakers. Şanal claimed that socio-pragmatic and linguistic transfer from in-class education accounted for these findings.

Şanal and Ortaçtepe (2019) compared the request speech acts of native English speakers and Turkish EFL learners using role plays and a written Discourse Completion Task. Despite being advanced learners, they found that even these learners, lacking real-life interactions in a form-focused language class, could not be sufficiently formal, polite, or acceptable. They concluded that students' performances were limited when not engaged in actual spoken discourse or not previously exposed to the target language community.

Göy and İşısağ (2019, p.333) conducted a study on the sociolinguistic skills of final-year Turkish EFL teacher candidates in relation to American students, focusing particularly on their use of refusal and complaint speech acts. Despite the ability of teacher candidates to use various speech act methods, their discourse content differed from that of native speakers due to sociolinguistic and sociocultural awareness deficits. While candidates could adjust their approaches based on listeners' social positions, variations still differed from those of native speakers due to the influence of their cultural backgrounds.

Günay (2019) examined rejection strategies among sixty-two English teacher candidates and six native English speakers, based on imposition, social distance, and social status. He discovered that the most popular rejection tactics were regret, gratitude, and justification, with social status being the most significant factor for Turkish students. Consequently, they tended to prefer indirect strategies when rejecting a person of higher

status. Many studies focus on the teaching of pragmatics. Bayındır (2019) has demonstrated that pragmatics instruction can enhance foreign language proficiency. Her experimental thesis, using pre- and post-tests to examine speech acts such as greetings, giving advice, refusing, and complaining, supported this claim. Through applied education, teacher candidates can acquire knowledge about the theoretical aspects of speech acts taught in education faculties, enhancing their skills to interact with students and develop the necessary skills to use speech acts effectively. Alkan and Yaylı (2019) discovered that learners need to first gain awareness and then competence to use speech acts correctly in social contexts.

2.6. Communication within the Framework of Foreign Language Education

In the modern globalized world, Latin, once considered the equivalent of English and the former primary language of communication, has become the subject of official initiatives aimed at establishing the field of second language instruction. Learning to read and write was the cornerstone of foreign language education during that period, and other Western European languages have been taught fundamentally in the same way since then (Musumeci 2009; p.53). When behavioural psychology and structural linguistics influenced language teaching strategies and resources, four language skills were used to define communication: speaking, listening, reading, and writing. It was discovered that listening and reading were passive (receptive) skills, while speaking and writing were active (productive) skills (Savignon, 1991).

Criticism arose for approaches emphasizing grammar rules and translation between the first and second languages, as they did not allow students to express themselves verbally (Aktaş 2005, p.93). Pioneering linguists like Paul Passy, Wilhelm Viëtor, and Henry Sweet argued for starting language teaching with spoken language and focusing more on speech patterns than grammar (Richards and Rodgers, 2014). Furthermore, the idea that students took a passive approach to reading and listening activities gave way to the notion that students actively participate in the process by drawing conclusions. New theories of language and language acquisition replaced structuralism and behavioural psychology in the field of second language education. Before examining communicative language teaching methods, the concept of communicative competence, which forms the basis of various language teaching methods, will be discussed. While language skills have historically been the primary focus of instruction in foreign language teaching classes, it is well-known that mastering these skills does not necessarily lead to proficiency in communicating in a foreign language. According to Widdowson (1978), placing too much emphasis on mechanical exercises for sentence construction or comprehension may hinder students' effective

communication skills. Due to the increased necessity to learn English as a result of its widespread use worldwide, studies on acquiring pragmatic knowledge have gained momentum, making the ability to communicate successfully with both native English speakers and non-native English speakers increasingly important domestically and internationally (Gazioğlu and Çiftçi, 2017).

In language teaching, emphasizing communicative competence is crucial for students to become better communicators. According to Aktaş (2005, p.93-95), communicative competence is defined as "having the necessary knowledge to communicate with a language community and the skills to use that knowledge." It emphasizes that communicative competence means not only knowing how to use language correctly but also using it meaningfully and appropriately in various contexts. The capacity to use language effectively in our communicative acts is known as pragmatic acquisition (Gazioğlu and Çiftçi, 2017). According to Cutting and Fordyce (2020), pragmatic learning is the ability to associate words not only with their meanings but also with the intentions of language users and the general characteristics of the context in which they are used. Understanding contextual and social factors, such as the social status of the interlocutors or power dynamics between communicators, shapes pragmatic acquisition, requiring the interpretation of both verbal and non-verbal signals in a specific sociocultural context.

Acquiring pragmatic knowledge in a foreign language is challenging due to the complex relationships between form, meaning, function, and social context in language use (Gazioğlu and Çiftçi, 2017). While language learners can transfer pragmatic knowledge from their native language to a foreign language in some cases due to their existing linguistic and cultural backgrounds, this knowledge can result in negative transfer in certain situations. In such cases, students may need to acquire a new technique to communicate effectively with the intended meaning. Research on combining both teaching types to encourage integrity has shown that pragmatic knowledge should be taught explicitly rather than implicitly. Contextual, social, and interactional components, including the use of functional language and pragmatic aspects of speech acts, should be incorporated into classroom activities. For example, using activities that draw students' attention to the pragmatic elements of speech acts or sociolinguistic factors when listening to interaction-involved videos or audio recordings can be beneficial (Taguchi 2011). The concept of functional acquisition is related to understanding communication and how it is genuinely carried out. Functional acquisition not only allows us to use a variety of linguistic functions but also helps us understand the connection between words, expressions, and texts used in interactions and the messages

language users intend to convey. For example, the question "Can you tell me how to get to the post office?" is considered a request for instruction rather than a simple yes-no answer. In this case, a response like "Yes, I can tell you" would not be appropriate.

Sociolinguistic acquisition, according to Bachman & Palmer (1996), ensures that language output is produced or understood appropriately in a specific language use context, considering the linguistic differences, dialects, accents, and variations in special variants within the structure of the language. Additionally, a person with strong sociolinguistic competence is more successful in deciphering cultural implications and metaphors. Regardless of how proficient a language learner is in language acquisition, without sociolinguistic learning, expressions may not convey the intended meaning. This dilemma arises from the fact that an expression acceptable in one cultural context may be deemed unacceptable in another (Mede and Dikilitaş, 2015, p.19). To prevent misunderstandings, it is important to consider both formal and contextual appropriateness when using a second language.

In communicative language teaching, functional language skills are developed by encouraging learners to participate in communicative activities. Nunan (1991, p. 279) notes that communicative language teaching emphasizes "learning to communicate through interaction in the target language." Accordingly, the primary goal of language education is considered to be the development of communicative competence. In language education, the focus is on the learner and the learner's communicative needs (Savignon, 1991). The teacher can use the learners' native language when necessary and provide translations if it is beneficial for the learners (Richards and Rodgers, 2014). The teacher's role in the classroom is to assist learners in meaningfully learning the language. The teacher accomplishes this task by providing guidance to learners during activities, encouraging them, monitoring, answering questions, and participating in communicative activities. Learners communicate and attempt to make sense of expressions in the target language. They take responsibility for their own learning processes (Larsen-Freeman, 2000), and their success is measured not by proficiency in specific language structures but by the overall development of communication skills.

In communicative language education, meaning and language functions take precedence over language structures. While fluency and accuracy go hand in hand in communication, there are situations where fluency takes priority over accuracy to keep learners focused. Conversely, accuracy is evaluated in a specific context, and students are not affected by errors they may make while using the target language. These errors are seen

as a normal byproduct of learning and evidence that learning is taking place. Additionally, since language meaning is learned within a context, contextualization is crucial for communicative language education. Important components of instruction include social interaction and exchanges that help learners accurately grasp meanings communicated among them in this environment. Therefore, class activities facilitating such meaning exchanges, such as group projects and paired exercises, are regularly used. Resources are used to provide a language learning context in most communicative classes. Authentic materials, which are not designed for language teaching but instead offer learners a realistic framework for practicing communicative skills and a sense of using the language in everyday situations, include newspapers, restaurant menus, street signs, TV news, and travel brochures, among others (Sreehari 2012, p.89).

According to Kruthangka and Chatpunnarangsee (2019), task-based language teaching was first popularized by Prabhu in 1979 and is one of the most significant examples of communicative language teaching. Task-based language teaching emphasizes the practical application of language skills in real-life contexts. It has gained importance in language education due to numerous advantages. Firstly, it focuses on developing learners' ability to communicate effectively in the target language. By involving students in authentic tasks and activities, it encourages them to use language meaningfully, enhancing fluency and functional competence. This approach goes beyond rote memorization and grammar exercises, providing a deeper understanding of language as a means of communication. It also increases student motivation and participation. When students are given tasks simulating real-life situations, they are more inclined to make an effort to learn. The relevance of tasks to their daily lives makes the language learning process more enjoyable and meaningful. It also enhances critical thinking and problem-solving skills, as students often need to use language skills to complete tasks that require creative thinking and adaptation to different situations. This cognitive engagement contributes to the holistic development of language skills (Kruthangka and Chatpunnarangsee, 2019; Adjei-Mensah, 2022; Shomi, 2022).

Task-based language education employs various tasks to inform classroom designs and instruction. The term "communicative task" refers to a type of classroom assignment where students focus on understanding the target language rather than on form, expressing, organizing, producing, or engaging with the target language (Nunan, 2004, p. 4). This definition includes activities such as filling out a form, creating a map, making a reservation, or taking a driver's license exam. These activities help students use language communicatively by emphasizing meaning beyond linguistic structure. According to Nunan,

input for a task can be written, visual, or auditory, in addition to speech. A task should involve an action related to input, a goal to be achieved, and instructions summarizing the process for students to complete the task. It is also important to decide on the responsibilities that teachers and students will take in completing the task.

A typical task should include directions guiding students toward the output they need to produce, as well as inputs containing information that students need to acquire and apply slightly above their language proficiency level. The focus on meaning rather than form, the presence of a goal to be achieved, the inclusion of real-world connections, and the evaluation of the outcome distinguish tasks from mechanical exercises. Task-based language teaching emphasizes how language is learned through various communicative tasks related to specific contexts and meanings, rather than spending most of students' time learning predetermined grammatical structures on their own (Brandl, 2008). Tasks in this type of teaching are carried out using a combination of speaking, listening, reading, and writing skills. Selecting and organizing projects is an important task for teachers. When selecting tasks, students' interests, needs, and language proficiency levels should be taken into account, and attention should be paid to adjusting the groups created for each task (Yaylı and Yavuz 2008, p.61). To enhance the input students receive in class, the target language should be the primary means of communication (Brandl, 2008). Teachers can help students prepare for a task by summarizing instructions, providing background information, highlighting key terms in advance, or assigning pre-task activities. Emotional aspects that may affect or be affected by students during the learning process should be acknowledged and respected. Conversely, monitoring their own language development processes is the responsibility of the students. Additionally, by actively participating in tasks completed in pairs or small groups, making educated guesses when necessary, seeking clarification, or discussing with other students, students can gain some opportunities in the teaching process. Task cycle methods involve students completing a task in an interactive environment where they work in pairs or small groups, with the teacher acting as a guide and observer (Memiş and Erdem 2013, p.299-300; Yildiz and Senel 2017, p.197). Task cycle procedures also include planning and presentation stages in addition to the task itself. In the preparation stage, students prepare an oral or written report detailing the work they have completed. This gives them practice presenting their reports. Teachers are a valuable source of advice for them. In the presentation stage, participants then present their reports to the class. At this point, students may seek help from their teachers and pay more attention to grammar accuracy. Language errors are encouraged during activities. Instructors noting language structures that are missing or used incorrectly

during the presentation will be helpful, as they can later emphasize them and provide feedback to students after the presentation. Ultimately, students can evaluate their own performance and share information with each other. Language highlighting processes occur after the task process. Analysis and application stages are part of these processes.

Lambert's influence on French education, starting from 1965, has been instrumental in the development of content-based language teaching, which draws its fundamental ideas from the communicative approach (Memiş and Erdem, 2013). According to content-based language education, content is defined as what we learn or communicate through language, rather than the language used for transmission (Richards and Rodgers, 2014). Content-based language teaching is an approach that integrates language learning with academic subjects or content studies. This method has gained significant importance in language education for various compelling reasons. Firstly, it provides students with the opportunity to acquire language skills in a meaningful and context-rich environment. By incorporating students into content related to academic interests or future career paths, it not only enhances their language proficiency but also makes them knowledgeable in their chosen field. This approach not only makes learning more engaging but also prepares students to use the language effectively in specific professional or academic contexts. Secondly, it helps students develop critical thinking and problem-solving skills. When students engage with a topic in a language they are learning, they must not only understand the content but also express their understanding and ideas in that language. This dual cognitive demand not only deepens their understanding of the subject but also improves their language skills. In this method, alongside language instruction, content can be diversified based on students' needs and interests, such as academic subjects, music, and sports. Teaching the subject and target language is the primary goal. According to Mehdiyev, Uğurlu, and Usta (2019, p.412-414), since the taught language material is used to present content, language learning is a result of content learning. The fundamental principles of this language teaching method emphasize that language is based on texts and discourse, and if language teaching is abstracted from cognition, meaning, communication, or learning, it may be less effective. Contextual language tasks help make language more understandable by providing clues about the meaning of language through concrete experiences. Learners' prior knowledge assists them in better understanding the situation (Met, 1991). It is acknowledged that each class has its unique sociocultural environment and teaching methods can be adapted to meet students' needs. Furthermore, it is recommended to teach language skills that are not separately used in daily situations in an integrated manner in content-based language teaching. In this case, a

lesson can start by emphasizing any language feature or skill, such as tone, and then progress to cover more skills (Villalobos, 2013).

The Whole Language Approach was developed for native English speakers but is now also used by those learning it as a second language. It shares many similarities with content-based language education (Larsen-Freeman and Anderson, 2013). According to Turan and Ege (2003, p.33), "The most important meaning of the term 'whole language' is that components such as syntax, phonology, morphology, as well as forms of language such as speaking, listening, reading, and writing are inseparable parts of each other." The whole language method teaches language in a context, similar to content-based language instruction. It is believed that language acquisition is a social and interactive process. The analytical teaching method, progressing from whole to parts, facilitates mastery of components (Turan and Ege, 2003). Analytical language learning differs from integrative language learning in that it involves students creating meaningful whole texts from learned language components.

The main focus of the highlighted teaching strategies above is to address communication in the foreign language class as it occurs in the real world and involve EFL students in the teaching and learning process. Consequently, there are three different ways for people to communicate in language classes. Text-based interaction is the first form of interaction that uses language exchange among students to maximize mutual understanding and minimize communication barriers. Interpersonal interaction is the second form, facilitating meaningful conversations and collaborative construction among learners. The last one is intellectual interaction, helping students use their discursive tools appropriately in the political, social, and cultural context (Fatehi Rad and Sahragad, 2019). One of the most effective approaches in teaching communicative languages is participatory language learning, which approaches language learning as it occurs in everyday situations. This type of education sees language as a tool for solving social problems, gaining influence in society and politics, and participating in decision-making processes. Participatory language teaching actively involves students in the learning process, empowering them to change their lives, environments, and societies. Its primary goals are to help students overcome social injustices, think for themselves, and make decisions on social issues.

Most of the topics covered in textbooks, curriculum, and in-class education are selected to avoid controversy. However, topics chosen in international English textbooks and curricula have been harshly criticized by participatory language teaching, which is based on Freire's ideas and has a Marxist foundation. It claims that issues such as racism, nationalism,

assimilation, identity, nationalism, and anti-immigrant policies are intentionally excluded from second language teaching curricula. Similarly, in Türkiye, it is argued that national English textbooks do not address current historical, political, and social themes (Ördem and Ulum 2019, p.680-681). On the other hand, participatory language education sees the classroom as an extension of the real world; common concerns and topics should be discussed both inside and outside the class. The material covered in class is relevant to students' real-world experiences or their lives outside of class. Similar to other communicative forms of education, language skills are taught not as separate, autonomous goals but in connection with context and each other (Auerbach, 1992). This type of education not only makes students aware of important issues but also helps them develop critical thinking, reflection, inference, critical analysis, questioning, and evaluation skills.

Collaborative language teaching, also known as cooperative language teaching, is a pedagogical approach that emphasizes collaboration and interaction among students when learning a new language. There are five key principles that support this approach: learner-centeredness, meaningful communication, shared goals, interaction, and teacher guidance. Each of these principles plays a significant role in the effectiveness of collaborative language teaching. According to Larsen-Freeman and Anderson (2013), collaborative language education involves students actively and collaboratively participating in the learning process and working in groups or pairs to achieve a common goal. Various forms of collaboration are utilized in foreign language teaching. For example, collaborative learners continue to work by sharing information and supporting each other, while struggling learners may get stuck in their individual studies. When students work alone, they may procrastinate or give up on assignments; however, when they are aware that other students in the group believe they will complete the task, they become more determined to finish it. Similarly, collaborating students experience reduced levels of anxiety and stress while working, resulting in greater internal motivation. In addition to learning decision-making, critical thinking, and understanding events from others' perspectives, they also develop more positive attitudes towards their peers and establish supportive connections with each other (Felder & Brent 2007, p.42). In collaborative language learning, students take an active role in the process and are responsible for both their own learning and that of their peers. Throughout the learning process, students are encouraged to solve challenges, which increases their productivity. Knowledge is preserved through the transfer and sharing of what has been learned (Batdı 2013, p.159-160).

Much of the research on participatory and collaborative language education is based on the theories of Piaget and Vygotsky. According to Vygotsky's (1978) socio-cultural theory, learning is a joint effort, and an individual's cognitive development cannot be achieved in isolation. This theory emphasizes the value of collaborating with more experienced peers through the concept of the zone of proximal development, defined as the distance between the actual development level determined by independent problem-solving skills and the potential development level that can be reached by solving problems under adult or peer guidance. Consequently, when peers with different levels of success start discussing any topic, an environment is created that facilitates the development of language skills for the less successful. As they use language to assist each other, peers with higher levels of success have the opportunity to confirm what they already know (Ördem and Ulum, 2019). Collaborative language learning is based on five fundamental ideas: positive interdependence, individual accountability, face-to-face promotive interaction, the use of collaborative skills, and group processing. The concept of "we all succeed together" is based on the positive interdependence that emphasizes the need for learners to share the information they acquire about the topic with their group peers (Batdi, 2013). Face-to-face supportive interaction requires group members to motivate each other actively by giving feedback, assessing each other's performance, and contributing actively to the learning process by sharing acquired information, even though some tasks may be completed individually. The idea behind the use of collaborative skills is to emphasize that students need to apply leadership, communication, trust-building, decision-making, and crisis management skills in the workplace.

Among the advantages of collaborative language teaching are improved language proficiency, enhanced communication skills, increased cultural understanding, and greater student motivation. It also promotes teamwork, critical thinking, and problem-solving skills. However, there are some disadvantages to consider. Collaborative learning can be challenging for shy or introverted students who may feel uncomfortable speaking in a group. Additionally, managing large classes or students with different language proficiency levels can be challenging for teachers. In conclusion, collaborative language teaching is valuable for its ability to create a student-centred, interactive, and engaging language learning environment. Its advantages, such as improved language skills and critical thinking, outweigh its disadvantages, making it a significant approach in language education. However, educators should be aware of challenges and adapt their methods to the needs of different students.

2.7. History of Foreign Language Education and Language Teaching in Türkiye

Arabic emerged as the primary language of instruction and the language of the sources in the Ottoman Empire's educational institutions, known as madrasas, before the Republic era. Arabic, effectively taught by Arab-origin professors in madrasas before the Republic era, lost its quality and became inadequate as the number of students increased and the quality of madrasas declined, particularly when students had the opportunity to visit Arabic-speaking regions of the empire, hear and use the language. In the 15th and 16th centuries, compared to educational institutions in other countries, madrasas, which could be considered the most advanced at the time, became almost monastic and failed to contribute to the progress of positive sciences in the country. Furthermore, due to insufficient Arabic education hindering the proper understanding and interpretation of fundamental texts, the primary goal of education, which was the teaching of Islamic religion, could not be fully achieved. According to Kodaman, "Madrasas did not provide education and instruction in line with the needs and requirements of the time in terms of quality and quantity. Madrasas did not allow observation, experimentation, inquiry, and criticism. Madrasas, especially in the face of the philosophical, scientific, and technological advances in Europe, proved to be completely inadequate" (Kodaman 1980, p. 21). While a tremendous transformation was taking place in the West, the Ottoman Empire was experiencing a period of decline and stagnation. Despite the progress and liberation from the stifling power of religion that led to discoveries and innovations in the West, the Ottoman Empire maintained a closed thought system; the oppressive influence of Islam on the empire is crucial in this regard. Due to this limited education and ideological system, the Ottoman Empire lagged behind Europeans in science, politics, and military affairs. In 1727, efforts by forward-thinking statesmen to halt the inevitable decline led to the establishment of a printing press, and after this date, new schools following the Western model became operational. The first of these schools, Mühendishane-i Bahri-i Hümayun, opened its doors in 1773. This school made English a mandatory language and included French, a Western language, as an elective course alongside Arabic and Persian as stated by Akyüz (1982). After centuries of teaching Eastern languages like Arabic and Persian, schools began teaching French and English as foreign languages once they adopted the Western model. The political climate in the country at that time had a significant impact on the languages chosen for instruction (Unat, 1972).

While foreign language instruction was legally conducted in Ottoman state schools for a period, teaching Western languages as a foreign language remained a controversial issue. Especially during the Tanzimat period, French was heavily integrated into the

curriculum of schools at all levels. Lewis expresses this as follows: "In 1834, foreign language proficiency, especially in French, was the first condition and prerequisite for all education at the Military Academy, which was opened to meet the administrative needs of the new, modern army" (Lewis 1988, pp. 86-87). "Galatasaray High School is the first secondary education institution in our country to provide education in a foreign language. It was established in 1868 following a long debate between France and the Ottoman Empire. The two governments agreed that, except for those related to Turkish and Turkish culture, all subjects would be taught in French. In this way, the aim was to convey the knowledge of the time and to ensure that French, accepted as a common language for Christians and Muslims living within the borders of the empire, was learned. Initially, only minorities supported this school, but over time, Muslim Turks also started sending their children here, and registrations rapidly increased" (Koçer 1987, p. 74).

In 1923, with the establishment of the Republic, Türkiye adopted a democratic government. As a result, it developed relations primarily with countries that shared the beliefs of this regime and set the goal of reaching modern civilization. However, Türkiye is strategically located at one of the world's important junctions. It serves as a bridge between Asia and Europe both culturally and economically. It negotiates agreements, develops diplomatic relations with other countries, and prioritizes cultural and economic connections due to this position. "The United States, the Council of Europe, NATO, the OECD, and many other international organizations now communicate with Türkiye in a common language with the members of these states. The United Nations recognizes Chinese, French, English, Russian, and Spanish as its official languages. The working languages of this organization are English and French, and the language of the General Assembly and the Economic and Social Council is 'Spanish.' NATO and other major international organizations use English as their official language.

Turkish is the official language of Türkiye and the most widely spoken language within the country. The inclusion of foreign language education in school curricula in Türkiye is a result of the increasing need for foreign language proficiency in the country. Especially Western languages are recognized as official languages by international organizations (Demirel ve Enginarlar, 2007). In the Turkish education system, the only foreign language that must be taught at every level is English. In addition to English, French and German are also taught as elective courses. Since the introduction of English as a subject in schools, various revisions have been made to Türkiye's ELT regulations. "The first and most important step taken by the Republic of Türkiye in the field of education was the

adoption of the 'Law of Unification of Education' on March 3, 1924. This law brought together educational initiatives across the country under a single roof. Foreign language schools, especially those opened by foreigners, were brought under strict state control. Private schools providing education in a foreign language, opened by foreigners, were not closed, but they were prohibited from opening new schools (Doğan 1996, p.13). After the implementation of the Law of Unification of Education, when it comes to foreign language education, education in Western languages became mandatory in some Turkish schools, while it became optional in others.

