
Title	A functional analysis of the dialogues in the new interchange intro textbook
Author(s)	Seyed Vahid Aryadoust
Source	<i>The English Teacher</i> , 38, 30-57
Published by	Malaysian English Language Teaching Association (MELTA)

Copyright © 2009 The Author

This is an Open Access article distributed under the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY-NC-ND 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>).

Citation: Aryadoust, S. V. (2009). A functional analysis of the dialogues in the new interchange intro textbook. *The English Teacher*, 38, 30-57. Retrieved from <http://journals.melta.org.my/index.php/tet/issue/view/46>

This document was archived with permission from the copyright holder.

A FUNCTIONAL ANALYSIS OF THE DIALOGUES IN THE NEW INTERCHANGE INTRO TEXTBOOK

S. Vahid Aryadoust

Nanyang Technological University, Singapore

ABSTRACT

This study investigates language functions in the New Interchange Intro textbook. It is observed that more difficult grammar structures, e.g., wh-questions, have a gradual increase throughout the dialogues, but simple yes/no questions and statements are more pronounced in the opening lessons. Also, declarative sentences outnumber other grammar functions, and wh-questions rank second. Grammar structures establish three major macro-pragmatic functions: representative, directive, and expressive. However, commissive and declaration functions are not observed in the dialogues, which can be due to their difficulty for new learners to communicate these language functions. Among micros, stating greetings, requesting, and expressing gratitude have the least frequency whereas exchanging information has the greatest frequency. Naturally, research on language functions in English textbooks helps teachers in selecting the best materials.

Introduction

The ability to produce connected sentences in a foreign language is not sufficient unless the learner masters the knowledge of the pragmatic functions in that language. People can infer the pragmatic function of what is said from the literal meaning only if they have internalized the pragmatic functions. According to West and Turner (2000), when people communicate, they utilize different language forms to accomplish functions, such as arguing, requesting, and persuading. Functions are in fact established within a context, either social or interpersonal and need proper grammar structures to be fulfilled accurately.

Grammar structures and pragmatic functions can supplement each other in conversations but their relationship is not always fixed. Whereas a grammar structure such as agreement can correspond to a declarative pragmatic function, the same grammar structure can be used to establish any pragmatic function other than declaration in a different context. In conversation analysis, this area of research has been of particular interest to linguists for descriptive purposes. Few attempts have been made to investigate this relationship in the textbooks designed to help second

or foreign language learners. The present study is an effort to investigate pragmatic and grammar functions in the New Interchange Intro textbook, which is designed as a material for English as a second language (ESL).

The main approach in the present study is analytic, involving the study of how sentences in spoken/written language form larger meaningful units such as conversations. Grammar structure and a pragmatic framework are used in the study. Grammar structure includes adjuncts, agreement, courtesy subjuncts, ellipsis, felicity conditions, and interjections. The pragmatic framework entails speech act theory or macro-pragmatic functions (Austin, 1962; Searle, 1969, 1981), to probe beneath the surface of discourse and establish the function of what is being said (Weinert, 2007), and micro-(pragmatic) functions (Quirk, Greenbaum, Leech, & Svartvik, 1985). The analysis of micro-functions of language, according to Quirk et al. (1985), illuminates the interaction of grammar (the abstract formal system of language) and pragmatics. This will help teachers understand the structure of the material they teach and compare it with real life patterns to offset probable missing areas in the material. The importance of the link between teaching materials and the demands of real life communication cannot be overemphasized. To serve this end, I will also present a brief review of context, discourse, pragmatics, speech act theory, and conversation analysis. This account will shed some light on the underpinning terminology and methodological framework of the current study.

Literature Review

Huang (2007) argues that the power of language resides in two features: its body of words, i.e. its vocabulary, and the ways in which words are combined, i.e., grammar. Such a view overlooks the most important capacity of language which is its power to realize or actualize speakers' or writers' ideas, impressions, attitudes, and emotions. Human beings communicate, and use language to accomplish functions such as requesting, arguing, and promising. We carry out these communicative functions within a context. Since communication is a process, the mere knowledge of forms and meaning of that particular language is insufficient for speakers who must be able to apply this knowledge in negotiating meaning (Burton-Roberts, 2007). By the same token, for a researcher who intends to study a language from a structural and/or functional viewpoint, it is essential to have the principles of context, discourse, pragmatics, speech act theory, and conversation analysis in mind. These terms are reviewed in brief below to establish a background to the study.

Context

We perform communicative functions within a context, both social and interpersonal (Altman & Taylor, 1973). The context is social in the sense that it encompasses the internal organization of a society with its intentions, internal differences, subgroupings, and so on. Thus, the study of language in a social context may also consist of the study of the linguistic material produced within the structure of the society (Aryadoust, 2007). Levinson (1983) believes that a context must be understood as a set of propositions, describing beliefs, knowledge, and commitments of the participants in a discourse. From a methodological perspective, it is imperative that the teacher and also the materials help the language learner apprehend and picture the context of situation. Otherwise, language learning will not be as effective as expected and the learning experience will be a turbulent period for learners.

Discourse

There are two different kinds of language: one abstracted in order to teach a language or literacy, or to study how the rules of language work, and another which is used to communicate something and is felt to be coherent (and may, or may not, happen to correspond to a correct sentence or a series of correct sentences). This latter kind of language, language in use for communication, is called discourse (Rapley, 2007; Tehrani & Yeganeh, 1999).

Cook (1995) defines discourse as a kind of language employed as a means of communication (spoken or written) and the search for what gives discourse coherence is discourse analysis. Discourse has been categorized into two major categories: spoken and written. As an extension, discourse categories can fall between formal, planned discourse and less formal, unplanned discourse (Cook, 1995; Drew, 2006). For example, conversation is informal, spoken discourse and is the hardest for learners. It is important for the teacher to recognize the linguistic patterns that students use in classrooms along with the functionality of such patterns in the educational process (Hickman, 2008). In fact, a teacher must be aware of different sentence/question types to use and teach in classroom contexts. This requires the knowledge and practice of discourse in classrooms (Brophy & Good, 1997). According to Brophy and Good (*ibid.*), teachers should not only focus on the question and sentence types which best pertain to their students' levels, but also be able to select the best one and shift from one type to another when necessary.

Dialogues

Dialogues are very useful devices in teaching different elements of any language and have long been used in language textbooks as the most important parts of the

lessons because of their value and significance. Rivers (1981, p. 54) states:

In dialogues students learn the important features of conversation such as greetings; expressions of agreement and polite disagreements; common forms of questions and noncommittal answers; expletives and exclamations which give the speaker time to search for the correct form to express the meaning; appropriate levels of language for specific situations and relations.

