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**AN INVESTIGATION INTO
THE PRAGMATICS OF CONVERSATIONS IN
ENGLISH TEXTBOOKS 10, 11, 12**

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Chapter 1

INTRODUCTION

1.1. RATIONALE

English is a tool for communication as well as a need for the development of countries where English is not the first language. Teaching and learning English do not only aim at vocabulary or grammar rules but also the purpose of teaching and learning English is efficient communication to exchange ideas among interlocutors. Thus, it is very important for English users to have pragmatic information and to understand pragmatic features in the conversations taught in the textbooks. However, pragmatic teaching does not receive appropriate attention when English teachers and learners have very little information about pragmatics as well as the importance of pragmatics in teaching, learning and communicating. Vietnamese students do not receive enough instructions how to get pragmatic information from textbooks. Additionally, the materials used in Vietnam are not likely to meet the demand of the situation. As a result, Vietnamese students then find it difficult to comprehend pragmatic features in conversations, or even have no awareness of pragmatics, which results in the fact that students cannot communicate effectively and fluently as expected. Therefore, the study was conducted with a hope to give English teachers and learners a better view of pragmatic and pragmatic features, as well as to explore the difficulties learners encountered in comprehending pragmatic features and to suggest some solutions for the problems.

1.2. AIMS AND OBJECTIVES

1.2.1. Aims

This study aims to investigate the pragmatic features of the conversations in English Textbooks 10, 11, 12 and the possible problems of comprehending the pragmatic meaning encountered by the students at Hung Vuong Gifted High School in Gia Lai to provide the teachers and learners with practical knowledge about pragmatic features of the conversations in English Textbooks 10, 11, 12.

1.2.2. Objectives

The study intends to fulfil the following objectives:

1) to identify the pragmatic features of conversations and their linguistic realizations in the textbooks for grade 10, 11, 12 at Hung Vuong Gifted High School in Gia Lai.

2) to identify the problems of students' comprehending pragmatic functions of speech acts, pragmatic markers and turn-taking (including adjacency pairs, presequences and insertion sequences) used in conversations in textbooks 10, 11, 12 at Hung Vuong Gifted High School.

3) suggest the solutions for the learning and practicing conversations of the students' performance in English.

1.3. RESEARCH QUESTIONS

For the fulfilment of the objectives of the study, the research attempts to answer the following questions:

1) What are the pragmatic features used in extracts of conversations in the textbooks 10, 11, 12 at Hung Vuong Gifted High School?

2) What are the problems of comprehending pragmatic meaning of conversations encountered by the students at Hung Vuong

Gifted High School?

3) What are the causes of problems of students' comprehending and performance of conversations encountered by the students at Hung Vuong Gifted High School?

4) What are the solutions for the students' successful performance of conversations in English?

1.4. SCOPE OF THE STUDY

The identification of the pragmatic features of conversations in the textbooks focused on the pragmatic functions of linguistic units such as sentences, phrases, words that shaped the illocutionary force of speakers in conversations in the textbooks in terms of communicative functions of utterances and pragmatic markers. In addition, the study focused on the conversational analysis, particularly turn-taking (including adjacency pairs, presequences and insertion sequences) as an aspect of conversation analysis.

The identification of the difficulties in comprehending the pragmatic markers when practicing conversations encountered by students at Hung Vuong Gifted High School dealt with what the students may face in the identification of speech functions and language realizations in performing a wide range of illocutionary forces, pragmatic markers and turn-taking.

The identification of the causes of the problems and difficulties of comprehending and performance of speech acts encountered by the students at Hung Vuong Gifted High School dealt with the students' situation concerning their knowledge, attitude towards the practice of communicative functions in conversations and their expectation of the teaching of conversations in classroom setting; the students awareness of the pragmatic features of conversations; the

situation of teaching and learning concerning the practice of speech acts in conversations.

