AN ANALYSIS OF PRAGMATIC CONTENTS IN CHINESE TEXTBOOKS USED BY HIGH SCHOOL STUDENTS IN THAILAND

BY

WANGYA ZHAO

A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION
IN BILINGUAL EDUCATION
SURYADHEP TEACHERS COLLEGE

GRADUATE SCHOOL, RANGSIT UNIVERSITY
ACADEMIC YEAR 2022

Thesis entitled

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was submitted in partial fulfillment of the requirements

for the degree of Master of Education in Bilingual Education

Rangsit University

Academic Year 2022

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Assoc. Prof. Supong Tangkiengsirisin, Ph. D.   Asst.Prof. Supinda Lertlit, Ed.D.
Examination Committee Chairperson   Member

                                                             Asst.Prof. Ubon Sanpatchayapong, D.Ed.
                                                             Member and Advisor

Approved by Graduate School

(Asst.Prof.Plt.Off. Vannee Sooksatra, D.Eng.)
Dean of Graduate School
October 31, 2022

Acknowledgements

I want to thank my thesis advisor, Asst. Prof. Ubon Sanpatchayapong (D. Ed) for her guidance and encouragement throughout this study. I would not have done this far and this research would not have been completed without her support.

Secondly, I would like to thank the three professors who helped me determine the reliability and stability of the data as intercoder. I also want to thank the Chinese teachers who accepted my interview. Without their enthusiastic help, I could not finish this thesis smoothly.

Finally, I sincerely thank my family and friends for their support during this period.

Wangya Zhao

Researcher

6202867 : Wangya Zhao

Thesis Title : An Analysis of Pragmatic Contents in Chinese Textbooks Used by High School Students in Thailand

Program : Master of Education in Bilingual Education

Thesis Advisor : Asst. Prof. Ubon Sanpatchayapong, D.Ed.

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 used six speech acts frameworks. To collect the opinions of Chinese teachers, the researcher interviews three native Chinese teachers. The research results revealed that the Chinese intermediate textbooks provide pragmatic contents; however, 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 showed the development of these Chinese textbooks and the improvement of Chinese teaching.

(Total 199 pages)

Keywords: Pragmatic contents, speech acts, Chinese language teaching

Student's Signature ….. Thesis Advisor's Signature …..

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

As the world becomes more and more connected, the cultures of different countries begin to collide and merge. Language is the lifeblood of globalization. As an important medium for developing cross-cultural communication capabilities (Irina, 2012), world languages are particularly important in the context of globalization. In recent years, 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).

Nowadays, speaking more than one language brings a lot of lifelong benefits. For instance, learning a foreign language is not only for mastering one more language, but also for global competence to communicate with others in the most effective way in different contexts (Semaan & Yamazaki, 2015). The two authors also argue that there is no doubt the progress of language education is very important and urgent now.

However, owing to China's huge population base, Chinese is the most spoken language in the world. According to the statistics of world language in MustGo website (https://www.mustgo.com/worldlanguages/world-languages), there are 328 millions of people who speak English as their first language, while 1213 million population who speak Chinese as their first language; therefore, Chinese has a very important position in the world languages. In recent years, 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. According to reports, more than 30,000 primary and secondary schools around the world have opened Chinese courses. More than 4,000 universities have established Chinese departments or courses,

and 45,000 Chinese schools and training institutions have conducted Chinese education. The number of people learning Chinese in the world exceeds 25 million people (Confucius Institute Headquarters, 2019). Under the global ascendant Chinese learning boom, in order to meet the needs of people from all countries (regions) for Chinese language learning, and to enhance the understanding of Chinese language and culture, Confucius Institutes (non-profit public welfare organization established by Sino-foreign cooperation with the purpose of teaching Chinese and spreading Chinese culture) have blossomed all over the world. Up to now, 541 Confucius Institutes and 1,170 Confucius Classrooms have been established in 162 countries (regions) around the world (Hanban, 2020). It is worth mentioning that Chinese is one of the six official languages of the United Nations; the United Nations has designated April 20th as Chinese Language Day. (United Nations, n.d.).

Based on the above statistics, I believe that in the next few years, a worldwide "Chinese Day" will appear. From the perspective of the number of non-native speakers and international influence, Chinese has become the second global language after English.

Thailand is close to China in geographical location. For centuries, Chinese have settled down in Thailand to earn a living and do business. According to the National University of Singapore (2020), there are 4.5 to 6 million Chinese in Thailand now, accounting for about 10% of the total population of the country. Thai royal family members represented by Princess Sirindhorn have visited China many times and are keen to promote Chinese culture. As for Thailand, like Malaysia and other Southeast Asian countries, it has formed a complete Chinese teaching system from preschool education, basic education, vocational education to higher education in accordance with policies and regulations (Chai, Long, & Yu, 2019).

Foreign language teaching emphasizes four basic skills: listening, speaking, reading and writing. Listening and reading are receptive skills while writing and speaking are productive skills (Huang & Finn, 2009; Huang, Cunningham & Finn, 2010; Zhang, 2013; Bošković, Gajić, & Tomić, 2014), foreign language teaching

researchers have also proposed many strategies to improve these skills (Caruso, Gadd, & Tebbit, 2017; Firima, 2018; Yaccob & Yunus, 2019). In addition, some researchers point out that foreign language teachers need to have the necessary knowledge and ability of language skills. However, foreign language teachers do not use all skills in the teaching process. Instead, they work toward their own proficiency, and foreign language teaching is processed with the grammatical emphasis (Yasemin, 2018). Raifu & Wasiu (2020) claim that a language is used for communication. They say that the main goal of language teaching is to equip learners with the ability to communicate effectively in a target language. Whether it is the learning of pronunciation and structure, or the training of reading and writing, it is all to achieve this goal.

To communicate effectively, it is not enough to learn four skills, 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, Sahragard, & Tan, 2018). Nonetheless, most current foreign language teaching does not emphasize pragmatism, which is very useful in second language learning especially in China. It is part of the reason why I am conducting this study to explore pragmatic content.