Finocchiaro and Bonom (1973) believe that dialogues are well-suited for practicing language in realistic communication situations. The study and dramatization of dialogues help students gain insight into various cultural aspects of the foreign community. That is why some believe that dialogues are the best tools for teaching different aspects of a language. One can find, for instance, cultural differences, different grammatical points, and most crucial of all, language functions in dialogues.

Pragmatics

The modern use of the term pragmatics is attributed to Morris (1971). He outlines the general shape of a science of signs, or semiotics. Within semiotics, Morris distinguishes three distinct areas: syntax, semantics, and pragmatics.

Different attempts have been made to further define pragmatics. Levinson (1983) defines it as “the study of the ability of language users to pair sentences with the contexts in which they would be appropriate” (p. 21). Similarly, Peccie (1999, p. 6) defines pragmatics as “the study of the use of language in communication particularly the relationships between sentences and the contexts and situations in which they are used”. Therefore, in pragmatics we study the ways in which (a) the interpretation and use of utterances depend on knowledge of the real world; (b) interlocutors utilize and comprehend speech acts; and (c) the structure of a sentence is influenced by the relationship between the speaker and the hearer (Cutting, 2008). Pragmatics researchers have also encouraged its application in classrooms (Tateyama et al., 1997; Morrow, 1996; House, 1996; Kubota, 1995; Bouton, 1994). However, are not many studies on the use of pragmatics to investigate the structure of instructional materials. For language teachers, it is useful to be aware of the uses of pragmatics in the classroom and also in the textbook they select. This will help compensate for the areas not included or overlooked in the materials.

Speech Act Theory

One of the most compelling concepts in pragmatics is speech act theory (see Cutting, 2008). Of all issues in the general theory of language usage, speech act theory has probably aroused the widest interest (Peccie, 1999). The application

of the speech act theory in language classrooms has been investigated in different languages, e.g., in Japanese by Takahashi and DuFon (1989), Chinese by Johnston, Kasper, and Ross (1994), Malay by Piirainen-Marsh (1995), Danish by Færch and Kasper (1989), and so on. Given this widespread interest, there is an enormous amount of literature on the subject.

Speech act theory was first formulated by the philosopher John Austin (1962). As later reported by Lyons (1983), Austin starts his work on speech acts by drawing a distinction between constative and performative utterance. Constative utterances are statements; their function is to describe some event, process or state of affairs, and they have the property of being either false or true. Performative utterances, on the other hand, serve to perform an act; they do not describe events. Austin (1962) further makes a distinction between speech acts as follows:

- (a) A locutionary act is an act of saying or the production of something meaningful which is an utterance....
- (b) An illocutionary act is an act performed in saying something, such as making a statement or promise, issuing a command or request, asking a question, christening a ship, etc....
- (c) A perlocutionary act is an act performed by means of saying, such as getting someone to believe that something is so, persuading someone to do something, moving someone to anger, consoling someone in his distress, etc. (Aryadoust, 2007: 225)

Soon after Austin, Searle (1969) proposes a rather more complete and systematic linguistic dimension of differences among illocutionary acts. His taxonomy includes:

- (a) Representatives: they commit the speaker to something being the case, to the truth of the expressed proposition. Some examples are: state, believe, suggest, etc.
- (b) Directives: they are attempts by the speaker to get the hearer to do something. For example, order, ask, etc.
- (c) Commissives: their purpose is to commit the speaker to some course of action. Some verbs denoting members of this class are: promise, vow, pledge, swear, etc.
- (d) Expressives: the illocutionary purpose of this class is to express the psychological state specified in the propositional content. Some expressive verbs are: thank, congratulate, apologize, welcome, etc.

- (e) **Declarations:** it is the defining characteristic of this class that the successful performance of one of its members brings about the correspondence between the prepositional content and reality. Some examples of declaration verbs are: resign, appoint, name, call, etc.

Searle’s classification aimed at distinguishing sentences based on their structures. In his attempt to propose a classification of the communicative functions of language, Leech (1981) proposes seven types of meaning for English utterances, a summary of which is presented in the following table.

Table 1: Leech’s classification of communicative functions of language

Meaning	Function
1. Conceptual meaning or sense	Logical, Cognitive, or denotative content.
2. Connotative meaning	What is communicated by virtue of what language refers to.
3. Stylistic meaning	What is communicated of the social circumstances of language use.
4. Attentive meaning	What is communicated of the social circumstances of the feelings and attitudes of the speaker/writer.
5. Reflected meaning	What is communicated through association with another sense of the same expression.
6. Collective meaning	What is communicated through association with words which occur in the environment of another world.
7. Thematic meaning	What is communicated by the way in which the message is organized in terms of order and emphasis.

Methodology

This study employs grammar structures and micro- and macro-pragmatic functions to analyze 171 utterances in 15 dialogues in the New Interchange Intro textbook. Every dialogue has a context and is considered a large discourse unit. Given this, there would be a fairly big range of grammar structures and their corresponding pragmatic functions.

Definition of Key Terms

The first group of major key terms used in the study concerns grammar structures and includes adjunct, agreement, courtesy subjuncts, ellipsis, felicity conditions, and interjections. Acts are what is intended to be or to happen by a verbal or non-verbal communication, just as one or more speech acts can be assigned to an utterance (Brown

& Levinson, 1987). Adjuncts are adverbials that may be classified as conjuncts or disjuncts. An adjunct is part of the basic structure of the clause or sentence in which it occurs, and modifies the verb. Adverbs of time, place, frequency, degree, and manner are examples of adjuncts (Richards & Schmidt, 2002). Agreement is an act by which the speaker accepts some ideas or proposals offered by another.

Another term is courtesy subjunct which is chiefly realized by a small group of adverbs used in rather formulaic expressions of politeness and propriety. The most common courtesy subjuncts are: please, kindly, cordially, graciously, and so on. Ellipsis, on the other hand, is a term used in grammatical analysis to refer to a sentence where a part of the structure has been omitted which is recoverable from a preceding sentence. It avoids repetition so as to focus on the new material. Felicity condition is another term which refers to the conditions which must be fulfilled for a speech act to be satisfactorily performed or realized. And finally, interjection is a word such as ugh!, gosh!, wow!, which indicates an emotional state or attitude such as delight, surprise, shock, and disgust, but which has no referential meaning (Richard & Schmidt, 2002).