1.5. SIGNIFICANCE OF THE STUDY

The results of this study are hoped to provide English teachers and learners with some pragmatic information so that they can comprehend the pragmatic features in conversations in textbooks more easily, thus they can practice conversations and communicate more naturally and effectively.

1.6. ORGANIZATION OF THE STUDY

The study was designed in five chapters as follows.

Chapter 1, INTRODUCTION

Chapter 2, LITERATURE REVIEW

Chapter 3, RESEARCH DESIGN AND METHODOLOGY

Chapter 4, FINDINGS AND DISCUSSION

Chapter 5, CONCLUSIONS AND IMPLICATION

Chapter 2

LITERATURE REVIEW

2.1. THEORETICAL BACKGROUND

2.1.1. Pragmatics

2.1.1.1. *Speech acts*

2.1.1.2. *Felicity conditions*

2.1.1.3. *Pragmatic markers*

2.1.2. Illocutionary acts and the syntactic realizations

To some extent, the term ‘speech act’ is interpreted narrowly to mean only the illocutionary act (Yule, 1996). Thus, illocutionary acts can be classified into such acts as representative, commissive, declaration, directive, confirming question, informative question, expressive. Illocutionary acts can be direct or indirect.

Syntactic realizations (syntactic forms) includes declarative, imperative, Yes-No interrogative, Wh-interrogative and exclamatory.

When the syntactic form of the utterance matches the illocutionary force of the utterance as presented below, the illocutionary act is direct.

Illocutionary act	Syntactic realization
Representative	Declarative
Commissive	Declarative
Declaration	Declarative
Directive	Imperative
Confirming question	Yes-No interrogative
Informative question	Wh- interrogative
Expressive	Exclamatory

In contrast, when the syntactic form of the utterance does not match the illocutionary force of the utterance, the illocutionary act is indirect.

2.1.3. Conversation Analysis in Pragmatics

In pragmatics, Conversation Analysis (CA) is used to investigate and analyse natural conversations in order to discover the linguistic features of conversations and how those conversations are used in ordinary life.

In the study, I myself focus on turn-taking, including adjacency pair, presequence and insertion sequence to support the analysis.

2.1.3.1. Turn-taking

Turn-taking alternates the roles between the speaker and the listener within a conversation. Turn-taking often occurs at the end of the utterances or the sentences.

2.1.3.2. Adjacency pairs

An adjacency pair consists of two utterances made by two speakers, one after one. The first utterance, which is called the first-pair part or the first turn, is made to stimulate a responding utterance, which is called the second-pair part or the second turn. There are only some particular types of adjacency pairs such as greeting - greeting, offer - acceptance/rejection, request – acceptance/rejection, question - answer, complaint - excuse/remedy, compliment – acceptance/rejection, degreeting – degreeting (Sacks et al, 1974), request/clarification – clarification, suggestion – acceptance/rejection (Midgley et al., 2009). Moreover, according to Schegloff and Sacks (1973), there are also initial sequences (e.g., greeting exchanges), preclosings, pre-topic closing offerings, and ending sequences (i.e., terminal exchanges).

2.1.3.3. Presequences

A presequence happens when a preliminary adjacency pair is

made before starting the first-pair part of another adjacency pair. A presequence is used to prepare for the main adjacency to occur.

2.1.3.4. Insertion sequences

An insertion sequence is a sequence of turns that occurs after the first-pair part of an adjacency pair but before the second-pair part of it.

2.2. REVIEW OF PREVIOUS STUDIES

Many researchers reach an agreement that pragmatics play an important role in teaching, learning and practicing conversations. Khaerudin (2010) and Phạm Thị Mai Huệ (2010) shared the idea that pragmatics and pragmatic features are one of the key elements which lead to the success of the conversation. Phạm Thị Mai Huệ also claimed that it was necessary to raise students' awareness of the importance of mastering linguistic features and mentions the leading role of teachers in the case. However, they could not deny that there was a lack of pragmatic information which could not provide teachers and learners with an appropriate view of pragmatics to communicate efficiently.