During the first 10 years of Atatürk's administration, a significant portion of educational activities focused on primary education and literacy training. During this period, the teaching of Turkish, the most important component of the mother tongue and national identity, surpassed foreign language instruction. Foreign language proficiency was seen as a way to translate ideas and cultures beyond cultural and technological boundaries. Although more emphasis was given to the technical aspect of the issue in education policy, teaching science and mathematics subjects in a foreign language, excluding culture and language subjects, was allowed. Foreign language proficiency was also seen as a tool for technical and cultural transfer through translation. At the beginning of the Republic, only Galatasaray High School and a few foreign institutions taught disciplines other than language in a foreign language. The only university offering foreign language education was Robert College (1912-1971) (Demircan 1988, pp.96-97). Foreign language education appeared in the first education reports of the Ministry of National Education, created by foreign education experts brought to Türkiye. According to American John Dewey (1939), numerous high schools should be established in cities like Istanbul and Erzurum. These schools should emphasize science and foreign language courses, teach multiple languages (German, French, English, and Italian) instead of a single language, and diversify the foreign languages taught in teacher training programs. Dewey's views on structuring education around language teaching can be found in his 1924 report: "Many high schools should be opened in cities where science courses and foreign languages are taught." It would be a big mistake to limit foreign language education to a single language (Turan, 2000).

According to Dogancay-Aktuna (1998, p. 24), the first Anatolian High School opened its doors in the 1950s, emphasizing the importance of English instruction in the classroom. Compared to other state high schools, students in Anatolian High Schools are exposed to English more frequently. According to Ahmad (1993, p. 181), the effects of globalization in Türkiye led to the further widespread use of English in the 1980s, making it

essential to learn this language for a successful career. With the extension of education to eight years, there have been some changes in foreign language education. Ozsevik (2010) emphasizes the significant impact of the 1997 Education Reform on English education in Türkiye. With this reform, English became a mandatory subject, taught for two hours a week in the 4th grades, for three hours a week in the 5th and the 6th grades, and four hours a week in, 7th and 8th grades. Academics from all over Türkiye created a new curriculum to encourage language acquisition through communicative games and activities with their students (Kırkgöz, 2007). While the curriculum was shaped around communicative language teaching ideas, traditional teaching methods continued to manifest themselves in classroom activities (Yanık 2008, p.123). In the 2004-2005 academic year, a study examined the thoughts and opinions of English teachers in Türkiye regarding the 6th, 7th, and 8th grade curriculum and in-class practices. Data were collected through surveys filled out by teachers. The findings of the research indicated that teachers were not satisfied with the textbooks and found the curriculum overly demanding. Teachers argued that the curriculum and textbooks forced them to focus more on teaching grammar and vocabulary than helping students develop their four language skills.

Dönmez (2010) conducted a study to learn how 8th-grade students and English teachers felt about the implementation of the new curriculum. Both teachers and students participated in interviews. The results of the study showed that teachers lacked the necessary time and resources, knew little about alternative assessment techniques, and could not adopt the new curriculum in their classes because modules were not interconnected. Similar research by Coskun (2011, p. 51-52) aimed to examine English teachers' attitudes toward the curriculum and how they used it in class. It was stated that the abundance of materials and class size hindered teachers from implementing the program in their classrooms. Additionally, implementing the curriculum in their classes became challenging because the exam system still focused on grammar. In 2013, the Turkish Ministry of National Education implemented another reform in the education system. Following this initiative, 12 years of education became compulsory, consisting of four years of primary school, four years of middle school, and four years of high school (Demirpolat, 2015). The system of teaching English as a second language also underwent a change. English became mandatory in the second grade to introduce children to the language at an earlier age. The new curriculum clearly outlined that the foundation of English instruction is Communicative Language Teaching, which includes a national-functional curriculum. The curriculum provided a detailed explanation of its goals, the roles of teachers and students, additional activities, and

materials and techniques to be used in the classroom (English Language Teaching Programme, 2013). In early 2017, the curricula for primary, secondary, and high schools were opened for public feedback, and following the necessary adjustments, they were put into effect (MEB, 2017). According to Çomoğlu and Kic-drğas (2017) recognizing the significance of English as a global lingua franca, Turkish government has adopted numerous methods and approaches, and has frequently updated its curricula, to improve the effectiveness of English language education for its citizens.

2.7.1. High School Entrance Exam (LGS) and Foreign Language in Türkiye

In 2018, the Ministry of National Education stated the need for a change in the examination system to facilitate a smoother transition from middle schools to high schools. Since June 2018, the current exam method, the High School Entrance Exam (LGS), has been implemented nationwide in Türkiye. Several changes have been made to the previous Transition from Primary to Secondary Education (TEOG) exam system. Under this new exam system, there are fewer high schools for students to choose from, and placements are determined based on the results of the placement exam. If students cannot obtain the required scores to enrol in Science High Schools or suitable Anatolian High Schools, they will continue their education at the nearest high school to their homes. Eighth-grade students take the exam in two sessions on a single day at the end of the academic year. The exam location is not the students' school; it is conducted elsewhere. The new evaluation system consists of two components: the linguistic/verbal section and the logical/mathematical section. The exam includes a total of 90 questions: 20 each for Turkish, Mathematics, and Science, and 10 each for History, Religion, and Foreign Language. Unlike the TEOG method, LGS exam scores are not determined by end-of-year exam results. The only factor considered in calculating a student's final score is the exam results. After learning their exam results in July, students apply online to the high schools they want to attend. Students are assigned to a middle school in August.

As suggested by Gronlund (1998), improving students' learning for the future is the primary goal of assessment and evaluation. However, in the Foreign Language section of the LGS, as in the TEOG section, multiple-choice questions are present. This indicates that the questions are still of the same type, with the only change being the quantity. While TEOG had twenty questions for students to answer, in the English section of the LGS, students are allowed to answer only ten questions. In this traditional paper-and-pencil language exam, students choose one of the four answer options to get the correct answer. In other words, providing the correct answer does not require the use of high-level cognitive processes

(Wiggins 1990, p.1). Both receptive and productive language skills, the goals and content of the curriculum, the content of the textbook, and the goals list determined by the Board of Education should be assessed in the LGS exam. However, it is observed that the assessment process evaluates fundamental reading skills such as dialogue completion, sentence completion, selecting appropriate visuals for expression, reading paragraphs, and responding to related questions, not only vocabulary and grammar knowledge. Therefore, this exam does not assess speaking, listening, reading, or writing skills. To succeed in the English section of the exam, students need to interpret the questions well and find the correct answers. For this, they need to work on vocabulary and grammatical structures. The Turkish Ministry of National Education announces the content of possible topics to be included in the exam every year. Preparing for the Foreign Language section of the LGS is a crucial turning point for students in Türkiye. To succeed in this exam, there are several key factors to consider, including understanding the exam format as the first step. The Foreign Language section of the LGS typically evaluates students' reading, listening, and writing skills. Therefore, being familiar with the exam format and question types is crucial for better preparation. Vocabulary and grammar form the foundation of success. A strong grasp of vocabulary and grammar is essential. While mastering grammatical structures commonly tested in the exam, students should regularly practice and expand their vocabulary. Comprehension of reading plays a significant role in the Foreign Language section of the LGS. Students should practice reading various texts, from news articles to literature, and try to understand main ideas, details, and inferences. Listening skills are also a crucial component. The listening section assesses how well students can understand spoken language. To improve in this area, students can listen to podcasts, watch movies in a foreign language, and practice with past exam listening materials. Developing writing skills is equally important. Students should practice writing essays, letters, or reports in a foreign language. Choosing study materials is a critical decision. It is essential to select textbooks, workbooks, and study guides that align with the LGS foreign language curriculum. Effective time management is another important aspect. Creating a study schedule that allocates time for each skill area is crucial.

Students should practice with mock exams and past LGS foreign language exams to simulate real exam conditions and evaluate progress. This helps improve time management and assess progress. Regarding recommended books and topics, the choice largely depends on the curriculum provided by your school and the specific foreign language you are studying (e.g., English, German, French). It is advisable to refer to widely used textbooks and workbooks that align with the curriculum. Additionally, study guides and exam

preparation books designed for the LGS foreign language section can also be useful resources. Preparing for the LGS foreign language section in Türkiye requires a comprehensive approach that involves mastering language skills, understanding the exam format, and effective time management. Choosing the right study materials and seeking guidance when needed will significantly increase your chances of success in this important exam.

The performance of students in the 2018 LGS exam, specifically in the foreign language section, was reported by the Ministry of National Education to be 9.50% (MEB, 2018). The report mentioned that students tended to leave more blanks in the English section compared to other sections with ten questions each related to history and religion. This indicates that students struggled to answer the questions. However, looking at the raw score distribution, it is observed that 41.11% of students, the expected percentage for a regular school, answered every question correctly in the English section. As seen in the graph comparing the exam results of two groups of students, those attending private schools have higher success rates in the English section compared to students in state schools. The graph below shows the average scores of students enrolled in both state and private schools according to the 2018 report published by the Turkish Ministry of National Education.

2018 LİSELERE GEÇİŞ SİSTEMİ (LGS): MERKEZİ SINAVLA YERLEŞEN ÖĞRENCİLERİN PERFORMANSI

TABLO 9

ÖĞRENCİLERİN KURUM TÜRÜNE GÖRE HAM PUAN ORTALAMALARI*

Kurum Türü	Sınav Katılan Öğrenci Sayısı	Yerleşen Öğrenci Sayısı	Türkçe	Matematik	Fen Bilimleri	T.C İnkılap Tarihi ve Atatürkçülük	Din Kültürü ve Ahlâk Bilgisi	Yabancı Dil
Devlet Okulu	892.323	105.713	15,88	6,15	12,30	9,09	9,65	7,26
İmam Hatip	113.806	18.378	15,85	5,54	11,96	9,13	9,69	6,85
Ortaokul	764.452	85.908	16,30	6,83	12,89	9,21	9,69	7,68
Yatılı Bölge Okulu	14.065	1.427	15,12	4,97	11,95	8,97	9,61	6,75
Özel Okul	79.334	20.187	17,89	9,16	14,80	9,61	9,87	9,11

*Kayıt yaptıran öğrenciler dikkate alınmıştır.

Figure 1. Raw score averages of students according to institution type

2.8. Common European Framework of Reference (CEFR)

The principles and characteristics of the Common European Framework Reference (CEFR) constitute the basis of the new English education curriculum: "Since learning a language is a lifelong endeavour, developing a positive attitude towards English from an early age is crucial. Therefore, the new curriculum aims to create an engaging and enjoyable learning environment where young students feel supported and comfortable throughout their

education. Practical activities, drama and role-playing, and authentic materials are used to emphasize the communicative aspect of English. While speaking and listening are prioritized in second and third grades, writing and reading are added as students reach higher proficiency levels in subsequent years. This initiative provides a standardized foundation for the creation of resources, including language education curricula, policies, tests, and textbooks across Europe. It articulates this common foundation and outlines in detail the knowledge and skills students need to acquire to develop language speaking proficiency for communication. Additionally, through this program, proficiency levels are established that allow for the assessment of language acquisition at every stage and throughout life. The objectives of this program are to coordinate the activities of education administrators, curriculum developers, instructors, teacher trainers, and test creators, as well as to eliminate communication barriers among professionals working in contemporary languages in various education systems in Europe. In this context, it contributes to greater transparency in language proficiency, courses, and curricula by providing a standardized framework for expressing teaching objectives, content, and methodologies. By facilitating the mutual recognition of certificates in the target language in various teaching-learning scenarios, it advances international cooperation in modern languages. Within the framework of this program, language documents can be used in various tasks, including the development of language documents, planning self-study, and planning language teaching programs. Developmentally appropriate learning activities emphasize learner autonomy and problem-solving skills, which are the cornerstone of communicative competence at every stage. Each textbook unit concludes with an assessment section for students to complete. Additionally, as suggested by Laborda et al. (2010, p. 3586), portfolio assessment has been identified by curriculum designers as the most effective way to observe students' active participation in the learning process and the development of their communicative skills. Specific sections in the Eighth Grade Teacher's Book contain sample projects, portfolios, and self-assessment checklists. The goal is to remove barriers to communication among professionals working in contemporary languages in various education systems in Europe and to coordinate the efforts of education administrators, curriculum developers, instructors, teacher trainers, and test creators. It does this by providing a standardized framework for expressing teaching objectives, materials, and procedures, thereby contributing to increased transparency regarding language identity information, courses, and curricula. By ensuring the mutual recognition of certificates in the target language in various teaching-learning scenarios, it promotes international cooperation in modern languages.

To preserve and enhance the rich heritage of Europe's diverse languages and cultures, the program aims to enhance Europeans' ability to communicate with each other by overcoming linguistic and cultural barriers. It also aims to support this development at every level and ensure regular funding (Council of Europe, 2001). The strategy adopted by this curriculum is action-oriented. According to Kara (2011, p.161), the action-oriented approach views language users and learners as "social actors" or members of society who have tasks to perform in various contexts outside of language. According to the action-oriented approach, language use includes actions that help individuals and social actors develop communication skills as well as general language competence. Since the 1970s, the Council of Europe has been conducting studies and has divided the language proficiency levels it has identified for all types of schools, all language levels, and all age groups in member countries into six sections (A1, A2, B1, B1, B2, C1, and C2). Language proficiency levels can be examined in three categories: independent users (B1 and B2), proficient users (C1 and C2), and basic users (A1 and A2). Language skills such as speaking, listening, reading, writing, and oral and written expression are available at each proficiency level. Learners' performances in these skill areas can be evaluated using language proficiency levels (Arslan and Coşkun 2012, p.10). Within the program structure, two axes have been developed to demonstrate language proficiency: a horizontal axis that defines activities students are competent to undertake, and a vertical axis that shows how students progress and develop along this axis. However, it is important to remember that language proficiency is continuous. In other words, the lines separating different proficiency levels are blurred. Furthermore, two language users cannot acquire or develop language skills in exactly the same way (Council of Europe, 2020). The descriptions of language proficiency levels agreed upon by the Council of Europe are shown in Table 2 in its broadest form (global scale).

Table 2.

Language levels on the global scale (Council of Europe, 2020)

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

In addition to the global scale, it has also added descriptive scales and checklists that have descriptive meanings. Among these are scales that define communicative language actions and tactics, communication proficiency, multilingualism and multiculturalism proficiency, and sign language proficiency. However, a definition does not need to be limited to a single level. The definition becomes clearer at the first level where the language learner is most likely to perform the specified task. Although completing the task at this level may be challenging for students, it is never impossible. In fact, this statement represents an extremely reasonable goal for students with the necessary skills, infrastructure, and motivation.

One of the most significant benefits of CEFR is its ability to increase international mobility. By providing a standardized way to assess language proficiency, it enables institutions and employers to make informed decisions about language skills. This is particularly important in the academic and professional world where standardized language proficiency levels are required. CEFR helps individuals demonstrate their language proficiency when applying for job or educational opportunities in different countries.

Additionally, this program framework promotes language learning and teaching quality. It encourages educators to design curriculum and teaching materials that align with the framework's criteria, leading to more effective language teaching and assessment. Language learners also benefit from clear and well-structured learning objectives, which can increase motivation and confidence. Despite its advantages, there are also disadvantages. One limitation is that it can oversimplify the complexity of language proficiency. Proficiency is multifaceted, and the six levels of CEFR may not capture all nuances of a student's abilities. Creating assessments that accurately measure a student's language skills at a specific CEFR level can also be challenging. Furthermore, implementing this program can be uneven with different interpretations and adaptations in different countries and educational contexts. Some critics argue that the framework's recommendations may not be universally applicable or culturally sensitive.

In conclusion, the Common European Framework of Reference for Languages (CEFR) plays a significant role in the global language education and assessment arena. Its standardized levels and descriptors help students, educators, and institutions effectively communicate and assess language proficiency. The benefits of international mobility, enhanced language education, and clear learning objectives are substantial. However, the simplicity of CEFR and the potential for misinterpretation are limitations that need to be considered. Overall, as long as its principles are adapted to specific educational and cultural contexts, language learning is a valuable tool in the world of education. When used for teacher assessment or self-assessment, checklists, descriptive scales, and explanatory definitions serve their best function when they show students not only what they can achieve but also how well they can do it. Unlike a designer-focused scale that tries to provide a general overview, a user-focused scale is less detailed. Similarly, an evaluator-focused scale helps summarize the evaluator's assessment but is less comprehensive than a diagnostic scale.

2.9. Textbooks in Foreign Language Teaching

Textbooks are among the most important elements used in foreign language teaching. Foreign language teaching consists of five basic components: Teacher, students, materials, teaching techniques, and assessment. Textbooks are significant educational resources that guide students' language acquisition, provide structure to their learning, and enable teachers to implement the objectives of the program in the classroom (Dülger, 2016; Richards and Bohlke, 2019; Tomlinson, 2023). Textbooks play a crucial role in foreign language education and serve as essential tools for both teachers and students. Their

importance in this context cannot be overstated due to the numerous benefits they provide in facilitating effective language acquisition. Firstly, textbooks provide a structured and systematic framework for language learning. They often present a well-organized series of lessons covering fundamental language skills such as grammar, vocabulary, reading, writing, listening, and speaking. This structure helps students methodically progress from basic concepts to more advanced language proficiency levels. Additionally, textbooks serve as valuable resources for standardizing language education for both teachers and students. By providing a common reference point for the curriculum, they enable educators to design cohesive lesson plans and assessment strategies. This standardization ensures consistency in teaching and learning, especially in large classes or formal education settings. They are among the fundamental elements heavily used in foreign language teaching and learning processes. Textbooks play a significant role in providing a structured and systematic approach to language learning, aiming to offer as much as possible within a single resource by including various exercises related to grammar, vocabulary, pronunciation, language functions, as well as reading, writing, listening, and speaking skills. Serving as guides for educators, they help organize language learning activities in the classroom and assist in monitoring students' progress (Tomlinson, 2011). The use of textbooks also helps students track their own development during the learning process and provides teachers with information about students' learning processes. The primary sources of information for educators and students are well-defined textbooks and achievement exams (Dülger, 2016). Educators can assist students in reaching learning goals by directing them to use the resources found in textbooks and regularly assess their knowledge. Textbooks containing resources and activities tailored to students' needs are more economical, eliminating the need for material selection and saving time for teachers, while enhancing students' learning experiences. The access provided by textbooks to additional materials such as audio recordings, video lessons, and internet resources explains why the content in textbooks is so rich. These resources offer students more opportunities to improve and strengthen their language skills outside the classroom (Harmer, 2015). Some of the homework assignments from textbooks can be used both in and out of the classroom to help students learn and review materials (Scrivener, 2010). Additionally, textbooks can be used to help students practice and reinforce what they have learned. Furthermore, textbooks can be personalized according to students' specific needs and interests, providing a more individualized learning experience. This approach to using textbooks can increase student motivation and make the classroom more enjoyable. Numerous studies have examined the impact of textbooks on

students' performance in the learning process. According to research by Akbari, Behzadpoor, and Dadvand (2010, p.213), textbooks help students become more proficient speakers and expand their vocabulary. Similarly, in their study investigating the impact of textbooks on students' reading skills, Namaziandost et al. (2019) found that students can improve their reading skills by using textbooks. According to Demir and Ertaş (2014, p.245), using the same textbooks in different programs ensures that different learner groups acquire similar content in language acquisition and are exposed to the same assessment. The use of textbooks standardizes learning environments in this way. Richards (2001) emphasized the value of textbooks and stated that no learning program can be effective without them because they provide a structured curriculum and organization. However, criteria for evaluating textbooks should also be considered. Textbook evaluations are often conducted to help curriculum developers or teachers select the best textbook for a specific situation. Additionally, textbook evaluation helps teachers gain a critical perspective on content and analyse teaching materials from an academic viewpoint, thereby contributing to their professional development (Tomlinson, 2011). Various evaluation criteria and approaches have been presented to facilitate the selection of the best textbook for a specific teaching environment and student group. The "vocabulary" concept is concerned with bringing together various objectives and skills related to vocabulary teaching. The "writing" principle focuses on providing a set of tools for content verification and coaching; the concept of "reading" guides the presentation of reading texts, and the "technique" approach involves including persuasive pictures, shapes, and tables.

Tanner and Green (1998) established nine standards for evaluating textbooks and later added a series of assessment questions to these standards. The method, appearance, teacher-friendliness, extras, realism, attractiveness, economy, level, and language proficiency are nine characteristics that can be specified. Technical criteria relate to how well the book fits the overall and specific goals of the educational environment. The appearance of the book is determined by how attractive its cover, internal pictures, colour, texture, and other elements are. Books that facilitate teachers' use, are user-friendly, include answer keys, table of contents, and save preparation time are considered teacher-friendly books. The realism of dialogues in the book and the applicability of language contribute to realism. The appropriateness factor considers how engaging the book is for both teachers and students and how applicable the topics are to students' daily lives. The appropriateness criterion questions whether the book's price is within the means of students, parents, and educational institutions. The level criterion assesses whether the language proficiency level

of the book is appropriate for the class level. Finally, the skill criterion evaluates whether the topics covered in the textbook are acceptable for the institution's curriculum and provide all language skills to be taught by the instructor in the desired manner (Demir and Ertas, 2014).

In 1993, McDonough and Shaw proposed a comprehensive strategy for evaluating textbooks. According to this methodology, to gain a general understanding of textbooks, a brief external assessment is needed first. This assessment involves examining the introduction section on the cover of the book and the table of contents to analyse the book's organization. At this point, we should examine the motivation for creating the materials, the need they aim to serve, and the clarity of the goals. After the external assessment, a comprehensive internal review should be conducted to determine how well controversial materials align with the author's goals and the objectives of the teaching program. To conduct this type of review, at least two book units need to be analysed, and specific criteria need to be considered. The presentation of language skills in the book is one of these requirements. According to this standard, it is evaluated whether all language skills are taught, to what extent they are taught if they are taught, whether this ratio is in line with the learning objectives in the classroom, whether the skills are taught separately or integratively, and if an integrative approach is used, how organically the integration takes place. The arrangement and classification of content are another necessity. This criterion addresses issues such as whether a modular approach is used or whether exercise difficulty levels increase linearly. Another criterion is related to providing sufficient opportunities to develop speaking or reading skills. When choosing textbooks, other factors should also be considered, such as whether the recordings offered to improve listening skills are authentic or fake, whether speaking exercises reflect our understanding of real-world interaction, and whether assessments and exercises match the material covered in class and the needs of the students. Teachers should also consider how well the textbook motivates students and whether the content is suitable for students with different learning styles.

Abdelwahab (2013, p.58) proposed three different approaches to textbook evaluation. Using the impressionistic method, the introduction and table of contents of the book are read to form a general impression of the textbook. Since this approach is insufficient when used alone, it should be combined with the checklist method. The checklist method, which requires checking off criteria on a list in a specific order, has been applied in previous research. The in-depth method is the third evaluation technique. This approach suggests closely examining details such as how a specific unit or activity is designed and how specific language elements are addressed. Cunningsworth (1995) suggested that

textbook evaluation could be done before, during, or after using the textbook, depending on the context and evaluation goals. Additionally, Cunningsworth (1995) listed eight basic criteria (book packaging, language content, selection and grading, language skills, subject material, socio-cultural values, methodology, and teacher books) to clarify the factors to be considered when evaluating a textbook. In conclusion, when evaluating the language content of a textbook, factors such as discourse, style and appropriacy, grammar, vocabulary, phonology, language structure and usage, and English variants should all be considered. Similar to previous scholars, Cunningsworth emphasized that the most important factor to consider when evaluating a textbook is whether it meets the needs of students and the objectives of the curriculum.

