AN INVESTIGATION OF THE SPEECH ACT OF REQUEST IN ENGLISH TEXTBOOKS FOR YOUNG LEARNERS IN STATE SCHOOLS

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ABSTRACT

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This study focuses on the development of one of the primary components of pragmatics: Speech Act Theory, and more specifically the speech act of request. The development of speech act of request in young learners in the context of English as a Foreign Language will be examined through two steps. These steps include (1) testing the curriculum regarding the inclusion of the request speech act as well as the alignment between the curricular objectives and material content, and (2) the comparative evaluation of seven textbooks provided by the Turkish Ministry of National Education for three primary school levels: 2nd, 3rd & 4th grades. The findings show that the textbooks have quite low levels of alignment with the curriculum and need serious improvement. In addition, the results of the analyses run for the evaluation of textbooks point to an inconsistently linear increase in the inclusion of request speech act utterances, meaning that slight improvement is observed between the 2nd & the 3rd-grade materials, whereas it is higher when transitioning to the 4th-grade level.

Keywords: Pragmatics, speech act theory, request, young learners, textbook evaluation

ÖZ

DEVLET OKULLARINDA ÇOCUKLAR İÇİN KULLANILAN İNGİLİZCE KİTAPLARINDAKİ RİCA SÖZ EYLEMİNİN İNCELENMESİ

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Bu çalışma, edimbilimin temel bileşenlerinden birinin geliştirilmesine odaklanmaktadır: Söz Edimi Teorisi ve daha spesifik olarak, rica söz eylemi. Yabancı dil olarak İngilizce öğretimi bağlamında çocuklarda rica söz eyleminin gelişimi iki aşamada incelenecektir. Bu adımlar: (1) rica söz eyleminin müfredata dahil edilmesini ve müfredatta hedeflenen kazanımlar ile materyal içeriği arasındaki uyumun test edilmesini, ve (2) Türkiye Milli Eğitim Bakanlığı tarafından üç ilkokul seviyesi (2., 3. ve 4. sınıf) için sağlanan yedi ders kitabının karşılaştırmalı bir değerlendirilmesini içerir. Bulgular, ders kitaplarının müfredatla uyum düzeylerinin oldukça düşük olduğunu ve ciddi bir iyileştirmeye ihtiyaç duyduğunu göstermektedir. Buna ek olarak, ders kitaplarının değerlendirilmesi için yapılan analizlerin sonuçları, rica söz eyleminin dahil edilmesinde tutarsız bir doğrusal artışa işaret etmektedir. 2. ve 3. sınıf materyalleri arasında çok az bir gelişme gözlemlenirken, bu gelişme 4. sınıf seviyesine geçişte daha yüksektir.

Anahtar Kelimeler: Edimbilim, söz eylemi, rica, çocuklar, ders kitaplarının değerlendirilmesi

To my brother who's always been the family I need…

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LIST OF ABBREVIATIONS

MONE	Ministry of National Education
SAT	Speech Act Theory
EFL	English as a Foreign Language
ELT	English Language Teaching
ILP	Interlanguage Pragmatics
FTA	Face-Threatening
NS	Native Speaker
NNS	Nonnative Speaker
ESL	English as a Second Language
ODCT	Oral Discourse Completion Test
DCT	Discourse Completion Test
EF	Education First
CEFR	Common European Framework of References for Languages
ILI	Iran Language Institute
SEC	Surveys of Enacted Curriculum

CHAPTER 1

INTRODUCTION

This study investigates how the materials provided by the Ministry of National Education of Turkey (MoNE henceforth) serve the development of young learners' pragmatic competence at the primary school level. In this chapter, the background of the present study, the significance of the study, and the research questions will be presented.

1.1 Background of the Study

This study focuses on the development of one of the primary components of pragmatics, which is the Speech Act Theory (SAT henceforth), and more specifically, the speech act of request. The development of speech act of request in young learners in the context of English as a Foreign Language (EFL henceforth) will be examined through two steps. These steps include (1) testing the curriculum regarding the inclusion of the said speech act as well as the alignment between the curricular objectives and material content, and (2) the evaluation of seven textbooks provided by the state for three primary school levels: 2nd, 3rd & 4th grades.

Approaching language from a communicative perspective, it can be said that being able to use a language requires a lot more than knowing and correctly executing its syntactical, morphological, or phonological rules. Pragmatics comes into play here, studying "the use of language in human communication as determined by the conditions of society" (Mey, 2001). Without the knowledge of such societal conditions and pragmatic requirements of a language, the speaker's ability to successfully convey a message to their interlocutors is compromised.

Therefore, pragmatics has been an excellent area for research in linguistics in recent years. As a subfield of pragmatics, SAT explains how speech can function as actions and sheds light on doing things through words and utterances. The crucial thing to consider is that the ways of performing speech acts (i.e., apologizing, refusing, complaining, thanking, requesting) through these utterances vary across languages and cultures. It is a matter of how to use language to perform these acts in such a way that the speaker can get their message across without violating the requirements of the social dynamics in place. An excerpt from the author's favorite sitcom, Seinfeld (David et al., 1989), harbors a whimsical emphasis on the importance of how a speech act is realized and the underlying meaning that can be derived from it:

> GEORGE: All right, all right, one more time, one more time! What was the EXACT phrasing of the request?
> JERRY: All right, she said she couldn't find a decent hotel- room...
> GEORGE: A decent hotel-room...
> JERRY: Yeah, a decent hotel-room, would it be terribly inconvenient if she stayed at my place.
> GEORGE: You can't be serious. This is New York city: there must be eleven million decent hotel-rooms! Whatta ya need? A flag? [waves with his handkerchief] This is the signal, Jerry, this is the signal!

The main character of the show, Jerry, is not sure about the woman he thinks he is flirting with is also into him upon the woman's request to stay at his place for the night for a conference she will be attending. George, his best friend, reading into the conversation they had on the phone, claims that she is not actually into him and just looking for a place to crash. He feels the need to know the exact utterance through which the woman requested to stay at Jerry's in order to interpret how she feels about Jerry. As can be understood, George believes that people communicate her intentions through her wording.

Teaching pragmatics, and more specifically, the ability to use speech acts appropriately -so it is functional in effectively conveying the speaker's intended message- while teaching any language is vital. There is evidence that nonnative speakers may take several years to acquire nativelike production (Olshtain & Blum-

Kulka, 1983), and that formal instruction can help to hasten the process (Olshtain & Cohen, 1990). Therefore, it should be integrated into English Language Teaching (ELT henceforth) materials starting from the earliest stage possible.

1.2 Significance of the Study

The present study investigates the weight and presentation of the speech act of request in the primary school EFL curriculum and the alignment with the teaching materials (textbooks approved by the MoNE of Turkey) used in state schools across the country. There is a rising need to look into the integration of pragmatics; more specifically, speech acts in EFL textbooks used as the primary source of materials, especially in state schools in Turkey. Although pragmatic competence has become one of the main concerns in the realm of foreign language education in recent years, there is not much focus on learners' pragmatic development regarding the use of speech acts through the formal education provided by the state.

The author's goal in conducting this research is to draw attention to the inadequate integration of pragmatic components, the speech act of request to be more exact, in primary school curriculum and materials. By pointing out the insufficient focus on this particular aspect in the Turkish educational system regarding foreign language teaching, the author suggests more importance be given to the development of pragmatic competence in young learners in primary school education, both in the curriculum and materials. The rationale behind choosing requests among other types of speech acts is that teaching English to young learners, without a doubt, requires a different approach when determining which aspects in the broad spectrum of language should be employed both in the practice of teaching and the materials. Since young learners are introduced to English in the context of formal education provided by the Republic of Turkey for the first time in primary school, one of their primary interactional needs is expressing their needs and wants, which is realized through requests. Another reason for choosing this particular speech act is because the speech act of request holds a significant place in MoNE's curriculum for primary

school education, providing a vast amount of information for the research of the integration of pragmatics in ELT materials.

Additionally, similar studies mainly focus on one single textbook or the textbooks used for one single level. The comprehensive approach this study provides by examining the connections among three grade levels and same-level textbooks brought to learners' use by different authors and publishers will help see the bigger picture regarding Turkey's foreign language education policy. Exercising a more holistic methodology in researching speech acts in MoNE's books gives way to pinpointing the deficiencies in planning and implementing Turkey's educational route. It also reveals where Turkey stands when compared to other nations. Thus, the results of this study can be utilized as a constructive perspective regarding curriculum alignment and material development in young learners' foreign language education in Turkey.

1.3 Research Questions

(1) Does the content of the EFL textbooks published for primary school learners by the MoNE of Turkey align with the curriculum objectives regarding the inclusion of the speech act of request?

(a) To what extent does the content of the 2nd grade EFL textbook by Bilim ve Kültür Publishing serve learners in achieving the curricular objectives regarding the speech act of request?
(b) To what extent does the content of the 3rd grade EFL textbooks published/approved by the MoNE of Turkey serve learners in achieving the curricular objectives regarding the speech act of request?
(c) To what extent does the content of the 4th grade EFL textbooks published/approved by the MoNE of Turkey serve learners in achieving the curricular objectives regarding the speech act of request?

(2) How do the EFL textbooks published by MoNE of Turkey guide/facilitate the development of the learning and usage of the speech act of request in young learners in primary schools?

-In these seven EFL textbooks for the 2nd, 3rd, and 4th-grade levels:

(a) Which request strategies are introduced?

(b) What type of a growth curve is there in the variety of request strategies used?

(c) Do the number of request utterances with a higher level of politeness according to 'Politeness Theory' by Brown & Levinson (1987) increase parallelly with the grade level?

CHAPTER 2

THEORETICAL FRAMEWORK

2.1 Speech Act Theory (SAT)

Speech acts can simply be defined as linguistic units used for communicating one's intentions, differently from language use functioning merely as transferring information. The Speech Act Theory was developed by the British philosopher J. L. Austin and was first mentioned in his book "How to Do Things with Words" (1962). Later on, J. R. Searle (1969) built on Austin's definition and came up with a more elaborate framework that would frequently be employed in linguistics research. The theory emerged from "the philosophical question of what doing an action means" and is based on the assumption that specific ways of language use can perform as actions (Verschueren, 1978a). In Oishi's words, "in utilizing linguistic conventions, the speaker with an associated intention performs a linguistic act to the hearer" (2006:14).

According to Austin's distinction of speech acts, an utterance through which a statement is made, for example, "I like ice cream." or "I see a bird." is a constative utterance that can either be true or false (1962). On the other hand, utterances such as "I promise to come to your party" or "I apologize for being late" are categorized as performatives that can be happy or unhappy based on whether or not the utterance meets the felicity conditions which will be explained later (Austin, 1962). In the case of performative utterances, the context is an important determiner of whether the felicitousness of the act can be tested, as seen in the examples below:

Example 1: Performative utterances

a. Saying “I do take this woman to be my lawful wedded wife” during a marriage ceremony.

b. Saying “I name this ship the Explorer” while christening a ship.
c. Saying “You are fired” while terminating someone’s employment.
(Austin, 1962, pp. 8-11)

The underlying structures of a constative and a performative utterance are simply diagrammed by Verschueren (1978) as can be seen below:

(8) I see a house.

(9)

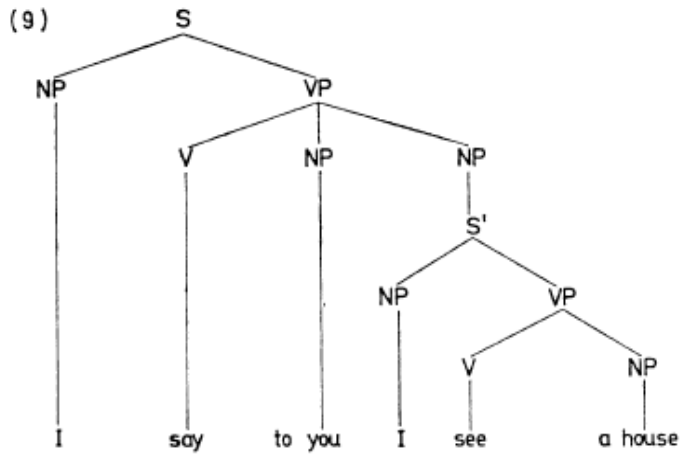


Figure 2.1
Underlying structure of a constative

(6) I shall come.
(7)

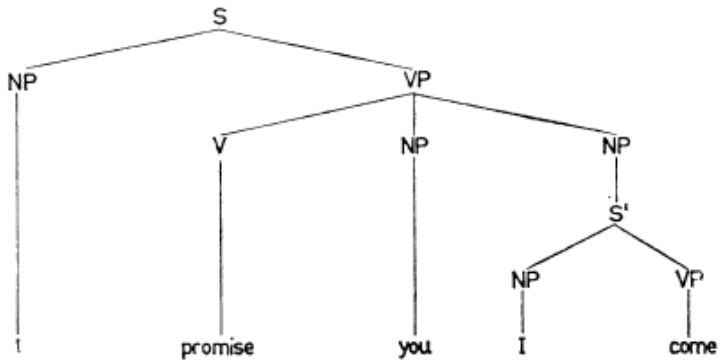


Figure 2.2
Underlying structure of a performative

Austin further examines the nature of speech and comes up with three categories focusing on the representation of the speech act, the intention behind the utterance, and finally the consequence of the act performed. *Locutionary act* is the utterance that represents the speech act. *Illocutionary act* (also called *illocutionary force*) is the force the speaker imposes with a certain intention through the utterance that is classified as the speech act. Lastly, *perlocutionary act* is the effect observed on the hearer once the speech act is performed. Examples below in the illustration from Verschueren (1978b) can help better grasp the differences between these three *acts*:

Locution	He said to me 'Shoot her!' meaning by 'shoot' shoot and referring by 'her' to her.	He said to me 'You can't do that'.
Illocution	He urged (or advised, ordered, &c.) me to shoot her.	He protested against my doing it.
Pérlocution	(I) He persuaded me to shoot her.	(I) He pulled me up, checked me.
	(II) He got me to (or made me, &c.) shoot her.	(II) He stopped me, he brought me to my senses, &c. He annoyed me.

Figure 2.3
Locutionary, Illocutionary and Perlocutionary Acts

Austin (1962) suggests another categorization of acts that dwells on the contextual appropriateness (i.e., verdictives, exercitives, commissives, behavitives, and expositives), however; Searle (1976) argues that these five categories define the verbs instead of the acts and develops a similar taxonomy consisting of representatives, directives, commissives, expressives and declarations. Both Austin's categorization and Searle's taxonomy are summarized in the table below (Hatipoğlu, 2009, pp. 11-13; Can, 2011):

Austin's Classification (1962)	Searle's Classification (1969)
Verdictives give a finding or verdict (e.g., analyse, assess, characterise, date, describe, estimate, hold, rank)	*Representatives* commit the speaker to the truth of the expressed proposition (e.g., asserting, concluding)
Exercitives exercise of a power or right (e.g., advise, command, direct, order, recommend)	*Directives* show attempts by the speaker to get the addressee to do something (e.g., ordering, questioning, requesting)
Commissives commit you to an action (e.g., contracts, embrace, guarantee, pledge, promise, swear, vow)	*Commissives* commit the speaker to some future course of action (e.g., offering, promising, threatening)
Behabitives expressing attitudes about social behaviour (e.g., apologise, express gratitude, express sympathy, greet, wish)	*Expressives* express a psychological state specified in the sincerity condition about a state of affairs specified in the propositional content (e.g., apologising, congratulating, thanking, welcoming)
Expositives fit utterances into conversations (e.g., affirm, answer, call, class, deny, emphasise, identify, illustrate)	*Declarations* affect immediate changes in the institutional state of affairs which tend to rely on elaborate extra linguistic institutions (e.g., christening, declaring war, excommunicating, firing from employment, marrying)

Figure 2.4
Classifications of speech acts according to Austin & Searle

As mentioned before, utterances including such verbs are called *illocutionary acts***,** and they can either be regarded as *happy* or *unhappy*; in other terms: *felicitous* or *infelicitous*. The doctrine of *felicity conditions* agreed by both Austin (1962) and Searle (1976) is as follows:

propositional condition (the proposed condition of the speaker or the hearer)

preparatory condition (whether the speaker has the authority over the hearer and whether appropriate circumstances are available to the hearer)

sincerity condition (the speaker's sincerity in their intention)

essential act (the speaker's seriousness in their intention)

For an *illocutionary act* to be *felicitous*, these conditions need to be satisfied by the speaker, the hearer, and the contextual circumstances altogether.

2.2 Speech Act of Request

The speech act of request has been a hot topic in Interlanguage Pragmatics (ILP) research. Being one of the inherently face-threatening speech acts according to Brown & Levinson (1987), requests are very commonly used in daily interactions and are thus an exciting source of investigation. The speech act of request is an illocutionary act through which the speaker asks the hearer of a particular piece of information or some service. The beneficiary of this particular speech act is the speaker, which is what makes it potentially face-threatening according to Brown & Levinson's (1987) Politeness Theory. Utilizing the terminology from Spencer-Oatey's Rapport Management Model (2000), it can be said that the face-threatening effect of requests can be diminished to protect or improve rapport or reinforced to neglect or challenge it. That being said, specific strategies can be adopted while performing the speech act of request to modify its face-threatening effect.

A classification of the speech act of request regarding the level of directness was suggested by House and Kasper (1981) and Blum-Kulka (1984): direct, conventionally indirect, and non-conventionally indirect levels (or just indirect). This classification is the one that has been the most 'agreed-upon' framework for empirical studies investigating the level of directness in the potentially face-threatening speech act of request. Performing the speech act of request through the most direct level would mean making use of imperatives, performatives (Austin 1962), or 'hedged performatives' (Fraser, 1975) as cited in Blum-Kulka & Olshtain (1984). Realizing the speech act of request through the conventionally indirect level requires tending to the necessities the conditions of the interaction bring about. Non-conventionally indirect level, on the other hand, would mean giving hints or "contextual clues" when utilized, which would be the safest road to take if the speaker is afraid of threatening the face of the hearer or the rapport they have (Blum-Kulka & Olshtain, 1984).

In more detail, Trosborg's (1995) taxonomy of request strategies in terms of directness will be discussed. Direct requests are performed through statements of obligation and necessity (e.g., You must pay the fine), performatives (e.g., I ask you to leave me alone), imperatives (e.g., Drive home.), and elliptical phrases (e.g., one black coffee). Conventionally indirect requests, on the other hand, are concerned with checking and stating the ability/willingness of the hearer: (1) Can you pass me the butter? / Would you do the cleaning today? (2) You can stop the car now. / You will get them ready by noon. In this study, the two will be categorized separately. Asking for permission, also considered a conventionally indirect request, is the typical usage for the speech act of request in situations where the speaker checks if the desired action poses any inconvenience for the hearer (e.g., May I come in?). Another means to perform a conventionally indirect request is through suggestory formulae (e.g., How about helping me with the rent?). Statements of the speaker's wishes and desires, in addition to statements of the speaker's needs and demands, are also strategies categorized as conventionally indirect requests and exemplified as follows: (1) I would like to see you., (2) I need a babysitter. Lastly, non-conventionally indirect requests are made with utterances of hints where the speaker does not want their impositive intent to be obvious (e.g., It's cold in here). It is also possible to use such utterances along with the main request act to make one's request seem more reasonable, which is called in Trosborg's (1995) taxonomy, reasonableness. Availability refers to when the speaker makes their request by checking the availability of the hearer or the conditions, such as in "Are you ready to get going?" or "Is there any coffee left?". Obviousness, however, deals with whether or not the action requested is done. When it is not done, a question such as "Have you taken out the trash?" can be asked to place a request.

