Pragmatic Content in Teaching Chinese: Reflection from a Case Study in Thailand

Wangya Zhao[1] and Ubon Sanpatchayapong[2]

[1] Teachers College, Rangsit University, zwy1141970932@gmail.com

[2] English Language Institute, Rangsit University, ubon.s@rsu.ac.th

----

ABSTRACT

This research attempts to explore the frequency of pragmatic contents represented by the six speech acts of "refusal", "request", "complaint", "apology", "gratitude" and "suggestion" in a set of Chinese intermediate textbooks. It also garners the opinions of Chinese teachers toward their teaching of these pragmatic contents. In order to analyze the pragmatic contents in the textbooks, the researcher uses six speech acts frameworks. In order to collect the opinions of Chinese teachers, the researcher interviews three native Chinese teachers. The research results show that the Chinese intermediate textbooks provide pragmatic contents, but the frequencies of the six speech acts in the books vary. Some speech acts are valued while some are not. The three Chinese teachers possess certain pragmatic knowledge, and all of them have experiences in teaching pragmatic contents. The findings also showcase development of these Chinese textbooks and the improvement of Chinese teaching.

Keywords: Pragmatic contents, speech acts, Chinese language teaching

1. Introduction

This part of the article showcases 3 sub-sections namely background of the study, literature review, and the conceptual framework. The information so listed is provided in 1. 1, 1. 2, and 1.3 respectively.

1.1 Background

In recent years, the term "globalization" has been frequently mentioned. As an important medium for developing cross-cultural communication capabilities (Irina, 2012), world languages are particularly important in the context of globalization. In the light of this occurrence, the use of multiple languages is on the rise. It is estimated that 60% to 75% of people in the world speak more than one language, and countries such as Sweden and Singapore have reached more than 90% (New York Times, 2019). Learning a foreign language is not only for mastering one more language, but also for the global competence to communicate with others in the most effective way in different contexts (Semaan & Yamazaki, 2015).

With the continuous improvement of China's comprehensive national strength, China's international status has steadily increased, and there is an explosion of Chinese learning in the world. The number of people learning Chinese in the world exceeds 25 million (Confucius Institute Headquarters, 2019). Thailand, like Malaysia and

other Southeast Asian countries, has formed a complete Chinese teaching system from preschool education, basic education, vocational education to higher education in accordance with policies and regulations. (Chai et.al., 2019).

To communicate effectively, it is not enough to learn four skills (listening, speaking, reading, and writing), vocabulary, and grammar. A certain level of knowledge of L2 pragmatic is also required. With this knowledge, speakers can express their intentions and meanings through appropriate speech acts in specific social and cultural interaction environments (Farashaiyan et.al., 2018). Diepenbroek and Derwing (2013) note that pragmatic instruction is extremely important in classroom teaching, and textbooks are the key to pragmatic teaching. Take into consideration previous studies, researchers have selected some textbooks for analysis, but they have analyzed vocabulary, grammar, Chinese characters, culture, exercises, etc. (e. g. Wang, 2009; Li, 2010), very few people have studied pragmatics in Chinese textbooks. Based on these reasons, the researcher selected a set of Chinese textbooks used by Thai high school students to analyze pragmatic contents represented as six speech acts of "refusal", "request", "complaint", "apology", "gratitude" and "suggestion".

1.2 Literature review

The concept of pragmatics was put forward by the philosopher Morris (1938), He believes that semiotics contain three types of relationships: the relationship between signs, the relationship between signs and their objects, and the relationship between signs and people, which belong to the research objects of syntactics, semantics, and pragmatic. After him, few linguists mentioned pragmatic for a long time. According to Leech (1983: 1), until the 1960s, "pragmatism is often regarded as a garbage bag". In 1977, "Practical English Magazine" began to be published in the Netherlands, and pragmatics has officially become a new independent subject in linguistics. In 1986, the International Practical English Association (IPrA) was established, and it headquartered in Belgium. Therefore, pragmatic has only a history of more than 40 years from its establishment to the present day, and it is still a relatively new subject. Currently, in the context of second language acquisition (L2A), studies on learners' cross-language pragmatic competence have begun to emerge (Koike & Pearson, 2005), and researchers' awareness of teaching intervention has been steadily improved (Fukuya & Zhang, 2002). Gesuato et al. (2015) put forward several views on pragmatic and pragmatic-focused pedagogy: First, studying abroad also needs to accept the instruction of pragmatic content; Second, no matter students study abroad or at the target language classroom in the home country, they need to learn practical linguistics and sociolinguistics; Third, students who spend more time on interactive language interaction and focus on the depth and quality of communication show better pragmatic competence. Based on the research of these researchers, it can be found that they support the instruction of pragmatic content and believe that it is necessary to teach pragmatic content.