2.10. Foreign Language Teaching Textbooks in Türkiye

English was first added to the fourth and fifth-grade curriculum in Türkiye as a result of changes in the field of language education in 1999 (Karaca 2018, p. 50). Due to the increasing emphasis on the communicative aspect of language and the popularity of the constructivist approach, the English teaching program was developed in 2005 (Kırkgöz, Çelik, and Arıkan 2016, p. 1201). Textbooks are the main source of language education in Türkiye. The Ministry of National Education (MEB) conducts research to determine the amount of textbooks needed for language education in primary, middle, and high schools, providing Turkish students with free English textbooks. The majority of these textbooks are produced by national publishers and are selected by the Ministry after a review and correction process, then sent to schools. When it comes to textbooks, teachers often have limited options. The new education framework was announced in 2012. Unlike the previous education system that provided eight years of uninterrupted compulsory education, the new system implements a twelve-year curriculum in stages (MEB 2012, p. 10). Four years of primary school, four years of middle school, and four years of high school make up the compulsory education of the twelve-year staged education system. In accordance with the announcement of the Board of Education on January 14, 2013, textbooks are reviewed by review boards based on four basic suitability criteria before the acceptance process. These are; compliance with the constitution, possession of scientific knowledge, compliance with the curriculum, compliance with visual and content design standards. In addition to these standards, textbooks are evaluated in terms of their compliance with laws and the constitution, absence of scientific errors, ability to achieve curriculum objectives, clarity and accuracy of language, how much their visual and content designs support learning, and also

their suitability for students' developmental stages. According to Dülger (2016), book rating criteria aim to serve as broad recommendations rather than specific checklists.

Textbooks used in schools across the country are created in accordance with the standards specified in the Ministry of National Education Textbooks and Educational Tools Regulation. These standards are followed in the preparation of textbooks, and the books are submitted as drafts to the Board of Education for approval (Doğan and Torun 2018, p. 112). The Board of Education determines the criteria for book reviews and these criteria are periodically revised as needed (Sülükçü 2018, p. 60). According to the latest board decisions, draft textbooks and the electronic information they contain must comply with Article 19 of the Ministry of National Education Textbooks and Educational Tools Regulation. "Compliance with the constitution and legislation, scientific adequacy of the content, adequacy of the content in meeting the scope and achievements of the education and teaching program, and finally the suitability of visual design and content design to support learning and the developmental characteristics of students" ("Criteria and Explanations to be Considered in the Examination of Draft Textbooks and Educational Tools and Their E-Contents in MEB", 2019, p. 1). According to Doğan and Torun (2018, p.112), "After the evaluation by a commission consisting of academics, subject teachers, visual design experts, and language experts, the books approved by the board after necessary checks and corrections take their place as textbooks in educational environments". In this context, Table 3 shows the textbooks used in eighth grade in state schools in Türkiye for the academic year 2019-2020. These textbooks were distributed free of charge.

Table 3.

Textbooks used at eighth grade level in Türkiye

Publisher	Book Name	Authors
Tutku Publishing	Upswing English	Baykal TIRAŞ
MEB	Mastermind	Assoc. Prof. Dr. Binnur İLTER İlknur İZGİ Esra ÇAVUŞER ÖZDEMİR Ayşegül TÜRKERİ YETER Zeliha Tuğba ÇAVUŞER YÜNLÜ

2.11. The Place of Speech Acts in International Textbooks

Speech acts in English textbooks are integral components that enable students to understand and navigate the intricacies of social interactions. These textbooks typically introduce speech acts through various speech contexts, providing examples, explanations, and exercises to familiarize students with appropriate language and behaviours for specific situations. The importance of including speech act knowledge in English textbooks is multifaceted. Firstly, speech acts are crucial for effective communication. Proficiency in using speech acts minimizes misunderstandings and encourages successful interactions in real-life situations by allowing language learners to convey their intentions clearly and appropriately. Secondly, including speech acts in textbooks helps students understand cultural and contextual differences in language use. Different cultures may use speech acts differently, and understanding these nuances is crucial for intercultural communication. Textbooks provide insight into speech acts, enabling students to adapt to various sociolinguistic contexts and navigate them effectively. Thirdly, speech act knowledge enhances students' pragmatics, which is essential for becoming competent and confident language users. Through controlled exercises and simulations, students acquire skills necessary for communication in real-world situations, including negotiation, persuasion, and conflict resolution.

To date, there has been limited research on the placement or teaching format of speech acts in international textbooks. Most existing studies have focused on a single textbook series or a small number of different speech act categories, including directive speech acts (Perez-Hernandez, 2020). Perez-Hernandez (2020) examined how directive speech acts are addressed in eleven foreign language textbooks. According to the data obtained, explanations regarding the semantic, pragmatic, structural, and cultural aspects of directive speech acts in advanced-level textbooks are unfortunately inadequate and scattered. These instructional activities, depending on the type of speech act and the textbook under

scrutiny, are either absent or minimal. Additionally, significant inconsistencies were found in the presentation format of directives in the examined textbooks. For example, it was discovered that only one textbook included all six directive forms, and most textbooks focused on teaching words like "request," "suggest," and "advise" instead of "command," "order," and "warn." Furthermore, there was a lack of extensive practice in teaching speech acts. Numerical analysis revealed that the number of exercises for teaching "suggest" and "request" speech acts was slightly higher than other directive speech acts such as "command" and "recommend."

Alemi and Irandost (2012) examined the frequency and proportion of "complaint" and "compliment" speech acts in all listening exercises in four volumes of the English Result textbook series. Their study also limited the analysed speech act types. The findings showed that both types of speech acts were frequently included in the textbooks but were presented using only one or two dominant techniques. Students failed to acquire the theoretical and practical understanding needed to use speech acts in various situations effectively. Jalilian and Roohani (2016, p.103-104) conducted a study examining how often the same speech acts - complaining and completing - were used in the Touchstone series. According to the research, the frequency of using the two speech acts varied significantly among the four Touchstone textbooks. For instance, Touchstone 4 had a higher overall frequency of the "complaining" speech act compared to the other three textbooks. Additional information revealed that while "complaining" and "complimenting" were less common in writing sections, they were more prevalent in speaking sections. In general, researchers emphasized the importance of including various types of speech acts in textbooks to enable students to use pragmatically appropriate speech acts in diverse communication contexts, as significant differences were found in the frequency of using two speech acts across all four Touchstone textbooks. O'Connor (1993) examined the "expressing gratitude" and "complimenting" speech acts in eighteen NFL textbooks by examining each page individually. The study's findings showed that clear instruction on "complimenting" and "expressing gratitude" speech acts was only present twice in textbooks that did not focus on usefulness. In contrast to the aforementioned research, Kohandani, Farzaneh, and Kazemi (2014, p.1012-1014) independently examined various speech act forms and examined how language and speech acts were used in speaking sections of the Top Notch 1 textbook. The findings indicated that all speech act categories, except declarative speech acts, were addressed in the textbook. According to the data, 31% of speech acts were categorized as directive, 7% as commitment, 27% as directive, and 32% as expressive. These findings demonstrated a significant lack of

consistency in including various speech acts in speaking sections. Diepenbroek and Derwing (2013) focused on speech act education and used a new methodology to analyse speech acts in textbooks. To do this, they examined forty-eight texts from twelve different textbook series used in programs that teach English as a second language to newcomers to Canada and provide language education. They examined and classified the given tasks to identify the speech acts contained in the textbooks. According to their statistics, there were relatively few textbook series that consistently contained sufficient pragmatic information in their texts. While some books contained numerous speech acts, most textbooks had few activities for teaching speech acts. The criteria for selecting speech acts in publications are unclear. Similarly, Gustaffson (2021) examined explicitly taught verbal verbs in four Swedish high school textbooks. He noted that explicit speech act instruction was either minimal or absent in the textbooks he examined. In summary, the maximum number of pages for textbooks is four or 0.55% of the total material. It was found that there were an average of 2.5 speech acts per textbook. English learners using these textbooks may not have the opportunity to regularly practice recognizing and using various speech acts in accordance with the assumption of noticing and may therefore not be able to develop their speech act skills.

2.11.1. The Place of Speech Acts in Textbooks in Türkiye

When it comes to the importance given to speech acts and the teaching of speech acts in textbooks, international research outweighs national research. One of the existing studies is Polat's (2010) evaluation of four textbooks designed to teach English, French, and Turkish as a foreign or second language in terms of naming methods for speech units, the occurrence areas, and forms of speech units. When the data obtained from the study's textbooks are analysed, it emerges that in two out of four English textbooks, verbal verbs (to ask, to request someone to do something, requests, polite requests) are explicitly addressed. It is observed that verbs are taught both explicitly and implicitly. Additionally, the occurrence areas of the verb "to ask someone to (do) something" have been analysed, and it has been found that all textbooks contain examples only from public and individual areas, with no examples from educational or professional areas. However, textbooks have shown a general awareness of including occurrence areas of verbs.

Çubukçu and Atay (2017, p.8-9) examined the formation of speech acts in sentences in two books (English File, New Success) and two textbooks. According to the findings, edifying information was presented on 12 pages (7.18%) of the 167-page English File book and on 15 pages (10.34%) of the 145-page New Success book. It was determined that 33.94% of the 271 sentences examined in the English File book and 45.01% of the 391

sentences examined in the New Success book used verbal verbs. When the distribution of speech acts by type was examined, it was observed that imperative speech acts constituted 47.82% of the English File book, 8.69% of directive speech acts, 2.17% of commitment and expressive speech acts, and 39.13% of declarative speech acts. However, this ratio was found as follows: In the New Success book, this ratio was 36.36% aggressive, 15.34% directive, 10.79% commitment and expressive, and 26.70% declarative.

Tüm and Gürbüz (2017) took into account the Common European Framework of Reference for Languages (CEFR) while evaluating the types and frequencies of speech acts in speaking exercises in Istanbul YDYO and Interchange textbooks. In the Interchange textbook, nine occurrences of "continuous speech: narrating experiences" goals were encountered, only two occurrences of "addressing" goals, and a total of sixteen occurrences of goals listed in the "general oral production" scale presented by CALL. Goals in the other two categories ("public announcements" and "addressing audiences") were hardly mentioned.

Ulum (2015) examined the use of speech acts in Yes You Can English textbooks approved by the Ministry of National Education and having different language proficiency levels. According to the data obtained by Ulum, the first book in the series contains only fourteen directives and seven commissives. While the third book contains three assertive speech acts and four directives, the second book had three directives and three assertive speech acts. In the fourth book, there are three commissives and two directives. These findings indicate how inadequate the Yes You Can series is in equipping EFL students with pragmatic skills. It is considered a deficiency in the examined texts.

Delen and Tavi (2010, p.693-695) examined the frequency of the verbal actions of "requesting," "rejecting," and "complaining" in eleven YDY textbooks for English learners at TOBB Economics and Technology University in Ankara to determine the tactics used. As seen in the analysis of the Top-Notch book series in seventy-four repetitions, the preparation approach was the most commonly used tactic. Additionally, in each book in the series, the "asking" speech act was used at least once or twice. The "rejecting" verbal action was used less compared to the "requesting" verbal action and exhibited a narrower range of techniques. Although there were other possibilities in the dialogues such as "inviting" or "requesting," the "rejecting" verbal action was generally used in response to the "offering" verbal action. There is rarely audible "complaint" in the Top-Notch series, and there is only one open complaint.

Aksoyalp and Toprak (2015) focused on a smaller subset of speech acts and examined how the acts of "complaining," "apologizing," and "offering" were presented in 17 YDY textbooks written for students at different language proficiency levels. The parameters of the study included whether specific speech acts were included in the textbooks, how frequently and with what linguistic methods these acts were performed, and whether these ratios varied according to varying levels of language proficiency. The obtained information indicated a strong relationship between the complexity, variety, and frequency of speech act tactics taught to students in textbooks and their language proficiency levels. It was noted that verbal behaviours such as "complaining," "apologizing," and "offering" were presented in various ways and with different degrees of complexity in the textbooks. The researchers concluded that these results did not support the idea that the speech acts presented in the textbooks were sufficient, that the production strategies for speech acts in the textbooks were typically simple and general, and that this could be due to textbook authors selecting speech acts based on their own intuitions. It was emphasized that natural speech exercises demonstrating how language is used in everyday situations were not found in the textbooks. The analysis led to the claim that textbook authors did not give the necessary importance to speech acts. It was suggested that including such information in textbooks would be more advantageous for students and that target pragmatic knowledge should be presented in texts in an original and contextualized manner.

CHAPTER III

METHODOLOGY

This study aims to analyse the ELT textbooks in terms of specific pragmatic information. Due to the in-depth nature of the selected topic, a qualitative design will be used in this study. A qualitative design serves as an "umbrella term" encompassing a set of interpretive techniques that aim not to determine the frequency of certain phenomena but to define their meaning, decipher their code, translate them, and attempt to understand them in other ways (Van Maanen, 1979).

3.1. Research Model / Design

Qualitative design serves as an "umbrella term" covering a wide range of interpretive techniques. Qualitative research aims not to focus on numerical frequencies but to describe, decode, translate, and understand phenomena that naturally occur in the social world. This aligns perfectly with the objectives of the study, which aim to uncover the nuances of speech acts in language teaching. The research methodology used is qualitative in nature. Qualitative research is characterized by its emphasis on exploring and understanding deeper meanings, interpretations, and subjective experiences associated with a specific topic or phenomenon. In this study, qualitative research is the most suitable approach to investigate the nuanced aspects of speech acts in ELT materials.

3.2. Population / Sample

Qualitative research is inherently a form of social inquiry. It seeks to explore the multifaceted ways individuals make sense of their worlds. In this context, the study broadens its scope to encompass the experiences, perspectives, and interpretations of individuals involved in the processes of language learning and teaching. This approach acknowledges that the understanding and use of speech acts have deep roots in individual experiences and social contexts. In this study, the English textbooks "Mastermind" and "Upswing English," approved by the Ministry of Education and used in 8th-grade state schools, will be examined. The items provided in the research question will be identified, examined, and discussed in terms of speech act proficiency after analysing the results.

3.3. Data Analysis

Content analysis is a research tool used to distinguish the presence of specific words. Researchers can use content analysis to measure and explore the presence, meanings, and relationships of specific words, themes, or concepts within the provided qualitative data (i.e., textbooks). The term 'content analysis' can simply define the process of summarizing and reporting written data - the main contents and messages of the data (Cohen, L. et al., 2002).

One of the distinguishing features of qualitative research is the interpretation of individuals' life stories and daily experiences.

Content analysis will be used within the framework of the qualitative design to investigate the Mastermind and Upswing English coursebooks in terms of speech acts and their relevance to the High School Entrance Exam (LGS). The table created to examine the speech acts in the textbooks and LGS is based on Searle's (1979) speech act classification, as outlined in Table 1. This involves creating a coding framework based on speech act categories, such as requests, apologies, and suggestions, and systematically analysing dialogues, exercises, and passages within the textbooks. The frequency and presentation of these speech acts can be compared between the textbooks and aligned with the speech acts found in past LGS exams. By identifying gaps or alignment, the study will determine whether these coursebooks adequately prepare students for the pragmatic demands of the exam.

3.4. Reliability of the Study and the Researcher's Role

Textbooks are widely acknowledged as primary sources that can effortlessly and systematically convey information and knowledge to students. For instance, Hutchinson and Torres (1994) define textbooks as both a resource for presenting materials and a resource for students to practice and succeed in exercises. Cunningsworth (1995) claims that textbooks play a very significant and positive role in teaching and learning. Sheldon (1988) suggests that textbooks not only represent the visible heart of any ELT program but also offer significant advantages (p. 237). Textbook evaluation has been addressed with various topics and researched extensively. While reviewing relevant publications, some studies examining whether language proficiency affects proficiency in speech acts were found, and many examples of studies with both positive and negative effects were identified. Consequently, this research statement emphasizes the relevance and significance of the current study. The research aims to fill the research gap by providing a comprehensive analysis of speech acts in 8th-grade English textbooks.

During the period when I started writing my thesis, I was appointed to a public school in Gaziantep, so I moved there from Izmir. It was psychologically very challenging for me, as it was the first time I had been so far away from my husband and family, which made it quite difficult to focus on my thesis. In the first week of starting my duties at the school, the administration clearly expressed that they expected me to take on eTwinning and Erasmus projects. While it was already challenging to manage 29 hours of classes per week and lead projects, I also had to take on the responsibility of a TÜBİTAK project.

Additionally, I was asked to plan and implement extracurricular social activities. Although it was difficult to adapt, I managed to overcome all of these challenges. We completed our eTwinning project flawlessly, I applied for the National Quality Label, I was accepted into the Erasmus accreditation, and under the TÜBİTAK project, I used Canva to illustrate and published the book based on a story written by one of my 5th-grade students as part of a Creative Writing project. I also organized “Quiz Show” and “Spelling Bee” competitions for the students and awarded medals to the winners.

Although these activities were spread across the 2023-2024 academic year, they occasionally significantly slowed down my focus on my thesis. For this reason, I could only start working on the findings section during the summer holiday. Since I had used these two textbooks for many years, I felt more comfortable in the findings section. While evaluating the speech acts in the textbooks and relating them to the LGS exam, something surprising happened. Due to the Covid-19 pandemic in 2020 and the devastating earthquake centered in Kahramanmaraş in 2023, students were only responsible for the subjects covered in the first semester for the LGS exam. Therefore, I had expected to see more speech acts in the LGS exam during these years, but in the 2020 exam, there were only 9. However, in 2023, the number had increased to 12.

Before starting the analysis of the Mastermind and Upswing English textbooks, I had thought that the Mastermind textbook would be richer in terms of speech acts. This assumption was based on the fact that, since 2015, the Mastermind textbook had been prioritized for use with 8th-grade students. However, during the analysis, I observed the opposite. Therefore, to maintain complete objectivity, I reviewed both textbooks three times. As a result, I can say that I could maintain objectivity during the data collection and analysis phases, ensuring unbiased interpretation of the data.

Lastly, to enhance the reliability of the study, I applied consistent criteria throughout the data analysis process, ensuring reproducibility.

CHAPTER IV

FINDINGS

4.1. Mastermind English Textbook

In this section, the variety and frequency of speech acts in the 8th grade 'Mastermind' textbook prepared by the Ministry of National Education are examined. The textbook contains a total of 10 units and different speech acts are presented in each unit.

Table 4.

Mastermind textbook speech acts

	SPEECH ACTS Mastermind									
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Accepting Invitations	✓			✓	✓					
Accepting Requests				✓						
Apologizing	✓			✓						
Asking Permission										
Commanding					✓			✓		
Complaining										
Describing	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Expressing Regret				✓						
Giving Advice										✓
Giving Explanation & Reason	✓				✓	✓	✓		✓	✓
Giving Instructions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Greeting	✓	✓		✓	✓					
Inviting	✓			✓	✓					
Making Excuses	✓				✓	✓				
Making Suggestions	✓			✓	✓					
Offering				✓						
Promising	✓			✓						
Refusing Invitations	✓				✓					
Refusing Requests										
Requesting	✓			✓						
Stating	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Threat										
Wish										
Total	13	4	3	13	11	5	4	4	4	4

When Table 4 is examined, it is seen that some speech acts are widely used in all units of the textbook. The fact that the acts of Giving Instructions and Making Statements are included in every unit (at a rate of 100%) shows how important these skills are in the language development of the students. Similarly, the act of Making Descriptions has a wide area of use by being included at a rate of 90%. In addition, the acts of Explaining and Giving Reasons and Greeting are each included at a rate of 50%, that is, in half of the units. It can be

said that these acts have a more balanced distribution. On the other hand, it is seen that social interaction-oriented acts such as Accepting an Invitation, Offering Excuses and Making Suggestions are only included at a rate of 30%, that is, in 3 units. The acts of Apologizing, Giving Orders, Making Promises, Rejecting Requests and Requesting are represented at a rate of 20%, that is, in only 2 units. It is also noteworthy that some speech acts are not included in the textbook at all. The fact that acts such as Asking for Permission, Complaining, Rejecting Requests, Threatening and Making Wishes were never used shows that the importance given to these skills is low. This table clearly shows that in language teaching, certain skills are focused on more and some skills are ignored.

The Mastermind textbook begins with a detailed contents section focused on four core skills.

CONTENTS						
UNIT	LISTENING	SPEAKING	READING	WRITING	STUDY BOXES	CONTENTS
1 FRIENDSHIP P11	Activities with friends Kind of movies	Activities with your friends Kind of movies Responding to an offer	Friendship in Emir's life An invitation card	A response to an invitation card	Accepting and refusing Apologizing Giving explanations and reasons Making simple inquiries	Preparing a visual dictionary Writing a paragraph about a movie
2 TEEN LIFE P23	Preferences of music Hobby preferences of two friends	Type of music Regular activities Daily activities	A Blog Post on Camping An Ordinary Day of a Young Archer	A paragraph about regular activities	Expressing likes, dislikes and regular activities Expressing preferences Giving personal opinions	Keeping expanding the visual dictionary Writing a paragraph about a movie
3 IN THE KITCHEN P33	Preferences about different cuisines Ingredients of two desserts	Different cuisine preferences Preparation of a fruit salad	Master of Kitchens Sweet Kitchen Blog	Describing the process of a favorite dessert	Describing simple recipes Expressing preferences Making simple inquiries	Keeping expanding the visual dictionary Preparing a poster about favorite food
4 ON THE PHONE P47	A video about a mother with her daughter Different types of phone conversations	Expressing a decision Giving a personal call Giving advice or giving	Phone conversation about an invitation Phone conversation about an emergency situation	A phone conversation	Expressing phone conversations Giving decisions taken at the time of speaking	Keeping expanding the visual dictionary Doing a call cover drama task
5 THE INTERNET P59	Purposes of using the internet A well-known vlogger	Exchange information about the internet Internet habits of a family Responding to an offer	Internet habits of Beyaz's family The Firsts of the Internet	Describing the internet habits	Accepting and refusing Giving answers Asking for a clarification	Keeping expanding the visual dictionary Preparing a poster about your internet habits
6 ADVENTURES P71	A radio programme about city jobs Extreme sports and their equipment	Compare the sports Your preferences about extreme sports A conversation about adventure sports	Turkish Stars Fast the Freedom Upcoming Hercules Around Cables and Safe Bungeejumping	Expressing preferences Giving explanations and reasons Making comparisons	Expressing preferences Giving explanations and reasons Making comparisons	Keeping expanding the visual dictionary Preparing a poster about extreme sports performed in Turkey
7 TOURISM P83	A brief information about three destinations An advertisement of two famous tourist destinations	Type of places you prefer Your preferences about three destinations Details of your favorite tourist attractions A comparison about tourist attractions	Journal entries about Istanbul and Marmara A City at the Crossroad of History, Culture and Nature	A brochure about your favorite tourist attractions	Describing places Expressing preferences Talking about your experience	Keeping expanding the visual dictionary Preparing a poster about your travel preferences
8 CHOICES P95	Sharing responsibilities of four people Responsibilities of two university students	Choreographed ideas A dialogue about duties Your ideas about sharing a house in a family	Library entries of Hediye Dance Small Hands in Cleaning Two well-known Turkish scientists	A poem about your feelings and responsibilities A paragraph about the other scientific achievements	Expressing likes and dislikes Expressing obligations/responsibilities Scheduling Library Rules	Keeping expanding the visual dictionary Preparing a poster about family members
9 SCIENCE P107	A video on a science museum Science lessons in History	Your ideas about scientific discoveries A dialogue about scientific discoveries Scientific activities happening currently in the past	Two well-known Turkish scientists Inventions of new Turkish students	A paragraph about the other scientific achievements	Describing the actions happening currently Talking about past events	Keeping expanding the visual dictionary Preparing a poster about scientific inventions/discoveries
10 NATURAL FORCES P119	A news about natural forces and disasters A breaking news about flood	News about natural forces and disasters News and results of natural forces affecting the lives of the Earth	Stop Global Warming! Saving The Nature	A paragraph about natural forces and disasters	Making predictions about the future	Keeping expanding the visual dictionary

Figure 2. Contents page of the Mastermind textbook

Each unit begins with an outline of what will be taught.

