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**An Analysis of Pragmatic Content in EFL
Textbooks for Young Learners in Algeria:
The Case of 3rd and 4th Grades**

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Master in Linguistics*

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Dedication

To all those who lent a helping hand we dedicate this work.

Acknowledgement

We firmly believe that nothing can be achieved without the will of Allah, Alhamdulillah!

First and foremost, we would like to express our full gratitude to our supervisor, *Dr. Aboubakr HAMOUDI* for his endless patience and continuous support and encouragement, and to thank him especially for sharing with us his time, experience and research skills.

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Abstract

The present research aims to analyze how much pragmatic content is used in EFL Textbooks for young learners in Algeria. It was based on a corpus of two textbooks used with learners in grades 3rd and 4th in Algerian primary schools. All approved for use in the academic year 2017/2018 by the Algerian Ministry of National Education. This research employed a qualitative research methodology and a content analysis method to collect data from 3rd and 4th textbooks of EFL. Moreover, it analyses the pragmatic content using the frameworks of Vellenga, Searle, Halliday and LanGeek. The results showed that the most amount of pragmatic content is included in year 4 with 23.15% then the 3rd EFL textbook which represents 14.51%, and the most amount of speech acts are included in 4th EFL textbook with 180 (80.72%) acts then the 3rd EFL textbook with 43 (19.28%). In addition, the results showed that the naming speech acts occupy the first order in textbooks with 21 (48.84%) occurrences for the 3rd EFL textbook, and 111 (61.67%) occurrences for the 4th EFL textbook, and that thanking speech acts occupy the last order with 2 (04.65%) occurrences for the 3rd EFL textbook and two (01.11%) occurrences for the 4th EFL textbook. Furthermore, the results showed that the greatest number of cultural references of persons' names is included in the 4th EFL textbook with 23 (88.46%) names and that Culture Source names occupy the first order with a number of 15 (65.22%) names in the 4th EFL textbook and (66.67%) in the 3rd one. For the cultural references of celebrations' names, results showed that there are only two types of celebrations days Martyr's Day in Algeria reflecting the source culture of learners, and Mother's Day in Mexico which reflect other culture.

Keywords: Content; EFL; Pragmatics; Pragmatic Content; Speech act; Textbooks.

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List of abbreviations

CC: Communicative Competence

CNP: Conseil National des programmes

EFL: English as a Foreign Language

ELF: English as Lingua Franca

ELT: English Language Teaching

ESL: English as a Second Language

EYL: English for Young Learners

FE: Foreign Language

L1: First Language

L2: Second Language

PC: Pragmatic Competence

SC : Source Culture

TC : Target Culture

TL: Target Language

GENERAL INTRODUCTION

1 Introduction

Communicative language teaching, first put forward in the 1970s, remains an important approach to English language teaching today. Key to this approach is the aim that foreign language learners be empowered to use language for a range of purposes and functions and taught to vary language use according to the participants involved and the context. In another hand, to be able to conduct a successful communication, second language learners need to master particular competencies. When learning a foreign language, learners are not only dealing with the meaning of words or sentences but also pragmatic contents of the utterances they make which somehow becomes barrier in their learning process (Meihami & Khanlarzadeh, 2015).

Communicative competence is generally considered to be the target for second language teaching. As a critical component of communicative competence, pragmatic competence is concerned with the relationships between utterances and the functions that speakers intend to perform through these utterances (Taguchi, 2015). Glaser (2009) suggests that high level of pragmatic competence in the target language has a constructive effect for successful communication within the L2 contexts. In addition, Bachman and Palmer declare that pragmatic competence is one of important factors in English as Foreign Language Teaching.

EFL textbooks are among the various means used to provide L2 learners with pragmatic content represented in the speech acts. According to Vellenga (2004), textbooks are among the most important instructional materials that have to be considered as the vital backbone for second/foreign language learning. Similarly, Sheldon (1988) states that “textbook is the visible heart of any ELT program”. As textbooks are vital sources of L2 learning out of the classroom, their roles in helping learners raise their pragmatic awareness becomes more significant in EFL contexts. As well as,

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Textbooks play an important role in English Language Teaching, particularly in the English as a Foreign Language classroom where they provide the primary form of linguistic input. (Kim & Hall, 2002) In the foreign language context, learners are largely reliant on input from textbooks in striving to become communicatively competent. Thus, textbooks are faced with the challenge of providing input and opportunities for output in a range of areas, most prominent among them speech act realization.

Thus, the current study aims to examine the pragmatic content in EFL textbooks in Algerian context providing to what extent this content is represented in 3rd and 4th EFL textbooks.

2 Literature Review

Given the importance of pragmatic content in the process of L2 learning and considering the significant role that textbooks can play in improving learners' pragmatic competence, it is of a great importance to review the literature for the studies which focused on the comparison among different ELT textbooks.

Concerning learning pragmatics from EFL textbooks, Vellenga (2004) conducted a study on "learning pragmatics from ESL / EFL textbooks: how likely?", and indicated that generally a phrase or two is concerned with pragmatic content in each page of common ELT textbooks. She also showed that the distribution of speech act types across ESL and EFL textbooks did not appear to be patterned, nor based on frequency of speech act occurrence in natural language, and often seems counterintuitive.

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In the context of Chinese higher education, Li (2018) investigate the pragmatic elements in New Vision College English Listening and Speaking textbooks used by EFL learners studying in universities across China. Activities and selected video-scripts were analyzed to find out to what extent the books have the potential to facilitate pragmatic competence development among Chinese EFL learners in universities. The research has found the textbooks do contain pragmatic knowledge, but may still not achieve desired results in facilitating Chinese EFL students' pragmatic competence. The overall amount of pragmatic knowledge (speech acts, metapragmatic information and contextual variables) is inadequate and the coverage of that knowledge is not comprehensive. Furthermore, Ren and Han (2016) showed that pragmatic knowledge is still under-represented in most textbooks. The range of speech acts included is rather limited. There is a paucity of explicit metapragmatic information on speech acts.

In the Indonesian context, Pramono and Kurniawan (2020) explore the frequency of pragmatic content occurrence represented as speech acts of thanking and apologizing in two Indonesian ELT textbooks. These Textbooks were analyzed using Martinez's Framework on Speech act of thanking and apologizing. The result indicated that a number of speech acts of thanking and apologizing have sufficiently provided by both textbooks. It is therefore advisable for language teachers to employ other authentic language sources to enhance learners' pragmatic competence.

Moreover, in the Croatian primary schools, Jakupčević and Čavar Portolan (2021) highlight how much pragmatic content is included in 18 textbooks used in Croatian primary schools with learners aged 9–12 years. These textbooks are compared in regard to the percentage of pages with pragmatic content as well as the different speech acts that receive explicit attention in them. The main finding of the study is the great amount of inconsistency when it comes to the scope and

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treatment of pragmatic content, with some textbooks proving extremely lacking. The results present a concerning picture as all of the students using these diverse textbooks should be following the same curriculum which emphasizes the development of communicative competence.

As well as, in the German context, Barron (2016) paper examines how requests are taught using English G2000A (Cornelsen), an EFL textbook series employed in many schools in Germany. The focus of analysis is on the linguistic request strategies and request modification (pragmalinguistics) to be learned and on the contextual information provided on the use of these linguistic forms (sociopragmatics). Findings reveal that commonly employed request strategies and cognitively simple forms of modification are introduced. However, it is also found that many strategies are not dealt with and that modification is only touched on. On a sociopragmatic level, a strong focus is found to exist on standard situations in which role relations are clear. Contextual constraints are generally communicated implicitly only and there is a general danger of overgeneralization. Finally, the textbook only considers cross-cultural differences in requesting to a very narrow extent.

Besides, In the Vietnamese context, the study by Ton Nu and Murray (2020) explored the provision of pragmatic content in the current national EFL textbook series, which was first published in 2012 and has been used nationwide for Vietnamese upper-secondary school students since the school year 2018-2019 and revealed that textbooks include quite a low level of explicit information about pragmatics. In addition, the explicit presentation of different elements potentially contributing to the learning of pragmatics was found to be quite infrequent.

Moreover, In the Iranian High Schools context, Gholami (2015) demonstrated that little consideration is given to the incorporation of pragmatic knowledge in developing in EFL textbooks.

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It suggested that textbook developers include more pragmatic knowledge into Iranian EFL textbooks to increase on the one hand the authenticity of the textbooks and on the other hand pragmatic knowledge of Iranian EFL students. In another hand, Meihami and Khanlarzadeh (2015) highlight the differences in the frequency of different speech acts and the strategies used to perform them in global and local elementary ELT textbooks, which bear some implications for ELT textbook developers and language instructors.

In the context of Algerian middle schools, Neddar studied the pragmatic information incorporated in four Algerian middle school textbooks and contrasts them with four other textbooks produced for the global market, i.e. Headway Oxford (Boudjemaa, 2019). Neddar assesses in depth the pragmatic information offered by the Algerian textbooks, following Vellenga's framework (2004). The author suggests the presence of a large amount of metapragmatic information; even if it is in terms of quality unlikely to aid learners develop pragmatic competence in the target language. Speech acts covered by the textbooks do not reflect the ones employed by native speakers in real life communicational settings. Besides, most of these speech acts appear with barely adequate metapragmatic information and discussion. Therefore, learners may acquire linguistic forms, but fail to express their pragmatic intent. As for metalanguage, the dominance of imperative directives, in line with the argument of Vellenga (2004), encourages learners to use them and, thus, convey undesired illocutionary force. As for the de facto use of the Algerian textbooks in classrooms. In addition, Boudjemaa (2019) evaluated the pragmatic information in 'My Book of English, Year Three' and attempted to answer four research questions pertaining to the amount of general pragmatic information, speech act treatment, explicit metapragmatic cues, and metalanguage functions. The study identified the points of strength and weakness in the pragmatic input in the

textbook. It also showed that a number of speech acts were explicitly mentioned and practiced, though most of them appeared in conspicuous absence of adequate metapragmatic and sociopragmatic discussions.

3 Statement of the problem

Whether or not to include pragmatic content in ELT textbooks has been a matter of controversy. Bardovi-Harlig (2001) states that textbooks cannot be considered as reliable sources of providing learners with pragmatic input and the inclusion of pragmatic content in ELT textbooks should be done with care, as it requires analysis of authentic language. In contrast, many researchers believe that pragmatic competence of L2 learners can be improved through instructional materials such as textbooks (e.g., Crandall and Basturkmen (2004)). Bouton (1994), for example, asserts that many pragmatic aspects of L2, such as conversational implicature, can be learnt through instructional textbooks, and without them, the process of learning will be slow or even impossible. In addition, Koike and Pearson (2005) attribute another advantage in using instructional textbooks in pragmatic instruction. They believe that by using textbooks for instructing pragmatic content, language learners will have a higher chance of receiving feedback on linguistic features at pragmatic level.

Furthermore, research on pragmatic competence has shown that performing speech acts in a second language (L2) is a challenging and demanding task for L2 learners because of the inherent differences existing between their first language (L1) and culture and the target language (TL) and culture (Kasper & Rose, 2002). These differences often cause interference and miscommunications and even are considered rude by the native speakers (Boxer & Pickering, 1995).

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The specific problem of this research is to analyze the pragmatic content in EFL Textbooks for young learners in Algeria with a focus on the 3rd and 4th Grade Textbooks. Moreover, such an analysis allows seeing the extent to which speech acts have been covered in the selected materials and whether they are covered in different ways.

4 Research questions and hypotheses

4.1 Research questions

The following questions guided this research on the pragmatic content in EFL textbooks of 3rd and 4th grades for young learners in Algeria:

- What is the frequency of pragmatic content occurrence in EFL textbooks of the 3rd and 4th grades used with young learners in Algeria schools?
- Which speech acts young learners are exposed to in the 3rd and 4th grades EFL textbooks in the Algerian primary schools?
- How adequately represented are the cultural references in the 3rd and 4th grades EFL textbooks in the Algerian primary schools?

4.2 Hypotheses

To answer the above questions, the following hypotheses are formulated:

- H1: The frequency of pragmatic content occurrence in EFL textbooks of the 3rd and 4th grades used with young learners in Algeria schools may prove insufficiently low.
- 1. H2: There may exist speech acts with different categories integrated into EFL textbooks of the 3rd and 4th grades for young learners in Algeria.

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2. H3: EFL textbooks of the 3rd and 4th grades for young learners in Algerian primary school may not contain adequate cultural references representation.

5 Method and design

This research will employ a qualitative research methodology to explore to which extent the pragmatic content is present in 3rd and 4th EFL textbooks in Algeria and the different speech acts and cultural references integrated in these textbooks. The chosen methodology aligns with the exploratory nature of the study and the need to gain in-depth insights into pragmatic content of textbooks. The specific research design will involve content analysis method to collect data.

The present study was based on a corpus of two textbooks used with learners in grades 3rd and 4th in Algerian primary schools. The textbook of 3rd year “**My Book of English, year three**” was published by Casbah editions and approved for use in the academic year 2022/2023 by the Algerian Ministry of National Education, while the national authority for school publications published the textbook of 4th year “**My Book of English, year four**” approved for use in the academic year 2023/2024. A total of 157 pages of material were examined.

6 Data gathering method

The present study employs content analysis method to collect data from 3rd and 4th textbooks of EFL. This method is chosen for its ability to provide rich qualitative data on pragmatic content in textbooks of 3rd and 4th grades in Algeria.

A framework for evaluating pragmatic content in textbooks was created by adapting Vellenga’s (2004) classification of pragmatic information. The rationale for this choice is the effectiveness of Vellenga’s (2004) checklist, which became evident through different studies. As

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such, in this framework, pragmatic content consists of pragmatic information, which is divided into two categories: general pragmatic information and speech acts.

This study focuses on the different categories of speech acts existing in the 3rd and 4th EFL textbooks in Algeria. The speech acts were investigated in terms of explicit mention. That is, the explicit naming of illocutionary speech acts. To do so; this study use Searle's (1979) model of classifying speech acts: Assertives, directives, commissives, expressives, and declarations. Each of these categories consists of some subcategories. For instance, the category of directives includes several sub-categories like requesting, inviting, ordering, commanding, advising, recommending, and suggesting.

7 Corpus

The primary source of data for this study is the 3rd and 4th EFL textbooks in the primary school in Algeria. Therefore, a page-by-page analysis was performed on the textbooks to investigate the quantity and quality of pragmatic content especially speech acts categories included and to discover the cultural references existing in these textbooks.

8 Procedures

The collected data were analyzed through the following stages:

- Step 1: For quantitative analysis, all collected data were counted to yield the total number of individually identified instances which could be labelled as “pragmatic content” included in the 3rd and 4th EFL textbooks in Algeria. This number was compared to the number of pages

in the textbooks that contain the identified instances to yield the percentage of pages containing pragmatic content in the textbooks.

- Step 2: For qualitative analysis, each collected instance from the 3rd and 4th EFL textbooks classified as pragmatic content was subjected to analysis informed by the findings and discussions from similar previous studies.

9 Research objectives

This research is guided by some specific objectives:

- To know the extent of presence of pragmatic content in EFL textbooks of the 3rd and 4th grade used with young learners in Algeria schools.
- To discover the different speech acts included in the 3rd and 4th EFL textbooks in Algerian primary schools.
- To know the cultural references presented in the 3rd and 4th EFL textbooks in Algerian primary schools.

10 Rationale and significance of the study

The current study is an attempt at making a contribution to the increasing body in the field of pragmatics, and more specifically dealing with pragmatic content and speech act categories related to 3rd and 4th EFL textbooks in Algerian education system.

Therefore, the main objective of this research is to examine the extent to which the pragmatic content occurrence of English language is included in the 3rd and 4th EFL textbooks used in Algerian primary schools.

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The research aims also to obtain the frequency of speech acts categories and subcategories in 3rd and 4th EFL textbooks and how they are treated, because speech acts constitute an engaging area of pragmatics for materials development. That is; the study aimed at shedding some light on the coverage, range, and manner of speech acts presented in the selected textbooks.

In addition, this research aims to examine the situation of culture in textbooks of Algerian primary schools. More specifically, to explore whether culture is well integrated in the 3rd and 4th EFL textbooks and to what extent it is represented in these textbooks.