Speech act theory is a branch of pragmatics. John L. Austin is the creator of speech act theory, he first proposed speech act theory was in his book "How to Act with Words" published in 1962. After that, philosophers paid more attention to the "non-declarative use of language" (Zhang et al., 2018). According to Searle (1979),
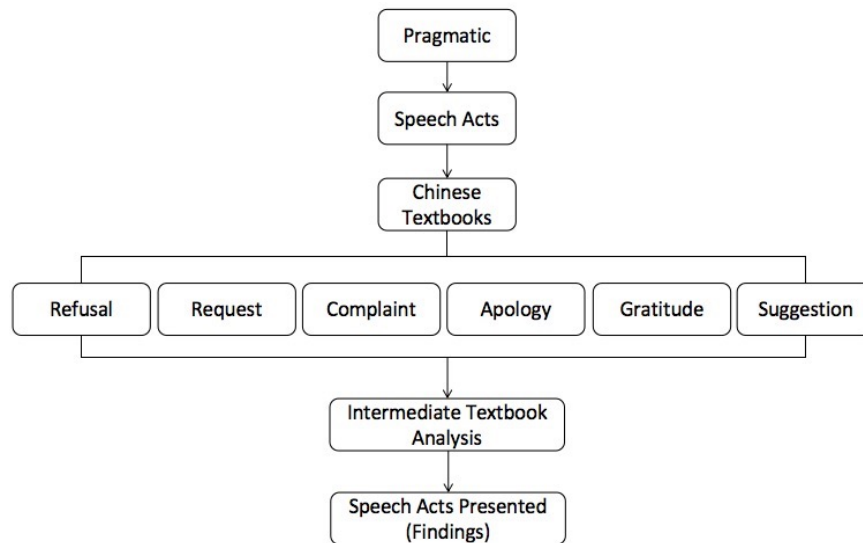
Austin divides speech acts into 5 species: verdictive, expositive, exercitive, behabitive, and commissive. Searle fully affirmed the status of Austin's taxonomy and believes that he has laid the cornerstone of speech act classification, and all researchers who want to do related research in the future should refer to Austin's taxonomy. But At the same time, Searle also pointed out that Austin's classification of speech acts has some "weakness", such as: not all listed verbs are speech verbs; there is no clear classification principle, there is overlap between categories; there are words in the same category that do not meet the definition, and there are words that do not belong to this category. Therefore, Searle has made a new classification of illocutionary behaviors based on the Austin's speech acts model: the first category is called "assertions", which mainly includes statements, descriptions, assertions, explanations, etc., and the purpose is to ensure that the speaker's proposition is true; the second category is called "instructions", which mainly include suggestions, requests, commands, invitations, etc., the purpose is trying to get the listener to do something; the third category is called "commissives", it mainly includes promises, oaths, guarantees, etc., the purpose is to ensure that oneself will do something; the fourth category is called "expressives", which mainly includes thanks, apologies, congratulations, etc., and the purpose is to express feelings and attitudes to others ; the fifth category is called "declarations", which mainly include appointments, announcements, dismissals, etc., and the purpose is to make changes in the world through words. Other researchers mostly use Seal's classification model of speech acts when analyzing speech acts, the new effort is to summarize and organize the sub-categories contained under these five types of speech acts and draw tables (e.g. Vaezi et al., 2014).