Although the researches have discovered the importance of pragmatics in teaching, learning and communicating in English, it would be helpful to have further research on the experience of students or the problems they encounter in comprehending pragmatics in order to find out how important pragmatics and pragmatic features are to students' studying.

It cannot be denied that textbooks are the most important learning sources for students to learn a subject, or a language. Confirming the important role of textbooks in EFL, researchers agreed that there was a shortage of pragmatic information in the textbooks.

Vellenga (2004), Khaerudin (2010), Kelu (2013), Li (2018) were among the researchers who shared this idea. Particularly, they claimed that textbooks rarely provided enough information for learners to acquire pragmatics successfully, that did not provide sufficient conditions for the development of communicative competence, or that the communicative level of textbooks for EFL schools did not reach the expectation of the teachers.

Despite the advances in this area of research, studies that investigate the pragmatic features in conversations in textbooks for EFL classes would be helpful to examine how and how often pragmatic features are used in the conversations performed in textbooks.

Additionally, I did review on some studies on the awareness of students of pragmatic markers as well as the importance of the pragmatic feature in teaching and learning English as a typical pragmatic features that might be used in conversations. Through the review, I found that Nguyễn Bùi Thuỳ Linh (2011) and Wei (2013) are of the researchers who agreed that pragmatic markers were one of the linguistic factors deciding the success of communication. Whereas, Wei (2013) revealed that although students grew awareness of the importance of pragmatic markers, they could not use those features efficiently in their everyday English. Thereby, the author suggested more help, guidance and instruction from teachers and more attention and exercises from students should be noticed.

Though researchers acknowledge that pragmatic markers are an important factor for effective communication and that raising the students' awareness of pragmatic markers is necessary, more research is needed to explore the frequency of pragmatic markers presented in

textbooks for EFL classes. In addition, there is a great need for research on the difficulties that students encounter when they learn and practice pragmatic markers in conversations.

Due to the reasons mentioned above, I decided to choose “An investigation into the Pragmatics of the conversations in English Textbooks 10, 11, 12” as my study, in which I examined the pragmatic features of conversations in the textbooks, as well as exploring the students’ difficulties in comprehending the pragmatic features when practicing conversations.

2.3. SUMMARY

In terms of theoretical orientation, the study was based on the theory of pragmatics by Levinson, the theory of speech acts, illocutionary acts and syntactic realizations introduced by Austin and further developed by Searle and Yule. In addition, conversational analysis following the model by Sacks and further developed by Schegloff was employed. Furthermore, when dealing with turn-taking, adjacency pair, presequence, insertion sequence, I also used the theory by Haver, which was also followed the theoretical model by Sacks and Scheglogg as a framework for analysis. All the constructs of these theories were used as a theoretical background of the study and as a descriptive framework for the analysis and discussion of the pragmatics in conversations in English textbooks 10, 11, 12 as well as the difficulties students encountered when learning the pragmatic features and practicing conversations in the following chapters.

Chapter 3

RESEARCH DESIGN AND METHODOLOGY

3.1. RESEARCH METHODS

The study employed descriptive design with qualitative and quantitative approach. Under this research design, the Conversation Analysis was employed as the analytical framework for the study of discourse.

3.2. INFORMANTS

120 students from Hung Vuong Gifted High School took part in the survey and 6 students from them took part in interview after surveying to ensure the reliability of the study. The students were chosen randomly.

3.3. SAMPLING

To collect data about the pragmatic features in the conversations in high school English Textbooks, a sample of 48 conversations from 6 English Textbooks 10, 11, 12 was collected.

To examine the difficulties in comprehending and performing pragmatic functions, a sample of data collected from 120 students from grades 10, 11, 12 at Hung Vuong Gifted High School was gathered using questionnaires and interviews.

