A Textbook Evaluation of Speech Acts and Language Functions in the Conversation Models of Prospect III An English Textbook for Iranian Junior High School Students

According to Nunan (1999), a textbook is the main component of any instructional program and it is difficult to imagine a class without it. Textbooks play an essential role in the domain of teaching and learning pragmatic aspect of the target language. The old versions of junior high school books lack the communicative and pragmatic aspects of language so recently there is a shift towards communicative textbooks, which are based on communicative language teaching approach. Recent studies on speech act and their frequency contained in newly published Iranian English textbooks (prospect I and II) have attempted to determine the frequencies of speech act categories based on Searle’s (1979) paradigm. Considering the importance of textbook evaluation and existing few investigations on pragmatic information in new junior high school English textbooks, this study aimed at investigating the use of speech acts and their frequency in Prospect III (An English Textbook for Iranian Junior High School Students Grade IX, 2015). To this end, speech acts across conversations of Prospect III were analyzed based on Searle’s (1979) speech act model. The results of the study indicated that there are some differences between the frequency of speech acts used in the conversations of Prospect III. And the lack of declaration speech act in the conversations can be considered as a shortcoming. The findings can also act as a guide to textbook developers to achieve higher levels of learning and pedagogical objectives.

Keywords: Speech acts, Prospect 3, text-book evaluation, communicative language teaching

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این صفحه به محتوا تایید به‌نظر می‌رسد. مقاله در پایگاه استنداردهای سیویلیکا منتشر شده است. در هر لحظه به منظور تایید اصلاحات این گواهی می‌توانید وضعیت ثبت مقاله را از طریق لینک فوق به صورت آنلاین کنترل نمایید.