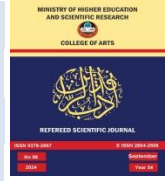




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Investigating the Pragmatic Knowledge in the content of Conversation Textbooks

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Abstract

Pragmatic competence is an important ingredient for language proficiency since the grammatical knowledge alone is not sufficient. In this way, the pragmatic content in textbooks, especially conversation textbooks, used for Teaching English as a Foreign Language (EFL) is important and should not be neglected. It should be oriented towards the facilitation of students' communicative competence development. As a result, it seems that the development of students' communicative competence in English should be in their overall objectives or at least within implicit goals.

The current study aims to contribute to investigating the pragmatic knowledge offered by the content of conversation textbooks used to teach Iraqi undergraduate EFL students. The study is a content analysis of a part of conversation textbook series called Person to person quantitatively and qualitatively.

The study finds that there is a poverty of some components of pragmatic information such as implicature, formality, and appropriateness in spite of being highly important for any communication. In regards to pragmatic tasks, it seems that the series lacks the balance between pragmatically- oriented tasks and culturally- oriented tasks. Moreover, the series is poor with culturally-oriented tasks.

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تحري المعرفة التداولية لمحتوى الكتب المنهجية لتدريس المحاور

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أبء مظفر الرسام**

المستخلص:

تعد الملكة التداولية عنصراً مهماً من عناصر اتقان اللغة إذ إن معرفة النحو وحدها لا تفي بالغرض. وهكذا فإن المحتوى التداولي في الكتاب المنهجي المستخدم لتدريس الانكليزية كلغة اجنبية يعدُّ جوهرياً ولا يمكن اهماله. والكتب المنهجية وبالاخص كتب المحادثة يمكنها

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ان تكون عوناً للطلبة. ونتيجة لذلك يبدو ان تطوير الملكة التداولية للطلبة لا بد ان يكون ضمن الاهداف العامة لهذه الكتب او الاهداف الضمنية على اقل تقدير.

تهدف الدراسة الحالية الى المساهمة في تحري المعرفة التداولية التي يقدمها محتوى كتب المحادثة المنهجية المستخدمة لتدريس الطلبة في المرحلة الجامعية في العراق. وتعتمد الدراسة منهج تحليل المحتوى لجزء من سلسلة تسمى (Person to Person) : تحليلاً نوعياً وكمياً.

خلصت الدراسة الى ان هناك افتقاراً لبعض العناصر التداولية مثل المعنى الضمني , الكلام الرسمي, و مناسبة الكلام على الرغم من اهمية هذه العناصر لاية عملية تواصل. وفيما يخص المهام التداولية فيبدو ان السلسلة المستهدفة تفتقر الى التوازن بين المهام ذات التوجه التداولي وتلك ذات التوجه الثقافي فقد تضمنت السلسلة القليل من الاخيرة.

الكلمات المفتاحية: الملكة التواصلية, لغة اجنبية , تطوير , تدريس , مهام

1. Introduction

Communicative competence is defined as the students' ability to "understand the essential points of what a native speaker says... in a real communicative situation" as well as "respond in such a way that the native speaker interpret to response with little or no effort and without errors that are so distracting that they interfere drastically with communication" (Terrell, 1977: 326, cited in Kramsch, 1996). The core of communicative competence is Pragmatic competence which is the knowledge that speaker-hearer uses to engage in communication, including how speech acts are successfully performed (Bachman, 1990).

For EFL students, textbooks seem fundamental source of the development of students' pragmatic competence. In this way, pragmatically appropriate learning materials offered by the pragmatic content become vivid especially in conversation textbooks.

In this study, a part of series of conversation textbooks used to teach Iraqi under-graduate EFL students is chosen to be analyzed in terms of pragmatic content.

2. Statement of the Problem

It is significant that EFL textbooks in general and Iraqi EFL textbooks in particular be evaluated in terms of pragmatic content which in turn bridges the potential gaps in communication between what the textbook offers and what students need for appropriate language use in real-life communication.

3. Research Questions

The present study seeks to answer the following questions:

1. Does the content of conversation textbooks provide under-graduate EFL students with pragmatic Knowledge? What elements of pragmatic Knowledge are provided?

2. What is the distribution, frequency, and percentage of the pragmatic elements covered in the content of conversation textbooks for under-graduate EFL students?

3. Do the textbooks in the courses cover all pragmatic aspects? Are the pragmatic elements provided adequate and balanced?

4. Hypotheses

1. There is a paucity of pragmatic information in the content of conversation textbooks used to teach under-graduate EFL students.

2. The pragmatic information in the content of conversation textbooks used to teach under-graduate EFL students has low distribution, frequency, and percentage.