The perspective of the request varies from one request head-act to another. It can be hearer-oriented, speaker-oriented, both hearer & speaker-oriented, and impersonal regarding whom the utterance is directed to. In other words, the focus is on to "whom the force of the request was placed" (Romero, 2018). An example of a hearer-oriented request could be "Can you wake me up at seven a.m.?" and a speaker-

oriented request would look like "Can I borrow your coffeemaker?". When the utterance is directed to both interlocutors, "Can we go grocery shopping today?" could be a good example. However, when the request carries a rather impersonal perspective, the emphasis would be on the action and not on the interlocutors, as in "Would it be possible to clean up the apartment today?". Regarding the purpose of the study, the perspective of each request item is classified either as hearer-oriented or speaker-oriented since the request items at hand do not include utterances directed at both interlocutors or impersonal structures. Taking the aspect of perspective into account when looking into the strategy types utilized to perform a request act based on the head-act choice, the below table presents the adapted taxonomy, including the subtypes of requests and examples for each subtype based on Trosborg (1995):

Table 2.1
Request realization strategies

TYPE	STRATEGY	EXAMPLE
INDIRECT	(1)Hints	Statement
CONVENTIONALLY	(2)Ability	Could you…?
INDIRECT		Can you…?
(hearer-oriented)	(3)Willingness	Would you…?
	(4)Permission	May I…?
	(5)Suggestory Formulae	How about…?
CONVENTIONALLY	(6)Wishes	I would like…
INDIRECT	(7)Desires/Needs	I want/need you to…
(speaker-oriented)		
DIRECT	(8)Obligation	You must…
		You have to…
	(9)Performatives	I ask you to…
	(10)Imperatives	Lend me your car.
	(11)Elliptical Phrases	Your car.

A request is structurally made up of two components: *the request head-act* and *modifiers* optionally accompanying the *head-act* to adjust the utterance to the intended politeness level or soften the *face-threatening* effect. The strategy types employed while performing request acts mentioned earlier were classified regarding the choice of the *head-act. Modifiers,* on the other hand, are modifications on the

head-act and are also referred to as *peripheral elements*, as stated by Trosborg (1995), Sifianou (1999), Márquez Reiter (2000), and Safont (2005), *among others.* Sifianou (1999) classifies these modifications into two as *internal* and *external modifications* in line with the classifications of House and Kasper (1981) and Blum-Kulka and Olshtain (1984). *Internal modifications* refer to the elements within the utterance (e.g., Can you possibly give me a lift?) and are categorized as openers, hedges, and fillers (Sifianou, 1999). *External modifications*, however, can either precede or follow the main request (e.g., Can you hold the door for me? My hands are full.) and are namely *commitment-seeking devices* and *reinforcing devices.*

Internal modifications include *syntactic downgraders*, which can be used to make a request more polite by changing the center of the request grammatically, thus making it easier for the hearer to refuse if they are unwilling to do the requested action. Compare the two utterances quoted from Trosborg (1995): (1) Can/will you do the cooking tonight? (2) You can/will hand me the paper. The question as is in this example, in most cases, less threatening for the hearer than the statement comes off as. Another form of a *syntactic downgrader* is fulfilled through past tense and sometimes negation. Again quoted from (Trosborg, 1995), three examples of the use of past tense and negation to soften the face-threatening effect of the request are as follows: (1) Could you hand me the paper, please? (2) Can't you hand me the paper? (3) Couldn't you hand me the paper, please? Implementing a tag question, another *syntactic downgrader*, helps decrease the imposition on the hearer (e.g., Feed the cat, will/won't you?). Conditional clauses are commonly used in requests and put a certain distance between the request and reality (e.g., I would like to put your name in the lease if you don't mind handling the paperwork). Embedding clauses such as *tentatives* (e.g., I wonder…), *appreciatives* (e.g., I hope/appreciate…), and *subjectives* (e.g., I think/believe…) also function as *syntactic downgraders*. Embedding clauses can be emphasized by using the progressive tense with the verbs mentioned above (e.g., I was wondering/thinking…). The use of modals can point to the speaker's hesitant attitude while making the request (e.g., I was thinking that you might lend me your wedding dress.).

Internal modifications can also be carried out by the use of *lexical/phrasal downgraders*. Again, the function of such elements in the request act is to minimize the impositive force. These items include *politeness markers* (e.g., please, kindly), consultative devices (e.g., Would you mind…, Do you think…), *downtoners* (e.g., just, simply, perhaps), *understatements* (e.g., a second, a minute, a bit.), *hedges* (e.g., somehow, kind of etc.), *hesitators* (e.g., er, erm), and *impersonal markers* (e.g., right, okay). *Upgraders*, as opposed to *downgraders*, are items that increase the impositive force of the utterance on the hearer and make it harder for them to turn down the request. They emphasize how necessary the action requested of the hearer is to the speaker. *Adverbial intensifiers* (e.g., very, quite, really), *commitment upgraders* (e.g., surely, absolutely, certainly), and *lexical intensification* (e.g., Get the hell out of my house.) are types of upgraders. The use of *upgraders* can increase and decrease politeness depending on which part of the utterance is upgraded.

Moving onto *external modifications*, which are not placed within the main request utterance and rather seen either immediately before or after the request as supporting statements, the statements to better convince the hearer to carry out the requested action. Trosborg (1995) suggests six types of *external modification* as *preparators*, *disarmers, sweeteners, supportive reasons, cost-minimizing*, and *promise of reward*. *Preparators* help the request subtly fit in the conversation, as can be seen in the examples given for every four subtypes of *preparators* (i.e., preparing the content, preparing the speech act, checking on availability, and getting a pre-commitment): (1) So, I have a problem…, (2) I need you to do something for me., (3) Do you have a second?, (4) Would you do me a favor? *Disarmers*, on one side, are statements articulated by the speaker to convey that the hearer can very quickly get out of the situation if they are unwilling to do what the speaker asked of. It also shows that the speaker is sensitive not to threaten the hearer's *negative face* (e.g., I hate that I'm bothering you but…). *Sweeteners* are flattering utterances about something the hearer has, does, or makes that the speaker wants (e.g., You make the best pies in town.). An example of *supportive reasons* can be the example used above in the definition of *external modifications*: "Can you hold the door for me? My hands are

full.". *Cost-minimizing* can be described as the use of utterances that provide the hearer some kind of a guarantee that the cost of fulfilling the said request will be low so that the hearer will be more willing to do it (e.g., Can I stay at your place tonight? I'll leave before you wake up in the morning.). Finally, *promise of reward* also works similarly to *cost minimizing* and increases the chances of the request being fulfilled by the hearer (e.g., Can I stay at your place tonight? I'll clean the place before I leave.). In the table below can be seen the main types of *external modification* with examples that were specifically adapted for the present study based on Trosborg's (1995) taxonomy:

Table 2.2
Request modification types

TYPE	SUBTYPE	EXAMPLE
INTERNAL MODIFICATION	(1)Syntactic Downgraders	I *wonder* if you would be able to pass me the bread.
	(2)Lexical/Phrasal Downgraders	Could you pass me the bread, *please?*
	(3)Upgraders	I'd be *very* grateful if you'd pass me the bread.
EXTERNAL MODIFICATION	(1)Preparators	*Are you busy right now?* I need that you pass me the bread.
	(2)Disarmers	*I'm sorry to trouble you,* but could you pass me the bread?
	(3)Supportive Reasons	Could you pass me the bread? *I cannot reach it.*

2.3 Theories of Politeness

The theory proposed by Brown & Levinson (1987) has been the emerging point of many other theories of politeness suggested in the literature of pragmatics research. The backbone of this theory is the term face which is something within Brown & Levinson's (1987) Politeness Theory "that is emotionally invested, and that can be lost, maintained, or enhanced." The term face, though, comes from the concept of Goffman (1967), which he defines as follows as quoted by Hatipoğlu (2009):

> the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact. Face is an image of self delineated in terms of approved social attributes…

The face can be 'negative' or 'positive' depending on the face wants of the interlocutors. When the speaker does not want any obstacles on their way to achieving what they want, it is deemed as negative face. Negative face is easier to spot as opposed to what is called positive face where the speaker wants approval and admiration from others because of something they do or have. After discussing the term face and the distinction made based on face wants within the frame of this theory, a reference to the nature of face attributed as something that can be threatened can be made. On the grounds of SAT, Brown & Levinson (1987) describe some illocutionary acts as naturally face-threatening. They call such acts face-threatening acts (FTAs, henceforth). FTAs can harm the hearer's negative face by creating an inconvenience for their face wants or denying their wants to be appreciated or approved (i.e., positive face). This is where interlocutors resort to certain strategies to help decrease the face-threatening effect of FTAs. While determining the degree of politeness to aim for through implementing these strategies, the speaker needs to take into account three variables: social distance between the interlocutors, power relationship between the speaker and the hearer, and finally, the ranking of imposition, which refers to the face-threatening level of the act on the hearer.

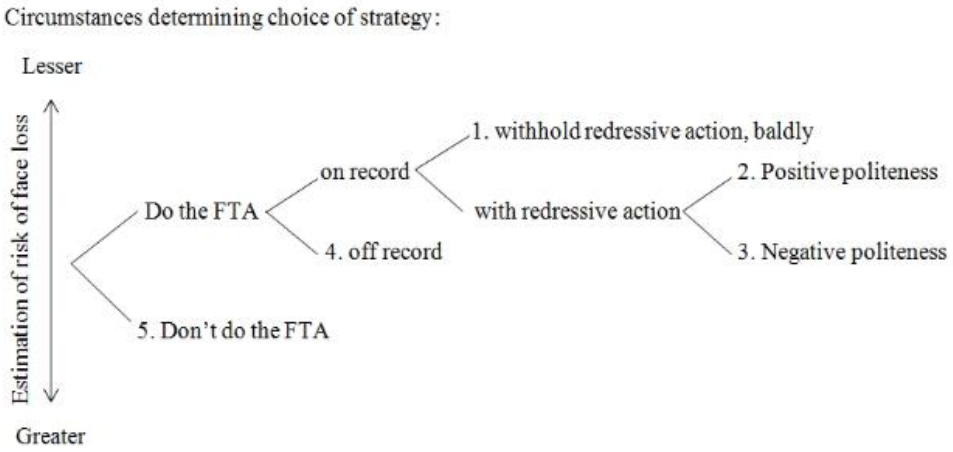


Figure 2.5
Possible strategies for doing FTAs (Brown & Levinson, 1987)

In the figure above, it can be seen that the speaker has various options in their attempt to use the face-threatening utterance. In this case, the speaker can vaguely convey their intentions while preserving the face of the interlocutor (i.e., off-record). Another possible scenario is that the speaker expresses their wants and is clear with their intentions. However, they can either choose to soften the threatening effect of the utterance by employing redressive acts (i.e., on-record; with redressive action) or be more direct (i.e., on-record; withhold redressive action). Making use of redressive acts paves the way for saving the face (whether it be negative or positive) of the hearer. It is either by the speaker (implicitly or explicitly) through presenting a way out to the hearer so that there is no imposition (i.e., negative politeness) or them appreciating or somehow offering their approval to the hearer (i.e., positive politeness).

Although Brown & Levinson's (1987) Politeness Theory is probably the most popular among the others, it was also exposed to criticism for its individualistic and Western perspectives. To elaborate, this theory leaves out other crucial components of an interaction in its analysis, such as the hearer and the social circumstances of the interaction, while focusing too much on the speaker on their individuality. On another note, the theory might not apply to all cultures, which counter-proves the

universality it claims. Hatipoğlu (2009) puts the types of criticism Brown & Levinson's (1987) Politeness Theory has received into two categories as quoted below:

> (1) those challenging the claims of universality of concepts such as face, face wants and politeness strategies and (2) those which question the description of the FTAs, Brown and Levinson's politeness scale, and its relation to the D, P, and R variables as well as the lack of emphasis on discourse and absence of context.

As Brown & Levinson's (1987) Politeness Theory was criticized for its shortcomings, as mentioned in the previous section, Spencer-Oatey (2000) was inspired to approach the theory from a critical perspective and structure a new framework which is called the Rapport Management Model. By proposing this model, she aims to hold interactions under a microscope and explore how language "promotes, maintains or threatens harmonious social relations" (Spencer-Oatey, 2000). She opted out of the term 'politeness' to name her theory and went for the word 'rapport' to shift the emphasis from the one-sided angle of Brown & Levinson's (1987) Politeness Theory onto the multivariate mechanism of relations, and thus linguistic interactions. Spencer-Oatey (2008) supports the idea that the term 'politeness':

> (i) represents the use of a more formal language, which may not be the most suitable language use in certain contexts.
>
> (ii) reminds of a more harmonious language use, but, language may, from time to time, be utilized to attack the interlocutors.

On the other hand, several other approaches to politeness taking into account variables such as culture-specific and political issues when defining what is polite and what is impolite (e.g.: discursive approaches to politeness) have been endorsed in the literature. The author, however, for the scope of this study, will purposefully focus on Brown & Levinson's Politeness Theory (1987) while analyzing the data since the content of the textbooks under investigation provides limited variety in context and such cues in the realization of the speech act of request.

CHAPTER 3

LITERATURE REVIEW

Various studies emphasize the benefits of instructional, curricular, and material integration of pragmatics in the EFL context to learners' effective use of the target language. This chapter will discuss studies on pragmatics in the EFL context, the pragmatic development of young learners, and the inclusion of the speech act of requests in curriculum & textbooks.

3.1 Studies on EFL Pragmatics

The study by Andrew D. Cohen (2005), "Strategies for Learning and Performing Speech Acts," aims to assist language teachers and students in coming up with their own responses to the following questions: "What are methods that pragmatics performers and learners use or might use to succeed at the pragmatic level?", "How could they prevent experiencing pragmatic failure?" Fortunately, a growing body of research shows that understanding target language pragmatics can be crucial for effectively using both vocabulary and grammatical structures. Another study, "Teaching Pragmatics in the Foreign Language Classroom: Grammar as a Communicative Resource," by Félix-Brasdefer & Cohen (2012), focuses on teaching pragmatics in a Spanish as a Foreign Language classroom and examines the role of grammar as a communicative resource. The study emphasizes the significance of incorporating pragmatics into language instruction, focusing on discourse-level speech acts. This article assesses suggested pedagogical models for teaching pragmatics after reviewing the idea of pragmatic knowledge as a component of communicative competence. Then, the authors provide strategies for teaching grammar as a communicative resource by examining the pragmatic purposes of grammatical expressions, such as the conditional, the imperfect, tag questions, impersonal expressions, and adverbs. In conclusion, this study demonstrates that

pragmatics should be taught in EFL classrooms starting at the foundational levels of language learning. To accomplish this, the teacher, whether a native-speaker or a nonnative speaker (NS & NNS henceforth), must have a general understanding of ideas that make teaching pragmatics easier, such as the distinction between sociopragmatic knowledge and pragmalinguistic knowledge, pragmatic input (oral and in textbooks), and strategies for drawing learners' attention to the pragmatic functions of grammar for communicative purposes.

In another study related to the teaching of pragmatics in the EFL classroom, "Instructed Concept Appropriation and L2 Pragmatic Development in the Classroom", Compernolle & Henery (2014) investigate the integration of concept-based pragmatics instruction, grounded in Vygotskian sociocultural psychology, in an entire second-semester French class (n = 13) over the course of an academic term. Regarding the French second-person pronoun system (i.e., *tu* versus *vous*), the focus is on learners' appropriation of self-presentation, social distance, and power as revealed through language awareness questionnaires, appropriateness judgment tasks, and computer-mediated strategic interaction scenario performances. The results demonstrate that learners developed a deeper and more systematic understanding of *tu* and *vous*, in such a way that they were able to apply the concepts in planning language use. Their use of *tu* and *vous* became more sensitive to upholding symmetrical social relationships as a result of this three-tiered approach to analysis, too. The research is believed to contribute significantly to discussions of instructional pragmatics and those influenced by Vygotskian sociocultural psychology, in particular as proponents of explicit approaches to teaching pragmatics in L2 classrooms. According to the literature, it is frequently required to provide explicit metapragmatic information in order to help learners improve their sociopragmatic knowledge (Taguchi, 2011).

However, metapragmatic data is frequently unorganized and built on oversimplified depictions of social norms (Compernolle & Williams, 2012). As a result, many students may acquire some level of functional pragmatics knowledge. However, this knowledge is severely confined and only transferable to a small number of similar

settings (Compernolle, 2014). The benefit of concept-based training is that it starts with systematic, abstract knowledge that can be used in any situation. Degrees of social distance, for instance, are pertinent to any existing or brand-new contact and interaction a learner may encounter. Undoubtedly, other tasks and instructional structures would be more suitable in light of particular curricular objectives and restrictions, degree of instruction, and other factors. Thorough examinations of specific situations will aid in illuminating student developmental pathways that are not apparent from comparing pre- and post-enrichment data, although such data is equally valuable.

Besides classroom instruction, teaching materials are great sources of pragmatic knowledge, even though the literature is rich in textbook evaluation studies regarding pragmatic content inclusion, which points to poor representation of such content. Bardovi and Harlig (1991), for instance, surveyed twenty English as a Second Language (ESL henceforth) textbooks that had conversations to improve pragmatic skills. The results showed that only 12 books out of 20 had complete dialogues consistently, and only one text had multiple examples of pragmatic communication dialogues with a conclusion. It was seen that ESL books did not have the purpose of presenting a specific speech act using dialogues. Even if there are conversations that contain various speech acts, they do not seem realistic enough to improve students' pragmatic skills.

3.2 Studies on Pragmatic Competence of Young Learners

Children are able to understand and use various speech acts in their native language from the very early stages of their lives. In "Turkish Preschool Children's Pragmatic Competence on Apologies: The Influence of Sociolinguistic Factors and Contextual Variables," the authors Zerey & Sofu (2021) examine the pragmatic competence of Turkish preschoolers in relation to their patterns of realizing the speech act of apology. In order to identify potential developmental patterns with advancing age in terms of complexity, diversity, and type of tactics used, two separate age groups (4;0-4;11 and 5;0-6;0) (N=100) were compared to assess children's metapragmatic

knowledge of apologies. The study discovered that the children in both age groups were aware of the role of apologies as remedial acts because they were good at telling them apart from the various speech acts employed as controls in the Oral Discourse Completion Task (ODCT). These results support the assertion made by numerous researchers in the field (e.g., Darby & Schlenker, 1982; Smith et al., 2010) that even very young children are aware that an apology is necessary when a social norm is broken. In terms of children's realization patterns, the study of the overall outputs of the two age groups revealed children's propensity to combine tactics rather than employ them alone in a way akin to adults (Demeter, 2006; Vollmer & Olshtain, 1989). Finally, there were apparent differences between the responses given to offenses of high and low severity: while offenses of low severity were alleviated by using a higher number of single strategies, offenses of high severity were done so by employing a significantly higher number of multiple strategies. Therefore, it could be possible to say that young children can categorize occurrences requiring the speech act of apology based on their seriousness.

Another study proving that children have a high level of pragmatic competence regarding their use of speech acts at very young ages is Khairunas and Ingriss's study (2014), focusing on the speech acts used by a 5-year-old child. A 5-year-old child's speech was recorded to get information about the child's use of illocutionary acts. The researcher took notes when the speech was being recorded, and the data was supported by secondary data taken from the child's parents. The types of speech acts found in the child's speech were directive, assertive, and expressive. In conveying meaning and intention, five-year-old children are already able to use indirect speech acts, which shows that their cognitive intelligence has developed enough to use such utterances. The child repeated his requests more directly when they were not met, knowing that the researcher could fulfill these requests.