3.4. DATA COLLECTION

3.5. DATA ANALYSIS

3.6. RELIABILITY AND VALIDITY

Chapter 4

FINDINGS AND DISCUSSION

4.1. THE PRAGMATICS IN THE CONVERSATIONS IN ENGLISH TEXTBOOKS 10, 11, 12

All 1202 utterances in the 48 conversations in 6 English Textbooks 10, 11, 12 which were used in the study were analyzed and classified into different types of speech acts and different kinds of turn-taking. Also, the pragmatic markers in the conversations were observed.

4.1.1. Speech acts and their syntactic realizations in conversations in English Textbooks 10, 11, 12

4.1.1.1. Representative

Representative is the dominant type of speech act appearing in the conversations in the textbooks which occurred 725 times during 48 conversations in the textbooks, accounting for 60.3% of the total utterances. In addition, I realized that all the representative type of speech act (or illocutionary act) were direct since the syntactic form of the utterance (all are declarative) matches the illocutionary force of representative.

4.1.1.2. Commissive

Commissive illocutionary act only took place 24 times during all the conversations in the English textbooks, all of which were direct commissive illocutionary act. The fact that there was no indirect commissive illocutionary act in the textbooks showed the speakers' willingness to express their ideas directly without any prevarication.

4.1.1.3. Declaration

It comes as a surprise to me that I could not find any

declaration appearing anywhere in all 48 conversations in the English Textbooks 10, 11, 12.

4.1.1.4. Directive

In the 48 conversations in the English textbooks, the directive happened 16 times in total, including 11 direct directive acts and 5 indirect directive acts. It could be said that the directive rarely occurred during the conversations in English textbooks 10, 11, 12 and the majority of directive illocutionary act appearing in the conversations was the direct. However, when using indirect, speakers could diminish the unpleasant messages contained in the requests and orders and ease the strength of the requests and thus make the listeners feel more enjoyable. Therefore, the students may realize that the indirect forms can be used when the speakers want to show the politeness, or to reduce annoying messages of the speeches.

4.1.1.5. Confirming question

There were 125 utterances that perform confirming question illocutionary act, 105 of which were direct with yes-no interrogative syntactic form, the other 20 were indirect with other types of syntactic realizations. Confirming questions occurred in almost every dialogue.

The indirect confirming questions were presented in declarative forms, sometimes used with tag questions form. Some of the sentences were used as echo questions with the purpose of echoing the idea of the previous sentence or of confirming the message of other speaker's speech. From this, students can get the idea that instead of using Yes-No interrogative to make confirmation, they can also use declarative to create echo questions with the purpose of confirming the messages.

4.1.1.6. Informative question

The illocutionary act of informative question occurred 136 times in total. 135 of which are direct with the syntactic form of Wh-interrogative and the other is indirect with declarative form. Informative questions happen in almost every conversation in the textbooks.

The question with *When* occurred only once. The only indirect informative question appearing in the textbooks with declarative form was *I wonder ... why people need to protect their cultural identity*. This declarative sentence showed the speaker's polite and face-saving decision when asking a question.

4.1.1.7. Expressive

The expressive type of illocutionary act is the most flexible in conversations in English textbooks 10, 11, 12 with many different syntactic forms in addition to its syntactic realization, exclamatory. During the 48 conversations in the textbooks, expressive illocutionary act took place 177 times, including 65 times of direct expressive and 112 times of indirect expressive. There is a range of syntactic forms such as the form of question or declarative in accordance with the illocutionary act for students to learn and to practice.

4.1.2. Turn-taking in conversations in English Textbooks 10, 11, 12

4.1.2.1. Adjacency pairs

There were totally 392 turns used in the conversations.

The *question – answer* was the most common type of adjacency pair performed in the conversations, which occurred 201 times over the total 392 (accounting for 51.28%) and happened almost in every conversation in the English textbooks.

