The representation of speech acts in EFL textbooks in Sweden

An investigation of greetings, requests and refusals in input and output and teacher insights

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Abstract

The teaching of pragmatics is often neglected in foreign language classes despite the well-known importance of pragmatic competence. No matter how well a learner masters the target language, errors of a pragmatic nature may lead to major communicative failure or turbulence. Both studies in language teaching and current language educational laws in Sweden (following the Common European Framework of Reference for Languages) point towards the necessity for the learner to be pragmatically proficient. Following these lines, textbooks are expected to mirror curricula and educational laws. The present study aims to address this very issue and investigates the pragmatic content of ELT books in Sweden with a specific focus on lower and upper secondary school (year 6, 9 and last year of upper secondary school). The study has as its primary data set three ELT books from the same publisher and extensively used in Swedish schools, namely Good Stuff Gold A, Good Stuff Gold D, and Blueprint C 2.0. The presence of pragmatic content is investigated through the method of content analysis of the textbooks focusing on three speech acts - greetings, requests, and refusals. The first part of the study is complemented by semi-structured interviews complemented with two teachers of English in Sweden. The findings point to considerable differences in the representation of the three speech acts in the books, with regression from lower to higher levels, and the interviews with the teachers reveal that teachers' complementary activities often compensate for the lack of pragmatic content in the books. The findings from the present study reveal shortcomings of the selected textbooks omitting important information, something that might hinder students from developing communicative competence. The findings of the present study have the potential to inform the practices of teaching professionals in their efforts to teach pragmatic competence.

Keywords

Speech acts, requests, refusals, greetings, EFL textbooks, pragmatic competence.

List of abbreviations

ELT: English Language Teaching

FL: Foreign Language

EFL: English as a Foreign Language

TL: Target language

L2: second language

CEFR: Common European Framework of References for Languages.

CA: Content analysis

T1: Teacher 1

T2: Teacher 2

I: Interviewer

GSGA: Good Stuff Gold A

GSGD: Good Stuff Gold D

WB: workbook

TB: Textbook

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1. INTRODUCTION

Current English Language teaching (ELT) practices focus on the effectiveness and necessity of teaching languages from a communicative perspective. However, foreign language classes often leave the teaching of pragmatics on the back burner. As Soler (2006) mentioned, Lorcher and Schulze (1988) stated that typical foreign language (FL) contexts can be restrictive and may not leave space to develop pragmatic competence. Moreover, high proficiency in grammar and vocabulary does not necessarily lead to pragmatic knowledge (e.g., Bardovi-Harlig, 2001; Farnia, 2015). A number of studies have been turning to this specific issue, among them are Rose and Kasper (2001) and Martinez-Flor and Fukuya (2005), who address the importance of teaching pragmatics in order to develop a pragmatic competence in the target language (TL). It has been maintained that it is crucial to have a good pragmatic competence in order to master a FL because, in L2 settings, a grammatical error may be accepted, while a pragmatic error is not usually associated with a lack of proficiency but with a lack of politeness or courtesy (Thomas 1995). No matter how well the learner masters the target language regarding proficiency, these pragmatic errors may lead to communicative failure/turbulence and undermine his/her communicative competence. As Glaser (2009) states, high pragmatic proficiency in the TL improves communication in L2 contexts, but high grammatical proficiency does not automatically lead to better communicative competence.

Following these lines, it has generally been advised that the teaching and learning of English should focus on pragmatic input. Naturally, a good way to achieve this is via textbooks, the primary teaching materials used in the classroom. According to Valverde, et al., (2002), textbooks are "designed to translate the abstractions of curriculum policy into operations that teachers and students can carry out" (Valverde et al., 2002, p. 2).

When it comes to the context of Sweden, we see that English textbooks follow the Swedish curriculum and, thereby, also the Common European Framework of Reference. The Swedish educational curriculum for languages is designed according to the guidelines and directives presented in the Common European Framework of References for Languages (CERF). In the Swedish educational system, the subject of English is divided into different levels from 1 to 7 that correspond to the following levels according to the CERF:

Table 1. Correspondence between the levels of the Swedish system and the levels of the CERF.

Level	1	2	3	4	5	6	7
CERF	A1.2	A2.1	A2.2	B1.1	B1.2	B2.1	B2.2
English		Year 6		Year 9	ENG5	ENG6	ENG7

The Swedish curriculum for English in lower secondary school is divided between years 1-3, 4-6, and 7-9; therefore, the Swedish curriculum was not used as a correspondence between levels and pragmatic competence because it was not possible to analyze the content of specific years such as year 6 and 9. Instead, as illustrated in Table 1, the CERF levels were used. The CERF documents in detail what competencies the learner has at each language level. The sociopragmatic competence is described as the sociolinguistic competence (see Appendix A to see a scale of sociolinguistic appropriateness for each proficiency level). The levels that are going to be analyzed in this study are those corresponding to A2.1 (year 6), B1.1 (year 9), and B.2.2 (ENG7).

As a consequence, English teaching and learning also focus on the pragmatic aspects of the language. As Diepenbroek and Derwing (2013) maintain, knowing the impact of pragmatic competence on successful communication, it would be beneficial for textbook and material developers to include in their foci pragmatic competence and not focus solely on grammatical and lexical content.

For the reasons outlined above, the present study aims to investigate whether, and if so, to what extent pragmatic content is covered in Swedish ELT practices. The study specifically focuses on the context of lower and upper secondary school (years 6, 9 and last year of upper secondary school) and has as its main dataset three ELT books, namely Good Stuff Gold 6 and 9 and Blueprint C 2.0. The presence of pragmatic content is investigated through an analysis of three speech acts in the aforementioned ELT books, these speech acts being greetings, requests, and refusals, and how they are presented regarding input – activities based on reception, and output – activities based on production. Moreover, teacher opinions and practices will be explored regarding the results of the textbook analysis in order to add a further perspective into the results of the research. The findings of the present study have potential to create a general awareness when it comes to the teaching of pragmatic competence, informing the practices of teachers and textbook producers.

1.1 Aim and research questions

This study aims to investigate the presence of the pragmatic content manifested in the speech acts of greeting, requests, and refusals. An additional aim has been to investigate whether there are any differences between the three books since the books are meant for different proficiency levels but are from the same publisher. Moreover, semi-structured interviews will be carried out with two teachers to add teachers' perspectives regarding the teaching of pragmatic competence. In short, this study aims to answer the following questions:

1. To what extent are the three selected speech acts, namely greetings, rejections, and requests, covered in EFL textbooks in Sweden concerning input and output?
2. Is there a progression in the representation and practice of the three speech acts when it comes to the three different proficiency levels the books have been produced for?
3. What are teachers' views and practices like when teaching speech acts, greetings, rejections, and requests?

2. BACKGROUND

Previous studies on the teaching of English as a foreign language (EFL) show that there are limitations in learners' pragmatic competence, often due to the amount and strategies of instruction (Shively, 2014). Moreover, learning pragmatics in the classroom is challenging due to the difficulty of presenting the complexity of communicative situations that are experienced in real-life contexts (Taguchi, 2015). It is not rare that language classes often lack the resources to include real-life material to expose learners to real-life-like pragmatic situations.

Previous textbook research shows a controversy when considering textbooks as a reliable source of input, and this seems to be because textbooks lack authentic language samples. According to Bardovi-Harlig (2001), textbooks in general "cannot be counted on as a reliable source of pragmatic input for classroom language teachers" (p. 25). There seems to be some consensus on the limitation of textbooks regarding pragmatic input and how the role of the teacher can compensate for these limitations (Vellenga, 2004). All in all, despite the agreed upon limitations that textbooks may have, they are still the most

central tool in most language classrooms, and the centre of curriculum and syllabus (Vellenga, 2004). Some studies have even argued that pragmatic competence can indeed be gained through structured and well-designed textbooks. Without them, the learning process of pragmatic aspects can be slow or impossible (e.g., Bouton, 1994).

