A Pragmatic Analysis of Verbal and Visual Elements in Iraqi EFL Textbooks 'English for Iraq'

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Abstract

Pragmatic analysis includes verbal and nonverbal elements. The current study aims to show speech act and image act types and subtypes included in Iraqi EFL textbooks "English for Iraq" in the intermediate and preparatory stages. It also aims to analyse the speech act of written content in Iraqi textbooks "English for Iraq". Finally, it tries to reveal the nonverbal illocutionary force indicating devices in the visual context in Iraqi textbooks "English for Iraq" in the intermediate and preparatory stages .

The study is based on a qualitative methodology. The data is collected from the Iraqi EFL textbook "English for Iraq" in the intermediate and preparatory stages. The steps of content analysis are employed to reveal speech act types, adopting "Content Analysis: An Introduction to Its Methodology" by Krippendorff (2004). Moreover, three models are employed to analyse the speech acts in the written dialogues, such as "Expression and Meaning: Studies in the Theory of Speech Acts" by Searle (1979), "Foundations of Illocutionary Logic" by Searle & Vanderveken (1985), and "Speech Acts an essay in the philosophy of language" by Searle (1969). Furthermore, four models are employed to analyse the pictorial acts in the images. The first model is Schmitz. (2007). "How to do things with pictures. The second model is semiotics (Peirce, 1931), and the third and fourth models are "The Definitive Book of Body Language" by Allan & Barbara Pease (2004) and "Nonverbal Communication in Human Interaction" by Knapp, Hall & Horgan. (2013).(

The study concludes that Iraqi EFL textbooks include different types and subtypes of speech acts, such as directives, expressives, assertives, and commisives. Moreover, it has no declaration type. Finally, the illocutionary force of utterances in "English for Iraq" is manifested through visual elements, such as gestures, facial expressions, eye behaviour, body shapes, objects etc

تحليل تداولي للعناصر اللفظية والبصرية في الكتب المدرسية العراقية للغة الإنكليزية كلغة أجنبية
"الإنكليزية للعراق"

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المستخلص

يتضمن التحليل التداولي عناصر لفظية وغير لفظية. تهدف الدراسة الحالية إلى بيان أنواع الفعل الكلامي وأفعال الصورة والأنواع الفرعية المتضمنة في الكتب المدرسية العراقية " الإنكليزية للعراق" في المرحلتين المتوسطة والإعدادية. فضلا عن ذلك، يهدف أيضًا إلى تحليل الفعل الكلامي للمحتوى المكتوب في الكتب المدرسية العراقية " الإنكليزية للعراق". وأخيراً الكشف عن القوة الإعجازية الدالة على الأجهزة في العناصر البصرية في الكتب المدرسية العراقية "اللغة لإنكليزية للعراق" في المرحلتين المتوسطة والإعدادية.

تعتمد الدراسة على منهجية نوعية. جمعت البيانات من الكتب المدرسية العراقية "الإنكليزية للعراق" للمرحلتين المتوسطة والإعدادية. توظف الدراسة خطوات تحليل المحتوى للكشف عن أنواع أفعال الكلام، وذلك من خلال "تحليل المحتوى: مقدمة لمنهجيته" لكريبندورف (2004). فضلا عن ذلك، استخدمت الدراسة ثلاثة نماذج لتحليل الحوارات المكتوبة، مثل "التعبير والمعنى: دراسات في نظرية أفعال الكلام" لسيرل (1979)، و"أسس المنطق التلفظي" لسيرل وفاندرفيكين (1985)، و"أفعال الكلام" مقال في فلسفة اللغة" لسيرل (1969). وكذلك، استخدمت الدراسة أربعة نماذج لتحليل الصور. النموذج الأول هو شميتز. (2007). "كيفية القيام بالأشياء بالصور. النموذج الثاني هو السيميائية (بيرس، 1931)، والنموذجان الثالث والرابع هما ''الكتاب النهائي للغة الجسد'' من تأليف آلان وباربرا بيز (2004) و''التواصل غير اللفظي في التفاعل الإنساني'' من تأليف كناب وهول وهورجان. (2013).

وخلصت الدراسة إلى أن كتب اللغة الانكليزية كلغة أجنبية تتضمن أنواعا مختلفة من أفعال الكلام، مثل التوجيهات، والإعراب، والتأكيد، والوصية، دون وجود نوع الإعلان. فضلا عن ذلك، فإن القوة اللفظية للكلام في "الإنكليزية للعراق" تتجلى من خلال العناصر البصرية، مثل الإيماءات، وتعبيرات الوجه، والتواصل البصري، وأشكال الجسم، والأشياء وما إلى ذلك.

الكلمات المفتاحية : فعل الكلام، فعل الصورة، السيميائية، تحليل المحتوى

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1.Introduction

Psychologists show that acquiring and understanding the basic concepts underlying speech acts (henceforth :SAs (can be described as a prerequisite for the acquisition of language in general (Levinson,1983 .(Moon (2002 (states that the theory of speech act has contributed to developing learners' pragmatic competence. It provides learners with the sociocultural rules of the native speakers and the knowledge of the appropriate use of direct and indirect speech acts, enabling learners to use the politeness strategies that differ from culture to culture. Additionally ,Andirson and Krowthal (2001) state that teaching speech acts in language teaching is essential. It fosters learners' linguistic and pragmatic skills , develops high-order thinking skills, and fosters creativity .

2.Statement of the Problem

Textbooks include different aspects of language, such as verbal and nonverbal elements, to enable learners to communicate and use language appropriately. Speech act concepts and language functions represent important aspects that support learners with different skills in using language effectively in different situations. Students control the grammatical aspects of language; however, they cannot use language effectively. The inability to use the language fluently is a general motivation to focus on speech acts in EFL textbooks and language teaching to determine the elements that may develop students' abilities .