11 Thesis structure

This dissertation is divided into two main chapters. Each chapter divided into sections.

The first chapter entitled "Pragmatic content in EFL textbooks" stands as reference of the second chapter and provides a clear image of pragmatic content in EFL textbooks. It includes four sections: pragmatics, English young learners, teaching pragmatics to EFL young learners and EFL textbooks.

The second chapter is devoted to the field work of the present study in which collected data is analysed interpreted and discussed. It provides a detailed explanation of the methodology, data analysis, discussion of the findings, and pedagogical implications.

12 Operational definitions of research variables

- Pragmatic content

According to Levinson (1983) “Pragmatics is the study of those relations between language and context that are grammaticalized or encoded in the structure of a language” That is, pragmatics studies the relationship between language and its context of production.

In this research, the pragmatic content refers to the meaning of some speech acts included in 3rd and 4th EFL textbooks in primary school.

- Context

Widdowson (1989), through the paper entitled "Knowledge of Language and Ability for Use", defines the contexts as “those aspects of the circumstance of actual language use which are taken as relevant to meaning.” In other words, context is the schematic construction in understanding the pragmatic meaning where linguistic codes match their schematic elements. Therefore, the real contexts lie in the scheme of utterance spoken by the speaker.

In the current study, the context refers to any physical and cultural contexts of use in which an utterance is located in or outside the text found in the dialogues and units in the 3rd and 4th EFL textbooks.

- Speech act

Yule (2020) defines speech act as a term used to describe an action that involves language such as requesting, commanding, questioning or informing. It is an action performed by a speaker with an utterance.

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In the current study, speech acts refer to different types included in the “Didactic guide of English: year 3 and year 4 -primary education”, developed by the National Education Board.

- EFL textbooks

The textbook is an almost universal element of English language teaching. In the broad sense, it refers to "an organized and pre-packaged set of teaching/ learning materials". The materials may be bound in just one book or distributed in a package, such as the familiar coursebook, workbook, teacher's guide, and cassettes.(Hutchinson & Torres, 1994).

In this research, The EFL textbooks include the 3rd and 4th EFL textbooks in primary schools in Algeria.

- Young learners

the term ‘young learner’ refers to any child under the age of 18 for whom there are welfare and duty of care requirements. This follows the United Nations Convention on the Rights of the Child (1990),which defines ‘child’ as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. (Ellis, 2014)

In this study, young learners mean the learners of primary school in Algeria corresponding to learners between the ages of 7 and 11.

CHAPTER ONE: PRAGMATIC CONTENT IN EFL TEXTBOOKS

Chapter one: Pragmatic Content in EFL Textbooks

Introduction

This chapter presents the theoretical part of the study that tackles the concepts of pragmatics, pragmatic competence and its components, the teaching of English to young learners, their characteristics, and teaching pragmatics to EFL young learners. Furthermore, the chapter describes the notion of textbooks and its characteristics.

1 Pragmatics

In the scope of pragmatics, Yule (1996) claims that there are four areas which pragmatics is concerned with:

1. Pragmatics is the study of speaker meaning,
2. Pragmatics is the study of contextual meaning,
3. Pragmatics is the study of how to get more communicated than it is said, and
4. Pragmatics is the study of the expression of relative distance.

Pragmatics, as a field of study, has a rich history, and its recognition as a significant approach to language learning and understanding began to gain prominence in the mid-20th century. In linguistics, the study of pragmatics focuses on how context influences the interpretation of meaning in language. This includes aspects such as speech acts, implicature, presupposition, and discourse analysis, all of which are crucial for effective communication. While the theoretical foundations of pragmatics can be traced back to philosophers such as Charles Peirce and Charles Morris in the late 19th and early 20th centuries, the systematic study of pragmatics as a distinct linguistic discipline gained momentum in the 1960s and 1970s.(Nurniyazovna, 2023)

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1.1 Definition of pragmatics

Pragmatics is a term traditionally used to label one of the three major divisions of semiotics (along with semantics and syntactics). In modern linguistics, it has come to be applied to the study of language from the point of view of the users, especially of the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on the other participants in an act of communication. The field focuses on an 'area' between semantics, sociolinguistics and extralinguistic context; but the boundaries with these other domains are as yet incapable of precise definition. At present, no coherent pragmatic theory has been achieved, mainly because of the variety of topics it has to account for – including aspects of deixis, conversational implicatures, presuppositions, speech acts and discourse structure. (Crystal, 2008)

Cook (2003) defines Pragmatics as a discipline which studies the knowledge and procedures which enable people to understand each other's words. Its main concern is not the literal meaning, but what speakers intend to do with their words and what it is which makes this intention clear.

In addition, Pragmatics can be usefully defined as the study of how utterances have meanings in situations. (Leech, 1983) That is, Pragmatics deals with language use and how speakers produce utterances within the context of communication.

According to Thomas (2014) Pragmatics consists of conventional rules of language which are manifested in the production and interpretation of utterances. In particular, it helps the speakers analyze the conditions that make the utterances acceptable in some situations. Therefore, lack of mastery of conversational norms involved in production of speech acts may result in breakdown in communication. Thus, pragmatic competence is the knowledge that speaker-hearer uses to engage in communication, including how speech acts are successfully performed.

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Meanwhile, Yule (1996) states that pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a hearer (or reader). It is the study of speaker meaning. It necessary involves the interpretation of what people mean in a particular context and how the context influences what is said. To put it simply, pragmatics is the study of language users and the meaning of their communication.

Furthermore, Pragmatics is the study of meaning in context. Unlike semantics, pragmatics therefore takes account of interlocutors and their communicative purposes. Davies (2005) states that Pragmatics extends beyond grammar. It entails knowledge of forms as well as their functional possibilities, and contextual requirements that determine form-function mappings. (Taguchi, 2011)

Traditionally, pragmatics has been considered as forming a triad with syntax and semantics, a partition originally ascribed to Charles Morris, and inspired by ideas from the philosopher Charles S. Peirce. Syntax is considered to be the study of the formal relations of one sign to another, while semantics studies the relations of signs to objects in the outside world. Finally, pragmatics is thought of as the relation of signs to those who interpret the signs, the users of language. (Mey, 2009)

Therefore, it can be concluded that pragmatics is the study of how people use language to communicate. It deals with the intended meaning of an utterance in a particular context communicated by a speaker and interpreted by a hearer.

1.2 Pragmatic competence

In the realm of language learning and teaching, the incorporation of pragmatics into language curricula became more widespread in the late 20th century and continues to be an essential

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component of communicative language teaching approaches. Pragmatic competence, or the ability to use language appropriately in different social contexts, is now recognized as a fundamental aspect of language proficiency (Nurniyazovna, 2023).

Taguchi (2011) states that Pragmatic competence involves the ability to manage a complex interplay of language, language users, and context of interaction. The teaching of pragmatic competence has gained greater attention as pragmatics in the communicative competence models has begun to gain explicit recognition.

Furthermore, Pragmatic competence is understood as "the knowledge of the linguistic resources available in a given language for realizing particular illocutions, knowledge of the sequential aspects of speech acts, and finally, knowledge of the appropriate contextual use of the particular language's linguistic resources"(Nordquist, 2020).

Likewise, Davies (2005) claims that pragmatic competence refers to the ability required by both L1 and L2 speakers to use their linguistic resources in order to convey and interpret meanings in real situations, including those where they encounter problems due to gaps in their knowledge. In other words, such competence allows speakers to handle situations which they have never before encountered, a most difficult task for the L2 learner.

Besides, pragmatic competence is indispensable in some communication. Initial observations suggest that there may be a link between the development of pragmatic competence for second language learners should be paid more attention. (Yan, 2022).

Furthermore, Barron (2003) describes pragmatic competence as the ability to produce and comprehend utterances or discourse in the sociocultural interaction, and specified by the latter as

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“the knowledge of the linguistic resources available in a given language for realizing particular illocutions, knowledge of the sequential aspects of speech acts, and knowledge of the appropriate contextual use of the particular language’s linguistic resources”.

Therefore, pragmatic competence implies a relation between linguistic knowledge and contextual use because the production and comprehension of utterances heavily relies on grammatical knowledge and contexts, even if it does not specify how the operation proceeds (Mao & He, 2021).

1.3 Pragmalinguistics and sociopragmatics

Nowadays, development of pragmatic competence is regarded as “the process of establishing sociopragmatic and pragmalinguistic competence and the increasing ability to understand and produce sociopragmatic meanings with pragmalinguistic conventions”(Moradi et al., 2013). They point out that in order to develop learners’ pragmatic competence, its two components that is pragmalinguistic and sociopragmatic competences need to be developed.

Pragmalinguistics is a term sometimes used within the study of pragmatics, to refer to the study of language use from the viewpoint of a language’s structural resources; it contrasts with *Sociopragmatics* which refers to the way conditions on language use derive from the social situation.. (Crystal, 2008)

According to Ellis (2015), Becoming pragmatically competent in a language is the process of developing sociopragmatic and pragmalinguistic competence. *Sociopragmatic competence* refers to the ability to adjust the way you speak to take account of the extent of the imposition on the other person, how familiar you are with that person and the person’s social status. Thus, it concerns the

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social conditions placed on language in use. These conditions are cultural in nature and thus differences will be found in speakers of different languages. However, *Pragmalinguistic competence* is knowledge of the linguistic forms required to encode specific sociopragmatic meanings. For example, making a polite request that places a high level of imposition on the addressee requires the use of complex request formulas such as ‘I wonder if it would be possible for you to’.

Thomas (1983) claimed that pragmatic knowledge involves two distinct yet complementary dimensions—pragmalinguistics and sociopragmatics. The former refers to the knowledge of linguistic forms for performing a communicative function, while the latter involves the knowledge of social conventions and norms of behavior in the society.

As well, LoCastro (2012) states that *Sociopragmatics* focuses primarily on the social rules of speaking, those expectations about interactional discourse held by members of a speech community as appropriate and “normal” behavior. A major thread through the study of sociopragmatics is how communication of pragmatic meaning involves speakers’ presentation of their identities. It includes word choice, prosody, tone of voice, degree of grammatical complexity, and interactional routines. Etc.

Leech (1983) argues that *Pragmalinguistics* refers to the linguistic resources available to perform language functions, while sociopragmatics refers to the language user’s assessment of the context in which such resources are implemented. He proposes the model below to elucidate the clear cut between these areas:

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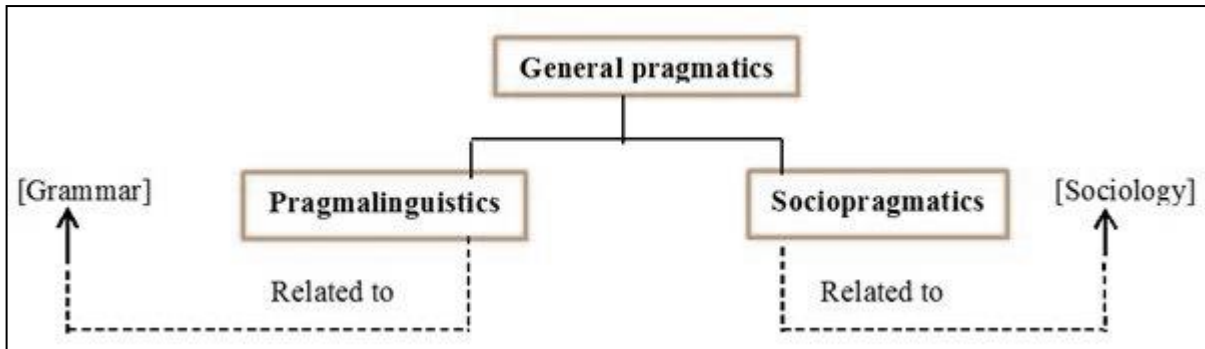


Figure 1 Leech's Model of Pragma-linguistics and Socio-Pragmatics (1983, p. 11)

1.4 Importance of context in pragmatics

the term "context" can be understood both in the narrow and broad senses. Context in the narrow sense means the speech or writing which precedes and follows a word or other element of language produced by the speaker. This *narrow definition* of 'context' is called cotext (Cook, 2003). The definition of context in *the broad sense* refers to any factors outside the text which are necessary to communicate. Basically, context has an important similarity, namely the important notion of context is the environment where the utterance takes place. Further, Cook (2003) asserts that contexts are the knowledge of the world related to one's individual knowledge and experience. Thus, the pragmatic meaning of the same utterance may be interpreted differently by different addressees.

Yule (1996) states that context means the physical environment in which a referring expression is used. So, a context can support the range of this meaning when the context used in a form. Furthermore, Context is *dynamic*, not a static concept: it is to be understood as a continually changing surroundings in the widest sense, that enable the participants in the communication process to interact and in which the linguistic expressions of their interaction become intelligible. (Mey, 2001)

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In the pragmatic perspective, *context* is classified into many types. Song (2010) argues that contexts include linguistic context (co-text) and extra-lingual contexts, such as situational, social, societal, and cultural contexts. In addition, The context of an instance of language use is composed of linguistic and non-linguistic features, including the physical and social settings, and background knowledge of the participants. (LoCastro, 2012)

The context is an essential factor in the interpretation of utterances and expressions. The most important aspects of context are: (1) preceding and following utterances and/or expressions ('co-text'), (2) the immediate physical situation, (3) the wider situation, including social and power relations, and (4) knowledge presumed shared between speaker and hearer. (Cruse, 2006)

1.5 Speech acts

Pragmatic competence is understood as knowledge of the linguistic resources available in a given language for realizing particular illocutions, knowledge of the sequential aspects of speech acts and finally, knowledge of the appropriate contextual use of the particular languages' linguistic resources.(Barron, 2003)

Liu (2011) emphasizes the importance of speech acts in using and comprehending language effectively within specific situations and contexts. Speech acts are characterized as utterances that convey the speaker's intentions and have an impact on the listener (Alemi et al., 2015). They play a significant role in interpreting language and eliciting appropriate responses.

Speech acts also are central to effective communication since they allow people to perform a wide range of functions such as apologizing, thanking, commanding, requesting, and the like. Such phenomenon of speech acts happens everywhere, not to mention in the classroom setting. It is

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evident that the teaching and learning process involves a lot of interactions where teacher and students produce a number of utterances especially during language class. This particular language used in classroom setting is widely known as classroom speech acts. The use of speech acts determines how the teaching and learning process will happen (Celce-Murcia & Olshtain, 2000).

1.5.1 Definition of speech acts

In pragmatics, Speech act is a part of communication which can be defined as an action which is performed by the use of an utterance to communicate, and to fulfil a specific action. In daily life, people deliver information that has a different meaning. Indirect speech acts occur whenever there is an indirect relationship between a structure and a function (Yule, 1996).

The term "speech act" was coined by the linguistic philosopher John Austin (1962) and developed by another philosopher John Rogers Searle (1969). They maintained that, when using language, people do not only make propositional statements about objects, entities, states of affairs and so on, but they also fulfill functions such as requesting, denying, introducing, apologizing etc. In other words, they developed speech act theory from the basic belief that language is used to perform actions. Thus, its fundamental insights focus on how meaning and action are related to language.(Pangaribuan & Sianturi, 2022)

Crystal (2008) states that speech act is a term widely used in linguistics to refer to a theory which analyses the role of utterances in relation to the behaviour of speaker and hearer in interpersonal communication. It is not an 'act of speech' (in the sense of parole), but a communicative activity (a locutionary act), defined with reference to the intentions of speakers while speaking (the illocutionary force of their utterances) and the effects they achieve on listeners

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(the perlocutionary effect of their utterances). The verbs which are used to indicate the speech act intended by the speaker are sometimes known as performative verbs. The criteria which have to be satisfied in order for a speech act to be successful are known as felicity conditions.

In addition, Hidayat (2016) points out that speech act is a part of pragmatics where there are certain aims beyond the words or phrases when a speaker says something. Speech acts are acts that refer to the action performed by produced utterances. People can perform an action by saying something. Through speech acts, the speaker can convey physical action merely through words and phrases. The conveyed utterances are paramount to the actions performed. In regard to the English as a foreign language, there are things to consider. It is easy for the speakers or listeners to determine the intended meaning of utterances if they are spoken in the mother tongue. Factors such as idiomatic expressions and cultural norms are not function as barriers to determine the intended meaning.