When it comes to providing learners with pragmatic input, a number of studies have been carried out on speech acts, focusing on a range of geographical regions. Some of these studies are Petraki (2013) in the Australian context, who carried out a study analysing five textbooks regarding the teaching of oral requests. In Germany, Limberg (2015) presents an analysis regarding apologies in the EFL classroom and Barron (2016) studies the use of textbooks to develop the competence of producing requests. Concerning Vietnamese EFL textbooks, Ton Nu and Murray (2020) extensively analyzed pragmatic content in national EFL textbooks. Furthermore, Jakupčević and Portolan (2021) investigated how EFL textbooks in Croatia teach pragmatic content to young learners. Regarding greetings, Inawati (2016) analyzed textbooks in Indonesia and the reflection and representation of the pragmatics of greetings. All the previously cited studies, despite being from very different educational settings, show a general lack of pragmatic input in EFL textbooks in the mentioned geographical settings.

In the Swedish context, we see a similar lack of inclusion. Karlsson (2018) focussed her study on analyzing pragmatic input in EFL textbooks in Sweden regarding requests. Another study analyzing pragmatic input in several textbooks used in EFL in year 6 (Gustafsson, 2021) reports a similar finding, namely, a low pragmatic content in textbooks commonly used to teach EFL in Sweden.

The present study aims to contribute to the existing research by providing an analysis of three selected speech acts, namely greetings, requests, and refusals, covered in three ELT textbooks aimed at different proficiency levels. Such an analysis allows us to see the extent to which speech acts have been covered in the selected materials and whether they are covered in different depths and ways at the three different levels. Another contribution of the study is its inclusion of output in the form of activities that appear in the textbook. Finally, the present study provides teacher interview data that adds teacher perspectives, with the aim to provide us with a broader insight into pragmatic content of EFL textbooks used in the Swedish context.

3. THEORETICAL FRAMEWORK

3.1 Pragmatic competence

The study of pragmatics aims to investigate what a speaker or writer intends to communicate to a listener or reader and how the message is interpreted (Yule, 1996). That said, the ability to communicate effectively and appropriately is determined not only by the textual and grammatical proficiency of the speaker, but also by the understanding of how to use language in such a way that the speaker can fulfil his or her communicative intentions by adapting to the rules and norms of the target language – that is, adapting to the pragmatics of the language (Bachman, 1990). Therefore, it can be argued that the teaching of pragmatic features is fundamental in order to master a foreign language. Teaching a FL should thus focus on making students aware of the importance of choosing one structure or another and the relevance of sociocultural differences during their interactions rather than focusing on the teaching of proficiency only (Mir, 2018).

This pragmatic competence can be acquired both in a natural way, that is, incidentally during usage when exposed to a variety of communicative situations, and through explicit teaching-learning in formal learning. The natural acquisition of pragmatic competence can occur if the speaker has extended stays in a country where the target language is the official language used in that country, or if the learner finds himself/herself in a situation where the majority of the speakers in that speech community use the target language the learner is learning. Studies show that incidental learning of the sociopragmatic norms can lead to success at the same level as a native speaker (Bouton, 1994; Olshtain & Blum-Kulka, 1985; Wolfson, 1989). This naturally cannot be the case for all learners of the target language in general. In order to acquire a proper sociopragmatic level in the target language without living in a country where one is continuously exposed to the input, it would be necessary to learn it explicitly and formally. According to various studies (e.g., Bardovi-Harlig, 1996, 2002; Kasper & Rose, 2001), it is perfectly possible for learners to acquire pragmatic competence in this way via formal instruction in language classrooms.

It was precisely after the emergence of communicative approaches to teaching that second language teaching shifted from focusing on the acquisition of grammatical forms alone to focusing on the functional and social use of these forms (Taguchi, 2011). Since then, pragmatic competence - understood as the ability to communicate and interpret meanings in social interactions - has become an essential element in L2 proficiency.

A discussion of politeness is in order here, as it is a key notion in the context of pragmatic competence.

3.2 Politeness

According to Kerbrat-Orecchioni (2004), politeness is a universal notion and exists in all languages and cultures. However, universal as it may be, it is also relative because its realization varies from culture to culture, and language to language. The different ways politeness is expressed and how this is linked to the specific culture of the speech community at hand has been discussed in a number of studies (e.g., Haverkate, 1994; Bravo, 2004). On the one hand, it varies in frequency, and on the other hand, it varies in how it is expressed. Thus, different types of behaviour or expressions are considered (im)polite in different cultures or languages.

Politeness plays a fundamental role in the theory of speech acts, specifically within indirect speech acts. In indirect speech acts, there is a disparity between the illocutionary force of the speech act - what the speaker intends to express (e.g., greeting, requesting, refusing) - and the form in which this speech act is configured or formulated. This discrepancy between what one wants to express and the way of expressing it is, according to Bravo (2012), due to the use of politeness strategies. As an example:

A request: A person wants somebody to open a window.

- Direct request: *Open the window.*
- Indirect request: *Would you mind opening the window? /Could you kindly open the window? Don't you think it is too warm in here, maybe we can open the window?*

It must also be noted that there is a distinction between positive and negative politeness (Brown & Levinsson, 1987). Positive politeness focuses on mitigating or minimizing the threat to the recipient's positive social image, understood as the desire to be appreciated and understood by others. In order to take care of this positive image, positive politeness strategies are used, e.g., complimenting or using formulas of inclusion (solidarity). Negative politeness, on the other hand, aims to take care of the negative image of the addressee; this is the desire to be autonomous, independent, and act of one's own free will. Negative politeness strategies, therefore, are about showing that we respect the addressee's autonomy, for example, by using diminutives, distance markers, apologizing while making a request, or impersonalizing a request.

Politeness in speech acts has a basic function: maintaining the balance between the sender and the receiver and avoiding jeopardizing their image. Given this balance,

politeness functions in one way or another depending on the situation. According to Hernández Flores (2004), politeness usually occurs in two types of situations: (1) in situations that are unfavourable for the interlocutor's social image and (2) in situations that are favourable or neutral for the interlocutor's social image. In situations unfavourable to the social image, politeness intervenes to mitigate or attenuate the damage that the situation may cause to the social image. In neutral or favourable situations, politeness takes on the function of maintaining this positive image.

According to Brown and Levinsson (1987), politeness is especially seen in requests, since in this speech act, the recipient's positive and negative social image is threatened, and therefore more strategies are often used to minimize this impact. When making a refusal, politeness also plays a key role as there are attenuation or mitigation strategies to reduce the illocutionary force of the refusal.

3.3. Greetings, requests, and refusals

Speech acts can be defined as minimal units of communication. There is a sender and a receiver, where the sender, through the use of certain words, expresses his or her intentions to the addressee or receiver (Yule, 1996). The present study focuses on greetings, requests and refusals, since they constitute some of the main and most frequently needed communicative actions. This is why the present study has selected these three speech acts as its foci. The three speech acts in question are presented and elaborated on below.

Greetings

Greetings are universal as they are present in all cultures and are classified as expressive speech acts. Austin (1962) considered greeting within the category of behabitives. According to Austin, behabitive speech acts "include the notion of reaction to other people's behaviour and fortunes and of attitudes and expressions to someone else's past conduct or imminence conduct" (Austin, 1962, p. 159). However, this definition was criticized by Searle (1979) and he decided to call this type of speech acts expressive. Expressive speech acts are, according to Haverkate (1984), the expression of a psychological state of the speaker caused by a change in the world that affects/concerns the conversational partner or the speaker himself. According to Leech (1983), greetings

are closely linked to politeness. Greetings strengthen the relationship between the sender and the receiver as it entails a cost for the sender and a benefit for the receiver.

Apart from differences regarding the definition of greetings and the speech act classification, it is worth noting that there are other perspectives regarding greetings. On the one hand, Brown & Levinson (1987) study greetings within the linguistic politeness theory bringing up the concept of *face.* Their theories revolve around the strategies that people as speakers use to protect this *face.* With this in mind, greetings create a positive *face,* but consequently, the ignorance of the sociopragmatic rules of greeting can damage this *face.* On the other hand, Lakoff (1973) explains the existence of greetings within the maxims of friendship, according to which the interlocutors seek to create a point of union, closeness, and interest for each other.

Referring to the structure of greetings, Schegloff (1972) and Shaks (1992) express that the basic structure of greetings consists of an adjacent pair composed of a *summon* and an *answer.* On occasions, the greeting will initiate a conversation, but according to Shaks (1992), this does not always occur, and sometimes it is just an exchange of greetings without the need for further conversation.