This research focuses on the "refusal", "request", "complaint", "apology", "gratitude" and "suggestion". When someone makes an invitation, a suggestion, or a request, but his/her interlocutor does not want to accept it, he/she then says "no" to decline it, the speech act of 'refusal' is used (Tuncer & Turhan, 2019). A request is a person's attempt to make the listener perform a certain behavior or not perform it (Ellis, 1994). A complaint; on the other hand, means the speaker expresses dissatisfaction, annoyance, or opposition to the listener's past or present behavior and accuses that the listener has an adverse effect on him or her (Olshtain & Weinbach, 1993). According to Ellis (1999), an apology is a speech act where the speaker admits that some of his actions have caused costly losses to the listener. The next speech act or gratitude refers to expressing thanks for the "favor", "service", "invitation", etc., and is one of the universal language behaviors (Bakırcı & Özbay, 2020). Rintell (1979) defines suggestion as the speaker's desire or ask for the listener to take certain actions for the benefit of the listener (Ekin, 2013).

1.3 Conceptual framework

The conceptual framework given below is the researcher's study processes.

2. Objectives of the study

There are two objectives in this study. It aims to:

2.1 analyze the speech act contents in the target intermediate Chinese textbooks for high school students in Thailand.

2.2 look into Chinese teachers' opinions in teaching pragmatic contents.

3. Materials and methods

3.1 Research design

This is the content analysis research based on the mixed methods between quantitative and qualitative inquiries. The 'sequential mixed designs' are used here to do quantitative analysis on the large amount of data collected, and the interviews with the three participants or three Chinese teachers. Thus, two main research instruments are employed. They are content analysis and the interviews.

3.2 Population, sampling and samples

The population of this study is 30 Chinese textbooks and 20 Chinese teachers in a Chinese language school in Bangkok. In this study, a purposive sampling technique is used to solicit the analyzed textbooks and the interviewed teachers. The study uses 4 intermediate Chinese textbooks in Easy Steps to Chinese (simplified character version, 2014) as the first group of samples for content analysis. The second group is 3 full-time teachers with more than 6 years of teaching experience.

3.3 Data analysis framework

To collect data and analyze the six speech acts of "refusal", "request", "complaint", "apology", "gratitude" and "suggestion", six frameworks are used.

To analyze the frequency of "refusal", framework from Beebe et.al. (1990) was used. The refusal framework divides the refusal speech act into two categories: direct and indirect refusals. A direct refusal refers to using words such as "I refuse", "No", "I won't" to directly express one's negative willingness to others' invitations, suggestions, and requests. While "I'm sorry...", "My children will be home that night" are recognized as indirect refusals. There are two subcategories in direct refusal and 11 subcategories in indirect ones.

To obtain the frequency of "request", Blum-Kulka et.al. (1989) framework was adopted. The request framework divides the request speech into three categories: direct request, conventionally indirect request and non-conventionally indirect request. "You shut up" is categorized as a direct request; "Can you draw a horse for me?" is categorized as a conventionally indirect request; "this game is boring" is categorized as a non-conventionally indirect request.

To analyze frequency of "complaint", Olshtain and Weinbach's (1993) framework was applied. This framework divides the speech acts into five strategies, all of which are below the level of reproach, "Don't worry about it, there's no real damage"; expression of annoyance or disapproval, "Such lack of consideration"; explicit complaint, "You're inconsiderate"; accusation and warning, "Next time I'll let you wait for hours."; immediate threat, "You'd better pay the money right now".

To analyze the speech act of "apology", the framework approved by Olshtain and Cohen (1983) was used. The framework divides apology speech acts into five categories including an expression of an apology, such as " I apologize", an explanation or account of the situation, such as "The bus was late", an acknowledgement of responsibility, such as "It's my fault", an offer of repair, such as "I'll pay for the broken vase", and a promise of forbearance, such as "It won't happen again".

For analyzing "gratitude", the framework by Eisenstein and Bodman (1993) was adopted. In this framework, the speech act of gratitude is divided into five strategies. They are thanking + expressing pleasure, such as "Thank you for inviting me. I had a great time"; expressing intimacy: mind reading, such as "Oh, how beautiful. How did you know? It's just what I wanted"; bald thank-you, such as "Thanks/ Thank you"; thanking + expressing affection, such as "Thanks. You're a sweetheart"; thanking + complimenting the giver, such as "Thanks. That was really nice of you"; complimenting the person/action + thanking + expressing indebtedness + expressing an inability to articulate deep feelings, such as "You're a lifesaver. Thanks. I'll never forget it. You really can't imagine what this means to me".