Moreover, Yule (2020) defines speech act is a term used to describe an action that involves language such as requesting, commanding, questioning or informing. It is an action performed by a speaker with an utterance.

Therefore, speech act as actions that are performed only through using language. It means that speech act describes the use of speech which emphasizes the speaker's intention or goal in producing an utterance. (Christianto, 2020)

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1.5.2 Types of speech acts

According to *J. L. Austin's theory*, speech acts refer to the actions performed in saying something. He divided the speech acts into three types of speech acts:

- *The locutionary act*: the basic literal meaning of an utterance, Locutionary act is "roughly equivalent to 'meaning' in the traditional sense" (Cutting, 2008).
- *The illocutionary act*: what the speaker intends by the utterance. Austin (1962) defines illocutionary force as the force of the speaker of certain utterance such as informing, ordering, warning, and undertaking. Accordingly, the relationship between locutionary act and illocutionary force can be regarded: The former is the meaning of the utterance; the latter is about the force of the utterance.
- *The perlocutionary act*: the actual effect the utterance has on the hearer. (Davies, 2005)

In language teaching and syllabus design, speech acts are sometimes referred to as functions or language functions.(Davies, 2005)

However, *the speech acts theory of Searle* (1969) states that the production of a sentence taken under certain conditions is a speech act, and speech acts are the basic or minimal units of linguistic communication. Speaking a language is performing speech acts such as making statements, giving commands, asking questions, making promises, etc. He argued that there is no real distinction between locutionary acts and illocutionary acts. He explained "Where a certain force is part of the meaning, where the meaning uniquely determines a particular force, there are not two different acts but two different labels for the same act" (Yi-xuan, 2016).

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Searle (1969) categorizes speech acts into five fundamental types:

1. *Representatives*: They refer to any act of speech that commits the speaker to stating the truth or a fact. For instance, a statement such as: The sky is blue acts as a true-false statement and represents a truth as viewed by the speaker. Utterances that assert, suggest, conclude, or describe something are examples of representatives.
2. *Directives*: They are speech acts that get the hearer to do something. With a directive, the speaker is attempting to get the world to fit their words. Commanding, advising, and challenging are some examples of directives.
3. *Commissives*: Commissives are defined as speaker utterances that commit to a future action such as making a promise to the hearer. Pledging, vowing, threatening, or making an offer are considered commissives.
4. *Declarations*: A declaration is an utterance that changes or alters the condition of something. Often declarations are associated with authority or institutions. Operative statements such as You're guilty! and I proclaim you husband and wife are declarative speech acts. Hiring, firing, or resigning from a job, marrying, or naming a new born baby are all instances of declarations.
5. *Expressives*: Expressive speech acts are utterances that express a psychological state of being. The psycho-emotional state of the speaker is what drives the expressive utterance. The need to make amends, express regret, apologize for a mistake, show gratitude, greet or welcome someone, or congratulate a hearer on a job well done are examples of conditions that prompt expressive speech acts. (Borer, 2018)

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Based on Searle's theory, Yule (1996) summarized the classification of speech acts as follows:

Speech Act Type	Function	Explanation
Declarative	The word is flexible	Speaker caused situation
Assertive	The word matched the condition	Speaker believed situation
Expressive	The word matched the condition	Speakers feel (situation)
Directive	The condition matched the word	Speakers want (situation)
Commissive	The condition matched the word	Speakers intend (situation)

Figure 2 classification of speech acts (Yule, 1996)

2 English for young learners

2.1 Defining English for young learners

English for young learners (EYL) deals with learners of Elementary school between 6-12 years old. They are divided into two groups: younger group (6-8 years old) and older group (9-12 years old). Scott and Ytreberg refer the age of 5 to 11 years as a young learner. Slattery and Willis divide young learners into two groups: very young learner (under 7) and young learner (upper 7 years). (Aslamiah, 2022)

In teaching and learning process of students' maturity in the classroom is not depending how old the student only, but also other factors such as: environments around (city or village), culture, interest, media and parental influence. According to Lightbown and Spada, young learners imitate adult and analyze how language works, setting and context play an important role in acquiring a language, high motivation is a factor for language learners to be successful in language learning and language must be contextualized so that students can understand it. Furthermore, the most important purpose of teaching English for young learners at elementary school is arising interest to study English since young age.(Aslamiah, 2022). Then, young learners will learn best if the people

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involved in the teaching learning process facilitate the learning and take into account the way they learn into the teaching practices.

For the cognitive development process of children, Piaget identified four stages in cognitive development of children: sensori-motor, pre-operational, concrete, and formal. Children in the *sensory-motor stage*, also called infancy, are likely to learn by using their five senses, object permanence, and actions that are goal-directed. Infants and children do not think the way adults do. Young children experience egocentrism because they fail to understand how someone else's point of view might be different from their own--or they fail to coordinate their point of view with that of other person's. *The preoperational stage* spans ages two through seven. During this period, children are able to do one-step logic problems, develop language, continue to be egocentric, and complete operations. Children in this stage, however, struggle with centering and conservation. *The concrete stage* occurs during ages seven through eleven. From age twelve to adulthood, children enter the *formal operations stage*, which allows them to think logically and show lingering egocentrism.(Blake & Tamba, 2008)

According to stages of Piaget, young learners are included into those aged 7–11 years or within concrete operational stage, where they learn best from concrete things around them and develop the ability to think logically about the physical world.

2.2 Characteristics of young learners

According to Scott and Ytreberg (2004), the characteristics of young learners as the active learners, learn through sensory, respond the language through concrete things, interested in physical movements and real activities to stimulate thinking. They will be enthusiastic if they are taught using fun activities, love to play and learn best when they are enjoying themselves. Furthermore, as

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young learners are not same as adults, the teachers must know their characteristics, which are as follow:

- 1) Being active/learning by doing.
- 2) More interested and curious with something.
- 3) Having the capacity for indirect learning.
- 4) Unable to think abstract but good at imitating.
- 5) Talking a lot and being creative with limited vocabulary and grammar.
- 6) Having capacity to grasp meaning and own world of imagination.
- 7) Having short concentration, like playing and learning best when having fun activities.

(Aslamiah, 2022)

Slattery and Willis (2001) and Scott and Ytreberg (2004) ,based on the explanation above, point out that teachers can expectedly understand about student's character so that they can condition effective classroom activities and efficient according to the needs of children at their age.

2.3 How young learners learn

Young Learners, especially those up to the ages of nine and ten, learn differently from adolescents and adults in the following ways:

1. They *respond to meaning* even if they do not understand individual words.
2. They often learn indirectly rather than directly-that is they take the information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.

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3. Their understanding comes not just from explanation, but also from what they see and hear, and crucially, have a chance to touch and interact with.
4. They find abstract concepts such as grammar rules difficult to grasp.
5. They generally display enthusiasm for learning and a curiosity about the world around them.
6. They have a need for individual attention and approval from the teacher.
7. They are keen to talk about themselves and respond well to learning that uses themselves and their own lives as main topics in the classroom. (Aslamiah, 2022)

Teachers of young learners need good oral skills in English since speaking and listening are the skills which will be used most of all at this age. Also, the teacher's pronunciation really matters because young learners imitate it so well (Harmer, 1991).

3 Teaching pragmatics to EFL young learners

According to Lee (2010) and Savić (2015) the pragmatic aspect of young learners in the second language has been rarely researched when it is compared to the pragmatic aspect of adult learners.

It is important to note that the goal of teaching pragmatics is not to impose target language (TL) norms on learners at the expense of their cultural identities, but rather to provide learners with a range of target language pragmatic options to act upon. To achieve this goal, House (2003) offered some suggestions for classroom pedagogy, such as:

- using pragmatically competent L2 users as teaching models,
- assisting students to develop effective strategies for successfully negotiating diverse norms in English as a Lingua Franca (ELF) communication, and

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- allowing learners to remain true to their identities and working with them on practical ways to avoid miscommunication. (Nguyen & Canh, 2019)

3.1 Importance of teaching pragmatics

According to Bardovi-Harlig and Mahan-Taylor (2003), the main goal of teaching pragmatics is to raise learners' pragmatic awareness and give them choices about their interaction in the target language. They further indicate that the goal of instruction in pragmatics is not to insist on conformity to a particular target language norm, but rather to help learners become familiar with the range of pragmatic devices and practices in the target language.

Moreover, Teresa state that the main objective in teaching English as a foreign language is to enable learners to communicate effectively in many situations and contexts. This involves being able to control a wide range of language functions which are how speakers use language for requesting, congratulating, greeting, complaining, consoling, and promising, among many other functions (SEGUENI, 2017).

According to scholars of pragmatics, language teachers should involve three functions of L2 pragmatic instructions in the EFL classrooms. These functions mainly include learners' exposure to adequate pragmatic input by raising their pragmatic knowledge-awareness, learner's practice of authentic pragmatic opportunities and learners' feedback during pragmatic production. Zuskin (2015) also categorized three essential needs in pragmatic competence for EFL teachers: to provide "sufficient and contextually appropriate input", multi-practice opportunities or "output" and appropriate "feedback". Ivanova (2018) further reinforced the need to prepare EFL learners to achieve successful cross-cultural communication increased the necessity of improving their pragmatic competence. Therefore; pragmatic competence teaching plays an integral role in raising

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knowledge among EFL Learners and can be used by the teachers to communicate different English features properly. (Al-Qahtani, 2020).

3.2 Teaching pragmatics to young learners

Teaching pragmatics can start early in language learning. Young Learners can find a great deal of meaning in greetings, compliments, and even complaining. It is essential to raise young learners' awareness about the choices they can make when interacting in English. Young Learners are prompted to observe language, tone, rhythm and intonation. When working on greeting, for example, learners practice through role-plays where speakers and locations are randomly selected. This activity can also be used for practising other functions such as apologizing, giving advice, making a request, making an excuse for being late, and so on. As an extension or follow-up of the activity, learners can evaluate the appropriateness of peers' use of pragmatics in different situations.(Giannikas, 2023)

Savvidou and Economidou-Kogetsidis (2019) state that teachers' backgrounds, knowledge, experiences and beliefs play a decisive role in what and how they teach, and research on teacher cognition indicates that teachers' knowledge plays an important part in guiding their classroom teaching and that the inclusion of pragmatics in teacher development and training courses and the integration of language and culture in the foreign language learning curriculum have been seen as a necessity. Cohen (2016) claims that without adequate teacher education and/or sufficient exposure to the target L2 culture, it is not surprising that some language teachers feel uncomfortable about being a source for target language pragmatics.

Additionally, Shaaban (2001) notes that pragmatics can be taught to young learners using "performance-based activities", requiring the learners to perform authentic tasks using oral

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communication skills. These techniques can include traditional classroom activities like giving oral reports and role plays. It can also include nontraditional tasks, such as cooperative group work, storytelling, and problem solving. Interactive book reading programs, also called shared reading, have also been found fruitful for teaching pragmatics to young learners. The idea of these reading programs is that teachers read a story for the learners and ask questions about it to engage the learners and to go beyond the text. Finally, the participating learners usually have opportunities to engage in play activity centered on the reading and the story they read together as a class.

Kim and Hall (2002) found that "in the context of interactive book readings learners acquire new vocabulary and new meanings for familiar words and new information about their world". They believe that such an interactive reading program is particularly beneficial for nonnative English language teachers, because "such book-based programs should be particularly useful in the teaching of pragmatic competence specific to those contexts with which they may have little experience. By using books and role plays to help to create these contexts in the classroom, teachers can provide young learners access to pragmatic knowledge and skills in the target language without being aware of it (Naqi, 2008).

3.3 Integrating pragmatics in primary English teaching

According to Bardovi-Harlig and Mahan-Taylor (2003), pragmatics can be integrated into the English language curriculums at the earliest levels because young children are eager language learners. They acquire the language easily and unconsciously, especially when they are immersed in an anxiety-reduced, if not anxiety-free, environment. This type of environment can help to motivate the students more and makes them eager to learn to help students feel secure. Children need to feel confident so that they can risk getting something wrong.

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The main goal of learning a second language is to provide fluency and accuracy in written and spoken modes of communication, first, the language teacher and the learner should notice to design communicative activities which help to develop the communicative competence. Pragmatic competence should be considered as an inseparable component of language competence. Therefore, pragmatic features of the target language should be incorporated in language instruction as well as linguistic features.

In order to equip learners with the essential pragmatic knowledge, it can be suggested that, first of all, the importance of pragmatic competence should be internalized. Then the perspectives should be reshaped with the purpose of providing learners with the best opportunities to expose to the pragmatic features and practice them in a variety of contexts. In addition, language teachers should possess a good command of the target language including a satisfactory level of pragmatic knowledge so that they can convey what they know to their learners. In order to teach their learners these pragmatic aspects, teachers should also have the necessary teaching skills enabling them to adopt different teaching strategies during their instruction (Al-Abdali & Maniam, 2020).

3.4 Teaching EFL in the Algerian context

Language policy in Algeria was for long an exclusive enterprise undertaken by the Algerian government. However, it recently became an area of shared practice between the government and the public because of the harmonious views of the English language between the two. This new perspective of language policy in Algeria is a result of dimensional socio-political realities that were expressed in Algeria occurred in 2019 and the actual practices of the English language for different communicative functions.(Maraf, 2024)

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The political decisions towards integration of English language are still in progress for application, the Algerian society opted for more autonomous decisions (i.e., decisions of the use of English in different domains to cope with the speed of development in the world) and did not wait for overt political decisions to develop the use of English in different areas. Differentiating between the levels of education of English in Algeria, primary school is a fertile ground to language learning that does not have a proper implementation for the target language teaching and learning as in the case of French and Arabic. (Maraf, 2024)

English is taught as a second Foreign Language in middle schools starting from the 1st grade and then recently implemented in the 3rd year in primary school starting from September 2022. Furthermore, this status creates a competitive place within the political, economic and educational Algerian scene.(Haddam-Bouabdallah, 2022)

4 EFL textbooks

Learners of English as a foreign language (EFL) are exposed to a collection of materials and communicative activities in the classroom through which they learn to use the language competently and appropriately. Textbooks, in particular, are a rich source of input, offering a variety of opportunities to acquire and practice pragmatic competence in specific areas of language use.

4.1 Defining textbooks

Textbooks are books used by learners for the study of a particular subject. They are a basis of a course of study which constitutes a specific link between learners and teachers and their major

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function is to give learners instructions in a field of a particular scientific discipline. Thus, English textbooks are a basic source of information about the language. (Arabski & Wojtaszek, 2011)

Furthermore, the textbook is an almost universal element of ELT teaching. In the broad sense, it refers to "an organized and pre-packaged set of teaching/ learning materials". The materials may be bound in just one book or distributed in a package, such as the familiar coursebook, workbook, teacher's guide, and cassettes.(Hutchinson & Torres, 1994)

Textbooks play an important role in ELT classroom. Teachers use textbooks for planning and giving lessons and students rely on them for linguistic content and models.(Cunningsworth, 1995) Moreover, textbooks provide the core material for a course, serving as the basis for language input learners receive and the language practice that occurs in the classroom(Tomlinson, 2011). Given that language and culture are intertwined, EFL textbooks invariably carry directly or indirectly a set of cultural values referred to in the literature as the "hidden curriculum". (Cunningsworth, 1995; Hinkel, 1999). The 'hidden curriculum', which is often stronger than the official curriculum will, after students are exposed at length to it, affect students' cultural awareness, perceptions and knowledge.(Cunningsworth, 1995)

The textbook dominates the curriculum and represents a major role in teaching and learning school subjects as Hutchinson and Torres (1994) suggest "no teaching-learning situation, it seems, is complete until it has its relevant textbook" . Textbooks are specifically developed for L2 learners and should follow a structured and well-thought through approach that is in line with the curriculum (Schauer, 2019).

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4.2 Roles of EFL textbooks in primary education

In the teaching-learning process of EFL, textbook play a significant role dealing with the materials which will be delivered to the students. Cunningsworth (1995) states that Textbooks have multiple roles in ELT and can serves as:

- A resource for presentation materials (spoken and written)
- A source of activities for learner practice and communicative interaction.
- A reference source for learners on grammar, vocabulary, pronunciation, etc.
- A source of stimulation and ideas for classroom activities.
- A syllabus (where they reflect learning objectives that have already been determined)
- A support for less experienced teachers who have yet to gain in confidence.