The *request/clarify – clarify* occurred 91 times during the conversations. The *request – clarify* only occurred 2 times during the conversations, while the *clarify – clarify* occurred 89 times in total. Thus there was a great difference in frequency between the two types of adjacency pair.

The *suggestion – acceptance/rejection* was the third most common type of adjacency pair performed in the conversations in English Textbooks 10, 11, 12, which occurred 30 times in total. There were 27 adjacency pairs of *suggestion – acceptance* and 3 adjacency pairs of *suggestion – rejection*.

The other types of adjacency pair were less popular in the conversations: *offer - acceptance/rejection* (7 pairs), *request – acceptance/rejection* (10 pairs), *compliment – acceptance/rejection* (4 pairs), *greeting – greeting* (5 pairs), *degreeting – degreeting* (3 pairs). The frequency of these types of adjacency pair seems to be rather low, which may lead to a shortage of information for students to learn and practice.

During investigating the conversations, I could not find the type of *complaint - excuse/remedy* anywhere in the 6 textbooks.

There were also some other sequences used in the conversations such as *initial sequences*, *preclosings*, *pre-topic closing offerings*, and *ending sequences*.

4.1.2.2. Presequences and insertion sequences

The examining of presequences and insertion sequences was used as an additional section for adjacency pairs as well as for turn-taking in the study.

The conversations in the textbooks did contain presequences and insertion sequences, although the number of the sequences was

very small. Presequences only took place 4 times and insertion sequences took place 8 times during the 48 conversations in the textbooks.

The speakers used presequences to ask if the listeners had been involved in a particular issue before getting in the conversation, or the sequences introduced and prepared for the topic of the upcoming conversations. The presequences in the conversations described a way to start a dialogue, which students can imitate or create the sequences when practicing conversations.

The insertion sequences in the textbooks were found to be *question – answer* adjacency pairs, so they could be realized as echo questions used to repeat or confirm the idea of the previous sentences, thus they were inserted between the first part and the second part of an adjacency pair.

4.1.3. Pragmatic markers in conversations in English Textbooks 10, 11, 12

There were 34 different pragmatic markers appearing in the whole 48 conversations in the textbooks: *well, oh, so, anyway, um, hmm, uh, mmm, er, you know, you see, in fact, actually, by the way, hey, I'm afraid, I think, yeah, kind of, I guess, like, I believe, so far, I see, perhaps, in my opinion, now, uh-huh, totally, sounds, we believe, personally, I wonder, absolutely.*

The pragmatic markers took place 239 times in the conversations in total.

The textbooks were also likely to use some particular pragmatic markers such as *well, so, I think, sounds, oh, I see*, instead of using all the pragmatic markers equally.

The study also mentioned some functions of pragmatic

markers: To give the speaker time to think of what to say next, to involve the listener into the topic, to attract the listener's attention, to show the speaker's politeness, to express an opinion, to emphasize the idea, to change the topic, to stop the topic etc.

4.1.4. Discussion

The study analyzed conversations in English Textbooks 10, 11, 12 in order to discover what and how pragmatic features such as speech acts, turn-taking and pragmatic markers are used, thereby it was hoped to suggest some ideas or implication for English teachers and learners, as well as for further researchers and composers of English textbooks.

The pragmatic features in the textbooks were quite clear. However, in my opinion, there is a shortage of pragmatic information in the textbooks since there were sometimes no examples of some types of speech acts, turn-taking and pragmatic markers. Moreover, the distribution of the pragmatic features in the textbooks was not balanced since some of the features occurred very often, while the others only took place a small number of times. The lack of information about some pragmatic features and the unequal distribution of the features restricts students' opportunity to get familiar with some absent pragmatic features or to expose with the pragmatic features with low frequency.

In addition, there was no further appendix or annotation about the pragmatic features in the textbooks. Therefore, students may get trouble with the pragmatic features and if students encounter difficulties in comprehending them, they cannot themselves find the solutions due to the lack of instructions from textbooks.