To analyze the frequency of "suggestion", the framework raised by Martinez-Flor (2005) was used. The framework divides the speech act of suggestion into three categories of direct suggestion, "I suggest that you...", conventional forms, "Why don't you...?" and indirect suggestion, "It might be better to...".

3.4 Interview

To find out to what extent teachers understand pragmatics, the semi-structured interview is used to collect data. The interview uses open-ended questions, and the interview questions are grounded from the findings of textbook analysis and textbook development. The interviewee was asked the following six questions

1) What do you think is the most important content in teaching Chinese as a foreign language? (For example: pronunciation, vocabulary, sentence patterns, grammar, communicative competence...) Why?

2) How did you teach the six speech acts of refusal, request, complaint, apology, gratitude and suggestion in your class? Did you use the activities suggested in the books or did you add more activities to your teaching in class?

3) If you used the activities suggested in these books, why did you do so? How did you use these activities? What did you learn from your teaching?

4) If you added more activities to your teaching in class, why did you have to do so? Which speech act(s) did you have to add more activities? What did you learn from this situation?

5) Based on your experiences, which speech act among refusal, request, complaint, apology, gratitude and suggestion is/are used more frequently in daily life? Does the frequency of each six speech act in these Chinese textbooks you used is relevant to the real world? Why do you think so?

6) Please comment on the dialogues in "Easy Steps to Chinese". Do you think this set of books can improve students' communicative competency? How much does it serve your teaching expectations and goals?

The answers to the above questions were transcribed. The scripts were coded, explored, categorized, and selected to answer the research questions leading to the results of the article.

4. Results

The results of this study derive from both its quantitative and quality inquiries.

4.1 Presentation of Quantitative Data

The first research question of this study shows the representation of pragmatic content regarding six speech acts of refusal, request, complaint, apology, gratitude, and suggestion. Table 1 below shows the frequency of pragmatic contents in four intermediate textbooks from the book Easy Steps to Chinese.

Table 1: Frequency of the six speech acts in intermediate Chinese textbook

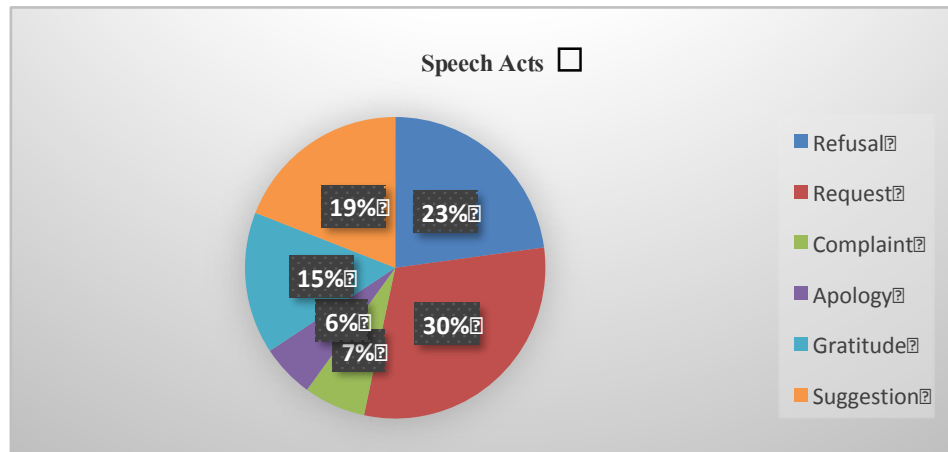| Speech Acts / Book	Refusal	Request	Complaint	Apology	Gratitude	Suggestion	Total
Vol. 3	10	10	2	4	4	4	34
Vol. 4	2	11	1	0	2	2	18
Vol. 5	5	9	2	2	8	0	26
Vol. 6	7	2	2	0	2	14	27
Total	24	32	7	6	16	20	105

According to the table, it can be seen that there are a total of 105 lexical items/ phrases/ sentences in intermediate Chinese textbooks involving these six speech acts. In Volume3, some refusals and requests appear most frequently (10 times). As of a complaint, it appears least frequently or only twice. In Volume4, requests exist 11 times. A complaint only appears once while an apology is not found. In the Volume5, the frequency of requests is 9 times while no suggestion is included. In Volume6, suggestions appear most frequently (14 times), and there are two refusals.