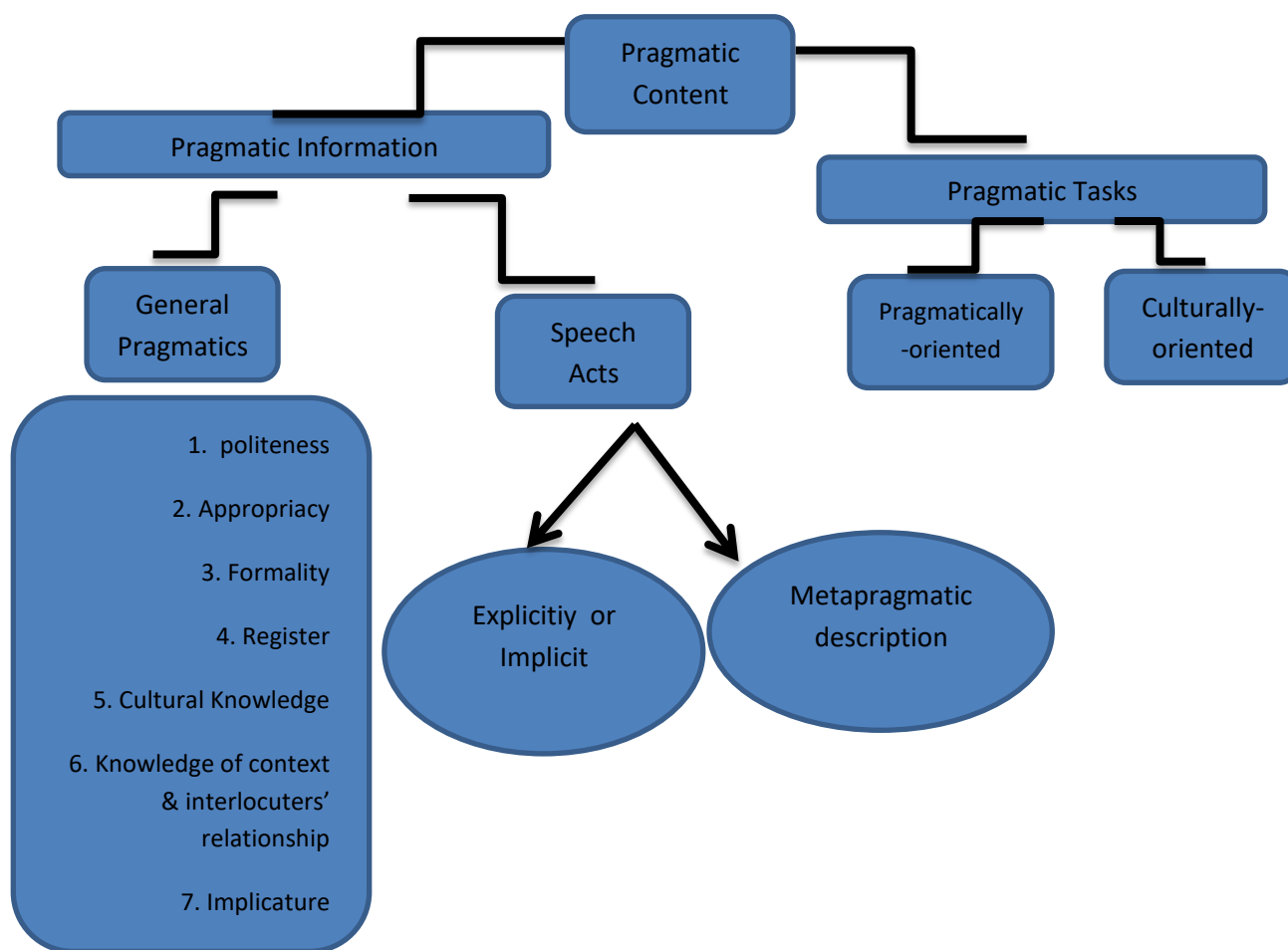
3. The pragmatic elements provided are not adequate and balanced.

5. Scope of the Study

The present study is devoted to investigate the pragmatic knowledge in the content material of conversation textbooks. The rationale for our selection of the textbook is that it is one of the main resources for EFL students to improve their proficiency in English.

6. Model of Analysis

The framework of the pragmatic content consists of pragmatic information and pragmatic tasks. Pragmatic information is divided into two categories, namely general pragmatic information, and speech acts. The first category, i.e., general pragmatic information, includes seven sub-categories: politeness, appropriacy, formality, register, cultural knowledge, knowledge of context & interlocutors' relationship, and implicature. Speech acts, on the other hand, include explicit or implicit mention of SAs and meta-pragmatic description. Pragmatic tasks include pragmatically- oriented tasks and culture – oriented tasks. Hence, the three main categories i.e. general pragmatic information, speech acts, and pragmatic tasks will be referred to as pragmatic content in this study according to Vu (2017, p.105) see diagram 1. The rationale for this choice is that it depends on the effectiveness of Vellenga's (2004) checklist, which became evident through replicated studies by Ren and Han (2016), Vu (2017), and Ton Nu & Murray (2020). Thus, the framework for evaluating pragmatic content in textbooks was created by adapting Vellenga's (2004) classification of pragmatic information with some modification and incorporating Vu's (2017) addition of pragmatic tasks. Furthermore, the current study adds implicature and the knowledge of context & the interlocutors' relationships to general pragmatic information as a modification since they are identified as essential pragmatic aspects to portrait a full image of pragmatic content which in turn serves the aim of the study.



Daigram 1. Framework for Evaluation of Pragmatic Content in Textbooks (Adapted from Vellenga (2004) and Vu (2017) with some modification).

7. Pragmatic Content

A- General Pragmatic information

The seven categories of general pragmatic information cover the key components of pragmatic knowledge. They are as follow: – Politeness, Formality, Appropriacy, Register, Cultural knowledge, Knowledge of context and interlocuters’ relationships, Implicature. These concepts are in some way or another related. For instance, it is important to use language appropriately according to the socio-cultural norms of the target language community. For (Choraih et al, 2016), the efficiency and proficiency of language use can only be achieved when the interlocutors are speaking in a socio-culturally-informed context/setting, where considerations of a number of social factors are at play. This includes the situation per se, alongside the speaker-hearer’s relationship to the interlocutor.

1- The concept of politeness

Politeness is considered here to relate to any information from the textbooks that provide learners with knowledge of how to use *levels of English politeness* that are appropriate to the context in English. This could be some simple instructions on how to soften a command or *how to use hedges to mitigate criticisms*, etc. politeness would have a strong effect on learners' choice of linguistic expressions. Ellis

(2008) stated that EFL learners should be able to distinguish between the polite forms and less polite forms of expressions. So, information, such as the degree of politeness and formality of the expressions should be accompanied.