UNIT

1

FRIENDSHIP

We are going to learn

- ✓ accepting and refusing.
- ✓ apologizing.
- ✓ giving explanations/ reasons.
- ✓ making simple inquiries.

Figure 3. Unit 1: Friendship - learning objectives

At the end of each unit, there is a self-assessment section for students.

How well can you do these things? Tick (✓) the chart.

I can ...	Very well	Well	A Little
understand conversations including accepting, refusing and apologizing.	☐	☐	☐
accept or refuse an offer by giving reasons.	☐	☐	☐
understand invitation letters or cards.	☐	☐	☐
write a letter to refuse an invitation by apologizing.	☐	☐	☐

Figure 4. Unit 1: self-assessment chart

Even a brief look at these sections, before a detailed review, can help identify the speech acts included in the unit. Additionally, instructions for activities are provided in each unit. Although not explicitly intended for teaching, encountering instruction examples before activities is important for students. Apart from these, describing sentences and/or short paragraphs and stating opinions are also frequently encountered in every unit.

In the first unit titled "Friendship," 13 out of 23 items in the table can be seen. Examples such as accepting invitations, apologizing, describing, giving explanations and reasons, giving instructions, greetings, inviting, making excuses, making suggestions, promising, refusing invitations, requesting, and stating are frequently provided and are intended to be explicitly taught.

Accepting Invitations

Page 12 / Activity 1

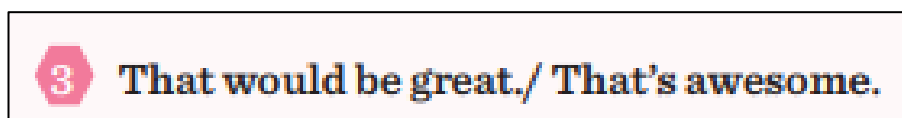


Figure 5. Expressions for accepting invitations

Page 14 / Lesson 3 / Activity 1

Accepting

- Yes, I would love some.
- Sure, that sounds fun!
- Yeah, that would be great.
- Yeah, why not?
- No, not at all. Why?
- Sure, it sounds good/ great/ awesome.
- I'll text our friends to come over at 7 o'clock, then.
-

Figure 6. Expressions for accepting invitations

Page 19 / Revision / Activity 4

Rıza : I'm so busy but I can't refuse it. Because I like sci-fi movies so much.

Merve : That sounds great. I will enjoy being with you.

Figure 7. Expressions for accepting invitations

Apologizing

Page 12 / Lesson 1 / Activity 1

5 I'm sorry, but I can't.

Figure 8. Expression for apologizing

Page 16 / Lesson 5 / Activity 4

Activity 4
Suppose that you get an invitation card of a book fair. Write a short letter apologizing and giving reasons for not attending to the invitation.

16
UNIT 1

Dear

I'd love to, but I can't.

Cheers, ...



Figure 9. Activity 4: Writing an apology letter for a book fair invitation

Describing

Giving Explanations and Reasons

 **Activity 2**
Read the text. How many buddies has Emel got?

Friendship in Emel's Life

Some of our friends come into our lives and stay forever. They are like our brothers and sisters. We sometimes argue but most of the time we **get on well with** each other. I have some great **buddies**. They are Stella, Zeynep, Furkan and Tuna. Zeynep **backs me up** when I need her. She will be there for me if I call on her. Furkan is an honest boy because he never tells lies and keeps our secrets. We always **count on** him. Stella is a **laid-back** girl, she never minds others. Tuna's style attracts many teenagers' attention. He is a really cool boy. We share the same interests, we like spending time together. If you are a true friend, you will have true friends.

Figure 10. Activity 2: Emel's friendships

Page 14 / Lesson 3 / Activity 1

● I'm sorry, but I can't come over because my cousin is coming tomorrow.

Figure 11. Expression for giving explanations and reasons

 **Activity 4**
Suppose that you get an invitation card of a book fair. Write a short letter apologizing and giving reasons for not attending to the invitation.

16
UNIT 1

Dear _____,

I'd love to, but I can't. _____

Cheers, _____



Figure 12. Activity 4: Writing an apology letter for a book fair invitation

Giving Instructions

Page 12 / Lesson 1 / Warm Up

Warm Up
Tick (✓) the activities you like doing with your friends. Share them with your classmates.

Figure 13. Instruction

Greetings

Page 21 / Additional Activities / Activity 1

Kevin : Hi friends! ¹.....

Figure 14. Greeting

Inviting

Page 14 / Lesson 3 / Activity 1

Making Simple Inquiries

- Would you like to come over tomorrow?
- Would you like some fruit juice?
- Are you busy tomorrow evening?

Figure 15. Making simple inquiries

Page 16 / Lesson 5 / Activity 2

Activity 2
Read the invitation card. What should Burak bring with him?

Dear Burak,
The sport club is organizing a bowling tournament on Friday afternoon, 17th November. It is between 2 p.m. and 4 p.m. It is in the bowling alley on Green Street. Why don't we join? Please, bring your gloves. We will have lots of fun. Hope you can come.
Cheers,
Sam.

Figure 16. Page 16 / lesson 5 / activity 2

Page 21 / Additional Activities / Activity 3

Invitations

1. Are you doing anything on Saturday night? Would you like to drink something and chit-chat at a cafe?
(...)

2. Are you busy on tomorrow afternoon? Would you like to go to the shopping mall?
(...)

3. What are you doing tonight? Would you like to eat out?
(...)

4. I'm going to go to the jazz concert on Friday and I have two tickets. Would you like to come?
(...)

5. Do you have any plans on Sunday? Shall we have a picnic together?
(...)

Figure 17. Page 21 / additional activities / activity 3

Making Excuses

Page 14 / Lesson 3 / Activity 1

●
I'd love to but I feel ill.

Figure 18. Making an excuse

Making Suggestions

Page 19 / Revision / Activity 4

Andy : There is a great science fiction movie tomorrow afternoon. How about going to it together?

Figure 19. Making suggestions

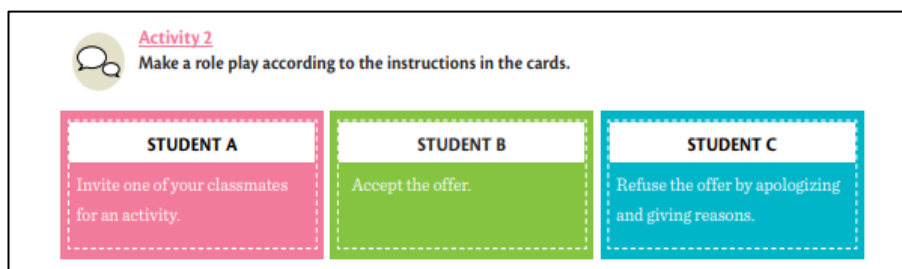
Promising

Page 15 / Lesson 4 / Activity 2

“Özgür: I promise I will invite you as soon as possible.”

Refusing Invitations

Page 14 / Lesson 3 / Activity 2



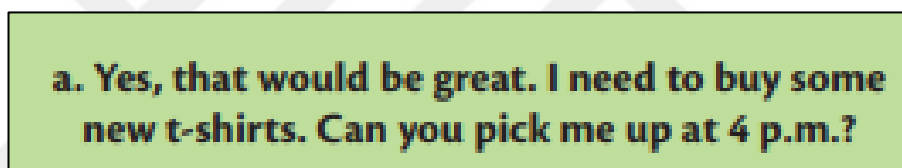
Activity 2
Make a role play according to the instructions in the cards.

STUDENT A	STUDENT B	STUDENT C
Invite one of your classmates for an activity.	Accept the offer.	Refuse the offer by apologizing and giving reasons.

Figure 20. Page 14 / lesson 3 / activity 2

Requesting

Page 21 / Additional Activities / Activity 3



a. Yes, that would be great. I need to buy some new t-shirts. Can you pick me up at 4 p.m.?

Figure 21. Requesting

Statements

Page 12 / Lesson 1 / Activity 1

Frank: What kind of activities do you like doing with your friends?

Ahmet: I like going for a walk and playing sport with my friends. How about you?

Frank: Hmm.. I like playing chess and computer games with my friends.

UNIT 2

In the second unit titled "Teen Life," intensive speech act instruction is not observed. Apart from instructions before activities, short paragraphs containing descriptions, and stating personal opinions. Additionally, there are some examples of greetings in certain activities.

Describing

Page 25 / Lesson 2 / Activity 2

Activity 2
Read the blog. Write a title for it.



Main Menu

- Profile
- Locations
- Messages
- Favorites
- Setting
- Sign Out

HOME MY BLOGS ABOUT ME Search

Camping is a very relaxing activity. Adrasan, Fethiye and Köyceğiz are some of the fascinating camping sites in Turkey. Every summer, our school organizes a teenage camp in Adrasan in Antalya. I attend with my buddies; Atakan, Korkut, Büşra and Ayça. We take our basic equipment such as rope, pocketknife, torch, sleeping bags, etc.

We share our duties. Atakan and Büşra pitch our tents. Ayça burns a campfire with matches. Korkut and I prepare meals every day. During the day times we enjoy doing some camp activities. After breakfasts we usually prefer trekking. We need a backpack, a compass and a map for trekking. We like reading and playing board games in the afternoons.

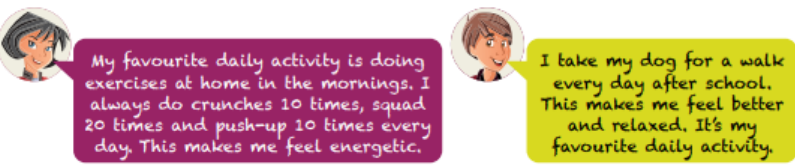
At nights, we sit around the campfire. Büşra plays the guitar for us and we sing songs all together. Also, we like roasting our marshmallows for dessert on the fire. Sitting around the fire and eating marshmallows are our favorite parts of camping.

16 28 14

Figure 22. Page 25 / lesson 2 / activity 2

Page 27 / Lesson 4 / Activity 3

Activity 3
What is your favorite daily activity? Give a simple description of it.



My favourite daily activity is doing exercises at home in the mornings. I always do crunches 10 times, squad 20 times and push-up 10 times every day. This makes me feel energetic.

I take my dog for a walk every day after school. This makes me feel better and relaxed. It's my favourite daily activity.

27
UNIT 2

Figure 23. Page 27 / lesson 4 / activity 3

Giving Instructions

Page 25 / Lesson 2 / Activity 1

Activity 1
Work in pairs. Brainstorm about camping. Fill in the mind map with your ideas.



Camping

Figure 24. Instruction

Greetings

Page 31 / Revision / Activity 2

2. Read the dialogue. Put a mark "✓" or "X" in the chart.

Nick : Hey girls! What's up?

Beyza : We're fine. What about you?

Nick : I'm great. I'm on the way to the bookstore.

Nehir : Really! What kind of books do you like?

Nick : I like travel books. I get excited as I learn new places. What about you, girls?

Beyza : Hmmm. I'm keen on fantasy books. Twilight is my favourite one. However, I can't stand detective books.

Nehir : Are you kidding? I love them! For example; Cingöz Recai is an amazing detective book. I highly recommend you read it.

Nick : I prefer reading detective to fantasy. OK, then. I'll text you the names of the books. If you want to read them, I'll lend you. Now, let me go!

Figure 25. Page 31 / revision / activity 2

Statements

Page 26 / Lesson 3 / Activity 1

Stating Personal Opinions (Making Simple Inquiries)

- **A:** What do you do in the evenings?
B: I usually do my homework, but I also listen to music. I love rap. And to be honest, I never listen to pop music. I can't stand it. I think it's unbearable.
- I rarely/ seldom go to the theatre. I am fond of/ keen on camping.
-

Figure 26. Page 26 / lesson 3 / activity 1

UNIT 3

In the third unit, "In the Kitchen," instructions are used not only before activities but also for teaching purposes. In this unit, which includes various recipes, students are expected to follow the instructions to carry out the recipes. In the second unit, examples of descriptions and stating opinions are also found. The third unit only includes 3 items from the 24-item table.

Describing

Page 37 / Lesson 2 / Activity 2

 **Activity 2**
Read the text. What does Alp do at the end of his preparation?

Master of Kitchens

Alp is a well-known Turkish chef. When he was a little boy, he was fond of being in the kitchen. He graduated from the Department of **Gastronomy & Culinary Arts**. He stepped into his professional life when he was young. He gained rich experience from different countries. Now, he has his own restaurant. He takes part in each step of preparing, cooking and serving the meal. He **marinates**, cooks and finally serves meals to his guests. He uses many cooking methods in the kitchen. At the end of his preparation, he **seasons** the meals. He's so famous that people come to taste his meals from various cities. Moreover, he organizes **workshops** on cooking and serving **tips**.



Figure 27. Page 37 / lesson 2 / activity 2

Page 39 / Lesson 4 / Activity 3

 **Activity 3**
Write the recipe of your favorite dessert by using linkers (first, second, ...) to describe the process.

My favorite dessert is

.....

.....

.....

39
UNIT 3

Figure 28. Page 39 / lesson 4 / activity 3

Giving Instructions

Page 41 / Lesson 6 / Activity 1

Türkan : First, peel the bananas and kiwi fruit. Second, cut them into small pieces. Put them into a small bowl, then add some grapes and cranberries. Next, cut the strawberries into halves. After that, squeeze the lemon. Finally, add the lemon juice and honey.

Figure 29. Page 41 / lesson 6 / activity 1

Page 45 / Additional Activities / Activity 3

Process

- (.....) Gently roll them.
- (.....) Put the slices on a flat surface.
- (.....) Chop parsley, olives and red peppers.
- (.....) Mix cream cheese and white cheese in a bowl.
- (.....) Put a spoon of mixture on each cucumber slice.
- (.....) Tie in a place with fresh parsley stems. Serve cold.
- (.....) Slice the cucumbers long ways with a vegetable peeler.
- (.....) Add them into the cheese mixture and squeeze the lemon.

Figure 30. Page 45 / additional activities / activity 3

Statements

Page 38 / Lesson 3 / Activity 1

Expressing Preferences

- Do you prefer cooking pizza or pasta?
 - I love cooking and eating pizza.
 - I usually prefer cooking pasta.
-

Figure 31. Page 38 / lesson 3 / activity 1

UNIT 4

In the fourth unit, "On the Phone," examples of accepting invitations, accepting requests, apologizing, describing, expressing regret, giving instructions, greetings, inviting, making suggestions, offering, promising, requesting, and stating are observed. Compared to the previous two units, it can be said that this unit is richer in terms of speech acts.

Accepting Invitations

Page 49 / Lesson 2 / Activity 2

Kemal: I've two tickets. Do you want to come to the Turkey National Amputee Football Team's match on Saturday?
James: Oh, it is great. I want to come.

Figure 32. Accepting an invitation

Accepting Requests

Page 51 / Lesson 4 / Activity 2

"Oya: Hi Jack. I need something for dinner. Could you please buy them on your way home?"

Jack: Of course, Oya. Hang on, I'll take a memo. Continue.

Oya: Bread, yoghurt and some fruit

Jack: OK, honey. I'll get them."

Page 55 / Revision / Activity 4

d "Wait a minute, I'll take a note"

Figure 33. Accepting a request

Apologizing

Page 52 / Lesson 5 / Activity 2

Neighbour : Oh, no! Stop, please! I'm terribly sorry!

Figure 34. Expression for apologizing

Describing

Page 53 / Lesson 6 / Activity 2

Activity 2
Read the text. What do you think about the usage of telephone? Add one more pro and con in each box.

Telephone
People always want to keep in touch with each other. Telephones provide people to connect easily. With the help of technology, telephones change a lot. It started as a telephone, then evolved into mobile phones and its latest version is now smart phones. Smart phones have both pros and cons.

Pros	Cons
+ easy to carry	- expensive
+ easy Internet connection	- disturb the concentration
+ easy way of keeping in touch	- addiction
+ rescue for emergency	- security risks
.....	

As a result, it has pros and cons. It becomes an essential part of our lives.



Figure 35. Page 53 / lesson 6 / activity 2

Expressing Regret

Page 50 / Lesson 3 / Activity 1

I'm sorry to hear that. We'll meet up later, then.

Figure 36. Expressing regret

Giving Instructions

Page 53 / Lesson 6 / Activity 1

Activity 1
Match the dates with the phones.

Figure 37. Instruction

Greetings

Page 48 / Lesson 1 / Activity 1

Mom: Hi, dear! How are you doing?

Alexandra: I'm doing well mom. What about you?

Mom: I'm well, sweetheart.

Page 49 / Lesson 2 / Activity 2

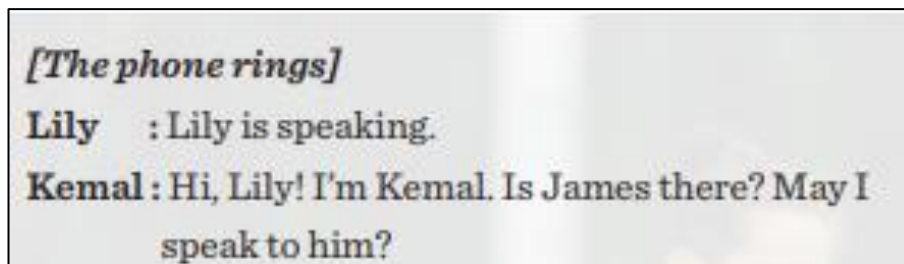


Figure 38. Expression for greeting

Page 50 / Lesson 3 / Activity 2



Figure 39. Expression for greeting

Inviting

Page 49 / Lesson 2 / Activity 2

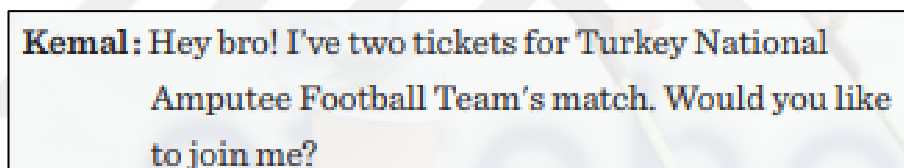


Figure 40. Inviting

Making Suggestions

Page 48 / Lesson 1 / Activity 1

“Mom: I recommend you to eat Turkish delight. It goes well with coffee.”

Page 55 / Revision / Activity 2.b.



Figure 41. Making suggestions

Offering**Page 49 / Lesson 2 / Activity 2**

Lily : Hang on a minute. I'll get him. Hmmm, I'm afraid he isn't available at the moment. He is washing the car in the garden. Would you like to leave a message?

*Figure 42. Offering***Promising****Page 48 / Lesson 1/ Activity 1**

Alexandra: Oh, mom the doorbell is ringing. I'll call you in ten minutes. Bye!

Page 50 / Lesson 3 / Activity 1**Stating Decisions Taken at the Time of Speaking**

- I'll talk to you soon.
- I'll see you at the café tomorrow, then.
- We'll meet next Saturday, then.
- I'm sorry to hear that. We'll meet up later, then.
- I'll get back to you in an hour.
- [The phone rings] I will take that.
-

*Figure 43. Promising***Requesting****Page 50 / Lesson 3 / Activity 2**

I'm sorry, I can't hear you well.
It's a bad line. Could you repeat
that please?

Figure 44. Requesting

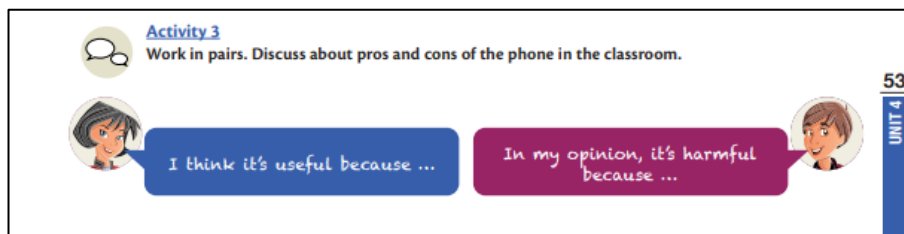
Stating**Page 53 / Lesson 6 / Activity 3**

Figure 45. Page 53 / lesson 6 / activity 3

UNIT 5

The fifth unit is titled "The Internet." It includes 11 items less than the first and fourth units. The items in this unit are accepting invitations, commanding, describing, giving explanations and reasons, giving instructions, greetings, inviting, making excuses, making suggestions, refusing invitations, and stating.

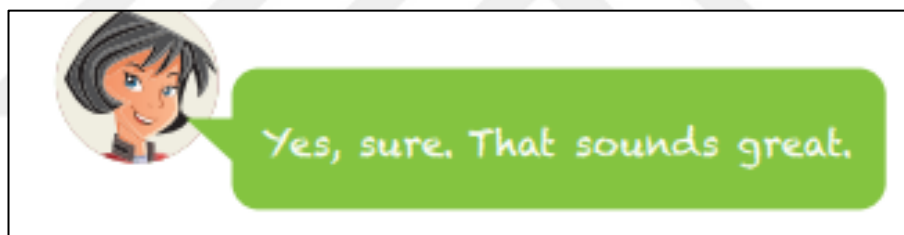
Accepting Invitations**Page 63 / Lesson 4 / Activity 3**

Figure 46. Accepting an invitation

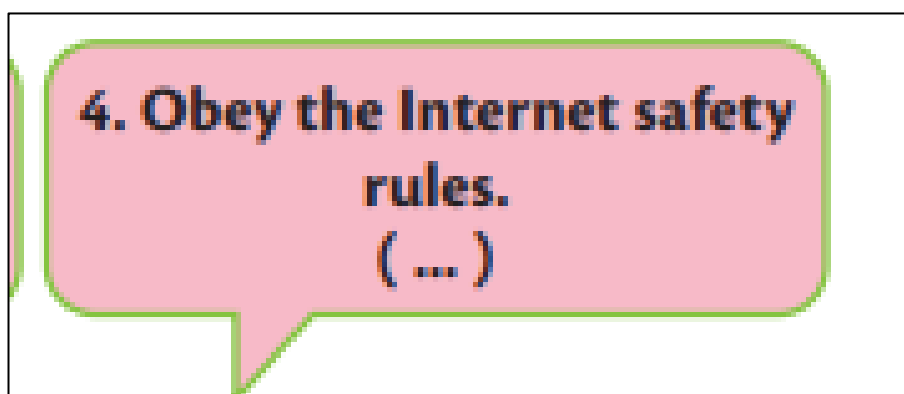
Commanding**Page 62 / Lesson 3 / Activity 3**

Figure 47. Commanding

Describing

Page 61 / Lesson 2 / Activity 2

Internet Habits of Beyza's Family

Everyone uses the Internet moderately in my family. I don't think that there is an Internet addict in our house. The Internet is functional for each of us. For example, I check notifications and surf social networking sites. I play games with my friends. However, my favourite activity on the Internet is studying English and Spanish. My father, Salih, generally uses the Internet to check his e-mails. He sometimes reads online news. Besides, he is fond of online shopping to buy equipment for fishing. My mother, Zeliha, usually uses the Internet for checking bank accounts. Also, she looks for new recipes and health cures. Finally, my elder brother, Buğra, is a high school student. He always browses articles about his lessons. In his free time, he often likes following foreign series to improve his English.



Figure 48. Page 61 / lesson 2 / activity 2

Page 65 / Lesson 6 / Activity 2

Activity 2

Write a basic paragraph to describe your Internet habits according to your result in Activity 1.