Teaching greetings is important, but unfortunately, it is reported that this is often neglected in the language classroom (e.g., Zeff, 2016). Greetings are very culturally related, and they have different roles in different cultures. The fact that most EFL materials are produced by major publishing houses that generally try to aim at a general readership may partly explain this lack of focus on greetings. This makes it all the more necessary to create an awareness of this to provide students with knowledge about the sociopragmatics of greetings so that they can communicate effectively and interact successfully (Zeff, 2016).

Requests

According to Blum-Kulka, House and Kasper (1989), requests can be stated in different ways depending on the strategies involved in formulating the speech act, which leads to

a classification of them into three categories: (1) direct, (2) conventionally direct, (3) non-conventionally indirect (see Appendix B for more examples):

- Direct requests: They are constructed through imperatives, elliptical constructions focussed on the requested object, explicit assertions or performatives, among others.
- Conventionally indirect requests: formulated with interrogative constructions.
- Non-conventionally indirect requests: They are characterized by the fact that the request is not explicitly in the construction, but the receiver understands that the sender is implicitly referring to the object of the request. This type of request is very closely related to the context, and it would be difficult to understand the implicit object out of that concrete context.

According to Schneider and Placencia (2017), certain factors affect the way requests are formulated. The formulation of requests depends on: i) microsocial factors such as the social distance between the interlocutors, and ii) macrosocial factors such as age, gender, and socioeconomic differences.

Taking these factors into account, making a request is not done in the same way to a person the speaker is familiar with compared to a stranger. Other differences also pertain to factors such as age, gender, or socioeconomic status. Some studies have been carried out on this variation and how these factors are taken into consideration when formulating requests (e.g., Bataller, 2015; Schneider & Placencia, 2008).

According to Blum-Kulka and House (1989), requests can be analyzed by distinguishing the central act and the supporting movement. The central act refers to the request itself, while the supporting movements are formulas that accompany the central act by attenuating or aggravating. Often, the request is accompanied by an alerter intended to draw the receiver's attention so that he directs his attention to the sender who is going to make the request.

To sum up, teaching requests is important in the FL classroom since requesting is a communicative action performed in a very wide range of everyday situations. The fact that it often carries the risk of being face-threatening makes it even more critical and worthy of being studied in language classrooms. Requests, similar to the other two speech acts included in the present study, namely greetings and refusals, are culturally

influenced. In some cultures, it could be more or less accepted to make direct requests than in others, and students therefore need to be made aware of these differences in order to become successful communicators. There are certain pedagogical approaches regarding the teaching of requests which underline the importance that the speech act of request should have in the EFL classroom (see e.g., Martínes-Flor & Usó-Juan, 2006).

Refusals

According to Felix-Brasdefer and Bardovi-Harlig (2010), refusals are different from other speech acts in the sense that refusals are responding acts: "acts uttered in response to initiation acts such as invitations, suggestions, requests and offers" (Felix-Brasdefer & Bardovi-Harlig, 2010, p. 163). The complexity of this speech act comes with the fact that the interlocutor who is making the refusal must adapt sociopragmatically to the norms and expectations of the community in which the refusal takes place. In addition, the refusal – being the "non-preferred" response - is often accompanied by mitigating expressions to soften the response's impact on the relationship between the interlocutors (Félix-Brasdefer, 2020).

According to Beebe et al. (1990), refusals can be classified into different categories depending on if they are direct or indirect, and expressions of courtesy towards the interlocutor can accompany them (see Appendix C for the complete categorization proposed by Beebe et al., 1990, where they categorize the strategies when performing the speech act of refusal and name the pragmalinguistic strategies that can occur).

The speech act of refusals, similar to greetings discussed in the previous section, is heavily culture-related, and therefore challenging to teach. They are embedded in cultural values, situations, and interlocutors. Moreover, merely teaching formulaic forms that are meant for general situations might fall short in helping the learner become more pragmatically competent (Kondo, 2008). It is by awareness-raising that students may become more competent; they need to understand the cultural differences and hopefully apply this awareness in real life communications (Kondo, 2008).

4. MATERIAL AND METHODS

4. 1. The data sets

The present study comprises two main data sets, each with its corpus and methodology, as will be explained below.

Stage 1: In this part of the study, three EFL textbooks from the same publisher were analyzed. These particular textbooks were selected for three main reasons: (1) they are popular and are used often in Swedish schools; (2) they have not been investigated in earlier studies on the topic; and (3) they are from the same publisher and cover different proficiency levels, so they allow themselves to such an investigation.

The textbooks cover different levels from A2 to B2, according to the CERF. Blueprint C 2.0 is an integrated textbook which means that both texts and activities are in the same printed unit. Good Stuff Gold A and D have separated textbooks and workbooks; however, they have been considered integrated for the purpose of the analysis since it was not relevant if the activities appeared in the textbook or workbook.

Table 2. Overview of the analysed textbooks.

Textbook	Level CERF	Year	Publisher (year of publication)	Number of pages	Number of units
Good Stuff Gold A	A2.1	Year 6	Liber (2015)	TB = 132, WB=144 (Total: 276)	11
Good Stuff Gold D	B1.1	Year 9	Liber (2014)	TB = 144, WB = 172 (Total: 316)	8
Blueprint C 2.0	B2.2	3rd–ENG7	Liber (2011)	Total 264	9

Stage 2: In the second part of the study, data from two teachers' interviews was collected. The interviews were carried out online and recorded. The present study followed the ethical requirements on good and ethical research throughout outlined by the "Good Research Practices" (*Vetenskapsrådet* - Swedish Research Council, 2017). The participants were informed of the purpose of the study and fill up a Consent form (see Appendix D).

4.2. Methods

The present study employs two main methods, namely content analysis (stage 1), and semi-structured interviews (stage 2). The study therefore has both descriptive and exploratory elements.

4.2.1. Content analysis of the textbooks

In stage 1, the present study employed content analysis (henceforce CA) as it is an appropriate method that allows studying written content (Fraenkel & Wallen, 2007), in this case, textbooks. According to Stemler (2001), CA can be defined as a "systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding" (Stemler, 2001). More concretely, this study uses *conventional* content analysis because in this type of CA, "coding emerges from the material itself: the researcher notes the words and phrases that appear to highlight key notions" (Stemler, 2001 in Soler et al., 2017, p. 7). There are six stages in CA (Fraenkel & Wallen, 2007) that were considered in this research:

(1) Determining objectives: choosing the textbooks, in this case, Good Stuff Gold A, D, and Blueprint C 2.0.

(2) Define terms: three speech acts: greetings, requests, and refusals.

(3) Specify the unit of analysis (dialogues, activities, list of expressions…)

(4) Develop a sampling plan: page by page in each book, analyze and categorize each speech act found.

(5) Formulate coding categories (that emerge from the material).

(6) Analyze the data based on research questions 1 and 2.

The process consisted of looking for the speech acts in question (greetings, requests, and refusals) in each selected textbook. The speech acts are selected and analyzed according to the classifications hereunder.

Regarding greetings, the present study uses Hang's (2010) classification that consists of a version of Searle (1969). This same classification was used by Snic and Dastjerdi (2008) in their study regarding greetings in EFL textbooks in Iran. The classification consists of five categories, and in the study, I added one more category, the category of "formulaic greetings":

1. Greetings by using questions: e.g., What are you doing?
2. Greetings by using exclamations: e.g., Wow! My God!
3. Greetings by using compliments: e.g., Congratulations
4. Greetings by using offers: e.g., Come sit down with us!
5. Greetings by using comments or compliments: e.g., You got to be the famous Claire.
6. Formulaic greetings: e.g., Good morning!

Regarding refusals, they are classified and identified according to the classification in Section 3.3. Likewise, the speech acts of requests are classified according to their directness levels presented in the classification in Section 3.3. The method was to collect page by page the three speech acts identified and classified them into the previously named categories. It was also relevant in what kind of input/ output the speech act appears e.g., a dialogue, production activity, or listening practice.

Some examples were deemed as unclear and ambiguous during the data collection process - usually due to the lack of context - and were therefore excluded in this study. We may consider one example from the dataset: "Ohh, my back hurts"(GSGA, WB p. 42). This utterance could have been considered a greeting expressed as a comment. Nevertheless, there is a lack of context, and it is not stated if the interlocutors have a first interactional approach or not. The same case applies to another example from the dataset "I saw a great pirate movie last night" (Good Stuff Gold A, WB p. 56).