According to Thomson, as cited by Meita Fitriyani, the textbook has the following functions:

- *Individualization on instruction:* A textbook helps students to individualize instruction by enabling them to proceed at their own and their rate to a limited extent, according to what they are interested in studying.
- *Organization of instruction:* A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and questions. Written textbook give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded.
- *Tutorial Contribution:* A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems.
- *Improving of teaching:* Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching.(Fitriyani, 2013)

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Recently, the role of textbooks has extended as follows:

- *A teacher*: the textbooks contain the materials that instructs the students about the English-speaking cultures.
- *A map*: the textbooks give the overview of a structured program.
- *A resource*: the textbooks give a set of materials and activities from which the most useful items will be chosen.
- *A trainer*: the textbooks guide an inexperienced teacher and untrained teacher to accomplish step-by step instruction.
- *An authority*: the textbooks are valid and written by the expert and carry the authorization of important publishers or minister of education.
- *A de-skinner*: the textbook gives the interpretation, critical approach to use the materials as the teacher isn't trained to do.
- *An ideology*: the textbooks reflect a worldview or cultural system, a social construction that maybe imposed on teachers and students and construct their perspective of a culture. Also, English textbooks may function as a form of cultural politics.(Ekawati & Hamdani, 2012)

4.3 Advantages and limitations of textbook use

In practice, the use of textbooks is especially beneficial for both teachers and learners. For teachers, textbook facilitates them in giving direction to lessons, guides them for discussion, facilitates them in giving homework and provides them a kind of framework in achieving the aims and objectives of the course. For learners, the textbook is the main exposure to the target language apart from the inputs they received from their language instructor and is considered as a guide to

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help them organizing their learning both inside and outside the classroom, studying on their own, doing homework, and preparing for the test.(Alhamami & Ahmad, 2018; Herlinda, 2014)

However, the overuse of textbooks also gives some disadvantages. When teachers have exposed the textbooks as their sole guide for preparing lessons, teachers and students have little control in the teaching and learning process. As stated by Hutchinson and Torres (1994), the more explicit instructions in a textbook, the more it is likely to be a script, and the less appears for the teacher to decide and work out.(Herlinda, 2014)

There are many advantages and disadvantages of textbook. According to Richards (2001), the use of textbooks in teaching has both advantages and limitations, depending on how they are used and in which contexts for their use.

Among the principal advantages are:

- They provide structure and a syllabus for a program.
- They help standardize instruction.
- They maintain quality.
- They provide a variety of learning resources.
- They are efficient.
- They provide effective language models and input.
- They can train teachers.
- They are visually appealing.(Richards, 2001)

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However, there are also limitations of textbooks. They are as follows:

- They may contain inauthentic language.
- They may distort content.
- They may not reflect student's needs.
- They can deskill teachers.
- They are expensive. (Richards, 2001)

CHAPTER TWO: METHODOLOGY, RESULTS AND DISCUSSION

Chapter Two: Methodology, Results and Discussion

1 Introduction

This chapter includes the methodology used in this research and explains the various steps conducted in order to collect data, analyze them and then reach results. In addition, it discusses the results and their relationship with the research questions, hypotheses and research aims in order to answer the research problem.

2 Corpus of study

The study deals with the pragmatic content in 3rd and 4th EFL textbooks in primary schools in Algeria. Then, the corpus of study includes pragmatic elements from each of these two textbooks:

- *The 3rd EFL textbook*: Our sample consists of all the dialogues found in the 3rd EFL textbook. This textbook includes nine (09) dialogues.
- *The 4th EFL textbook*: the study analyses all the units of “I play roles” and “I read and discover” of the 4th EFL textbook because most of the speech acts practiced by learners in the 4th year textbook appeared in these units. As far as the counting of information is concerned, any given speech act in these units is counted as one instance of speech act. The following table shows the distribution of units to analyse:

Table 1 Distribution of units to analyse in the 4th EFL textbook

Units	Frequency	Percent (%)
I play roles	10	45.45
I read and discover	12	54.45
Total	22	100

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The table above indicates that the 4th EFL textbook includes 10 (45.45%) units of (I play roles) and 22 (54.54%) units of (I read and discover). They approximately appeared with the same occurrence in this textbook because the textbook follows the same structure of units.

3 Method of analysis

The current study analyses the pragmatic content in the 3rd and 4th EFL textbooks in Algerian primary schools using the following frameworks of Searle, Halliday, Vellenga and LanGeek.

According to *Vellenga's framework* (2004), She claims that pragmatic content in EFL Textbooks involves metalanguage, speech acts, and metapragmatic cues.

According to *Searle's framework*, he distinguishes the types of illocutionary act into five: representatives, directives, commissives, declarative, and expressive. We opted for this framework in the study for two reasons. Firstly, the current study focuses on analyzing the different speech acts included in the 3rd and 4th EFL textbooks. Secondly, Searle's framework has been the most influential (Allott, 2010) and is probably the most well-known (Holtgraves, 2013) when dealing with the study of speech acts in language use. The kinds of speech acts used in the current study are thanking, congratulating, greeting, naming, and questioning speech acts.

According to *Halliday's framework* (1979). He suggested the following forms of greetings: *Time-free greetings*: such as How do you do? Hello/Hi. How are you? Glad to meet you! Good / Nice to see you!), *Time-bound greetings* referring to daily formal greetings, such as good morning, good afternoon, good evening, good day, good night, and *Seasonal (in) formal greetings*, such as Happy New Year! Happy Anniversary! Happy Birthday (to you)!(Tabe, 2024) The study opted for this framework to analyse the different forms of greeting included in the textbooks under investigation.

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According to *LanGeek*'s framework, questions are divided into : First, *close-set questions* including yes/no questions, alternative questions and tag questions. Second, *open-set questions* referring to Wh-questions and embedded questions. Third, *null questions*, such as rhetorical questions, statement questions, echo questions and polite requests. The study opted for this framework to analyse the different forms of questions included in the textbooks.

4 Descriptive analysis of EFL textbooks

In line with the goals of introducing English in primary education, it is of primary importance to align the syllabus with teaching/learning and assessment to ensure that we are providing learners-future citizens- with quality education CNP (2023).

The National Education Board developed the "Didactic guide of English: year 3 and year 4 - primary education" as a reference document. It is aligned with the Competency-Based Approach and represents a valuable tool which complements the syllabus. It is exclusively designed to facilitate the implementation of the syllabi of key stage 1 (the 3rd and the 4th year Primary Education) and to avoid the dilution of information. It also aims to help the practitioners to implement the content of the syllabi in the classroom practice in terms of what the learners should know and what they are able to do. The purpose of this guide is to get practitioners acquainted with the notions of competences, cross-curricular competences, components of the competences, domains, the resources and the cross-curricular resources (CNP, 2023).

In the current study, two EFL textbooks were chosen. They refer to the 3rd and 4th EFL textbooks in Algerian primary education. The general information about them is shown in the following table:

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Table 2 General information about 3rd and 4th EFL textbooks

Textbook	Year of publication	publisher	Number of pages
My book of English year 3	2022-2023	national authority for school publications	62
My book of English year 4	2023-2024	national authority for school publications	95

The EFL textbooks under investigation are organized in terms of units and different speech acts included within.

4.1 Units and speech acts included in the 3rd EFL textbook

According to the "Didactic guide of English: year 3 and year 4 -primary education", the textbook of English year 3 of primary school contains "My first English Class" and six (6) units with different kinds of speech acts. They are distributed as shown in the following table:

Table 3 Units and speech acts included in the 3rd EFL textbook

Units	Speech acts
My first English Class	/
Me, my Family and my Friends	<ul style="list-style-type: none">- Greeting people/Leave taking- Introducing oneself, family, friends- Saying numbers- Asking about age and place of residence
My School	<ul style="list-style-type: none">- Naming school objects- Naming colors.- Asking about and locating school objects- Naming days of the week- Asking about school timetable
My home	<ul style="list-style-type: none">- Naming rooms- Asking about their location

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	<ul style="list-style-type: none"> - Locating people inside a house - Following instructions
My playtime	<ul style="list-style-type: none"> - Naming and asking about favourite toys - Identifying toys - Asking about colors
My Pets	<ul style="list-style-type: none"> - Naming pets - Describing pets: identifying their size and parts - Asking and giving information about pets
My Fancy Birthday	<ul style="list-style-type: none"> - Naming objects and foods related to birthday celebration - Naming different face parts - Expressing offers and thanks - Responding to offers and thanks - Expressing wishes, feelings and emotions - Following instructions

Source: (CNP, 2023)

4.2 Units and speech acts included in the 4th EFL textbook

According to the "Didactic guide of English: year3 and year 4 -primary education", the textbook of English in year 4 of primary school contains "Back to school" and eight (8) units with different kinds of speech acts. They are distributed as shown in the following table:

Table 4 Units and speech acts included in the 4th EFL textbook

Units	Speech acts
Back to school	/
Family and Friends	Family section: <ul style="list-style-type: none"> - Introduce family members. (family relationship, name, age, occupation, place of residence) - Ask and answer questions about family members. Friends section:

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	<ul style="list-style-type: none"> - Introduce friends/ e-pals. (Name, age, occupation, nationality, place of residence, language) - Name countries and nationalities. - Ask and answer questions about friends/ e-pals.
Occupations and Jobs	/
School	<p>Facilities section:</p> <ul style="list-style-type: none"> - Name school facilities (classrooms, library, canteen, schoolyard, staffroom, toilets... - Ask and answer questions about school facilities. <p>Mapping section:</p> <ul style="list-style-type: none"> - Locate school facilities (classrooms, library, canteen, schoolyard, staffroom, toilets...) - Ask and answer questions about school facilities location.
Health	<ul style="list-style-type: none"> -Name body parts: head, shoulders, knees, toes, legs, arms, ... - Ask and answer questions about common health problems.
Food	<ul style="list-style-type: none"> - Name healthy food (bread, cereals, vegetables, fruit, meat, drinks, dairy, fish). - Ask and answer questions about healthy food.
Games	<ul style="list-style-type: none"> - Name games: individual, team, physical, mental, digital... - Ask and answer questions about favourite games. - Name fun time activities: indoor and outdoor activities, individual and team sport... - Ask and answer questions about favourite fun time activities.
Celebrations	/
Animals	<ul style="list-style-type: none"> - Name animals in the farm. - Ask and answer questions about animals (name, food, body parts, size, colour). - Name animals in the zoo. - Ask and answer questions about animals (name, food, body parts, colour, size, habitat).

Source: (CNP, 2023)

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According to tables above, the speech acts included in the 3rd and 4th EFL textbooks are summarized in the following table:

Table 5 Frequencies and percents of speech acts included in the 3rd and 4th EFL Textbooks

Speech acts	3 rd EFL textbook		4 th EFL textbook	
	Frequency	Percent (%)	Frequency	Percent (%)
Introducing	1	5.55	2	10.52
Asking and answering questions about	5	27.77	9	47.36
Naming	8	44.44	7	36.84
Locating	1	5.55	1	5.26
Thanking	2	11.11	0	00
Greeting	1	5.55	0	00
Total	18	100	19	100

The table above shows the distribution of speech acts included in the 3rd and 4th EFL textbooks. The results show that "naming speech act" occupies the first order in the 3rd EFL textbook, while "asking and answering questions about" is the first speech act included in the 4th EFL textbook. The results reflect that young learners need first learning more words to name things in the world around them (year 3) at the level of language learning then learning how to ask Questions (year 4).

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5 Pragmatic analysis of EFL textbooks

This part of research deals with the analysis of pragmatic content in the 3rd and 4th EFL textbooks of primary schools in Algeria. That is, it shows the results of the study according to the research questions.

5.1 Results related to the first research question

The first research question is “**What is the frequency of pragmatic content occurrence in EFL textbooks of the 3rd and 4th grades used with young learners in Algeria schools?**”

To answer this research question, we formulated the following hypothesis: The frequency of pragmatic content occurrence in EFL textbooks of the 3rd and 4th grades used with young learners in Algeria schools may prove insufficiently low.

In order to answer this question and verify the hypothesis above, frequencies and percents of content pragmatic have been calculated in each textbook. Then, the distribution of speech acts included in the 3rd and 4th textbooks according to its units.

For the first part of answering the question, the following table provides the amount of pragmatic content measured by pages that include speech acts in the 3rd and 4th EFL textbooks:

Table 6 Pragmatic content in 3rd and 4th EFL textbooks

Content	3 rd EFL textbook		4 th EFL textbook	
	Frequency	Percent (%)	Frequency	Percent (%)
Pragmatic content	09	14.51	22	23.15
Other content	53	85.49	73	76.85
Total pages	62	100	95	100

The table above shows the extent of presence of pragmatic content in 3rd and 4th EFL textbooks in Algerian primary schools. A page-by-page examination of EFL textbook allowed to identify the

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amount of pragmatic content per page. The most pragmatic content is included in year 4 with 22 (23.15 %) pages that include pragmatic content. Then, 09 out of 62 pages of the 3rd EFL textbook include pragmatic content which represents (14.51%).

Secondly, the following tables show the frequencies and percents the amount of pragmatic content measured by pages including speech acts according to units of each textbook:

Table 7 Distribution of pragmatic content per units in the 3rd EFL textbook

Units	Pragmatic content (number of dialogues)	Percent (%)
Me, my Family and my Friends	05	55.56
My School	02	22.22
My home	01	11.11
My playtime	00	00.00
My Pets	00	00.00
My Fancy Birthday	01	11.11
Total	09	100

The table above shows the distribution of pragmatic content in the 3rd EFL textbook through counting the number of dialogues existed in each unit of the textbook. The results show that the most amount of pragmatic content is found in the first unit “Me, my Family and my Friends” with five (55.56%) dialogues. The second unit “My School” occupies the second order with two (22.22%) dialogues. The third “My home” and last “My Fancy Birthday” units occupy the third order with one (11.11%) dialogue for each. The units of “My playtime” and “My Pets” are empty of dialogues containing pragmatic knowledge.

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Table 8 Distribution of pragmatic content per units in the 4th EFL textbook

Units	Pragmatic content (N of pages)	Percent (%)
Family and Friends	04	18.18
Occupations and Jobs	04	18.18
School	04	18.18
Health	02	09.09
Food	02	09.09
Games	01	04.54
Celebrations	01	04.54
Animals	04	18.18
Total	22	100

The table above shows the distribution of pragmatic content in the 4th EFL textbook through counting the number of dialogues existed in each unit of the textbook. The results show that the most amount of pragmatic content is found in the units of “Family and Friends”, “Occupations and Jobs”, “School, and “Animals” with 4 (18.18%) pages. The unit “Health” and “Food” occupy the second order with 2 (9.09%) pages for each. The unit “Games” and “Celebrations” occupy the last order with one (04.54%) page.

5.2 Results related to the second research question

The second research question is “**Which speech acts young learners are exposed to in the 3rd and 4th EFL textbooks in Algerian primary schools?**”

For answering this research question, we formulated the following hypothesis: There may exist speech acts with different categories integrated into EFL textbooks of the 3rd and 4th grades for young learners in Algeria.

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Before answering this question and verifying the hypothesis above, we note that the speech acts are included as compulsory elements in the Algerian curriculum for English as a foreign language in year 3 and year 4 in primary schools, as shown in the following table:

Table 9 Compulsory speech acts included in the Algerian curriculum of year 3 and year 4 in primary schools

Curriculum	Year 3	Year 4
speech acts included	<ul style="list-style-type: none"> - Greeting people - Leave taking - Introducing - Saying - Asking about - Naming - locating - Following instructions - Identifying - Naming - Describing - Asking - giving information about pets - Expressing offers and thanks - Responding to offers and thanks - Expressing - Following instructions. 	<ul style="list-style-type: none"> - Introducing - Asking and answering questions about - Naming - Locating
Total	18	04

The table above shows the types of compulsory speech acts included in the Algerian curriculum of year 3 and year 4 in primary schools. The most speech acts are included in year 3 with eighteen (18) such as: Greeting, introducing, naming, describing, asking, etc. Then, there exist

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four (04) types only in year 4 including introducing, asking and answering questions about, naming, and locating.