Figure 49. Page 65 / lesson 6 / activity 2

Giving Explanations and Reasons

Page 62 / Lesson 3 / Activity 2

Asking for a Clarification

Efe : I can't search on the Internet.

Maggie : What do you mean? Do you mean the Internet connection?

Efe : Yes, I mean the Internet. It isn't working properly.

Maggie : Why don't you get help from the service?

Figure 50. Giving explanations

Giving Instructions

Page 63 / Lesson 4 / Activity 2

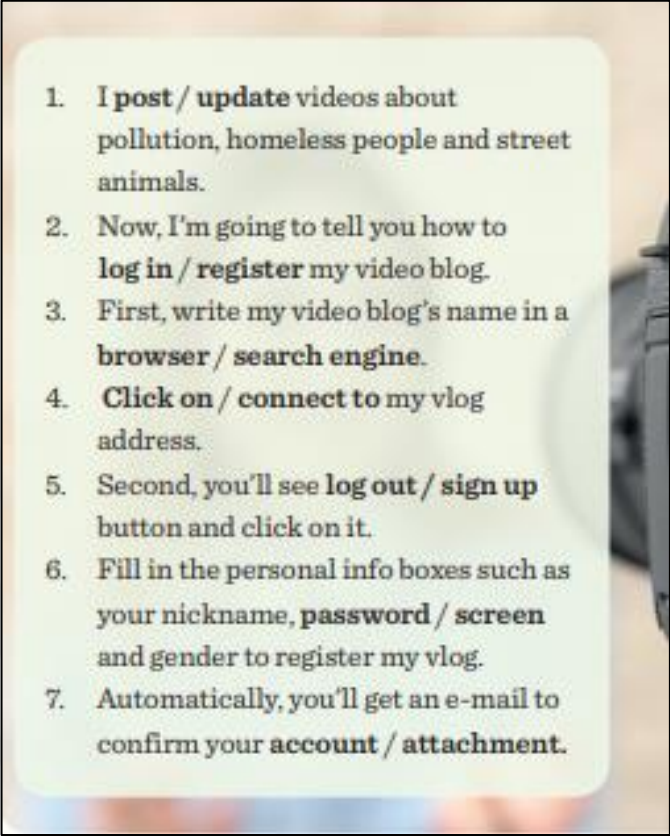
- 
1. I **post / update** videos about pollution, homeless people and street animals.
 2. Now, I'm going to tell you how to **log in / register** my video blog.
 3. First, write my video blog's name in a **browser / search engine**.
 4. **Click on / connect** to my vlog address.
 5. Second, you'll see **log out / sign up** button and click on it.
 6. Fill in the personal info boxes such as your nickname, **password / screen** and gender to register my vlog.
 7. Automatically, you'll get an e-mail to confirm your **account / attachment**.

Figure 51. Giving instructions

Greetings

Page 63 / Lesson 4 / Activity 2

"Welcome to my vlog!"

Inviting

Page 62 / Lesson 3 / Activity 1

● Would you like to join our WhatsApp group?

Figure 52. Inviting

Page 70 / Additional Activities / Activity 5.a

I'm going to visit Louvre Museum online this afternoon with Peter. Would you like to join us?

Figure 53. Inviting

Making Excuses**Page 62 / Lesson 3 / Activity 1**

- I'm sorry, but I can't. My Internet is broken.

*Figure 54. Making an excuse***Making Suggestions****Page 62 / Lesson 3 / Activity 2**

Maggie : Why don't you get help from the service?

*Figure 55. Making suggestions***Refusing Invitations****Page 62 / Lesson 3 / Activity 1**

- No, thanks. I'm really busy.

*Figure 56. Refusing an invitation***Page 70 / Additional Activities / Activity 5.a**

That's very kind of you,
but I'm busy.

*Figure 57. Refusing an invitation***Stating****Page 60 / Lesson 1 / Activity 2**

Activity 4
Work in pairs. Talk about the Internet habits in your family.



My mother uses the Internet for reading e-books. What about yours?



Hmmm, my mother uses the Internet for practicing English.

61
UNIT 5

*Figure 58. Page 60 / lesson 1 / activity 2***UNIT 6**

In the following units, there are not many instances of speech acts. In the sixth unit titled "Adventures," only 4 items are encountered. These are describing, giving explanations and reasons, giving instructions, and stating.

Describing

Page 73 / Lesson 2 / Activity 2

 **Activity 2**
Read the brochure. How can you describe these pilots?

Turkish Stars

Turkish Stars are the aerobatic team with 7 supersonic fighter jets. They are the members of the Turkish Air Force. Each of the pilots is experienced fighter pilots. Moreover, the squadron commander is a female fighter pilot. This is an extreme and adventurous job. They take great risks to perform their demonstrations. The distance among aircraft is 3 feet (1 meter). The speed during the manoeuvres varies between 260 km and 1000 km. They perform all manoeuvres manually. This is risky but amazing. Watching their show is one of the most fascinating experience. They are the apple of Turkish Air Force's eye. They started their magnificent demonstrations in 1992 both in Turkey and abroad.



Figure 59. Page 73 / lesson 2 / activity 2

Giving Explanations and Reasons

Page 74 / Lesson 3 / Activity 1

 **Activity 1**
Study the sentences in the boxes.

Expressing Preferences/ Giving Explanations and Reasons

- What do you **prefer** doing on summer holidays?
 - I **would rather** go rafting **than** canoeing because it is easier.
 - I **prefer** rafting **to** kayaking because it is more entertaining.

Figure 60. Page 74 / lesson 3 / activity 1

Page 75 / Lesson 4 / Activity 3

 **Activity 3**
Work in pairs. Compare sports by expressing your preferences and reasons as in the sample.



Nick : Which extreme sports do you prefer? Motor-racing or skateboarding?
 Eylül : I prefer skateboarding.
 Nick : Why do you prefer it?
 Eylül : Because I think it is more amusing.
 Nick : What do you need for this sport?
 Eylül : I need a skateboard, a helmet, elbow pads, knee pads and wrist guards.

75
UNIT 6

Figure 61. Page 75 / lesson 4 / activity 3

Giving Instructions

Page 73 / Lesson 2 / Activity 1

Activity 1

Read the following questions. Guess the correct answers.

Figure 62. Instruction

Stating

Page 72 / Lesson 1 / Activity 2

I think being a coal miner is more challenging than being a stuntman.

Figure 63. Stating

UNIT 7

In the seventh unit, "Tourism," examples of describing, giving explanations and reasons, giving instructions, and stating are observed.

Describing

Page 85 / Lesson 2 / Activity 2

Activity 2
Read the journal entries. Suppose that you visit both cities. How would you feel?

Left Page (Şanlıurfa):
I have been to the authentic city, Şanlıurfa. It is famous for its stories about the prophets. I have visited historic sites such as Göbeklitepe and Harran Castle. Balıklıgöl, shrines, mosques and caves are worth seeing. I have tried çiğköfte, varieties of kebab and mirza in a sira night. I have experienced an inner journey with Urfa's mystic atmosphere.

Right Page (Konya):
I have visited the historic province, Konya. I have seen Mevlana Mausoleum and Museum, Çatalhöyük, and Karatay Madrasa. You should visit mosques and caravansaries. I have attended the worldwide ceremony, Şeb-i Arûs Celebrations. Moreover, I have eaten etli ekmek, tandır kebab and tirit. It is one of the best places for me to relax and refresh.

Figure 64. Reading a description

Page 86 / Lesson 3 / Activity 1

Describing Places

- What do you think about Rome? Did you enjoy your trip?
 - It was incredible. It's truly an ancient city and the weather was just perfect. In fact, it is usually warm and sunny in Rome.
 -

Figure 65. Describing places

Giving Explanations and Reasons

Page 86 / Lesson 3 / Activity 1

Giving Explanations/ Reasons

- I think/ guess/ believe/ suppose it is exciting.
- In my opinion/ to me, it is lovely.
- In my opinion/ to me, it sounds/ looks fascinating.
-

Figure 66. Giving explanations and reasons

Giving Instructions

Page 84 / Lesson 1 / Warm Up

Warm Up

Write the names of the famous city squares under the pictures. Share them with your classmates.

Figure 67. Instruction

Stating

Page 92 / Additional Activities / Activity 2

Sandra : Well, I joined a boat tour in the Bosphorus. I visited Topkapı and Yıldız Palaces, Blue Mosque, Hagia Sophia and Grand Bazaar. I ate fried fish sandwich in Eminönü. I also took lots of photographs.

Figure 68. Stating

UNIT 8

In the eighth unit titled "Chores," examples of commanding, describing, giving instructions, and stating are encountered.

Commanding

Page 98 / Lesson 3 / Activity 1

School Rules ● Keep your desk tidy and neat. ● Raise your hand to speak. ● Arrive on time. ● Don't run in the corridors. ●	Library Rules ● Return books on time. ● Keep quiet. ● Don't eat or drink. ● Don't disturb others. ●
	

Figure 69. Page 98 / lesson 3 / activity 1

Describing

Page 10 / Lesson 5 / Activity 2

Japanese Small Hands at Cleaning

There is an old school tradition in Japan. Japanese students clean their own classrooms by themselves instead of a janitor. The Japanese think it is very important for moral responsibility. Students take off their shoes when they enter their schools and wear slippers to keep their classrooms clean. They sweep the leaves in the garden, dust the shelves and take out the trash. All students share duties and do it periodically. They learn to respect themselves and the others. They keep their schools clean as their houses. If a student leaves his/ her desk dirty, the student on duty warns him/ her to clean the desk. In time, these responsibilities become a habit. This affects students' characteristic features and get them ready for the real world.



Figure 70. Reading a description

Giving Instructions

Page 97 / Lesson 2 / Activity 1

Activity 1

Scan Hülya's diary. Answer the following questions.

Figure 71. Instruction

Stating

Page 98 / Lesson 3 / Activity 1

- I'm responsible for cooking dinner.
- S/he is in charge of taking out the garbage.

Figure 72. Stating

UNIT 9

In the ninth unit, similar to the seventh unit, examples of describing, giving explanations and reasons, giving instructions, and stating are observed.

Describing

Page 109 / Lesson 2 / Activity 4

Activity 4

Write a short paragraph about other scientific achievements by describing them.

There are many other scientific achievements.

.....

.....

Figure 73. Writing a description

Page 110 / Lesson 3 / Activity 1

Describing the Actions Happening Currently

- My brother and his friends are preparing a science project nowadays. They are doing some research in the library.
- What are you doing in these days/ currently?
 - Currently, I am doing experiments at the school lab.
 - Really? Pay attention to the lab safety because test tubes may explode.
-

Figure 74. Describing the actions

Giving Explanations and Reasons

Page 108 / Lesson 1 / Activity 2

Activity 2
Look at the inventions. Share your ideas about these scientific achievements. Which one/ ones changed the world the most?

compass printing press steam engine tyre

 I think compass changed the world the most. It helped people to explore new lands. Moreover, it's the first version of navigation systems.

Figure 75. Giving explanations and reasons

Giving Instructions

Page 108 7 Lesson 1 / Warm Up

Warm Up
Match the fields of science with well-known people. Share them with your classmates.

Figure 76. Instruction

Stating

Page 112 / Lesson 5 / Activity 4

 Two students from Manisa developed a system. It swings the sweet basil. So it gives off a special smell. This smell keeps the mosquitos away. This invention is eco-friendly and healthy.

Figure 77. Stating

Page 116 / Additional Activities / Activity 3

2. Doctors are trying to find a for cancer.

Figure 78. Stating

UNIT 10

In the final unit titled "Natural Forces," examples of giving advice, giving explanations and reasons, giving instructions, and stating are included.

Giving Advice

Page 122 / Lesson 3 / Activity 1

I think we will have water shortage in the future because we waste too much water. So we should/ must stop wasting water sources.

Figure 79. Giving advice

Giving Explanations and Reasons

Page 120 / Lesson 1 / Activity 2

120
UNIT 10

Activity 2
What are your predictions about natural forces and disasters? Support your predictions by giving reasons and results.

I think there'll be erosion because we destroy forests. So many animals and plants will extinct in the future.

Figure 80. Giving explanations and reasons

Page 122 / Lesson 3 / Activity 3

122
UNIT 10

Activity 3
Write a short paragraph about natural forces and disasters by giving reasons and results. Follow the tips.

Tips:

- Find a topic
- Express predictions
- Give reasons & results

One of the important topics about natural disasters/ forces is

.....

.....

Figure 81. Giving explanations and reasons

Giving Instructions**Page 120 / Lesson 1 / Activity 2****Activity 1**

Listen to the recording. Write the numbers of the natural forces in each pin on the map.

*Figure 82. Instruction***Stating****Page 123 / Lesson 4 / Activity 2****1**

Today a heavily rain in Artvin caused a destructive avalanche.

Figure 83. Stating

Overall, speech acts are not frequently encountered in the Mastermind textbook, except for the first, fourth, and fifth units.

4.2. Upswing English Textbook

In this section, the variety and frequency of speech acts in the 8th grade 'Upswing English' textbook prepared by the Ministry of National Education are examined. The textbook contains a total of 10 units and different speech acts are presented in each unit.

Table 5

Upswing english textbook speech acts

	SPEECH ACTS									
	Upswing									
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Accepting Invitations	✓			✓	✓					
Accepting Requests	✓			✓	✓					
Apologizing	✓				✓					
Asking Permission										
Commanding								✓		
Complaining										
Describing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Expressing Regret										
Giving Advice								✓		✓
Giving Explanation & Reason	✓	✓		✓	✓	✓	✓		✓	✓
Giving Instructions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Greeting	✓	✓		✓	✓					
Inviting	✓			✓	✓					
Making Excuses	✓				✓					
Making Suggestions	✓				✓			✓		✓
Offering	✓			✓	✓					
Promising	✓			✓						
Refusing Invitations	✓				✓					
Refusing Requests	✓									
Requesting	✓			✓	✓			✓		
Stating	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Threat										✓
Wish				✓						
Total	16	5	3	12	14	4	4	7	4	7

When Table 5, which shows the distribution of speech acts in the Upswing English Textbook, is examined, it is clearly seen which speech acts are included in different units of the textbook and how these acts are distributed to the units. The number of units in which each speech act is included and the percentage rates are calculated and presented.

According to the table, skills that require a positive response in social interactions such as Accepting Invitations and Accepting Requests are distributed to the units at a rate of 30%. The act of Apologizing is included at a rate of 20%, and skills such as Asking for Permission and Complaining are not included in any unit of the book. This situation clearly shows that these skills are not emphasized. Some speech acts are emphasized in the textbook to be included in every unit. For example, the acts of Making Descriptions and Giving Instructions are represented at a rate of 100% in every unit. This shows that the aim is for students to practice these skills continuously. The act of Explaining and Providing Reasons is included in 60%, which indicates that there is an emphasis on developing students' skills in making reasoned explanations. The act of greeting is included in 50%, which shows that linguistic greeting skills are distributed in a balanced manner across units. In addition, skills such as Making a Promise, Refusing an Invitation, and Making a Suggestion are represented in rates ranging from 20% to 30%, and are among the less frequently used skills. Requesting and Inviting acts are included in 30%, and it is aimed to provide these skills to students. However, more specific acts such as Threatening and Making a Wish are used only in 10%, which shows that these skills are given limited space. As a result, the distribution of speech acts in the Upswing English Textbook is clearly shown in Table 5. The fact that especially the acts of Making a Definition, Giving Instructions, and Making Statements are included in each unit reveals how important they are for students to acquire these skills. On the other hand, limited or no use of some skills indicates that the importance given to these skills is low.

The Upswing textbook contains more speech acts compared to the Mastermind textbook. Although the general distributions are similar, the most frequently observed speech acts are found in Unit 1. The Upswing textbook, with unit titles identical to those in the Mastermind textbook, begins with a section called “Language Skills and Learning Outcomes.”

Plan of the Book	
Language Skills and Learning Outcomes	
Students can ...	Students can ...
Unit 1 Friends hip Pages: 9-20 - understand the specific information in short conversations on everyday topics, such as accepting and refusing an offer/invitation, apologizing and making simple inquiries. - interact with reasonable ease in structured situations and short conversations involving accepting and refusing an offer/invitation, apologizing and making simple inquiries. - structure a talk to make simple inquiries, give explanations and reasons. - understand short and simple texts about friendship. - understand short and simple invitation letters, cards and emails. - write a short and simple letter apologizing and giving reasons for not attending a party in response to an invitation.	Unit 6 Adventures Pages: 65-72 - follow a discussion on adventures. - understand the main points of simple messages. - interact with reasonable ease in short conversations. - talk about comparisons, preferences and their reasons. - make comparisons about sports and games by using simple descriptive language. - understand short and simple texts to find the main points about adventures. - write a short and simple paragraph comparing two objects.
Unit 2 Teen Life Pages: 21-34 - understand phrases and expressions about regular activities of teenagers. - talk about regular activities of teenagers. - express what they prefer, like and dislike. - give a short description of daily activities in a simple way. - understand short and simple texts about regular activities of teenagers. - write a short and simple paragraph about regular activities of teenagers.	Unit 7 Tourism Pages: 73-82 - understand and extract the specific information from short and simple oral texts. - exchange information about tourism. - talk about their favorite tourist attractions by giving details. - express their preferences for particular tourist attractions and give reasons. - make simple comparisons between different tourist attractions. - express their experiences about places. - find specific information in various texts about tourism. - design a brochure, advertisement or a postcard about their favorite tourist attraction(s).
Unit 3 In The Kitchen Pages: 35-44 - get the gist of short, clear and simple descriptions of a process. - ask and answer questions, and exchange ideas and information on a topic related to how something is processed. - give a simple description of a process. - understand the overall meaning of short texts about a process. - guess the meaning of unknown words in a text. - write a series of simple phrases and sentences by using linkers to describe a process.	Unit 8 Chores Pages: 83-92 - identify the main points of a short talk describing the responsibilities of people. - understand obligations, likes and dislikes in various oral texts. - follow the topic change during factual, short talks. - interact during simple, routine tasks requiring a direct exchange of information. - talk about responsibilities. - express their obligations, likes and dislikes in simple terms. - understand various short and simple texts about responsibilities. - write short and simple poems/stories about their feelings and responsibilities.
Unit 4 On The Phone Pages: 45-54 - understand phrases and related vocabulary items. - follow a phone conversation. - make a simple phone call asking and responding to questions. - express their decisions taken at the moment of conversation. - understand short and simple texts with related vocabulary. - write short and simple conversations.	Unit 9 Science Pages: 93-102 - recognize main ideas and key information in short oral texts about science. - talk about actions happening currently and in the past. - involve in simple discussions about scientific achievements. - describe actions happening currently. - present information about scientific achievements in a simple way. - understand short and simple texts about actions happening currently and in the past. - identify main ideas and supporting details in short texts about science. - write simple descriptions of scientific achievements in a short paragraph.
Unit 5 The Internet Pages: 55-64 - understand the gist of oral texts. - comprehend phrases and related vocabulary items. - talk about their Internet habits. - exchange information about the Internet. - make excuses, and accept and refuse offers by using a series of phrases and simple sentences. - identify the main ideas in short and simple texts about the Internet habits. - find specific information about the Internet in various texts. - write a basic paragraph to describe their Internet habits.	Unit 10 Natural Forces Pages: 103-112 - identify the main points of TV news about natural forces and disasters. - talk about predictions concerning the future of the Earth. - negotiate reasons and results to support their predictions about natural forces and disasters. - express predictions concerning the future of the Earth. - give reasons and results to support their predictions about natural forces and disasters. - identify specific information in simple texts about natural forces and disasters. - write a short and simple paragraph about reasons and results of natural forces and disasters.

Figure 84. Plan of the upswing english textbook

Self-Assessment			
How well can you do these things? Check (✓) the boxes.			
I can ...	Very Well	OK	Not Yet
understand offers and invitations.	☐	☐	☐
accept and refuse invitations.	☐	☐	☐
understand texts about friendship.	☐	☐	☐
write a letter apologizing for not attending an event/activity.	☐	☐	☐
exchange ideas and information with my friends.	☐	☐	☐

Figure 85. Upswing english textbook self-assessment

However, unlike the Mastermind textbook, it does not specify what will be taught at the beginning of each unit. Nonetheless, there is a self-assessment section for students at the end of each unit.

Similar to the Mastermind textbook, the "giving instructions" item is included before every activity in each unit.

UNIT 1

The first unit contains 16 items from the 23-item table. These include accepting invitations, accepting requests, apologizing, describing, giving explanations and reasons, giving instructions, greeting, inviting, making excuses, making suggestions, offering, promising, refusing invitations, refusing requests, requesting, and stating.

Accepting Invitations

Page 15 / Lesson 4 / Activity 1

☒	Yes, I would.
☐	A birthday party? That sounds fun.
☐	Of course. Where's it?
☐	Yeah, sure. Thanks for inviting me.
☐	Yes, I'd love to. What time is it?

Figure 86. Expressions for accepting an invitation

Page 15 / Lesson 4 / Activity 3

Kim : I'd love to, but whose concert is it?

Figure 87. Expression for accepting an invitation

Page 18 / Lesson 5 / Activity 3

Dear Jess,

First, thank you for organizing the class reunion. I'd love to come to the event. It's so nice to meet up with our friends. We can talk about our memories and our new lives. I have one question. Can our parents join the event?

Hope to see you all.

Love
Angelina

Figure 88. Expression for accepting an invitation

Accepting Requests

Page 14 / Lesson 3 / Activity 4

Waiter : Hello! May I take your order?

Adam : Yes, please. Barbara! What would you like to have?

Barbara : Well, I'd like lentil soup first.

Figure 89. Expressions for accepting a request

Apologizing

Page 18 / Lesson 5 / Activity 5

Imagine that the invitation in Part 2 is for you. Reply it via an email or a letter. State that you can't attend the event. Apologize and give reasons for not attending the event. Follow the examples in Part 3.

Figure 90. An instruction for apologizing

Describing

Page 11 / Lesson 1 / Activity 4

4 What are the personal traits of a good and a bad friend to you? Why? Share your reasons with your classmates.

Example: To me, a good friend is an honest person because I hate sneaky people. A bad friend is an aggressive person because I need tactful and caring people around me.

Figure 91. Writing a description

Giving Explanations and Reasons

Page 18 / Lesson 5 / Activity 5

Imagine that the invitation in Part 2 is for you. Reply it via an email or a letter. State that you can't attend the event. Apologize and give reasons for not attending the event. Follow the examples in Part 3.

Figure 92. Writing an email or letter to give reasons

Giving Instructions

Page 13 / Lesson 3 / Activity 1

1 Scan the menu below and add one more food/drink to each category.

Figure 93. Instruction

Greeting

Page 14 / Lesson3 / Activity 4

Waiter : Hello! May I take your order?

Figure 94. Expression for greeting

Inviting

Page 16 / Lesson 4 / Activity 5

Student A :
Decide on an event and invite your partner to do it together. Your friend may ask you some details about the event, so be ready to answer the questions.
Use the vocabulary/expressions in the previous parts to help you.