Textbooks are one of the commonly used resources in foreign language teaching. Current language textbooks have some problems, such as ignoring learners' socio-cultural and socio-linguistic backgrounds (Cavalheiro, 2013); separate from the actual use of languages in the world today, not targeted, cannot reflect students' interests, and the content is too boring for the target students (Asakereh, Yousofi, & Weisi, 2019); the content generally does not match the students' language needs (Lopriore, 2017); excessive emphasis on structure and form through grammar-based activities, not focusing on the development of integrated four language skills (Syed, Quraishi, & Kazi, 2019); unable to provide appropriate and authentic language Models (Porter & Roberts, 1981), cannot represent real language use (McGrath, 2016), nor can they contextualize learning activities (Walz, 1989). In recent years, with the continuous increase in the number of people studying Chinese overseas and the diversification of

learning goals and needs, the lack of teaching materials has become a prominent problem faced by overseas Chinese teaching (Li, 2015). Mainly as the media language is not rich enough, and the number and types of regional and local textbooks in different countries and regions are not enough. Most of them are general-purpose textbooks, and dedicated Chinese textbooks are far from meeting the needs. Besides, textbook resources for different age groups, especially young children, are not enough; Multimedia resources for multiple needs, especially interactive and social network resources are extremely lacking (Zhou, Zhang, Sun & Wu, 2018).

In short, the current international Chinese Teaching resources are far from being able to meet the various needs of the world for Chinese learning. At present, Thai Chinese textbooks are compiled by mainland China, Hong Kong, Taiwan, Singapore, for example. Some Thai universities also have compiled textbooks (Li, 2010). The Ministry of Education (MOE, 2017) in Thailand has not specified a unified Chinese textbook. According to different school regulations, teachers have certain rights to choose textbooks independently. Thai Chinese textbooks are diversified, and mainly comprehensive textbooks. However, there is no set of recognized excellent Chinese textbooks (Liu & Di, 2019).

In all, with the acceleration of globalization, mastering a second language or even multiple languages has become an important skill in the 21st century. As China's political and economic status on the world stage have become powerful, the number of people learning Chinese in the world increases, which is also true of learning Chinese in Thailand. Thailand's education system also reflects the emphasis on Chinese. As a result, Chinese textbooks are widely used. However, the variety of different levels of Chinese textbooks are still problematic such as their low quality, the lack of focus on pragmatics, and they do not meet the needs of students. As one of the Chinese teachers in this context, I find that it is necessary to conduct research to get more facts about the textbooks so that the findings can be applicable for Chinese teachers and learners.

1.2 SIGNIFICANCE OF THE ISSUES

The issues here refer to the textbooks, which are the main materials the teachers use and rely on as important tools for teaching. In second language teaching, textbooks play a very important role (Farashaiyan et al., 2018). Bragger and Rice (2000) indicated that textbooks have a decisive role in curriculum design, curriculum planning, evaluation, or teaching methods.

In terms of an approach, communicative language teaching is an important springboard in the field of language teaching. Pragmatic competence is an important part of communicative teaching, and pragmatics is also a focus of evaluating language textbooks. However, most language textbooks only focus on the form of textbooks (e.g. follow a fixed pattern of listening, repetition, practice with a partner, reading, and answering questions), and have no obvious effect on the improvement of students' communication ability (Nguyen & Le, 2020). Few studies have paid attention to the relationship between language form and language function, and very little attention has been paid to communication devices such as speech acts (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. As an important resource for Chinese teaching, Chinese textbooks must contain sufficient pragmatic content, provide learners with abundant input of pragmatic knowledge, and lay a solid foundation for learners to obtain excellent pragmatic skills. 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), few people have studied pragmatics in Chinese textbooks.

In all, the issues or Chinese textbooks mentioned above are significant in many ways. For example, they are teachers' teaching tools. They are also students' knowledge packages as well as key to pragmatic teaching. Based on these reasons, I

select a set of Chinese textbooks used by Thai high school students and analyze the pragmatics used in these books starting with the speech acts.

1.3 OBJECTIVES

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

1.3.1 analyze the speech acts content in intermediate Chinese textbooks for high school students in Thailand.

1.3.2 look into the Chinese teacher's opinions of pragmatic knowledge.

1.4 RESEARCH QUESTIONS

There are two questions in this study:
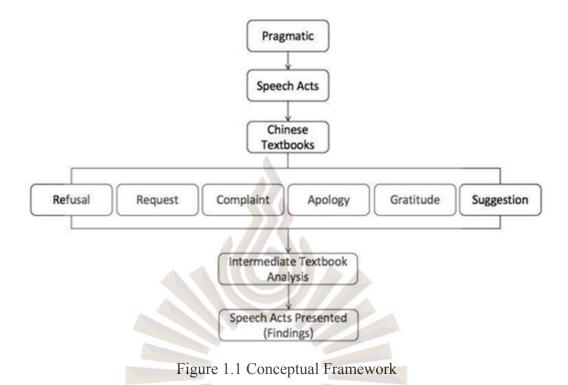
1.4.1 What do speech act contents represent in intermediate Chinese textbooks for high school students in this study?

1.4.2 What opinions do Chinese teachers have toward pragmatic content in this study?

1.5 CONCEPTUAL FRAMEWORK

Figure 1.1 Conceptual Framework

1.6 DEFINITION OF TERMS

In this study, there are five important terms I focus on: pragmatics, speech acts, Chinese textbooks, high school students, and Chinese teachers. All these terms are defined below:

Pragmatics in this study refers to: in a specific context, people achieve the purpose of communication through the use and understanding of language.

Speech acts here refer to the use of language to achieve the purpose of refusal, request, complaint, apology, gratitude and suggestion.

Chinese textbooks means the Easy Steps to Chinese (simplified character version, 2014) published by Beijing Language and Culture University Press, which is suitable for non-native Chinese students.

High school students refers to the students in the upper secondary stage (OECD/UNESCO, 2016) at a Chinese Language School in Bangkok; that is, students from M4 to M6 (Grades 10-12).