2- The concept of Formality

Formality includes knowledge about context and choices of 'formal' and 'informal' forms. This concept is closely related to politeness since some factors have an influence on the formality of various expressions or on the variables that affect the politeness of each expression, such as social status, social distance, and the imposition of speech acts (Brown and Levinson 1987). The learner should be informed what the level of formality of the situation is.

3- The concept of Appropriateness

The term is used to refer to any variety or forms of language which are described to be suitable or possible within a particular situation. Thus, elisions such as 'I wanna' are appropriate in most contexts of informal speech, in some informal written contexts and for the representation of informal speech in writing. More prescriptive accounts of language consider the notion of appropriacy to be improperly relativistic, preferring to regard specific language forms as correct or incorrect apart from the social situation (Carter, 1995: 5).

4- The concept of Register

In brief, register is the variation in situation types, so that we can begin to understand what situational factors determine what linguistic features' (Halliday 1978: 32). When we observe language activity in the various contexts in which it takes place, we find differences in the type of language selected as appropriate to different types of situation (Halliday et al. 1964: 87). A register is constituted by "the linguistic features which are typically associated with a configuration of situational features – with particular values of the field, mode and tenor" (Halliday, 1976: 22). Register is determined, by what is taking place, who is taking part and what part the language is playing (Halliday, 1978: 31). There is also a greater emphasis on the broader social context.

5- The concept of cultural Knowledge

Cultural knowledge" means that the person knows about some cultural characteristics, history, values, beliefs, and behaviors of another ethnic or cultural group. So, it is any information related to the knowledge of English and any other culture in communication is classified into this sub-category. An example about eating out, "In restaurants in China you should always try to leave some food on your plate, but it's OK to start smoking before other people finish eating, which is very rude in England" (Redston & Cunningham, 2005: 64).

6- The concept of Knowledge of Context and Interlocutors Relationships

For assessment and instruction purposes, the description of a communicative situation should contain information regarding the following context characteristics: immediate physical surroundings such as institutional and/or cultural settings, role(s) of (co)participants, relationship between interlocutors, and potential preceding discourse. The recognition of interlocutor intentions is fundamental to pragmatics

(Litman & Allen, 1990; Roberts, 2004; Thomason, 1990). That is, the creation of pragmatic meaning is only possible because language users share certain presumptions about how people should (linguistically) behave in a given sociocultural context.

7- The concept of Implicature

The implicit message in a conversation is called an implicature. Students should gain sufficient knowledge of interpreting the implied meaning of the utterances expressed by the speakers of English. They usually struggle hard to get the message which is implicitly stated in order to minimize communication barriers due to the unsaid information (Margana, 2011:70).

B- Speech Acts

1. Explicit & Implicit Speech Acts

Speech acts are the core concepts in the study of language use (Blum-Kulka et al. 1989). Nonetheless, Iraqi EFL learners often fail to recognize the correct functions of speech acts in EFL educational context (Ganim, 2016: 72, Faraj, 2018:66 to name a few among others). Up to this point, many studies recommend the explicit mention (that is, the explicit naming of speech acts in terms of their functions, such as: agreement, disagreement, opinions, advice, etc.) in spite of that implicit mentioning is far from being ineffective but it may be just less effective according to (Taguchi & Roever, 2017, Ellis, R., & Roever, C,2021).

2. Metapragmatic description

Metapragmatic information is defined here as “any information related to culture, context, illocutionary force, politeness, appropriacy and/or register” (Vellenga, 2004: 5). In this way, the relevant metapragmatic information that accompanies the input also contributes to pragmatic development and awareness. This kind of information raises awareness about the functions of linguistic items, the impact of sociocultural variables and the cross-cultural/linguistic differences. Such type of information is of a paramount importance to EFL learner since the non-native teacher cannot usually afford (Dendenne, 2016: 8).

C- Pragmatic Tasks (pragmatically-oriented tasks and culturally-oriented tasks)

According to Hassall, interpersonal meaning is essential for any Pragmatic Tasks such as Face Threatening Acts (Hassall, 2008: 73). The term pragmatic tasks, is divided into pragmatically-oriented tasks and culture-oriented tasks. The first part includes all those Tasks, activities or exercises from the textbooks that provide opportunities for pragmalinguistic practice. On the other hand, those relating to the practice of English and any other cultural norms are listed under the category of culturally-oriented tasks. It may also include such activities as role-play (The closest elicitation tasks to conversation), discussion with clearly-described social situations and specific requirements for students to enhance their awareness of pragmatic behavior.

Bloom’s revised taxonomy BRT was adopted in the analysis of pragmatic tasks identified from the textbooks to examine different levels of cognition required to complete these tasks. The rationale behind this adoption lies in the assumption that if students have to use more complex cognitive processes

like analyzing, evaluating, and creating to complete the tasks, they are more likely to achieve mastery of the content (Anderson et al., 2001). Hanna (2007) believes that “the new taxonomy provides a common language for educators to design and align their curricula with cognitive learning objectives” (Hanna, 2007: 9).

8. Data Collection

A Page-by-page analysis of the content material of conversation textbooks for two levels in English department at the College of Arts is the data collection procedure utilized by this study. The procedure allows to investigate essential pragmatic components offered by the content of these textbooks.