In order to answer the second research question, the frequencies and percents of speech acts in units of each textbook have been calculated as shown in the following table:

Table 10 Types of speech acts analysed in the 3rd and 4th EFL textbooks

speech acts	3 rd EFL textbook		4 th EFL textbook	
	Frequency	Percent (%)	Frequency	Percent (%)
Thanking	02	04.65	02	01.11
Congratulating	02	04.65	09	05.00
Greeting and farewells	09	20.93	29	16.11
Naming	21	48.84	111	61.67
Questioning	09	20.93	29	16.11
Total	43	100	180	100

Table above presents the different speech act categories included in the textbooks under investigation. All speech acts are also included as compulsory elements in the Algerian curriculum for English as a foreign language in primary schools. The table indicates that the most amount of speech acts are included in 4th EFL textbook with 180 (80.72%) acts, then the 3rd EFL textbook contains 43 (19.28%) speech acts in nine (09) dialogues of 62 pages.

In addition, the table shows the types of speech acts analysed in the current study. They are distributed in the 3rd textbook as follows: Naming speech act occupies the first order with 21 (48.84%) occurrences, Greetings and farewells and questioning occupy the second order with 9 (20.93%) occurrences for each, and thanking and congratulating speech acts occupy the last order with 2 (04.65%) occurrences for each.

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Concerning the 4th EFL textbook, they are distributed as follows: naming speech act occupies the first order with 111 (61.67%) occurrences, Greeting and farewells and questioning occupy the second order with 29 (16.11%) occurrences for each, congratulating speech act occupies the third order with 9 (05%) occurrences. In the last order, the results indicate the thanking speech act with two (01.11%) occurrences.

The different speech acts included in the 3rd and 4th EFL textbooks are analysed in the following subsections:

5.2.1 Analysis of expressions of thanking

Being able to thank someone for a positive action is important for all individuals partaking in social interactions. Thanking speech act is a type of acts where the speaker intends his or her utterance to count as a reflection of his or her evaluation of the state of affairs specified in his or her utterance. The following table shows the results of analysis of thanking speech act used in 3rd and 4th EFL textbooks:

Table 11 Distribution of thanking speech acts in the 3rd and 4th EFL textbooks

Thanking speech acts	3 rd EFL textbook		4 th EFL textbook	
	Frequency	Percent (%)	Frequency	Percent (%)
Thank's	2	100	1	50
Thank you	0	0	1	50
Total	2	100	2	100

Statistics drawn from table above indicate that thanking speech acts are equally appeared in the 3rd and 4th EFL textbooks in primary schools in Algeria with two occurrences in each textbook. The expression "Thank's" represents the only speech act used in 3rd textbook. Meanwhile, the 4th EFL textbook includes equally the expressions of "Thank's" and "Thank you".

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The following pictures illustrate the two types of thanking included in the 3rd and 4th EFL textbooks:



Figure 3 Thanking speech acts in the 3rd EFL textbook (p.54)

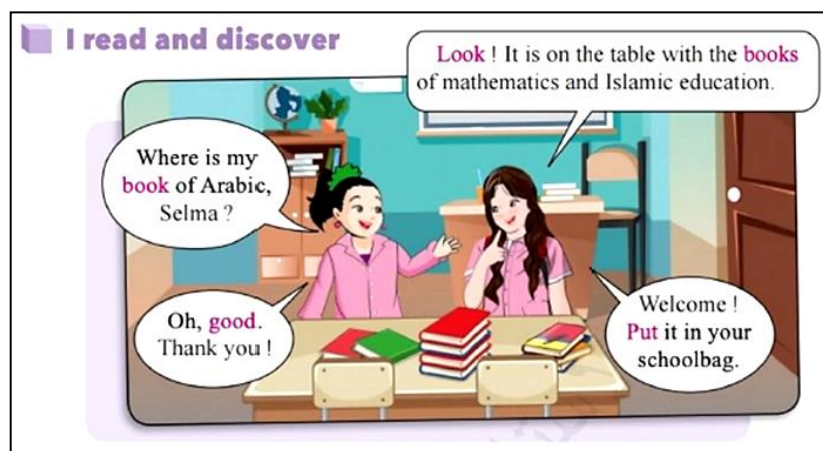


Figure 4 Thanking speech acts in the 4th EFL textbook (p.43)

5.2.2 Analysis of expressions of congratulating

Congratulating refers to one of acts where the speaker intends his or her utterance to count as a reflection of his or her evaluation of the state of affairs specified in his or her utterance. The following table shows the results of analysis of congratulating speech act in 3rd and 4th EFL textbooks:

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Table 12 Distribution of congratulating speech acts in the 3rd and 4th EFL textbooks

congratulating speech acts	3 rd EFL textbook		4 th EFL textbook	
	Frequency	Percent (%)	Frequency	Percent (%)
Good !	00	00	01	11.11
Wow !	01	50	03	33.33
Oh !	01	50	04	44.45
Great !	00	00	01	11.11
Total	02	100	09	100

Table above presents the different forms of congratulating speech acts integrated in 3rd and 4th EFL textbook. The 4th EFL textbook contains more expressions (09 forms) than the 3rd one (02 forms). These forms include four expressions: Good! Wow! Oh! Great!

The results show that the 3rd textbook includes only two expressions of congratulation “Wow!” and “Oh!” with one occurrence for each. While the 4th EFL textbook contains four expressions in the following distribution: “Oh!” occupies the first order with 4 (44.45%) occurrences, “Wow!” occupies the second order with 3 (33.33%) occurrences, and expressions of “Oh!” and “Oh!” occupy the last order with one (11.11%) occurrence for each.

The following pictures illustrate the two types of thanking included in the 3rd and 4th EFL textbooks:



Figure 5 Congratulating speech acts in the 3rd EFL textbook (p.54)

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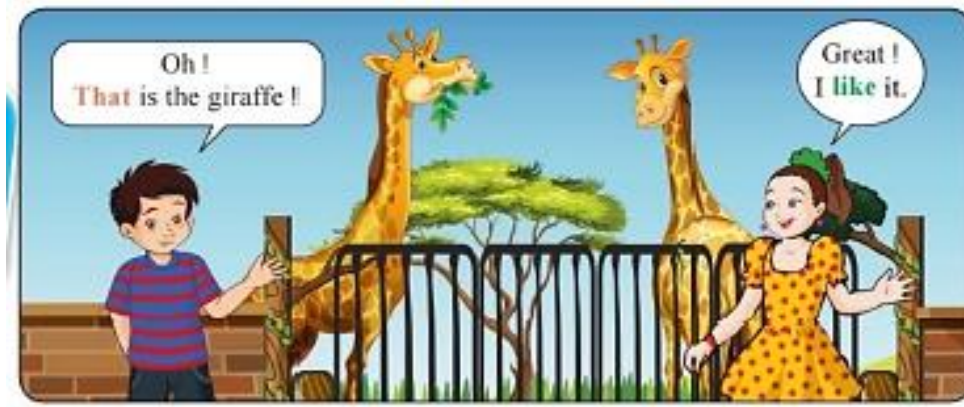


Figure 6 Congratulating speech acts in the 4th EFL textbook (p.94)

5.2.3 Analysis of expressions of greetings

Greetings are important and frequent in social interactions all over the world. People cannot start their conversation without a greeting. Consequently, greeting is one of the most repeating expressive speech acts in our life (Kadhim Jibreen, 2009). Appropriate greeting behavior is crucial for the establishment and maintenance of interpersonal relationships. As a significant aspect of politeness phenomenon, greetings have been studied in disciplines such as sociology, anthropology, sociolinguistics and discourse analysis (Li, 2010).

The speech act of greeting is considered as a mirror that reflects a particular culture. Duranti (1997) shows that greeting forms have their correlation with the culture of the speaker. The speech act of greeting reveals more cultural, personal and historical information about the person who utters it or about the nation who use that particular greeting form. Kadhim Jibreen (2009) also noticed that forms of greeting vary extensively, and that speakers have different forms of greeting for each type or status of person.

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The following table shows the results of analysis of greeting speech acts in the 3rd and 4th EFL textbooks:

Table 13 Distribution of greeting speech acts per type in the 3rd and 4th textbooks

Greeting speech acts		3 rd EFL textbook		4 th EFL textbook	
		Frequency	Percent (%)	Frequency	Percent (%)
Time-free greetings		09	100	24	82.75
Time-bound greetings	Morning	00	00	01	03.45
	Afternoon	00	00	01	03.45
	Evening	00	00	00	00.00
	Total	00	00	02	06.90
Seasonal (in) formal greetings		00	00	01	03.45
Total		09	100	29	100

Statistics drawn from table above indicate that time-free greetings are the only form of greeting used in the 3rd EFL textbook and represents the most preferred greeting used in the 4th textbook with a total of 24 (82.75 %) occurrences. Time-bound greetings form in 4th EFL textbooks follows with 2(6.90%) occurrences and then seasonal (in)formal greetings occupy the last position with one (3.45%) occurrence.

Details on the forms of greetings are given in the following subsections:

5.2.3.1 Time-free Greetings

Table below displays time-free greetings used in 3rd and 4th EFL textbooks with their frequencies and percents:

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Table 14 Distribution of time-free greetings in the 3rd and 4th textbooks

Time-free greetings	3 rd EFL textbook		4 th EFL textbook	
	Frequency	Percent (%)	Frequency	Percent (%)
Hi	1	11.11	07	31.82
Hello	7	77.78	06	27.27
Welcome	0	00.00	02	09.09
Nice to meet you	0	00.00	03	13.63
Glad to meet you	0	00.00	01	04.54
Goodbye	1	11.11	01	04.54
Bye	0	00.00	01	04.54
Good	0	00.00	01	04.54
Total	9	100	22	100

From table above, it can be seen that, the term “Hello” is mostly preferred time-free greetings speech acts in the 3rd EFL textbook with a total of 7 (77.78%) occurrences. The second employed greeting form is “Hi” and “Goodbye” with the frequency of one (11.11%) for each. Meanwhile, in the 4th EFL textbook the expressions “Hi” and “Hello” dominate as greetings. The second employed time-free greetings in 4th EFL Textbook are “Nice to meet you” and “welcome” expressions with a percents of (13.63%) and (9.09%) successively. Lastly, statistics show that time-free greetings of “Glad to meet you”; Goodbye”; “bye; and “good” occupy the last expressions with one (4.54%) occurrence.

The following pictures illustrate the time-free greetings included in the 3rd and 4th EFL textbooks:

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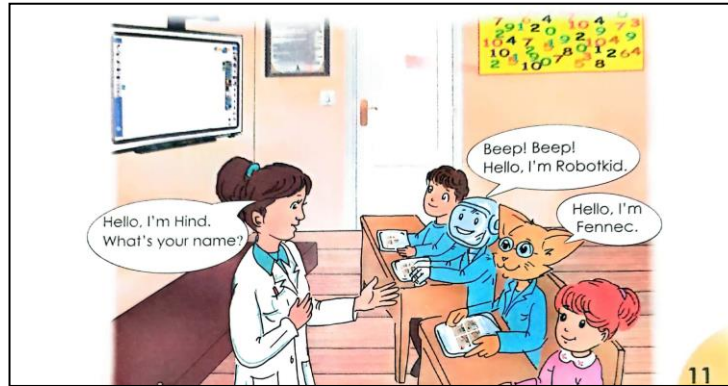


Figure 7 Time-free greetings in the 3rd EFL textbook (p.11)

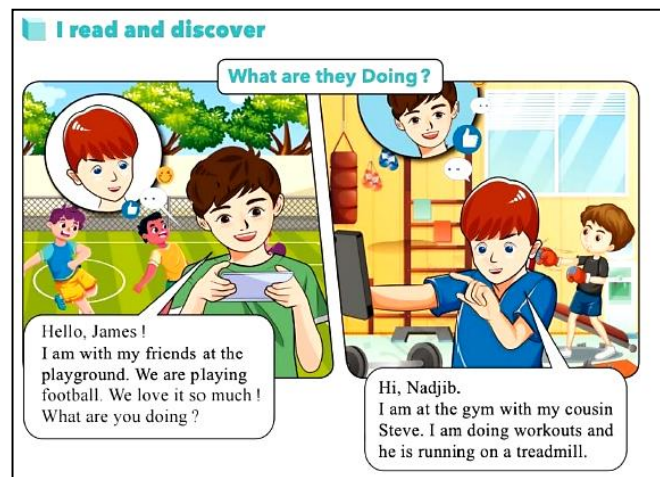


Figure 8 Time-free greetings in the 4th EFL textbook (p.66)

5.2.3.2 Time-bound Greetings

Table below displays time-bound greetings used in 3rd and 4th EFL textbooks with their frequencies and percents:

Table 15 Distribution of time-bound greetings in the 3rd and 4th textbooks

Time-bound greetings	3 rd EFL Textbook		4 th EFL Textbook	
	Frequency	Percent (%)	Frequency	Percent (%)
Good morning	0	0	1	50
Good afternoon	0	0	1	50
Good evening	0	0	0	00
Total	0	100	2	100

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As shown in table, there is no form of time-bound greetings in the 3rd EFL textbook. Meanwhile, there are only two occurrences of time-bound greetings “Good morning” and “Good afternoon” used in 4th EFL textbooks.

The following picture illustrates the two expressions of time-bound greeting “Good morning” and “Good afternoon” found in the 4th EFL textbook:

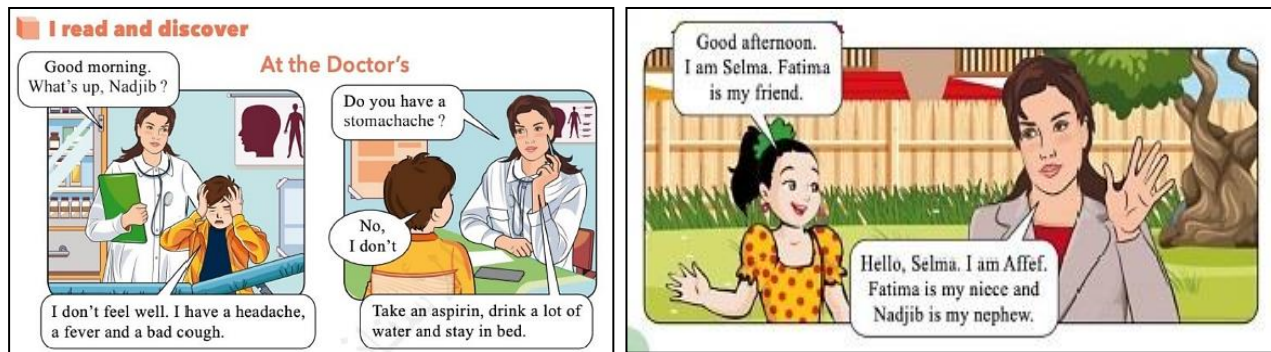


Figure 9 Time-bound greetings in 4th EFL textbook (p.14 and p.51)

5.2.3.3 Seasonal (in) formal Greetings

Table below displays seasonal (in) formal greetings used in 3rd and 4th EFL textbooks with their frequencies and percents:

Table 16 Distribution of seasonal (in) formal greetings in the 3rd and 4th textbooks

Seasonal (in) formal greetings	3 rd EFL Textbook		4 th EFL Textbook	
	Frequency	Percent (%)	Frequency	Percent (%)
Happy new year	0	0	0	0
Happy new day	0	0	0	0
Happy weekend	0	0	0	0
Happy birthday	1	100	0	0
Total	0	100	0	0

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From table above, it can be seen that the form ‘Happy birthday’ represents the only form of seasonal (in) formal greetings used in the 3rd and 4th EFL textbooks. This greeting is used in the 3rd EFL textbook.

The following picture illustrates the only expression of seasonal (in) formal greeting “Happy birthday” included in the 3rd EFL textbook:



Figure 10 Seasonal (in) formal greetings in the 3rd EFL textbook (p.54)

5.2.4 Naming speech act

Names as elements in language that are not only employed as identificatory or reference devices but as elements that are also used to accomplish a variety of culturally, socially and interactionally relevant tasks (Ainiala & Östman, 2018).