Many studies in the literature tackle speech acts in different fields .Speech act theory by Austin and Searle shows its ability to reveal the illocutionary forces in written or verbal language. The speech act theory does not restrict itself to verbal language but tackles illocutionary force in non-verbal language.

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Unlike the non-verbal language, the written language has been studied extensively in the literature. The lack of extensive studies motivates the study to focus on image acts and speech acts in Iraqi EFL textbooks "English for Iraq ."

.3Aims of the Study
The study aims at the following:
 .1Showing speech act types, subtypes and analysing the speech act of written content in Iraqi EFL textbooks" English for Iraq ."
 .2Revealing the illocutionary force indicating devices (henceforth :IFIDs (in the visual elements in Iraqi EFL textbooks" English for Iraq "in the intermediate and preparatory stages.

.4Research Questions
.1What types of speech acts are included in the Iraqi textbook" English for Iraq?"
.2Can the illocutionary force of utterances in "English for Iraq" manifest itself through visual elements?
.5Hypotheses
.1It is assumed that various speech act types are included in the Iraqi EFL textbook" English for Iraq".
.2It is hypothesized that the illocutionary force of utterances can manifest itself through visual elements.
.6Models of the Study
       The study employs the steps of content analysis to reveal speech act types ,adopting "Content Analysis: An Introduction to Its Methodology" by Krippendorff .(2004) Moreover ,it employs an eclectic model to analyse the written dialogues from the Iraqi textbook" English for Iraq". The models are "Expression and Meaning: Studies in the Theory of Speech Acts" by John R. Searle (1979), "Foundations of illocutionary Logic "by Searle, J. R & ,.Vanderveken, D ,(1985) .and" Speech Acts an essay in the philosophy of language "by John R. Searle, (1969.(

     Additionally **,**the study employs an eclectic model to analyse images taken from the Iraqi textbook "English for Iraq". The first model is Schmitz's (2007), "How to do things with pictures", in which the image acts are analysed by revealing nonverbal marks such as gestures, facial expressions, eye contact, signs, objects, etc. Furthermore, the study adopts a second model, semiotics (Peirce, 1931), to display the form of included signs and visual elements and to analyse the image acts. The third and fourth models are used for the analysis and classification of body language, which are "The Definitive Book of Body Language" by Allan & Barbara Pease (2004) and" Nonverbal Communication in Human Interaction" by Knapp, Hall & Horgan.(2014) .

.7Pragmatic Analysis

   Linguists have traditionally emphasised verbal aspects, such as speech or written text, ignoring the nonverbal elements and multimodal resources, which are also crucial in conveying meaning. The multimodal nature of communication motivated linguists to study speech ,prosody, gesture, facial expression, and body movement in speakers' pragmatic interactions (Huang, 2022). Bara (2010) argues that looking at the field of pragmatics and pragmatic development in particular, it is clear that this field has been controlled by analysing verbal expression in a given context. However ,it has been suggested that prosody and non-verbal expressions, such as gestures, also convey meaning in a given context .
     Speech act theory by Searle (1979) is one of the models used in the pragmatic analysis. Searle identifies five basic kinds of actions that one can perform in speaking: assertives, directives ,commissives,

expressives, and declarations. The speech act model is employed to analyse verbal utterances into these five categories by depending on the available IFIDs in the utterance. Searle classifies speech acts into direct and indirect speech acts and presents four felicity conditions for the successful performance of the speech act .

Pragmatics can also include the analysis of nonverbal elements or visual elements. Schmitz (2007) asserts that verbal and pictorial communications function similarly in pragmatics. Within the scope of pragmatic analysis, the analysis of visual elements involves many models and tools, such as Schmitz's (2007" (How to Do Things with Pictures ."In addition, semiotics and body language can be employed within the pragmatic analysis to analyse visual elements, gestures, facial expressions, eye behaviour and body movement .

Therefore, pragmatic analysis includes verbal and nonverbal elements adopting different models to reveal the cues and devices that indicate the speech act and image act.

.8Speech Act Theory

Linguists focused on the form of language and neglected meaning, which was thrown in the wastebasket of pragmatics. After looking at the content of the wastebasket of pragmatics, the focus of many philosophers was the meaning. Philosophers tackled meaning from different perspectives, like philosophical, linguistic, social, and psychological .Consequently, many semantic theories appeared, and the referential theory of meaning was one of them (Lyons, 1981, p. 16.(

One of the main contributions in pragmatics, specifically in the study of meaning, is attributed to the philosopher Austin, who published his book "How to Do Things with Words" in .1962 Austin's work 'Speech Act Theory' influenced other philosophers who extended his work, such as Searle (1969), Leech (1983), Levinson (1983), Allan ,(1986) Vanderveken (1990) & (Mey, 2001). According to speech act theory ,people not only produce words and grammatical structures with meaning, but they also perform actions. Austin (1962, p. 12) states that" the cases and senses in which to say something is to do something; or in which by saying or in saying something we are doing something ."Searle (1969, p. 16 (establishes the speech act as" the basic or minimum units of linguistic communication ."Mey (2001, p. 95) declares that" speech acts are verbal actions happening in the world ."Crystal (2008, p. 427) introduces speech act as" a term used widely in linguistics to refer to a theory which analyses the role of utterance in relation to the behaviour of speaker and hearer in interpersonal communication ."On his part, Matthews (2003, p (234 .considers speech act as" an utterance conceived as an act by which the speaker does something ."Thus, speech act theory focuses on the function of utterances and the speaker's intention in communication, not only grammatical or syntactic structures.