At discourse level, each grammar function has a micro- and macro-pragmatic function. As Searl (1969) states, macros are categorized into declarations, expressives, commissives, directives, and representatives (see speech act theory above). Every phrase, interjection, and statement was examined within this framework. A framework of micro-pragmatic functions was developed to supplement the macros based on Quirk et al.'s (1985) framework. The micros include such categories as greeting, introduction, response to introduction, rendering information, and apology. For example, the sentence "I am Arash" is described as a declarative sentence (Grammar function or structure), to introduce oneself (micro-pragmatic function), which has a representative macro-pragmatic function.

Materials of the Study

Materials of the study comprise 15 dialogues, 171 utterances, selected from the New Interchange Intro textbook by Jack C. Richards (2000). They will be given a thorough introduction in tables and graphs below. Since the data of this study consists of the utterances presented in dialogues, the participants are not real individuals, but participants of the dialogues. They are referred to as A, B, C, and D.

Data Analysis Procedures

Each dialogue was studied and different lessons were enumerated. Each utterance in the dialogues was analyzed to identify grammatical forms and pragmatic functions, i.e., macro- and micro-functions as used in each case. A quantitative analysis was conducted to find the frequency of the grammar structures and pragmatic functions.

Findings

Functional Analysis

In this section, two procedures are employed. First, each utterance was analyzed in terms of its grammatical form and pragmatics micro-function based on Quirk et al. (1985). Another analysis was conducted on each utterance to identify the use of different types of macros. The basis of this analysis is Searle's (1969, 1981) taxonomy of speech act functions. Below is a report of the data analysis and findings.

Lesson 1: Case No.1

Michael: Hi. (1) My name is Michael Parker. (2)

Jennifer: I'm Jennifer Yang. (3)

M.: It's nice to meet you, (4) Jennifer. (5)

J.: Nice to meet you, (6) too. (7)

M.: I'm sorry. (8) What's your last name again (9)?

J.: It's Yang. (10)

Table 2: Functions of sentences in the dialogue

U. No.	G.F	P.F.	MI.F.	MA.F.
1.	Elliptical sentence	Stating Greeting		Representative
2.	Declarative Sentence	Introducing Oneself		Representative
3.	Declarative Sentence	Introducing Oneself		Representative
4.	Declarative Sentence	Responding to Introduction		Directive
5.	Proper Noun	Addressing Someone		Directive
6.	Non-Sentence	Responding to Introduction		Expressive
7.	Non-Sentence	Giving Information		Representative
8.	Declarative Sentence	Statting Apology		Expressive
9.	Wh-Question	Asking for Information		Directive
10.	Declarative Sentence	Introducing Oneself		Representative

Notes: G.F. = Grammar Function; MI.F. = Micro Function; MA.F. = Macro Function; P.F. = Pragmatic Function; U.No. = Utterance Number

Utterance No.1 (and similar interjections and utterances): In order to draw the attention of strangers in most neutral interchanges, speakers rely on ... Hey. [Hi]. (Quirk et al., 1985: 775)

Lesson 1: Case No.2

J.: Excuse me. (1) Are you Steven Carson? (2)

D.: No, (3) I'm not. (4) He's over there. (5)

J.: Oh, (6) I'm sorry. (7)

Table 3: Functions of sentences in the dialogue

U.No.	G.F	P.F.	
		MI.F.	MA.F.
1	Imperative Sentence	Attention Gaining	Directive
2	Yes/No Question	Asking for Information	Directive
3	Elliptical Sentences	Stating Disagreement	Representative
4	Declarative Sentence	Giving information	Representative
5	Declarative Sentence	Giving Information	Representative
6	Interjection	Expressing Surprise	Expressive
7	Declarative Sentence	Stating Apology	Expressive

Notes: G.F. = Grammar Function; MI.F. = Micro Function; MA.F. = Macro Function; P.F. = Pragmatic Function; U.No. = Utterance Number

Table 4: Functions of sentences in the dialogue

U. No.	G. F.	P.F.	
		MI.F.	MA.F.
1	Interjection	Expressing Surprise	Expressive
2	Interjection	Expressing Discomfort	Expressive
3	Wh-question	Asking for Information	Directive
4	Imperative sentence	Requesting	Directive
5	Proper Noun	Attention Gaining	Representative
6	Yes/No questions	Asking for Information	Directive
7	Elliptical Sentence	Stating Disagreement	Representative
8	Declarative Sentence	Giving Information	Representative
9	Declarative Sentence	Giving Information	Representative
10	Declarative Sentence	Giving Information	Representative

Notes: G.F. = Grammar Function; MI.F. = Micro Function; MA.F. = Macro Function; P.F. = Pragmatic Function; U.No. = Utterance Number

Lesson 2: Case No. 3

Kate: Oh, (1) no! (2) Where are my car keys? (3)
 Joe: Relax, (4) Kate, (5). Are they in your purse? (6)
 Kate: No, (7) they're not (8). They're gone. (9)
 J.: They are still on the table in the restaurant. (10)

Lesson 3: Case No.4

Tim: Where are you from, (1) Jessica? (2)
 Jessica: Well, (3) my family is here in the U.S. (4), but (5) we're from Korea originally. (6)
 T.: Oh, (7) my mother is Korean (8)-from Seoul! (9) Are you from Seoul?
 J.: No, (11) we're not from Seoul. (12) We're from Pusan (13).

Table 5: Functions of sentences in the dialogue

U. No.	G. F.	P. F.	
		MA.F.	MI.F.
1	Wh-Question	Asking for Information	Directive
2	Proper Noun	Attention Gaining	Directive
3	Interjection	Initiating Discourse	Representative
4	Declarative Sentence	Giving Information	Representative
5	Conjunction	Adding Information	Representative
6	Declarative Sentence	Giving Information	Representative
7	Interjection	Expressing Surprise	Representative
8	Declarative Sentence	Giving Information	Representative
9	Non-Sentence	Giving Information	Representative
10	Yes/No Question	Asking for Information	Directive
11	Elliptical Sentence	Giving Information	Representative
12	Declarative Sentence	Giving Information	Representative
13	Declarative Sentence	Giving Information	Representative

Notes: G.F. = Grammar Function; MI.F. = Micro Function; MA.F. = Macro Function; P.F. = Pragmatic Function; U.No. = Utterance Number