Upon a short discussion of studies showing that children can reach advanced levels of pragmatic competence in their native language at early ages, it is necessary to also dwell on the development of young learners' pragmatic competence in a foreign language. A longitudinal study by Rod Ellis (1992) investigates utterances of the

speech act of request by two beginner-level, nonnative speaker children, ages 10 & 11, studying in a preparatory school for secondary schools in London. While the 10-year-old child, "J," produced 108 requests in 16 months, 11-year-old “R” produced 302 requests in 21 months. At the beginning of the study, the children were using verbless requests. However, they could use a wide variety of verbs in their request utterances at the end of the second term. Both of the children used internal modifiers more than external modifiers. Most requests (78% for J and 58% for R) were produced through direct request strategies, while the rest were mainly conventionally indirect. The improvement in young EFL learners’ pragmatic competence through classroom instruction observed in this study can lead teachers, materials & curriculum developers to focus more on integrating pragmatics in EFL settings to provide a more comprehensive education for children.

3.3 The Use of Requests by Turkish EFL Learners

When it comes to the context of Turkish learners of English, there are studies exposing low levels of pragmatic competence in their realization of request speech act. Ferit Kılıçkaya’s “The Pragmatic Knowledge of Turkish EFL Students in Using Certain Request Strategies” (2010), for example, examines Turkish EFL students' practical proficiency with specific request tactics. Data were gathered from 40 undergraduate students studying at the Department of English Language Teaching, Faculty of Education, Middle East Technical University, with the age range of 18 to 20, using a type of Discourse Completion Task (DCT), open item verbal response, only production questionnaire, as classified by Kasper (2000). Descriptive statistics were used in the statistical analysis of the questionnaire data. The findings demonstrated that the EFL participants in this study possessed the linguistic tools necessary to request in a variety of circumstances. However, their performance in employing the request tactics in the circumstances requiring a particular level of civility was often unsatisfactory. As stated in the study, the results can be strongly tied to learning environments and textbook content, and some recommendations were made concerning the problem. In his research, Kılıçkaya (2010) examines four groups of students. Due to the formality between professors and their students in the

first group of contexts, more polite requests might be anticipated. It appears to be the case given that the subject frequently uses so-called polite expressions like "Would you mind," "Could you," "Would you," and "Could I." The dimension of request viewpoint helps lessen the impact of imposition; however, there appears to be some disagreement in requests regarding the point of view of the operation. This viewpoint contends that using the pronoun "I" rather than "you" lessens the impression of imposition. Although there were not many instances, it can be seen that students preferred to use "you,"; yet one would anticipate seeing fewer instances of "you" in the face of such formality. This tendency might be explained by the fact that the participants believe employing the pronoun "you" makes their statement courteous. Furthermore, by employing the ostensibly most polite techniques, they may conclude that further softening their words is pointless. Alternatively, they may be completely unaware of this viewpoint. The students in the second group frequently utilized the primary form of politeness technique with "Can you," in keeping with the level of intimacy between best friends. It appears that the children's ability to gauge politeness was accurate. Most students correctly utilize the pronoun "you" as the request perspective. However, some variation in the politeness level of other standard selections was frequently observed. While certain imperatives were appropriate, more polite forms like "Would you mind" and "Could you" also started to appear. The third group of students encountered two different service contexts, including meal ordering circumstances where they were required to submit requests for food. Students correctly employed the most typical method of placing an order for meals in the fast-food environment by stating the names of the foods they desired because they preferred speed, efficiency, and pragmatism in their food ordering. Students were split between directly asking for meals and asking for the menu in the appropriate restaurant setting. Given that some types of cuisine (like kebab) are served in certain Turkish restaurants, this seems to be an instance where ordering the meal directly makes sense. The standard request expressions "May I," "Can I," and "I would like to" were used appropriately at restaurants. The students appeared to have no trouble putting these appropriate tactics into practice because Turkish English learning and teaching materials incorporate contexts like these from restaurants

(Yalçınkaya et al., 1996). In the last group, students were given situations that required a lot of politeness management. Students appeared to have sought to employ more polite forms in the neighbor setting, including "Could you," "Would you," and "Is it possible."

Looking at the findings, it is concluded that the participants' usage of request tactics was not particularly effective. However, this does not imply that they are failures. While they could accurately determine the needs of some contexts and utilize the appropriate strategy, their choice of strategy in terms of the best strategy type and request perspective was not always consistent. The grammatical and lexical errors the students made while requesting were another factor that led to the conclusion that their request utterances were not sufficiently acceptable. Some pupils were unsure how to employ the verbs "lend" and "borrow," even though few requests were created in the form of statements rather than questions. The findings of this study are consistent with those of studies by Karatepe (2001), Doğançay-Aktuna (2001), and Otçu (2008), who requested some native speakers to evaluate the role-play creation of requests by Turkish EFL students. The native speakers who evaluated the student request products for Otçu's study(2008) determined they were "neither successful nor unsuccessful." The findings indicated that the EFL students in this study appeared to possess the linguistic tools necessary to function pragmatically in a variety of circumstances when adopting particular request techniques. The usual direct level/on-record tactics were preferred by EFL learners more often than other strategies, as indicated by two different directness scores. The unconventional indirect level/off-record method, while also occurring, nearly never did, with the exception of one instance, while the most indirect level/bold-on-record strategy did. The nonconventional indirect level may demand language learners to go beyond the conventional manner of learning: simply utilizing the linguistic forms and their functions in the appropriate settings, as Blum-Kulka, House, and Kasper's (1989) categorization. The results also showed that direct requests are the most common form, which is consistent with results from House and Kasper (1987), Blum-Kulka et al. (1989), and Trosborg (1995). Additionally, the study's participants profited most

from the conventionally indirect method when making requests, demonstrating a pattern of development that was also emphasized by Byon (2004), Zhang and Shin (2007), and Jalilifar (2009). The study suggests that the subjects' success in using request strategies in the circumstances needing a specific level of politeness was generally insufficient due to the inconsistent usage of appropriate strategies in pertinent context scenarios. Given that only a minimal variety of forms were presented and practiced, the conclusion should not be surprising since language learning and teaching textbooks offer little assistance for learners to develop pragmatic competence for situations that arise in daily life, such as making requests.

A study presented by Gazioğlu et al. (2017) investigated the speech act of requests with Turkish EFL high school students considering pedagogical intervention effects. The study made use of discourse completion tests (DCT) both before and after interventions. Request strategy types and modifiers used by students were qualitatively observed. It was seen that 26 high school students used nine different request strategies. These strategies were listed from the most direct strategy to mild hints. A pedagogical intervention period of 3 weeks was planned after DCT result analyses. A total of 400 minutes of lessons and 18 activities including speech acts were planned for students. Students are shown real pragmatic failure scenarios and made to discuss these events in the first week. The teacher provided a brief introduction to ensure the students understood the speech act of request. In the second week of the intervention, students were shown real-life examples from tv shows that might draw the attention of high school students. In the last week of the intervention, students were asked to follow, define, and describe the context of requests in the videos. This week's activities consisted of practicing and producing interactions for various request types. According to the results of the DCTs before and after the intervention, there was almost no difference between the number of request strategies. Pre-tests showed 6.35, and post-tests showed 6.73 strategies on average. The study also analyzed the frequencies of each strategy before and after the intervention. The most common request type was Query Preparatory, both before and after the intervention. However, it was noted that the intervention lessons increased

the frequency of preparatory requests by 7%. On the other hand, the frequency of mood-derivable requests dropped by 8% in post-tests. The number of want statements decreased drastically in post-tests since the students switched to more indirect request types. Consequently, the study shows that pragmatics interventions did not affect the number of requests. However, it affects the variations of request types that were used.

3.4 Speech Act of Request in Curriculum & Textbooks

There are multiple comparison studies regarding the pragmatic load in the curriculum. One of the comparative studies on EFL in the primary school context by İnci-Yıldız (2021) focuses on the content and objectives of the EFL curriculum in Turkey and Germany. The study compared the curricula in countries according to their Education First (EF henceforth) points. EF results in 2019 showed that Turkey had a rank of 79th while Germany had 10th among 100 countries. When the curricula in both countries were viewed, it was obvious that the reason for the low and continually decreasing level of success in English in Turkey is that the education is mainly based on grammar learning and is carried out with many repetitions. Primary schools in Turkey and the three different states in Germany (North Rhine-Westphalia, Baden Württemberg, and Berlin) target to reach Common European Framework of Reference (CEFR) A1 level at the end of the education program. Turkey's EFL curriculum is skill-based and divided into units, while Germany's subject-based EFL curriculum is divided into themes. The most significant difference between the two countries in their EFL curricula is that Turkey targets to reach the objected skills at the end of each unit. In contrast, Germany spares two years to complete all the themes before assessing these skills. It might suggest that teachers in Germany have more space to adapt the students' learning process to the targeted learning outcomes. Germany’s subject-based model allows more autonomy, and teachers can focus on pragmatics and other tools that can improve learners' communicative skills. While the EFL curriculum in Germany is intended to be focused on behaviors and proficiency, the Turkish EFL curriculum is based on language functions.

Moving onto the EFL textbooks regarding the inclusion of the request speech act, the speech act of request is the most-frequently-presented speech act in some textbooks. A study by Delen et al. (2010) evaluated four different textbooks in terms of requests, refusals, and complaints. The study analyzed different sets of data from 11 textbooks and 90 students from a university in Turkey with an intermediate level of English. Data was collected through discourse completion tests (DCT), which included 9 cases, including four requests, three complaints, and two refusals. However, the context of these cases was given in Turkish to ensure that students understood the utterances thoroughly. It was seen that the subjects were aware of the context since they used indirect strategies dominantly to avoid the face-threatening effect of requests. Even though they were able to produce request strategies, the results showed that the diversity of these requests was relatively low. The most frequent strategies in 11 books were preparatory strategies, mood-derivables, and want statements. DCTs showed that the students used certain strategies for requests, refusals, and complaints. The examination of 11 textbooks revealed that they were insufficient to foster pragmatic skills in learners, with rare examples of many other request strategies. The results of the study by Subaihat (2020) were similar: The frequency of the speech act of request in an official EFL textbook for 6th-grade Jordanian students, Action Pack 6, had the highest percentage among other speech acts such as greeting, thanking, apology and compliments by 69.85%. However, in another study investigating EFL textbooks in Sweden by Tova Gustafsson (2021), none of the four evaluated books had any request utterances. One of the books did not have any content of speech acts, while the other three were found to include speech acts by 0.35% to 1.26%. The most frequent speech act shown in the books were farewell and greetings. In addition, one of the books showed only two types of speech acts, while the widest range for other books was 5.

When there are utterances of requests, the variations of request strategies employed in these utterances are generally minimal. The study by Salazar and Uso Juan (2002), based on Trosborg's (1995:205) request taxonomy, examines ten listening tasks from 5 EFL textbooks for the tourism industry in terms of the use of the request speech act. One hundred thirty-eight requests from 49 conversations were transcribed. The

analysis showed that 124 requests out of 138 were conventionally indirect strategies, whereas direct and indirect strategies were underused; they had 13 and 1 cases out of 138, respectively. Frequencies of request strategies and a variety of modifiers in different EFL books for Iranian high school students were compared in another study by Mahdavian (2014) and Moradi (2013). Materials used in this study consist of 4 Top Notch books and three other books written by nonnative speakers. The study results showed that English books written by nonnative speakers differed in the frequency of request strategies. While one book focused on conventionally indirect request strategies (which covers 52.78% of the examples), the other two primarily focused on direct request strategies (with 41.67% and 45.83%). Furthermore, non-conventionally indirect strategies had a frequency between 16% to 29.17%. On the other hand, the Top-Notch series mainly focused on direct request strategies, with a range of 38% to 47%. When Top Notch series were statistically compared with nonnative written books, it was seen that Top-Notch had a higher number and wider variety of examples on request strategies. Even though they present all the request speech act strategies, significant differences were found among the frequencies. Besides the Top-Notch series, another research focused on comparing the same nonnative written books with New Interchange books, which are globally famous for teaching English. As Mahdavian (2014) declared, this study states that the New Interchange series have significantly higher frequencies of speech acts (a total of 1100 speech acts in the New Interchange series and only 275 speech acts in nonnative written books). It was seen that Iranian English textbooks for high school students are not sufficient for improving learners' pragmatic competence. The main focuses of both series are on the most common speech acts. However, Global EFL books provide a wide variety of examples with modifiers. Also, the content used in the New Interchange series includes authentic and natural topics, while local books in Iran only comprise shallow language functions.

A study by Anne Barron (2016) examines the speech act of request content in the German EFL textbook for young learners in secondary school, English G2000. Nine different request strategies with 18 different structures were searched in the textbook.

According to the results, the G2000 textbook did not have any examples of non-conventionally indirect requests. Additionally, it only presented examples of 3 main request strategies out of 9: *mood derivable, locution derivable,* and *query preparatory* requests with 38.9%, 27.7%, and 33.3%, respectively. Even though the textbook shows examples of the most frequently used strategies, it lacks the content of the other six request strategies. Also, request strategies were introduced first without syntactical modifications and then with conditional syntactical modifications. On the other hand, in terms of lexical downgraders, only a politeness marker was used.

As for comparative studies investigating the differences in the content in local and global ELT textbooks, Meihami and Khanlarzadeh's (2015) study focuses on three main speech acts: requests, refusals, and apologies. The study compared three elementary-level global ELT textbooks with local elementary school textbooks of Iran, ILI (Iran Language Institute) Series. The overall pragmatic content in local and global EFL textbooks was examined, and the local elementary textbook of Iran had a higher rate of such content than the two global ELT textbooks. The pragmatically richest global textbook focused on direct and indirect strategies with the same frequencies. It was found that the global ELT books differed in the frequencies of request, refusal, and apology utterances. While one book mainly focused on request speech act, others focused on refusals. The main difference between the local textbook and the global books is the emphasis on the speech act of request in the local book, ILI Series. Given that global ELT textbooks have different frequencies among three main speech acts, the study points out the difficulty in distinguishing the similarities and differences between local and global textbooks. Another study comparing textbooks written by native and nonnative speakers were presented by Pratama et al. (2019), comparing two EFL textbooks: *Bahasa Inggris Kelas X* and *Aim High Students' Book 1*. An Indonesian speaker wrote *Bahasa*, while the authors of *Aim High* are native speakers. When the similarities and differences between the two books were checked, the findings showed that *Bahasa* presented 489 directive speech acts compared to 252 in *Aim High*. Both of the textbooks presented the

imperative form by adding modifiers. The politeness level in the communication between peers in Bahasa was found to be higher than the Aim High when using the directive speech act of request. The conventionally indirect request strategies were only in Aim High, whereas only Bahasa included indirect request strategies.

Lastly, a comprehensive study by Konahara (2011) examines the speech act of request represented in 8 different EFL textbooks approved by the Ministry of Education of Japan, 4 of which are junior high-school textbooks. At the same time, the remaining 4 were senior high-school textbooks. According to the results, it was seen that most of these books had insufficient content regarding the speech act of request: only one indirect request strategy, and direct request strategies up to 6 with a total of 25 direct and 24 conventionally indirect utterances. The indirect strategy was used with modality, grounder, or a politeness marker with limited variations. Additionally, it was concluded that the limited number of internal modification use (only 3) in these textbooks diminished young learners' learning experience, mainly because requestees accept all the requests simply without further discussion. Furthermore, it was seen that low imposition request examples outnumbered high imposition requests with 46 cases to only 5 cases. Most of the context of these examples included requests between friends and between a customer and staff. Again, contextual cues and the pragmatic information provided with the request utterances to foster learners' communicative competence were found to be lacking.

CHAPTER 4

METHODOLOGY

This chapter will describe the evaluation of the seven EFL textbooks published/approved by the MoNE of Turkey and used in 2nd, 3rd, and 4th grades in state schools nationwide. Besides the textbooks published by the MoNE for each grade level, two more books for the 3rd grade and two more for the 4th grade published by private publishing houses were officially announced to be used in primary schools in Turkey. All seven of the textbooks were used during the recent educational year of 2021/2022 and are the designated textbooks for the upcoming year. This chapter will also include the subjects of investigation, further details about the textbooks under evaluation, and finally, data collection and analysis procedures.

4.1 Subjects of Investigation

The textbooks were analyzed thoroughly regarding curriculum alignment and the inclusion of speech act of request. The primary step of the evaluation was toward testing whether the content of each textbook qualifies for the needs of learners in achieving the objectives targeted by the national curriculum in the use of speech act of request. As for the second step, textbooks for all three levels were compared and contrasted with checking whether the content of the textbooks in terms of the speech act of request linearly improves and evolves through three sequential grade levels. To do that, the author of the present paper first conducted two investigations on the variety of request strategies applied and the politeness levels of these naturally face-threatening request utterances. To sum up, the present study sought an answer to whether the EFL textbooks provided by The Ministry of National Education of Turkey were designed to develop and gradually enhance the learning and the ability to use the speech act of request through the first three years of official English education in primary schools in Turkey.

4.1.1 Textbooks Under Evaluation

The 2nd grade textbook under evaluation, prepared by *Bilim ve Kültür Publishing*, was announced as the official textbook for the five upcoming years starting from the academic year 2018-2019 in state schools across the country. It was also used in the most recent school year, 2021-2022. On the other hand, there are three different textbooks in use for the 3rd-grade level: one published by the MoNE of Turkey (2nd edition), one by *Yıldırım Publishing*, and one by *Tutku Publishing: Just Fun English*. The second edition of the 3rd grade MoNE book has been in use from the year 2019, and the other two textbooks, by *Yıldırım Publishing* and *Just Fun English* by *Tutku Publishing*, were designated as the official English textbooks for the five upcoming years starting from the school year of 2019-2020. As for the 4th-grade textbooks, the MoNE prepared one: *Learn with Bouncy*, one by *Cem Web Offset Industry and Trade Inc.: Sunshine,* and one by *FCM Publishing*. The MoNE book *Learn with Bouncy* has been in use from the year 2019. The other two textbooks, *Sunshine* by *Cem Web Offset Industry and Trade Inc*. and the one by *FCM Publishing*, were issued as the official 4th-grade textbooks to be used for five upcoming years from the academic year of 2019-2020. The total of the textbooks published/approved by the MoNE of Turkey for the 2nd, 3rd, and 4th-grade levels were simultaneously used in primary schools across the country since 2019; however, in different regions of Turkey (in terms of the books for the same grade levels). In the table below, information such as the name of each textbook, if any, publication house, number of pages of the book, and the year the MoNE approved it can be found.

Table 4.1
Publishing information of the textbooks under evaluation

GRADE	TEXTBOOKS	PAGE NUMBER	YEAR OF APPROVAL BY MONE
2ND GRADE	BİLİM VE KÜLTÜR Publishing	176	2018

Table 4.1 (cont'd)

GRADE	TEXTBOOKS	PAGE NUMBER	YEAR OF APPROVAL BY MONE
3RD GRADE	MEB (2nd Edition)	190	2018
	TUTKU Publishing – *JUST FUN ENGLISH*	222	2018
	YILDIRIM Publishing	192	2019
4TH GRADE	MEB - *LEARN WITH BOUNCY*	166	2019
	CEM Publishing – *SUNSHINE ENGLISH*	164	2018
	FCM Publishing	192	2019

The authors of the textbooks, all of whom are English teachers and materials developers, are lined up below to see if the textbooks have any authors in common. Each of the authors are given a letter for representation. The 2nd Grade English textbook by *Bilim ve Kültür Publishing* and the 4th Grade English textbook by *FCM Publishing* have the same author, A. The two textbooks have very close alignment percentages (16.17%, 16.81%), which might entail a positive correlation between the textbook author and the curriculum/textbook alignment level.