There is a host of approaches within pragmatics that have by tradition directly or indirectly dealt with names and naming. Within socio-pragmatics and politeness, names are a *sine qua non* in discussions of terms of address, and in interactional approaches to pragmatics, the very use of names in on-line interaction, and people’s opinions and attitudes toward names are central. In linguistic landscape studies, as well as in perceptual and folk linguistics and in studies on sociolinguistic styling, names are a central ingredient, and the whole field of language and ideology

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touches on names in discussions about identity, ethics, appropriation and responsibility (Ainiala & Östman, 2018).

The following table shows the results of analysis of naming speech acts included in 3rd and 4th EFL textbooks:

Table 17 Distribution of naming speech acts in the 3rd and 4th EFL textbooks

Naming speech acts	3 rd EFL textbook		4 th EFL textbook	
	Frequency	Percent (%)	Frequency	Percent (%)
Persons (Family; friends)	3	14.28	23	25.53
nationalities	0	00.00	05	05.55
Places (school, house, countries)	8	38.10	18	19.98
games and toys	1	04.76	09	9.99
Animals (pets and zoo)	1	04.76	18	19.98
Jobs and occupations	0	00.00	07	07.77
Days, weeks and months	1	04.76	02	02.22
Colors	2	09.52	00	00.00
Objects and things	5	23.81	12	13.32
Foods	0	00.00	07	07.77
Health	0	00.00	07	07.77
Celebrations	0	00.00	03	03.33
Total	21	100	111	100

According to the table above, the whole number of names included in the sample of study is 132 names of different kinds. The most naming speech acts used are included in the 4th EFL textbook with a number of 111 names, while the 3rd EFL textbook contains just 21 names.

The naming speech acts in the 3rd textbook are distributed as follows: Places (school, house, countries) occupy the first order with 8 (38.10%) occurrences, Objects and things occupy the second

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order with 5 (23.81%) occurrences, Persons (Family; friends) occupy the third order with 3 (14.28%) occurrences. In the last order, the results show nothing about the names of nationalities, jobs and occupations, foods, health, celebrations

Related to the 4th textbook, the naming speech acts in are distributed as follows: in the first order are names of persons (Family; friends) with 23 (25.53%) occurrences. Then, places (school, house, countries) and animals (pets and zoo) occupy the second order with 18 (19.98%) occurrences. Objects and things occupy the third order with 5 (23.81%) occurrences, Persons (Family; friends) occupy the third order with 12 (13.32%) occurrences. In the last order, the results show nothing about the colors' names.

5.2.5 Questioning speech act

Questions are utterances used to get the hearer to provide information. They are not restricted to the form of a question. Questions allow us to gather information, express our thoughts and opinions, and engage in conversation with others. In writing, questions are usually followed by a question mark. In technical terms, questions are called "interrogatives".(LanGeek)

The following table shows the results of analysis of questioning speech acts included in 3rd and 4th EFL textbooks:

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Table 18 Distribution of questioning speech acts in the 3rd and 4th EFL textbooks

Questioning speech acts		3 rd EFL textbook		4 th EFL textbook	
		Frequency	Percent (%)	Frequency	Percent (%)
Close-set questions	Yes/no questions	00	00	09	31.03
	Alternative questions	00	00	00	00.00
	Tag questions	00	00	00	00.00
Open-set questions	Wh-questions	09	100	20	68.97
	Embedded questions	00	00	00	00.00
Null questions	Rhetorical questions	00	00	00	00.00
	Statement questions	00	00	00	00.00
	Echo questions	00	00	00	00.00
	Polite requests	00	00	00	00.00
Total		09	100	29	100

Statistics drawn from table above indicate that the greatest number of questions are found in the 4th EFL textbook with 29 (76.32%) occurrences. “Open-set questions” are the only form of questions used in the 3rd EFL textbook with 9 (100%) occurrences and represent the most preferred type of questions used in the 4th textbook with a total of 20 (68.97 %) occurrences. Then, “Close-set questions” occupy the second order in the 4th EFL textbook with 9 (31.03%). Similar to 3rd EFL textbook, the null questions are absent in the 4th EFL textbook.

Details on the types of questions used in the 3rd and 4th EFL textbooks are given in the following table:

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Table 19 Distribution of Yes/No and WH- questions in the 3rd and 4th EFL textbooks

questions	3 rd EFL Textbook		4 th EFL Textbook	
	Frequency	Percent (%)	Frequency	Percent (%)
Yes/No questions	00	00.00	09	31.03
What questions	06	66.67	13	44.83
How questions	02	22.22	03	10.34
Where questions	01	11.11	04	13.80
Why questions	00	00.00	00	00.00
When questions	00	00.00	00	00.00
Who questions	00	00.00	00	00.00
Whose questions	00	00.00	00	00.00
Which questions	00	00.00	00	00.00
Total	09	100	29	100

According to the table above, the most type of question are used in the 4th EFL textbook with a number of 29 questions, while the 3rd EFL textbook contains 09 ones.

The types of questions in 4th EFL textbook are distributed as follows: in the first order are “What questions” with 13 (44.83%) occurrences, “Yes/No questions” occupy the second order with 09 (31.03%) occurrences, “Where questions” occupy the third order with 4 (13.80%) occurrences, “How questions” occupy the fourth order with 3 (10.34%) occurrences. In the last order, the results show nothing about the other types of Wh-questions.

Related to the 3rd EFL textbook, the types of questions are distributed as follows: “What questions” occupy the first order with 6 (66.67%) occurrences, “How questions” occupy the second order with 2 (22.22%) occurrences, “Where questions” occupy the third order with one (11.11%) occurrence. In the last order, the results show nothing about “Yes/No questions” and other types of WH-questions.

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5.3 Results related to the third research question

The third research question is “**How adequately represented are the cultural references in the 3rd and 4th grades EFL textbooks in the Algerian primary schools?**”

To answer this research question, we formulated the following hypothesis: EFL textbooks of the 3rd and 4th grades for young learners in Algerian primary school may not contain adequate cultural references representation.

In order to answer this third research question and verify the hypothesis above, the analyses will focus on the cultural references of persons’ and celebrations’ names:

5.3.1 Cultural references of Persons’ names

In many different cultures around the world, given names have significant meanings and stand as a fingerprint of an individual’s identity. "What’s your name?" is a question we often ask yet don’t really think about. We interact with names daily, yet we are often unaware of the cultural weight they can carry. The history and origins of culture play a huge role in the types of names that are popular in certain places. Many cultures have names derived from their religious beliefs, historical figures, or nature – and these names are often translated differently worldwide. (Mykhalevych, 2024)

Names are an important part of a culture's heritage and identity. Names can reflect a culture and nation’s history, traditions, and values. They can serve as a way to connect with one’s ancestors and heritage. Names can also help to ensure that these cultural traditions are passed down to future generations to honor and celebrate the diversity of cultures and traditions that exist globally. (Mykhalevych, 2024)

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In addition, Socio-onomastics, as a subfield of pragmatics, takes into account the social, cultural, and situational domains in which names are used, and this applies to all kinds of names, place names, personal names, commercial names, names of ships, pet names, etc. Names vary both in their linguistic structure and in their sociocultural function (Ainiala & Östman, 2018).

The following table shows the results of analysis of persons' names included in the 3rd and 4th EFL textbooks:

Table 20 Cultural references of persons' names included in the 3rd and 4th EFL textbooks

Persons' names	3 rd EFL Textbook		4 th EFL Textbook	
	Frequency	Percent (%)	Frequency	Percent (%)
Culture Source names	2	66.67	15	65.22
Culture Target names	1	33.33	08	34.78
Total	3	100	23	100

Statistics drawn from table above indicate the cultural aspects of persons' names found in the 3rd and 4th EFL textbooks. Results show that there exist 26 names in the sample of study and are distributed as shown in the following table:

Table 21 Persons' names included in 3rd and 4th EFL textbooks

Persons' names	3 rd EFL Textbook	4 th EFL Textbook
Culture Source names	Hind, Meriem.	Abdelmadjid, Souad, Affef, Hassan, Mohamed, Samira, Bahaeddine, Selma, Nadjib, Yasmine, Fatima, Abdallah, Nadir, Rima, Maria.
Culture Target names	Peter	James, Yang, Dianna, Alberto, Steve, Marco, Massil, Danny.
Total	03	23

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Tables above indicate that the greatest number of names is included in the 4th EFL textbook with 23 (88.46%) names. The distribution of names in 4th textbook indicate that Culture Source names occupy the first order with a number of 15 (65.22%) names. This kind of Culture Source names includes for instance: Nadjib, Abdelmadjid, Souad, Affef, Hassan, Mohamed, Samira, etc. Then, Culture Target names occupy the second order with 8 (34.78%) names. In addition, results show that the most persons' names in the 3rd EFL textbook are of Culture Source names (66.67%) including Hind and Meriem.

Table 19 Gender distribution of Persons' names included in the 3rd and 4th EFL textbooks

Persons' names	3 rd EFL Textbook		4 th EFL Textbook		Total	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
Male Names	1	33.33	14	60.86	15	57.70
Female Names	2	66.67	09	39.14	11	42.30
Total	3	100	23	100	26	100

Table above indicates that the greatest number of persons' names included in the 3th and 4th EFL textbooks are Male names with 15 (57.70%) and the majority of this kind of names is used in the 4th EFL textbook with 14 (60.86%) male names. Then, Female Names occupy the second order with 11 (42.30%) names. In addition, results show that the most of persons' names in the 3rd EFL textbook are Female Names (66.67%).

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5.3.2 Cultural references of celebrations' names

Each country, nation, and each ethnic group has its customs, traditions and celebrations. Celebrations refer to celebrations around a specific event, a festival, a commemoration, a religious holiday, etc. Through integrating celebrations in EFL textbooks, learners will be able to gain a clearer picture of the country, develop a better understanding of foreign attitudes, customs and traditions, and open their minds to others.

The following pictures illustrate the two types of celebrations days included in the 3rd and 4th EFL textbooks, the first one; Martyr's Day in Algeria reflecting the source culture of learners, and the second, Mother's Day in Mexico which reflect other culture:

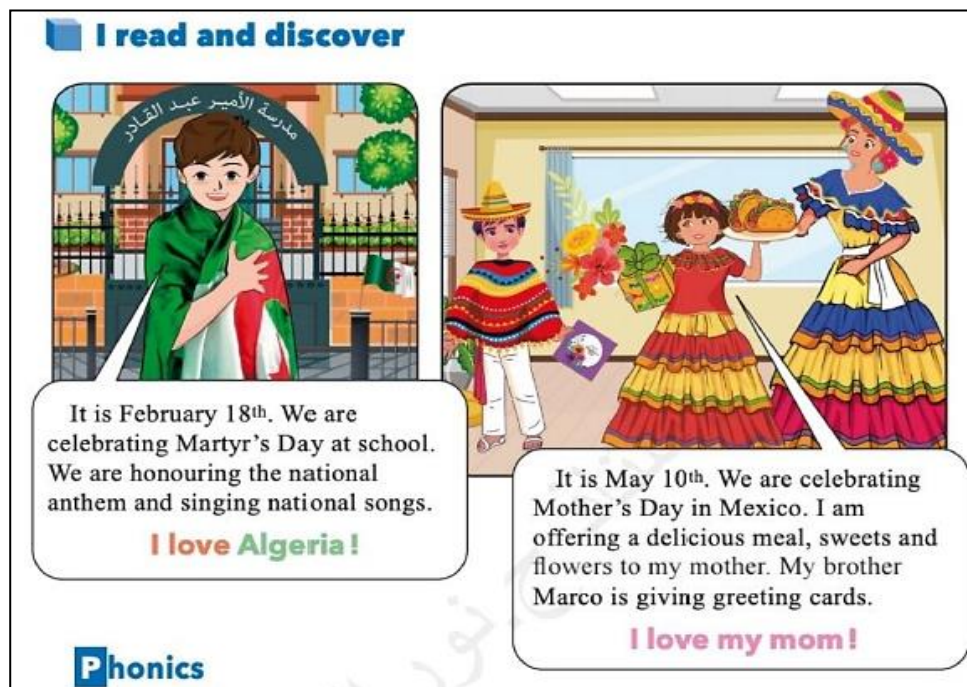


Figure 11 Celebrations Days included in the 4th EFL textbook (p.73)

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6 Discussion

After having presented and analyzed pragmatic content integrated in 3rd and 4th EFL textbooks in primary school, this part of research is devoted to discuss the results in relation to the research questions aforementioned.

6.1 Discussion of results of first research question

The First research question is **“What is the frequency of pragmatic content occurrence in EFL textbooks of the 3rd and 4th grades used with young learners in Algeria schools?”**

In order to answer this research question, we formulated the following hypothesis: The frequency of pragmatic content occurrence in EFL textbooks of the 3rd and 4th grades used with young learners in Algeria schools may prove insufficiently low.

The results showed that the most pragmatic content is included in year 4 with 22 (23.15 %) pages that include pragmatic content. Then, 09 out of 62 pages of the 3rd EFL textbook include pragmatic content which represents (14.51%). Therefore, results appeared that the frequency of pragmatic content occurrence in EFL textbooks of the 3rd and 4th grades used with young learners in Algerian schools is prove insufficiently low.

Despite the fact that English is a Foreign Language (EFL) and textbooks claim that they are communicatively-based; many empirical and systematic investigations show that they offer inadequate pragmatic content. The findings of this research are in consistency with previous studies of (Gholami, 2015; Li, 2018; Ren & Han, 2016; Vellenga, 2004) . Vellenga (2004) has examined pragmatics in four EFL (Headway-Upper intermediate, Interchange2, Passages1, Voyages2) and four ESL textbooks (Focus on Grammar- high intermediate, Grammar Link 3, Intermediate Grammar: From Form to Meaning and Use, Understanding and Using English Grammar). The

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results have shown that the mean percentage of pages, which included pragmatics knowledge, is about 20.4% in EFL textbooks, and 5.02% in ESL textbooks. Findings in her study indicate that compared textbooks are largely compatible in terms of language level and length and the pragmatic information is kept to a minimum.

In addition, Gholami (2015) demonstrated that little consideration is given to the incorporation of pragmatic knowledge in developing in EFL textbooks and suggested that textbook developers include more pragmatic knowledge into Iranian EFL textbooks to increase the authenticity of the textbooks and pragmatic knowledge of Iranian EFL students. Moreover, Ren and Han (2016) showed that pragmatic knowledge is still under-represented in most textbooks. Furthermore, the study of Li (2018) has found the textbooks do contain pragmatic knowledge, but may still not achieve desired results in facilitating Chinese EFL students' pragmatic competence. The overall amount of pragmatic knowledge is inadequate and the coverage of that knowledge is not comprehensive.

At this age between seven and eleven, young learners learn differently from older children, adolescents and adults in different ways, they respond to meaning even if they do not understand individual words. Their understanding comes from what they see and hear, and crucially, have a chance to touch and interact with. They generally display enthusiasm for learning and a curiosity about the world around them. These characteristics can help them to acquire the language easily and unconsciously (Shaaban, 2001), and pragmatics can be integrated into the English language curriculums at this age". (Bardovi-Harlig & Mahan-Taylor, 2003)

In the Algerian context, there is a total dearth of pragmatic components and their presentations are marginalized compared to other language aspects. Traditionally, in the Algerian context, teachers and students alike are obsessed by the desire to acquire rules as much as they can.

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Consequently, teachers devote invaluable time to rule explanation and to lengthy lectures that are most of time accompanied by handouts often distributed as references for possible exams. This is quite understandable since the context of the entire course proposed turns around purely structural approaches to teaching the target language. (Merdassi & Baghzou 2021)

6.2 Discussion of results of second research question

The second research question is **“Which speech acts young learners are exposed to in the 3rd and 4th grades EFL textbooks in the Algerian primary schools?”**

In order to answer this research question, we formulated the following hypothesis: There may exist speech acts with different categories integrated into EFL textbooks of the 3rd and 4th grades for young learners in Algeria.

The results showed that the most amount of speech acts are included in 4th EFL textbook with 180 (80.72%) acts from 223 speech acts in the corpus of study. In addition, results indicate that naming speech act occupies the first order in 3rd and 4th EFL textbook, then “Greeting and farewells” and “Questioning” speech acts occupy the second order. According to these results, it appeared that there exist speech acts with different categories integrated into EFL textbooks of the 3rd and 4th grades for young learners in Algeria. Such as: naming, thanking, greeting, questioning and congratulating.