Lesson 3: Case No. 5

Emma: Who's that? (1)
 Jill: He's my brother (2)
 E.: Wow! (3) He is cute. (4) What's his name? (5)
 J.: James. (6) We call him Jim. (7) He is in college here in Vancouver. (8)
 E.: Oh, (9) how old is he? (10)
 J.: He's 21 years old (11)

Table 6: Functions of sentences in the dialogue

U. No.	G.F.	P.F.	
		MI.F.	MA.F.
1	Wh-question	Asking for Information	Directive
2	Declarative Sentence	Giving information	Representative
3	Interjection	Expressing Surprise	Expressive
4	Declarative Sentence	Giving information	Representative
5	Wh -question	Asking for information	Directive
6	Proper Noun	Giving Information	Expressive
7	Declarative Sentence	Giving Information	Representative
8	Declarative Sentence	Giving Information	Representative
9	Interjection	Expressing Surprise	Expressive
10	Wh -question	Asking for information	Directive
11	Declarative Sentence	Giving Information	Representative

Notes: G.F. = Grammar Function; MI.F. = Micro Function; MA.F. = Macro Function; P.F. = Pragmatic Function; U.No. = Utterance Number

Lesson 4: Case No.6

Pat: Are our clothes dry? (1)

Julie: yes, (2) they are. (3)

Pat: Where are my favorite socks? (4)

Julie: What color are they? (5)

P.: They're white. (6)

J.: Are these your socks? (7) They are blue and white. (8)

P.: No. (9) They are probably Liz's socks! (12) They are ruined. (13)

J.: Yeah. (14) The problem is this T-shirt. (15) It's dark blue. (16)

P.: Is it Liz's? (17)

J.: Actually, (18) it's my T-shirt. (19) I'm sorry. (20)

P.: That's ok. (21) It's not important. (22)

Table 7: Functions of sentences in the dialogue

U. No.	G.F.	P.F	
		MI.F	MA.F
1	Yes/No question	Asking for Information	Directive
2	Elliptical Sentence	Giving Information	Representative
3	Declarative Sentence	Giving Information	Representative
4	Wh-question	Asking for Information	Directive
5	Wh-question	Asking for Information	Directive
6	Declarative Sentence	Giving Information	Representative
7	Yes/No question	Asking for Information	Directive
8	Declarative Sentence	Giving Information	Representative
9	Elliptical Sentence	Giving Information	Representative
10	Declarative Sentence	Giving Information	Representative
11	Imperative Sentence	Commanding	Directive
12	Declarative Sentence	Giving Information	Representative
13	Declarative Sentence	Giving Information	Representative
14	Elliptical Sentence	Giving Information	Representative
15	Declarative Sentence	Giving Information	Representative
16	Declarative Sentence	Giving Information	Representative
17	Yes/No question	Asking for Information	Directive
18	Conjunction	Discourse Initiating	Representative
19	Declarative Sentence	Giving Information	Representative
20	Declarative Sentence	Giving Information	Representative
21	Declarative Sentence	Giving Information	Representative
22	Declarative Sentence	Giving Information	Representative

Notes: G.F. = Grammar Function; MI.F. = Micro Function; MA.F. = Macro Function;
P.F. = Pragmatic Function; U.No. = Utterance Number

Lesson 4: Case No.7

Pat: Uh-oh! (1)

Julie: What's the matter? (2)

Pat: It's snowing, (3) and (4) it's very old! (5)

Julie: Are you wearing a scarf? (6)

P.: No, (7) I'm not. (8)

J.: Well, (9) you're wearing a coat. (10)

P.: But (11) I am not wearing boots. (12)

J.: ok. (13) Let's take a taxi. (14)
 P.: Thanks, (15) Julie. (16)

Lesson 5: Case No. 8

Debbie: Hello? (1)
 John: Hi, (2) Debbie. (3) This is John (4). I'm calling from Australia. (5)
 D.: Australia? (6)
 J.: I'm at a conference in Sydney. (7) Remember? (8)
 D.: Oh, (9) right (10). What is it there? (11)
 J.: It's 10 P.M. (12) And (13) it's four o'clock there in Los Angles. (14) right?(15)
 D.: Yes (16)- four o'clock in the morning. (17)
 J.: 4:00 A.M.? (18) Oh, (19) I'm really sorry. (20)
 D.: That's ok. (21) I'm awake now. (22)

Table 8: Functions of sentences in the dialogue

U. No.	G.F.	P.F	
		MI.F	MA.F
1	Interjection	Expressing Surprise	Expressive
2	Wh-question	Asking for Information	Directive
3	Declarative Sentence	Giving Information	Representative
4	Conjunction	Adding Information	Representative
5	Declarative Sentence	Giving Information	Representative
6	Yes/No question	Asking for Information	Directive
7	Elliptical Sentence	Giving Information	Representative
8	Declarative Sentence	Giving Information	Representative
9	Elliptical Sentence	Stating Disagreement	Directive
10	Declarative Sentence	Giving Information	Representative
11	Conjunction	Initiating Discourse	Representative
12	Declarative Sentence	Giving Information	Representative
13	Reduced Sentence	Stating agreement	Representative
14	Declarative Sentence	Giving Information	Representative
15	Reduced Sentence	Expressing Gratitude	Expressive
16	Proper Noun	Addressing Someone	Directive

Notes: G.F. = Grammar Function; MI.F. = Micro Function; MA.F. = Macro Function; P.F. = Pragmatic Function; U.No. = Utterance Number

Table 9: Functions of sentences in the dialogue

U. No.	G.F.	P.F	
		MI.F.	MA.F.
1	Courtesy Subjunct	Expressing Politeness	Expressive
2	Courtesy Subjunct	Expressing Politeness	Expressive
3	Proper Noun	Addressing Someone	Directive
4	Declarative Sentence	Giving information	Representative
5	Declarative Sentence	Asking for Information	Representative
6	Proper Noun	Expressing Surprise	Directive
7	Declarative Sentence	Stating Agreement	Representative
8	Reduced Sentence	Asking for Information	Directive
9	Interjection	Expressing Surprise	Expressive
10	Reduced Sentence	Stating Agreement	Representative
11	Wh-question	Asking for Information	Directive
12	Declarative Sentence	Giving information	Representative
13	Conjunction	Adding Information	Representative
14	Declarative Sentence	Giving information	Representative
15	Reduced Sentence	Asking for Information	Directive
16	Reduced Sentence	Stating Agreement	Representative
17	Non-Sentence	Giving information	Representative
18	Non-Sentence	Asking for Information	Directive
19	Interjection	Expressing Surprise	Expressive
20	Declarative Sentence	Giving information	Representative
21	Declarative Sentence	Giving information	Representative
22	Declarative Sentence	Giving information	Representative