Besides the conversations in GETTING STARTED, the

conversations used for practicing speaking skills in the textbooks (D6, D11, D13, D15, D17, D19, D21, D24, D26, D28, D30, D33, D35, D37, D39, D41, D45, D47) only put some questions and asked students to answer, so the students' answers were rather representatives than other types of speech acts. As a results, students do not have opportunity to practice and deal with the other types of speech acts when learning conversations in the textbooks.

Thus, in my opinion, students may not receive enough pragmatic information to identify, understand, be familiar with the features and apply the pragmatic knowledge into conversations. So students may encounter difficulties in comprehending the pragmatic features when practising conversations in the textbooks as well as in everyday communication, thus the communication may not be as efficient as expected. Therefore, it would be appreciated if the textbooks could contain more pragmatic information such as an addition of absent types of speech act, adjacency pairs or pragmatic markers or some more examples of the pragmatic features. Further appendix or annotation should also be added to help students get the pragmatic information more easily. The distribution of the pragmatic features should be more balanced so that students can have opportunity to practice all the pragmatic features in the textbooks equally. Moreover, the conversations for practicing speaking skills in the textbooks should be flexibly designed rather than putting questions so that students can practice a wide range of speech acts rather than representatives only.

4.2. STUDENTS' DIFFICULTIES IN COMPREHENDING PRAGMATIC FEATURES IN CONVERSATIONS IN ENGLISH TEXTBOOKS 10, 11, 12

4.2.1. Students' background knowledge of pragmatic features

There was still a rather high ratio of students who did not have properly knowledge of turn and turn-taking in conversations. The situation may lead to students' difficulties in realizing and comprehending pragmatic features when practicing conversations in the textbooks.

4.2.2. Students' attitude into pragmatic features

There were only more than a half of students (57.5%) showing the positive attitude towards the pragmatic features in conversations. There was still a number of students who were indifferent to the pragmatic features in conversations as well as comprehending them. Some students did not even show any ideas or awareness of the features and the importance of comprehending them.

4.2.3. Students' experience of pragmatic features

There are a lot of different types of problems that students experience when dealing with the pragmatic features in practicing conversations. Some dominant difficulties are that students do not understand the purpose or the rules of the pragmatic features; that students do not know how to tackle the pragmatic features effectively, or do not find the appropriate structures or expressions to show their own purposes.

A cause for the difficulties is assumed to be the students' shortage of pragmatic knowledge, as textbooks cannot give them enough pragmatic information. Another cause, which can be concluded from the data results, is that students are still indifferent to

pragmatics as well as pragmatic feature and the role of comprehending pragmatic features in practicing conversations.

Some students' suggestions for the difficulties in dealing with the pragmatic features in conversations in the textbooks are given as below:

Table 4.25. Students' suggestions for the difficulties in dealing with pragmatic features in conversations

Students' suggestions for the difficulties in dealing with pragmatic features in conversations	Number of students choosing the answer	Occurrence
Glossaries about pragmatic markers should be provided before every conversation practicing lessons	68	56.7%
Teachers' instructions about pragmatic features should be more clearly before every conversation practicing lessons	113	94.2%
References (reference books, images, videos, online studying tools, etc.) about basic pragmatic features should be provided	80	66.7%
Studying groups/clubs should be founded for students to share the knowledge and to practice conversations	54	45%
No suggestion	0	0
Others	0	0

These suggestions could be seen as students' wishes for the improvement of their pragmatic knowledge and performance. The suggestions could also be used as references of the solutions for the difficulties mentioned above, which should be further studied in the future.

4.2.4. Results of the interview

The results of the interview of these 6 random students were not significantly different from the results of the survey conducted in 120 students through questionnaires mentioned before in this section. In other words, the results of the interview and the results of the survey are consistent, or the results in this section are confirmed.