.9Searle's Speech Act

John R. Searle is an American philosopher and a student of Austin who developed Austin's work. Searle (1979, p. 32 (criticises Austin's classification of speech acts based only on performative verbs. Mey (2001, p. 162), states that Searle introduced a revised and reclassified classification of speech acts in his work in 1979. Searle presents his classification according to certain principles of general speech act theory. Searle (1969, p. 173) defines speech act "as a function of the meaning of the sentence" and uses the term "illocutionary act" as opposed to speech act used by Austin (1962). Moreover, Searle (1969, p. 16) defines speech acts as "a basic or minimal unit of linguistic communication". He expands upon the notion that all forms of linguistic communication are comprised of speech acts. Searle emphasises that words or sentences are not the units of linguistic communication, but rather, they are speech acts produced under certain circumstances. Searle and Vanderveken (1985, p. 1) clarify that the minimal units of human communication are the speech acts of a type called illocutionary acts. These acts involve

"statements, questions, commands, promises, and apologies". Thus, when a speaker utters a sentence in a suitable context with a specific intention, he performs illocutionary acts.

In his work ,Searle (1969) used the term "Illocutionary-Force Indicating Device (IFID)." He claims that illocutionary forces are realised in the syntax of natural languages in various ways, such as "intonation contour, punctuation, word order, stress, the mood of the verb, as well as the set of performative verbs .".Thus, these devices are considered as tools, evidence or cues to determine the illocutionary force of the utterance.

Searle (1979) distinguishes direct and indirect speech acts. Black (2006, p. 19) shows that direct SAs occur when there is a direct link between the grammatical form of an utterance and its function. as in "you wear a seat belt", which has a declarative syntactic structure, and the function is a statement .According to Yule (1996), whenever there is a direct relationship between form and function ,it is a direct speech act. In contrast, it is an indirect speech act wherever there is no direct link .Searle (1979, p. 30 (shows that indirect speech acts occur when the speaker communicates to the listener or the hearer more than he says by depending on their mutually shared background information. For example, the form of the sentence "Can you reach the salt "?is a question, but it can indicate a request to pass the salt.

.10Searle's Classifications of Speech Acts

Searle (1979) presents five basic kinds of speech acts that one can perform in speaking, as follows:
.1Representatives or assertives: Committing the speaker to the truth of the expressed proposition, e.g., informing, stating ,etc.
.2Directives: It is an attempt by the speaker to get the hearer to do something, e.g., ordering, commanding, requesting, and so on.
.3Commissives: It commits the speaker to future actions, e.g., offering promises, and so on. Etc.
.4Expressives: It expresses the speaker's psychological attitude towards a state of affairs, e.g., thanking, apologising ,etc.
.5Declarations (or declaratives): this type of speech act includes the effect that causes immediate changes in some current state of affairs. They depend on extralinguistic institutions to be performed successfully. It includes paradigmatic cases such as bidding in bridge ,declaring war, excommunicating, etc.

.11Searle's Felicity Conditions

Felicity conditions is a term used in speech act theory and it is defined by Hurford and Heasley (1983, p (25 .as" the conditions that must be fulfilled in the situation in which the act is carried out if the act is to be said to be carried out properly or felicitously ."According to Yule (1996, p. 50), to perform a specific speech act appropriately, certain appropriate circumstances should be available, which are known as 'felicity conditions' (henceforth: FCs). He adds that the performance of the speech act will be inappropriate (infelicitous) if the speaker is not a specific person in a particular context, as in the example below. The person should be a judge in a courtroom to perform an appropriate speech act .
Ex: "I sentence you to six months in prison ."

Searle (1969) develops and reclassifies Austin's felicity conditions into four types :
.1Propositional content condition) PCC): It is concerned with what can be expressed in the proposition of a sentence .
.2Preparatory condition (PC): It is related to the authority of the person who performs the speech act .
.3Sincerity condition (SC): It concerns the beliefs, intentions, and desires of the speaker who performs the speech act .
.4Essential condition (EC): It is related to how the speaker is committed to a certain belief or behaviour .

To sum up ,these conditions represent the key to the successful performance of the speech act by the speaker and listener.

.12Pictorial Act (Image Act(

Philosophers did not extensively tackle the role of visual elements or images in communication. There was a pervasive and incorrect tendency to think that the philosophical study of images and their use in communication were related to the area of aesthetics. This tendency was primarily a result of the aesthetic movements. Pictures were relatively rare before the invention of picture printing in the 15th century. They were often constructed as works of art. In addition, numerous theories view pictures "as copies, illusions, arrangements of conventional marks, and, in the now notorious case of Nelson Goodman, as fundamentally denotative symbol systems" (Novitz, 1977, p. XI). On the other hand, there are views whereby images are produced to fulfil non-aesthetic purposes, such as warnings or advertising. These theories show that the work of the late L. Wittgenstein, J. L. Austin, J. R. Searle and H. P. Grice "can be applied, more or less directly, to the study of images (Pateman, 1980 .(According to Austin (1962), illocutionary acts such as "warning, ordering ,appointing, giving, protesting, apologising, betting, or conveyance of property" may be carried out nonverbally. People may, for instance, protest by cocking a snook or throwing a tomato. Thus, Austin claims that non-verbal elements can perform speech acts   .

There are characteristic differences between words and pictures; however, from a pragmatic perspective, verbal and pictorial communication can function similarly. This is why Austin's and Searle's speech act theories can also be applied to pictures (Schmitz, 2007, p. 419). The studies of pictorial communication have been developed through ideas from various philosophical traditions, suggesting that the theory of speech acts may be extended and thrived for explaining" the communicative processes involved in understanding and interpreting pictures and other visual phenomena) "Bátori, 2015, p. 68.(

Bredekamp (2021) mentions that Kjørup (1975) and Novitz (1977) were the first people to present the theory of the" image act", "pictorial act", "pictorial illocutionary act", and "pictorial speech act". They provide the theoretical background of pictorial illocutionary acts by showing some essential and relevant similarities and differences between verbal and pictorial illocutionary acts. They claim that written and spoken verbal utterances serve as illocutionary acts for verbal illocutionary acts; hence, pictures can also perform pictorial illocutionary acts. Moreover ,Domaneschi, Passarelli and Chorri (2016) reveal that the comprehension of a speech act also depends on non-verbal illocutionary force-indicator devices ,and determining the illocutionary force of the utterance involves a multimodal process that often includes the computing of non-verbal signals such as" gestures—e.g., movements of the hands and the body—or postural signs—e.g., arms folded ".In addition, Kendon (1995, p. 158) emphasises that gestures can perform pragmatic functions and are called" pragmatic gestures ".These gestures are related to features of an utterance's meaning and serve in various ways as markers of the illocutionary force of an utterance that is not a part of its referential meaning or propositional content ".Therefore, it can be concluded that the focus on images has shifted from aesthetic views to linguistic ones, tackling the meaning and function of the nonverbal or visual elements .