In short, the distribution of the six speech acts in the same set of books is uneven in terms of numbers, but the teachers can adjust their teaching to meet the level of students' language abilities.

Look at each speech act separately, the most frequent among these four intermediate textbooks is a request, which appears 32 times. The least frequent is an apology, which only appears 6 times. The next speech act in this category is a complaint, which shows up 7 times. Among them, requests appear most frequently in Volumes 3, 4 and 5, overwhelming the other speech acts. An apology can be traced in Volumes 4 - 6 with the lowest frequency among the six speech acts. In addition, it does not appear in Volumes 4 and 6. Looking at a suggestion, it didn't showed in Volume 5, but it appears 14 times in Volume 6. Volume 6, then, shows big differences of all. In short, the number of occurrences of each speech act in the four books is not consistent. Neither are they identical or similar. The proportion of these six speech acts in the intermediate textbooks is presented in the following pie chart:

Figure 1: A ratio of six speech acts

The figure above shows the uneven frequencies of the six speech acts. Obviously, a request is presented more often than the other speech acts whereas an apology and a complaint appear significantly less frequently than the others. Based on the interview with my participants (three teachers), they all agree that the requests receive more attention in the textbook and their own teaching because this speech act is a normal occurrence in the real situation outside the classroom. On the other hand, the two speech acts of apology and complaint have not received much attention in this set of books.

In summary, table and figure above show relatively low frequencies of the six speech acts in these four Chinese textbooks. Besides, the distribution is unsystematic.

4.2 Presentation of Qualitative Data

In the reflections, two interviewees (native Chinese teachers) argued that the most important content of teaching Chinese as a foreign language is communicative competence. This communicative competence refers to the ability to use Chinese in a real context. Only one interviewee felt that for intermediate learners, vocabulary was the focus of teaching and learning. For example, "the most important thing is communication competence, because the most important purpose of learning a language is to be able to communicate in this language, including reading, writing and oral communication." "Language is to be used, so students must be able to speak the language they learned. Be sure to give students the authentic situation, not just let them practice the dialogues in the book. Give them real corpus, real context, and let them speak in the real world. This is their real communicative ability. "

When teaching six speech acts of "refusal", "request", "complaint", "apology", "gratitude" and "suggestion" in class, my participants mostly followed the suggestions on the textbooks. They also adjusted the speech acts to the students' needs and their classroom context. In other words, teaching these six speech acts is flexible (interviews with the teachers). Nonetheless, they had some similarities in the methods of teaching the six speech acts. In terms of similarity, the three interviewees all proposed to use video clips to show the students how

these speech acts are expressed in different situations such as at an office, in a public place, and at a station. Besides, the three interviewees all emphasized the importance of creating a communicative situation for students to make conversations. For instance, they used video demonstrations to make students quickly understand the speech acts and the emotions expressed. The teachers also encouraged students to create different scenarios and role-playing to incorporate the uses of speech acts.

Teachers have noticed similarities and differences between the frequency of speech acts in textbooks and real life. All interviewees stated that among the six speech acts, "request", "apology" and "gratitude" appear most frequently in life. The frequency of the two speech acts or "request" and "gratitude" in the Easy Steps to Chinese consistent with real life. They feel that the emergence of this phenomenon is caused by the subjective consciousness of the textbook writers, because the textbooks need to be exemplary. On the other hand, all interviewees felt that the frequency of "refusal" and "complaint" in textbooks do not match the real world. They pointed out that this is mainly because these two speech acts are negative behaviors, which do not meet the standard of positive orientation of teaching materials. In addition, some interviewees added that these two speech acts do not reflect Chinese culture, Chinese people's way of thinking or their language habits. For instance, "requesting and thanking are considered normal and positive behaviors in life. When compiling textbooks, textbook writers have a subjective consciousness to choose positive behaviors and appropriate words, and avoid more negative behaviors. " "Rejection and complaints are relatively negative, not the behavior that people want to see. People don't want to be rejected or complained about in life...for the sake of positive orientation. If there are too many of these in the books, students may imitate these two behaviors, often rejecting and complaining about others in their lives."