2nd Grade *BİLİM VE KÜLTÜR*: A (2019)
3rd Grade *MEB (2nd Edition)*: B, C, D, E, F (2018)
3rd Grade *JUST FUN ENGLISH* by TUTKU: G (2020)
3rd Grade *YILDIRIM*: H (2022)
4th Grade *LEARN WITH BOUNCY* by MEB: I, J, K, L, M, N, O, P (2019)
4th Grade *SUNSHINE ENGLISH* by CEM: Q, R (2021)
4th Grade *FCM*: A (2019)

All of the textbooks were prepared to fulfill the objectives of the same curriculum, even though the content might differ. They are separately evaluated in terms of the inclusion of the request speech act for the purpose of the study.

4.2 Data Collection Procedures

The author carried out the evaluation of the textbooks by two techniques: Checklist and Item Frequency Analysis.

4.2.1 Analysis of the Alignment Between Curriculum and Textbook Content

To answer the first research question in the present study, the author aimed to detect the overlap between the objectives in the EFL curriculum of The Ministry of National Education of Turkey (App. A) and the content of the EFL textbooks under evaluation regarding the speech act of request. In order to see whether the objectives of the curriculum are in accordance with the textbook content, each textbook was analyzed separately based on the curricular objectives for their corresponding grade level. The objectives related to the learning and the use of the speech act of request were used as Checklist Items (App. B: Objectives of 3 Grades by Two Skills: Listening & Speaking in 7 books) when analyzing the request strategies either already presented in different components categorized by the author (listening tracks and reading material), or asked to be produced in exercises in the textbooks. Firstly, the curriculum in effect for the teaching of English in primary school level was delved by sorting out these objectives targeting the introduction & improvement of request speech act in young learners of 2nd, 3rd & 4th grade levels. These objectives were then used as checklist items for examining the seven MoNE textbooks in terms of their alignment with the curriculum through an elaborate analysis. The analysis had multiple steps consisting of the following:

Classifying the objectives aiming the speech act of request into two groups based on Bloom's taxonomy of learning domains (1956) -*understand & apply demands of the cognitive domain*- which followingly functioned as the guiding points when analyzing the content of the textbooks.

The activities in the textbooks were similarly sorted out as the ones serving these two demands in regard to the request speech act, providing the information about the level of alignment of each textbook with its corresponding curricular objectives. The textbooks for the 3rd & the 4th grades were compared in terms of their alignment levels and the differences among the three 3rd grade textbooks & the three 4th grade textbooks were checked.

Since the data investigated in this study were obtained from textbooks and are in text and audio format, only the two demands out of Bloom's taxonomy of Demands of Cognitive Domain (Demands of Learning, 1956) are relevant. The content in text and audio components is the input catering to the understand demand of cognitive domain according to Bloom's taxonomy (1956), whereas the exercises inducing the production of the speech act of request are put forth as the apply demand of cognitive domain.

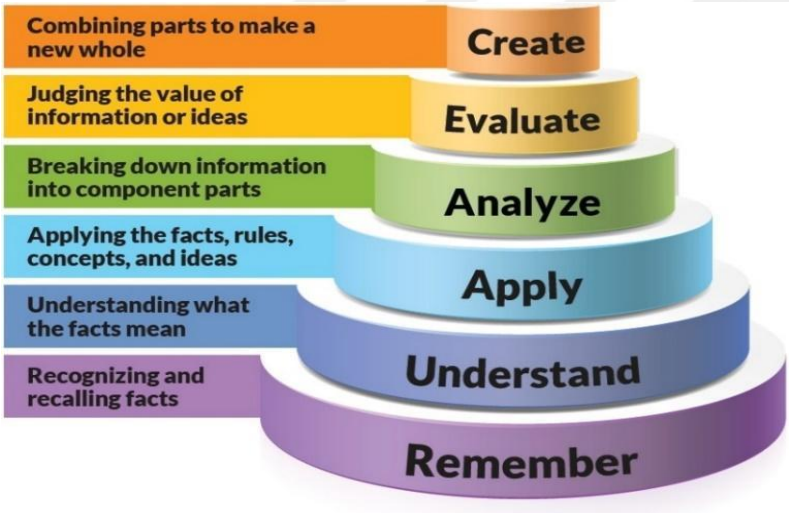


Figure 4.1
Bloom's taxonomy of demands of cognitive domain

Demands of cognitive domain are often referred to in Surveys of Enacted Curriculum (SEC) method, which makes it possible to quantitatively measure the alignment level between the curriculum and the instruction materials.

4.2.2 Textbook Evaluation

In order to answer the second research question, firstly, the author looked for & categorized the request strategies included in the seven EFL textbooks to find out whether or not the variety of these strategies increases from the 2nd-grade level to the 4th. The request strategies used in each textbook were compared in variety using the Item Frequency Analysis technique. Similarly, the same analysis technique was used to investigate whether the number of request utterances with a higher level of politeness is on the rise referencing Brown & Levinson's (1987) FTA realization strategies or not, with the increasing grade level. The author originally intended to analyze the contextual variety in the request utterances; however, the majority of these utterances lack contextual cues. A second researcher evaluated 25% of the total cases of request utterances to check for inter-rater reliability.

4.3 Data Analysis Procedures

The author evaluated curriculum objectives (App. A) attained by the MoNE of Turkey in terms of their relevance to the focus of this study. As mentioned earlier in the Significance of the Study Section, out of one hundred thirty-two listening & speaking objectives set for the 2nd, 3rd, and 4th-grade levels, the author found twenty-seven objectives to be relevant to the development of the ability to understand and use the speech act of request. It makes up 20.45% of the overall objectives of the MoNE's primary school foreign language teaching curriculum.

Table 4.2
Number of curricular objectives by grade

GRADE	NUMBER OF OBJECTIVES	NO. OF OBJECTIVES RELATED TO SPEECH ACT OF REQUEST
2ND GRADE	39	8 (20.51%)
3RD GRADE	46	8 (17.39%)
4TH GRADE	47	11 (23.40%)

The data analysis was carried out using the checklists (App. B) consisting of each grade level's curricular objectives separately for the three levels. The textbooks were checked for the presence of the speech act of request based on the selected objectives, and the results reveal the percentages of each textbook's alignment level with the MoNE's curriculum based on the means of the alignment levels of objectives and corresponding activities in the textbooks. The content analyzed was classified as listening tracks/reading material serving the understand demand of the use of speech act of request and the exercises which require the correct production of the speech act of request from the textbook users serving the apply demand of cognitive domain. For the 3rd & 4th grade levels, the alignment levels of the textbooks for the same grade level were compared to check for differences using One-Way ANOVA for a better understanding of each textbook's function regarding the teaching of request speech act in primary school education. Agreement between the author and the second researcher on the analyses of 25% of total cases of request utterances was calculated.

On the other hand, instructions for each activity in all lessons were separately evaluated since they represent the most-commonly adopted request strategy that the learners are exposed to as they use the books, even though the structure of the instructions is not part of the curriculum. The instructions given were checked for syntactic complexity (simple, compound, and complex sentences). Instructions with one independent clause were categorized as simple sentences (e.g., Say the chant). Instructions consisting of two or more independent clauses combined with conjunctions such as *and* and *but* were classified as compound sentences (e.g., Listen and circle the correct options). Lastly, instructions made up of one independent and one or more dependent clauses connected to it were in the category of complex sentences (e.g., Draw what you hear).

CHAPTER 5

RESULTS & DISCUSSION

5.1 CURRICULUM ALIGNMENT

5.1.1 Curriculum Alignment in 2nd Grade Textbook

Investigating the alignment of the MoNE's curriculum and the seven textbooks used in primary schools in Turkey under evaluation for the 2nd, 3rd & 4th-grade levels, the author put the content of said books under the scope, predicating the teaching of the speech act of request. The alignment of textbooks was calculated by measuring to what extent the curriculum objectives aiming for the introduction, presentation, and production of the request speech act are met in the corresponding units in the books. The units & activities with no reference to the request speech act were excluded from this evaluation; therefore, the alignment of curriculum and textbooks only implicates the alignment based on the focus of the present study. The objectives were sorted as *understand* & *apply* based on Bloom's taxonomy of learning domains (1956), and the activities were categorized accordingly. By using the curriculum objectives as checklist items, it was possible to evaluate the textbooks in terms of whether the content provided to the primary school students by the MoNE of Turkey serves the objectives set by the same institution regarding the learning and the use of speech act of request or not. To pursue this research goal, the data of alignment levels for each textbook were entered in IBM SPSS Statistics for Windows, Version 22. Descriptive and multiple One-Way ANOVA tests were run to analyze the curriculum-textbook alignment in detail.

The evaluation conducted through the mentioned analyses shows that the 2nd grade textbook by *Bilim ve Kültür Publishing* holds 16.17% alignment (M=16.17, SD= 26.18) with the curriculum. Below is the table with the relevant objectives used as

checklist items and the numbers & percentages of the activities serving those objectives:

Table 5.1
Textbook: 2nd Grade Bilim Ve Kültür

Curriculum Objectives	**Textbook Content**	
Understand	**Number Of Activities Serving The Objective**	**Percentage Of Activities Serving The Objective**
3.1. Students will be able to understand instructions and follow short, simple directions.	15/19	78.94%
6.1. Students will be able to understand short, simple suggestions.	4/22	18.18%
8.2. Students will be able to follow short and simple oral instructions about the names and locations of pet animals.	0/27	0%
Apply	**Number Of Activities Serving The Objective**	**Percentage Of Activities Serving The Objective**
3.1. Students will be able to tell others how to do things in the classroom.	2/19	10.52%
3.2. Students will be able to ask for clarification by asking the speaker to repeat what has been said.	0/19	0%
6.1. Students will be able to make suggestions in a simple way.	3/22	13.63%
7.2. Students will be able to give short, simple and oral instructions.	1/22	4.54%
9.2. Students will be able to tell others to do things with fruit by pointing out them.	1/28	3.57%
OVERALL ALIGNMENT	16.17%	

5.1.2 Curriculum Alignment in 3rd Grade Textbooks

As stated before, the MoNE of Turkey provides three separate textbooks for the 3rd-grade students distributed to schools in different regions of Turkey. For this reason, all three textbooks were evaluated separately to reveal the contrast in the alignment levels, if any. The results demonstrate the difference among the alignment levels of these books and can be observed in the below table again with the request speech act-related objectives as checklist items and the activities catering to them:

Table 5.2
Textbooks: 3rd Grade Meb, Tutku & Yıldırım

Curriculum objectives	**Number & Percentage of Activities Serving the Objective**		
Understand			
Textbook	**MEB**	**TUTKU**	**YILDIRIM**
2.2. Students will be able to follow short and simple oral instructions.	0/22 0%	1/20 5%	2/27 7.40%
3.2. Students will be able to follow short and simple oral instructions.	0/27 0%	0/23 0%	0/28 0%
4.2. Students will be able to recognize simple suggestions.	2/15 13.33%	7/24 29.16%	2/23 8.69%
6.3. Students will be able to follow short and simple oral instructions about size and shapes.	2/26 7.69%	5/32 15.62%	0/31 0%
7.2. Students will be able to follow short and simple oral instructions about the types of buildings and parts of a city.	2/15 13.33%	0/14 0%	0/29 0%
8.3. Students will be able to follow short and simple oral instructions about transportation.	1/16 6.25%	2/20 10%	1/23 4.34%
10.2. Students will be able to follow short and simple oral instructions about nature and animals.	1/18 5.55%	1/24 4.16%	0/24 0%
Apply			
Textbook	**MEB**	**TUTKU**	**YILDIRIM**
4.2. Students will be able to make simple suggestions.	4/15 26.66%	3/24 12.5%	5/23 21.73%
OVERALL ALIGNMENT	9.10%	9.55%	5.27%

The results of the One-Way ANOVA test point to a statistically insignificant difference of alignment among the three textbooks (*MEB-2nd edition, Just Fun English Tutku Publishing, Yıldırım Publishing*) prepared and approved for the same grade level (3rd grade) by MoNE ($F(2, 21)=.58$, $p=.56$). *Just Fun English* by *Tutku Publishing* has the highest level of alignment (M=9.55, SD=8.72) while the least aligned 3rd-grade textbook is the one by *Yıldırım Publishing* (M=5.27, SD=7.55). *MEB (2nd edition)* textbook has an alignment level slightly lower than that of *Just Fun English* by *Tutku Publishing* (M=9.10, SD=8.72).

5.1.3 Curriculum Alignment in 4th Grade Textbooks

Similarly to the case of the 3rd-grade level, three different textbooks are also used in the 4th-grade level (*Learn with Bouncy MEB, Sunshine English Cem Publishing, FCM Publishing*). These books *-both the 3rd-grade & the 4th-grade textbooks provided by MoNE-* were accessed by different groups of learners determined by MoNE around Turkey, which is why they were examined separately in terms of their alignment levels. The objectives regarded as checklist items for the 4th-grade level, as well as the numbers & percentages of the coinciding activities, are presented in the below table:

Table 5.3
Textbooks: 4th Grade Meb, Cem & FCM

Curriculum objectives	**Number & Percentage of Activities Serving the Objective**		
Understand			
Textbook	**MEB**	**CEM**	**FCM**
1.1. Students will be able to understand short and clear utterances about requests.	10/22 45.45%	10/27 37.03%	11/27 40.74%
1.2. Students will be able to understand short and clear utterances about permission.	3/22 13.63%	5/27 18.51%	5/27 18.51%
1.3. Students will be able to recognize simple classroom instructions.	10/22 45.45%	9/27 33.33%	10/27 37.03%
6.1. Students will be able to understand and follow simple instructions.	7/20 35%	10/31 32.25%	6/24 25%

Table 5.3 (cont'd)

Curriculum objectives	Number & Percentage of Activities Serving the Objective		
Apply			
Textbook	**MEB**	**CEM**	**FCM**
1.1. Students will be able to interact with their classmates through asking for and giving permission in short utterances.	1/22 4.54%	3/27 11.11%	1/27 3.70%
1.2. Students will be able to make requests by using simple utterances.	3/22 13.63%	8/27 29.62%	6/27 3.70%
1.3. Students will be able to give and respond to simple instructions verbally.	3/22 13.63%	5/27 18.51%	6/27 22.22%
4.3. Students will be able to ask for clarification in conversations.	1/18 5.55%	1/24 4.16%	2/22 9.09%
6.1. Students will be able to give short and basic instructions.	3/20 15%	7/31 22.58%	5/24 20.83%
6.3. Students will be able to ask and answer simple clarification questions.	0/20 0%	1/31 3.22%	0/24 0%
8.4. Students will be able to make simple request about borrowing.	1/22 4.54%	1/24 4.16%	1/24 4.16%
OVERALL ALIGNMENT	17.85%	19.49%	16.81%

The overall alignment levels of the textbooks do not reveal a statistically significant difference in alignment among the three textbooks ($F(2, 30)=.09$, $p=.90$). The highest alignment level was found in *Sunshine English* by *Cem Publishing* ($M=19.49$, $SD=12.57$). In contrast, the textbook by *FCM Publishing* has the lowest level of alignment ($M=16.81$, $SD=13.93$). *Learn with Bouncy MEB*, on the other hand, holds an alignment level of 17.85% ($M=17.85$, $SD=16.44$).

Table 5.4
Descriptive statistics for textbook alignment mean scores

GRADE	TEXTBOOK	N	Mean	Std. Deviation
2nd Grade	Bilim ve Kültür	8	16.17	26.18
3rd Grade	MEB *(2nd edition)*	8	9.10	8.72
	Tutku - *Just Fun English*	8	9.55	9.72

Table 5.4 (cont'd)

GRADE	TEXTBOOK	N	Mean	Std. Deviation
	Yıldırım	8	5.27	7.55
	Total	24	7.97	8.55
4th Grade	MEB - *Learn with Bouncy*	11	17.85	16.44
	Cem - *Sunshine English*	11	19.49	12.57
	FCM	11	16.81	13.93
	Total	33	18.05	13.99

Lastly, in the process of measuring the level of alignment in the textbooks provided and approved by the MoNE of Turkey, the author aimed to also look for the difference among the alignment levels in three primary school grade levels -the means were used as a base in the data of 3rd & 4th-grade textbooks-. *Fo*r this purpose, another One-Way ANOVA test was run. Below is the table with the descriptive statistics for the mean scores of alignment for each grade level:

Table 5.5
Descriptive statistics for grade level alignment mean scores

GRADE	N	Mean	Std. Deviation
2nd Grade	8	16.17	26.18
3rd Grade	24	7.97	8.55
4th Grade	33	18.05	13.99
Total	65	14.10	14.89

The result of this test shows a statistically significant difference in the alignment level across three grade levels ($F(2, 62)=3.52$, $p=.035$). 4th-grade textbooks, in an overall calculation of alignment, turned out to be the grade level with the most aligned textbooks with the curriculum ($M=18.05$, $SD=13.99$). In contrast, the grade level that looks as if there is an imbalance between the textbooks and the curriculum is the 3rd grade ($M=7.97$, $SD=8.55$). The 2nd-grade level with one single textbook in

use designated as the official textbook across Turkey has an alignment level slightly lower than that of the 4th-grade textbooks in total (M=16.17, SD=26.18).

5.2 REQUEST STRATEGIES

5.2.1 Types of Request Strategies

For the investigation of the request strategies presented in the analyzed textbooks, the data collected from all seven textbooks approved by the MoNE of Turkey were entered into SPSS. Several Item Frequency Tests were run to weigh the distribution of the present request strategy types. The data consist of 768 cases (from the *listening tracks* and the *reading material*) where a form of request speech act is either present, serving the *understand* demand of cognitive domain or assigned to be uttered for the improvement of *apply* demand of cognitive domain. In the example below, the activity is a listening activity including two dialogues with four request utterances in bold, in the *suggestory formulae* form, one with *external modification: "I feel good."* as *supportive reason* (in the first dialogue), and one with *internal modification: "Well…"* as *lexical downgrader* (in the second dialogue). Such material is classified under the *understand* demand, whereas the second example, classified as the *apply* demand, shows an activity that requires the application of the knowledge of the structure in question. Having presented the input to the learners through the listening activity, the textbook expects the learner to be able to form the structure based on contextual cues in the activity in the second example.

e.g. 1: *3rd Grade MEB (2nd Edition), Unit 4-Listening Track 4*

Listen and repeat.
1
Hi Peter! How are you?
Hello Tom! I'm okay today. How do you feel?
I feel good. **Let's play basketball.**
Ok, **let's go and play.**

2
Hi, Selin! I'm energetic today. **Let's play a game.**
Oh, I'm sorry. I'm tired. I feel bad.
Well, **let's watch TV.**

Okay.

e.g. 2: *3rd Grade MEB (2nd Edition), Unit 4*

Use "Let's" and make suggestions.

1
I'm happy.
Let's ride a bike.
2
I'm hungry.
…… . **(Let's eat an apple.)**
3
I'm thirsty.
…… . **(Let's drink lemonade.)**
4.
I feel good.
…… . (**Let's play football.)**

The request speech act utterances were categorized based on Trosborg's (1995) taxonomy of request strategies and modification types. Each case of request speech act use was coded first according to the three levels of directness (*non-conventionally indirect, conventionally indirect, direct*) and secondly with one of the eleven request subtypes (*hints: non-conventionally indirect; ability, willingness, permission, suggestory formulae, wishes, desires/needs: conventionally indirect; obligation, performative, imperative, elliptical phrase: direct*) as adapted from Trosborg (1995).