.13Semiotics (Definitions and Historical Background(

Semiotics is defined broadly as" the science of signs) "Danesi & Sebeok, 2000, p. 1). Semiotics studies any object or phenomenon that can be interpreted as a sign. Semiotics is the field of study examining the concept of signs in our everyday language and any object or symbol representing something else. In a semiotic context ,signs encompass words, images, sounds, gestures, and objects (Eco,

1976, p. 7 .(Moreover, semiotics is a branch of linguistics that examines how signs are used in language to convey ideas (Lestari, 2017). Signs can take different forms ,such as "words, images, sounds, odours, flavours, acts, or objects"; however ,they lack inherent meaning and only acquire the status of signs when we attribute meaning to them" .Nothing is a sign unless it is interpreted as a sign ".That is to say ,any object or phenomenon can function as a sign if someone perceives it as representing or symbolising something other than itself. (Peirce, 1931), as cited in (Chandler, 2007, p(13 .

The contemporary field of semiotics is primarily influenced by two traditions, one originating from the Swiss linguist Ferdinand de Saussure (1857–1913) and the other from the American philosopher Charles Sanders Peirce (pronounced 'purse') (1839–1914). According to Saussure' ,semiology' is a science that studies the role of signs as part of social life .At the same time, the philosopher Charles Peirce referred to his field of study as semeiotic or semiotic, which he described as the formal doctrine of signs closely connected to logic. In other words, Peirce and Saussure are commonly recognised as the co-originators of the field of study currently referred to as semiotics. They established two main theoretical traditions. The term 'semiology, coined by Saussure, is often used to denote the Saussurean tradition , while 'semiotics' is sometimes used to refer to the Peircean tradition. The term 'semiotics' is commonly employed as a comprehensive term to encompass the entire field. (Nöth, 1990, p. 14 .(

.14Saussure's and Peirce's Semiotics

Based on the dyadic tradition, Saussure's semiology posits that a sign is a twofold entity consisting of a sign vehicle and its meaning. This relationship is established through a system of rules called 'Ia langue'. Saussure's model of the sign focuses on linguistic signs like words, defining a sign as composed of a signifier (signifiant) and a signified (signifié), with the signifier being the form the sign takes and the signified is the concept it refers to. He argues that there is "no inherent, essential ,transparent, self-evident, or natural connection" between the signifier and the signified, such as between the sound of a word and the concept it refers to) Eco, 1976, p. 14.(

Chandler (2007) states that Saussure's semiotics emphasise the arbitrariness of the sign, particularly the link between the signifier and the signified. The relationship between signifier and signified is ontologically arbitrary but not socially or historically arbitrary. The basic concern of semiotics must be the all group of systems grounded in the arbitrariness of the sign. According to Saussure, the signifier) the sound pattern') and the signified (the concept) were solely' psychological'. In the Saussurean model, the sign is the complete entity that arises from the connection between the signifier and the signified. The connection between the signifier and the signified is known as signification ,'and it is depicted in the Saussurean diagram using arrows. The horizontal discontinuous line that separates the two components of the sign is commonly known as 'the bar'. For example, the word 'open' (when it is invested with meaning by someone who encounters it in a shop doorway) is a sign consisting of:

a signifier: the word 'open;'

a signified concept: that the shop is open for business.

Furthermore, Chandler (2007) states that the pragmatist philosopher and logician Charles Sanders Peirce formulated his model of the sign of semiotics. In contrast to Saussure's model of the sign ,Peirce offered a triadic (three-part) model consisting of:

.1A representamen ,or a sign, Is an entity that symbolises or stands for something else in a particular way or capacity.

.2An object : Is a representation or symbol conveyed through a sign or a reference.

.3The interpretant : Refers to the effect of the sign and how people interpret it. The interpretant arises when a sign is apprehended and comprehended as a meaning.'

Peirce states, "A sign is something that stands to somebody for something in some respect or capacity". It addresses somebody; creating a mental image of a sign that is either the same or perhaps more advanced in that person's mind. The sign it creates is called an interpretant of the first sign, and this sign stands for something, which is its object. It stands for that object, not in all respects, but about a sort of idea called the ground of the representamen (Peirce, 1931) as cited objects) Eco, 1976, p. 15.(

.15 The Bridge Between Pragmatic and Semiotic Models

Pragmatics and semiotics are different areas, although they are related .As Morris (1938) stated, pragmatics is one of the branches of semiotics. Pragmatic theories such as speech acts by Austin (1962) and Searle (1979) are utilised to analyse the illocutionary act in verbal utterances. In addition, image act theory or pictorial illocutionary act by Kjørup ;(1975) Novitz (1977) and Schmitz (2007) is used to analyse non-verbal elements such as gestures, signs and symbols. Semiotic models such as Peirce's (1931) are also used to analyse the verbal and non-verbal elements .

According to theories of speech act and image act, verbal and non-verbal elements have locutionary, illocutionary and perlocutionary (Bátori, 2015). Thus, there are three notable elements, that theories of speech act, image act and semiotics, have in common. All these theories employ three steps to analyse the process of communication. According to Austin (1962), the theory of speech acts includes the following :

-Locutionary Act : It refers to the initial stage of a speech act where linguistic signs, such as words, sentences, or phrases, are actually spoken or produced. The locutionary act pertains to language usage's tangible ,grammatical, and syntactical elements .