9. Methodology

In this study two steps will be followed: (1) textbooks selection & description, and (2) textbooks analysis, and each will be discussed in some detail. The study adopts deductive content analysis. So, it is an interpretive and qualitative approach to research, in that the basic aim is to describe and understand the investigated phenomenon. Quantitatively, some descriptive statistics in terms of frequency, percentage, and distribution counts will also be included, in order to indicate the proportion of pragmatic input in the textbooks and support the qualitative discussion.

A- Material

The study tackles a series that is used in an Iraqi university to teach listening and speaking (conversation) to investigate the pragmatic information provided in their content. The series is used by the Department of English at the College of Arts in Mosul. More information concerning the series is provided in the Table No1:

(Table No.1): Textbooks Information

Textbook	Publisher	Year of publication
Person to Person 1	Oxford University Press	2005
Person to Person 2	Oxford University Press	2005

B- Textbooks Selecting and Description

The primary source of data for this study is the student books, which are the main source of input for students in general and EFL students in particular. This is because textbooks do not only serve as “a map that lays out the general content of lessons and a sense of structure that gives coherence to individual lessons, as well as to an entire course” (Richards, 2014: 19), but they also provide teachers and students with an outline and content of both linguistic and cultural elements to follow in the curriculum (Cortazzi & Jin, 1999). The rationale for our selection of conversation textbooks for this study is that human interaction or communication requires improving many skills for EFL student to be effective communicators.

This study is conducted to investigate the pragmatic elements of English Listening and Speaking textbooks used by EFL learners studying in universities across Iraq especially in the department of English at College of Arts in Mosul University. The textbooks selected for content analysis are the

student books 1&2: the book entitled Person to Person for Pre-graduate Students parts 1&2, Richards et al, 2005) published by Oxford University press.

Table No. 2 Details of the Content of the Textbooks

Textbook	units	Sections
Person to Person 1	12 unit + a review for each 3 units	Conversation, Give it a Try, Listen to this, Let's talk, Consider This, Pronunciation Focus, Person to Person.
Person to Person 2	12 unit + a review for each 3 units	Conversation, Give it a Try, Listen to this, Let's talk, Consider This, Pronunciation Focus, Person to Person.

C- Method

Aiming at investigating pragmatic content in textbooks, the study conducts a page-by-page content analysis of four textbooks of English as a foreign Language (EFL) university of Mosul in Iraq. As mentioned before, the textbooks are parts of two series of conversation textbooks used in the college of Arts and Education at the first and second level.

10. Description of the pragmatic content of person-to-person 1&2

To start, it seems essential to state the actual number of pages that contains the material of each textbook as well as the pages that contain pragmatic content. This is stated in the tables below (Table No.3):

Table No.3 the percentage of pages with pragmatic content in Person to Person 1

The Textbook	Number of total Pages	Number of Pages with Pragmatic Content	Percentage of the Pages with Pragmatic Content
Person to Person 1	p.2-p.124=122	122	100%
Person to Person 2	p.2-124=122	122	100%

Concerning the general analysis, in Person to Person1 the percentage of pragmatic content can be counted when the number of pages with pragmatic content (122) is divided by the total actual number of pages in the textbook (122). This makes (100%) of the pages. In this way, the distribution of the pragmatic content in this textbook can be counted if we divide the total number of the instances with pragmatic content (855) by the total number of pages with pragmatic content (122). This makes about (7) instance for each page. In Person to Person 2, the percentage of pragmatic content is again (100%) of the pages. In the same way, the distribution of the pragmatic content in this textbook makes about (7.2) instance for each page.

On the other hand, the pragmatic content in Person to Person1 consists of (855) instances in this part include both pragmatic information (525) instances and pragmatic tasks (330) instances. This means that pragmatic information makes about (61.4%) of the total pragmatic content in this book when pragmatic tasks make about (38.6%) of it. On the other hand, Person to Person 2, the pragmatic content in this textbook consists of (880) instances in this part. These instances include both pragmatic information (557 instances) and pragmatic tasks (323 instances). This means that pragmatic information makes (63.3%) of the total pragmatic content in this book when pragmatic tasks make (36.7%) of it.


A. Treatment of General pragmatic information in Person to Person 1&2

1- Politeness

The analysis of this study reveals that Person to Person1 contains (25) instances that show politeness. This makes about (4.8%) of the total pragmatic information. These instances include: politeness strategies, politeness markers, modals, and politeness degrees. While Person to Person2 contains (84) instances show politeness. This makes about (15%) of the total pragmatic information of it. The examples below illustrate these types of politeness:

Example (1)

Complaining *politely*

<p><i>Excuse me.</i></p> <p>(Person to person 1:75)</p>		<p>I have a problem with my room.</p> <p><i>Sorry to bother you, but</i></p> <p>Could you help me?</p>
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In the title of this example, we find a reference to politeness provided in the content of this textbook. The first utterance uses an apology as a politeness strategy through using politeness marker “Excuse me”. The second utterance shows the same strategy using another politeness marker “sorry”. Finally, the last utterance shows politeness using past modal “could”. In this sense, we can feel two degrees of politeness: indirect way of complaining politely in the last utterance & more direct way of complaining politely in the first and second utterances.

2- Formality

The analysis of this study reveals that Person to Person1 contains (7) instances that show formality. This makes about (1.3%) of the total pragmatic information. This comprises the mentioning the terms of formality / informality, formal / informal, and the use of expressions of formality, which are all related to politeness and social variables. On the other hand, Person to Person2 contains (5) instances that show formality. This makes up about (0.9%) of the total pragmatic information. The examples below are extracts from the textbook which show this:

Example (2)

Part 3 Which conversation were more formal? Which were formal? Which were friendly? Were any unfriendly? How do you know?