Chinese teachers here are the native Chinese speakers from mainland China, who have been teaching Chinese as a foreign language for more than five years in Thailand and are familiar with the Easy Steps to Chinese textbooks.

1.7 SCOPE OF THE STUDY

This study mainly explores the content of pragmatism in Chinese textbooks. It does not involve other analysis such as vocabulary, grammar, or semantics. The samples of this study are the Chinese textbooks used by high school students at a Chinese language school in Bangkok.

1.8 SIGNIFICANCE OF THE STUDY

This study is significant for four reasons. They are:

For students, this research can help 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 helps language teachers choose practical with a good balance of pragmatic knowledge and language learning skills (e.g. listening, speaking, reading and writing). At the same time, teachers are also reminded to improve their pragmatic knowledge and ability, and to bring students more speech acts input in line with real life contexts in the classroom.

For schools, findings of this research also have an impact on the school's syllabus design and teaching goals. The emphasis on pragmatic will be reflected. School

will weaken the emphasis on test scores, but will focus on cultivating students with communicative competence.

In addition, this research is a good guide for the compilation of language textbooks in the future.

1.9 LIMITATIONS

This study is a case study, which is relatively small and has obvious limitations. They are given below:

First, compared with other research methods (e.g. survey, experiment, and mixed methods), content analysis research has strength, and it uses a well-established sequence model. The analysis rules are clear, easy to understand, and easy to apply to new research questions (Mayring, 2004) in that text data can be retained forever, and it is easy to re-analyze and verify (Cohen, Manion, & Morrison., 2018). The quality of content analysis research has weakness since participants in content analysis research are not people but materials. There is a certain distance between researchers and participants, and these materials may be from a long time ago. These factors might affect the quality of research (Roller, 2019).

Second, this research investigates the presentation of pragmatic content in textbooks through the study of speech acts. But the pragmatic content has other content besides speech acts. The results of this research are not comprehensive enough.

Third, due to space and research time constraints, this study only analyzes the six speech acts of "refusal", "request", "complaint", "apology", "gratitude" and "suggestion", but does not analyze all of the speech acts in the intermediate textbooks. If all the speech acts in the textbooks are analyzed, it may get a different research result.

Fourth, the sample size is too small. On the one hand, this study only analyzes four Chinese textbooks, and they are all from the book "Easy Steps to Chinese". The research results cannot represent all the Chinese textbooks available for Thai high school students. On the other hand, this study only interviews three Chinese teachers, and their opinions of teaching pragmatic content do not represent the opinions of all Chinese teachers in Thailand.

Next is Chapter 2, where the review of literature is provided.

CHAPTER 2

LITERATURE REVIEW

This Chapter contains 6 sections of the review of literature namely pragmatic, speech acts, foreign language teaching and learning, Chinese language teaching and learning, materials in teaching a foreign language, previous studies of pragmatic in language textbooks and the Chapter conclusion. They are as follows:

2.1 PRAGMATICS

This section provides background knowledge of pragmatic and how it has been developed so far.

2.1.1 The Emergence

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), 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, pragmatics has only a history of more than 40 years from its establishment to the present day, and it is still a relatively new subject.

2.1.2 Two Schools of Pragmatics

According to Levinson (1983), pragmatic can be divided into two major schools: one is the Anglo-American, they believe that pragmatic like phonology, syntax, and semantics, is a branch of linguistics, it is called micro pragmatic; the second is the European Continental, they believe that everything related to the understanding and use of language is the object of pragmatic research, called macro pragmatic. Huang (2017) compared the two schools and concluded that the Anglo-American only regards pragmatic as a core component of the same contrast system in linguistic theory, excluding anthropology, pedagogy and sociolinguistics and other linguistic branches; the scope of pragmatic set by the European Continental not only covers the main categories of non-core branches of linguistics (such as sociolinguistics, psycholinguistics and discourse analysis), but also covers the category of neighboring social sciences.

So far, the micro pragmatic has been a generally accepted view of pragmatic, and to take this view as the main guiding ideology of linguistic research, the dynamic study of deixis, presupposition, conversational implicature, speech acts, conversational structure of these language components is the main tasks of pragmatic (Levinson, 1983; Grundy, 1995; Thomas, 1995; Yule, 1996).

2.1.3 Definition of Pragmatics

Until now, pragmatics has not developed a clear or unified definition, but most researchers agree that an excellent language learner should have good pragmatic competence (Chen, 2017). Different researchers have given different definitions of pragmatic from different angles, these definitions can be divided into six categories:

2.1.3.1 From the perspective of the speaker. Both Crystal (1985) and Yule (1996) believe that pragmatism is mainly the study of the meaning of the speaker, including the study of their choices, the limitations they encounter in the process of communicating with other people, or the effect of their spoken words on other communicators.

2.1.3.2 From the perspective of the listener. Sometimes the words spoken by the speaker sound simple, but these words have potential meaning behind them. Pragmatics explores how the listener can interpret the true intention of the speaker through the language he hears, to achieve more communication over language (Yule, 1996; Green, 1989) points out that pragmatic studies show how to understand people's deliberate speech acts.

2.1.3.3 From the perspective of both the speaker and the listener. LoCastro (2003) defines pragmatic as the study that focuses on the meaning conveyed by the speaker and the listener in interaction, the ways of conveying meaning can be verbal or nonverbal.

2.1.3.4 From the perspective of a context. According to Yule (1996) and Mey (1993) pragmatic studies of the context in communication, whether time, place, environment at the time, or the basic situation of the listener, is an important condition to consider in communication, they will affect the use of language.

2.1.3.5 From the perspective of interactive communication. Researchers have found that pragmatism is the study of interpersonal communication, focusing on how to use appropriate language to communicate in various communication activities (Mey, 1993; Yule, 1996; Ellis, 1999; Leech, 1983). Mey also points out that social conditions determine communication language. And Yule mentioned that the pragmatic study "the expression of relative distance", the distance between the speaker and the listener can determine what should be said and what should not be said.

2.1.3.6 From the perspective of language functions. Verschueren (1995) proposes that pragmatism is an overview of language functions, studies the cognition of language, social functions and cultural functions of language in human life.