-Illocutionary Act : The illocutionary act refers to the speaker's intended communicative function or the force of the utterance. It includes a range of speech acts, such as statements, inquiries, commands, and promises. The illocutionary act pertains to the speaker's deliberate intention when making the statement .

-Perlocutionary Act : The third component encompasses the effects or responses elicited by the listener or recipient of the speech act. It examines the listener's reaction, response, or influence caused by the speaker's statement .The perlocutionary act pertains to the effects of the speech act on the audience .

On the other hand, Charles Sanders Peirce's Semiotic Model (1931), as cited in (Chandler ,(2007 , includes the following:

-Representamen :is the first element of Peirce's semiotic model, which refers to the sign or symbol used to depict an object. The term "signifier" refers to the specific form through which a sign is expressed, such as a word, image, or gesture.

-Object : This is the second element which refers to the subject matter or meaning conveyed by the sign. It may refer to an external actuality, a conceptual notion, or an abstract concept. The object is the referent or representation of the sign.

-Interpretant : The interpretant is the third element, which is related to the mental or cognitive reaction and understanding that an interpreter has when he encounters the sign .The basic emphasis is on the process of interpretation and the construction of meaning in the interpreter's mind.

Therefore, Peirce's semiotics can be employed to analyse the expressive power of nonverbal or visual elements in pictures .The locutionary is similar to the representamen; both are related to the form and structure of verbal and non-verbal elements. The illocutionary force is similar to the object in its focus on meaning, and intention is a basic part of meaning .The perlocutionary act and the interpretant are related to the influence on the listeners and how they perceive or understand the verbal and non-verbal signs.

Additionally ,Bátori (2015, p.8) states that the interpretation process of the image acts is based on our visual recognition capacities and cognitive abilities, such as object recognition and face recognition. The meaning of pictures is also based on our recognition capacities of the "natural" meaning which is the

"literal "meaning of a pictorial illocutionary act. The natural meaning of pictures is the visual information we get based on our natural visual recognition capacities .

Similarly ,signs (called signals) in visual semiotics involve the signifying process ,which is based on recognition. The process of signalling is used to relate or make something known. Consider a red blinking light at a train crossing where viewers of the signal know from previous experience that the red blinking light warns of an oncoming train. Another example, is the eight-sided shape, the colour red, and the four block letters that spell out the word Stop. Using Peirce's schema, the image signifies the concept of stopping—that is, motion is to cease) Moriarty, 2005.(

To sum up ,it can be concluded that semiotics can be employed to analyse image acts, as both include elements such as form, meaning, and effect. Moreover, image act and semiotics are based on cognitive abilities and recognition of visual information in their interpretation.

.16The Units of Nonverbal Communication

According to Knapp, Hall, and Horgan ,(2014) nonverbal communication refers to transmitting information and messages through methods other than spoken or written words. The study of nonverbal communication centres around three main components: "the environmental structures and conditions within which communication takes place, the physical characteristics of the communicators themselves, and the various behaviours manifested by the communicators." Knapp et al., (2014) and Pease and Pease (2004)classified nonverbal communication as follows:

.1Gestures :It includes the movements of some body parts such as limbs, hands, head, feet, and legs. Gestures include two types:

a. Speech Independent: These gestures are made independently of speech; they have a well-known verbal translation in their usage community, consisting of a word or two or a phrase .These gestures are used to convey messages such as "okay" or "peace" as the" V-for-victory" sign .

b. Speech-Related: These gestures accompany speech and are often used to illustrate what is being said verbally .These gestures are used to emphasise a word or phrase, point to indicate objects, sketch a path of thought, depict the rhythm or pacing of an event ,show a spatial relationship, draw a picture of a referent, depict a bodily action, or serve as commentary on the regulation and organisation of the interactive process .

2Facial Expressions :The majority of studies on the face focus on the configurations that show various emotional states. The six central emotional states are anger, sadness, surprise, happiness, fear, and disgust. Facial expressions can also function as regulatory gestures that can provide feedback and manage the flow of interaction. Some researchers consider the primary function of the face is to communicate, not only to express emotions .

.3Eye Behaviour :The primary focus of gazing is "where we look when we look, and how long we look" during an interaction. Gazing refers to the eye movement that we make in the general direction of another's face. Mutual gaze takes place when people look into each other's eye area. Those who study nonverbal communication focus on the dilation and constriction of the pupils because they indicate interest, attention/involvement, or deception .

.4Physical Environment :Environmental elements involve "furniture ,architectural style, interior decorating, lighting conditions, colours ,temperature, additional noises or music, and objects", amid which the interaction occurs. Variations in arrangements of the materials, shapes, or surfaces of these objects in the interacting environment can extremely influence the outcome of an interpersonal relationship and communication type.

.5Spatial Environment (Proxemics :(It is related to the use and perception of social and personal space. It is concerned with how people use and respond to spatial relationships in formal and informal contexts. Spatial environments also involve seating and spatial arrangements as related to leadership , communication flow, and the task at hand. Moreover, personal space focuses on the context of conversation distance and how it varies according to sex ,status, roles, cultural orientation, etc.

.17Content Analysis

Content analysis is a research technique researchers use to make valid inferences from texts to the contexts of their use. In other words, content analysis involves specialised procedures. It is learnable and divorceable from the personal authority of the researcher. It provides new insights, increases a researcher's understanding of particular phenomena ,or informs practical actions. (Krippendorff, 2004, p.18 .(

The following components are the steps of content analysis to reveal speech act types in "English for Iraq" in the intermediate and preparatory stages :

.1**Unitizing** is the systematic distinguishing of segments of text, images, voices, and other observables that are of interest to an analysis. In other words, it determines what the researcher will tackle, including words, sentences, paragraphs, or whole documents .