Notes: G.F. = Grammar Function; MI.F. = Micro Function; MA.F. = Macro Function; P.F. = Pragmatic Function; U.No. = Utterance Number

Lesson 6: Case No.9

Ashley: Hey, (1) Jason. (2)What are you doing? (3)

Jason: Oh, (4) I'm waiting for my mom. (5) My bike has a flat tire. (6)

A.: Is she coming right now? (7)

J.: Yeah. (8) She works near here. (9)

A.: Oh, (10) that's good. (11)

J.: So (12) what are you doing? (13)

A.: I am going home. (14)

J.: you're lucky. (15)

Table 10: Functions of sentences in the dialogue

U. No.	G.F.	P.F.	
		MLF	MA.F
1	Interjection	Expressing surprise	Expressive
2	Proper Noun	Addressing Someone	Directive
3	Wh-question	Asking for Information	Directive
4	Interjection	Expressing surprise	Expressive
5	Declarative Sentence	Giving information	Representative
6	Declarative Sentence	Giving Information	Representative
7	Yes/No Question	Asking for Information	Representative
8	Elliptical Sentence	Giving Information	Representative
9	Declarative Sentence	Giving Information	Representative
10	Interjection	Expressing surprise	Expressive
11	Declarative Sentence	Asking for Information	Representative
12	Wh-question	Asking for Information	Directive
13	Wh-question	Asking for Information	Directive
14	Declarative Sentence	Giving Information	Representative
15	Declarative Sentence	Giving Information	Representative

Notes: G.F. = Grammar Function; MI.F. = Micro Function; MA.F. = Macro Function; P.F. = Pragmatic Function; U.No. = Utterance Number

Lesson 7: Case No. 10

Linda: Guess what? (1) I have a new apartment. (2)

Chris: That's super. (3) What's it like? (4)

L.: It's really beautiful. (5)

C.: How many rooms does it have?

L.: well, (7) it has a big closet in the hall. (8)

C.: Where is it? (9)

L.: It's on Lake Drive. (10)

C.: Oh, (11) nice (12). Does it have a view? (13)

L.: yes, (14) it does (15). It has a great view of my neighbor's apartment. (16)

Table 11: Functions of sentences in the dialogue

U. No.	G.F.	P.F.	
		MI.F.	MA.F.
1	Wh-question	Asking for Information	Directive
2	Declarative Sentences	Giving Information	Representative
3	Declarative Sentences	Giving Information	Representative
4	Wh-question	Asking for Information	Directive
5	Declarative Sentences	Giving Information	Representative
6	Wh-question	Asking for Information	Directive
7	Conjunction	Initiating Discourse	Representative
8	Declarative Sentences	Giving Information	Representative
9	Wh-question	Asking for Information	Directive
10	Declarative Sentences	Giving Information	Representative
11	Interjection	Expressing Surprise	Expressive
12	Non-Sentences	Stating Agreement	Expressive
13	Yes/no question	Asking for Information	Directive
14	Elliptical Sentence	Stating Agreement	Representative
15	Declarative Sentences	Giving Information	Representative
16	Declarative Sentences	Giving Information	Representative

Notes: G.F. = Grammar Function; MI.F. = Micro Function; MA.F. = Macro Function; P.F. = Pragmatic Function; U.No. = Utterance Number

Lesson 8: Case No. 11

Rachel: Where does your brother work?

Angela: In a hotel. (2)

Rachel: Oh, (3) that's interesting. (4) My brother works in a hotel, (4) too (5).

Angela: Really? (6) What does he do? (7)

R.: He's a chef in the restaurant. (8)

What about your brother? (9)

A: He's a security guard, (10) He doesn't like it. (11)

R.: That's too bad. (12)

A.: yeah, (15) He's looking for a new job. (14)

Table 12: Functions of sentences in the dialogue

U. No.	G.F.	P.F.	
		MI.F.	MA.F.
1	Wh-question	Asking for Information	Directive
2	Non-Sentence	Giving Information	Representative
3	Interjection	Expressing Surprise	Expressive
4	Declarative Sentences	Giving Information	Representative
5	Conjunction	Adding Information	Representative
6	Non-Sentence	Asking for Information	Directive
7	Wh-question	Asking for Information	Directive
8	Declarative Sentences	Giving Information	Representative
9	Wh-question	Asking for Information	Directive
10	Declarative Sentences	Giving Information	Representative
11	Declarative Sentences	Giving Information	Representative
12	Declarative Sentences	Giving Information	Representative
13	Elliptical Sentence	Stating Agreement	Representative
14	Declarative Sentence	Giving Information	Representative

Notes: G.F. = Grammar Function; MI.F. = Micro Function; MA.F. = Macro Function; P.F. = Pragmatic Function; U.No. = Utterance Number

Lesson 9: Case No.12

Sarah: Let's have breakfast together on Sunday. (1)

Kumiko: ok. (2) My family always has a Japanese-style breakfast on Sundays. (3)

S.: Really? (4) What do you have? (5)

K.: We usually have fish, rice, and soup. (6)

S.: Fish for breakfast? (7) That's interesting. (8)

K.: Sometimes we have a salad, (9) too (10). And we always have green tea. (11)

S.: Well, (12) I never eat fish for breakfast, (13) but (14) I love to try new things. (15)

Table 13: Functions of sentences in the dialogue

U. No.	G.F.	P.F.	
		ML.F.	MA.F.
1	Imperative Sentence	Giving Direction	Directive
2	Proper Noun	Addressing Someone	Directive
3	Wh-question	Asking for Information	Directive
4	Conjunction	Initiating Discourse	Representative
5	Declarative Sentence	Giving Information	Representative
6	Conjunction	Expressing Surprise	Expressive
7	Wh-question	Asking for Information	Directive
8	Interjection	Expressing Surprise	Expressive
9	Declarative Sentence	Giving Information	Representative
10	Interjection	Expressing Surprise	Expressive
11	Declarative Sentence	Giving Information	Representative
12	Interjection	Expressing Surprise	Expressive
13	Elliptical Sentence	Giving Information	Representative
14	Declarative Sentence	Giving Information	Representative
15	Declarative Sentence	Giving Information	Representative
16	Declarative Sentence	Giving Information	Representative

Notes: G.F. = Grammar Function; ML.F. = Micro Function; MA.F. = Macro Function; P.F. = Pragmatic Function; U.No. = Utterance Number