The information above has given me great ideas to start my study. However, I applied it all to my context, which is different from theirs.

2.1.4 Classification of pragmatics

Several authors divide pragmatics into several kinds. Some examples are:

Leech (1983) divides pragmatic into pragmalinguistic and socio-pragmatic, where pragmalinguistic refers to "the communicative use of language", which is related to grammar while socio-pragmatic "is the sociological interface of pragmatic". It is related to sociology. He and Wu (2001) divide pragmatic into five categories: pragma-linguistics, which studies the pragmatic problems of language itself; cognitive pragmatics, which relate the language with psychocognition; societal pragmatics, which studies the connection between language and society; developmental pragmatics,which study the development of native language pragmatic ability acquisition; interlanguage pragmatics, which study foreign language pragmatic ability; cross-cultural pragmatics study the relationship between pragmatics and culture.

With the accelerating process of globalization, the exchanges between countries and regions have become more frequent. The issue of cross-cultural communication has gradually attracted people's attention, and more and more people pay attention to cross-cultural pragmatism. The study of intercultural pragmatics generally includes four aspects: speech act pragmatic, socio-cultural pragmatic, contrastive pragmatic, and interlanguage pragmatic (Blum-Kulka; House, & Kasper, 1989).

Based on the information above, pragmatics has its important roles in language acquisition.

2.1.5 Previous Studies of Pragmatics

Currently, in the context of second language acquisition (L2A), a large number of studies on learners' cross-language pragmatic competence have begun to emerge (Koike & Pearson, 2005). Although the history of interlanguage pragmatic (ILP) is still very short, and most researchers pay attention to L2 learners' pragmatic comprehension and production, it is undeniable that researchers' awareness of teaching intervention has been steadily improved (Fukuya & Zhang, 2002). Gesuato, Bianchi and Cheng (2015) put forward several views on pragmatic and pragmatic-focused pedagogy: First, short-term study abroad experience cannot improve students' email

requirements, studying abroad also needs to accept the instruction of pragmatic content. Second, learning at the English classroom in the United States and learning at the target language classroom in the home country do not cause differences in pragmatic abilities. Thus, no matter where they are, students need to learn practical linguistics and sociolinguistics. Third, no matter how many interactions the learners have participated in the community and how long they live in, it does not contribute significantly to learners' pragmatic competence. However, 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 their findings support the instruction of pragmatic content. It also makes me believe that it is necessary to teach pragmatic content.

Researchers divide pragmatic instructions into explicit instructions and implicit ones. Different researchers have different attitudes and opinions on which teaching method is more effective. Fukuya and Clark (2001), for instance, randomly divide students learning English as a foreign language into three groups in their research, and teach them mitigators by watching videos. They finally find out that the pragmatic ability of students after explicit and implicit teachings has no meaningful differences from before. Nonetheless, at the same time, they also acknowledge the deficiencies in their study: the treatment time is short, the samples are small, and they use a posttest-only design. These may be the reasons for the failure to detect improvement.

Koike and Pearson (2005), on the other hand, come to a completely different conclusion from Fukuya and Clark (2001). They believe that both explicit and implicit teachings have a positive impact on the development of pragmatic competence. This means implementing explicit teaching on learners or giving learners explicit feedback can enhance learners' pragmatic awareness. In addition, it encourages learners to pay attention to pragmatic elements and situations in communication, while implicit teaching can also help learners learn appropriate pragmatic expressions in a subtle way.

Some researchers compare explicit instruction with implicit instruction. Fukuya and Zhang (2002) use a pilot experiment to investigate the impact of implicit feedback recasting on Chinese ESL learners' access to request conventions. The outcomes of their study show that the treatment of implicit feedback has a great impact on the pragmatic ability of foreign language learners. They also admit the shortcomings: single assessment instruments, lack of contextual features in the use of discourse completion tests (DCT). These may affect the results. Fukuya and Zhang also point out that the implicit teaching of pragmatism is still an underdeveloped area in terms of concepts and methods. In contrast, some researchers believe that the advantage of explicit teaching of pragmatic content exceeds implicit teaching (Rose & Kwai-Fun, 2001; Ishihara & Cohen, 2014; Taguchi, 2015; Soler, 2015). Taguchi (2015) not only emphasizes that explicit teaching is more effective than implicit instruction, but also says that simply touching the input is invalid, the learners' awareness of pragmatic content input must be raised. He adds that to make implicit conditions as effective as explicit conditions, learners need to be assigned tasks.

To sum up, the existence and development of human society cannot be separated from the use of language and verbal communication activities. Communication is a process of two-way interaction involving the speaker's choice of words and the listener's understanding of those words. Speakers need to consider the context, relationship between the two parties, cultural factors, etc., and accurately convey intentions in an appropriate and polite manner. Listeners need to analyze the speaker's true intentions and respond accordingly. Sometimes we can understand the literal meanings of what others say, but we may not understand the potential intention of the speaker, which leads to poor communication. For example, the temperature of the air conditioner in the classroom is very low, the teacher said: "it's so cold, isn't it?", the teacher's intention is to increase the temperature or turn off the air conditioner. At this time, if the students answered "yes" or "no", obviously they didn't understand what the teacher really meant, and this communication was invalid. Whether in study, work or daily life, good communication skills are essential. Pragmatic competence is an important factor in evaluating a person's language ability. Therefore, learning pragmatics is one necessity for mastering a language.

2.2 Speech Acts

In second language teaching and learning, pragmatics is generally studied under the term Interlanguage Pragmatics, which can be abbreviated as ILP (Alemi & Haeri, 2020). According to Kasper and Dahl (1991), ILP in a narrow sense refers to how speech acts are understood and produced by non-native speakers and the way they acquire knowledge of speech acts relevant to L2 (p. 1). I have learned that speech act theory is a theory under pragmatics, and the content of speech acts are regarded as the content of pragmatics in a narrow sense.