(Person to person 2:8)

The example above shows a reference to formality by name. This reference includes the reference to the degree of formality in the same example. This, absolutely, emphasizes the importance of this element of pragmatic information.

3- Appropriateness

Although appropriateness is one of the features of general pragmatic information according to the model used in this study, the analysis reveals that Person to Person1 contains no instance that shows appropriateness. On the other hand, Person to Person2 contains only one instance that shows appropriateness. This makes about (0.18%) of the total pragmatic information in it. The example below is one of these instances:

Example (3)

G: Ok, I'll lend you the \$50.00, but you have to pay me back.

B: Great. Thank you so much, Sis!

(Person to person 2:122)

In this example, the use of short form of the word "sister" seems suitable for a casual conversation. This refers to appropriateness in informal exchange.

4- Register

The analysis of this study reveals that Person to Person1 contains (4) instances that show register. This makes (0.8%) of the general pragmatic information. On the other hand, Person to Person2 contains no instance that shows it. However, even in Person to Person1, there is no mention of register as a term in the content. Nevertheless, some instances of register are found in the content of this textbook. The instances below show some of them:

Example (4)

Pronunciation Focus

In spoken English, words are often linked together. Listen to the first two words of these sentences.

Could you give this to Liana?

What does Liana look like?

(Person to person 1:14)

This extract is a part of casual conversation i.e. a spoken variation. The content of the textbook provides a focus on the use of this register in a particular situation according to a specific activity.

5- Cultural Knowledge

Cultural knowledge includes allusion or mentioning of a specific culture whether the target culture, the learner's culture, or the comparison between both of them, experiencing culture, cultural characteristics, history, values, beliefs, customs, behavior, ethnic groups, cuisine, the contrast between culture in addressing, greeting, deference formula, gestures, body movement, real life and modern life

activities within the culture, etc. The analysis of this study reveals that Person to Person1 contains (144) instances that show cultural Knowledge. This makes (27.4%) of the total pragmatic information in it. On the other hand, Person to Person2 contains (129) instances that show cultural Knowledge. This makes (23.2%) of the total pragmatic information. The examples below illustrate some instances that refer to this:

Example (5)

Consider This

Bow. Shake hands. Kiss. Hug.

People around the world greet one another in different ways.

(Person to person 2:2)

In...	People often greet each other with...
Canada	A handshake
Thailand	A nod with palms together
France	Two or three kisses on both cheeks
China	A nod or slight bow

The example above refers to cultural norms of greeting. This draws the student's attention to this norms related to different culture and this makes him or her compares these norms to his own culture.

6- Knowledge of context and Interlocutors Relationships

The analysis of this study reveals that Person to Person1 contains (213) instances that show context and Interlocutors Relationships. Moreover, the analysis reveals (47) instances that refer to aforementioned context and interlocutors relationships. This means (260) instance in general which makes about (49.5%) of total pragmatic information mentioned in the content of this textbook. In this sense, information concerning speech situation such as time, location, participants, social context, the relation between the interlocutors that accompany any conversation since they influence the linguistic choice. However, some contexts mentioned in this textbook are very brief and mostly related to classroom conversations. On the other hand, Person to Person2 contains (184) instances that show context and Interlocutors Relationships and (77) instance that refers to a previous context. This means (261) instance in general which makes (46.9%) of the total pragmatic information mentioned in the content of this textbook. The examples below are extracts that show instances of Knowledge of context and Interlocutors Relationships:

Example (6)

You are at friend's home helping them with their homework. Ask your friend about the following things.

(Person to person 1: 19)

In this extract of a task the physical setting is shown i.e. friend's home, the relation between the speaker and the other interlocutor is clearly stated with in this context, as well as the topic of the conversation. This can contribute to the linguistic choices that the learner can use i.e. formal, informal style, degree of politeness, and whether politeness strategies should be used, etc.

7- Implicature

The analysis of this study reveals that Person to Person1 contains (5) instances that show implicature. This makes about (1%) of total pragmatic information mentioned in the content of this textbook. In fact, English is full of implied or unsaid but meant messages, nonetheless, few instances are found in the content of this textbook. On the other hand, Person to Person2 contains only one instance that shows implicature. This makes about (0.18%) of the total pragmatic information mentioned in the content of this textbook. However, the extracts below show some of these instances:

Example (7)

How about going swimming tomorrow?

That sounds good.

(Person to person 1:50)

The extract presents an instance of unsaid message in the second utterance when the speaker uses "That sounds good" which implies his agreement to the suggestion in the first utterance.

B. Treatment of Speech Acts

1. Explicit & Implicit Speech Acts

The analysis of this study reveals that Person to Person1 contains (65) instances in which speech acts are being used. This makes about (12.4%) of the pragmatic information mentioned in this textbook. Both explicit and implicit mention of speech acts are taken into consideration. Where (54) instances show Explicit SA While (11) instances are implicit SA. On the other hand, Person to Person2 contains (65) instances in which speech acts are being used. This makes about (11.67%) of the pragmatic information of this textbook. Implicit SA are (20) instances while (45) instances are Explicit SA. The illustrations below show some of these instances:

Example (8)

Introducing Yourself

Hello. My name's Patricia. – Hello. My name's Bo-wei.

(Person to person 1:3)

In this example the title presents an explicit speech act of introducing which is part of representatives according to Searl's classification (1975). This provides the student with the matching between function and form.

Example (9)

Advising someone not to do something

You look terrible. What's the matter? -I have a horrible headache and sore throat.
May be you shouldn't go to class today. - But I have a test this afternoon!