4.2.5. Summary

Students experience many kinds of problems related to pragmatics and pragmatic features when they practice English conversations.

The difficulties are caused by the students' lack of pragmatic knowledge because students seem not to receive enough information about pragmatics. Besides, the students' unawareness and indifference of pragmatics and pragmatic features is also a reason for the difficulties.

Thus, some solutions are suggested. First, teachers should give clearer instructions about pragmatic features before every conversation practicing lessons to provide students a better view of pragmatics of the upcoming lessons. Second, there should be more references for pragmatics and pragmatic features such as glossaries, reference books, images, videos, online studying tools, etc. about basic pragmatic features for students' more understanding. Third, studying groups or clubs should be founded for students to share the knowledge

and to practice conversations. With the suggestions, it can be ensured that the students' conversation practicing will be much better due to the improvement of their pragmatic knowledge and their attitude towards pragmatics and pragmatic features.

Chapter 5

CONCLUSIONS AND IMPLICATION

5.1. CONCLUSIONS

In short, the pragmatic features used in conversations in English Textbooks 10, 11, 12 were not really diversified as there were some types of the pragmatic features such as declaration illocutionary act, complaint – excuse/remedy adjacency pairs and some pragmatic markers did not appear in the conversations. Moreover, there was a great inequality of the frequency of the pragmatic features performed in the conversations.

In terms of student's background knowledge of pragmatic features, a large number of students were found not have enough information about pragmatic or properly knowledge of pragmatic features in the conversations. This situation leads to the fact that there are still many students who are indifferent to the pragmatic features in conversations as well as comprehending them when practicing conversations in the textbooks and outside classrooms.

There are many different kinds of problems that students encounter in comprehending pragmatic features when practicing conversations in the textbooks. Some dominant difficulties are that students do not understand the purpose or the rules of the pragmatic features; that students do not know how to tackle the pragmatic features effectively, or do not find the appropriate structures or expressions to show their own purposes. The reasons for these difficulties are that students are not given enough pragmatic information and that students are still indifferent to the role of understanding pragmatic features when practicing conversations.

5.2. IMPLICATION

For students, the study gives them a better view of pragmatics and pragmatic features that used in conversations in textbooks. By knowing them, students may have awareness of pragmatics and pragmatic features, then raise their positive attitude towards pragmatics and the important role of pragmatics in communication. Thereby, students may practice conversations and communicate more naturally and effectively.

For teachers, the study provides them an overview about the difficulties that learners encounter in comprehending pragmatic features when practicing conversations. Thereby, teachers may have some ideas for the teaching that help their students overcome the problems they are facing. Some suggestions concluded from the survey are that teachers should give students clearer instructions about pragmatic features before the lessons. Some more glossaries and references about pragmatic features are also recommended. Teachers may also encourage students to work in groups or clubs so that they can share the knowledge and practice communication.

For textbook designers, the study gives them some ideas for selecting, composing and editing the content of the conversations in the textbooks so that they contain more types of pragmatic features, such as speech acts, turn-taking, pragmatic markers with more balanced frequency to give students more opportunity to get familiar and to practice using them. Textbooks designers may also add some glossaries or annotations about pragmatic features to the textbooks so that students can study at home and do more research if they are interested.

5.3. LIMITATIONS OF THE STUDY

The study was only restricted to the pragmatic features of speech acts (focusing on illocutionary acts and their syntactic realizations), turn-taking (focusing on adjacency pairs, presequences and insertion sequences) and pragmatic markers of conversations performed in English Textbooks 10, 11, 12 so there is not enough pragmatic information for English students and teachers having concerns with understanding pragmatic features when practicing conversations in English textbooks.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

I highly suggest further studies in the following areas.

- An analysis of direct and indirect illocutionary acts used in conversations in English textbooks
- An analysis of implicatures in conversations in English textbooks
- An analysis of turn-taking in English textbooks, which investigates more into other aspects of turn-taking