This section discusses 'speech acts' in themes as follows:

2.2.1 Classification of Speech Acts

Referring back to history, Austin (1962) is the creator of speech act theory, he first proposed speech act theory in his book entitled "How to Act with Words" published in 1962. After that, philosophers pay more attention to the "non-declarative use of language" (Zhang, Xu, & Wan, 2018). Then Searle (1979) and Austin (1962) divide speech acts into 5 species: verdictive, expositive, exercitive, behabitive, and commissive. Searle fully affirms 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. Nonetheless, Searle also point 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.

In the light of the above information, Searle(1979) 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 use Searle'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 (Vaezi, Tabatabaei, & Bakhtiarvand, 2014).

2.2.2 Definitions of Speech Acts

Researchers have different definitions of speech acts from different perspectives. Searle (1969) and Zhang et al. (2018) define speech acts as a means to achieve an purpose through language, and they also indicated that the research of speech acts mainly focus on the speaker's surface meaning, the speaker's potential intention, the sentences linguistic meaning, the listener's understanding of the expression used by the speaker, and the rules of linguistic elements. Mey (1993) and Nunan (1999) define speech acts as the verbal actions that are happening in the world, and they also emphasize the function of language, such as complaints, thanks or apology. Yule (1996) defines the speech from the composition, he proposed that speech act is composed of three related acts: locutionary act, illocutionary act and perlocutionary act. The locutionary act involves the meaning of the words spoken by the speaker at the linguistic level; the illocutionary act is also called illocutionary force, which achieves a certain communicative purpose through "form an utterance with some kind of function"; the perlocutionary act also known as perlocutionary effect, is mainly intended to make the spoken words have a certain effect, and it is assumed that the hearer can recognize the effect. In addition, Yule finds that researchers paid the most attention to illocutionary acts; he believes that speech acts can be narrowly defined as illocutionary force of language.

2.2.3 Previous Studies of Speech Acts

Looking at the research conducted by researchers on speech acts, some trends are found.

First of all, speech acts have received widespread attention in L2 teaching. Mahdi, Parviz, and Reza (2016) conduct explicit teaching on the structure of the speech act of "thanking" to learners in their research to explore whether explicit teaching can improve the pragmatic awareness of EFL learners. Deveci and Hmida (2017) study the request speech acts of students in an English-medium university and find out that teaching email conventions in an academic environment can effectively improve students' pragmatic abilities. Sadighi, Chahardahcherik, Delfariyan and Feyzbaret (2018) evaluate the teaching effects of the request strategy among preschool children under the guidance, it is found that frequent use of the request strategy function from the first language can provide a useful experience for students to learn the pragmatic of the second language. Besides, Peng (2020) investigates what kind of criticism speech acts of teachers can be widely accepted by students, and which way teachers use to criticize students is more appropriate. The quantitative outcomes concluded that teachers need to show solicitude to themselves, respect students, and also consider the student's parents. It's important to maintain a sense of humor when criticizing, use vague language, and be polite.

Second, the theory of language behaviors is widely used to study and analyze literary works. For example, Zhu (2002) analyzes and researches ironic speech acts in the famous novel Pride and Prejudice. Zhang (2004) analyzes poetry from the perspective of speech acts. Santosa, Nurkamto, Baidan and Sumarlam (2016) study the distribution of direct speech acts in Alquran stories.

All the above information reflects the possibility and roles of speech act theory in the analysis of literary works.

Third, in addition to literary works, researchers are also keen to use speech act theory to analyze film and television works. For example, Muhartoyo and Kristani (2013) study the frequency of the directive speech act in the movie "Sleeping Beauty" and find out that the ordering speech act appears most in the movie, and the Inviting speech act appears the least, and the importance of the directive speech act is addressed for keeping the film's storyline flowing. Wang (2015) selects a popular dating program in China, and studies the Speech Act mode of male and female guests rejecting each other in the program, finding that men generally behave more directly when rejecting female guests, while women tend to behave tactfully and implicitly.

Fourth, researchers use speech act theory to analyze the speech acts of a certain group and explore the reasons behind it (Mukhroji, Nurkamto, Subroto, & Tarjana, 2019); or, compare and analyze the similarities and differences between two groups from different cultures in expressing the same speech act. For example, Rosa and Castro (2016) discuss the apology strategies and appropriate conditions followed by Americans and Filipinos in public apologies, as well as their differences, and finally concluded that Filipinos' expressions are more intense and Americans are more direct; the Americans emphasize self-blame, self-embarrassment, and more empathetic, Filipinos are more self-justifying, obviously lacking intent and denying self-responsibility. They think that American-style public apologies are more appropriate than Filipinos. Al-Mansoob, Patil and Alrefaee (2019) compare the speech acts used by Yemeni native Arabic speakers (YANSs) and American English native speakers (AENSs) to praise others, and find out that the compliments strategies in the two cultures have similarities as well as differences, the biggest difference is that American compliments are stable and formulaic in nature, while Arabic compliments are changeable in forms.

2.2.4 The Six Speech Acts Analysis

Refusal belongs to the category of "Commissives" in Searle's (1979) classification of speech acts. When someone makes an invitation, suggestion, or request, and the speaker does not want to accept it, and says "no" to the listener, the speech act of refusal appears (Tuncer & Turhan, 2019). In previous studies, the refusal strategy

taxonomy proposed by Beebe, Takahashi and Uliss-Weltz (1990) is widely used. Researchers borrow their Discourse Completion Test (DCT) as a tool for data collection, then analyze the data based on the taxonomy established by them, and study the refusal strategies of language speakers in different contexts. For example: Wannaruk (2008) compares refusal in American English and Thai, and studies the pragmatic transfer of Thai EFL learners when they refuse; Tamimi Sa'd and Mohammadi (2014) study the difference between male and female Iranian EFL learners when they refuse; Nikmehr and Jahedi (2014) compare Iran EFL college students' refusal strategies and Native Americans; Tuncer (2016) investigates the refusal strategies used by Turkish university English teachers in classrooms. The above studies have reached the same findings: compared to direct refusal strategies, indirect refusal strategies are obviously used more, and "excuses, reasons, explanations" are the most frequently used strategies.