All interviewees revealed that the books "Easy Steps to Chinese" are useful to improve students' communicative competence. Because the knowledge structure of this set of books is in a spiral shape. There are a lot of situational exercises in the books, and they are also close to the actual situation of students. However, they also pointed out the shortcomings of the dialogue parts, such as the dialogues are rigid. All interviewees said that the book "Easily Steps to Chinese" can basically meet their teaching goals and needs. They also gave their own suggestions for the future improvement of this set of books. For example, "Some expressions are more blunt and impersonal... Chinese cultural things should be included in the book expression... In real life, we often use omitted expressions when we speak... It sometimes saves some sentences that should appear in a certain situation, making the dialogue unreasonable; sometimes avoiding a certain grammatical point, makes the sentence expression sound awkward, which is inconsistent with the expression in our lives."

5. Discussion

The answer to the first research question shows that the six speech acts of "refusal", "request", "complaint", "apology", "gratitude" and "suggestion" all appear in the intermediate textbooks of "Easy Steps to Chinese". However, the frequency of pragmatic contents in this set of books tends to be very low. This result

corresponds with the research result of Ishihara and Cohen (2014). Ishihara and Cohen also pointed out that there is a lack of pragmatic information in L2 textbooks, and the presentation of pragmatic knowledge is very limited. Besides, the distribution of speech acts is not systematic. On the other hand, the frequency of six speech acts is inconsistent. "Requests" appear most frequently, and "complaint" and "apology" appear least frequently. And the number of occurrences of each speech act in the four intermediate textbooks is not similar. These are consistent with the findings of previous researchers in the study of pragmatic content in EFL textbooks (e.g. Vellenga, 2004; Nguyen, 2011; Meihami & Khanlarzadeh, 2015).

The answers to the second research question suggests that teachers have certain pragmatic knowledge and all of them are aware of pragmatic content. First of all, the teachers pointed out that high school students should focus on communicating. In order to improve students' communicative competence, teachers should create real context for students. This includes using videos to show how each speech act is expressed in different contexts, setting up contexts to teach dialogues with real corpus, creating contexts for students to make dialogues, etc. Secondly, the teachers affirmed the necessity of teaching speech acts in the classroom. Some teachers have added more activities to teach speech acts. Some adopted the activities in the textbook, but did not copy them completely. They made adjustments according to students' age ranges, the students' Chinese level, the class teaching goals, etc. to make them fit real life. The teachers demonstrated their materials adaptation ability. They also met the requirements of materials development approved by Tomlinson and Masuhara (2018), that is using real texts and real tasks, and ensuring flexibility and adaptability. Third, teachers have noticed the differences between the frequency of speech acts in textbooks and that in real life. They believed that it is determined by the subjective consciousness of the textbook writer. The textbook writers deliberately avoided negative behaviors such as "refusal" and "complaint" in order to make the textbooks positive and give students a good language demonstration. The teachers also put forward their own opinions on how to use the book "Easy Steps to Chinese" to teach six speech acts, and pointed out the direction of the book's future adjustments. For example, make hard conversations natural and smooth; make sentence expression more in line with common sense, including the use of omissions; should not deliberately omit sentences that should appear in a certain context for grammatical considerations.

6. Conclusion

The purpose of this research is to investigate the pragmatic content represented by the six speech acts of "refusal", "request", "complaint", "apology", "gratitude" and "suggestion" in the four intermediate-level textbooks from "Easy Steps to Chinese", and to investigate how much do Chinese teachers know about teaching pragmatic content. The collection and analysis of speech acts data in textbooks rely on six speech acts frameworks. The interview questions were grounded from the findings of textbook analysis and textbook development. The results of the research show that there are differences in the frequency of the six speech acts in the four intermediate textbooks from "Easy Steps to Chinese". However, these books do paid attention to pragmatic content, and they

have a positive effect on improving the pragmatic ability of Thai high school students. Moreover, native Chinese teachers all have certain pragmatic knowledge. They pay attention to the teaching of pragmatics, and have the ability to adapt resources to make full use of textbooks to teach pragmatics.