On the other hand, despite being unclear, some instances were considered in the analysis; for instance, "we must throw it out" (Good Stuff Gold A, TB p. 80); it has been considered a request due to the context. One of the interlocutors has the object, and the other one produces the utterance, so this case has been considered as a non-conventional indirect request. The context is essential to understanding whether the utterance is a request or not, and therefore many non-conventional indirect requests that appear in the data collection could be discussed. Another case that may be ambiguous but has been considered in the data collection is: "Already here? We didn't expect you until much later" (GSGD WB p. 73). This utterance has been categorized as a greeting, although it is not contextualized. It is understood in the formulation that a speaker is entering the scene, which leads to the surprise and reaction of the one who is already in the situation that functions as a greeting.

Moreover, in the three textbooks and above all in Good Stuff Gold D, there are activities focused on students' production, such as dialogues or written texts. In these activities, the counting was carried out in a slightly different way, as it consisted of assessing whether the learner was going to use any of the three speech acts in question. There were three variables to take into account: (1) it is not possible to know precisely whether the learner is going to produce it or not, (2) it is not possible to know on how many occasions - for counting purposes, and (3) it is not possible to classify the speech act formulation as it is not known what strategy the learner will use when producing it if he/she does produce it. Therefore, in those production exercises where these three characteristics are present, one point has been counted for each speech act the learner has the opportunity to produce (due to the instructions of the activity) and classified in the category "open" (see Appendix F for examples of these activities).

In addition, speech acts that could appear as formulations in the exercises were not taken into account for the purpose of this study. Activities, where the students had to translate from Swedish to English were considered output cases. However, activities where students had to translate from English to Swedish were not considered as output cases.

At this point, it is worth mentioning the importance of validity in this study. In order to minimize the false negatives in the data selection of stage 1, the data was examined in detail several times. Likewise, to remove false positives in the material, the data were examined in order to remove items that did not fit in the studied categories. Moreover, unclear examples were grouped separately in order to re-examine them later.

4.2.2. The interviews

Apart from collecting data through textbook content analysis, this study also collected data through semi-structured interviews with pre-set questions in an open-ended format. The participants of the interviews were two teachers from upper and lower secondary schools, with ages between 30 and 35, and with similar teaching experience, between 5 and 7 years. Both teachers are multilingual.

- Teacher 1 (T1): English as a mother tongue; also speaks Swedish, Spanish. Five years of experience teaching English in lower and upper secondary school.
- Teacher 2 (T2): Filipino as a mother tongue; also speaks Swedish and English. Seven years of experience teaching English in lower and upper secondary schools.

As mentioned in Section 2, teaching pragmatics in the classroom can be challenging, and books tend to lack authentic input; however, teachers can compensate for the lack of

pragmatic information in textbooks. Previous studies that showed low pragmatic input in textbooks also showed that teachers usually do not supplement the textbook with pragmatic information (Ton-nu & Murray, 2020). However, given the circumstances that the communicative approach of teaching languages is broadly used in Sweden, teachers might use activities and practices outside the book to help students become pragmatically competent. This is the aspect that was explored through the interviews.

The interview design considered Oppenheim's (1966) design and data collection methodology. As the author mentions, the goal of an exploratory interview is not to gather facts and statistics but to develop ideas and research hypotheses and try to understand how these people "think and feel about the topic of concern in the research" (p. 67). It is crucial to record the exploratory interviews in order to be able to analyze them properly and avoid missing important information that the interviewer might not have noticed during the stress of the actual interview; moreover, the responses can later be analyzed by others (Oppenheim, 1966).

Oppenheim (1966) gives some basic rules regarding question wording and design. This study will follow his advice regarding:

- Length (no more than twenty words per question)
- Avoid double-barrelled questions (do you think x or y is better?)
- Use simple words or explain them (otherwise, the interview can feel uncomfortable, and the interviewee can pretend to understand)
- Beware "leading" questions (e.g., When did you last work with pragmatic competence in the classroom? How often do you focus on pragmatic competence in the classroom?) because it assumes that the interviewee does so.

The questions designed for the interview (Appendix E) focused on obtaining information about the teachers' practices regarding the use of textbooks and the teaching of speech acts. At the same time, the aim was to analyze the teachers' opinions and views on the results obtained from the analysis of the textbooks.

5. ANALYSIS AND RESULTS

This section focuses on presenting and analyzing the results obtained from the content analysis of the three textbooks and the interviews with the two EFL teachers.

5.1. Results of Content Analysis

The frequency of speech acts in the three books analyzed differs considerably from one to the other, and there is a very noticeable regression. In lower proficiency levels such as Good Stuff Gold A (GSGA), used in year 6, the number of speech acts, in general, is much higher than in Good Stuff Gold D (GSGD), the textbook from the same publisher for year 9: from a total of 214 occurrences in GSGA to 165 in GSGD. Moreover, the frequency of these speech acts in Blueprint C 2.0 – the last year of upper secondary school, is very low with only 32 occurrences. Table 3 shows an overview of the three textbooks and the representation of the three speech acts in each one of them.

Table 3. Overall frequency of the pragmatic content regarding speech acts of greetings, requests, and refusals.

Textbook	Number of pages	Chapters	Greetings	*Relative nr.* Greetings	Requests	Relative nr. Requests	Refusals	Relative nr. Refusals	TOT
Good Stuff Gold A	276	11	51	**0.18**	121	**0.44**	42	**0.15**	214
Good Stuff Gold D	316	8	31	**0.10**	93	**0.29**	41	**0.13**	165
Blueprint C 2.0	264	9	6	**0.02**	20	**0.08**	6	**0.02**	32

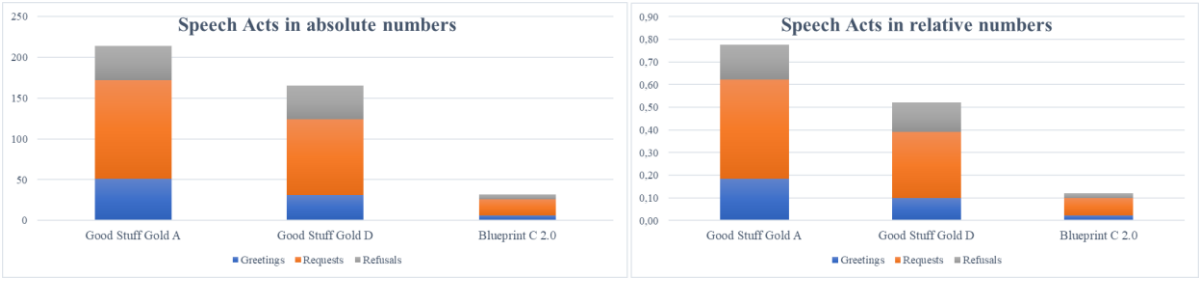

Figure 1. Overall frequency of the pragmatic content regarding speech acts of greeting, refusing, and requestion.

As can be seen from the Table 3 and the *Figure 1*, the regression is very noticeable, but this is not the only striking difference between the textbooks analyzed. The textbooks do not only differ in frequency; the analysis shows that the three analyzed speech acts are

very differently represented in the three textbooks, and for instance, Good Stuff Gold D has a bigger proportion in the form of output than Good Stuff Gold A as shown in Table 4. In Blueprint C 2.0, the representation is significantly low, and there are nearly no exercises where students are asked to produce them (see Table 4 and *Figure 2).*

Table 4. Speech acts presented as input vs. output in each textbook:

Good Stuff Gold A				Good Stuff Gold D				Blueprint C 2.0			
	Output	Input	**TOT**		Output	Input	**TOT**		Output	Input	**TOT**
Greetings	18	33	**51**	Greetings	11	20	**31**	Greetings	1	5	**6**
Requests	33	88	**121**	Requests	41	52	**93**	Requests	1	19	**20**
Refusals	14	28	**42**	Refusals	19	22	**41**	Refusals	1	5	**6**