Request is an attempt by the speaker to make the listener perform a certain behavior or not perform a certain behavior (Ellis, 1994), which belongs to the category of "Directives" in the classification of speech acts by Searle (1979). When the speakers ask the listeners to do something, they may impose their own intentions on the listeners, and damage the profits of the listeners. The request classification established by Blum-Kulka et al. (1989) is widely used in the field of request research. In previous studies, a number of researchers focus on comparing the similarities and differences of request strategies in different languages. For example, Rue and Zhang (2008) explore the similarities and differences between Chinese and Korean requesting strategies, and finally find out that Chinese people use more indirect strategies when requesting while Koreans use direct strategy, Chinese language is less direct than Korean. Also, researchers speculate that the add-on honorifics in Korean weakens the impoliteness of direct requests. Sanal and Ortactepe (2019) study the similarities and differences in the request strategies of Turkish EFL learners and native English speakers, and finally find out that Turkish EFL learners are not as polite, formal and appropriate as native English speakers. In addition, some studies focus on a specific aspect of the request language behavior, for example, study "grounder " - an external request modification element that can build solidarity while justifying the request (Ho, 2014) study "alerters", which has discourse function that initiates dialogue or attracts the attention of the audience (Maros

& Halim, 2018). There are also some studies on the pragmatic awareness and request strategy characteristics of L2 learners (Su, 2018), or explore whether classroom instruction can effectively improve the L2 learners' request ability (Langer, 2013). The above studies all used role-playing and DCT as research instruments to collect data.

Complaint means that 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). Complaining belongs to the category of "Assertives" in the classification of speech acts by Searle (1979). Olshtain and Weinbach (1993) have proposed a complaint framework which is widely used by researchers. Some researchers have studied the relationship between complaint ability and L2 proficiency. For example, Hong (2015) studies Taiwan's intermediate and low-level EFL learners' ability to express complaints using emails, and finally see that the intermediate-level learners are more able to express their complaints appropriately, effectively, and politely, and are more able to appease recipients' dissatisfaction. The research finding is consistent with Li (2017). Li studies the relationship between the complaint ability and L2 proficiency of Chinese EFL learners, which states that the ability to produce appropriate complaints is affected by L2 proficiency, and also influenced by their local culture. There are also some researchers studying complaint speech acts of specific ethnic groups in specific contexts. For example, Henry and Ho (2010) study the public English complaint in Brunei Darussalam from 1988 to 2005, it is shown that their public complaint speech act has changed, they used to employ direct and aggressive acts, and now they use direct but diplomatic and polite acts. Antonia (2011) studies Italo-Australians' changes in complaint in the context of immigration, and points out that their changes are due to the preservation of the original Italian behavior, and are also restricted by the Anglo-Australian Politeness Code.

According to Ellis (1999), Apology is a speech act where the speaker admits that some of his actions have caused costly losses to the listener. Apology belongs to the category of "Expressives' ' in the classification of speech acts by Searle (1979). The studies on the speech act of apology in second language education is relatively rich, for example, Cohen and Olshtain (1981), Fraser (1981), Olshtain and Cohen (1983), Blum-

Kulka and Olshtain (1984), Holmes (1990). Among them, the apology framework proposed by Olshtain and Cohen (1983) is widely used in studies (e.g. Banikalef & Maros, 2013; Tajeddin & Alemi, 2014; Tamimi Sa'd & Mohammadi, 2014).

The researchers mentioned above all use written DCT or oral role-play tasks to collect data. Researchers generally believe that the pragmatic ability of apology is affected by several factors: the learner's L1; L2 language proficiency; self language specificity; and the nature of the specific apology situation (Ellis, 1999). Some researchers have added that L1 produces negative pragmatic transfer to L2, which should provide learners with a large amount of speech act input and practice to improve learners' L2 pragmatic ability (Al-Khazaleh, 2018). In addition, an unified L2 pragmatic assessment criteria should be formulated, since even native English teachers have great deviations when assessing learners' pragmatic ability (Tajeddin & Alemi, 2014).

Gratitude refers to expressing thanks for the "favor", "service", "invitation", etc., and is one of the universal language behaviors (Bakırcıa & Özbay, 2020). Expressing gratitude has important social value, improper expression of gratitude may lead to a breakdown of the relationship between the speaker and the listener (Cui, 2012). Searle (1979) classifies gratitude in the classification of "Expressives". People often equate gratitude with the "thank you". However, some researchers have pointed out that the common use of "thank you" in British English is as a formal mark rather than expressing gratitude (Hymes, 1971), and "thank you" also expresses compliments and can be closings (Rubin, 1983). The gratitude classification and DCT proposed by Eisenstein and Bodman (1993) are frequently used by researchers.

Researchers investigate the strategies of expressing gratitude by L2 learners in different contexts, and came to a consensus: gratitude is not a single language act, it's a speech act set, gratitude is often accompanied by complimenting, surprise expression and other functions; compare to native speakers, L2 learners' expressions of gratitude lack of appropriateness, this is mainly due to the difference between the local culture and the target language culture, and also relate to other factors, such as L1 language and social status; learners should be provided with more authentic language and target

speech acts input (e.g. Ahar & Eslami-Rasekh, 2011; Cui, 2012; Bakırcıa and 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 (cited in Ekin, 2013). Compared with other speech acts, such as request and apology, the speech act of suggestion has received very little attention in the context of second language or foreign language education and has been underexplored, this contradicts the high frequency of suggestion behaviors in real life (Yıldız, 2020). Bardovi-Harlig and Hartford (1990) conduct research on suggestion, and their research is considered the first development research addressing the speech act of suggestion. Flor (2005) proposes a taxonomy based on speech act theory and politeness theory, and it is widely used in studies (e.g. Ekin, 2013; Gu, 2014; Yıldız, 2020). Matsumura (2001) compares the suggestion ability of 97 exchange students who have studied in Canada for one year with the suggestion ability of 102 Japanese peers who have not studied abroad for a year, and see that living and learning in the target language community is important for developing pragmatic capacity for suggestion. In addition, some researchers have noticed the effect of textbooks on improving the pragmatic ability of suggestions. Ekin (2013) points out that textbooks should contain explicit information about the speech act of suggestion, and provide students with sufficient input on suggestions. Jiang (2006) emphasizes that textbooks need to provide appropriate background information when displaying linguistic structures, and also need to enhance learners' pragmatic awareness.