This study has some limitations. First of all, it studied only four intermediate textbooks in the set of "Easy Steps to Chinese". The study did not cover the advanced textbooks. Then is not clear whether the frequency of pragmatic content and the expression strategies displayed in the advanced textbooks different. In addition, this research only studied six speech acts of "refusal", "request", "complaint", "apology", "gratitude" and "suggestion". In future research, the frequency and patterns of other speech acts can also be investigated.

This study has multiple implications. ***For students***, it helps improve students' pragmatic awareness, make them pay attention to the recognition and production of speech acts, and actively improve their pragmatic competence. ***For teachers***, this research suggests language teachers how to choose those textbooks with more pragmatic knowledge rather than textbooks that only focus on four skills or vocabulary and grammar. At the same time, teachers are also reminded to improve their pragmatic knowledge and ability, and to bring students more speech acts inputs in line with real life contexts in the classroom. ***For the schools***, this research exhibits a certain impact on the school's syllabus and teaching goals where the emphasis on pragmatic will be reflected. Schools may be weak in the emphasis on test scores, but they tend to guide students toward communicative competence. In addition, this research is useful for the compilation of language textbooks in the future, textbook writers, and publishers will become more aware of significance of pragmatism and add more pragmatic knowledge to the textbooks. The teachers themselves may get the idea to produce the in-house materials to support teaching and learning in a classroom.

References

Bakırcıa, D., & Özbay, A. Ş. (2020). Investigating EFL speakers' gratitude strategies: Interlanguage pragmatics. *Journal of Language & Linguistics Studies*, *16*(4), 1698-1721.

Beebe, L. M., Takahashi, T., & Uliss-Weltz, R. (1990). Pragmatic failure in ESL refusals. In C. Robin, E. S. A. Scarcella & S. D. Krashen (Eds.), *Developing communicative competence in a second language* (pp. 55-73). New York: Newbury House.

Blum-Kulka, S., House, J., & Kasper, G. (1989). *Cross-cultural pragmatic: Requests and apologies*. Norwood, NJ: Ablex.

Chai, R., Long, J., & Yu, A. (2019, December 10). International Chinese education, from hot to real. Guangming Daily. Retrieved from: https://epaper.gmw.cn/gmrb/html/2019-12/10/nw.D110000gmrb_20191210_3-07.htm

Diepenbroek, L., & Derwing, T. (2013). To What Extent Do Popular Esl Textbooks Incorporate Oral Fluency and Pragmatic Development? *TESL Canada Journal*, *30*(7), 1-20.

Ekin, M. T. Y. (2013). Do current EFL coursebooks work for the development of L2 pragmatic competence? The case of suggestions. *Procedia - Social and Behavioral Sciences*, *93*, 1306-1310.

Ellis, R. (1999). *The study of Second Language Acquisition*. Shanghai Foreign Language Education Press.

Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.

Eisenstein, M. & Bodman, J. (1993). Expressing Gratitude in American English. In G. Kasper & S. Blum-Kulka (Eds.), *Interlanguage pragmatic* (pp. 64-81). Oxford: Oxford University Press.

Farashaiyan, A., Sahragard, R. & Tan, K.H. (2018). An Evaluation of the pragmatic in the "Cutting Edge" Intermediate Textbooks. The Southeast Asian Journal of English Language Studies, *24*(4), 158-170. doi: 10.17576/3L-2018-2404-12

Farnia, M., & Wu, X. (2012). An Intercultural Communication Study of Chinese and Malaysian University Students' Refusal to Invitation. *International Journal of English Linguistics*, *2*(1).

Fukuya, Y.J., & Zhang, Y. (2002). Effects of recasts of EFL learners' acquisition of pragmalinguistic conventions of request. *Second Language Studies*, *21*(1), 1–47.

Gesuato, S., Bianchi, F. & Cheng, W. (2015). *Teaching, Learning and Investigating pragmatic: Principles, Methods and Practices*. Cambridge Scholars.