For the *naming speech act*, the results showed that the whole number of names included in the sample of study is 132 names of different kinds. The most naming speech acts used are included in the 4th EFL textbook with a number of 111 names, while the 3rd EFL textbook contains just 21 names. Places names (school, house, countries) occupy the first order in the 3rd textbook with 8 (38.10%) occurrences. and the results showed nothing about the names of nationalities, jobs and

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occupations, foods, health, celebrations. Meanwhile, names of persons (Family; friends) are in the first order in the 4th EFL textbook with 23 (25.53%) occurrences. In the last order, the results show nothing about the colors' names.

In acquiring a language, vocabulary, as one of the knowledge areas in language, plays a great role for young learners and young learners' vocabulary development is an important aspect of their language development.(Awaludin, 2013) It is an element that links the four skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. (Huyen & Nga, 2003)

The EFL textbooks of study introduce various vocabulary to young learners in the surrounding environment which is supported by color images and learning activities to attract learners' interest in language learning.

Integrating naming speech acts in EFL textbooks can help young learners to comprehend messages and identify the meaning of words in familiar context using paralinguistic features and interact in communicative situations related to the learner's daily concern and interests using simple words and expressions. Young learners have to learn names in order to be able to introduce oneself (name, age, language and place of residence), to introduce family members (family relationship and name), to name and identify different classroom objects and school subjects, different rooms in a house and different objects and foods related to a party, etc.

In addition, the integration of naming speech acts in EFL textbooks in primary schools is beneficial to young learners because learning vocabulary is acknowledged to be an important building block in the acquisition of a language, and it is also reported as being closely related to

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enhanced language proficiency. In studies of young learning a new language in a classroom setting, the analysis of vocabulary learning is crucial since acquiring vocabulary is traditionally one of the main objectives for teachers and materials developers alike in the early phases of second language acquisition. (Tragant et al., 2016)

For the *greeting speech act*, the results showed that time-free greetings are the only form of greeting used in the 3rd EFL textbook and represents the most preferred greeting used in the 4th textbook with a total of 24 (82.75 %) occurrences.

Greetings speech acts, especially basic one, are important in any culture and are usually the first point of contact with another language. Integrating greetings in EFL textbooks and teaching them to young learners in primary schools will help English learners to lay a strong foundation to engage in simple conversations.

Teaching greetings to young learners are also used in order to establish identity, affirm solidarity or out of simple politeness but a common denominator for all forms of greetings in all societies is that they constitute a necessary stage on the route to interpersonal access whereby information can be sought and shared. (Emery, 2000)

Moreover, greetings play roles in various cultures and how these roles may affect the ultimate goal of communication. Teaching greetings to young learners provides them with a sense of community and belonging. It helps them to learn another's names, build connections, and develop caring and welcoming practices. Greeting others and being greeted by others sets a positive tone for the day.

However, Zeff (2016) in his study "The pragmatics of greetings: Teaching speech acts in the EFL Classroom", concluded that success in delivering greetings can be taught and assessed in a

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classroom setting, but the real test comes from future unscripted interactions with the students and their performance of greetings and how they interact in unexpected situations in the real world. He stated that teaching and assessing greetings and other speech acts is unique because the only way to know whether a student “gets it” is to see him or her use it in an unplanned, unprepared context. When it comes to greetings, a practical way to prepare students for what happens outside the classroom environment is through explicit pragmatic instruction. Such instruction should become a regular part of language study classes regardless of the native and target languages. Students who receive explicit instructions through the awareness-raising tasks develop an enhanced ability to participate appropriately and increase their chances of communication success.(Zeff, 2016)

For the *questioning speech act*, the results showed that the most type of question are used in the 4th EFL textbook with a number of 29 questions, while the 3rd EFL textbook contains 09 ones. The types of questions in the 3rd EFL textbook are distributed as follows: “What questions” occupy the first order with 6 (66.67%) occurrences, “How questions,” occupy the second order with 2 (22.22%) occurrences, “Where questions” occupy the third order with one (11.11%) occurrence. In the last order, the results show nothing about “Yes/No questions” and other types of WH-questions. Related to the 4th EFL textbook, the types of questions are distributed as follows: in the first order are “What questions” with 13 (44.83%) occurrences, “Yes/No questions” occupy the second order with 09 (31.03%) occurrences, “Where questions” occupy the third order with 4 (13.80%) occurrences, “How questions” occupy the fourth order with 3 (10.34%) occurrences. In the last order, the results show nothing about the other types of Wh-questions.

Teaching questioning speech act to young learners help them to understand the use and function of question words and how to ask questions effectively in English language. Learning this

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type of speech acts is essential to young learners because it enables them to gather information, clarify understanding, and engage in more meaningful conversations.

Putri et al. (2019) emphasized the role of questioning speech acts in provoking the interest of the discussion participants in asking or giving opinions so that the atmosphere of the discussion becomes more active and livelier. The questioning speech acts are also used to explore the knowledge possessed by students so that the teacher can see which students are smart and which are not, which students are diligent in studying and which are not.

In addition, questions, as an integral component of a science curriculum, make inquiry the context, and not exclusively the method, by which we teach science. They allow for a balanced teaching approach, including traditional pedagogy as well as experiential learning. (Goodman, 2000)

For the *thanking speech act*, the results showed that thanking speech acts are equally appeared (two occurrences) in the 3rd and 4th EFL textbooks in primary schools in Algeria with two occurrences in each textbook. The expression *Thank's* represents the only speech act used in 3rd textbook. Meanwhile, the 4th EFL textbook includes equally the expressions of *Thank's* and *Thank you*.

Thanking is considered as one of the main speech acts that teachers are required to develop to young learners because, as Ahmadi Safa and Jafari (2022) claimed, express gratitude is one of the few functions that most speakers can remember being explicitly taught as children. They also maintain that "used frequently in a wide range of interpersonal relationships, this function, when appropriately expressed, can engender feelings of warmth and solidarity among interlocutors. Conversely, the failure to express gratitude adequately can have negative consequences for their relationships".

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Moreover, young learners should learn how to thank others because thanking is one of the most commonly used speech acts in everyday interaction and it is considered a prime example of polite verbal behaviour and is thus often realized with the help of routine formulae. However, it is not enough to know the very words "thank you" or "thanks", but also to know when and how they are used, as speaker's use of thanking routines differ according to situations of use. (Jautz, 2013)

In addition, when performing the act of thanking, the receiver's face is benefited from the sender's behaviour (i.e. the actual thanking). However, this is reciprocal as the sender's face is also benefited when he/she actually performs the speech act of thanking. The event that motivates thanking is supposed to be the past action performed by the receiver for his/her own benefit.(de Pablos-Ortega, 2011)

For the *congratulating speech act*, the results showed that different forms of congratulating speech acts integrated in 3rd and 4th EFL textbook. The 4th EFL textbook contains more expressions (09 forms) than the 3rd one (02 forms). These forms include four expressions: Good! Wow! Oh! Great! The results show that the 3rd textbook includes only two expressions of congratulation "Wow!" and "Oh!" with one occurrence for each. While the 4th EFL textbook contains four expressions in the following distribution: "Oh!" occupies the first order with 4 (44.45%) occurrences, "Wow!" occupies the second order with 3 (33.33%) occurrences, and expressions of "Oh!" and "Oh!" occupy the last order with one (11.11%) occurrence for each.

Including congratulation speech acts in EFL textbooks of primary schools is crucial because young learners of English language are required to learn what to utter in the context of happy events and how to act when hearing good news or being in a happy situation to express positive and happy

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feelings. They should also learn how to express differently their happiness according to the context of communication through saying an utterance, body language and others.

As a speech act, congratulation is defined as a kind of act that expresses positive feelings to others. As an illocutionary force, it is achieved when the speaker expresses the attitudes or feelings about an event that is good. (Searle, 1969) Congratulation could be for any person or occasion that we feel happy and pleased in it because the verb congratulate not only contains a component of expressing pleasure, but it also tells us merely that the occasion is something pleasant for speaker/hearer and the exact nature of occasion has to be made explicit.(Oraiby, 2018)

Oraiby (2018) divides congratulation into two types. First, *congratulation for doing*. This type means congratulating someone for something he has done. For instance, teachers should congratulate their young learners when they succeed in their language learning in order to create self-esteem among interlocutors and support them for more success and achievements. Second, *ritual congratulation*. It is related totally to social glad occasions. Interlocutors congratulate each other in their ritual occasions to express sympathetic happiness for others' glad occasions.

6.3 Discussion of results of third research question

The third research question is **“How adequately represented are the cultural references in the 3rd and 4th grades EFL textbooks in the Algerian primary schools?”**

To answer this research question, we formulated the following hypothesis: EFL textbooks of the 3rd and 4th grades for young learners in Algerian primary school may not contain adequate cultural references representation.

Concerning the cultural references of persons' names, the results showed that greatest number of names is included in the 4th EFL textbook with 23 (88.46%) names and that Culture Source

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names occupy the first order with a number of 15 (65.22%) names in the 4th EFL textbook and (66.67%) in the 3rd one. For the cultural references of celebrations' names, results showed that there are two types of celebrations days included in the 3rd and 4th EFL textbooks: Martyr's Day in Algeria reflecting the source culture of learners, and Mother's Day in Mexico which reflect other culture. Thus, the results appeared that EFL textbooks of the 3rd and 4th grades for young learners in Algerian primary school do not contain adequate cultural references representation.

In the language classroom, there are many important elements such as teachers, learners, and instructional materials. Textbooks are one of the important materials used in language classrooms as a resource to tap into the content of language and culture .Therefore, the presence of cultural content in textbooks is also important for the development of students' intercultural communicative competence.(Kaewsakul & Teo, 2016)

According to Ndura (2004) the content of instructional materials significantly affects learners' attitudes and dispositions towards themselves, other people and society. This is particularly so with young learners of English as a Foreign Language (EFL) whose success in a new environment is conditioned not only by their mastery of the new language, but also, and especially, by their ability to negotiate the new culture. Therefore, textbooks and their contents affect culture teaching and intercultural communication directly. The idea of culture incorporation into the foreign language contexts is granted a position through a so-called paradigm shift from linguistic competence to communicative competence.

Regarding culture-related teaching materials and textbooks in English classroom, Cortazzi and Jin provide a novel look at the sources of cultural information. They classified the sources of cultural information into *source culture* (learner's own culture), *target culture* (any English-speaking countries where English is spoken as a first language), and *international target culture*

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(English-speaking or non-speaking English counties around the world where English is not used as a first language).(Liu & Laohawiriyanon, 2013)

In the current study, we will first discuss the obtained results concerning the cultural references of persons' names from different aspects, such as the derivation of names, the representation of gender through the included names, the main characters and sub-characters aspect and the different contexts, then the results related to the cultural references of celebrations' names.

- Concerning the cultural references of persons' names:

From the derivation of names point of view, the names included in 3rd and 4th EFL textbooks are derive from variants of the name of the Prophet (Mohamed), the names of his companions (Hassan, Fatima), or the conjoining of Abd "slave, servant" with one of ninety-nine names of God (Abdellah "servant of God", Abdelmadjid "servant of the Most Glorious"), and the conjoining of names with the religion (Bahaeddine).

From a gender point of view, the study showed that the majority of names used in the 3th and 4th EFL textbooks are male names with 15 (57.70%) and the majority of this kind of names is used in the 4th EFL textbook with 14 (66.86%) male names. Therefore, EFL textbooks contain gendered language and male dominance; female names were placed in the background.

From the point of view of the main characters and sub-characters aspect, the main character in the 4th EFL textbook is Nadjib. This proper name is an Arabic name that means "noble" or "distinguished." It is derived from the Arabic word "najeeb", which means "noble, high-born, distinguished." It is a name that is well-suited for a boy who is destined for great things. (onlymyhealth, 2024)

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Nadjib plays different roles in various contexts, such as:

As reporter: he presents himself in the first page and the last page of the textbook, his family in the page 11, his family's occupations (p. 24), his school (p. 37), national celebrations days (p. 73).

As a participant in conversation (real life): Nadjib is a participant in conversation with other characters (Family members, friends) He appears directly (p.14, 30, 33, 51) and indirectly (p.14) in these dialogues. He is participating with different sub-characters: males (Mustapha, Massil, and Nadir), females (Yasmine, Affef, and Doctor).

As a participant in conversation (online interaction): Nadjib is communicating with characters from different cultures using digital technologies (Computer, phone, Tablet). For example. Nadjib communicates with James, Danny, Yang, Dianna, with Alberto (p.17, 20, 37, 40, 59).

As an intercultural communicator: Nadjib is communicating with characters from different cultures. For example (p.17, 20, 59, 66), with James and Danny (British culture), with Hassan (Egyptian culture), with Yang (Chinese culture), with Dianna (American (USA) culture), with Alberto (Italian culture).

According to Leech (1983), the context of speech is one of the main aspects that should be exist in pragmatic studies. The context of speech especially in linguistics covers all the physical aspects (context) or social setting relevant of the speech that concern.

The social context, according to a structural view of social context, social factors such as power and prestige are seen as determining social context. In an interactional view the social context is seen as constructed in each situation through interaction. (Ellis, 2015)

For the physical contexts, where the communication between the different characters is happened, the communication is taking in various places. In the 4th EFL textbook, for example at

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home (p.11, 14, 17, 20, 24, 40), in the street, (p.14, 27) in a restaurant (p.30), touristic landmarks (p.33) occupational places (p.33). Library (p.44), in the garden and farm (p.54, 85), in the supermarket (p.62), in the playground and gym (p.66).

For the social context, it explains the relationship between interlocutors involved in different situations of communication. In the 4th EFL textbook, for example with: family members, grandfather, grandmother, nephew, uncle, cousin (p. 14, 24, 30), friends (p.20, 24), Professionals (p.30, 33).

- Concerning the cultural references of celebrations' names:

The EFL textbooks of study include three names of celebration days: Martyr's Day in Algeria in February 18th, Mother's Day in Mexico in May 10th, and the Birthday of Nadjib.

National Martyr's Day in Algeria is an annual commemoration in tribute to the thousands of Algerians who sacrificed their lives for the country's independence. It is celebrated on February 18 each year. However, in Mexico, Mother's Day, or Día de las Madres is celebrated every day 10 of May, regardless of what day of the week it falls on. This tradition has become one of the most celebrated holidays in Mexico, where Mexican families gather to celebrate their mothers.

A birthday is the anniversary of the birth of a person. Birthdays of people are celebrated in numerous cultures, often with birthday gifts, birthday cards, a birthday party, or a rite of passage.

The EFL textbooks in primary schools are expected to foster young learners' curiosity about celebrations days in the source culture (National Martyr's Day in Algeria, p.73) and to portray the other celebrations of different cultures in the world (Mother's Day in Mexico, p.73) by incorporating information about them in their teaching units. However, this example of Mexican culture does not reflect the English culture targeting of the EFL textbooks.

CONCLUSION and RECOMMENDATIONS

Conclusion and recommendations

1 Conclusion

The current study has been intended to examine the pragmatic content integrated in 3rd and 4th ELT textbooks in primary schools of Algeria. In order to achieve this goal, textbooks of year 3 and year 4 were analyzed using Vellenga's, Searle's, Halliday's and LanGeek's frameworks.

The mains research findings have shown the following:

For the frequency of pragmatic content occurrence in EFL textbooks of the 3rd and 4th grades used with young learners in Algeria schools, the results appeared that this frequency is prove insufficiently low. A page-by-page examination allowed to identify the amount of pragmatic content per page. The most amount of pragmatic content is included in 4th EFL textbook with 22 (23.15 %) pages then 09 pages of the 3rd EFL textbook which represents (14.51%). The distribution of pragmatic content in the 3rd EFL textbook, through counting the number of dialogues existed in each unit of the textbook, showed that the most amount of pragmatic content is found in the first unit "Me, my Family and my Friends" with five (55.56%) dialogues, the second unit "My School" occupies the second order with two (22.22%) dialogues, and the units of "My playtime" and "My Pets" are empty of dialogues containing pragmatic knowledge. Meanwhile, the distribution of pragmatic content in the 4th EFL textbook showed that the most amount of pragmatic content is found in the units of "Family and Friends", "Occupations and Jobs", "School, and "Animals" with 4 (18.18%) pages, and "Games" and "Celebrations" units occupy the last order with one (04.54%) page.