To conclude, speech acts are an important part of pragmatics. Refusal, request, complaint, apology, gratitude, suggestion are all speech acts that occur frequently in daily life. Moreover, they are all Face-Threatening Acts (Brown & Levinson, 1987). Refusal, request, complaint, suggestion, all threaten the face of the listeners while apology and gratitude threaten the face of the speakers. Once these six speech acts are improperly expressed, they will offend others, give people a sense of impoliteness and discomfort. They even lead to the breakdown of relationships between the two parties. Learning these six speech acts can improve pragmatic competence, thereby, improving

language proficiency and communication skills and making communication smooth and effective. As these six speech acts are so important, I focus my research on them.

2.3 FOREIGN LANGUAGE TEACHING AND LEARNING

Foreign language teaching and learning has a lot to offer. Its significance has some reasons. Details are given below:

2.3.1 Foreign Language Learning

According to Ellis (1999), the research on second language acquisition (SLA) can be traced back to the late 1960s and early 1970s. At that time, SLA is another concept different from foreign language learning, the main difference is: the language in the SLA plays a "institutional and social role" (take the Philippines as an example, although English is their second language, not mother tongue, it is still one of their official languages, and it plays an important role in daily communication, study, work, etc.); In foreign language learning, language learning mainly occurs in the classroom, and language does not play a major role in the community. But he also pointed out that only when "it is possible that there will be radical differences in both what is learnt and how it is learnt", the distinction is meaningful. Long (2015) reveals that L2 instruction and learning are more important in the 21st century than any other time.

Long gives the reasons for learning an L2 into two categories: the first category is voluntary and utilitarian reasons, such as further education, going to study abroad, career development purpose, serving as a missionary or volunteer in the Peace Corps or similar organizations, etc. Students with these needs are literate, well-educated, and relatively wealthy. The other category is involuntary reasons, which are for survival, such as avoiding war, disease, natural disasters, religious persecution, and extreme poverty. Many of these learners are poor, uneducated, and weak in acquisition ability. They want to create a new identity through a new language and integrate into a new community.

The knowledge of this part helps me look more carefully at the pragmatic issues in the texts which are tools for teaching students second language learning.

2.3.2 Classification of Foreign Language Learning

Ellis (2005) believes that teaching of second/foreign languages can be divided into general-purpose and specific-purpose language teaching according to purpose. Among them, general-purpose is the mainstream in school, which can be divided into three approaches: The first is the the oral-situational approach, based on the theory of linguistic competence (actually, it is grammatical competence), is characterized by "based on a structural syllabus" (specific linguistic structures), using the present-practise-produce (PPP) method; The second is called the notional-functional approach, based on the theory of communicative competence, "emphasize the functional and social aspects of competence", also uses the PPP method; The third is the task-based approach, the task here is not just about training in listening and speaking skills, but also includes reading and writing skills, or the integration of multiple skills, and this approach also emphasize interactional authenticity and require a real context. Parkinson and Dinsmore (2019) hold a negative attitude towards these three models of teaching L2, they think the first two models only focus on grammar and meaning and cannot allow learners to get development in specific aspects, and the problem of the third model is that the task which suits the learner's development direction is not specified.

In all, whether it is for survival or personal development, it is not enough to master only one language. Learning foreign languages enables us to participate in our increasingly globalized and interconnected society. The purpose of foreign language learning is different. The learning content and learning methods are also different. However, foreign language teaching should meet the learners' learning needs and enable them to use foreign languages appropriately in real life.

2.3.3 The Relationship with Textbooks

With the development of science and technology, the resources of foreign language teaching are becoming more and more abundant. Multimedia, social platforms, mobile apps, free websites, etc. are all widely used in foreign language teaching. However, textbooks are still considered central to foreign language learning (Norberg & Nordlund, 2018). According to Dewangga and Ghozali (2020), textbooks are an important medium to help teachers teach students and play an important role in the teaching and learning processes.

For students, textbooks provide them with language input, experience about language learning and how to facilitate language learning. In general, textbooks provide many examples that can serve as good examples to help students actively participate in the process of knowledge organization (Prediger, Barzel, Hußmann, & Leuders, 2021). Textbooks with appropriate content also support students in acquiring the competencies needed to communicate effectively (Sidik, 2018).

For teachers, textbooks play a huge role in their teaching and teaching transformation (Fan et al., 2021). There may be differences between teachers, such as different ages, genders, personalities, and teaching experiences. Textbooks can guide their teaching for all (Johansson, 2017). The only difference may be that inexperienced teachers or lay teachers rely more on textbooks (Haggarty & Pepin, 2017). Since experienced teachers already have enough teaching planning ability, and grasp the important and difficult teaching points clearly and accurately, while inexperienced teachers do not have good teaching planning ability, they will rely more on textbooks to save teaching planning time.

In the context of globalization, the goal of learning foreign languages is no longer to master a universal language, but to learn a world language. Language teaching becomes a field with global significance (Risager, 2021). This means that language textbooks are no longer just tools for learning a specific language, but can also be a window into the world for learners. Textbooks are not only carriers of language but also

cultural information (Larrea-Espinar & Raigón-Rodríguez, 2019). Foreign language textbooks should contain enough cultural and cross-cultural elements to help learners build multicultural awareness and global citizenship (Xiong & Peng, 2020). However, there are obvious deficiencies in the current foreign language textbooks in improving learners' intercultural communication skills, such as few cultural elements, few cross-cultural elements, narrow scope of cultural topics, limited to target language culture and ignoring global culture, etc. (Fong, DeWitt, & Leng, 2018; Pasand & Ghasemi, 2018).

2.4 CHINESE LANGUAGE TEACHING AND LEARNING

Teaching and learning Chinese is well-spread now. I am certain that looking into this topic helps the teacher teach and students learn the language platform and that both parties can share the ideas and knowledge of learning.