Figure 95. Writing an invitation

Page 17 / Lesson 5 / Activity 2

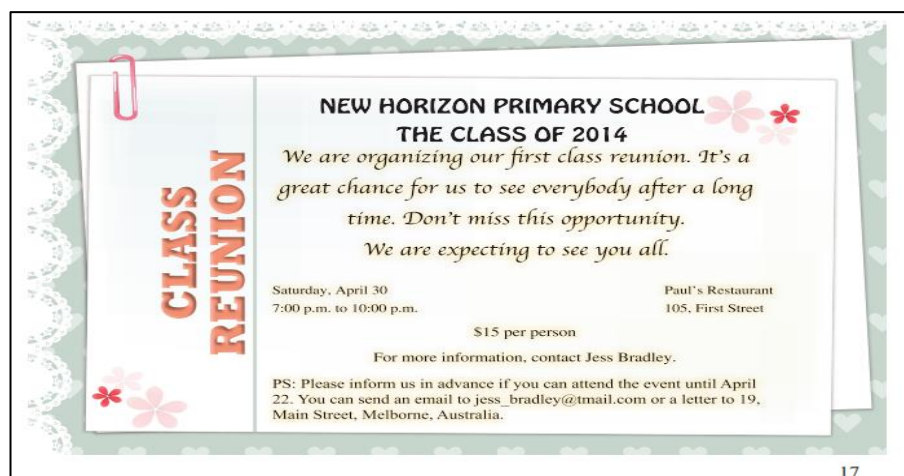


Figure 96. Invitation

Making Excuses

Page 16 / Lesson 4 / Activity 5

Student B:

Your partner invites you to an event. You may accept or refuse the invitation. If you accept, ask for more information about the event. If you refuse the invitation, apologize and give an excuse. Use the vocabulary/expressions in the previous parts to help you.

Figure 97. Making an excuse

Making Suggestions

Page 15 / Lesson 4 / Activity 3

Jessy : Don't worry. We can go together. Shall we meet at (5) o'clock at the tram station?

Figure 98. Making suggestion

Offering

Page 14 / Lesson 3 / Activity 4

Waiter : All right. Would you like to have a dessert?

Figure 99. Expression for offering

Page 15 / Lesson 4 / Activity 1

**How about a slumber party
on Sunday?**

Figure 100. Expression for offering

Promising

Page 15 / Lesson 4 / Activity 3

Kim : OK, see you at 7 o'clock at the tram station.

Figure 101. Expression for promising

Refusing Invitations

Page 15 / Lesson 4 / Activity 1

- ☐ Sorry, but I'm too busy on Sunday.
- ☐ I'd love to, but I must finish my homework on the weekend.

Figure 102. Expressions for refusing invitations

Refusing Requests

Page 14 / Lesson 3 / Activity 4

**Waiter : All right. And would you like
anything to drink?**

Barbara : No, thank you.

Figure 103. Expression for refusing a request

Requesting

Page 14 / Lesson 3 / Activity 4

Waiter : Hello! May I take your order?

Figure 104. Expression for requesting

Stating

Page 12 / Lesson 2 / Activity 1

- ☒ 2 We sometimes have slumber parties with the girls. We chat about many things all night.
- ☐ I love going to the theater with my friends. I really like the atmosphere there.
- ☐ We celebrate our friends' birthdays at a nice place every year.
- ☐ I like having a picnic with my family. It's very relaxing.
- ☐ Amusement parks! My friends and I love spending time there. It's so exciting.
- ☐ We have great fun at the concerts. We listen to music and dance for hours.

Figure 105. Expressions for stating

UNIT 2

In the second unit, the items observed are describing, giving explanations and reasons, giving instructions, greeting, and stating.

Describing

Page 34 / Project / Activity 1

Write a short paragraph about a music band and state the characteristics of the band.

Figure 106. Writing a description

Although the verb "state" is used here, since students are expected to give a detailed account of various aspects of the band, it is included as an example of describing.

Giving Explanations and Reasons

Page 27 / Lesson 4 / Activity 3

Example: I don't like listening to opera. I think it is boring. I prefer listening to pop because it's trendy and very fun. I love going to Tarkan's concerts because his concerts are very exciting.

Figure 107. Giving explanations and reasons

Giving Instructions

Page 30 / Lesson 5 / Activity 2

Look at the title and the photos below and guess where they are from and what the text is about. Then scan the text and check your guesses.

Figure 108. Instruction

Greeting

Page 23 / Lesson 1 / Activity 3

Hello. My name's Jessica, but everybody calls me Jess. I get up very early in the

Figure 109. Expression for greeting

Stating

Page 27 / Lesson 4 / Activity 3

I really **like** music. I **like listening** to classical music.
 I **love** beatbox. I **love listening** to techno music.
 I **prefer** pop to jazz. I **prefer watching** music channels to **watching** news channels.
 I **am interested in** heavy metal. I **am interested in playing** the guitar.

Figure 110. Expressions for stating

UNIT 3

In the third unit, the items are describing, giving instructions, and stating.

Describing

Page 41 / Lesson 4 / Activity 4

HOW TO MAKE SUSHI

Ingredients:

- 4 cups of sushi rice
- 1 sheet of dried seaweed
- 1 avocado
- 3/4 cup of fish
- 1/2 tsp salt

Sushi is a traditional **dish** in Japan. Today, it is possible to eat sushi **everywhere** in the world. You can also prepare it at home because it is very easy to make sushi.

- 1 First, cover a bamboo mat with plastic wrap and put a sheet of dried **seaweed** on top of the mat.
- 2 Second, put sushi rice on the dried seaweed.
- 3 Next, spread sushi rice on top of the seaweed and press firmly.
- 4 After that, **sprinkle** salt over the sushi rice.
- 5 Place avocado and fish **lengthwise** on the seaweed.
- 6 Then roll the plastic wrap **forward**.
- 7 Press the **plastic wrap** firmly with your hands and remove the rolled sushi.
- 8 Finally, cut the sushi roll into pieces.
- 9 Sushi is ready. Serve your sushi with tea. Enjoy it.

Figure 111. How to make sushi

Giving Instructions

Page 38 / Lesson 3 / Activity 2

1. **First**, put the eggs, sugar, baking powder and oil into a bowl and mix them.
2. **Second**, add flour and mix again.
3. **Next**, dice mango, add the mango pieces into the mixture and stir the mixture.
4. **Then** spread some oil into the cake pan and pour the mixture into it.
5. **After that**, bake it for about 45-50 minutes.
6. **Finally**, turn the cake upside down after 10 minutes, slice it and serve warm. Enjoy your cake.

Figure 112. Giving instructions to make a cake

Stating

Page 36 / Lesson1 / Activity 2

Example : I am crazy about spicy food like Adana kebab.

Figure 113. Expression for stating

Page 41 / Lesson 4 / Activity 4

Sushi is a traditional dish in Japan.

Figure 114. Expression for stating

UNIT 4

The fourth unit is richer in speech acts compared to the second and third units and contains 12 items. These include accepting invitations, accepting requests, describing, giving explanations and reasons, giving instructions, greeting, inviting, offering, promising, requesting, stating, and wish.

Accepting Invitations

Page 50 / Lesson 4 / Activity 2

Grace : Why don't you join me and drink a coffee with me first?
Carter : It sounds great, but (3) will you stay there?

Figure 115. Expression for accepting an invitation

Accepting Requests

Page 53 / Lesson 6 / Activity 4

Mr. Smith : Can you please tell him that Dominic called?
Secretary : Of course, sir. Goodbye.

Figure 116. Expression for accepting a request

Describing**Page 48 / Lesson 3 / Activity 2**

Choose a smartphone application in the previous activity and give some information about it in the class.

Figure 117. Writing a description

Giving Explanations and Reasons**Page 46 / Lesson 1 / Activity 2**

☐ My friends and I send messages to each other all the time because it is always easier and faster.

Figure 118. Giving explanation and reason

Giving Instructions**Page 50 / Lesson 4 / Activity 4**

Pair Work: Write a phone conversation with your partner and then act it out in the class.
Follow the steps below.

a. Phone a friend of yours and greet him/her.	c. Decide on the time, place, etc.
b. Ask him/her to do something together.	d. Say good wishes and hang up the phone.

Figure 119. Instruction

Greeting**Page 52 / Lesson 6 / Activity 3**

Nora: Hello, Nora speaking.
Max : Hi, Nora. This is Max, Gavin's friend. May I speak to your brother?

Figure 120. Expressions for greeting

Inviting**Page 50 / Lesson 4 / Activity 2**

Grace : Why don't you join me and drink a coffee with me first?

Figure 121. Expression for inviting

Offering**Page 53 / Lesson 6 / Activity 4**

Secretary : Let me try to **(3)** you.
 **(4)** (*phone rings three times*). I'm sorry. There's
 no answer. May I take a message?

Figure 122. Expression for offering

Promising**Page 50 / Lesson 4 / Activity 2**

Carter : Good! I'll arrive there in ten minutes.

Figure 123. Expression for promising

Requesting**Page 51 / Lesson 5 / Activity 3**

● **Can I have your name/birthday/phone number, please?**

Figure 124. Expression for requesting

Page 52 / Lesson 6 / Activity 1

1 Sometimes, we may not understand what people say. Study the expressions below when we want somebody to repeat what he or she has just said. Tick (✓) the ones you usually use.

☐ Can you repeat that, please?	☐ Can you say it slowly, please?	☐ Excuse me?
☐ What?	☐ Sorry! What did you say?	☐ Say it again, please!
☐ I beg your pardon?	☐ Pardon me?	☐ Repeat it, please!

Figure 125. Expression for requesting

Stating**Page 47 / Lesson 2 / Activity 2**

from distant places in 1150. A German goldsmith, Johannes Gutenberg invented the first printing machine in 1454. After that, people started to

Figure 126. Expression for stating

Wish**Page 50 / Lesson 4 / Activity 4**

d. Say good wishes and hang up the phone.

*Figure 127. Saying good wishes***UNIT 5**

The fifth unit in the Upswing textbook contains 14 items. Examples include accepting invitations, accepting requests, apologizing, describing, giving explanations and reasons, giving instructions, greeting, inviting, making excuses, making suggestions, offering, refusing invitations, requesting, and stating.

Accepting Invitations**Page 62 / Lesson 4 / Activity 4**

Student B: Your friend is inviting you to a concert. If you accept the invitation, ask for details. If you refuse it, state your excuse gently, and then invite him/her for another activity at a later time.

*Figure 128. Accepting an invitation***Accepting Requests****Page 60 / Lesson 3 / Activity 5**

Benjamin : Listen, Zoe. Anna and I want to buy an online flight ticket to Turkey, but this is the first time. Can you help us, please?
Zoe : Sure. First, do you want to buy a (1)?

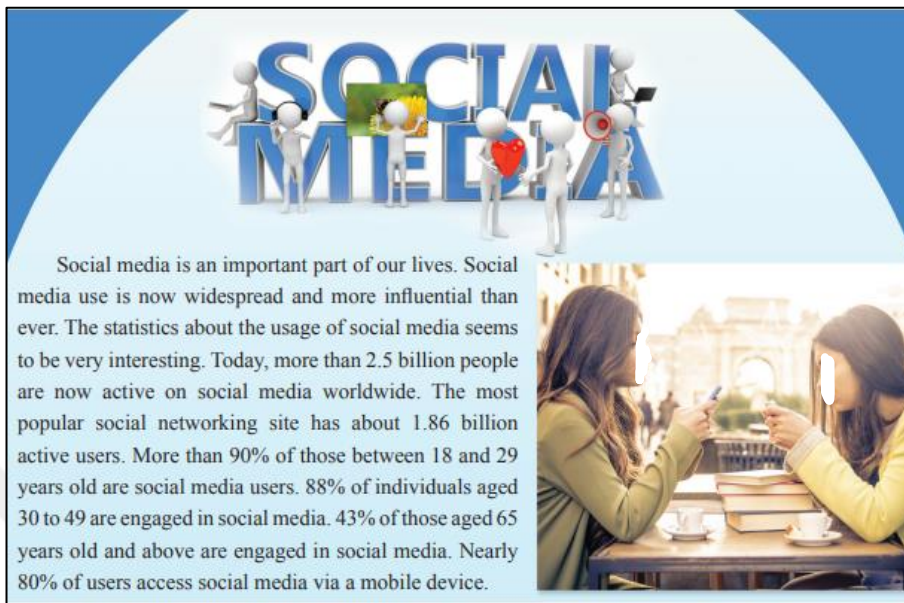
*Figure 129. Accepting a request***Apologizing****Page 60 / Lesson 3 / Activity 5**

Benjamin : Sorry, I can't (3) you. Can you explain what it means?

Figure 130. Expression for apologizing

Describing

Page 63 / Lesson 5 / Activity 2



Social media is an important part of our lives. Social media use is now widespread and more influential than ever. The statistics about the usage of social media seems to be very interesting. Today, more than 2.5 billion people are now active on social media worldwide. The most popular social networking site has about 1.86 billion active users. More than 90% of those between 18 and 29 years old are social media users. 88% of individuals aged 30 to 49 are engaged in social media. 43% of those aged 65 years old and above are engaged in social media. Nearly 80% of users access social media via a mobile device.

Figure 131. Page 63 / lesson 5 / activity 2

Giving Explanations and Reasons

Page 56 / Lesson 1 / Activity 3

Write a paragraph about your Internet habits. Use simple connectors like “and”, “but” and “because”. Then share it with your friends.

Figure 132. Giving explanations and reasons

Giving Instructions

Page 60 / Lesson 3 / Activity 5

Zoe : OK! Click one way. Then fill in the locations and departure time. Then click next.

Figure 133. Giving instructions

Greeting

Page 60 / Lesson 3 / Activity 5

Zoe : Hello, Zoe speaking!
Benjamin : Hi, Zoe. This is Benjamin. How are you doing?
Zoe : Great, thanks.

Figure 134. Greeting

Inviting**Page 61 / Lesson 4 / Activity 2A**

After four years at middle school, I will start high school. I hope u can come to my graduation ceremony. Please tell me that u will come. I really

*Figure 135. Expression for Inviting***Page 62 / Lesson 4 / Activity 4**

Student A: Imagine that there is a spring festival and a very famous singer is giving a concert. You have two tickets for the event. Greet your friend and invite him/her to the event.

*Figure 136. Writing an invitation***Making Excuses****Page 62 / Lesson 4 / Activity 4**

Student B: Your friend is inviting you to a concert. If you accept the invitation, ask for details. If you refuse it, state your excuse gently, and then invite him/her for another activity at a later time.

*Figure 137. Making an excuse***Making Suggestions****Page 62 / Lesson 4 / Activity 2B**

Why don't we chat online at seven in the evening? I want to tell you something.

Figure 138. Expression for making suggestion

Offering**Page 61 / Lesson 4 / Activity 2A**

after we get our diplomas. Btw, I hope John also will be there. We can have dinner and chat f2f at a nice cafe after the ceremony. It's my treat.

Figure 139. Offering

Refusing Invitations**Page 62 / Lesson 4 / Activity 4**

Student B: Your friend is inviting you to a concert. If you accept the invitation, ask for details. If you refuse it, state your excuse gently, and then invite him/her for another activity at a later time.

Figure 140. Refusing

Requesting**Page 60 / Lesson 3 / Activity 5**

Benjamin : Listen, Zoe. Anna and I want to buy an online flight ticket to Turkey, but this is the first time. Can you help us, please?

Figure 141. Expression for requesting

Stating**Page 56 / Lesson 1 / Activity 2**

☐ I love using the social networking sites.
☐ I often send emails.
☐ I usually upload some photos **and** make comments about my friends' photos.

Figure 142. Expressions for stating

UNIT 6

In the sixth and seventh units, the same four items are observed. These are describing, giving explanations and reasons, giving instructions, and stating.

Describing

Page 68 / Lesson 2 / Activity 1

ADRENALIN SEEKERS

As Extreme Sports magazine team, we spoke with Mr. Clinton and Mrs. Miller about extreme sports.

ES : Highlining is a dangerous sport, Mr. Clinton. Why do you do it, and what was your greatest experience? And what's the biggest danger?

Mr. Clinton : Well, I love the adrenalin. When I move on the rope, I feel like I walk in the space. That's a fascinating feeling. I walked between two hills about 600 meters two years ago. I think that was my greatest experience ever. The biggest danger is the wind. When the wind blows, you may fall and even die.

ES : What's base jumping? What qualifications should a person need to have to start it? And my last question: How dangerous is it?

Mrs. Miller : In base jumping, we jump off a building, antenna, bridge or cliff. First, you fly and then open your parachute for a safe landing. A person should have hundreds of hours of practice in parachuting and skydiving to start this sport. And how dangerous is it? There is one death in every 2,317 jumps, and if there is a problem with your parachute, the end is so close.



Figure 143. Page 70 / lesson 4 / activity 1

Giving Explanations and Reasons

I prefer going scuba-diving in the ocean because I love sea life.

I prefer flying over Cappadocia to climbing a mountain because it is more exciting.

I would rather watch whales because it is so fascinating.

I would rather go rafting than go caving because it is more entertaining.

Figure 144. Giving explanations and reasons

Giving Instructions

Page 66 / Lesson 1 / Activity 2

Choose two of the adventure types in Part 1 (or some other adventure types) and compare them. Use the box on the next page to give you ideas.

Figure 145. Instruction

Stating

Page 70 / Lesson 4 / Activity 2

Mrs. Miller : In base jumping, we jump off a building, antenna, bridge or cliff. First, you fly and

Figure 146. Expression for stating

UNIT 7

Describing

Page 75 / Lesson 2 / Activity 2

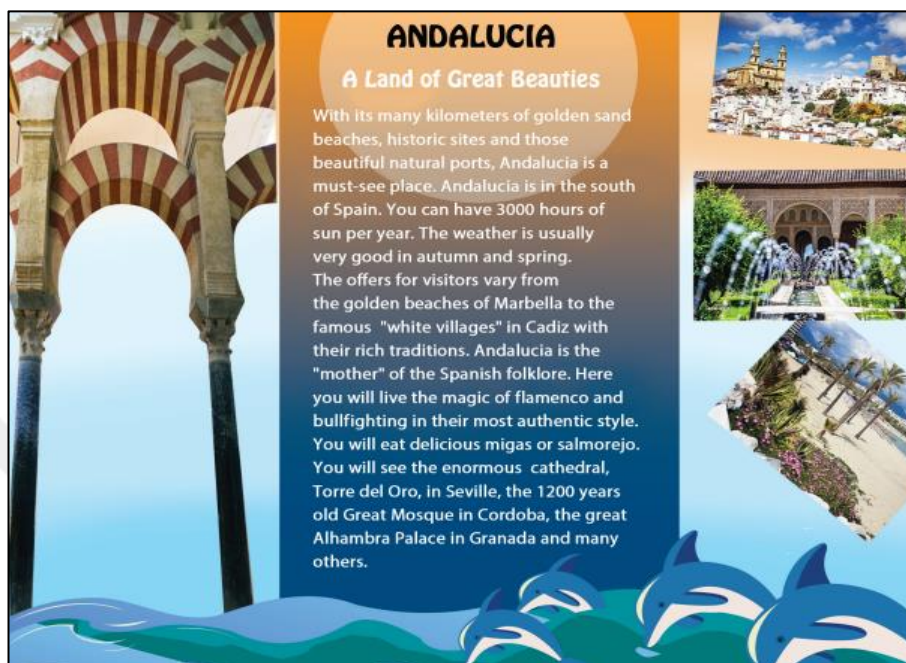


Figure 147. Page 75 / lesson 2 / activity 2

Giving Explanations and Reasons

Page 74 / Lesson 1 / Activity 2

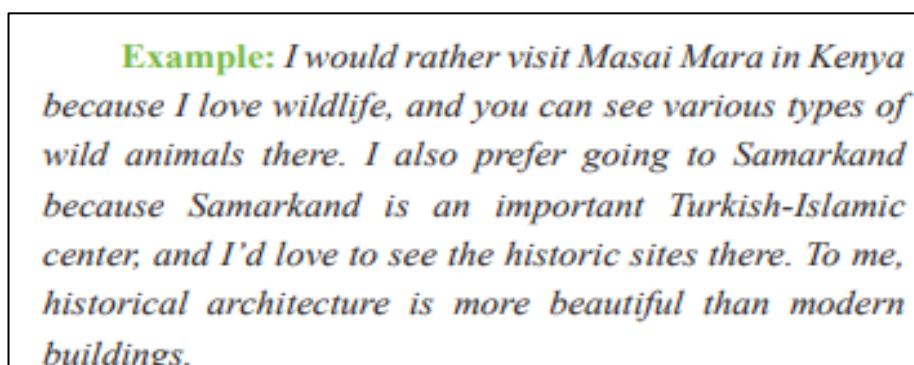


Figure 148. Giving explanations and reasons

Giving Instructions

Page 80 / Lesson 6 / Activity 2

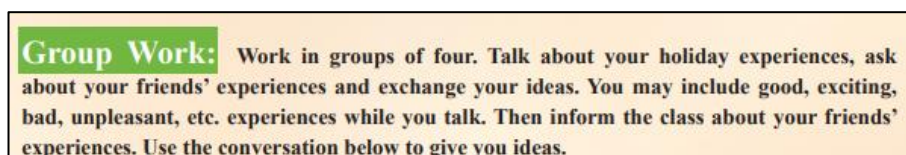


Figure 149. Instruction

Stating**Page 78 / Lesson 4 / Activity 3**

Trabzon is the biggest city in the Eastern Black Sea region.

Figure 150. Expression for stating

UNIT 8

The eighth unit contains seven items: commanding, describing, giving advice, giving instructions, making suggestions, requesting, and stating.

Commanding**Page 90 / Lesson 5 / Activity 3**

- a. You must visit your grandmother at the hospital because she has a severe health problem.
- b. You must vacuum the entire house.

Figure 151. Commanding

Describing**Page 86 / Lesson 2 / Activity 2**

Dear Diary,

I got up very early today. I made my bed and tidied up my room. After that, I took my dog, Olive, for a walk in the garden. I like walking with Olive because it is so sweet. Then I came back home about 20 minutes later. I had a shower and then I prepared breakfast. My father usually prepares breakfast, but he was ill in the morning, so I wanted to help him. We had breakfast and then my sister and I left home for school. My sister and I always go to school together.

Figure 152. Describing

Giving Advice**Page 87 / Lesson 2 / Activity 4**

Azra : I think you should do your homework daily. Then you won't get any problems.

Figure 153. Giving advice

Giving Instructions

Page 92 / Project / Activity 1

Follow the steps below and write a short paragraph titled "Chores".

- Write about the responsibilities, likes and dislikes of your family members.
- Use *should, must, have to, necessary to, responsible for, in charge of, etc.* in your sentences.
- Describe the feelings of your family members about their responsibilities.
- Use the other structures/sentences you have learned throughout the unit.

Figure 154. Instruction

Making Suggestions

Page 88 / Lesson 3 / Activity 4

Organize a surprise birthday party for one of your classmates. What would you suggest doing to make the birthday party much better? Share your suggestions.

Figure 155. Making suggestions

Requesting

Page 89 / Lesson 4 / Activity 2

household chores. What kind of chores do your kids do? How can I make my son help me to do the household chores? Can you please share your experiences?

Figure 156. Requesting

Stating

Page 87 / Lesson 2 / Activity 3

Example: *I must help my father to clean up the garage of our house on Monday.*
I have to return the books to the library on Tuesday.

Figure 157. Stating

UNIT 9

In the ninth unit, the items from the sixth and seventh units, describing, giving explanations and reasons, giving instructions, and stating, are present.

Describing

Page 94 / Lesson 1 / Activity 2

A COMMON HUMAN ENDEAVOR: SCIENCE

Avicenna (Ibn-i Sina) was born in Bukhara. He studied Greco-Roman and Indian texts. Then he wrote almost 450 works on a wide **range** of subjects like philosophy, astronomy, medicine, **alchemy**, etc. His famous book "*The Canon of Medicine*" was a standard medical textbook at many **medieval** universities in the world.

Albert Einstein was born in Germany. He made many **contributions** to the field of theoretical physics. He produced perhaps one of the most famous **equations** ever: " $E = mc^2$ ". He is also famous for his "*Quantum Theory*" and "*Theory of Relativity*".

Marie Curie was born in Poland. She was a famous chemist and physicist. She got two Nobel prizes. She had studies on radiation. She got the Noble prize in 1911 for her discovery of radium and polonium.