.2**Sampling** allows the analyst to economise on research efforts by limiting observations to a manageable subset of units statistically or conceptually representative of all possible units, the population or the universe of interest. It is selecting a small group from a big group .

.3**Recording/Coding** bridges the gap between unitised texts and someone's reading of them, between distinct images and what people see, or between separate observations and their situational interpretations. It is putting things into groups or categories .

.4Reducing data to manageable representations: relying on established statistical techniques or other methods for summarising or simplifying data .

.5Abductively inferring contextual phenomena from texts moves an analysis outside the data. It bridges the gap between descriptive accounts of texts and what they mean, refer to, entail ,provoke, or cause. It points to unobserved phenomena in the context of interest to an analyst .

.6Narrating the answers to content analysts 'questions amounts to the researchers' making their results comprehensible to others. Sometimes, this means explaining the findings' practical significance or contributions to the available literature. In this step, the researcher shows the importance of the findings and provides guidelines for other researchers and teachers .

.18Iraqi EFL Textbooks "English for Iraq"

The Iraqi Ministry of Education, in cooperation with experts from Britain and Iraq, produced a new curriculum and new books in 2012, which were printed in Lebanon and were called "English for Iraq". Garnet Publishing Ltd publishes it. Resources accompany these textbooks ,consisting of "a teacher's book, a teacher's guide, a student's book, a student's activity book, a handwriting book, and a CD for teachers" (Altae .(2020 ,

The "English for Iraq" textbooks has been presented to teach English to students in primary, intermediate, and preparatory schools. The textbooks have been designed to feed students with knowledge and world experience) De Messieres, Blacknell & Edwards, 2013 .(These textbooks use a communicative approach to language teaching and learning and aim to develop communicative competence .They employ various strategies to achieve their aims (De Messieres, 2014a .(Moreover, textbooks enable students to develop their English knowledge and communicate more fluently. They also encourage the students to enhance their language skills and become independent language users by supporting them with ideas on

continuing learning and communicating outside the classroom. (Johnston & Farrell, 2013a). The content of English for Iraq focuses on the fact that in addition to using English in class, the students need to use English in the' real world'. The emphasis of these textbooks is, therefore, on English as an international language and on the students' long-term as well as short-term goals (De Messieres, 2014a.(

19. Research Methodology

The study is qualitative. It starts with revealing speech act types and analysing written dialogues and images, in which pragmatic models are adopted .The data are collected from Iraqi EFL textbooks in the intermediate and preparatory school "English for Iraq "from students' books. The data includes written dialogues. Iraqi EFL textbooks "English for Iraq" The researcher selected (20) written dialogues to cover the included types of speech acts in the "English for Iraq" dialogues in the intermediate and preparatory schools. These (20) dialogues are taken from the following stages1 :st intermediate (warning ,questioning, greeting), 3rd intermediate (ordering, predicting, describing), 4th preparatory (suggesting, requesting, advising, informing, and affirming), and5 th preparatory (prohibiting, inviting, permitting, agreeing, disagreeing ,offering, promising, apology, and regretting .(

The data also includes images accompanying some written dialogues. The researcher selects (13) images to analyse the image act. The selected images accompany dialogues that include the most frequent speech acts in the students' book "English for Iraq" in the intermediate and preparatory school, such as agreeing, informing, questioning ,advising, inviting, suggesting, describing, ordering, requesting, prohibiting ,greeting, apologising, and offering .

The justifications for taking data from different stages are as follows:

1.The limited number of data, which includes different types of speech act concepts, made the researcher select data from different stages. Moreover, the dialogues that accompany images include limited speech act types .

2. The syllabus in English for Iraq is functional, and materials are presented cyclically. "A cyclic presentation assumes that content can be cumulative and worked upon by teachers and learners through a return to, and refinement of earlier steps along the route i.e., it is a gradually widening spiral) "Breen , ,1987p. 89 .(For example, expressing advice is presented in different stages .Thus, choosing data from one stage is available in other stages .

20. Data Analysis of Verbal Content

The study starts the written data analysis by checking and revealing the speech act types and subtypes in "English for Iraq" in the intermediate and preparatory stages. Then, it selects a sample for each type of speech act and image act for the analysis .The following table shows the speech act types included in each stage:

Table (1) Speech Act Types and Subtypes in English for Iraq

no.	SA concept	SA type	1st	2nd	3rd	4th	5th	6th	repetition
1.	asking question	directives	+	+	+	+	+	+	6
2.	advising	directives		+	+	+	+	+	5
3.	inviting	directives			+	+	+		3
4.	suggesting	directives		+	+		+	+	4

5.	permitting	directives					+		1
6.	warning	directives	+				+		2
7.	ordering	directives	+				+		2
8.	requesting	directives				+	+	+	3
9.	prohibiting	directives					+	+	2
10.	instructing	directives	+				+		2
11.	describing	assertives	+		+		+	+	4
12.	agreeing	assertives		+	+	+	+		4
13.	disagreeing	assertives		+	+	+	+		4
14.	informing	assertives			+	+			2
15.	affirming	assertives				+			1
16.	reminding	assertives					+		1
17.	predicting	assertives					+		1
18.	regretting	expressives					+	+	2
19.	liking	expressives	+	+	+				3
20.	disliking	expressives	+	+	+				3
21.	greeting	expressives	+			+			2
22.	apologising	expressives		+	+		+		3
23.	expressing sympathy	expressives					+		1
24.	promising	commisives				+	+		2
25.	offering	commisives		+		+	+		3
26.	threatening	commisives					+		1

The table shows that many types and subtypes of speech acts are included in "English for Iraq "in the intermediate and preparatory stages. The types and subtypes are analysed as follows:

 20.1Directives

Suggesting) :Students'' Book / 4th Preparatory / Section(31

Uncle :hello everyone, have you decided where you are going on your holiday yet?