Lesson 10: Case No.13

Lauren: So, (1) Justin, (2) What do you do in your free time? (3)

Justin: Well, (4) I love sports. (5)

L.: Really? (6) What sports do you like? (7)

J.: Hmm. (8) Hockey, baseball, and skiing are my favorites. (9)

L.: Wow, (10) you're a really good athlete. (11)

J.: Oh, (12) no, (13) I'm not. (14) I don't play these sports. (15) I just watch them on TV! (16)

Table 14: Functions of sentences in the dialogue

U. No.	G.F.	P.F.	
		MI.F.	MA.F.
1	Conjunction	Adding Information	Representative
2	Proper Noun	Addressing Someone	Directive
3	Wh-question	Asking for Information	Directive
4	Conjunction	Initiating Discourse	Representative
5	Declarative Sentence	Giving Information	Representative
6	Conjunction	Expressing Surprise	Expressive
7	Wh-question	Asking for Information	Directive
8	Interjection	Expressing Surprise	Expressive
9	Declarative Sentence	Giving Information	Representative
10	Interjection	Expressing Surprise	Expressive
11	Declarative Sentence	Giving Information	Representative
12	Interjection	Expressing Surprise	Expressive
13	Elliptical Sentence	Giving Information	Representative
14	Declarative Sentence	Giving Information	Representative
15	Declarative Sentence	Giving Information	Representative
16	Declarative Sentence	Giving Information	Representative

Notes: G.F. = Grammar Function; MI.F. = Micro Function; MA.F. = Macro Function; P.F. = Pragmatic Function; U.No. = Utterance Number.

Lesson 11: Case No. 14

Amy: Are you going to do anything exciting this weekend? (1)

Philip: Well, (2) I am going to celebrate my birthday. (3)

A.: Fabulous! (4) When is your birthday? (5)

Ph.: It's August ninth (6)-Sunday (7).

A.: So (8) What are your plans?

Ph.: Well, (10) my friend Katherine is going to take me to a restaurant. (11)

A.: Nice! (12) Is she going to order a cake? (13)

Ph.: yeah, (14) and the waiters are probably going to sing "Happy Birthday" to me.

(15) It's embarrassing. (16)

Table 15: Functions of sentences in the dialogue

U. No.	G.F.	P.F.	
		MI.F.	MA.F.
1	Yes/No question	Asking for information	Directive
2	Conjunction	Initiating Discourse	Representative
3	Declarative Sentences	Giving Information	Representative
4	Non-Sentence	Expressing Surprise	Expressive
5	Wh-question	Asking for Information	Directive
6	Declarative Sentences	Giving Information	Representative
7	Non-Sentence	Giving Information	Representative
8	Conjunction	Initiating Discourse	Representative
9	Wh-question	Asking for Information	Directive
10	Conjunction	Initiating Discourse	Representative
11	Declarative Sentences	Giving Information	Representative
12	Non-Sentence	Expressing Surprise	Representative
13	Yes/No question	Asking for Information	Directive
14	Elliptical Sentence	Expressing Surprise	Representative
15	Declarative Sentences	Giving Information	Representative
16	Declarative Sentences	Giving Information	Representative

Notes: G.F. = Grammar Function; MI.F. = Micro Function; MA.F. = Macro Function; P.F. = Pragmatic Function; U.No. = Utterance Number

Lesson 12: Case No.15

Brian: Hey, (1) Ken. (2) How are you? (3)

Ken: Oh, (4) I'm not so good, (5) actually. (6)

B.: Why? (7) What's the matter? (8)

K.: Well, (9) I have a headache. (10) And (11) a backache. (12)

B.: Maybe you have the flu. (13)

K.: No, (14) I think I just miss Japan (15) - I feel a little homesick. (16)

B.: That's too bad. (17) But (18) I think I can help. (19) Let's have lunch at the new Japanese restaurant. (20)

K.: That's a great idea. (21) Thanks, (22) Brian. (23) I feel better today! (24)

Table 16: Functions of sentences in the dialogue

U. No.	G. F.	P. F.	
		MI.F.	MA.F.
1	Courtesy Subjunct	Expressing Politeness	Expressive
2	Proper Noun	Addressing Someone	Directive
3	Wh-question	Asking for Information	Directive
4	Interjection	Expressing Surprise	Expressive
5	Declarative Sentences	Giving Information	Representative
6	Conjunction	Connecting Discourse	Representative
7	Non-Sentences	Asking for Information	Directive
8	Wh-question	Asking for Information	Directive
9	Conjunction	Initiating Discourse	Representative
10	Declarative Sentences	Initiating Discourse	Representative
11	Conjunction	Initiating Discourse	Representative
12	Non-Sentence	Giving Information	Representative
13	Declarative Sentences	Giving Information	Representative
14	Elliptical Sentences	Stating Disagreement	Representative
15	Declarative Sentences	Giving Information	Representative
16	Declarative Sentences	Giving Information	Representative
17	Declarative Sentences	Giving Information	Representative
18	Conjunction	Connecting Discourse	Representative
19	Declarative Sentences	Giving Information	Representative
20	Imperative Sentences	Giving Information	Directive
21	Declarative Sentences	Giving Information	Representative
22	Courtesy Subjunct	Expressing Politeness	Expressive
23	Proper Noun	Addressing Someone	Directive
24	Declarative Sentences	Giving Information	Representative

Notes: G.F. = Grammar Function; MI.F. = Micro Function; MA.F. = Macro Function; P.F. = Pragmatic Function; U.No. = Utterance Number

In the following section descriptive statistics to help figure the weight of each sort of utterance in the dialogues examined, are provided.

Summary of Findings

The frequency of macro-functions is displayed in Figure 1. The figure is a descriptive account of the findings.

The total number of utterances analyzed was 171. The frequency of utterances used in each dialogue varied from 7 (minimum) to 24 (maximum). According to Figure 1, declarative sentences have the highest frequency, whereas courtesy subjuncts have the lowest. Wh-questions and interjections fall in the second and third places. The frequency and percentage of macro-functions (i.e., representative, directive, commissive, expressive, and declaration) are presented in Figure 2 and Table 17.