Figure 158. Page 94 / lesson 1 / activity 2

Giving Explanations and Reasons

Page 101 / Lesson 6 / Activity 2

She is giving conferences all over the world, giving lectures at different universities, talking on TV programs or talking to government officials, etc. Why? Because she wants to inform and encourage people to do their part to make the world a better place. "*Every individual counts,*" she says. "*Every individual has a role to play. Every individual makes a difference.*"

Figure 159. Giving explanations and reasons

Giving Instructions

Page 94 / Lesson 1 / Activity 2

Scan the text and write the birthplaces of the scientists.

Figure 160. Instruction

Stating

Page 97 / Lesson 3 / Activity 2

Example:

Student A: *Isaac Newton discovered the gravity of the matter, and now scientists are exploring the solar gravity.*

Student B: *Graham Bell invented the telephone, and now scientists are working on 3D holographic phones.*

Figure 161. Stating

UNIT 10

The final unit, the tenth unit, includes the items describing, giving advice, giving explanations and reasons, giving instructions, making suggestions, stating and threat.

Describing

Page 106 / Lesson 3 / Activity 2

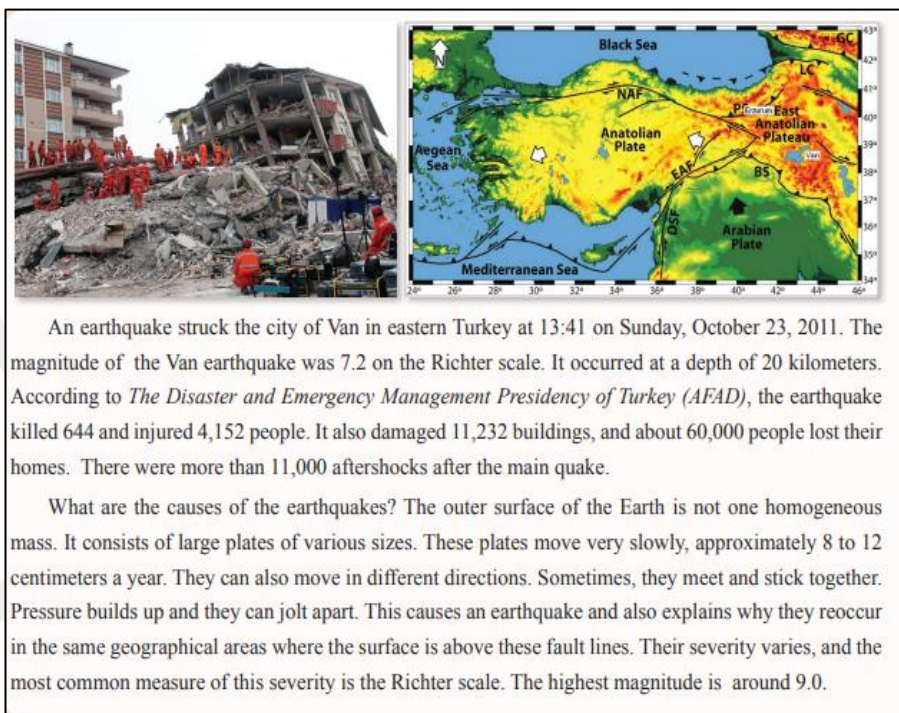


Figure 162. Describing

Giving Advice

Page 106 / Lesson 3 / Activity 1

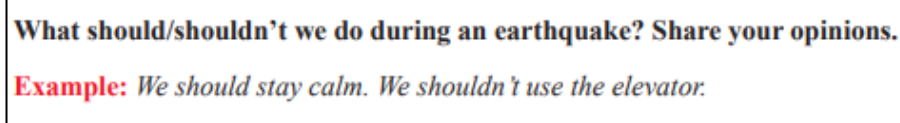


Figure 163. Giving advice

Giving Explanations and Reasons

Page 106 / Lesson 3 / Activity 3

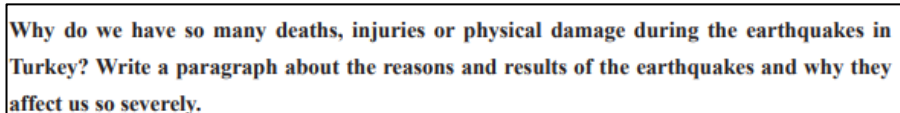


Figure 164. Writing a paragraph to give explanations and reasons

Giving Instructions**Page 104 / Lesson 1 / Activity 2**

Figure 165. Instruction

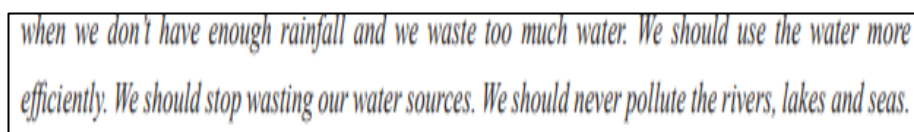
Making Suggestions**Page 105 / Lesson 2 / Activity 2**

Figure 166. Making suggestions

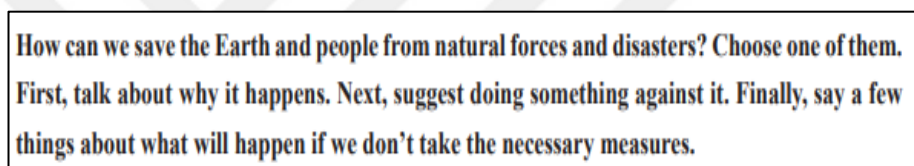
Page 105 / Lesson 2 / Activity 2

Figure 167. Making suggestions

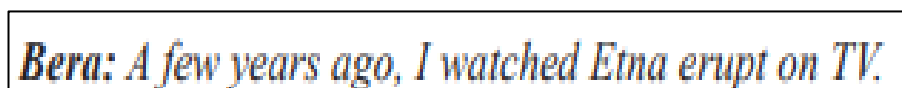
Stating**Page 107 / Lesson 4 / Activity 3**

Figure 168. Stating

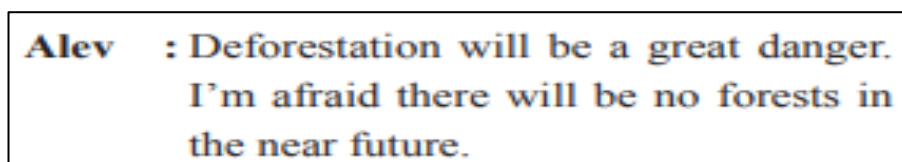
Threat**Page 110 / Lesson 6 / Activity 3**

Figure 169. Threat

4.3. High School Entrance Exam (LGS)

This study examined the variety and frequency of speech acts included in the English questions of the High School Entrance Exam (LGS) held between 2018 and 2023. The research focused on how speech acts are presented in textbooks and the extent to which these acts are included in the LGS.

The entrance exam to high school in Türkiye was TEOG until 2018, and towards the end of the first and second semesters, students would take two separate exams. In TEOG, the number of English exam questions was 20. However, in 2018, the exam was changed to LGS, and only one exam began to be held at the end of the second semester. The number of English questions was reduced to 10. The table below provides information on the speech acts in the English questions in the exams conducted between 2018-2023.

Table 6.

LGS speech acts

	LGS SPEECH ACTS					
	2018	2019	2020	2021	2022	2023
Accepting Invitations	✓		✓	✓		✓
Accepting Requests				✓		
Apologizing				✓	✓	
Asking Permission						
Commanding			✓			✓
Complaining						
Describing	✓	✓		✓	✓	
Expressing Regret	✓					
Giving Advice				✓	✓	
Giving Explanations and Reasons	✓	✓		✓	✓	✓
Giving Instructions	✓	✓	✓			✓
Greeting	✓	✓	✓	✓		✓
Inviting	✓		✓	✓	✓	✓
Making Excuses					✓	✓
Making Suggestions						✓
Offering	✓		✓	✓		✓
Promising					✓	
Refusing Invitations			✓	✓	✓	✓
Refusing Requests						
Requesting		✓	✓	✓	✓	✓
Stating	✓	✓	✓	✓	✓	✓
Threat						
Wish	✓					
TOTAL	10	6	9	12	10	12

Table 6 shows how the speech acts used in LGS exams are distributed over the years. According to the data examined, some speech acts were used more frequently, while others were used very limitedly or not at all. For example, the act of Accepting an Invitation was included in the exams in 2018, 2020, 2021 and 2023 and was used at a rate of 67%. The act of Accepting Requests was only included in 2020 and was represented at a rate of 17%.

The act of Apologizing was included in the exams in 2021 and 2022 and was used at a rate of 33%. In addition, the act of Giving Orders was included in the exams in 2020 and 2023 and was represented at a rate of 33%. According to other data in the table, the act of Making a Definition was included at a rate of 67%, while the act of Explaining and Justifying was included at a rate of 83%, standing out as an important skill for improving students' language skills. The act of greeting was included in 83% of the exams, and the act of inviting was included in 83% of the exams, and it was seen that these skills were used regularly in the exams. However, skills such as making a promise and making an excuse were used more limitedly, and were included in 17% and 33%, respectively. It is noteworthy that some speech acts were not included in the exams at all. It was seen that acts such as asking for permission, complaining and rejecting requests were not used at all in the exams, and therefore, these skills were not emphasized. In contrast, the act of making statements was included in the exams every year, and was used in 100% of the exams, showing that it was one of the most important language skills in the exams. In general, this table reveals which speech acts were emphasized more in the LGS exams and which skills were prioritized in language teaching. The fact that acts such as making statements, greetings and inviting were frequently included in the exams emphasizes the importance of these skills in terms of students' language development. On the other hand, the fact that some skills are not included in the exams at all shows that these skills are less prominent in language teaching.

A. LGS 2018

Question 1 Stating

1.



Jordan

My cousin, Mary, feels worried if she is offline even for a few hours. I think she - - - -.

A) is a real Internet addict
B) hates social networking sites
C) gets bored when she uses the Net
D) dislikes spending long hours on the Net

Figure 170. Question 1

Question 2

Giving Explanations and Reasons

2. Kevin : What type of cities do you like most, historical or modern?

Kate : Historical cities are my favourite because - - - -.

- A) I don't find them exciting
- B) their architecture is fascinating
- C) they are not impressive enough
- D) modern cities are more interesting

Figure 171. Question 2

Question 3

Accepting Invitations & Inviting

3. Mark : I am going to see my sister in the afternoon. Would you like to come with me?

Sarah : Why not? - - - -?

Mark : In front of the cinema. We want to watch a movie together.

- A) Who will you go out with
- B) What are you going to buy
- C) What time will you go there
- D) Where are you going to meet

Figure 172. Question 3

Question 4

Expressing Regret & Giving Explanations and Reasons & Greeting & Offering & Wish

4. Erica : Hi, Laura. How are things?

Laura : I feel terrible because Paul has had a bad accident. He has been in the hospital for three days.

Erica : I am sorry to hear that! - - - -

Laura : Thanks for your good wishes.

- A) Do you need any help?
- B) I read the news on the Net.
- C) What's wrong with him?
- D) I hope he gets better soon.

Figure 173. Question 4

Question 5**Giving Explanations and Reasons**

“Carla loves wearing trendy clothes, so she spends a lot of money on them.”

5. Carla loves wearing trendy clothes, so she spends a lot of money on them.

Which place would she prefer to visit?

Figure 174. Question 5

Question 6**Giving Instructions**

6.

TOMATO SALAD

- Wash some tomatoes, onions and parsley.
- Cut the vegetables into small pieces.
- Put the vegetables in a bowl and mix them.
- Add some olive oil.

Enjoy it!

Which picture shows the last step of the recipe?

Figure 175. Question 6

Question 7**Stating**

7. Sam always prefers doing activities with his friends outside.

Which picture shows the activity that Sam prefers doing?

Figure 176. Question 7

Questions 9

Answer the questions (9-10) according to the passage below.

Figure 177. Questions 9

Describing

MY TRIP TO PARIS

Hi friends! Welcome to my blog. You know I was in Paris last weekend. On the first day of my trip, I visited the Louvre Museum. I even took a photo of Mona Lisa's painting. On Sunday, I visited the Eiffel Tower. Watching Paris from the top of the Eiffel Tower was very exciting for me. Wait for my new trips to new places. Until then, bye!

Figure 178. Questions 10

Greeting "Hi friends! Welcome to my blog."

B. LGS 2019

Question 1

Stating

1.

Marcy
We have similar interests.

Lisa
Tim is always cool.

Mel
We have fun together.

Sam
He always tells the truth.

Tim's Best Friends

According to the information above, who thinks Tim is an honest friend?

Figure 179. Question 1

Question 4

Greeting & Requesting

- 4. Mike :** Good afternoon. This is Mike.
Sally : Good afternoon, Mike. This is Sally.
Mike : - - - -
Sally : Hold on a moment, please. I'll get him.

Which of the following DOES NOT complete the conversation?

- A) Is Nick there?
- B) Nick has gone out.
- C) I want to talk to Nick.
- D) May I speak to Nick?

Figure 180. Question 4

Question 6

Giving Explanations and Reasons & Greeting

6.



Gary : Hello everybody! Today, our guest is Michael Miller. What is your favorite sport, Michael?

Michael : It's paragliding.

Gary : - - - -?

Michael : Twice a week.

Gary : - - - -?

Michael : Watching the scenery is fascinating.

Gary : - - - -?

Michael : A helmet and a parachute.

Which of the following questions DOES NOT Gary ask Michael?

- A) How often do you do it
- B) Why do you like it
- C) What do you need for it
- D) Where do you try it

Figure 181. Question 6

Question 8

Describing

8.

NIKOLA TESLA



A Famous Scientist
 Nikola Tesla was born on July 10, 1856, in Smiljan, Croatia. He was interested in physics when he was just a small boy. He learned different languages, because he wanted to read about scientific achievements in different parts of the world. He invented many new things during his life.

In this paragraph, there is NO information about Tesla's - - - .

A) relatives B) achievements
 C) birthday D) early ages

Figure 182. Question 8

Question 9

Stating

9. The table below shows the results of a study on daily Internet activities of 100 teens in Japan.

Internet activities	Number of teens
reading news	5
shopping online	5
checking emails	10
doing homework	15
watching movies	20
playing games	45

According to the results, which of the following is CORRECT?

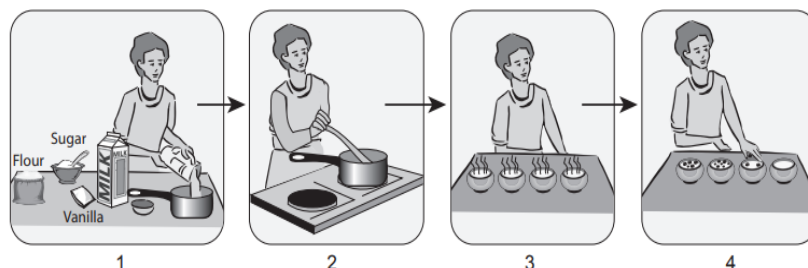
A) Shopping online is very popular among teens in Japan.
 B) Most of the students use the Internet to do their homework.
 C) Nearly half of the students spend their time checking their emails and reading the news.
 D) Many of the teens spend time playing games and watching movies.

Figure 183. Question 9

Question 10

Giving Instructions

10. These are pictures from Lily's video:



Lily is talking about making a delicious dessert.

Which of the following steps DOES NOT match with one of the pictures above?

- A) Put some milk, sugar, flour and vanilla in a saucepan.
- B) Heat the mixture in the saucepan and stir it.
- C) Peel the fruits and chop them into small pieces.
- D) Pour the mixture into the bowls and put some pieces of chocolate on each mixture.

Figure 184. Question 10

C. LGS 2020

Question 3

Stating

3. Read the statements below.

William : We must listen to our teachers while they are talking.

Charles : We must come home early in the evenings.

Jane : We mustn't drink or eat during our lessons.

Rachel : We mustn't talk to each other during the exams.

Who does NOT talk about school rules?

- A) William
- C) Jane

- B) Charles
- D) Rachel

Figure 185. Question 3

Question 4

Requesting & Stating

4.

There is too much black pepper in this soup. I hate - - - - food.

Alice

This lemonade is really - - - -. Can you add some more sugar, please?

Brad

My brother likes eating - - - - things. He always buys chocolate, cookies and cakes.

George

Which of the following words CANNOT you use in any of the sentences above?

A) sour B) sweet
C) spicy D) salty

Figure 186. Question 4

Question 5

Giving Instructions

5.

1	2	3	4	5
First, put some oil into a pan and heat it.	Add onions and peppers into the pan.	Your meal is ready. Enjoy!	Pour the eggs into the pan and add some salt. Then fry the mixture for 5 minutes.	Dice the tomatoes and add them into the pan.

Which of the following steps of the recipe should change places to get the correct order of the cooking process?

A) 1 - 4 B) 2 - 3 C) 3 - 5 D) 1 - 5

Figure 187. Question 5

Question 6

Greeting & Offering & Requesting

6. Read the phone conversation below.

Greg	: Hello, It's "Green Mobile". How can I help you?
Mr. Carter	: Hello, my computer is not working properly. I think it is broken.
Greg	: Oh, OK, I understand. Can I take your address, please?
Mr. Carter	: 8 Freeway Street.
Greg	: Thank you. Our team will be there in an hour to check your computer.
Mr. Carter	: Thank you.

Why does Mr. Carter call "Green Mobile"?

To - - - -.

A) tell "Green Mobile" about a problem
B) buy a new computer
C) change his home address
D) say "Thank you" to "Green Mobile"

Figure 188. Question 6

Question 7

Accepting Invitations & Giving Explanations and Reasons & Inviting & Refusing Invitations (Indirect)

7.

Dear friends,

Our school basketball team has a match with a team from Johnson High School this Saturday at 3 p.m. Let's watch the match together!

Ted

These are Ted's friends' plans for that day:

- Jason will study for his English exam on that day.
- Kevin has to stay with his grandparents.
- Matt likes basketball matches and he will be there.
- Sandy will meet her cousins.

According to the information above, who will watch the match?

A) Sandy B) Matt
C) Kevin D) Jason

Figure 189. Question 7

Question 9

Commanding & Giving Instructions & Greeting & Inviting & Offering

9. Read the information and the telephone conversation below.

ENGLISH DAY

- Come and Share Your English Project with us.
- No rules, just fun!
- All schools and students can join.

Date : 20.06.2020
Time : 5 - 7 p.m.
Place: Concert House

For more information call 0123 456 78 99

Suzanne : Hello, this is Suzanne Jordan, I'm calling you for the English Day event.

Secretary : Hello Suzanne. How can I help you?

Suzanne : What should I do to join the event?

Secretary : - - - -.

Suzanne : Oh, OK! Thank you.

According to the information above, which of the following completes the conversation?

- A) You can't join if you are a student
- B) If you need more information, send an email, don't call
- C) The event will be in the morning, so come early
- D) Just bring your project to the Concert House

Figure 190. Question 9

D. LGS 2021

Question 1

Accepting Invitation & Apologizing & Giving Explanations and Reasons & Inviting

Refusing Invitation (Indirect refusing implied in the explanations)

1. Andy : Our basketball team plays a match this Saturday. The match starts at 2 p.m. Would you like to watch the match with us?

David : - - - -.

David accepts Andy's invitation. Which of the following can be David's answer to Andy?

- A) I'm sorry but I am having a picnic with my friends on Saturday
- B) Oh! It sounds awesome but I have to study for an exam
- C) I have to finish my project on Saturday but I'll join you
- D) I'm sorry but I have another plan on Saturday

Figure 191. Question 1

Question 2

Accepting Invitation & Greeting & Inviting & Requesting

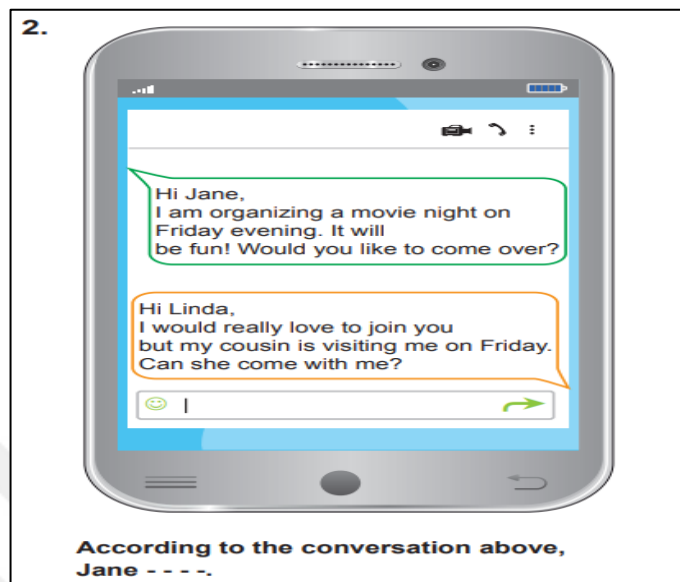


Figure 192. Question 2

Question 3

Accepting Request & Requesting

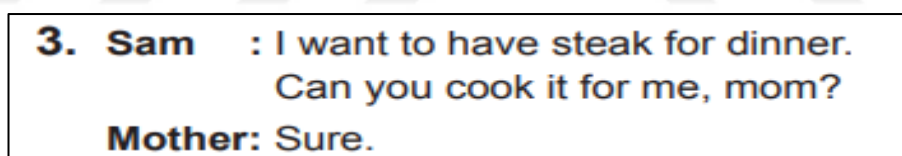


Figure 193. Question 3

Question 4

Greeting & Offering & Requesting

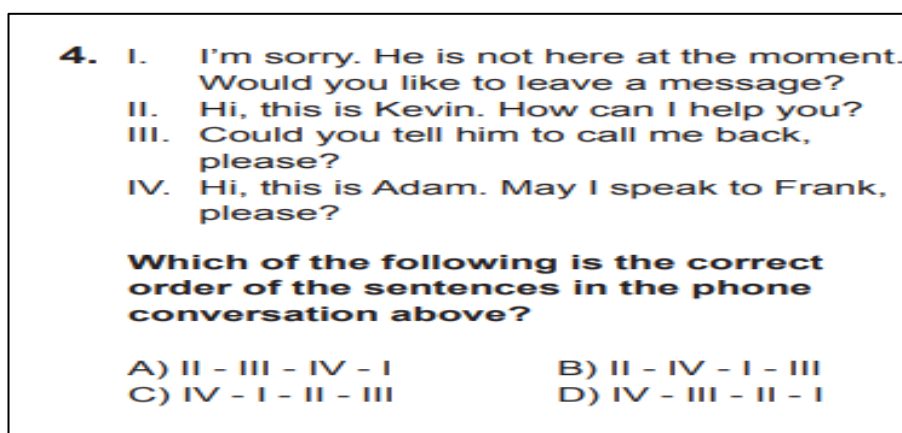


Figure 194. Question 4

Question 7

Describing

“Mike is a university student in İstanbul. He is going to visit his friends in Ankara next weekend. He has 70 TL for transportation and he wants to go there in the shortest time possible.”

Giving Advice “Which of the following should Mike prefer?” (advice implied in the question)

Question 8

Greeting & Stating

8.

Which of the following questions has Sandra answered in her blog?

- A) Where do you buy your favorite books?
- B) How many books do you read a month?
- C) When will you write about your own life?
- D) What kind of books do you like?

Figure 195. Question 8

Question 9

Giving Advice & Stating

9. You see some comments about rafting in Rize below.

According to the comments above, who says something about safety?

- A) Cindy
- B) Fred
- C) Kate
- D) Tom

Figure 196. Question 9

Question 10

Stating

10.

Tina (23 years old)	Nick (25 years old)
★ 340 people follow her. ★ She has 11 videos on the Internet. ★ Her videos have 300 likes.	★ 450 people follow him. ★ He has 15 videos on the Internet. ★ His videos have 265 likes.

According to the information about Tina's and Nick's social media accounts above, which of the following is NOT correct?

- A) Tina is younger than Nick.
- B) More people follow Tina.
- C) Nick has more videos.
- D) Nick has less likes.