Tariq's father :<u>how about England ?</u>I have never visited England the result to see

Mother :that's a great idea. Wouldn't you like that ,Tariq ?

Tariq :Sure.

.1The context :The family members (the son, Tariq, the father, the mother, and the uncle, Bashir (sit in the living room to choose a place to travel on the holiday.

.2Speech act analysis:

a. Speech act and IFID :The type of speech act in this utterance is directives :suggesting. The utterance "how about" is a linguistic element that indicates" suggesting." According to Searle and Vanderveken (1985, p. 187), "suggesting is hearer directed and means that you (listener) do something .

b. FCs :

-**PCC :**The father expresses the proposition that includes some future action by the hearers, which is travelling to England .Travelling will be beneficial to them.

-**PC :**In making the suggestion, the father assumes that it is possible for the hearers not to travel to England, and also, the father assumes that it is possible, though not definite, that the hearers will travel to England after the suggestion. Moreover, the father invites the hearers to consider what he has suggested, and they are free to accept or reject it .

-**SC :**The father wants the hearers to do the suggested idea and travel to England .

-**EC :**The father presents a place to travel; thus ,he gets the listeners to do something in the future that can benefit them all.

20.2Aserrtives

Informing) : Students'' Book / 4ᵗʰ Preparatory / Section 67 (

Khalid :Ohhh, my arm hurts

Ibrahim :What's happened?

Khalid :<u>**I climbed the tree to get my kite, but a branch broke, and I fell to the ground.**</u>

.1The context : Two friends (Khalid and Ibrahim (are talking in the garden.

.2Speech act analysis:

a. Speech act and IFID : The type of speech act in this utterance is assertives :informing. The utterance "I climbed the tree to get my cars …." is a linguistic element that conveys "informing." According to Searle and Vanderveken (1985, p" ,(185 .To inform is to assert to a hearer with the additional preparatory condition that the hearer does not already know what he is being informed of **.**

b. FCs :

-**PCC :**The utterance includes the proposition that can be tested as true or false .

-**PC :**Khalid has evidence to the truth of his speech. It is not obvious to Khalid and Ibrahim that the listener (Ibrahim) knows what is said.

-**SC :**Khalid believes that what he has said is true .

-**EC :**Khalid commits himself to something being the case by informing his friend Ibrahim about what has happened to him .

20.3Commissives

Offering) :Students ''Book / 5ᵗʰ Preparatory / Section 57 (

Zeina :<u>**shall I help you walk to that seat?**</u>

Helen: yes, please, Zeina.

.1The context :Two friends (Zeina and Helen) are playing tennis on the tennis court .

.2Speech act analysis :

a. Speech act and IFID : The type of speech act in this utterance is commisives :offering. The linguistic element that indicates offer is the model auxiliary" shall I." According to Searle and Vanderveken (1985, p. 195), "An offer is a promise that is conditional on the hearer's acceptance. It becomes binding only on acceptance ."

b .FCs:

-**PCC :**Zeina expresses the proposition, which includes her future actions.

-**PC :**Zeina can do future action and help Helen ,which is beneficial for her, and she accepts the offer by saying" ,Yes ,please".

-**SC :**Zeina intends to take action in the future by helping voluntarily.

-**EC :**Zeina voluntarily commits herself to something in the future for Helen's benefit.

20.4Expressives

Apology) :Students ''Book / 5th Preparatory / Section (94

Latifa :Hi, Muna.

Muna :You're very late, Latifa .Forty-five minutes, in fact.

Latifa : Oh ,dear !<u>**I'm really sorry**</u> .

.1The context :The conversation is between Latifa and Muna in the café. Muna blames Latifa for being late, and Latifa apologises for being late.

.2Speech act analysis:

a. Speech act and IFID : The type of speech act in this utterance is expressives :apologising. The linguistic element that indicates apology is the utterance" sorry". According to Searle and Vanderveken (1985, p. 187), an apology "is to express sorry or regret for some state of affairs that the speaker is responsible for."

b .FCs:

-**PCC: The** utterance includes a proposition of sorrow and admission of past wrongdoings .

-**PC :**Latifa expresses sorrow toward Muna for wrongdoing ,and this apology is in Muna's best interest .

-**SC :**Latifa honestly apologises for being late and expresses regret.

-**EC :**Latifa expresses sorrow or regret for an act done by her .

.21Data Analysis of Visual Content

This section includes the image act analysis in the images of" English for Iraq" in the intermediate and preparatory stages including the following types:

21.1Directives

Ordering) :Students'' Book / 1st intermediate / p. 77(

The man :<u>**don't drop litter in the street.**</u>

The boy :OK, Sir.

Figure 1 .Ordering image act

.1The context: The conversation is between an older man and a boy in the park.

.2Image act analysis

The image act in this picture is directives: ordering, signified firstly by the caption" don't drop ".The palm-closed finger-pointed is a symbolic gesture by which the speaker figuratively beats the listeners into submission .This submission assures directives image act, getting someone to do something .Moreover, the facial expression is anger, in which the lips are open, and the brows are lowered, indicating the wrong behaviour of the listener. The man is looking directly at the boy, indicating his greater status. The boy ignores the man, which means that he is not interested in what is being said after receiving unfavourable feedback on his behaviour. The man's body features with a formal suit and tie denote dominant or submissive orientation, authority, and the ability to order. A litter on the ground indicates the boy's wrongdoing in dropping the litter in the street. The distance is a public zone, which reveals that they are not friends and there is no intimacy. That is why the man calls for the boy from a distance. The place is the park, which assures dropping the litter on the ground and ordering the boy to avoid dropping the litter .

21.2Assertives

Describing) :Students ''Book / 6th Preparatory / p.7 (

Adil :Is it broken?

Doctor :I am afraid so .**It's fractured here.**

Figure 2 .Describing image act

.1The context : The conversation is between Adil and the doctor in the hospital.