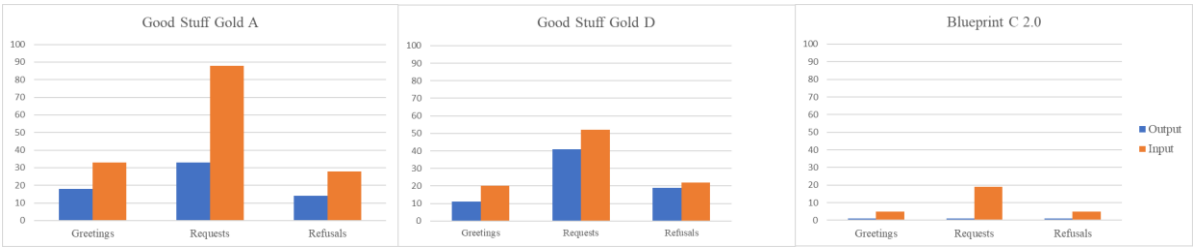

Figure 2: Speech acts presented as input vs. output in each textbook

Greetings

Analyzing the representation of each speech act separately, it was observed that in the case of greetings, GSGA shows a more significant variation in the representation of different ways of formulating the greeting, as shown in Table 5 and *Figure 3.* The textbook GSG D does not show as much variation, but nevertheless, the category "open" is much more representative as there are many more exercises where the learners have the opportunity to produce greetings. As explained in Section 4.2.1, the category "open" was created to analyze the frequency of those production activities where learners have the opportunity to produce one of the three speech acts analyzed (greeting, requests, or refusals). It is known that the learner has the opportunity to produce such a speech act due to the characteristics of the exercise, but it is not possible to know precisely whether the speech act has been used, if so, which formulation has been used, and the number of times. In the case of Blueprint C, the number of greetings is generally low with only five occurrences, and regarding output opportunities, only 1 case was observed where learners have the opportunity to produce such a speech act. This is relevant compared with GSGA,

where greetings appear in 39 instances and five output opportunities, and in GSGD, there are 16 greeting occurrences and 15 output opportunities.

Table 5. Frequency of the strategies used in each textbook for greetings.

Textbook	Formulaic	Using questions	Using exclamations	Using offers	Using comments/compliments	Open
Good Stuff Gold A	23	14	1	1	7	5
Good Stuff Gold D	6	10	0	0	0	15
Blueprint C 2.0	3	1	0	0	1	1

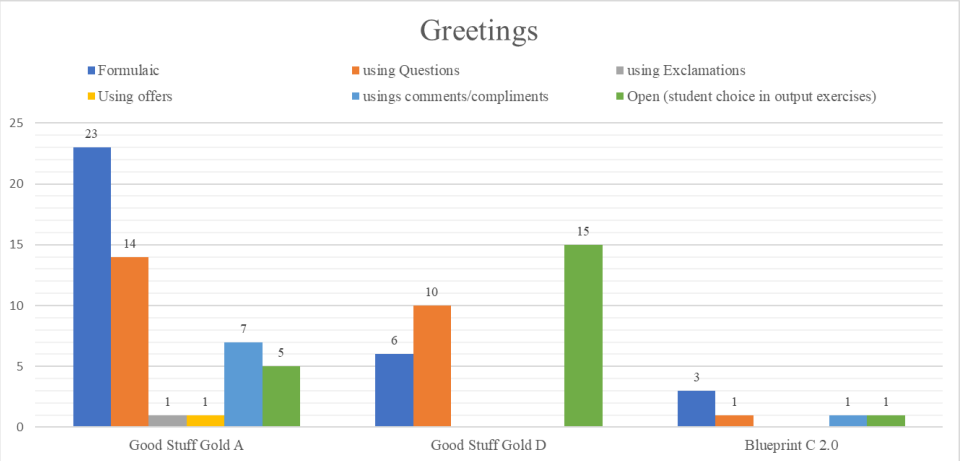

Figure 3: Frequency of the strategies used in each textbook for greetings.

Even though greetings are presented above all in the lower proficiency textbooks analyzed, are not portrayed in a way that can lead to a reflection about the usage of the speech act of greeting, can be due as (Zeff, 2016) mentions to the fact that greetings are very culturally related. Therefore, it could be problematic to narrow the usage of one greeting or another in certain situations since English is nowadays used in various communicative situations.

Requests:

The case of requests shows that all three textbooks represent direct, indirect, and non-conventionally direct requests, but the representation in terms of frequency is very different from one book to another. In GSGA, there are more requests in general: 116 occurrences, and five output opportunities. As shown in Table 6, the vast majority are direct requests with 75 instances. The same situation but with fewer requests is found in GSG D; however, we observe that the "open" category is more representative since the book presents a more significant number of activities where the student has the

opportunity to produce requests with a total of 14 opportunities. In the case of Blueprint C, both the total number of requests and the students' opportunities to produce requests in “open” activities decrease notably, see Table 6 and Figure 4 below.

Table 6. Frequency of the strategies used in each textbook for requests

Textbook	Direct	Conventionally indirect	Non conventionally indirect	Open (Student choice in output exercises)
Good Stuff Gold A	75	26	15	5
Good Stuff Gold D	55	17	7	14
Blueprint C 2.0	16	1	2	1

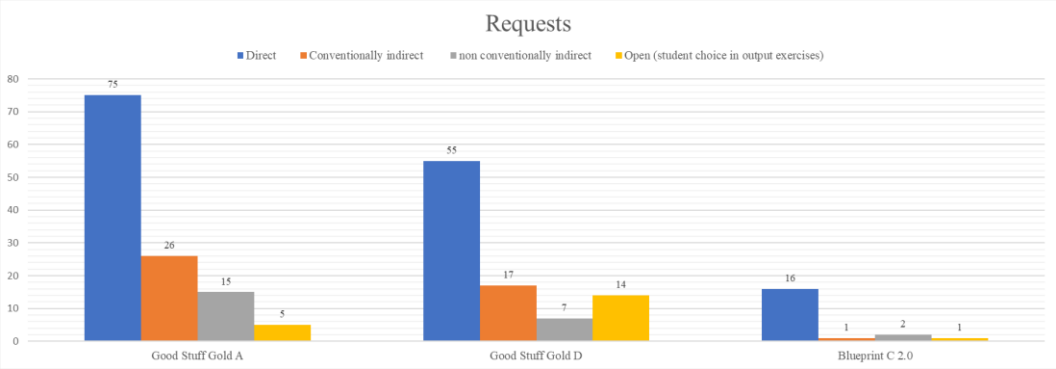

Figure 4. Frequency of the strategies used in each textbook for requests

As observed in the results, requests are covered in the textbook to a certain extent. However, there is no reflection about the factors that can apply when formulating a request, such as microsocial and macrosocial factors (Schneider & Placencia, 2017). It is relevant for students not only to be able to produce a request but to reflect on the different ways of formulating a request and the strategies that can be involved in the formulation. Requests can be a face-threatening speech act if the speaker cannot adapt pragmatically to the situation where he or she is producing it.

Refusals

The category of refusals follows a similar pattern to that observed in the representation of greetings and requests. To a greater or lesser extent, all three textbooks show a representation of both direct and indirect refusals. However, the GSG A book shows a much higher frequency of refusals in general, with a total of 40 occurrences and much more variety in the formulation regarding strategies of indirect refusals that will be analyzed later. Once again, it can be observed that GSG D has a more representative

"open" category as more opportunities are offered for the student to choose his or her refusal formulation in production activities see Table 7 and *Figure 5*.