International Chinese Language Education Conference concludes in Changsha. (2019, December 11). Confucius Institute Headquarters. Retrieved from: http://www.hanban.org/article/2019-12/11/content_795884.htm

Ishihara, N., & Cohen, A. (2014). *Teaching and Learning pragmatic: where language and culture meet*. New York: Routledge.

Irina, G. (2012). Globalization and the World Languages. *Education Sciences & Psychology*, *20*(1), 69-73.

Koike, D. A., & Pearson, L. (2005). The effect of instruction and feedback in the development of pragmatic competence. *System*, *33*, 481–501.

Li, Y. (2010)The Study of Vocabulary Analysis from the Thai Universities Elementary Chinese Textbooks(In Chinese). *Chinese Studies Journal*, *3*(3), 21-70.

Leech, G. (1983). *Principles of pragmatic*. London: Longman.

Multilingualism Is on the Rise and Schools Are Racing to Catch Up. (2019, October 31). New York Times. Retrieved from: https://www.nytimes.com/paidpost/qatar-foundation/multilingualism-is-on-the-rise-and-schools-are-racing-to-catch-up.html?searchResultPosition=1

Meihami, H., & Khanlarzadeh, M. (2015). Pragmatic Content in Global and Local ELT Textbooks: A Micro Analysis Study. SAGE Open*, *5*(4). doi: 10.1177/2158244015615168

Martinez-Flor, A. (2005). A theoretical review of the speech act of suggesting: Towards a taxonomy for its use in FLT. *Revista Alicantina de Estudios Ingleses*, *18*, 167-187.

Morris, C. W. (1938). Foundations of the theory of signs. In O. Neurath (Ed.), *International Encyclopedia of Unified Science* (pp. 1-59). Chicago: Chicago University Press.

Nguyen, T. T. M. (2011). Learning to communicate in a globalized world: To what extent do school textbooks facilitate the development of intercultural pragmatic competence? *RELC Journal*, *42*(1), 17-30.

Olshtain, E. & Weinbach, L. (1993). Interlanguage features of the speech act of complaining. In G. Kasper & S. Blum-Kulka (Eds.), *Interlanguage pragmatic* (pp. 108-122). Oxford: Oxford University Press.

Olshtain, E., & Cohen, A. (1983). Apology: A speech act set. In Wolfson, N. & Judd, E. (Eds.). *Sociolinguistics and second language acquisition* (pp. 18-35). Rowley, Mass: Newbury House.

Rintell, E. (1979). Getting your speech act together: The pragmatic ability of second language learners. *Working Papers on Bilingualism*, *17*, 97-106.

Semaan, G., & Yamazaki, K. (2015). The Relationship Between Global Competence and Language Learning Motivation: An Empirical Study in Critical Language Classrooms. *Foreign Language Annals*, *48*(3), 511-520.

Searle, J. R. (1979). *Expression and Meaning: Studies in the Theory of Speech Acts*. Cambridge University Press.

Tuncer, H., & Turhan, B. (2019). Refusal strategies of Turkish pre-service teachers of English: A focus on gender and status of the interlocutor. Journal of Language and Linguistic Studies, *15*(1), 01-19. doi:10.17263/jlls.547578

Tomlinson, B., & Masuhara, H. (2018). *The Complete Guide to the Theory and Practice of Materials Development for Language Learning*. USA: WILEY Blackwell.

Vaezi, R., Tabatabaei, S., & Bakhtiarvand, M. (2014). A Comparative Study of Speech-acts in the Textbooks by Native and Non-native Speakers: A Pragmatic Analysis of New Interchange Series vs. Locally-made EFL Textbooks. *Theory and Practice in Language Studies, 4*(1), 167-180. doi:10.4304/tpls.4.1.167-180

Vellenga, H. (2004). Learning pragmatic from ESL & EFL text- books: How likely? *TESL-EJ, 8*(2), 25-38.

Wang, Y. (2009). *The research of investigation and evaluation basing on "Experiencing Chinese"*. Guangzhou: Jinan University.

Zhang, M., Xu, Z., & Wan, M. (2018). A Study of Pragmatic Function of Speech Acts in Mission Statements on the Basis of Adaptation Theory. English Language Teaching, *11*(9). doi: 10.5539/elt.v11n9p80