(Person to person2:46)

In this example, the title shows an explicit reference to a speech act of advising. This speech act is part of directives according to Searl's classification

(Person to person2:)

In this example, the title shows an explicit reference to a speech act of advising. This speech act is part of directives according to Searl's classification (1975). No doubt, this can help the learner know more about speech acts as far as the form and the function.

2. Treatment of Meta-pragmatic Information

The input that contributes to raise the pragmatic awareness for the students, discussions of pragmatic information or expressions, descriptions or explanations of speech acts are considered as metapragmatic information. The analysis of this study reveals that Person1 contains (15) instances that show meta-pragmatic information. This makes (2.8%) of the pragmatic information mentioned in this textbook. On the other hand, Person to Person2 contains (11) instances that show meta-pragmatic information. This makes (1.97%) of the pragmatic information mentioned in this textbook. The examples below illustrate some of these instances:

Example (10)

Pronunciation Focus

Listen to the questions in the conversation. Does the intonation rise or fall?

Could I speak to Mastro, please?

How are you?

What time does it start?

(Person to person 1:48)

This example provides the student with vital pragmatic information through drawing his/ her attention to the pragmatic meaning of the intonation in yes/no question and Wh-question.

C. Treatment of pragmatic Tasks

The analysis of this study reveals that Person to Person1 contains (330) pragmatic tasks. This makes about (38.6%) of the pragmatic content mentioned in this textbook. On the other hand, Person to Person2 contains (323) pragmatic tasks. This makes (36.7%) of the pragmatic content mentioned in this textbook. Pragmatic tasks comprise two types according to Vu (2016): pragmatically- oriented and culturally- oriented tasks of which educational objectives according to Bloom's revised taxonomy (BRT) (Anderson et al., 2001) are specified for each task through the use of action words to describe both normal and higher cognitive processes that learners deploy in order to work with knowledge, namely, *remember, understand (recognize), apply, analyze, evaluate, and create (produce)*.

Exploring the educational objectives in the content of this textbook, as they can be seen as a framework for classifying statements of what we expect or intend students to learn as the result of instruction. As mentioned before, the rationale behind adopting this framework lies in the assumption that if students have to use more complex cognitive processes like analyzing, evaluating, and creating to complete the tasks, they are more likely to achieve mastery of the content (Anderson et al., 2001). In this sense, we can classify the tasks in the content as having educational objectives that demands normal cognitive process and higher ones. So, the analysis of this study reveals that tasks in Person to Person1 contains (441) educational objectives of which (176) demands normal cognitive process which makes (39.9%) of the total educational objective found in this textbook along with (265) educational objectives that demands higher cognitive process which makes (60.1%). On the other hand, Person to Person2 contains (436) educational objectives of which (148) demands normal cognitive process which makes about (33.9%) of the total educational objective found in this textbook along with (288) educational objectives that demands higher or complex cognitive process which makes about (66.1%).

1. Pragmatically- oriented Tasks

All activities or exercises from the textbooks that provide opportunities for pragma-linguistic practice are placed in the category of pragmatically-oriented tasks. These are (281) instances mentioned in the content of Person to Person1 which makes about (85.2%) of the pragmatic tasks in it. On the other hand, Person to Person2 mentions (292) instances in its content which makes (90.4%) of the pragmatic tasks.

Example (11)

Work in groups. Think of a famous book or movie. Describe the characters and the story and give your opinion about it. The rest of the group will guess the title. The person who guesses correctly gets one point.

(Person to person2:105)

This task is pragmatically- oriented since it provides an opportunity for a pragma-linguistic practice. The task gives the students a chance to produce a new utterance and to guess what others mean. According to BRT (Anderson et al., 2001), this task includes two educational objectives: producing and guessing or evaluating which are high cognitive processes.

2. Culture- oriented Tasks

All activities or exercises from the textbooks that are related to the practice of English and any other cultural norms are listed under the category of culturally-oriented tasks. (49) instances mentioned in the content of Person to Person1 which makes about (14. 8%) of the pragmatic tasks. On the other hand, there are (31) instances mentioned in the content of Person to Person2 which makes (9.6%) of the pragmatic tasks in it. The examples below illustrate some of them:

Example (12)

Consider This

Moving Day

There’s only one day each year when people in Montreal, Canada can move from an old apartment to a new one. Each July 1st, about 650,000 people move. Why can’t they move another day? No, one’s sure, but it’s the law!

How many times have you moved to a different house? To a different city?

(Person to person 1:80)

This is a culturally- oriented task since it is related to the practice of English or any other cultural norms. This type of tasks mostly follow culture knowledge mentioned in the text to show norms or customs, values, beliefs, behaviors, cuisine or food, cultural characteristics, history, etc. In this task, as for Educational objectives, the student is given the opportunity to produce a new utterance so he or she must use the higher cognitive process according to BRT (Anderson et al., 2001) which is Produce or create.

11. Findings & Discussions

The Pragmatic content of the series is shown by the table below:

Table No. 6 The total number of pragmatic instances & distribution in the series.

Textbook	The number of instances	Total instances in the series	The number of pages with pragmatic content	Distribution of instances	Mean
Person to person 1	855	1735	122	7	7.1
Person to person 2	880		122	7.2	

Seen from the table above, the total number of pragmatic instances in this series is (1735). So, Person to Person series may contain (about 7 instances) in each page.