Table 7. Frequency of the strategies used in each textbook for Refusals

Textbook	*Direct*	*Indirect*	*Open (student choice in output exercises)*
Good Stuff Gold A	13	24	5
Good Stuff Gold D	23	8	10
Blueprint C 2.0	4	1	1

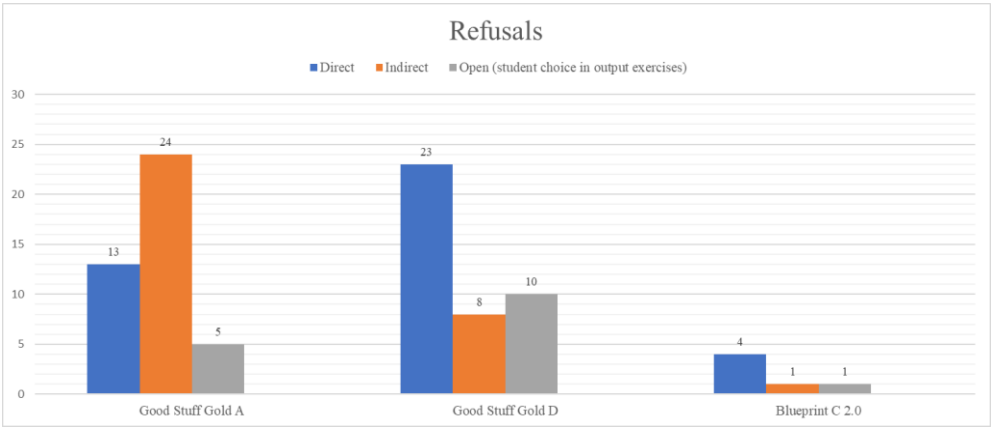

Figure 5. Frequency of the strategies used in each textbook for refusals

Refusals work differently from other speech acts in that they express a "non-preferred reply" (Felix-Brasdefer & Bardovi-Harlig, 2010). Therefore, they are usually formulated indirectly to attenuate the illocutionary force of the refuse. Due to the relevance of indirectness in this speech act, the indirect refusals have been classified independently. Observing both Table 8 and *Figure 6*, it can be seen that GSG A presents a relatively high total frequency compared to GSGD where the total frequency of indirect refusals is six, and where only the strategy of "attempt to dissuade interlocutor" has been used, and in Blueprint C, only one case has been observed using the strategy of "verbal avoidance."

Table 8. Indirect refusals strategies in each textbook

Textbook	Attempt to dissuade interlocutor	Verbal avoidance	Excuse, reason, explanation	Statement of regret	Statement of alternative	Statement of philosophy/ principle
Good Stuff Gold A	12	3	6	2	5	2
Good Stuff Gold D	6	0	0	0	0	0
Blueprint C 2.0	0	1	0	0	0	0

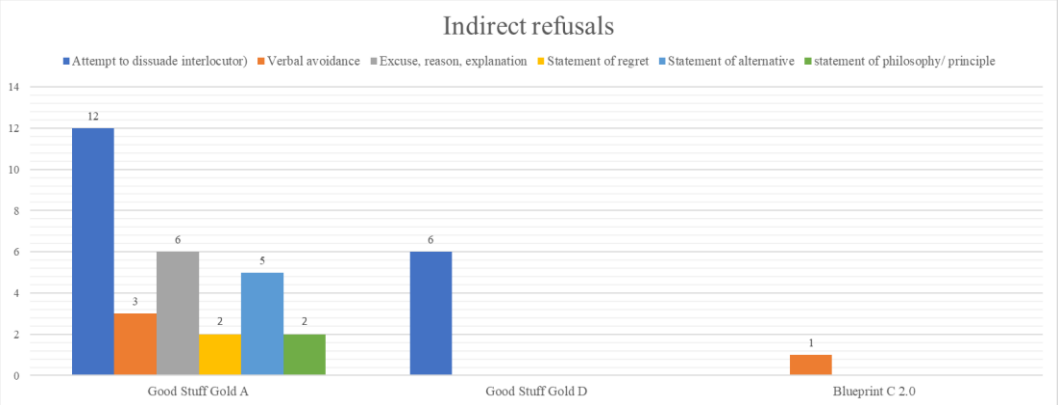

Figure 6. Indirect refusals strategies in each textbook

As can be seen from the results presented, both quantity and variation in the formulation of speech acts vary considerably between the three textbooks.

In addition, although it is not directly a part of this study, it is interesting that the exercises where the learner uses speech acts in a more or less natural communicative way are minimal. Only one exercise has been found in GSG A in workbook on p. 31 (see Appendix F), in which learners are given information about the speech act "once again please" as a request for clarification. Furthermore, they are asked to use it with their partner when they do not understand the partner and want them to escribe certain items during an activity.

However, to be pragmatically competent is surely not only about producing a particular speech act. The speaker must be able to adapt to the rules and norms of the target language to fulfil his or her communicative intentions (Bachman, 1990). In the present dataset, exercises regarding pragmatic adaptation are missing, apart from the "open" exercises focusing on students' production. These exercises have the potential to help students to reflect on the use of particular speech acts in a concrete situation and how to communicate in the most effective way in a given situation, fulfilling their communicative intentions. This should be one of the main aspects taught in the FL classroom (Mir, 2014); however, it seems that this important aspect has been neglected and left entirely to the teacher, as there are no such reflections about language usage stated directly in any of the analyzed textbooks.

Going back to the concept of politeness (Bravo, 2012; Kerbrat-Orecchioni, 2004: Hernández Flores, 2004), the textbook analysis follows the idea that politeness is commonly seen in requests and refusals (Brown & Levinsson, 1987) since strategies are used to minimize the impact of the illocutionary force of the speech act. The presence of

indirect speech acts such as indirect requests and refusals allows the teacher to reflect with students on the concept of politeness and why the requests are formulated in a more or less direct way depending on the situation and the relation between the speakers.

5.2. Results of the interviews

This section will present the main findings obtained through the semi-structured interviews. Through the interviews, it has been possible to explore the teachers' point of view on two aspects: i) their views on the effectiveness of the teaching materials that have been analyzed in the present study, and ii) their general views, practices and their attitudes concerning the teaching of speech acts in the EFL classroom. As mentioned in Section 4.2.2. the participants are two EFL teachers namely Teacher 1 (T1) and Teacher 2 (T2):

- Teacher 1 (T1): English as a mother tongue; also speaks Swedish, Spanish. Five years of experience teaching English in lower and upper secondary school.
- Teacher 2 (T2): Filipino as a mother tongue; also speaks Swedish and English. Seven years of experience teaching English in lower and upper secondary schools.

It must be noted that the two teachers had broadly the same views, perspectives and attitudes towards the inclusion of pragmatic competence and the teaching and practicing of it in the classroom. They seemed well aware of the fact that this skill is critical in being able to use a language appropriately, which is at least as important as being able to use the language correctly. They, both being speakers of at least two languages, had first-hand experience of how important it is to be familiar with the pragmatic conventions of a language, and the speech acts.

Both Teacher 1 (T1) and Teacher 2 (T2) seem to understand the idea that in lower grades such as in year 6, the books show a more thorough representation of speech acts since, as they put it, they are the "basics of the English language". As T1 expresses, "things that you can learn in more basic dialogues and once you get into a higher level you're usually dealing with more complicated texts and more complicated vocabulary" This is a perspective that we also observe in Teacher 2:

> "This is actually the basic of the English language, right? You have to understand how to communicate, and in order for you to be able to communicate, you have to know the basic strategies (…), but at the higher level, you are more focused on, I guess, the content itself and the content (…) like politics or social issues."

T1 also expressed understanding when it comes to the differences regarding input and output opportunities. As Teacher 1 explains, "It's because you need to have a lot of input

in order for you to create a ground to establish you know English itself”. This view seems to be shared by Teacher 2, who also added "by gymnasium (upper secondary school), maybe the expectation is that they're producing things at a higher level and that the things they have to produce are especially spontaneously. They get expected to use more complex language". This perspective is echoed by Teacher 1, who expresses that in English 7, "probably you expect that the students are already able to produce this speech acts, so you don't have to work with them".

However, even though Teacher 2 talked about these speech acts as the "basics" that they already know, at some point, she mentioned that "you might think it's basic, but it actually might not be so basic". The teacher clarified this aspect by expressing that she has had students in high levels that might not be so competent when it comes to these "basics." Then she explained that even if it is not in the book, she would double-check from time to time above all at the beginning of the course and complement the book with other activities to repeat these "basics."

However, when asked if the three speech acts should be included in the textbooks, she showed doubts, expressing that it could be "ineffective" and "not productive" at high levels. So, you can just get to "the basics" from time to time if you feel it is necessary. (Teacher 2). Teacher 1 expressed the need for these speech acts to be represented in the textbooks above all in lower grades and explained that she usually complements the textbooks with other materials of her own where the students discuss, describe, or expose themselves to the language in a more natural way.

Regarding teaching/helping the students to be sociopragmatically aware, teachers had different perspectives. Teacher 1 considered it not necessary to reflect on sociopragmatic adaptation in lower grades because they should first be proficient in the structure of the language itself, and they might not be able to reflect about social differences. According to Teacher 1, this sociopragmatic appropriateness should be brought up in higher grades such as upper secondary school, as the student would be expected to be pragmatic at that level of the language and use English in more different situations. Teacher 2 thought that one should bring up the topic of sociopragmatic appropriateness from the very beginning, and there is an opportunity in every classroom and discussion. This difference in their responses may have to do with the fact that Teacher 2 is a non-native speaker of English and may therefore be more aware of the consequences of a pragmatic failure. Interestingly, this teacher is originally from the Philippines and is perhaps more conscious of inevitable pragmatic cultural clashes and the importance of pragmatic competence. In

contrast, the native teacher of English, Teacher 1, primarily focuses on accuracy in lower grades, as reported above.