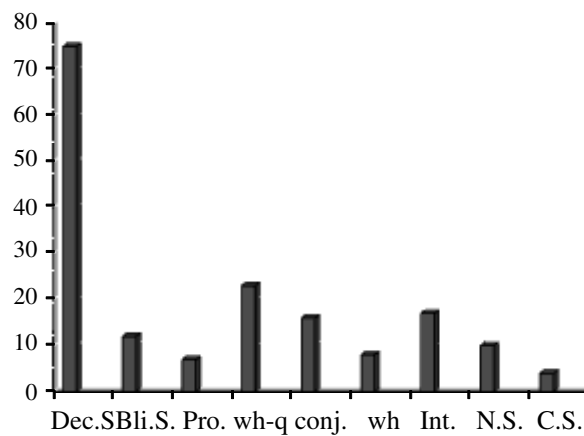


Figure 1: Frequency of Grammar Function Category from 171 Utterances

Notes: Dec.S. = declarative sentence; Elli.S. = elliptical sentence; Pro. = proper noun; wh-q = wh-question; Conj. = conjunction; y/n = yes/no question; Int. = interjection; N.S. = non-sentence; C.S. = courtesy subjunct

Table 17: The Frequency of macro-functions

Utterance	Frequency	Percentage
Representative	103	60.23%
Directive	41	23.97%
Expressive	27	15.80%
Commissive	0	0.00%
Declarative	0	0.00%

Table 17 displays the frequency and percentage of the five macros investigated in the dialogues. While the representative function is the major function in dialogues (60.23%), commissive and declarative functions were not found in the dialogues and the expressive function has the lowest percentage (15.80%). This fact is further displayed in Figure 2.

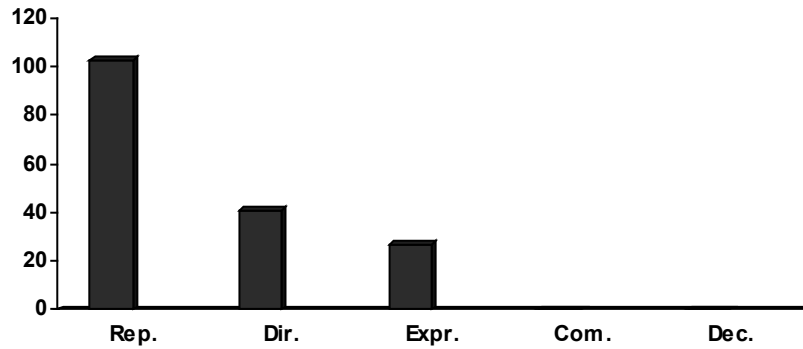


Figure 2: Macro-function data

Notes: Rep. = representative; Dir. = directive; Expr. = Expressive; Com. = Commissive; Dec. = declarative

In Figure 2, the representative function peaks whereas declarative and commissive functions are not used throughout the dialogues at all.

Micro-functions were also categorized into 16 classes. Their frequencies range from 1 to 76. Table 18 summarizes the frequency and percentage of these functions (for space considerations, the same data is not presented in a figure). It is clear from the table that the giving information function reaches a peak whereas stating greeting and expressing gratitude are used only once.

Table 18: Micro-functions in the dialogues

Category	Frequency	Percentage
Stating greeting	1	0.58%
Expressing discomfort	2	1.16%
Introducing oneself	3	1.75%
Requesting	1	0.58%
Expressing gratitude	1	0.58%
Responding to introductions	2	1.16%
Adding information	3	1.75%
Addressing someone	4	2.33%
Giving information	76	44.53%
Stating apology	2	1.16%
Expressing politeness	5	2.92%
Stating dis/agreement	9	5.26%

Asking for information	34	19.88%
Connecting/initiating discourse	11	6.43%
Attention gaining	2	1.16%
Expressing surprise	15	8.77%

Discussion

It is apparent that all dialogues aim to establish a social and interpersonal context although the context is implicit in them rather than explicated to the learner. Using pictures and different tones and pitches in the book can help the learner to establish a context in her mind. But she should be assisted by the teacher in different ways, e.g., dramatization, to establish the context more accurately. Otherwise, the learner is confined to the form (lexis and grammar), as Huang (2007) argues, and is not involved in communication (Burton-Roberts, 2007) and pragmatic functions. The contexts in the dialogues can be considered a short discourse because they coherently communicate their messages. The discourse in dialogues is somewhere between the formal and informal extremes.

Analysis of the dialogues of the New Interchange Intro textbook reveals several points from the pragmatic and grammar perspectives: first, of five different types of language functions proposed by Searle (1981), only three, i.e., representative, directive, and expressive, were detected in the texts. The other two types (commissive and declaration) were not found. The representative function has the highest frequency of use. Directive and expressive functions come next. The reason may be due to the fact that there are not many instances of using indirect speech and functions in conversations. If we refer to the definitions that Searle (1981) proposes for commissive and declaration functions and the verbs specifying them, we can come to the following conclusions:

- (a) Commissives: Their purpose is to commit the speaker to some future course of action. Some verbs denoting members of this class are: promise, swear, pledge, etc.
- (b) Declaratives: It is the defining characteristic of this class that the successful performance of one of the members brings about the correspondence between the prepositional content and reality. Some examples are: resign, appoint, name, call, etc. (p. 22)

These two verb classes (commissive and declarative) may not be regularly used in everyday conversations. They “comprise a class of highly ritualistic utterances which carry no information about the world outside the language at all because they refer only to themselves” (Cook, 1995, p. 35). We should notice that

different features of situation for establishing different macro- or micro-function are important in deciding what can be expressed, should be expressed, or how something should be expressed. This helps learners link the features of context and pragmatic functions.

It is recommended that teachers using the New Interchange Intro textbook should further explain macros and micros, alongside the grammar structures used to express them to the students especially beginners to raise their consciousness. This will help them realize that, like their mother tongues, the second or foreign language has a system that helps learners express themselves. However, this system uses different forms than their mother tongues to express different functions. In fact, having an explicit discussion on micros, macros, and the grammar structures representing them in very simple language (or by using body language or even the first language) is helpful in adult second language learning. Such an explanation can help learners not only identify and understand the functions, but also recognize the very different strategies used to fulfill them.

In the book analyzed in this study, the more we proceed towards the closing units, the more diverse structures we find. For example, while the number of questions in the first units is not considerable, this number increases gradually as learners move ahead throughout the textbook. This may be due to the natural growth of learning in learners, a factor which has been considered by the author of the textbook. That is, learners are systematically exposed to simpler and less complex language at the outset of their learning, and more complex language is introduced to them as they progress in the programme.