Figure 197. Question 10

E. LGS 2022

Question 2

Promising & Requesting

2. You work at the call center of a company. You are talking to a customer on the phone. He has a problem with the device that he bought.

According to the information above, what should you say to the customer to learn more about his problem?

- A) We will call you back when we solve your problem.
- B) Please call us if you have a problem again.
- C) Please give me some details about the problem.
- D) We'll solve your problem as soon as possible.

Figure 198. Question 2

Question 4

Giving Advice "Jazz Boys: Their music is not very good. They should improve themselves."

Question 6**Describing**

6. Every year thousands of people from all over the world come to Rome, Italy to attend the Pizza Vita Festival. This is one of the biggest food festivals in the world. In the festival, you can eat many different types of pizza, make your own pizza, enjoy folk music and buy local souvenirs. If you love pizza, don't miss this festival.

Which of the following information is NOT in the text above?

Figure 199. Question 6

Question 7

Requesting "...So, she asks her husband Matt to prepare the dinner before the guests arrive."

7. Laura has some guests for dinner but she will arrive home late after the guests. So, she asks her husband Matt to prepare the dinner before the guests arrive.

According to the information above, which chore is Matt going to do before the guests arrive?

- A) vacuum the floor
- B) cook some meals
- C) do the laundry
- D) clean the windows

Figure 200. Question 7

Question 8

Giving Explanations and Reasons (Andy, Jessy, Terry, and Amy's answers) & **Inviting & Refusing Invitation** (Indirect refusing implied in the explanations) & **Making Excuses**

8. Tina is having a birthday party tomorrow. She invites her friends, but four of them have excuses and they can't go to the party.

Andy

Thanks, but my cousins who are doctors are visiting us.

Jessy

Thanks for your invitation, but I am going to the hospital to visit my grandfather who is ill.

Terry

I'm sorry but I am ill. I have an appointment with my doctor.

Amy

I'm afraid, I can't come. I'm going to the hospital to conduct a survey for my project.

According to the responses above, who has an excuse about his/her own health?

A) Andy B) Jessy
C) Terry D) Amy

Figure 201. Question 8

Question 9**Stating**

- A) Graham Bell went to different places by train.
B) Guglielmo Marconi played games on his computer.
C) Philo Farnsworth listened to music on the radio.
D) Konrad Zuse talked to his friends on the phone.

Figure 202. Question 9

F. LGS 2023**Question 1**

Giving Explanations and Reasons “a-b-c” & Inviting & Making Excuses & Refusing Invitation “a-b-c-d”

1.



Kevin

Hi friends! What are you doing tonight? Would you like to go to the rock concert?

Read the responses below. Who refuses Kevin's invitation with **NO** excuse?

A)



Amy

I love rock music, but I can't join you tonight.

B)



Brian

That would be great, but my cousin is coming.

C)



Celine

I'd love to come, but I can't. I have to study.

D)



David

It sounds awesome, but I have other plans.

Figure 203. Question 1

Question 2**Giving Instructions**


Chop the tomatoes and fry them in a pan.

Figure 204. Question 2

Requesting

2. Susan asks her friends how to prepare a tomato sauce. Below, you see her friends' responses.

Figure 205. Question 2

Question 3

Stating

Jess : I practice my English.
Mark : I read the news on different websites.
Steve : I play online games.
Ann : I do shopping.

Figure 206. Question 3

Question 4

Refusing invitation by giving explanations and reasons

4.

Dear Jane,
 Thanks for your invitation. It would be great to come to your party tonight and see our high school friends, but I am going to Istanbul this evening.
 Bye,
 Lisa

According to the information above, why did Lisa write this email?

To ----.

A) organize a party
 B) refuse Jane's invitation
 C) invite Jane to Istanbul
 D) give information about the party

Figure 207. Question 4

Question 5

Accepting Invitation (Linda and Sally's answers)

Giving Explanations and Reasons (Betty and Carol's responses)

Inviting "Jessica invites her friends...."

Refusing Invitation (Betty and Carol refuse the invitation)

5. Jessica invites her friends to her sister's birthday party on Sunday evening. Below, you see her friends' responses to Jessica's invitation.

Thanks, but my parents and I are going to a concert at 8 p.m. on Sunday. Betty	That sounds good but I have to study for my English exam with my project partners. Carol
Thank you for inviting me. I will come to the party with my cousins. Linda	That would be really great. I like parties and I'll be there with my family. Sally

Who refuses the invitation because she has a plan with her family?

A) Betty B) Carol C) Linda D) Sally

Figure 208. Question 5

Question 6

Greeting & Requesting & Stating

6. Below, you see some parts of four different phone conversations.

I Nora : Hello, this is Nora calling. May I speak to Jack? Jack : Hello, Nora. This is Jack. What's up?	II Anna : I have a message for Mr. Smith. Kate : Alright, I'm ready to take your message.
III Jim : Could you tell him to call me back? Tom : Sorry, can you repeat it, please? I didn't hear you well.	IV Joe : Thanks, see you later. Max : OK, talk to you soon, take care.

Which two people finish their phone conversation?

A) Nora - Jack B) Anna - Kate
C) Jim - Tom D) Joe - Max

Figure 209. Question 6

Question 7

Greeting & Offering & Requesting

- 7. Mr. Johnson :** Hello! This is Mr. Johnson calling. May I speak to Mr. Potter, please?
Secretary : Hello, Mr. Johnson. - - - -. Would you like to leave a message for him?
Mr. Johnson : No, thank you. I'll call again later.
Secretary : All right, sir. Have a nice day.
- Which of the following does NOT complete the conversation above?**
- A) I can't put you through to him now, he has gone out
 - B) I will get him now, hold on please
 - C) He is not available at the moment
 - D) He is talking to a customer at the moment

Figure 210. Question 7

Question 8

Commanding

- 8. Rules for Creating a Password**
- I. Use three letters and three numbers in your password.
 - II. Don't use your name in your password.

Figure 211. Question 8

Question 9

Making Suggestions

- 9. Read the conversation below.**
- Diana :** Let's eat pizza. There is a new pizza restaurant on Main Street.
Melissa : Are you sure? I don't like their pizza.
Sarah : Why don't we make it at home? It's the best thing I can cook.
Maria : Yes, it is really easy. That's what I bake on Saturdays. I will help you.
- According to the conversation above, which two people state that they know how to make pizza?**
- A) Sarah and Maria
 - B) Melissa and Sarah
 - C) Maria and Diana
 - D) Diana and Melissa

Figure 212. Question 9

Question 10

Accepting Invitation & Inviting & Offering & Requesting

10. Read the conversation below.

Jenny : Hi, Carla. Alice and I are going to watch a movie in my house tomorrow. Would you like to join us?

Carla : Oh, I have to study for my exam but I can't say no to your invitation. Could you give me your address, please?

Jenny : Alice can pick you up. She knows the address.

Carla : That would be great.

According to the conversation above, which of the following is correct?

- A) Alice doesn't know Jenny's address but Carla knows it.
- B) Carla and Jenny will go to Alice's house.
- C) Alice, Carla and Jenny will watch the movie together.
- D) Jenny doesn't want to study for the exam with Carla.

Figure 213. Question 10

The "Mastermind" textbook covers 18 out of a 23-item list of different speech acts, with the most commonly featured being "Describing," "Giving Instructions," "Providing Explanations and Reasons," and "Greeting." Similarly, the "Upswing English" textbook includes 19 speech acts from the same list, primarily highlighting "Describing," "Giving Instructions," "Providing Explanations and Reasons," and "Stating" across various units. For the English section of the High School Entrance Exam (LGS), questions encompass a range of at least 6 and up to 12 different speech acts from the 23-item list, reflecting diverse real-life communication scenarios students may encounter. The most frequently appearing acts include "Providing Explanations and Reasons," "Greeting," "Inviting," "Requesting," and "Stating."

The distribution of speech acts in LGS questions varies by year. In 2018, 10 distinct speech acts were identified, with a focus on "Providing Explanations and Reasons," "Greeting," and "Wishing." In 2019, 6 main speech acts were observed, including "Greeting" and "Requesting." The 2020 exam highlighted 9 speech acts, with "Providing Explanations and Reasons," "Giving Instructions," and "Greeting" as prominent examples. In 2021, the exam featured 12 different speech acts, with "Greeting," "Requesting," and "Inviting"

occurring frequently. In 2022, 10 speech acts were included, with an emphasis on "Providing Explanations and Reasons," "Inviting," and "Requesting." Finally, the 2023 exam covered 12 speech acts, with "Greeting," "Requesting," and "Inviting" being the most common.

In summary, the close match between the speech acts covered in the "Mastermind" and "Upswing English" textbooks and those featured in LGS questions highlights these textbooks' effectiveness in readying students for the exam. Both the textbooks and the exam questions contribute greatly to developing students' communication skills, supporting their growth academically and socially.



CHAPTER V

DISCUSSION, CONCLUSION AND SUGGESTIONS

5.1. Discussion

This discussion addresses the research question: "How are speech acts presented and related to the LGS in the 8th-grade 'Mastermind' and 'Upswing English' textbooks prepared by the Ministry of Education?" By conducting a comprehensive analysis of speech acts in these textbooks and their alignment with the High School Entrance Exam (LGS) from 2018 to 2023, this study evaluates the effectiveness of these educational materials in preparing students for the LGS. The integration of speech acts in these textbooks is compared to existing literature to identify similarities and differences in approach and effectiveness.

5.1.1. Emphasis on Pragmatic Competence:

The development of pragmatic competence is a cornerstone of communicative language teaching. Hymes (1972) and Canale and Swain (1980) emphasize that communicative competence extends beyond grammatical knowledge to include the ability to use language appropriately in various social contexts. The "Mastermind" and "Upswing English" textbooks reflect this by incorporating a variety of speech acts, such as requesting, apologizing, inviting, and giving instructions. This approach is consistent with the broader language education literature, which underscores the importance of teaching speech acts as a means of fostering pragmatic competence (Bachman & Palmer, 1996).

Both textbooks provide explicit instruction in a range of speech acts, aligning with Bardovi-Harlig and Bastos's (2011) findings that explicit teaching of pragmatics enhances learners' communicative abilities. Cohen (2020) and Farrell and Jacobs (2020) both underscore the significant benefits of structured pragmatic instruction for enhancing EFL learners' spoken language proficiency. These studies support the inclusion of detailed examples and exercises in both textbooks, which aim to help students understand and use speech acts effectively. While the "Upswing English" textbook maintains a consistent approach across units, the "Mastermind" textbook shows variability in the frequency and variety of speech acts. This variability can impact the consistency of skill development, as continuous exposure and practice are critical for mastering pragmatic skills (Schmidt, 1990). This inconsistency contrasts with the findings of Cohen (2020) and Farrell and Jacobs (2020), who emphasize the need for structured and consistent inclusion of speech acts to improve learners' proficiency.

5.1.2. Contextualized Learning

Contextualized learning is crucial for teaching pragmatics, as it helps learners understand the social and cultural nuances of language use (Ishihara and Cohen, 2014). Both textbooks present speech acts within diverse cultural scenarios, thereby aiding students in grasping the subtleties of language. This method aligns with Kramsch (1993) and Risager (2007), who argue that language learning should integrate cultural dimensions to develop intercultural communicative competence.

Both textbooks embed speech acts in culturally relevant contexts, facilitating a deeper understanding of language use in different cultural settings. This approach not only aids in language acquisition but also fosters intercultural competence, as students learn to navigate various cultural interactions effectively. This aligns with Ishihara and Cohen's (2014) emphasis on teaching pragmatics through culturally rich contexts.

While both textbooks provide culturally contextualized examples, Kramsch (1993) and Risager (2007) suggest a more profound integration that involves not just understanding but also mediating between different cultures. The textbooks could enhance their approach by incorporating more comparative cultural activities, enabling students to develop a more nuanced intercultural understanding.

5.1.3. Task-Based Language Teaching (TBLT)

The inclusion of speech acts aligns with Guangwei's (2003) TBLT framework, where language learning occurs through meaningful tasks that simulate real-life communication. Schmidt's (1990) noticing hypothesis supports this method by emphasizing that learners must notice language features in input to acquire them effectively.

Both textbooks follow the TBLT framework by incorporating speech acts into various tasks, thereby providing students with opportunities to practice language in context. This approach is consistent with Guangwei's (2003) framework, which advocates for task-based learning as an effective way to develop communicative competence.

The "Mastermind" textbook shows variability in the inclusion of speech acts across units, which may affect the uniformity of practice opportunities. In contrast, the "Upswing English" textbook maintains a more consistent approach, better aligning with the principles of TBLT. Continuous and uniform exposure to speech acts is crucial for effective language learning, as highlighted by Guangwei (2003).

5.1.4. Repeated Exposure and Practice

Taguchi (2011) stresses the role of practice and repeated exposure in acquiring pragmatic competence. Both textbooks incorporate speech acts across various units and contexts, providing students with repeated opportunities to practice these acts.

Both textbooks align with Taguchi's (2011) findings by providing multiple opportunities for students to practice speech acts across different units and contexts. This repeated exposure is essential for internalizing pragmatic rules and using them fluently in various situations.

The "Mastermind" textbook's reduction in speech act variety in later units contrasts with the literature's emphasis on consistent practice. This inconsistency may limit the effectiveness of repeated exposure, suggesting a need for improvement. The "Upswing English" textbook, with its more consistent approach, better supports the development of pragmatic competence through continuous practice.

5.1.5. Adaptation to Assessment Requirements

The alignment of speech acts with LGS exam requirements ensures that students are well-prepared for the pragmatic demands of the exam. Alderson, Clapham, and Wall (1995) argue for assessments that cover a broad range of language use and prevent predictability. The LGS's variability in speech acts each year reflects this adaptive approach.

Both textbooks align with LGS exam requirements by including a variety of speech acts that are frequently tested. This alignment ensures that students are prepared for the exam's pragmatic demands, consistent with the recommendations of Alderson, Clapham, and Wall (1995).

Incorporating a wider variety of speech acts consistently across all units would better prepare students for the dynamic nature of real-life communication. This would enhance the textbooks' alignment with comprehensive assessment strategies suggested by Alderson, Clapham, and Wall (1995).

5.1.6. Practical Application in Real-Life Scenarios

Bardovi-Harlig and Bastos (2011) emphasize the importance of applying speech acts in real-life scenarios to develop pragmatic competence. Both textbooks provide structured exercises and examples, facilitating the practical application of speech acts.

Both textbooks support Bardovi-Harlig and Bastos's (2011) emphasis on practical application by including structured exercises that help students practice speech acts in realistic contexts. This approach is essential for developing the ability to use language effectively in everyday interactions.

Incorporating more interactive activities, such as role-plays, simulations, and peer interactions, would further enhance the practical application of speech acts. This would align more closely with Bardovi-Harlig and Bastos's (2011) recommendations and support the development of pragmatic competence in real-world contexts.

5.1.7. Comparison with Other Studies

Comparing these findings with other studies, such as those by Kasper and Rose (2002), who explore the development of pragmatic competence through interaction, further supports the need for interactive and contextualized learning experiences. The consistent findings across multiple studies underscore the importance of integrating explicit instruction, repeated exposure, and practical application in teaching pragmatics.

Both textbooks align with Kasper and Rose's (2002) emphasis on the role of interaction in developing pragmatic competence. By providing contextualized and interactive learning experiences, the textbooks help students develop the skills necessary for effective communication.

The textbooks could enhance their effectiveness by incorporating more activities that require students to engage in meaningful interactions, further supporting the development of pragmatic competence as recommended by Kasper and Rose (2002).

The structured integration of speech acts in the "Upswing English" and "Mastermind" textbooks, along with their alignment with LGS exam requirements, reflects a coherent and effective approach to English language teaching and assessment in Türkiye. These textbooks incorporate key elements emphasized in the literature, such as explicit instruction, contextualized learning, TBLT, and repeated exposure. However, there are areas for improvement, such as ensuring consistent inclusion of speech acts, enhancing the integration of intercultural competence, and increasing the practical application of speech acts in real-life scenarios. By addressing these areas, the textbooks can better align with the comprehensive strategies recommended in the literature to support effective communication skills among students.

5.2. Conclusion and Suggestions

5.2.1. Conclusion

This study examines the presentation of speech acts in the 8th-grade English textbooks "Mastermind" and "Upswing English" and their relation to the High School Entrance Examination (LGS) in Türkiye. The primary objective is to determine how these speech acts are incorporated in the textbooks and reflected in the LGS questions, contributing to the development of students' language skills.

5.2.1.1. Variety and Distribution of Speech Acts:

The "Mastermind" textbook features 18 different speech acts out of the 23-item list, with the most frequently occurring acts being "Describing", "Giving Instructions", "Giving Explanations and Reasons", and "Greeting".

Similarly, the "Upswing English" textbook also includes 19 different speech acts out of the 23-item list, with a focus on acts such as "Describing", "Giving Instructions", and "Giving Explanations and Reasons" and "Stating" across different units. Content and Structural Features of the Textbooks:

5.2.1.2. Content and Structural Features of the Textbooks:

The "Mastermind" textbook begins each unit with a detailed outline of the topics to be taught, followed by a self-assessment section at the end of each unit. The speech acts are evenly distributed across the units and supported by activities designed to develop various language skills.

The "Upswing English" textbook specifies learning goals and language skills before starting each unit. It also includes a self-assessment section at the end of each unit for students to evaluate their learning. This textbook is notable for presenting a wide range of speech acts and focusing on different speech acts in each unit.

5.2.1.3. Speech Acts in LGS Questions:

The LGS (High School Entrance Exam) English questions feature at least 6 and at most 12 different speech acts out of 23-item list, reflecting various communication scenarios students might encounter. The most frequent acts include "Giving Explanations and Reasons", "Greeting", "Inviting", "Requesting", and "Stating".

The distribution of speech acts in LGS questions over the years is as follows: In 2018, 10 different speech acts were identified, with a focus on "Giving Explanations and Reasons," "Greeting," and "Wishing." In 2019, 6 different speech acts were prominent, including "Greeting" and "Requesting." In 2020, 9 different speech acts were observed, with "Giving Explanations and Reasons," "Giving Instructions," and "Greeting" being significant. The 2021 LGS featured 12 different speech acts, with "Greeting," "Requesting," and "Inviting" frequently occurring. In 2022, 10 different speech acts were noted, focusing on "Giving Explanations and Reasons," "Inviting," and "Requesting." Finally, the 2023 LGS included 12 different speech acts, with "Greeting," "Requesting," and "Inviting" being prevalent.

5.2.1.4. Relationship Between Speech Acts In Textbooks and LGS

The speech acts found in the "Mastermind" and "Upswing English" textbooks closely align with those in the LGS questions, highlighting the effectiveness of these textbooks in preparing students for the exam. Here are the detailed aspects of this relationship:

Mastermind includes 18 different speech acts out of 23 item-list and Upswing English includes 20 out of 23 item-list, covering a broad spectrum of communication scenarios students might encounter. The LGS questions also incorporate 19 different speech acts out of 23 item-list, indicating that the textbooks provide comprehensive preparation for the exam.

The most common speech acts in both textbooks include "Giving Explanations and Reasons," "Giving Instructions," and "Greeting." These acts are crucial for developing both written and spoken communication skills. The same speech acts are frequently used in the LGS questions, such as those in the 2023 LGS, which heavily featured "Giving Explanations and Reasons" and "Greeting."

The speech acts in the textbooks prepare students for various communication situations they might face in daily life. For example, "Greeting" and "Requesting" help students improve their social interactions. The LGS questions test students on how to respond to and use these speech acts, enhancing their performance in the exam and their real-life communication skills.

Speech acts are evenly distributed across the units in both textbooks, providing students with opportunities to develop various communication skills. For instance, the "Giving Instructions" act in "Mastermind" helps students understand how to perform specific tasks. These acts are also prevalent in the LGS questions, aiding students in achieving better exam results. For example, the 2021 LGS questions prominently featured "Giving Instructions" and "Giving Explanations and Reasons."

The speech acts presented in the textbooks not only prepare students for the exam but also help them communicate effectively in everyday life. These acts teach students how to interact in various social and academic settings. The LGS questions assess students' readiness for real-life scenarios, such as accepting an invitation or declining a request, which are vital for evaluating their social skills.

In conclusion, the strong alignment between the speech acts in the "Mastermind" and "Upswing English" textbooks and those used in the LGS questions demonstrates the textbooks' effectiveness in preparing students for the exam. These textbooks and exam

questions play a significant role in enhancing students' communication skills, both academically and socially.

5.2.2. Suggestions

For Master's and Doctoral Students, Research Assistants, and Teacher Educators

- More detailed studies should be conducted on how students internalize and use these speech acts in real-life situations.
- Longitudinal studies should be conducted to monitor the effectiveness of these textbooks over long periods of time and in a variety of educational contexts.

For Policy Makers:

- Pragmatic competence should be recognized as an important component in language teaching within educational policies.
- The necessary resources should be provided for teaching pragmatic competence.
- The standards and assessment should be established criteria for measuring pragmatic competence in the national curriculum.

For Textbook Authors:

- Pragmatic content should be included in textbooks and adapting this content to students' age and language proficiency levels.
- Realistic and varied dialogues should be incorporated to support pragmatic competence in the textbooks.
- Interactive and thought-provoking should be provided activities in textbooks to help students develop their pragmatic skills.

For School Administrators:

- An updated curriculum should be developed and implemented to emphasize the importance of pragmatic competence.
- Regular in-service training programs should be organized to ensure that teachers are knowledgeable about pragmatics.
- The number of resources on pragmatics and language teaching should be increased in school libraries.

For In-Service Teachers:

According to Kızılasan (2010), a teacher who understands the significance of intercultural competence in language teaching should be able to evaluate how effectively their teaching materials support this goal and confidently make adjustments as needed. In this context:

- Ongoing professional development opportunities should be provided in the field of pragmatics through seminars and workshops. Accordingly, teachers should be encouraged to benefit from the training available on www.oba.gov.tr.
- Teachers should be guided on how to enrich the pragmatic content in textbooks, and they should be encouraged to participate in the draft textbook review training, which is available at certain times on www.kitapinceleme.meb.gov.tr.
- Regular meetings should be organized for teachers to discuss and share topics related to pragmatics.
- The focus should be placed on the practical application of speech acts in the classroom; role-playing games, simulations, and interactive activities can be used for this purpose. Emphasis should be placed on both written and oral communication forms, and teachers should support students in becoming multi-faceted language users.

For Pre-Service Teachers:

1. Modules related to pragmatic competence should be added to teacher training programs.
2. Practical lessons on how to teach pragmatic competence should be offered.
3. Pre-service teachers should be encouraged to observe experienced teachers' lessons and analyse their own lessons to effectively use pragmatic competence in their teaching.
4. Last but not least, in their action research, as Ceylan and Çomoğlu (2022) emphasized, the importance of a collaborative model involving a triad of cooperating teachers, teacher educators, and pre-service teachers should be frequently emphasized, and pre-service teachers should be encouraged to internalize this model.

These suggestions can contribute to the greater importance and effective teaching of pragmatic competence in language education.

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APPENDIX

APPENDIX. 1

ACADEMIC BACKGROUND OF STUDENT

Personal Information			
Name and Surname	Cemile Canan Uludağ Öksüz		
Email/Web Page			
Foreign Languages Known	English and French		
Area of Expertise	English Language Teaching		
Education Information			
	University	Department	Year
Undergraduate	Muğla Sıtkı Koçman University	ELT	2021
Thesis Title			
Thesis Advisor			
Academic Works			
(A maximum of 10 works should be written according to the bibliography writing rules from articles, books, book chapters, reports, posters, exhibitions, concerts, etc.) Publications produced from the thesis should be marked with *.			
Memberships in Scientific Organizations Related to the Field			
Awards Received in the Field			