Both teachers touched upon the issue of individual differences between pupils and how some of them were more or less able to understand and produce these speech acts without the need for very explicit instruction. There was also a discussion with Teacher 2 about how the input the pupil receives outside the classroom and their family and social situation can benefit the pupil: "Guarantee that a student who has more say good input from families maybe this person is traveling a lot, maybe better resources when it comes to materials, then chances would be very good" and added that that is where the school comes in.

6. LIMITATIONS

The present study has some limitations, and the findings presented in the previous section, as well as the discussion of these findings in the next section, need to be taken into account accordingly. While the content analysis of the three textbooks are representations of the practices in many Swedish schools (see selection criteria discussed in Section 4.1), the interview data here does not offer an equally large span. Two teachers were interviewed in the present study, who are from similar teaching backgrounds with similar teaching experience. It must be noted that a selection of teachers with different levels of experience may naturally lead to a variety of reported practices in the teaching of the selected speech acts and the teaching of communicative competence in general. Nevertheless, it is my belief here that the teachers' reported practices are largely transferrable to many other teaching situations. This makes the findings of the present study interesting and relevant for teachers of English in general.

7. DISCUSSION AND CONCLUSIONS

The present study sought the answers to the following research questions:

1. To what extent are the three selected speech acts, namely greetings, rejections, and requests, covered in EFL textbooks in Sweden concerning input and output?
2. Is there a progression in the representation and practice of the three speech acts when it comes to the three different proficiency levels the books have been produced for?
3. What are teachers' views and practices like when teaching speech acts, greetings, rejections, and requests?

Regarding the first research question concerning how the three speech acts in question are represented, the results show that the three speech acts are represented to a greater or lesser extent in the three textbooks. Nevertheless, the frequency and form vary from book to book. It is observed that at low levels, such as in year 6 (GSGA), the frequency of speech acts is very high. At the same time, there is much variation in the formulation of each speech act; that is, speech acts are represented through different strategies, as shown in the analysis section. This variation and frequency decrease as the level advances, and in year 9 (GSGD), the textbook shows less frequency in the representation of speech acts in general, less variation in the formulation of the three speech acts, and a greater frequency of output exercises where the student has to produce speech acts in one way or another. The representation of speech acts in the last year of upper secondary school (Blueprint C) is very low in comparison with the other two textbooks; the few instances where speech acts occur, they appear in the form of input, with very little variation in their formulations and few opportunities for the student to produce them in the form of output.

Regarding the second research question, concerning progression in the representation, the analysis results showed no progression and in fact mostly the opposite; a regression on the representation of speech acts was found as the proficiency level increases. The general frequency of the speech acts became lower as the level increased, and the variation also decreased from showing more diversity of formulations of the same speech act in the lower proficiency level (GSGA) to barely showing any in the high levels (Blueprint C). The progression was relative regarding output exercises since a progression could be observed from year 6 (GSGA), where students were asked to produce relatively

little, to year 9 (GSGD), where the textbook gave much more opportunities for students to produce the three speech acts in the open/free situations. The highest proficiency level (Blueprint C) did not follow this progression and the production opportunities dropped to almost zero.

Regarding the third research question about teachers' views and practices, there is agreement on a general lack of pragmatic content in the selected materials. The findings of the present study find support in previous research, that the lack of pragmatic competence is due to the amount and strategies of instruction (Shively, 2014). This is especially relevant in the Swedish context since Karlsson (2018) and Gustafsson (2021) reached the same conclusion regarding the lack of pragmatic input. It is therefore understandable that students can have difficulties becoming pragmatically competent only through the input and output opportunities given in textbooks. Moreover, the current study shows that this is the case at different levels of EFL textbooks and with different books, which is a contribution to the previous literature on this topic. The teachers report they compensate with their activities and materials. They express the need to use authentic materials in the classroom, which follows the idea that textbooks cannot be counted as a reliable source of pragmatic input (Harlig, 2001).

The teachers also seem to agree and understand this regression of the general frequency of speech acts and the increased output exercises on the intermediate level. When asked about the best moment for students to know about pragmatic appropriateness, they express different opinions: T2 believes that it is necessary to discuss it from the beginning and independently of the student's structural proficiency of the language, and T1 believes that not until the last years of upper secondary schools should this be taught since earlier students do not have the structural competence of the language. They might not be able to reflect about cultural differences and do not need to use the language in real life at that level. It may be argued with some degree of justification that this difference between the responses of Teacher 1 and Teacher 2 may have to do with the native-non-native speaker dichotomy. Teacher 2 is a non-native speaker of English, and based on this, it may be suggested that s/he is more aware of the importance of being pragmatically competent and the consequences of pragmatic failure. At the same time, Teacher 1 may not be as aware of the implications of pragmatics in communication due to her native speaker intuition. Pragmatic competence, Teacher 2 maintains, should be included in the teaching already from lower levels, resembling the acquisition of a language by children at early ages. Teacher 2 argues that rather than separating pragmatic

competence from grammatical competence, for instance, it is important to cover them in parallel already from lower levels.

All in all, this study aimed to investigate the pragmatic content of EFL textbooks from lower and upper secondary school commonly used in the Swedish context. The findings follow the pattern observed by previous studies carried out both in the Swedish context and other geographical settings that point out that EFL textbooks omit essential information regarding pragmatics and, more concretely speech acts. Moreover, the interviews with English teachers in Sweden draw light to the fact that teachers are aware of these limitations and therefore use other materials to compensate for the lack of pragmatic information. However, this issue remains problematic since students who acquire the TL mainly through textbooks can be hindered from developing communicative competence.

One final reflection is in order here. As we have analyzed in previous sections, it is interesting to note the difference in both frequency and form of the different speech acts. Perhaps most striking is the fact that in the textbook for the higher level (Blueprint C), the frequency of these three speech acts is minimal. In the interviews, the teachers do not seem to be surprised since, as they say, by this time, the students should already know these speech acts and be able to use them effectively.

However, in none of the books is there room for reflection regarding the use of different strategies in performing speech acts. There is no space in any of the books for meta-reflection, i.e., it is not only about greeting but in which situations one should greet and in what way, depending on the interlocutor. What a speaker needs to be able to do is not only to know how to make a request but also know when to make it more or less directly and what strategies can be used to attenuate the illocutive force of the speech act so that the image or face of the interlocutor is not affected. The same applies to refusals.

Taking into account at all times that we live in an increasingly multicultural and multilingual society, students come from different circles and cultures. So perhaps refusing food is never a polite option or greeting a person with whom you have a high social distance is not appropriate unless this person greets you first. All these issues need to receive attention and be considered in the classroom, as we want students to be communicatively competent in contexts where the target language is used. While English, being the global lingua franca today, cannot be tied to a single culture or the sociopragmatic norms of a particular country or society, the complexity of the topic remains. In fact, if we want learners to use English to their benefits for important purposes

and benefit from its strong position, they need to get the opportunity to learn and practice pragmatic competence in the language classroom.

For future studies, it would be interesting to collect reported practices from a larger number of teachers with varying teaching backgrounds and investigate further what kind of materials they use to provide learners with the right kind of input as well as opportunities to practice sociopragmatic competence. It would also be worthwhile to examine digital teaching materials, which are reportedly becoming increasingly popular in today's foreign language teaching practices, owing also to the changing world we live in where online teaching and learning practices have become a part of our everyday lives. Does the language classroom make students reflect on the sociopragmatic differences when using one or the other expression? Are learners aware of these differences? What space does this type of reflection occupy in the language classroom? These are some of the questions that are waiting to be addressed in the future by the research community in their investigations on the topic of teaching pragmatic competence.