Interestingly enough, declarative sentences which provide information outnumber other grammar structures (the declarative grammar function should not be confused with declaration macro). This may be indicative that the author of the book seen this pattern as best matching the real life situations for beginners. While this may be true, teachers will benefit if they analyze students' needs and demands before deciding to solely rely on the content of the book or provide supplements to it. This implies, based on their needs, students should also be exposed to the sentence structures which are not sufficiently provided in the dialogues. For example, if a teacher following the syllabus of a language institute is teaching a group of students who will be directed to a law course in English, she may need to focus on the missing areas in the textbook, too. Commissive and declarative macro-functions are missing in the New Interchange Intro textbook, but commonly used in law. Considering that these structures may be difficult for learners to begin with, the teacher and syllabus designers should notice that if such a deficiency is observed in upper-level books, it should be compensated for.

Since different features of situations for the occurrence of different speech acts are important in deciding what can be expressed, it is I suggested that both teachers and students be provided with some direct explanations of language functions in English, e.g., how and in what situations they should be used. They should be warned that the lack of proper forms (grammar functions) for each micro-/macro-function in the dialogues would be a drawback and this may interfere with their communication.

Conclusion

This study investigated the New Interchange Intro textbook based on a pragmatic and functional grammar framework and made some suggestions to help teachers teaching the book. Simpler structures are located in the opening lessons of the book and more difficult structures appear in the closing lessons of the book. This is roughly similar to the language development patterns in English learners. For foreign language classrooms, language functions and their realization in a foreign language should be regarded as a learning goal, and they should be explicitly listed in the curriculum. In fact, paying attention to speech acts is now considered a crucial requisite to a well-designed language syllabus especially for functionally based courses. Moreover, functions should be regarded as an essential ingredient of any foreign language teaching material and test. The results of this study can also be used by item writers to write tests in order to evaluate learners' knowledge of different functions established by different utterances.

References

- Altman, I., & Taylor, D. (1973). *Social penetration: The development of interpersonal relationships*. New York: Holt, Rinehart & Winston.
- Aryadoust, S. V. (2007). *A dictionary of sociolinguistics, plus pragmatics and language*. Shiraz: Faramatn Publications.
- Austin, J. L. (1962). *How to do things with words*. Oxford: Clarendon Press.
- Bouton, L. F. (1994). Conversational implicature in the second language: Learned slowly when not deliberately taught. *Journal of Pragmatics*, 22, 157-67.
- Brophy, J. E., & Good, T. L. (1997). *Looking in classrooms*. New York: Longman.
- Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage*. Cambridge: Cambridge University Press.

- Burton-Roberts, N. (2007). *Pragmatics*. New York: Palgrave Macmillan.
- Cook, C. (1995). *Discourse*. Oxford: Oxford University Press.
- Cutting, J. (2008). *Pragmatics and discourse: A resource book for students*. London: Routledge.
- Drew, P. (2006). *Conversation analysis*. London: Sage Publications.
- Færch, C., & Kasper, G. (1989). Internal and external modification in interlanguage request realization. In S. Blum-Kulka, J. House & G. Kasper (Eds.), *Cross-cultural pragmatics* (pp. 221-247). Norwood, N. J.: Ablex.
- Finocchiaro, M., & Bonom. M. (1973). *The foreign language learner: A guide for teachers*. New York: Regents Publishing Company, INC.
- Hickman, S. (2008). *Social significance of patterns of questioning in classroom discourse*. Retrieved January 1, 2009, from <http://cla.libart.calpoly.edu/~jbattenb/papers/hickman.html>
- House, J. (1996). Developing pragmatic fluency in English as a foreign language: Routines and metapragmatic awareness. *Studies in Second Language Acquisition*, 18, 225-252.
- Huang, Y. (2007). *Pragmatics*. Oxford: Oxford University Press.
- Johnston, B., Kasper, G., & Ross, S. (1994). Effect of rejoinders in production questionnaires. *University of Hawai'i Working Papers in ESL*, 13(1), 121-143.
- Kubota, M. (1995). Teachability of conversational implicature to Japanese EFL learners. *IRLT Bulletin*, 9, 35-67.
- Leech, G. N. (1981). *Semantics*. Middlesex: Penguin Books Ltd.
- Leech, G. N. (1983). *Principles of pragmatics*. London: Longman.
- Levinson, S. C. (1983). *Pragmatics*. Cambridge: Cambridge University Press.
- Lyons, J. (1977). *Semantics*. Cambridge: Cambridge University Press.
- Morris, C. (1971). *Writings on the general theories of signs*. The Hague: Mouton.
- Morrow, C. K. (1996). *The pragmatic effects of instruction on ESL learners' production of complaint and refusal speech acts*. Unpublished PhD dissertation, State University of New York at Buffalo.

- Peccie, J. S. (1999). *Pragmatics*. New York: Routledge.
- Piirainen-Marsh, A. (1995). *Face in second language conversation*. Jyväskylä: University of Jyväskylä.
- Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A comprehensive grammar of the English language*. London: Longman.
- Rapley, T. (2007). *Doing conversation, discourse, and document analysis*. London: SAGE Publications.
- Richards, J. C., & Schmidt, R. (2002). *Longman dictionary of language teaching and applied linguistics* (3rd ed.). London: Longman.
- Rivers, W. M. (1981). *Teaching foreign language skills*. Chicago: The University of Chicago Press.
- Searle, J. R. (1969). *Speech acts: An essay in the philosophy of language*. Cambridge: Cambridge University Press.
- Searle, J. R. (1981). *Speech acts*. Cambridge: Cambridge University Press.
- Takahashi, T., & Beebe, L. M. (1993). Cross-linguistic influence in the speech act of correction. In G. Kasper & S. Blum-Kulka (Eds.), *Interlanguage pragmatics* (pp. 138-157). New York: Oxford University Press.
- Takahashi, S., & DuFon, M. A. (1989). *Cross-linguistic influence in indirectness: The case of English directives performed by native Japanese speakers*. Unpublished manuscript, Department of English as a Second Language, University of Hawai'i at Manoa (ERIC Document Reproduction Service No. ED 370 439).
- Tateyama, Y., Kasper, G., Mui, L., Tay, H., & Thananart, O. (1997). Explicit and implicit teaching of pragmatics routines. In L. Bouton (Ed.), *Pragmatics and language learning*. Urbana, IL: University of Illinois at Urbana-Champaign.
- Tehrani, J. N., & Shahbazi-Yeganeh. (1999). *A dictionary of discourse analysis*. Tehran: Rahnama
- Weinert, R. (2007). *Spoken language pragmatics: An analysis of form-function relations*. London: Continuum.
- West, R., & Turner, L. H. (2000). *Introducing communication theory: Analysis and application*. Mountain View, CA: Mayfield.