Table No. (7) The Pragmatic Content of Person to Person 1&2 series

Textbook	Pragmatic information	percentage	Pragmatic tasks	percentage	Total pragmatic content

Person to person 1	525	61.4%	330	38.6%	855
Person to person 2	557	63.3%	323	36.7%	880
Total	1182		653		1735

Generally speaking, looking at the analysis of this series, it's worth mentioning that the term politeness has never been mentioned as a term in Person to Person series. Besides, the context & interlocutors relationships mention in the content of this series is very brief and it is mostly related to classroom conversations. As far as implicature is concerned, there is poverty of this essential aspect of pragmatic competence in spite of the fact that English is full of this kind of pragmatic aspect. Moreover, by naked eye, one can notice that metapragmatic information seem brief and condensed in this series. One can also observe that the use of Arabic names is rare in the content of this series while European and western names are frequent.

To be more precise, the tables below No (.) show the frequencies of the pragmatic information components in the textbooks of the series. In this way, one can notice that in this series, Knowledge of Context & Interlocutors Relationships and Cultural Knowledge represent the largest part of the pragmatic content. Formality, Implicature, Appropriateness and Register represent the smallest part of the pragmatic content in the series. In fact, politeness in Person to Person series occupies a smaller amount of the pragmatic content in the series in general.

Table No.9 Frequencies of the Pragmatic Information Components in Person to Person1

Pragmatic component	Frequency	Percentage
Politeness	25	4.8 %
Formality	7	1.3 %
Appropriateness	0	0.0
Register	4	0.8%
Cultural Knowledge	144	27.4 %
Context & Interlocutors relationships	260	49.5 %
Implicature	5	1%
SA	65	12.4 %
Metapragmatic Information	15	2.8 %
Total	525	100%

These components can be easily shown using the chart below.

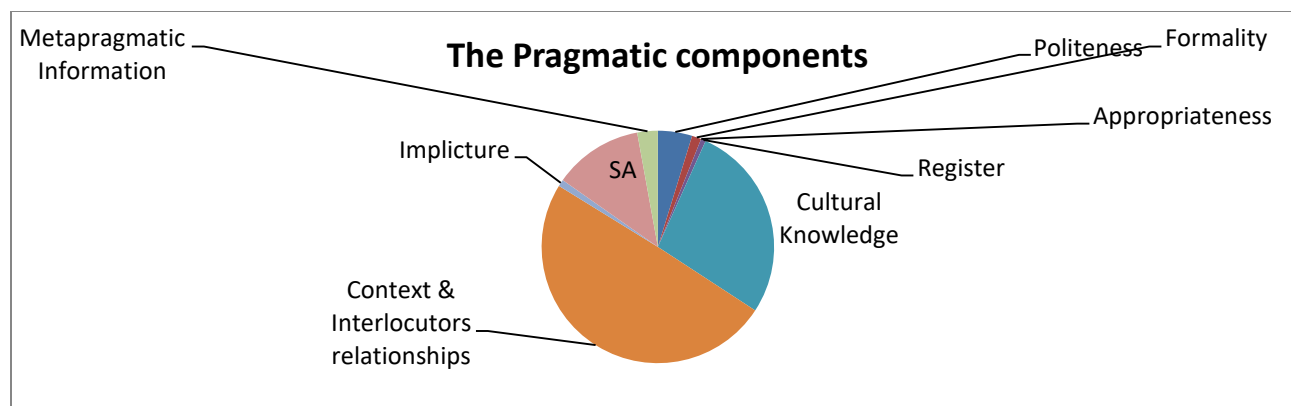


Chart No.1 Pragmatic Components in Person to Person 1

Table No.10 Frequencies of the Pragmatic Information Component in Person to Person 2

Pragmatic component	Frequency	Percentage
Politeness	84	15.0%
Formality	5	0.9 %
Appropriateness	1	0.18 %
Register	0	0.0%
Cultural Knowledge	129	23.2%
Context & Interlocutors relationships	261	46.9%
Implicature	1	0.18 %
SA	65	11.67%
Metapragmatic Information	11	1.97%
Total	557	100%

These components can be easily shown using the chart below.

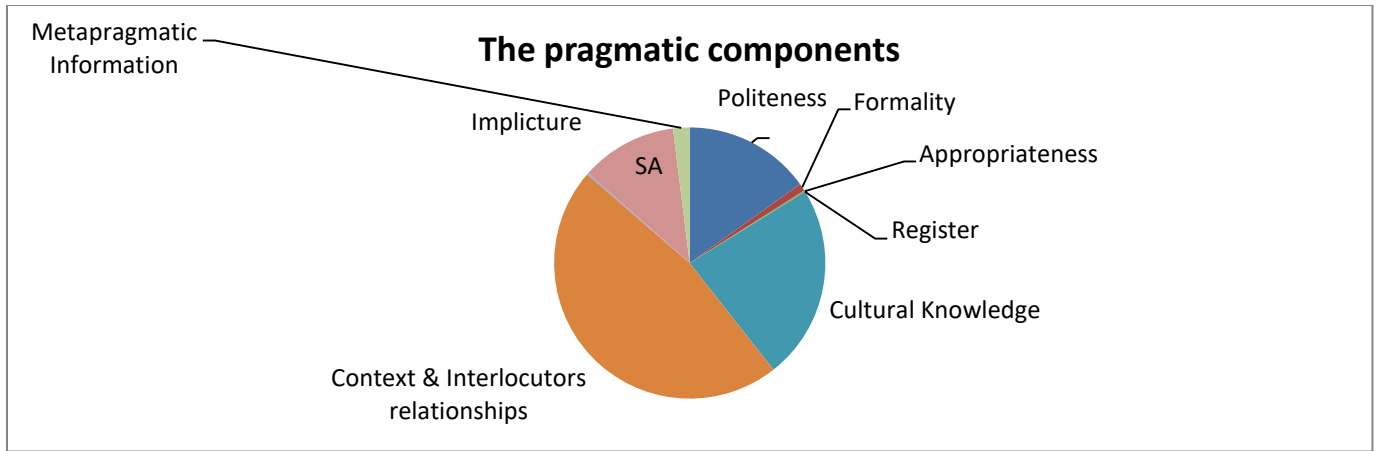


Chart No. 2 The Pragmatic Components in Person to Person 2

Speaking about Tasks in this series, the table below (Table No.15) shows the number and percentage of both pragmatically- oriented and culturally- oriented tasks. In fact, it is completely obvious from the table below that the Pragmatically- oriented Tasks occupy the largest part of the general pragmatic tasks. The Charts followed (No. 5,6,7,8) show easily the pragmatically-oriented as well as culturally-oriented tasks in the textbooks.