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Appendix A: SOCIOLINGUISTIC APPROPRIATENESS

From Common European Framework of Reference for Languages (https://rm.coe.int/168045b15e)

C2	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly Can mediate effectively between speakers of the target language and that of his/her community of origin taking account of sociocultural and sociolinguistic differences.
C1	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar. Can follow films employing a considerable degree of slang and idiomatic usage. Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
B2	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. Can express him or herself appropriately in situations and avoid crass errors of formulation.
B1	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register Is aware of the salient politeness conventions and acts appropriately Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own
A2	Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. Can socialise simply but effectively using the simplest common expressions and following basic routines Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, invitations, apologies etc.
A1	Can establish basic social contact by using the simplest everyday polite forms of greetings and farewells; introductions; saying please, thank you, sorry etc

Appendix B: THE SPEECH ACT SETS FOR REQUESTS

Extracted from Blum-Kulka, House, & Kasper, (1989) in Meihami, H., & Khanlarzadeh, M. (2015)

Direct strategies (marked explicitly as requests, such as imperatives):

- *Clean up the kitchen.*
- *I'm asking you to clean up the kitchen.*
- *I'd like to ask you to clean the kitchen.*
- *You'll have to clean up the kitchen.*
- *I really wish you'd clean up the kitchen.*

Conventionally indirect strategies (referring to contextual preconditions necessary for its performance as conventionalized in the language):

- *How about cleaning up?*
- *Could you clean up the kitchen, please?*

Non-conventionally indirect strategies (hints) (partially referring to the object depending on contextual clues):

- *You have left the kitchen in a right mess.*
- *I'm a nun* (in response to a persistent hassle).

Appendix C: THE SPEECH ACT SETS FOR REFUSALS

Extracted From Beebe, Takahashi, & Uliss-Weltz (1990) in Meihami, H., & Khanlarzadeh, M. (2015)

Direct

1. Using performative verbs (I refuse)
2. Non-performative statement
    - "*No*"
    - Negative willingness/ability (*I can't/I won't/I don't think so*)

Indirect

1. Statement of regret (*I'm sorry . . ./I feel terrible . . .*)
2. Wish (*I wish I could help you . . .*)
3. Excuse, reason, explanation (*My children will be home that night/I have a headache*)
4. Statement of alternative
    - I can do X instead of Y (*I'd rather . . ./I'd prefer . . .*)
    - Why don't you do X instead of Y (*Why don't you ask someone else?*)
5. Set condition for future or past acceptance (*If you had asked me earlier, I would have ..*)
6. Promise of future acceptance (*I'll do it next time/I promise I'll. . ./Next time I'll. . .*)
7. Statement of principle (*I never do business with friends*.)
8. Statement of philosophy (*One can't be too careful.*)
9. Attempt to dissuade interlocutor
    - Threat or statement of negative consequences to the requester (*I won't be any fun tonight* to refuse an invitation)
    - Guilt trip (waitress to customers who want to sit a while: *I can't make a living off people who just order coffee.*)
    - Criticize the request/requester (statement of negative feeling or opinion; insult/attack (*Who do you think you are?/That's a terrible idea!*)
    - Request for help, empathy, and assistance by dropping or holding the request
    - Let interlocutor off the hook (*Don't worry about it./That's okay./You don't have to*.)
    - Self-defense (*I'm trying my best./I'm doing all I can do*.)
10. Acceptance that functions as a refusal
    - Unspecific or indefinite reply
    - Lack of enthusiasm
11. Avoidance:

- Nonverbal
    - Silence
    - Hesitation
    - Doing nothing
    - Physical departure
- Verbal
    - Topic switch
    - Joke
    - Repetition of part of request (*Monday?*)
    - Postponement (*I'll think about it*.)
    - Hedge (*Gee, I don't know./I'm not sure*.)

Appendix D: INFORMATION SHEET AND CONSENT FORM

Cristina Alfranca
crsitinalfranca@gmail.com

Information sheet:

The representation of speech acts in EFL textbooks in Sweden: Greeting, requests and refusals in input and output and teacher insights.

My name is Cristina Alfranca, and I am doing a research project in the Department of English as part of my Teaching Programme.

This degree project is written within English linguistics and studies speech act in EFL textbooks. The purpose of the study is to investigate whether and in what way speech acts (greetings requests and refusals) are included in textbooks for lower and upper secondary school. As part of my study, I will carry out interviews to English teachers to bring up teachers' perspectives and practices into my study.

Participation in this study is completely voluntary, and if you wish to you can decide to withdraw from the study at any point. By participating in the interview, you give consent to your answers being used in the research.

The interview will be conducted anonymously, and the answers cannot be traced back to the participants. Any personal information will be handled confidentially and according to the General Data Protection Regulation (GDPR).

The interview will take about 30 minutes. With your consent, I will audio record and transcribe the interview. In the unlikely event that sensitive issues should come up in the interview or for any other reason, you can ask to stop the recording.

The answers will be used for research purposes only and the information provided will be handled with care, the recordings will be kept in a safe place and will be deleted after the conclusion of the project in line with GDPR. Upon participation you will be asked to sign a consent form to state that your participation is voluntary and that you have been informed about the purpose of the interview.

For any further questions, please don't hesitate to email me at: cristinalfranca@gmail.com

Supervisor: Beyza Nylen Björkman

Cristina Alfranca
Cristinalfranca@gmail.com

Consent to participating in the research project

The representation of speech acts in EFL textbooks in Sweden: Greeting, requests and refusals in input and output.

I have read and understood the information about the study in the document " Information sheet". I have been given the opportunity to ask questions and I have had them answered. I may keep the written information.

☐ I consent to participating in the study described in the document "Information sheet"

Name: _____

Signature: _____

Place, Date: _____

Appendix E: INTERVIEW QUESTIONS

1. How do you choose the textbooks for your teaching: Do you get to choose the books in your school? Or do you get told what to use?

2. Do you use x book in your teaching? If the answer is yes, how do you use it? How often? If you use other materials, what kind of material, what is your goal?

3. In my study, I analyzed the occurrence of greetings, requests, and refusals (in different ways) in textbooks. Moreover, I found out that in lower levels such as year six, the frequency is considerably higher (214) than in year nine (165). And in the last year of high school, there are just very few occurrences (32). What is your opinion about this? Why do you think it is like this?

4. Another aspect that I analyzed was how these greetings, requests, and refusals appear. Do they appear as input in a text or listening activity (reception), or are students asked to produce them in activities? So, my findings were that in year six, there was considerably more input than output. In contrast, in year 9, the output increased a lot, and I could see many more activities where students had to produce. However, in the English 7 textbook, students barely had the opportunity to produce any of them. The frequency of input (in reading or listening activities) was also very low. What is your opinion? Why do you think it's like this? Depending on the reply, ask if and how she compensates for this?

5. Do you think greetings, requests, and rejections should be included in the teaching materials? If yes, how do you think they should be covered?

6. Do you think it's important to instruct these forms explicitly?

7. Do you think students can adapt sociopragmatically to the situation where they are producing the utterance? (for example, know when to greet and how to greet different people in different situations, learn how to make a request depending on the person and the situation, etc…)

8. If yes, when do you think is the best moment to reflect and learn this?

Appendix F: EXAMPLES FROM THE TEXTBOOKS

1. Examples of "open activities"

- Good Stuff Gold D p. 37:

F **Write your own dialogue about a disagreement. Choose one of the situations below if you like. Use expressions from 'The Negotiator'. Then act out your new dialogue in class.** WRITING/SPEAKING

a) Your good friend has told other people something she/he promised to keep quiet about. Your story is all over town now and everybody keeps making stupid comments …

b) Your good friend X has told you she/he can't go with you to the shopping mall on Saturday because of family business. But when the day comes, you see X in the mall anyway, with somebody else …

- Good Stuff Gold D p.41:

E **Two years after this happened one of the ex-friends sends a text message to the other. They exchange messages for some time and…**

Write down the whole text message "conversation". WRITING

- Good Stuff Gold D p.69:

E1 **What happened after the game? Write the dialogue. What did Ursula and her teammates say to each other? What did the coach Ms Shultz say?** WRITING

E2 **Act out your dialogue to another group of three.** SPEAKING

2. Good Stuff A workbook p. 31

B **In pairs, work like this with the Food page.** SPEAKING

1. One of you spells out (*bokstaverar*) the name of the food or the drink and the other, as fast as possible, says what it is.
2. One of you spells out the names and the other listens with the book closed and writes it correctly. (Say "Sorry?" if you didn't hear or "Once again, please!")

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