None of the three grade-level textbooks from 2 to 4 had any *non-conventional indirect* request structures. The chart below demonstrates the distribution of request strategies in terms of directness level within the total 768 cases of request speech act use (*conventionally indirect* by 28% & *direct* by 72%):

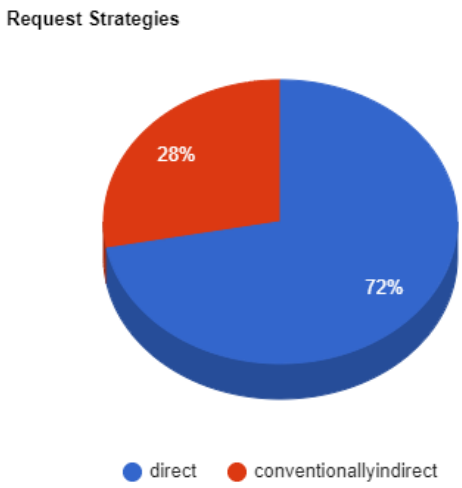


Figure 5.1
Request strategies according to directness level

As for the request subtypes, the data show that request strategies used in the 2nd & 3rd-grade textbooks are limited to *suggestory formulae* and *imperative* structures, whereas the 4th-grade textbooks include six different request subtypes as follows: *ability, permission, suggestory formulae, desires/needs, imperative, elliptical phrase. Imperative* request structures are the most frequently utilized in the 2nd (72.5%) & 4th (81.3%) grade textbook content. In contrast, it is outnumbered by the *suggestory formulae* (65.9% vs. 34.1%) in the 3rd-grade textbooks since the 3rd-grade curriculum of the MoNE is concentrated on the *suggestory formulae* structure "*Let's …*". This structure is introduced in the 2nd-grade textbook and more dominantly cultivated in the 3rd-grade level. In the 4th-grade level textbooks, *permission* request subtype is introduced, also being the most frequently used structure after *imperatives* by 9.6%. In the table below, the variety of request strategy types found in textbooks can be seen divided by grade level.

Table 5.6
Request subtypes by grade

Grade	Request Type	Request Subtype	Frequency	Percent
2nd	conventionally indirect	suggestory formulae	33	27.5
Grade	direct	imperative	87	72.5
		Total	120	100
3rd Grade	conventionally indirect	suggestory formulae	110	65.9
	direct	imperative	57	34.1
		Total	167	100
4th Grade	conventionally indirect	ability	7	1.5
		permission	46	9.6
		suggestory formulae	13	2.7
		desires/needs	6	1.2
	direct	imperative	391	81.3
		elliptical phrase	18	3.7
		Total	481	100

A sample *listening track* is transcribed and given below as a case of *suggestory formulae* use (example 1) in the 2nd-grade textbook, followed by an activity with *imperative* request use in example 2:

e.g. 1: *2nd Grade Bilim ve Kültür, Unit 6-Listening Track 44*

Listen and number.
Let's jump!
Let's skip rope!
Let's sing!
Let's run!

e.g. 2: *2nd Grade Bilim ve Kültür, Unit 3*

Tick the correct picture.
Open the door.
Stand up.
Turn left.
Close the window.

An excerpt from a song in *Tutku Publishing's* 3rd-grade textbook displays the *suggestory formulae* request subtype (example 1), while the following activity shows the use of *imperatives* (example 2) as given below:

e.g. 1: *3rd Grade Just Fun English by Tutku Publishing, Unit 4-Listening Track 6*

Listen to the song and look.
Hide and seek. (x 2)
Let's play hide and seek.
Hide and seek. (x 2)
Let's play hide and seek.
Are you ready?
…

e.g. 2: *3rd Grade Just Fun English by Tutku Publishing, Unit 6*

Listen and match. Then draw.
Draw a rabbit in the kitchen.
Draw a turtle in the bathroom.
Draw a bird in the living room.
Draw a cat in the bedroom.

These examples are chosen from the activities that serve the *understand* demand of cognitive domain, and the activities with the purpose of making the learners apply their knowledge and form request structures are in line with the qualities of the input provided in terms of grammar structures and vocabulary use. The 3rd-grade level textbooks all include *suggestory formulae* and *imperatives* with different weights. *The 3rd Grade MEB (2nd edition)* textbook includes 26 items of *suggestory formulae* items and 17 *imperatives*. *3rd Grade Just Fun English by Tutku Publishing* has the highest number of items with request speech act use among all three 3rd grade textbooks containing 57 *suggestory formulae* structures and 32 *imperatives*. Lastly, the textbook by *Yıldırım Publishing* provides the lowest number of request structures: 27 *suggestory formulae* request speech act items, and eight *imperatives.*

In the 4th-grade textbooks, as stated before, six different request subtypes are found. A *listening track* from the *4th Grade Sunshine English by Cem Publishing* is a dialogue between two friends, incorporating four different request subtypes:

e.g.: *4th Grade Sunshine English by Cem Publishing, Unit 1-Listening Track 5*

Listen and circle what you need. Then find the puppet.
A: **Let's make a puppet.** (suggestory formulae)

B: Okay.
A: **Give me a paper bag, please.** (imperative with the internal modification device lexical downgrader)
B: **Say that again, please.** (imperative with the internal modification device lexical downgrader)
A: **Can you give me a paper bag?** (ability)
B: Here you are.
A: **A piece of orange paper.** (elliptical phrase)
B: Okay, here you are.
A: **Scissors, please.** (elliptical phrase with the internal modification device lexical downgrader)
B: Okay.
A: **Give me two small eyes, please.** (imperative with the internal modification device lexical downgrader)
B: **Sorry?** (elliptical phrase with the external modification device disarmer)
A**: Can you give me two small eyes?** (ability)
B: Okay.

Again in the same book, the request speech act is utilized to ask for permission, as can be seen below in the excerpt from a *listening track* (a dialogue between two classmates):

e.g.: *4th Grade Sunshine English by Cem Publishing, Unit 1-Listening Track 1*

A: **Can I open the window?** (permission)
B: Sorry, not right now.

An excerpt from a reading text in the book exhibits the use of *need statement* as a request strategy as follows:

e.g.: *4th Grade Sunshine English by Cem Publishing, Unit 8*

Read the text. The reread it for the other countries on the map.
…It's cool and cloudy. **I need my sweater and scarf, then.** (desires/needs with the external modification device supportive reason)

The three 4th-grade textbooks have a similar distribution of request subtypes; however, the one by *FCM Publishing* does not include any use of *ability* request subtype differently from the other two 4th-grade textbooks. It also has fewer request speech act items than the other books. *Sunshine English* by *Cem Publishing* provides the highest number of items with request speech act use.

Following that, the cases were labeled either as *hearer-oriented* or *speaker-oriented* regarding the *point-of-view* aspect of request speech act realization. Again, the 2nd & 3rd-grade textbooks only included request structures categorized as *hearer-oriented*, while 10.8% of the items in the 4th-grade textbooks were *speaker-oriented*. The request subtypes considered *speaker-oriented* utterances are *permission* and *desires/needs*, which are only present in the 4th-grade textbooks. The table below shows the number of items placed in two *point-of-view* categories:

Table 5.7
Point of view by grade

Grade	Point of View	Frequency	Percent
2nd Grade	hearer-oriented	120	100
3rd Grade	hearer-oriented	167	100
4th Grade	hearer-oriented	429	89.2
	speaker-oriented	52	10.8
	Total	481	100

5.2.2. Types of Modification Devices

As mentioned in the methodology section, modification types were utilized as another variable to further evaluate the variety of request structures used in the textbook content. Similarly to the coding of the data for request strategy types, the cases were divided by two main types of modification devices (*internal modification, external modification*) and also with the six modification subtypes (*syntactic downgraders, lexical/phrasal downgraders, upgraders: internal modification devices; preparators, disarmers, supportive reasons: external modification devices*). An extra variable was added since there were some cases where the request structure was accompanied by more than one modification device. Such items were added to the total number of cases with *modification devices* & classified inclusively. The cases with no use of *modification devices* were coded as "*no modification*"

structures. The chart below displays the distribution of the modification use in request speech act utterances:

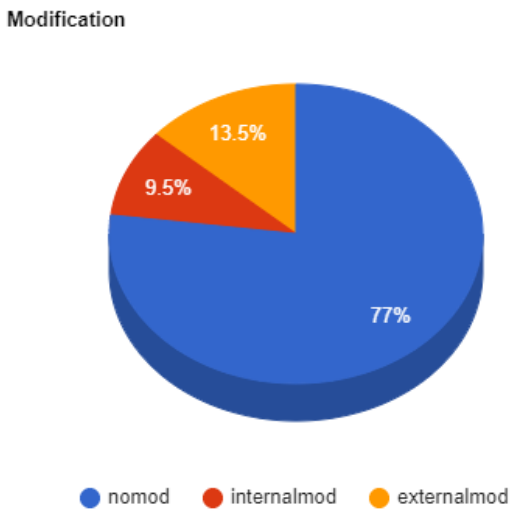


Figure 5.2
Modification use in request utterances

As seen in the table below, the most frequent use of modification is request utterances with no modification device (93.3% in 2nd, 67.06% in 3rd, and 78.79% in 4th-grade level textbooks). The only *internal modification* use is the inclusion of a *lexical downgrader* (*please, ok, well*) in all three levels with sequentially 3.3%, 7.78%, and 11.87% ratio. As for the *external modification devices* used with the request utterances, the data from the 2nd-grade textbook include only two subtypes: *preparators* & *disarmers*, making up 3.3% of the total cases. In the 3rd-grade textbooks, similarly, only two *external modification* subtypes were found though not the same two: *preparators* & *supportive reasons*, with a higher percentage than the use of *external modification devices* present in the 2nd-grade textbook (31.13%). In the 4th-grade textbooks, the variety of modification subtypes increases by one more *external modification device*: *preparators*, *disarmers*, and *supportive reasons*, although the frequency of use is lower than that of in the 3rd-grade textbooks (10.39%).

Table 5.8
Modification types & subtypes by grade

Grade	Mod. Type	Mod Subtype	Frequency
2nd Grade	no mod.	no mod.	112
	internal mod.	lexical downgrader	4
	external mod.	preparator	3
		disarmer	1
3rd Grade	no mod.	no mod.	112
	internal mod.	lexical downgrader	13
	external mod.	preparator	27
		supportive reason	25
4th Grade	no mod.	no mod.	379
	internal mod.	lexical downgrader	57
	external mod.	preparator	23
		disarmer	12
		supportive reason	15

The only *modification device* that was not quoted from the data collected for the present study so far is *preparators* which is given in the excerpt below:

> ***e.g.:*** *4th Grade FCM Publishing, Unit 1-Listening Track 1*
>
> Listen and follow.
> Student: "Good morning, Mrs. Ducky. **May I come in?** (permission with the external modification preparator)
> Teacher: Sure, you may. Come in, please.
> …

After having answered the first substrate of the second research question of which request strategies are introduced in the ELT textbooks approved by MoNE through 2nd to 4th-grade in primary schools in Turkey, the growth curve of the variety in these structures from the 2nd-grade to 4th-grade MoNE books is illustrated in the line chart below:

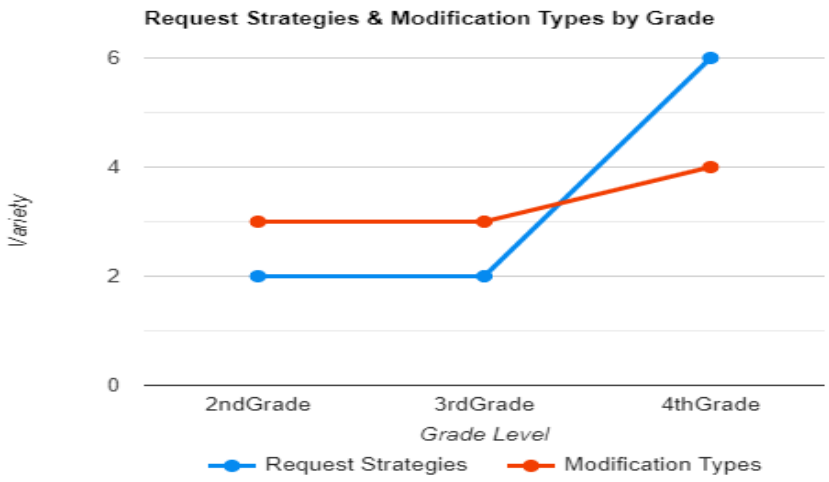


Figure 5.3
Request strategies and modification types by grade

The number of request strategies presented in the 2nd and 3rd-grade textbooks does not change even though the strategies differ; however, in the 4th-grade level textbooks, the variety of strategies increases in number by four request strategies. Similarly, the number of *modification* types remains the same from the 2nd to the 3rd-grade level, while the *modification devices* differ. In the 4th grade, on the other hand, *internal* and *external modification devices* introduced in the 2nd & 3rd grade are included altogether.

To go into further detail about the frequencies of the found request strategies examined by grade level, the author analyzed request subtypes individually in terms of quantity and *modification* use. The request subtypes are ordered from the most frequent to the least frequent, and the subtypes with no data found from any of the seven textbooks investigated are not mentioned in this section. As stated earlier, the most frequently adopted request structure is *imperatives.* The table below shows the use of *imperatives* with or without *modification* in all three grade levels.

Table 5.9
Use of modification devices in imperatives by grade

Grade	Modification Device	Frequency	Percent
2nd Grade	no modification	81	67.5
	lexical downgrader	3	2.5
	preparator	2	1.66
	disarmer	1	0.83
3rd Grade	no modification	42	25.14
	preparator	13	7.78
	supportive reason	2	1.19
4th Grade	no modification	320	66.52
	lexical downgrader	46	9.56
	preparator	15	3.11
	supportive reason	12	2.49

In all grade levels, the more dominant use of *imperatives* is with no *modification device* (67.5% in 2nd grade, 25.14% in 3rd grade, and 66.52% in 4th grade). *Lexical downgraders* as *internal modification devices* are found in cases where the request speech act is realized with the *imperative structure* in 2nd & 4th-grade levels with percentages sequentially 2.5% & 9.56%. On the other hand, the *external modification device preparators* are found in *imperative* requests in all three levels, though infrequently (1.66% in the 2nd-grade textbook, 7.78% in the 3rd-grade textbooks, and finally, 3.11% in the 4th-grade textbooks). *Disarmers*, again a type of *external modification*, are not present in *imperative* structures in the 3rd & 4th-grade textbooks, although it was introduced in the 2nd-grade textbook through one utterance. Lastly, *supportive reasons a*s *external modification* are introduced in the 3rd-grade textbooks for the first time, meaning that no cases with this particular type of modification were present in the 2nd-grade textbook content. Although the 4th-grade textbooks seem to build on the presentation of this *modification device*, the cases of *imperative* request structures with *no modification* and *internal modification* still compose the more significant part of the data by 66.52% & 9.56%.

The second most frequently adopted request strategy is the *suggestory formulae*. Below is the table with the frequency of modification use in s*uggestory formulae* structures:

Table 5.10
Use of modification devices in suggestory formulae by grade

Grade	Modification Device	Frequency	Percent
2nd Grade	no modification	31	25.83
	lexical downgrader	1	0.83
	preparator	1	0.83
3rd Grade	no modification	70	41.91
	lexical downgrader	13	7.78
	preparator	14	8.38
	supportive reason	23	13.77
4th Grade	no modification	12	2.49
	preparator	1	0.2

Parallelly to the distribution of the *imperative* structures in terms of modification use, items labeled as *suggestory formulae* in the data consisting of request speech act utterances also cluster under the category of *no modification* use (25.83% in 2nd grade, 41.91% in 3rd grade & 2.49% in 4th grade). Differently, though, the *internal modification lexical disarmer* does not come second as the most frequently adopted *modification device* in the case of *suggestory formulae* request structure.

The remaining four request strategies derived from the overall data (permission, elliptical phrase, ability, desires/needs) are only found in the 4th-grade textbooks; therefore, they are displayed all together in the table below:

Table 5.11
Modification in permission, elliptical phrase, ability, desires/needs

Request Strategy	Modification Device	Frequency	Percent
permission	no modification	37	7.69
	preparator	5	1.03
	disarmer	4	0.83
	supportive reason	1	0.2
elliptical phrase	no modification	2	0.41
	lexical downgrader	8	1.66
	preparator	1	0.2
	disarmer	8	1.66
ability	no modification	4	0.83
	lexical downgrader	3	0.62
	preparator	1	0.2
desires/needs	no modification	4	0.83
	supportive reason	2	0.41

5.2.3 Level of Politeness in Request Utterances

According to Brown & Levinson (1987), the speaker can use various strategies while uttering an FTA. The safest option for maintaining harmony in social relationships is to choose not to do the FTA at all. However, there are ways to realize these utterances tending to the hearer's *face needs*: either by *saving face* at first, before *threatening* it, or by decreasing the level of imposition of the FTA on the hearer. As mentioned in the Theoretical Framework of the present study, if the speaker decides to do the FTA, one possibility is that they can do it through implications/hints (*off-record*). Regarding the seven textbooks evaluated in this study, there are no *off-record* strategies used in the request utterances as expected since *off-record* requesting strategies would be semantically too advanced for the learners in grade levels 2-4. *On-record* strategies were found and categorized as *bald/softened* (corresponding to *withhold redressive action/with redressive*

action). The utterances classified as *softened* were also divided into two subcategories as *negative a*nd *positive politeness strategies.*

> ***e.g.:*** *2nd Grade Bilim ve Kültür Publishing, Unit 3-Listening Track 19*
>
> Listen and follow.
> **Listen and repeat after me, kids!** (positive politeness)
> …

In the example above, the teacher calls out to the students in the class. By calling them *kids*, along with the use of imperative, the speaker not only softens the imposition but also declares through their words that all the students in the class are part of a group.

> ***e.g.:*** *4th Grade SUNSHINE ENGLISH by Cem Publishing, Unit 1 – Activity 3*
>
> Work in groups. Role play the dialogues in activities 1 and 2.
> A: **Excuse me. I'm late. May I come in?** (negative politeness)
> B: Yes, you may.
>
> …

When the speaker who realizes the speech act of request is apologetic in their position against the hearer by using a *disarmer*, for example, this opens up room for the hearer to refuse the request, lowering the *ranking of imposition* of the request. According to Politeness Theory by Brown & Levinson (1987), this is considered a negative politeness strategy.

The limited integration of pragmatics in EFL materials is once again revealed through the study's results. Few request utterances provide language content with politeness strategies vital to effectively learning and using a foreign language. 74.7% of the overall request utterances were realized without any *redressive action*. On the other hand, 2.6% of them used a *negative politeness strategy*, while a positive politeness strategy accompanied 22.7% of them.