Regarding to which speech acts young learners are exposed to in the 3rd and 4th grades EFL textbooks in the Algerian primary schools, results appeared that there exist speech acts with different categories integrated into EFL textbooks of the 3rd and 4th grades for young learners in

Conclusion and recommendations

Algeria. Such as: naming, thanking, greeting, questioning and congratulating. In addition, the findings indicated that the most amount of speech acts are included in 4th EFL textbook with 180 (80.72%) acts then the 3rd EFL textbook with 43 (19.28%). Naming speech act occupied the first order in the corpus of study, with 111 (61.67%) occurrences in the 4rd EFL textbook and 21 (48.84%) occurrences in the 3rd EFL textbook. The thanking speech acts occupied the last order with 2 (04.65%) occurrences for the 3rd EFL textbook and two (01.11%) occurrences for the 4th EFL textbook. The findings of different speech acts included in the corpus are as follows:

- For the *naming speech acts*, the names of persons (Family; friends) occupied the first order in the 4th EFL textbook with 23 (25.53%) occurrences. Meanwhile, places names (school, house, countries) occupy the first order with 8 (38.10%) occurrences in the 3rd textbook.
- *Thanking* speech acts are equally appeared in the 3rd and 4th EFL textbooks in primary schools in Algeria with two occurrences in each textbook. The expression “Thank’s” represents the only speech act used in 3rd textbook. Meanwhile, the 4th EFL textbook includes equally the expressions of “Thank’s” and “Thank you”.
- The 4th EFL textbook contains more expressions of *congratulations* than the 3rd one.
- *Time-free greetings* (Hi; Hello; Goodbye...) are the only form of greeting used in the 3rd EFL textbook and represents the most preferred greeting used in the 4th textbook with a total of 24 (82.75 %) occurrences.
- The greatest number of question speech acts are found in the 4th EFL textbook with 29 (76.32%) occurrences and “Open-set questions” (What questions) are the only form of questions used in

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the 3rd EFL textbook with 9 (100%) occurrences and represent the most preferred type of questions used in the 4th textbook with a total of 20 (68.97 %) occurrences.

Concerning *how adequately represented are the cultural references in the 3rd and 4th grades EFL textbooks in the Algerian primary schools*, the results appeared that EFL textbooks of the 3rd and 4th grades for young learners in Algerian primary school do not contain adequate cultural references representation. Moreover, the results showed that the greatest number of cultural references of persons' names is included in the 4th EFL textbook with 23 (88.46%) names and that Culture Source names occupy the first order with a number of 15 (65.22%) names in the 4th EFL textbook and (66.67%) in the 3rd one. For the cultural references of celebrations' names, results showed that there are only two types of celebrations days included in the 3rd and 4th EFL textbooks: Martyr's Day in Algeria reflecting the source culture of learners, and Mother's Day in Mexico which reflect other culture.

2 Limitations

As any research work, this study has some limitations that change its orientations and scope.

first, the lack of pragmatic content in the textbooks of 3rd and 4th grades in primary school.

Second, the EFL textbooks include a limited amount of speech acts to analyze.

Third, limited interest about the cultural issues in the textbooks of study.

Conclusion and recommendations

3 Recommendations

Typically, a single research study cannot cover all the aspects of the research problem. That is why there is always room for improvement. Hereby, there are some recommendations for future research and further studies:

- Firstly, the need to enhance the pragmatic content in EFL textbooks in primary schools.
- Secondly, the need of studies about perceptions and attitudes of teachers towards integrating pragmatic content in EFL textbooks in primary school.
- Thirdly, EFL textbooks should contain enough materials devoted to cultural issues in order to booster the intercultural competences of the young learners. That is, textbooks should contain more authentic materials, as they seem to be the best carriers of cultural background in the environment of L1 culture.

4 Pedagogical implications

- The necessity of integration enough pragmatic content in EFL textbooks to develop the pragmatic competence in order to enable young learners to use language appropriately in different social contexts.
- In the context of EFL classrooms, learners should be exposed to sufficient amount of input in order to increase their grasp of pragmatics and to learn the appropriate use of language in authentic situations.
- Teachers should possess a good command of the target language including a satisfactory level of pragmatic knowledge so that they can convey what they know to their learners.

Conclusion and recommendations

- Encourage teachers to use textbooks and role plays to help to create these contexts in the classroom, so that young learners access to pragmatic knowledge and skills in the target language without being aware of it.
- The importance of integration of pragmatic content into the English language curriculums at the earliest levels because young children are eager language learners.

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APPENDICES

Appendix 1: Corpus of 3rd EFL textbook

3. Listen, look and do the same with your friend.

HELLO.

Good bye.

9. Listen and say your name.

Hello, I'm Hind. What's your name?

Beep! Beep! Hello, I'm Robotkid.

Hello, I'm Fennec.

11

10. Ask and answer.

What's your name?

I'm Robotkid.

15. Ask and answer.

How old are you?

I'm 7.

She's 8.

How old is she?

16. Listen to the story again (activity 12 – page 13) and act out 'scene 4'.

14

18. Listen, read and do the same with your friend.

1 Hello, I'm Robotten. I'm ten. I live in Algiers. I speak Arabic, English and French.

2 This is my friend, Peter. He's eight. He lives in London. He speaks English.

15

6. Look at your friends' pictures (activity 5). Ask and answer.

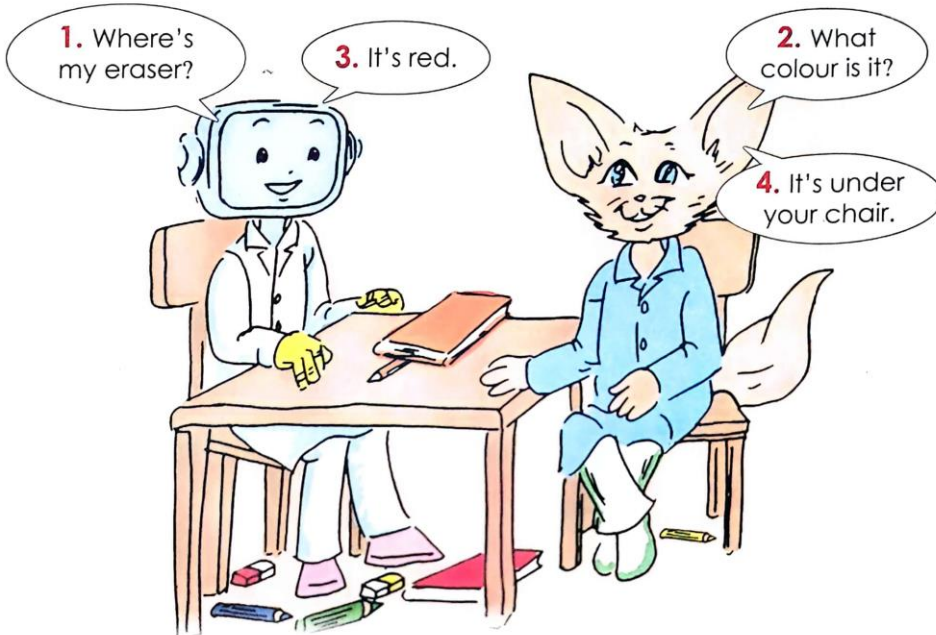
1. What's this?

2. It's a book.

3. What colour is it?

4. It's brown.

12. Hide, seek and find. Play the game with your friends.



23

12. Listen, read and do the same with your friend.



Hello, I'm Robotten. I live in a flat in Algiers. In my flat, there are five bedrooms, a kitchen, a dining room, a living room and a bathroom. My bedroom is next to the kitchen.



Hello, I'm Peter. I live in a house in London. In my house, there are four bedrooms, a kitchen, a living room, a dining room and two bathrooms. My bedroom is opposite the garden.

34


5. Read and reorder the story. Number the pictures in your copybook.

1 = Picture E 2 = ? 3 = ? 4 = ? 5 = ? 6 = ?

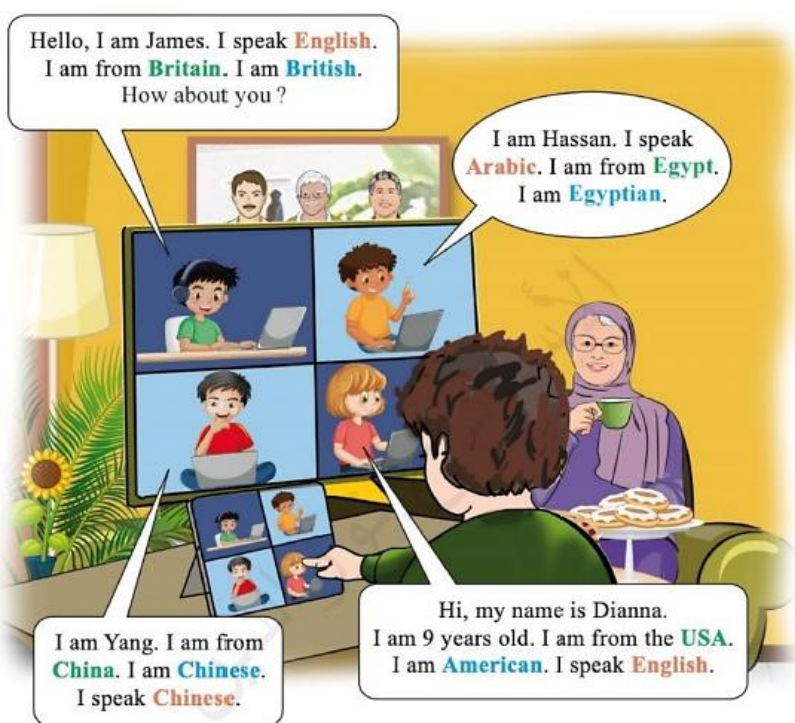


Appendix 2: Corpus of 4th EFL textbook: I read and discover

I read and discover



Hi, welcome to my home !
This is my family ! These are my mother's parents : Abdelmadjid is my grandfather and Souad is my grandmother. This is my aunt Affef. She is my mother's sister. She is 30.



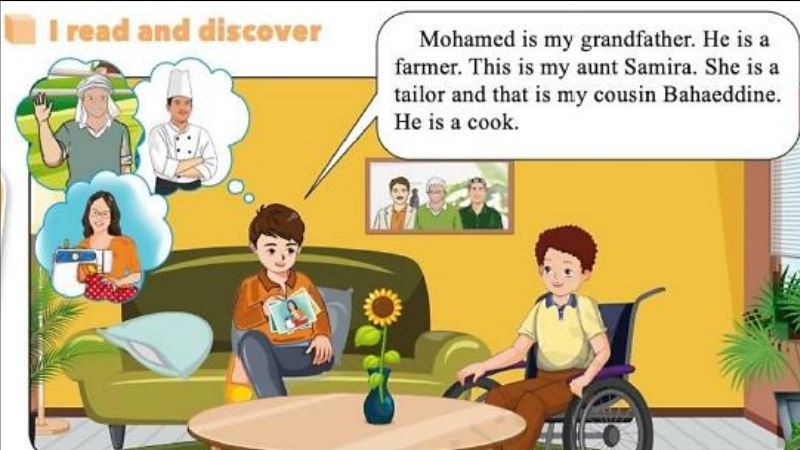
Hello, I am James. I speak **English**.
I am from **Britain**. I am **British**.
How about you ?

I am Hassan. I speak **Arabic**. I am from **Egypt**.
I am **Egyptian**.

I am Yang. I am from **China**. I am **Chinese**.
I speak **Chinese**.

Hi, my name is Dianna.
I am 9 years old. I am from the **USA**.
I am **American**. I speak **English**.

I read and discover



Mohamed is my grandfather. He is a farmer. This is my aunt Samira. She is a tailor and that is my cousin Bahaeddine. He is a cook.

I read and discover

This is my cousin Bahaeddine. He is a cook and this is his restaurant. He cooks delicious food.

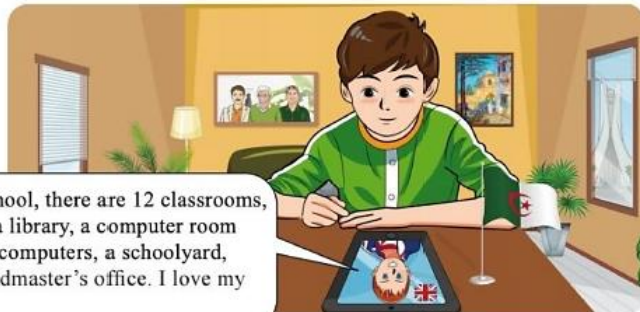


This is the farm of my grandfather Mohamed. He is a farmer. He raises animals. He loves his farm.



I read and discover

In my school, there are 12 classrooms, a canteen, a library, a computer room with many computers, a schoolyard, and the headmaster's office. I love my school.



I read and discover

Where is my book of Arabic, Selma?

Oh, good. Thank you!

Look! It is on the table with the books of mathematics and Islamic education.

Welcome! Put it in your schoolbag.



I read and discover

At the Doctor's

Good morning. What's up, Nadjib?



I don't feel well. I have a headache, a fever and a bad cough.

Do you have a stomachache?

No, I don't



Take an aspirin, drink a lot of water and stay in bed.

I read and discover

What's on the Table?

What's on the table, Alberto?

But, chips and soda cause a stomachache and chocolate gives a toothache. They are unhealthy food.

Thanks Nadjib.

On my table, there is pizza, chips, soda and chocolate.

I read and discover

What are they Doing?

Hello, James!
I am with my friends at the playground. We are playing football. We love it so much!
What are you doing?

Hi, Nadjib.
I am at the gym with my cousin Steve. I am doing workouts and he is running on a treadmill.

I read and discover

It is February 18th. We are celebrating Martyr's Day at school. We are honouring the national anthem and singing national songs.
I love Algeria!

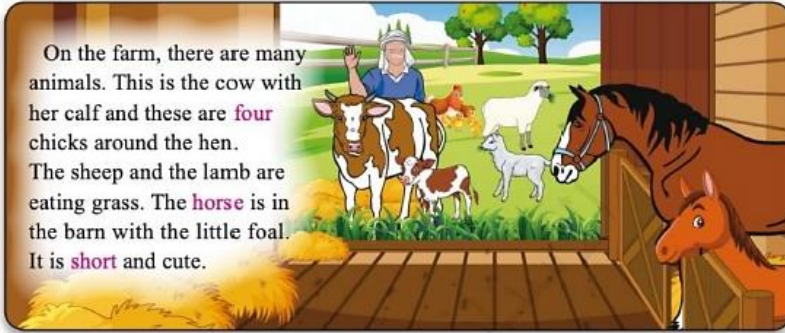
It is May 10th. We are celebrating Mother's Day in Mexico. I am offering a delicious meal, sweets and flowers to my mother. My brother Marco is giving greeting cards.
I love my mom!

Phonics

I read and discover

On the Farm

On the farm, there are many animals. This is the cow with her calf and these are **four** chicks around the hen. The sheep and the lamb are eating grass. The **horse** is in the barn with the little foal. It is **short** and cute.



I read and discover

At the Zoo

At the zoo, there are wild animals. The tiger, the lion, the fox and the wolf are carnivores. They eat meat. The elephant, the giraffe, the gazelle are herbivores. They eat grass and fruits. The turkey is a bird. It eats grains.



Appendix 3: Corpus of 4th EFL textbook: I play roles

I play roles

- Play the roles with your friends.

Is it the photo of your family, Nadjib ?

Yes, this is my father with my grandfather and my uncle.

Hello, Yasmine. I am Massil. Nadjib is my friend.

Hi, I am Yasmine. I am 11. Nadjib is my cousin.

Good afternoon. I am Selma. Fatima is my friend.

Hello, Selma. I am Affef. Fatima is my niece and Nadjib is my nephew.

I play roles

- Play roles with your friends.



I play roles

- Play the roles with your friends.



I play roles

- Play the roles with your friends.



I play roles

- Play the roles with your friends.



I play roles

- Read and play the roles with your friends.



I play roles

- Play the roles with your friends.



I play roles

- Play the roles with your friends.



I play roles



I play roles

- Play the role.