Table No.12 Pragmatic Tasks in the textbooks

Textbook	Total of pragm. Tasks	Pragm.- orient. Tasks	percentage	Culturally-oriented Tasks	percentage
Person to Person 1	330	281	85.2	49	14.8%
Person to Person 2	323	292	90.4%	31	9.6%
Total	623	573		80	

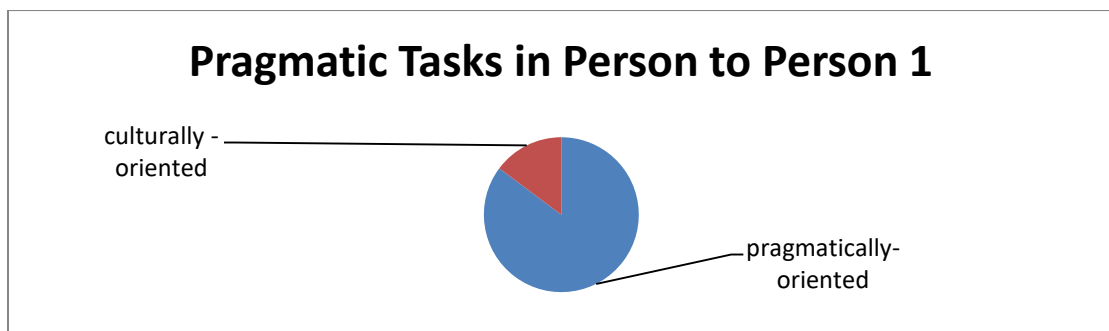


Chart No. 5 Pragmatic Tasks in Person to Person 1

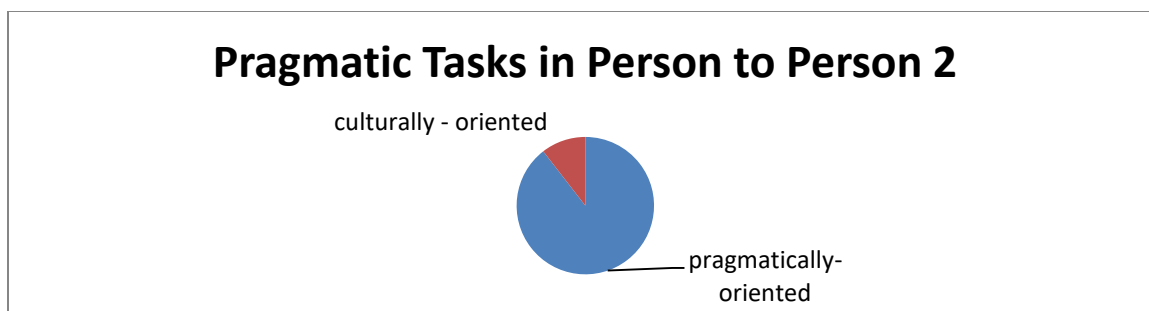


Chart No. 6 Pragmatic Tasks in Person to Person 2

Moreover, we can easily notice that person to person series presents more tasks that demand high or complex cognitive processes.

Table No.13 Educational Objectives in Textbooks

Textbook	Total Ed. Obj.	Ed. Obj. with normal cognitive process	percentage	Ed. Obj. with complex cognitive processes	percentage
Person to person 1	441	176	39.9%	265	60.1%
Person to Person 2	436	148	33.9%	288	66.1%
Total	877	324		553	

With regards to the pragmatic components in the series, some components such as knowledge of context & interlocutors relationships, cultural knowledge and even politeness occupy a respective amount of pragmatic component in the series while other components such as formality, implicature, appropriateness, register and meta-pragmatic information seem rather rare in it.

Table No.14 Pragmatic Components in the Textbooks

Pragmatic	1	2
Politeness	25	84
Formality	7	5
Appropriateness	0	1
Register	4	0
Cultural Knowledge	144	129
Context & Interlocutors	260	261
Implicature	5	1
SA	65	65
Meta-pragmatic	15	11
Prag. Task	330	323
Pragmatic	281	292
Culturally-oriented	49	31
Total	855	880

As far as the educational objectives are concerned, person to person series includes tasks with more complex or high cognitive processes.

Transporting to the findings of the investigation in this study, it is apparent from the tables and charts that there is a poverty of some components of pragmatic information such as implicature, formality, and appropriateness in spite of being highly important for any communication. Moreover, the content i.e. dialogues and activities in this section demonstrate rather few explicit pragmatic knowledge. This deficiency may create some problems for the students who submit to this series. In regards to pragmatic tasks, although the series contains pragmatic tasks, it seems that it lacks the balance between pragmatically- oriented tasks and culturally- oriented tasks. Thus, it seems poor with culturally-oriented tasks.

Regarding that Person to Person series have more tasks that demand complex cognitive processes, it is expected that students submit to this series have more control on normal processes and they are more likely to achieve mastery of the content.

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