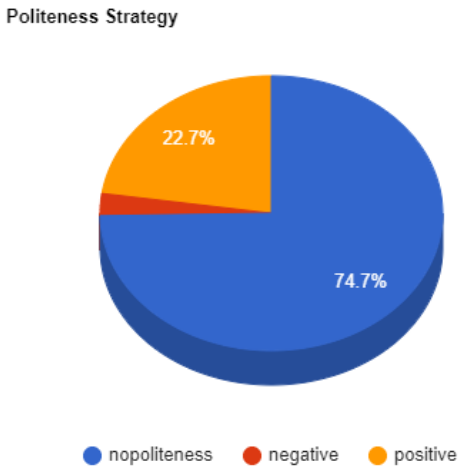


Figure 5.4
Politeness strategies

Parallel to the directness level of request types through three grade levels, the level of politeness also demonstrates fluctuations. Request utterances in the 2nd and 4th-grade textbooks by a majority include no politeness strategies (70.8% in 2nd grade & 91.5% in 4th). *Negative politeness* strategies in request cases in the 2nd-grade textbook make up 0.8% of the overall request cases in the book, and *positive politeness* strategies are more frequently seen with a percentage of 28.3%. 4th-grade textbooks have a smaller gap between examples of *negative* and *positive politeness* strategies: 4% & 4.6%. 3rd-grade textbooks, on the contrary, more dominantly contain requests with *positive politeness* strategies (70.7%), whereas no examples of *negative politeness* were found. The differences regarding politeness strategies among textbooks provided by different publishing houses for the 3rd & the 4th grade can be seen in the table below:

Table 5.12
Politeness strategies by textbook

Grade	Textbook	Politeness Strategy	Frequency	Percent
2ndgrade	Bilim ve Kültür	negative	1	0.8
		positive	34	28.3
		no politeness	85	70.8
3rdgrade	MEB (2nd Edition)	positive	33	76.7
		no politeness	10	23.3
	Tutku	positive	58	65.2
		no politeness	31	34.8
	Yıldırım	positive	27	77.1
		no politeness	8	22.9
4thgrade	MEB	negative	4	2.6
		positive	13	8.4
		no politeness	137	89.0
	Cem	negative	13	7.0
		positive	5	2.7
		no politeness	167	90.3
	FCM	negative	2	1.4
		positive	4	2.8
		no politeness	136	95.8

The inter-rater evaluated 25.65% of the total cases of request utterances (197 cases), and the agreement between the two raters was found to be 97.96%. Only 4 cases were classified differently by the raters.

The author will interpret the results of the investigations carried out for the present study in detail in Chapter 6, Conclusion.

CHAPTER 6

CONCLUSION

6.1 The Interpretations of the Findings

6.1.1 Results Regarding Curriculum Alignment

The present research study set out to conduct two main investigations: the alignment of curriculum with MoNE-provided textbooks regarding the inclusion of speech act of request, and the inclusion of the said speech act in these textbooks. Considering many studies such as Delen et al. (2010) and Subaihat (2020), the author chose to investigate the speech act of request in textbooks acknowledging that it is the most-commonly-represented speech act in textbooks.

All seven textbooks point to very low levels of alignment. On the other hand, the variety in the alignment of textbooks might imply that learners with access to one of the three of these books with a lower alignment level might be disadvantaged in comparison to learners with access to the textbook with better alignment, although the differences turned out to be insignificant for both grade levels.

The alignment levels were also compared among three grade levels, considering the means of alignment in the 3rd & the 4th grade textbooks; and a significant difference among grade levels was found which shows an imbalance in the preparation of the curriculum and the textbooks by MoNE, which should be compensated both by MoNE and the publishing houses of these textbooks.

6.1.2 Results Regarding Request Strategies

The second investigation of request strategies was proceeded with the documentation of every found item including the realization of request speech act in the predetermined units of the textbooks. The documentation procedure involved the

transcribing of the *listening tracks*, and copying of the *reading materials* carefully. Each activity within this content was coded with the information such as the number of the page and the name of the unit where the activity is found, and the number of the *listening track* for listening activities. These items of request utterances were then tediously coded as explained in order:

The request strategy based on the directness level according to Trosborg's (1995) taxonomy of request strategies (*direct, conventionally indirect, non-conventionally indirect*) was assigned. There were no cases of request utterances found under the category of *non-conventionally indirect* request strategies. *Direct* strategies were more dominant than the *conventionally indirect* strategies, which supports the notion that learners with lower proficiency levels find it easier to recognize and utilize *direct* strategies, aligned with House and Kasper (1987), Blum-Kulka et al. (1989), and Trosborg (1995). *Non-conventionally indirect* strategies include complex structures with hidden meanings and contextual clues that young learners might not even catch in their native language because of their still-developing abstract-thinking skills.

In the 2nd & the 4th grade textbooks, *direct* request strategies were significantly more frequent than *conventionally indirect* strategies, although the case of the 3rd grade textbooks was the opposite. The reason for such an exception for the 3rd grade is because the objectives of MoNE for the 3rd grade weighed on the improvement of the second most commonly found request strategy of s*uggestory formulae* in the textbooks to the learners in this level, which changes the balance of distribution of *direct* and *conventionally indirect* utterances.

Then, the request subtype employed (*imperatives, performatives, permission, hints* etc.) was specified. The most frequent request subtype across all grade levels was found to be the *imperative* structure. In the 2nd & the 3rd grade levels, there were only two request subtypes observed, the second most frequent subtype presented was the *suggestory formulae.* In the 4th grade textbooks; however, four more request subtypes were introduced, though not very frequently used. These four new request subtypes

are *permission, elliptical phrase, ability & desires/needs* from the most frequent to the least after the already provided request subtypes in earlier grade levels. The leap in the number of request subtypes in the 4th grade that was not present when transitioning from the 2nd grade level to the 3rd shows an increased focus on the teaching of request speech act through more diverse methods, which is crucial for the development of pragmatic competence in young learners.

On a side note, when the request speech act is given place within the textbook content, contextual cues, and the pragmatic information to foster learners' communicative competence are usually insufficient, as supported by the results of this study as well as otherssuch as Konahara (2011), Bardovi and Harlig (1991), and Compernolle (2014).

6.1.3 Results Regarding Modification Devices

Type of *modification devices* implemented if any (*external, internal*) was indicated as well, and results of the analyses run to reveal the distribution of modification use show that request utterances in the overall data did not contain any *modification device* by a great margin. The items where one *modification device* or two are used make up a smaller percentage of the data as expected since either type of modification adds complexity to the context of the utterance. The relatively surprising part of the results shows that *external modification devices* were integrated more often than *internal modification devices*, though by a small ratio, in the overall data. However, when evaluated separately by grade level, this applies only in the 3rd grade level. In the 2nd & the 4th grade textbooks, though in small numbers, *internal modification devices* were more often consulted. The fact that 3rd grade curriculum had a heavier load of the request subtype *suggestory formulae* as mentioned before might be the answer to why data collected from the 3rd grade textbooks contain more dominant use of e*xternal modification.* The only *internal modification device* encountered in the textbooks is *lexical downgrader* which is not often used when realizing a speech act through the *suggestory formulae,* supporting the findings.

Coding of the modification subtype/s implemented if any (*downgraders, upgraders, supportive reasons* etc.) was another step of the data coding procedure. The number of modification subtypes present in the 2nd grade does not change in the 3rd grade textbooks, though the subtypes themselves are not identical. *Lexical downgraders* and *preparators* are the mutual ones whereas the *external modification device* used in the 2nd grade textbook is *disarmer* and the one in the 3rd grade textbooks is *supportive reason*. Skipping to the 4th grade level, learners are exposed to all four of these *modification devices* at once, with unequal frequencies. Similarly to the case of request subtypes, number of modification subtypes introduced to the learners also shows no improvement between the grades 2 & 3, while learners are met with an increased diversity in the 4th grade.

6.1.4 Results Regarding Level of Politeness

Politeness strategies to decrease the level of imposition while realizing the *face-threatening* speech act of request do not frequently partake in the request utterances found in the seven textbooks under investigation. The results are parallel to those of request strategies employed; the most direct request strategies were remarkably more dominant than relatively less direct ones. Similarly to the case of request strategies with a lower directness level, politeness strategies were adopted more often in the 3rd grade textbooks. This can be explained simply with the emphasis on the prevalent use of *suggestory formulae* with *Let's* structures in this grade level. Since this particular structure includes both the speaker and the hearer in the request, it is more friendly and more polite than some other request strategies given place in the textbooks. With the implementing of *hedges* such as *Can you …?* and *disarmers* such as *excuse me,* though not very frequent, the imposition is also decreased, resulting in a more polite request. Although the use of politeness strategies shows an increase from the grade level 2 to 3, the said increase is sudden, and not followed through in the 4th grade. In the 4th grade textbooks, there are significantly fewer numbers of utterances with either *negative* or *positive politeness* strategies used. As the fluctuations in the frequency of utterances with politeness strategies through three grade levels is not ideal in the context of foreign language education, it might also

lead to learners unable to construct more advanced pragmatic knowledge as their grade level increases.

6.2 Summary & Implications

To conclude, the seven textbooks for three primary school levels (2^{nd}, 3^{rd} &4^{th}) provided and approved by the MoNE of Turkey are not aligned with the curriculum with the scope of the inclusion of the request speech act. For this matter, curriculum developers and textbook designers should work cooperatively to reach a balance between each curricular objective and the content of each unit in EFL textbooks.

Secondly, the textbooks for the same grade levels (in the case of 3^{rd} & 4^{th} grades) hold different alignment levels, which brings to mind the problem of inequality in the access to educational materials across different groups of learners. For each learner group, alignment levels of the textbooks should be higher and also similar when compared, in order to avoid any violations of learners' educational rights. The rationale behind such an implementation should be investigated.

On another note, alignment levels when compared by grade lead to the conclusion that the 3^{rd} grade textbooks, though not exclusively, least efficiently cater to the teaching and the improvement of the request speech act among all three levels, thus requiring the most attention in terms of the betterment of curriculum & material development. When the authorities work on the selection of publishing houses and the textbooks for a certain grade level, they should consider the content and alignment with the curriculum of textbooks designed for other grade levels as well.

It has been pointed out by researchers that young learners pick up pragmatic rules of a language as capably as adults, and their pragmatic competence can easily be improved through classroom instruction and materials rich in such content, as found in Zerey & Sofu (2021), Darby & Schlenker, (1982; Smith et al., 2010), and Rod Ellis (1992). The complexity of request utterances as well as the level of politeness do not grow linearly and gradually through three primary school grades as expected. As the proficiency level of the learners increases, such utterances and the contexts

they are presented in should get more sophisticated to give learners a more authentic and meaningful understanding of the language they are currently learning. Materials developers and publishers in the context of EFL textbooks should consider constructivism as a philosophy of education which points out that prior knowledge is crucial to constructing new knowledge through new information and experiences. The content of EFL textbooks should both grammatically and pragmatically improve, gradually by each higher grade level, so that the learners can naturally dive into the organism of the target language and have the chance to internalize the characteristics of it.

For the betterment of ELT in Turkey, teacher training programs at university level and teacher trainers have a crucial role since it was stated earlier that teachers should not merely rely on the textbooks they are using. These programs should include practices regarding pragmatics as well as other aspects of language development. Teacher trainers should encourage and guide intern teachers to develop a holistic teaching style through which they can serve the learners' pragmatic development.

Lastly, another concern should be to balance different aspects of language in the content of EFL materials. Content created with the purpose of improving learners' vocabulary and grammar skills should also serve to developing their pragmatic competence. The author would like to specify that the field of ELT curriculum & materials development, especially with regard to the inclusion of culture and pragmatics, plays an undeniably vital role in countries like Turkey, where English is taught as a foreign language, and the only accessible educational resources are often the textbooks provided by the state.

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APPENDICES

A. CURRICULUM OBJECTIVES

GRADE 2

2ND GRADE	LISTENING	SPEAKING
UNIT 1 WORDS	**G.2.1.1**. Students will be able to identify words that are common to both Turkish and English.	**G.2.2.1**. Students will be able to use the correct word to identify certain objects, people or animals.
UNIT 2 FRIENDS	**G.2.2.1.** Students will be able to understand simple expressions about greeting and meeting someone. **G.2.2.2.** Students will be able to understand when someone introduces himself or herself.	**G.2.2.1.** Students will be able to use everyday expressions for greeting and meeting someone. **G.2.2.2.** Students will be able to ask questions to learn someone's name. **G.2.2.3.** Students will be able to ask questions to find out how they are doing. **G.2.2.4.** Students will be able to introduce themselves in a simple way.
UNIT 3 IN THE CLASSROOM	**G.2.3.1.** Students will be able to understand instructions and follow short, simple directions.	**G.2.3.1.** Students will be able to tell others how to do things in the classroom. **G.2.3.2.** Students will be able to ask for clarification by asking the speaker to repeat what has been said. **G.2.3.3.** Students will be able to express and respond to thanks.
UNIT 4 NUMBERS	**G.2.4.1.** Students will be able to identify and understand the names of some classroom objects. **G.2.4.2.** Students will be able to recognize the numbers from 1 to 10. **G.2.4.3.** Students will be able identify quantities of things.	**G.2.4.1.** Students will be able to express the correct names of the classroom objects. **G.2.4.2.** Students will be able to count numbers from 1 to 10. **G.2.4.3.** Students will be able express quantities of things.
UNIT 5 COLORS	**G.2.5.1.** Students will be able to identify colors of things.	**G.2.5.1.** Students will be able to name the colors of things. **G.2.5.2.** Students will be able to talk about the colors they like.

		G.2.5.3. Students will be able to express quantities of things.
UNIT 6 AT THE PLAYGROUND	**G.2.6.1.** Students will be able to understand short, simple suggestions.	**G.2.6.1.** Students will be able to make suggestions in a simple way. **G.2.6.2.** Students will be able to ask and answer simple questions.
UNIT 7 BODY PARTS	**G.2.7.1.** Students will be able to understand the names of their body parts.	**G.2.7.1.** Students will be able to tell the names of their body parts. **G.2.7.2.** Students will be able to give short, simple and oral instructions.
UNIT 8 PETS	**G.2.8.1.** Students will be able to identify certain pet animals. **G.2.8.2.** Students will be able to follow short and simple oral instructions about the names and locations of pet animals.	**G.2.8.1.** Students will be able to say the names of certain pet animals. **G.2.8.2.** Students will be able to say where the animals are by pointing out them.
UNIT 9 FRUIT	**G.2.9.1.** Students will be able to recognize the names of fruit.	**G.2.9.1.** Students will be able to talk about the fruit they like. **G.2.9.2.** Students will be able to tell others to do things with fruit by pointing out them.
UNIT 10 ANIMALS	**G.2.10.1.** Students will be able to recognize the names of certain animals. **G.2.10.2.** Students will be able to understand common expressions about abilities.	**G.2.10.1.** Students will be able to talk about the animals they like/dislike. **G.2.10.2.** Students will be able to talk about abilities.

GRADE 3

3RD GRADE	LISTENING	SPEAKING
UNIT 1 GREETING	**G.3.1.1.** Students will be able to recognize the basic expressions of greeting and saluting. **G.3.1.2.** Students will be able to recognize the alphabet. **G.3.1.3.** Students will be able to recognize the numbers from 1 to 20.	**G.3.1.1.** Students will be able to greet each other in a simple way. **G.3.1.2.** Students will be able to introduce themselves in a simple way. **G.3.1.3.** Students will be able to spell their names. **G.3.1.4.** Students will be able to say the numbers from 1 to 20.
UNIT 2 MY FAMILY	**G.3.2.1.** Students will be able to recognize kinship terms (names for family members). **G.3.2.2.** Students will be able to follow short and simple oral instructions.	**G.3.2.1.** Students will be able to ask about and state the relationships of their family members. **G.3.2.2.** Students will be able to introduce their family members in a simple way.
UNIT 3 PEOPLE I LOVE	**G.3.3.1.** Students will be able to recognize the physical qualities of individuals. **G.3.3.2.** Students will be able to follow short and simple oral instructions.	**G.3.3.1.** Students will be able to talk about physical qualities of individuals. **G.3.3.2.** Students will be able to talk about abilities.
UNIT 4 FEELINGS	**G.3.4.1.** Students will be able to recognize the names of emotions/feelings. **G.3.4.2.** Students will be able to recognize simple suggestions.	**G.3.4.1.** Students will be able to talk about personal emotions/feelings. **G.3.4.2.** Students will be able to make simple suggestions.
UNIT 5 TOYS AND GAMES	**G.3.5.1.** Students will be able to recognize the names of toys. **G.3.5.2.** Students will be able to follow short and simple dialogues about possessions.	**G.3.5.1.** Students will be able to talk about the quantity of things. **G.3.5.2.** Students will be able to tell the colors and quantity of the toys they have.
UNIT 6 MY HOUSE	**G.3.6.1.** Students will be able to recognize the characteristics of shapes. **G.3.6.2.** Students will be able to recognize the names of the parts of a house. **G.3.6.3.** Students will be able to follow short and simple oral instructions about size and shapes.	**G.3.6.1.** Students will be able to talk about the shapes of things. **G.3.6.2.** Students will be able to ask about and say the parts of a house. **G.3.6.3.** Students will be able to ask about and tell the location of things in a house. **G.3.6.4.** Students will be able to talk about possessions.

UNIT 7 **IN MY CITY**	**G.3.7.1.** Students will be able to recognize the types of buildings and parts of a city. **G.3.7.2.** Students will be able to follow short and simple oral instructions about the types of buildings and parts of a city.	**G.3.7.1.** Students will be able to talk about where buildings and other places are on a city map. **G.3.7.2.** Students will be able to talk about where people are. **G.3.7.3.** Students will be able to express apologies.
UNIT 8 **TRANSPORTATION**	**G.3.8.1.** Students will be able to recognize the types of vehicles. **G.3.8.2.** Students will be able to understand simple and short oral texts about transportation. **G.3.8.3.** Students will be able to follow short and simple oral instructions about transportation.	**G.3.8.1.** Students will be able to talk about where vehicles are. **G.3.8.2.** Students will be able to talk about the using of transportation vehicles.
UNIT 9 **WEATHER**	**G.3.9.1.** Students will be able to identify various weather conditions.	**G.3.9.1.** Students will be able to talk about the weather conditions.
UNIT 10 **NATURE**	**G.3.10.1.** Students will be able to recognize nature and the names of animals. **G.3.10.2.** Students will be able to follow short and simple oral instructions about nature and animals.	**G.3.10.1.** Students will be able to talk about nature and animals. **G.3.10.2.** Students will be able to talk about the animals they like or dislike and the nature.

GRADE 4

4TH GRADE	LISTENING	SPEAKING
UNIT 1 CLASSROOM RULES	**G.4.1.1.** Students will be able to understand short and clear utterances about requests. **G.4.1.2.** Students will be able to understand short and clear utterances about permission. **G.4.1.3.** Students will be able to recognize simple classroom instructions. **G.4.1.4.** Students will be able to recognize numbers from one to fifty.	**G.4.1.1.** Students will be able to interact with their classmates through asking for and giving permission in short utterances. **G.4.1.2.** Students will be able to make requests by using simple utterances. **G.4.1.3.** Students will be able to give and respond to simple instructions verbally. **G.4.1.4.** Students will be able to count up to fifty.
UNIT 2 NATIONALITY	**G.4.2.1.** Students will be able to recognize information about other people. **G.4.2.2.** Students will be able to identify different people's nationalities.	**G.4.2.1.** Students will be able to talk about nations and nationalities. **G.4.2.2.** Students will be able to talk about locations of cities.
UNIT 3 CARTOON CHARACTERS	**G.4.3.1.** Students will be able to get the main idea of a simple oral text about the abilities of the self and others. **G.4.3.2.** Students will be able to recognize possessions of others in a clear, short and slow oral text.	**G.4.3.1.** Students will be able to talk about their own and others' possessions. **G.4.3.2.** Students will be able to deliver a simple, brief speech about abilities with an initial preparation.
UNIT 4 FREE TIME	**G.4.4.1.** Students will be able to understand the general information in an oral text about likes and dislikes.	**G.4.4.1.** Students will be able to talk about their likes and dislikes. **G.4.4.2.** Students will be able to engage in simple conversations about likes and dislikes. **G.4.4.3.** Students will be able to ask for clarification in conversations.
UNIT 5 MY DAY	**G.4.5.1.** Students will be able to understand the general and specific information in a short, oral text about daily routines. **G.4.5.2.** Students will be able to recognize the time in a short oral text.	**G.4.5.1.** Students will be able to talk about their daily routines. **G.4.5.2.** Students will be able to talk about the time.