.2Image act analysis :

The image act in this picture is assertives: describing, firstly signified by the caption" it is fractured here ." **.**The doctor is pointing a finger to describe the case to the patient. The facial expression is neutral, with no smile or anger, and it assures the seriousness of the doctor. The doctor is looking at the x-ray to get the details of the case. The formal dress in green is associated with medical professionals like doctors and nurses and ensures his ability to describe the case to the patient. There is a screen and x-ray ,which indicates describing the case. The distance is a personal zone where a doctor can intervene in his patient's territory or place limits to check and describe his case. The place is the hospital, which assures the ability of the doctor to describe the case. Therefore, all these signs, in combination, reveal a describing image act .

21.3Commissives

Offering) :Students'' Book / 5th Preparatory / p.49(

Zeina :**Shall I help you walk to that seat?**

Helen: yes, please, Zeina.

Figure 3 .Offering image act

.1The context :two friends (Zeina and Helen) are playing tennis on the tennis court .

.2Image act analysis :

The image act in this picture is commissives: offering as shown firstly by the caption "shall I ."..Zeina points to a place with her finger, indicating her offer to help her friend. Helen is touching her leg and shouting, assuring her that she needs help. The facial expression of the injured girl is wincing and grimacing because of the pain, revealing her need to help and assuring her friend's offer to help. The speaker's body position is standing near the injured girl, revealing her ability to help ,while the listener is sitting on the ground and touching her leg, showing her need for help. The speaker has a racquet in her hand, which assures they are playing tennis. The spatial environment is the personal zone that assures their close and friendly relationship **.**The place is the tennis court, which includes a chair to show that the speaker can help the listener. Therefore, all these signs, in combination, reveal the image act of offering .

21.4Expressives

Apologising) :Students'' Book / 4th Preparatory / p.66(

Teacher :Wake up Abdullah and sit up

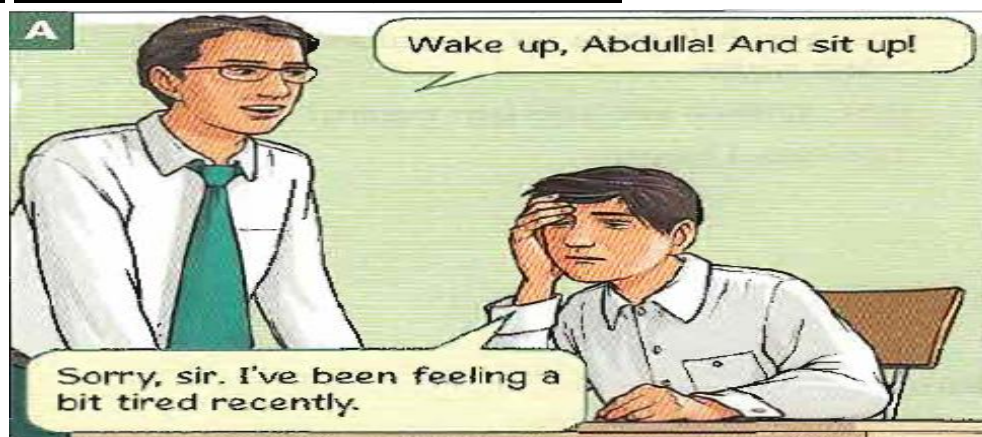**Abdullah :Sorry, sir, I have been feeling a bit tired recently**.

Figure 4 .Apologising image act

.1The context :The teacher and his student in the class. The teacher wakes the student up.

2.Image act analysis :

The image act in this picture is expressives :apologising ,indicated firstly by the caption" Sorry sir". The supporting hand on the head denotes tiredness and sleeping in the class. The head is down, showing disapproval or dissatisfaction, assuring the student is dissatisfied with his sleeping behaviour in class .In addition, the facial expression is sad, the corners of the lips are down, and the inner corners of the eyebrows are drawn, which shows disapproval or dissatisfaction with the wrongdoing. The student does not look directly at his teacher to avoid eye contact, as sleeping is an embarrassing situation which is not in his best interest. The body feature of the teacher is the formal dress with a tie, indicating his authority to order the students **.**The distance is close, indicating the relationship between the teacher and his student in the class, in which the teacher can intervene in the student's territory or place limits to order him not to sleep **.**The **physical environment** shows that Abdullah is sitting at the desk in the class, which assures his apology to the teacher. Therefore, all these signs, in combination, reveal an apology .

22.Findings and Discussions

The study got the following findings:

1. The Iraqi EFL textbooks "English for Iraq" in the intermediate and preparatory include many types of speech acts such as directives, expressives, assertives, and commisives with no declartions. These types include many subtypes such as describing, agreeing, disagreeing, informing, affirming ,reminding, predicting, asking questions, advising, inviting, suggesting ,permitting, warning, ordering, requesting, prohibiting, instructing ,regretting, liking, disliking, greeting, apologising, expressing sympathy , promising offering, and threatening .This indicates that English for Iraq focuses on language functions and communication to enable students to speak and develop their pragmatic competence. Additionally, supporting students with clear instructions engages them in communication and makes them more active by asking questions, requesting, ordering, suggesting, advising, etc .

2. The study finds that the illocutionary force of utterances in "English for Iraq" is manifested through visual elements ,including gestures, facial expressions, eye behaviour ,and other objects. This assures that Iraqi EFL textbooks "English for Iraq" focus on nonverbal elements to develop students' communication abilities.

23.Conclusions

The current study has come up with the following conclusions:

1. The Iraqi textbook "English for Iraq" in the intermediate and preparatory includes different types of speech acts such as directives, expressives, assertives, and commisives, including many subtypes . However, no declarations were found in these textbooks.

2. The illocutionary force of utterances in "English for Iraq" is manifested through visual elements, such as gestures, facial expressions, eye behaviour ,body shapes, signs, and objects.

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