UNIT 6 **FUN WITH SCIENCE**	**G.4.6.1.** Students will be able to understand and follow simple instructions. **G.4.6.2.** Students will be able to recognize phrases/descriptions about locations.	**G.4.6.1.** Students will be able to give short and basic instructions. **G.4.6.2.** Students will be able to talk about locations of objects. **G.4.6.3.** Students will be able to ask and answer simple clarification questions.
UNIT 7 **JOBS**	**G.4.7.1.** Students will be able to identify other people's jobs and likes in a short, simple oral text.	**G.4.7.1.** Students will be able to talk about other people's jobs and likes in simple conversations.
UNIT 8 **MY CLOTHES**	**G.4.8.1.** Students will be able to understand short oral texts about weather conditions and clothing. **G.4.8.2.** Students will be able to recognize the names of the seasons and clothes in short oral texts.	**G.4.8.1.** Students will be able to describe the weather conditions. **G.4.8.2.** Students will be able to name the seasons. **G.4.8.3.** Students will be able to ask and answer simple questions about weather conditions and clothing items in simple conversations. **G.4.8.4.** Students will be able to make simple request about borrowing.
UNIT 9 **MY FRIENDS**	**G.4.9.1.** Students will be able to understand the main point in short, clear, simple messages and announcements (e.g., describing people and their features). **G.4.9.2.** Students will be able to understand short, oral texts about possessions.	**G.4.9.1.** Students will be able to describe their friends and other people (family members, teachers, etc.). **G.4.9.2.** Students will be able to ask and answer questions about other people's physical characteristics. **G.4.9.3.** Students will be able to talk about possessions.
UNIT 10 **FOOD AND DRINKS**	**G.4.10.1.** Students will be able to recognize simple words and phrases about food and drinks. **G.4.10.2.** Students will be able to understand the offers about their basic needs. **G.4.10.3.** Students will be able to identify others' needs and feelings in simple oral texts.	**G.4.10.1.** Students will be able to talk about their basic needs and feelings. **G.4.10.2.** Students will be able to express others' feelings and their needs.

B. OBJECTIVES RELATED TO THE UNDERSTANDING AND USE OF SPEECH ACT OF REQUEST

2ND GRADE

CURRICULUM OBJECTIVES	TEXTBOOK CONTENT	
UNDERSTAND	**NUMBER OF ACTIVITIES SERVING THE OBJECTIVE**	**PERCENTAGE OF ACTIVITIES SERVING THE OBJECTIVE**
3.1. Students will be able to understand instructions and follow short, simple directions. 6.1. Students will be able to understand short, simple suggestions. 8.2. Students will be able to follow short and simple oral instructions about the names and locations of pet animals.		
APPLY	**NUMBER OF ACTIVITIES SERVING THE OBJECTIVE**	**PERCENTAGE OF ACTIVITIES SERVING THE OBJECTIVE**
3.1. Students will be able to tell others how to do things in the classroom. 3.2. Students will be able to ask for clarification by asking the speaker to repeat what has been said. 6.1. Students will be able to make suggestions in a simple way. 7.2. Students will be able to give short, simple and oral instructions. 9.2. Students will be able to tell others to do things with fruit by pointing out them.		

3RD GRADE

CURRICULUM OBJECTIVES	TEXTBOOK CONTENT	
UNDERSTAND	**NUMBER OF ACTIVITIES SERVING THE OBJECTIVE**	**PERCENTAGE OF ACTIVITIES SERVING THE OBJECTIVE**
2.2. Students will be able to follow short and simple oral instructions.		
3.2. Students will be able to follow short and simple oral instructions.		
4.2. Students will be able to recognize simple suggestions.		
6.3. Students will be able to follow short and simple oral instructions about size and shapes.		
7.2. Students will be able to follow short and simple oral instructions about the types of buildings and parts of a city.		
8.3. Students will be able to follow short and simple oral instructions about transportation.		
10.2. Students will be able to follow short and simple oral instructions about nature and animals.		
APPLY	**NUMBER OF ACTIVITIES SERVING THE OBJECTIVE**	**PERCENTAGE OF ACTIVITIES SERVING THE OBJECTIVE**
4.2. Students will be able to make simple suggestions.		

4TH GRADE

CURRICULUM OBJECTIVES	TEXTBOOK CONTENT	
UNDERSTAND	**NUMBER OF ACTIVITIES SERVING THE OBJECTIVE**	**PERCENTAGE OF ACTIVITIES SERVING THE OBJECTIVE**
1.1. Students will be able to understand short and clear utterances about requests.		
1.2. Students will be able to understand short and clear utterances about permission.		
1.3. Students will be able to recognize simple classroom instructions.		
6.1. Students will be able to understand and follow simple instructions.		
APPLY	**NUMBER OF ACTIVITIES SERVING THE OBJECTIVE**	**PERCENTAGE OF ACTIVITIES SERVING THE OBJECTIVE**
1.1. Students will be able to interact with their classmates through asking for and giving permission in short utterances.		
1.2. Students will be able to make requests by using simple utterances.		
1.3. Students will be able to give and respond to simple instructions verbally.		
4.3. Students will be able to ask for clarification in conversations.		
6.1. Students will be able to give short and basic instructions.		
6.3. Students will be able to ask and answer simple clarification questions.		
8.4. Students will be able to make simple request about borrowing.		

C. TURKISH SUMMARY / TÜRKÇE ÖZET

GİRİŞ

Bu çalışma, edimbilimde önemli bir role sahip olan Söz Edimi Teorisi kapsamındaki rica ediminin geliştirilmesine odaklanmaktadır. Yabancı dil olarak İngilizce öğretiminde çocuklarda rica söz ediminin gelişimi iki adımda incelenecektir. Bu adımlar, (1) söz konusu söz ediminin dahil edilmesiyle ilgili, müfredatın ve müfredat hedefleri ile materyal içeriği arasındaki uyumun test edilmesini ve (2) devlet tarafından üç ilkokul seviyesi için sağlanan yedi ders kitabının değerlendirilmesini içerir: 2., 3. ve 4. Sınıf ders kitapları.

Dile iletişimsel bir bakış açısıyla yaklaştığımızda, bir dili kullanabilmenin o dilin sözdizimsel, biçimbilimsel ya da sesbilgisel kurallarını bilmekten ve bunları doğru bir şekilde yerine getirmekten çok daha fazlasını gerektirdiği söylenebilir. Edimbilim burada devreye girer ve "toplum koşulları tarafından belirlenen insan iletişiminde dilin kullanımını" inceler (Mey, 2001). Bir dilin bu tür toplumsal koşulları ve edimbilimsel gereksinimleri hakkında bilgi sahibi olmadan, konuşmacının muhataplarına bir mesajı başarılı bir şekilde iletme şansı tehlikeye girer.

Herhangi bir dili öğretmek için söz edimlerini uygun şekilde kullanma becerisini kazandırmak, konuşmacının mesajını etkili bir şekilde karşı tarafa iletmesinde önem taşır. Bu nedenle edimbilim, mümkün olan en erken aşamadan başlayarak İngilizce öğretim materyallerine entegre edilmelidir.

Yazarın bu araştırmayı yürütmekteki amacı, ilköğretim müfredatı ve materyallerinde edimbilimsel bileşenlere yeterince yer verilmemesine dikkat çekmektir. Benzer çalışmalar ağırlıklı olarak tek bir ders kitabına veya tek bir düzey için kullanılan ders kitaplarına odaklanmaktadır. Bu çalışmanın, farklı yazarlar ve yayıncılar tarafından öğrencilerin kullanımına sunulan üç sınıf düzeyindeki ders kitapları arasındaki bağlantıları inceleyerek benimsediği kapsamlı yaklaşım, Türkiye'nin yabancı dil eğitim politikasına ilişkin önemli bir ipucu verecektir. MEB'in kitaplarındaki söz edimlerinin araştırılmasında daha bütüncül bir yöntemin kullanılması, Türkiye'nin

eğitim rotasının planlanması ve uygulanmasındaki eksiklikleri tespit etmenin de yolunu açıyor. Bu nedenle, bu çalışmanın sonuçları, Türkiye'de çocuklara yabancı dil öğretiminde müfredat ve materyal geliştirme konusunda yapıcı bir bakış açısı sağlayabilir.

Araştırma Soruları

(1) MEB tarafından ilkokul öğrencileri için yayınlanan EFL ders kitaplarının içeriği, rica söz ediminin dahil edilmesiyle ilgili müfredat hedefleri ile uyumlu mu?

(a) Bilim ve Kültür Yayınları tarafından hazırlanan 2. sınıf İngilizce ders kitabının içeriği, rica söz edimi ile ilgili müfredat hedeflerine ulaşmada öğrencilere ne ölçüde hizmet ediyor?
(b) MEB tarafından yayınlanan/onaylanan 3. sınıf İngilizce ders kitaplarının içeriği, rica söz edimi ile ilgili müfredat hedeflerine ulaşmada öğrencilere ne ölçüde hizmet ediyor?
(c) MEB tarafından yayınlanan/onaylanan 4. sınıf İngilizce ders kitaplarının içeriği, rica söz edimi ile ilgili müfredat hedeflerine ulaşmada öğrencilere ne ölçüde hizmet ediyor?

(2) MEB tarafından yayınlanan İngilizce ders kitapları, ilköğretim okullarında küçük yaştaki öğrencilerde rica söz edimi öğreniminin ve kullanımının gelişimini nasıl yönlendiriyor/kolaylaştırıyor?

-2., 3. ve 4. sınıf seviyelerine yönelik bu yedi EFL ders kitabında:

(a) Hangi rica stratejileri tanıtılıyor?
(b) Kullanılan rica stratejilerinin çeşitliliğinde ne tür bir büyüme eğrisi var?
(c) Brown & Levinson'ın (1987) 'Nezaket Teorisi'ne göre nezaket düzeyi yüksek olan rica ifadelerinin sayısı sınıf düzeyine paralel olarak artıyor mu?

KAVRAMSAL ÇERÇEVE

Söz Edimi Teorisi

Söz edimleri, yalnızca bilgi aktarma işlevi gören dil kullanımından farklı olarak, kişinin niyetini iletmek için kullanılan dilsel birimler olarak tanımlanabilir. Söz Edimi Teorisi, İngiliz filozof J. L. Austin tarafından geliştirilmiş olup ilk olarak "Kelimelerle Nasıl Bir Şeyler Yapılır" (1962) adlı kitabında bahsedilmiştir. Daha sonra, J. R. Searle (1969) Austin'in tanımını geliştirip sonrasında dilbilim araştırmalarında sıklıkla kullanılacak olan daha ayrıntılı bir çerçeve ortaya çıkarmıştır. Teori, "bir eylem yapmanın ne anlama geldiğine ilişkin felsefi sorudan" ortaya çıkmıştır ve belirli dil kullanım biçimlerinin eylemler olarak gerçekleştirilebileceği varsayımına dayanmaktadır (Verschueren, 1978). Oishi'nin sözleriyle, "dilsel gelenekleri kullanırken, bağlantılı bir niyete sahip olan konuşmacı, dinleyiciye dilsel bir eylemde bulunur" (2006:14).

Austin'in söz edimleri tanımına göre, örneğin "Dondurmayı severim" gibi bir ifadenin belirtildiği bir kullanım, doğru ya da yanlış olabilen sabit bir ifadedir (1962). Öte yandan, "Partinize geleceğime söz veriyorum" veya "Geciktiğim için özür dilerim" gibi ifadeler, “mutluluk şartları”nı karşılayıp karşılamadığına göre *mutlu* veya *mutsuz* olabilen edimseller olarak sınıflandırılır. Austin ayrıca konuşmanın doğasını incelemiş ve söz ediminin temsiline, ifadenin arkasındaki niyete ve son olarak da gerçekleştirilen eylemin sonucuna odaklanan üç kategori ortaya çıkarmıştır. *Locutionary act*, söz edimini temsil eden ifadedir. *Illocutionary act* (edimsel güç), söz edimi olarak sınıflandırılan ifade yoluyla konuşmacının belirli bir niyetle dinleyicinin üzerinde kurduğu güçtür. Son olarak, *perlocutionary act* söz edimi gerçekleştirildikten sonra dinleyici üzerinde gözlemlenen etkidir.

Rica Söz Edimi

Diller Arası Edimbilim (ILP) araştırmalarında, rica söz edimi ilgi çekici bir konu olmuştur. Brown & Levinson'a (1987) göre doğası gereği *yüz* tehdit eden söz edimlerinden biri olan rica, günlük etkileşimlerde çok yaygın olarak kullanılır ve bu

nedenle heyecan verici bir araştırma kaynağıdır. Söz edimi, konuşmacının dinleyiciden belirli bir bilgi veya hizmet talep ettiği edimsel bir eylemdir. Brown & Levinson'ın (1987) Nezaket Teorisine göre ricayı potansiyel olarak *yüz* tehdit eden bir söz edimi yapan şey, konuşmacının bu söz ediminden faydalanmasıdır. Spencer-Oatey'in İlişki Yönetim Modeli'ne göre, ilişkilerde uyumu korumak veya geliştirmek için ricaların *yüz* tehdit edici etkisinin azaltılabileceği veya tam aksine bu uyumu bozmak için güçlendirilebilir. Bununla birlikte, *yüz* tehdit edici etkisini ayarlamak için istek söz edimini gerçekleştirirken belirli stratejiler benimsenebilir.

House ve Kasper (1981) ve Blum-Kulka (1984) tarafından doğrudanlık düzeyine ilişkin rica söz ediminin bir sınıflandırması önerilmiştir: doğrudan, geleneksel olarak dolaylı ve dolaylı. Bu sınıflandırma, potansiyel olarak *yüz* tehdit edici söz edimindeki doğrudanlık düzeyini araştıran ampirik çalışmalarda yaygın olarak kullanılan bir çerçeve olmuştur. Rica söz edimini en doğrudan düzeyde gerçekleştirmek, buyruklardan, performatiflerden (Austin 1962) veya Blum-Kulka & Olshtain'de (1984) aktarıldığı gibi 'korumalı performatiflerden' (Fraser, 1975) yararlanmak anlamına gelir. Rica söz edimini geleneksel olarak dolaylı düzeyde gerçekleştirmek, etkileşim koşullarının getirdiği zorunluluklara yönelmeyi gerektirir. Dolaylı düzey ise, kullanıldığında bağlamsal ipuçları vermek anlamına gelir; bu, eğer konuşmacı, dinleyicinin *yüz*ünü veya aralarındaki ilişkiyi tehdit etmekten çekiniyorsa, başvurulacak en güvenli stratejidir (Blum). -Kulka & Olshtain, 1984).

Nezaket Teorisi

Brown & Levinson (1987) tarafından önerilen teori, edimbilim literatüründe önerilen diğer birçok nezaket teorisinin ortaya çıkış noktası olmuştur. Bu teorinin omurgası, Brown & Levinson'ın (1987) Nezaket Teorisi'nde "duygusal olarak yatırım yapılan ve kaybolabilen, korunabilen veya kurtarılabilen" bir şey olan yüz terimidir.

Yüz, muhatapların yüz isteklerine bağlı olarak 'olumsuz' veya 'olumlu' olabilir. Konuşmacı, istediklerini elde etme yolunda herhangi bir engel istemediğinde, bu olumsuz yüz olarak kabul edilir. Konuşmacının yaptığı veya sahip olduğu bir şey nedeniyle başkalarından onay ve hayranlık istediği olumlu yüzün aksine, olumsuz

yüzün fark edilmesi daha kolaydır. Yüz terimi ve yüz isteklerine göre yapılan ayrım bu teori çerçevesinde tartışıldıktan sonra, yüzün tehdit edilebilecek bir şey olarak atfedilen doğasına atıfta bulunulabilir. SAT temelinde, Brown & Levinson (1987) bazı edimsel olmayan eylemleri doğal olarak yüzü tehdit edici olarak tanımlar. Bu tür eylemlere yüz tehdit edici eylemler (bundan böyle FTA) denilir. FTA'lar, dinleyicinin yüz istekleri için bir rahatsızlık yaratarak veya isteklerinin takdir edilmesini veya onaylanmasını (yani, olumlu yüz) inkar ederek dinleyicinin olumsuz yüzüne zarar verebilir. Bu, muhatapların FTA'ların yüz tehdit edici etkisini azaltmaya yardımcı olmak için belirli stratejilere başvurduğu noktadır. Bu stratejileri uygulayarak hedeflenecek nezaket derecesini belirlerken, konuşmacının üç değişkeni dikkate alması gerekir: muhataplar arasındaki sosyal mesafe, konuşmacı ve dinleyici arasındaki güç ilişkisi ve son olarak, eylemin dinleyici üzerindeki yüz tehdit düzeyi.

YÖNTEM

Bu bölümde, Türkiye genelindeki devlet okullarında 2., 3. ve 4. sınıflarda kullanılan ve MEB tarafından yayınlanan/onaylanan yedi İngilizce ders kitabının değerlendirilmesi anlatılacaktır. MEB tarafından her sınıf düzeyi için yayınlanan ders kitaplarının yanı sıra özel yayınevleri tarafından yayınlanan 3. ve 4. sınıflar için ikişer kitap daha Türkiye'de ilköğretim okullarında kullanılmak üzere resmi olarak onaylanmıştır.

Ders kitaplarının hepsi, müfredat uyumu ve rica söz ediminin dahil edilmesi açısından kapsamlı bir şekilde analiz edildi. Değerlendirmenin ilk adımı, her bir ders kitabının içeriğinin, ulusal müfredatın rica söz edimi kullanımına yönelik hedeflerine ulaşmada öğrencilerin ihtiyaçlarına ne kadar karşılık geldiğini test etmekti. İkinci adımda ise, her üç seviyedeki ders kitapları karşılaştırıldı ve bu kitapların içeriğinin rica söz edimi açısından kademeli olarak gelişip gelişmediğine bakıldı. Bu amaçla, ilk olarak, uygulanan rica stratejilerinin çeşitliliği ve yapısı gereği *yüz* kavramına tehdit oluşturan rica ifadelerinin nezaket seviyeleri hakkında iki araştırma yapıldı. Özet olarak, bu çalışma, Türkiye Milli Eğitim Bakanlığı tarafından sağlanan ilkokul İngilizce ders kitaplarının, zorunlu eğitimin ilk üç yılı boyunca rica söz edimini

kullanma becerisini öğretmek ve kademeli olarak geliştirmek için tasarlanıp tasarlanmadığına bir cevap aradı.

İncelenen Kitaplar

Bilim ve Kültür Yayınları tarafından hazırlanan 2. sınıf ders kitabı, 2018-2019 eğitim-öğretim yılından itibaren ülke genelindeki devlet okullarında takriben beş yıl için resmi ders kitabı olarak ilan edilmiştir. Öte yandan 3. sınıf düzeyinde kullanılmakta olan biri MEB (2. baskı), diğer ikisi Yıldırım Yayıncılık ve Tutku Yayıncılık tarafından yayınlanmış olmak üzere üç farklı ders kitabı bulunmaktadır. MEB 3. sınıf kitabının ikinci baskısı 2019 yılından itibaren kullanılmaya başlanmış olup, Yıldırım Yayıncılık ve Tutku Yayıncılık tarafından hazırlanan diğer iki ders kitabı da bu tarihten itibaren beş yıl boyunca resmi İngilizce ders kitabı olarak belirlenmiştir. 2019-2020 eğitim öğretim yılı için belirlenmiş 4. sınıf ders kitapları ise MEB, Cem Web Ofset Sanayi ve Ticaret A.Ş., ve FCM Yayıncılık tarafından hazırlanmıştır. MEB kitabı 2019 yılından itibaren kullanılmaya başlanmıştır. Cem Web Ofset Sanayi ve Ticaret A.Ş. tarafından hazırlanan ders kitabı 2019-2020 akademik yılından itibaren takriben beş yıl kullanılmak üzere onaylanmıştır. Bu kitaplar, Türkiye'nin farklı bölgelerinde (aynı sınıf düzeyi için olan kitaplar) kullanılmıştır. Aşağıdaki tabloda varsa her ders kitabının adı, yayınevi, kitabın sayfa sayısı, MEB tarafından onaylandığı yıl gibi bilgiler yer almaktadır.

Bu ders kitaplarının incelenmesinde iki tekniğe başvurulmuştur: Kontrol Listesi ve Sıklık Analizi.

Veri Toplama

Bu çalışmadaki ilk araştırma sorusunu yanıtlamak için, Türkiye Milli Eğitim Bakanlığı'nın (Ek. D) İngilizce öğretim müfredatında yer alan rica söz ediminin öğretilmesine yönelik kazanımlar ile, değerlendirmeye tabi tutulan İngilizce ders kitaplarının içeriğinin ne ölçüde örtüştüğüne bakılmıştır. Müfredat kazanımlarının ders kitabı içeriği ile örtüşüp örtüşmediğini görmek için her bir ders kitabı, ilgili sınıf düzeyinin müfredat kazanımlarına göre ayrı ayrı analiz edilmiştir. Rica söz ediminin

öğretimi ilgili hedefler, sunulan rica stratejileri analiz edilirken Kontrol Listesi Öğeleri (Ek. E: İki Beceriye Göre 3 Sınıfın Hedefleri: 7 kitapta Dinleme ve Konuşma) olarak kullanılmıştır. Bu beceriler rica söz edimini anlama (dinleme parçaları ve okuma materyalleri) veya kullanabilme (bu söz ediminin kullanımını gerektiren alıştırmalar) olarak gruplanmıştır. Bu çalışmada incelenen veriler ders kitaplarından elde edildiğinden ve metin veya ses formatında olduğundan, Bloom'un Bilişsel Alan taksonomisinden (Öğrenme Modeli, 1956) yalnızca iki beceri uygundur. Metin ve işitsel bileşenlerdeki içerik, Bloom'un taksonomisine (1956) göre bilişsel alanın anlama becerisini karşılayan girdi iken, rica söz ediminin üretimini gerektiren alıştırmalar, bilişsel alanın uygulama becerisi olarak ortaya konmuştur.

İkinci araştırma sorusunu cevaplamak için, yedi İngilizce ders kitabında yer alan rica stratejileri incelenmiş ve kategorilere ayırma yolu ile bu stratejilerin çeşitliliğinin 2. sınıftan 4. sınıfa doğru artıp artmadığı araştırılmıştır. Her ders kitabında kullanılan rica stratejileri, Madde Sıklık Analizi tekniği kullanılarak çeşitlilik açısından karşılaştırılmıştır. Benzer şekilde, Brown & Levinson'ın (1987) FTA gerçekleştirme stratejilerine atıfta bulunarak, sınıf düzeyi arttıkça daha yüksek düzeyde nezaket içeren rica ifadelerinin sayıca artıp artmadığını görmek amacıyla aynı analiz tekniği kullanılmıştır.

Veri Analizi

MEB tarafından amaçlanan müfredat kazanımları (Ek D) bu çalışmanın odak noktası olan rica söz edimi açısından değerlendirilmiştir. 2., 3. ve 4. sınıf düzeyleri için belirlenen yüz otuz iki dinleme ve konuşma kazanımı arasında rica söz edimini anlama ve kullanma becerisini hedefleyen kazanımlar yirmi yedi adettir. MEB'in ilkokul yabancı dil öğretim müfredatının kazanımlarının %20,45'ine denk gelmektedir.

Veri analizi, her sınıf düzeyinin üç düzey için ayrı ayrı müfredat hedeflerinden oluşan kontrol listeleri (Ek. E) kullanılarak gerçekleştirilmiştir. Ders kitaplarında, seçilen kazanımlara dayalı olarak rica söz ediminin varlığı incelendiğinde, her bir

ders kitabının MEB müfredatıyla uyum düzeyinin yüzdelerine ulaşılmıştır. 3. ve 4. sınıf düzeyleri için, aynı sınıf düzeyi ders kitaplarının uyum seviyeleri Tek Yönlü ANOVA kullanılarak kendi aralarında karşılaştırılmıştır.

Öte yandan, yönergeler müfredatın bir parçası olmasa da öğrencilerin kitapları kullanırken en sık maruz kaldıkları rica stratejisini temsil etmeleri nedeniyle tüm bu kitaplarda bulunan yönergeler sözdizimsel karmaşıklık açısından (basit, birleşik ve karmaşık cümleler) ayrıca değerlendirilmiştir. Bir bağımsız tümceye sahip yönergeler, basit cümleler olarak kategorize edilmiştir (örneğin, şarkıyı söyleyin). "Ve" gibi bağlaçlarla birleştirilmiş iki veya daha fazla bağımsız tümceden oluşan yönergeler, birleşik cümleler olarak sınıflandırılmıştır (örneğin, Dinleyin ve doğru seçenekleri daire içine alın). Son olarak, bir bağımsız ve ona bağlı bir veya daha fazla bağımlı tümceden oluşan yönergeler, karmaşık cümleler kategorisine alınmıştır (örneğin, Duyduğunuzu çizin).

BULGULAR

Türkiye'de ilkokul 2, 3 ve 4. sınıf düzeylerinde kullanılan yedi İngilizce ders kitabındaki rica söz edimi içeriğinin MEB müfredatında yer verilen kazanımlarla uyumunu inceleyen bu çalışmada, rica söz edimi bulundurmayan aktiviteler değerlendirmenin dışında tutulmuştur. Kazanımlar, Bloom'un Öğrenme Alanları (1956) sınıflandırmasına göre *anlama* ve *uygulama* şeklinde sınıflandırılmış ve aktiviteler buna göre kategorize edilmiştir. Her bir ders kitabı için müfredatla uyumun düzey verileri Windows için IBM SPSS Statistics, Sürüm 22'ye girilmiştir. Müfredat-ders kitabı uyumunu ayrıntılı olarak analiz etmek için tanımlayıcı ve çoklu Tek Yönlü ANOVA testleri gerçekleştirilmiştir.

Söz konusu analizler üzerinden yapılan değerlendirme, Bilim ve Kültür Yayınları 2. sınıf ders kitabının müfredatla %16,17 (M=16.17, SD=26.18) uyum sağladığını göstermektedir.

Daha önce de belirtildiği gibi, 3. sınıf için MEB'in Türkiye'nin farklı bölgelerine dağıttığı üç ayrı ders mevcuttur. Bu üç kitabın müfredat uyumları ayrı olarak değerlendirilmiştir.

Tek Yönlü ANOVA testi sonuçları, MEB tarafından aynı sınıf düzeyi (3. sınıf) için onaylanan üç ders kitabı (MEB-2. Baskı, Just Fun English Tutku Yayıncılık, Yıldırım Yayıncılık) arasında istatistiksel olarak önemsiz düzeyde bir uyum farklılığına işaret etmektedir ($F(2, 21)=.58$, $p=.56$). Tutku Yayıncılık'tan Just Fun English en yüksek uyum düzeyine sahipken ($M=9.55$, $SD=8.72$), en az uyuma sahip 3. sınıf ders kitabı Yıldırım Yayıncılık'a ait ($M=5.27$, $SD=7.55$) ders kitabıdır. MEB (2. baskı) ders kitabı, Tutku Publishing'in Just Fun English'inden ($M=9.10$, $SD=8.72$) biraz daha düşük bir uyum düzeyine sahiptir.

3. sınıf düzeyinde olduğu gibi 4. sınıf düzeyinde de üç farklı ders kitabı kullanılmaktadır (Learn with Bouncy MEB, Sunshine English Cem Yayıncılık, FCM Yayıncılık). Bu kitaplara -hem 3. sınıf hem de 4. sınıf ders kitapları- Türkiye genelinde MEB tarafından belirlenen farklı öğrenci grupları ulaşmış, bu nedenle uyum düzeyleri açısından ayrı ayrı incelenmiştir.

Ders kitaplarının genel uyum düzeyleri, üç ders kitabı arasında istatistiksel olarak önemli bir farklılık göstermemektedir ($F(2, 30)=.09$, $p=.90$). En yüksek uyum düzeyi Cem Yayıncılık'tan Sunshine English'te bulunmuştur ($M=19.49$, $SD=12.57$). Buna karşılık, FCM Publishing'in ders kitabı en düşük uyum düzeyine sahip ders kitabı olarak bulunmuştur ($M=16.81$, $SD=13.93$). MEB'in Learn with Bouncy kitabı ise %17,85 uyum düzeyine sahiptir ($M=17,85$, $SD=16.44$).

Son olarak, üç ilkokul sınıf düzeyindeki uyum düzeyleri arasındaki farkı ortaya çıkarmak için (3. ve 4. sınıf ders kitaplarının verilerinde ortalamalar temel alınmıştır) Tek Yönlü ANOVA testi yapılmıştır. Bu testin sonucu, üç sınıf düzeyinde ($F(2, 62)=3.52$, $p=.035$) uyum düzeyinde istatistiksel olarak anlamlı bir farklılık göstermiştir. 4. sınıf düzeyinin, müfredatla en uyumlu ders kitaplarının bulunduğu sınıf düzeyi olduğu ortaya çıkmıştır ($M=18.05$, $SS=13.99$). Buna karşılık, ders kitapları ile müfredat arasında bir uyumsuzluk görülen sınıf düzeyi ise 3. sınıftır

(M=7.97, SS=8.55). Türkiye genelinde resmi ders kitabı olarak belirlenen tek ders kitabının kullanıldığı 2. sınıf düzeyi, 4. sınıf ders kitaplarından biraz daha düşük bir uyum düzeyine sahiptir (M=16.17, SD=26.18).

Rica Strateji Türleri

İncelenen ders kitaplarında sunulan rica stratejilerinin araştırılması için MEB tarafından onaylanan yedi ders kitabının tamamından toplanan veriler SPSS'e girilmiştir. Mevcut rica stratejisi türlerinin dağılımını tartmak için Öğe Sıklık Testleri yapılmıştır.

Rica söz edimi ifadeleri, Trosborg'un (1995) rica stratejileri ve modifikasyon türleri sınıflandırmasına dayalı olarak kategorize edilmiştir. Her rica söz edimi kullanımı, üç doğrudanlık düzeyine göre (dolaylı, geleneksel dolaylı, doğrudan) ve on bir rica alt türünden biri (ipucu: dolaylı; yetenek, isteklilik, izin, öneri, dilek, arzu/ihtiyaç: geleneksel olarak dolaylı; zorunluluk, edimsel, buyruk, eksiltili ifade: doğrudan) ile kodlanmıştır. 2'den 4'e kadar olan üç sınıf düzeyindeki ders kitaplarının hiçbirinde dolaylı rica yapısı bulunmamaktadır. 768 rica söz edimi kullanımının doğrudanlık düzeyine göre dağılımını şöyledir: %28 geleneksel olarak dolaylı ve %72 doğrudan.

Rica alt türlerine gelince, veriler 2. ve 3. sınıf ders kitaplarında kullanılan rica stratejilerinin öneri ve zorunluluk yapılarıyla sınırlı olduğunu, buna karşın 4. sınıf ders kitaplarının altı farklı rica alt türünü içerdiğini göstermektedir: yetenek, izin, öneri, arzu/ihtiyaç, zorunluluk, eksiltili ifade. Zorunluluk rica yapıları 2. (%72.5) ve 4. (%81.3) sınıf ders kitaplarının içeriğinde en sık kullanılanlardır. Buna karşılık, MEB 3. sınıf müfredatı öneri yapısı olan “Haydi…” üzerine yoğunlaştığından, 3. sınıf ders kitaplarında öneri rica kullanımı (%65.9'a karşı %34.1) sayıca fazladır. Bu yapı 2. sınıf ders kitabında tanıtılmakta ve 3. sınıf düzeyinde daha baskın olarak işlenmektedir. 4. sınıf ders kitaplarında ise %9,6 ile buyruktan sonra en sık kullanılan yapı olan izin rica türü tanıtılmıştır.

Modifikasyon Türleri

Yöntem bölümünde bahsedildiği gibi, ders kitabı içeriğinde kullanılan rica yapılarının çeşitliliğini daha ayrıntılı olarak değerlendirmek için modifikasyon türleri de bir değişken olarak eklenmiştir. Rica strateji türleri için verilerin kodlanmasına benzer şekilde, ifadeler iki ana modifikasyon türüne (iç modifikasyon, dış modifikasyon) ve altı modifikasyon alt türüne (sözdizimsel indirgeyiciler, sözcüksel/deyimsel indirgeyiciler, yükselticiler: iç modifikasyon; hazırlayıcılar, yatıştırıcılar, destekleyici nedenler: dış modifikasyon) bölünmüştür. Rica yapısına birden fazla modifikasyon eklendiği bazı durumlar olduğu için ekstra bir değişken eklenmiştir. Bu tür ifadeler, modifikasyon almış toplam ifade sayısına dahil edilmiştir. Modifikasyon kullanılmayan ifadeler modifikasyon kodlanmıştır. Rica söz edimi ifadelerinde modifikasyon kullanımının dağılımını şöyledir: 77% modifikasyon yok, 9.5% iç modifikasyon ve 13.5% dış modifikasyon.

Rica İfadelerindeki Nezaket Düzeyi

Brown & Levinson'a (1987) göre, konuşmacı bir FTA'yı kullanırken çeşitli stratejiler kullanabilir. Sosyal ilişkilerde uyumu sürdürmek için en güvenli seçenek, FTA'yı hiç yapmamayı seçmektir. Ancak, dinleyicinin *yüz* ihtiyaçlarına dikkat ederek bu ifadeleri gerçekleştirmenin yolları vardır: yüzü tehdit etmeden önce onu kurtarmak ya da FTA'nın dinleyicide oluşturduğu dayatma düzeyini azaltmak. Bu çalışmada değerlendirilen yedi ders kitabında kayıt dışı rica stratejileri, beklenildiği üzere, 2-4. sınıf seviyelerindeki öğrenciler için anlamsal olarak çok ileri düzeyde olacağından kullanılmamıştır. Genel rica ifadelerinin %74,7'si herhangi bir yumuşatma unsuru kullanılmadan gerçekleştirilmiştir. Öte yandan, bu ifadelerin %2,6'sında olumsuz nezaket stratejisi kullanırken, %22,7'sinde olumlu bir nezaket stratejisi kullanılmıştır.

Üç sınıf düzeyindeki rica türlerinin doğrudanlık düzeyine paralel olarak nezaket düzeyi de tutarsızlık göstermektedir. 2. ve 4. sınıf ders kitaplarında çoğunlukla rica ifadeleri nezaket stratejisi içermemektedir (2. sınıfta %70,8 ve 4. sınıfta %91,5). 2. sınıf ders kitabında olumsuz nezaket stratejileri kullanılan rica ifadeleri kitaptaki genel rica ifadelerinin %0,8'ini oluştururken, olumlu nezaket stratejileri %28,3'lük

bir oranla daha sık görülmektedir. 4. sınıf ders kitaplarında olumsuz ve olumlu nezaket stratejileri örnekleri arasında daha az bir fark vardır: %4 ve %4,6. 3. sınıf ders kitaplarında ise tam tersine, olumlu nezaket stratejilerini içeren ricalar (%70,7) daha yaygın olarak bulunurken, olumsuz nezaket örneklerine rastlanmamıştır.

Tartışma ve Sonuç

Bu araştırmanın amacı dahilinde yapılan araştırmalar sonucunda yedi ders kitabının da çok düşük uyum seviyelerine sahip olduğu ortaya çıkmıştır. Öte yandan, ders kitaplarının uyum seviyelerindeki çeşitlilik, 3. ve 4. sınıf düzeyleri için sağlanan düşük uyum seviyelerine sahip üç kitaptan birini kullanan öğrencilerin, daha iyi bir uyum düzeyine sahip ders kitabına erişimi olan öğrencilere kıyasla dezavantajlı olabileceği anlamına gelebilir. Bu düzeyler için olan kitaplar arasında anlamlı bir farklılık tespit edilmiştir ki bu da müfredat ve ders kitaplarının MEB tarafından hazırlanmasında hem MEB hem de özel yayınevleri tarafından telafi edilmesi gereken bir dengesizliği göstermektedir.

Trosborg'un (1995) rica stratejileri sınıflandırmasına göre (doğrudan, geleneksel olarak dolaylı, dolaylı), dolaylı rica stratejileri kategorisi altında hiçbir rica ifadesi bulunmamıştır. Doğrudan stratejiler, geleneksel dolaylı stratejilerden daha baskındır; bu da daha düşük yeterlilik düzeyine sahip öğrencilerin doğrudan stratejileri tanımayı ve kullanmayı daha kolay bulduğu fikrini desteklemektedir. 2. ve 4. sınıf ders kitaplarında, 3. sınıf ders kitaplarında durum tam tersi olmasına rağmen, doğrudan rica stratejileri geleneksel olarak dolaylı stratejilerden önemli ölçüde daha sıktır. 3. sınıftaki bu istisnanın nedeni, MEB'in 3. sınıf kazanımlarının, ders kitaplarında bu seviyedeki öğrencilerde öneri rica stratejisinin geliştirilmesine ağırlık vermesidir. Tüm sınıf düzeylerinde en sık görülen rica alt türünün yükümlülük yapısı olduğu bulunmuştur. 2. ve 3. sınıf seviyelerinde, gözlemlenen sadece iki rica alt tipi vardır, en sık ikinci alt tür öneridir. 4. sınıf ders kitaplarında; bununla birlikte, çok sık kullanılmasa da dört rica alt türü daha tanıtılmıştır.

Veriler, rica ifadelerinin çoğunlukla herhangi bir modifikasyon içermediğini göstermektedir. Dış modifikasyon türlerinin, genel verilerde küçük bir oranda da olsa

iç modifikasyonlara göre daha sık kullanıldığı görülmektedir. Ancak sınıf düzeyine göre ayrı değerlendirildiğinde bu durum sadece 3. sınıf düzeyinde geçerlidir. 2. ve 4. sınıf ders kitaplarında, az sayıda da olsa, iç modifikasyon türlerine daha sık başvurulmuştur. 3. sınıf müfredatının daha önce de bahsedildiği gibi rica alt türü önerinin daha baskın olması, 3. sınıf ders kitaplarından toplanan verilerin neden daha baskın bir şekilde dış modifikasyon kullanımını içerdiğinin cevabı olabilir.

Özet ve Öneriler

Sonuç olarak, MEB tarafından sağlanan ve onaylanan üç ilköğretim kademesi (2., 3. ve 4.) için yedi ders kitabı, rica söz ediminin dahil edilmesi kapsamında müfredatla uyumlu değildir. Ayrıca, aynı sınıf seviyelerine ait ders kitaplarının (3. ve 4. sınıflar için) farklı uyum seviyelerine sahip olması, farklı öğrenci grupları arasında eğitim materyallerine erişimde eşitsizlik sorununu akla getirmektedir. Böyle bir uygulamanın arkasındaki mantık araştırılmalıdır. Sınıflara göre karşılaştırıldığında uyum seviyeleri, 3. sınıf ders kitaplarının öğretime ve rica söz ediminin iyileştirilmesine en az şekilde hizmet ettiği ve böylece iyileştirme açısından en fazla dikkat gerektiren kademe olduğu sonucuna götürmektedir.

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TEZİN TÜRÜ / DEGREE: **Yüksek Lisans** / Master ☒ **Doktora** / PhD ☐

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