2.4.1 Chinese Language Instruction in Several Countries Outside China

Chinese is an official language of the United Nations and the International Criminal Court, as well as the official language of Mainland China, Taiwan and Singapore (Tinsley & Board, 2017). In the past ten years, Chinese has become an international language and has been widely studied worldwide (Gong, Gao, & Lyu, 2020; Gong, Lai, & Gao, 2020). In recent years, China's economy has developed rapidly, and there has been rapid growth in exchanges and cooperation with other countries in the world, which directly lead to a sharp increase in the world's demand for Chinese language learning. Currently, Chinese has become one of the ten most important foreign languages in the world (Kassteen, 2014; Tinsley & Board, 2017). A survey shows that the Chinese-speaking population accounts for one third of the global population (Noack, 2015), and the number of Chinese-speaking people is still increasing. In 2020, Chinese is the second internet language after English, as of March 31, 2020, there are 888,453,068 people using Chinese as an internet language, second only to English, accounting for 19.4% of the world's internet users, and from 2000 By 2020, the growth of English internet users is 742.9%, while the growth of Chinese internet users is 2,650.4%, which is more than three times that of English (Internet World Stats, 2020).

With the rise of China's economic and political status in the world, in order to achieve economic cooperation with China, many English-speaking countries, such as the United Kingdom and the United States, are encouraging people to learn Chinese. According to a report published by Tinsley and Board (2017) on the British Council, Mandarin (Chinese official language) is one of the five most important languages in the U.K. besides English, and its importance is second only to Spanish. Ranking second, it's widely taught throughout the education system.

In 2016, the number of A-level Mandarin enrollment was 2,849, ranking 4th in U.K. top ten languages, GCSE enrollment was 4,044, ranking 7th in top ten languages; in 2017, Mandarin was ranked 5th in the U.K. degree courses in selected languages available; the UK has 29 Confucius Institutes in universities, 143 schools and Confucius classroom networks are increasing, and among 39 universities in England, Scotland and Wales, Chinese is available at degree level, and more than 60 university language centers also use Chinese as a subject of study. In the elementary education stage, Chinese is also paid attention to, 4.4% of state schools and 24% of independent schools offer Chinese as a full curriculum subject at Key Stage 3 (Collen, 2020). In addition, Mandarin is currently one of the most important three in the U.K. as a diplomacy and intelligence language (Tinsley & Board, 2017), and also an important language that needs to be used in daily work. According to a survey of the UK labor market, companies believe that the usefulness of Chinese ranks among the top 5 foreign languages (CBI & Pearson, 2019).

Chinese language education in the United States has also developed a lot. According to report, since 1975, the share of English-speaking countries in global GDP has dropped significantly and will continue to decline, the global economy is moving away from the English-speaking world, and after 2030, China's economy will exceed that of the United States, the economies of Latin America (Spanish and Portuguese-speaking countries) and South Asia (Hindi and Urdu-speaking countries) will also have strong economic growth，the growth of the United States will become more dependent on selling American goods and services to foreign consumers who not necessarily speaking English in the future (Wiley et al., 2012). Thus，it is necessary to learn

languages that are vital to the competitiveness of the American economy. In order to promote Chinese teaching, the US government has promoted several Chinese teaching programs: the "Chinese Flagship Program", the "StarTalk Program", and the "100,000 Strong Program". On the one hand, the purpose of these programs is to extend downwards, to advance the age for American students to learn Chinese and to provide Chinese language teaching in primary and secondary schools; on the other hand, to extend upwards, to extend the time for American students to learn Chinese from undergraduate to graduate level, to cultivate high-level talents who are truly proficient in Chinese (Liu, 2017).

Although there have been a lot of CFL (teaching Chinese for a foreign language) projects in the United States in recent years, Chinese teaching in the United States still faces challenges. For example, there are very few high-quality and qualified Chinese teachers (Wang & Kuo, 2016); most teachers use traditional method for teaching, focusing on vocabulary and grammar, conflicts with the constructivist teaching method adopted in the United States that emphasizes the ability to use language, and the teaching resources cannot meet the needs, and conflict with the curriculum goals (Yue, 2017).

China and Thailand have close relations and complementary advantages. China is Thailand's second largest trading partner, and Thailand is China's third largest trading partner in ASEAN (Liu & Zhou, 2017). I have learnt that since 2003, the "Chinese fever" has risen in Thailand (Liu & Zhou). The Royal Family and Government of Thailand have made active efforts to promote China-Thailand cooperation in education (Meng, 2017). With the proposal of the "One Belt One Road" strategy (Praphruetmon, 2018), new opportunities have been provided for Chinese teaching in Thailand. We can see that the number of schools offering Chinese courses has continued to increase, and the number of people learning Chinese in society has also grown rapidly. According to Confucius Institute Headquarters Representative Office in Thailand (2021), China and Thailand have cooperated to establish 16 Confucius Institutes and 11 Confucius Classrooms in Thailand.

However, researchers have also discovered that there are still many problems in Chinese teaching in Thailand. Li (2010) discusses the achievements and main problems of Chinese teaching in Thai universities from the perspective of Thai education management and Sino-Thai cooperation. She points out that the main problems of Chinese teaching in Thai universities are: the situation of the number and quality of Chinese teachers is worrying; the standardized outline is backward; the quality of teaching needs to be improved urgently; the quality of students is not high. Ewe and Min (2021) get the similar findings, they point out that the main challenges currently facing Chinese language teaching in Thailand are that textbooks are not suitable for learners, volunteer teachers lack teaching experience and service hours are short. Wang (2015) investigates the current situation of Chinese teaching in Chiang Mai Rajabhat University and reveals that the school attaches great importance to the Chinese Department, equipped with good teachers and hardware facilities, and the teaching goals are also feasible. However, the grammar class is set in an unreasonable time, and there are few communicative and practical courses; teachers have low classroom management ability, low ability to use textbooks, and a single teaching method, which is derailed from cutting-edge Chinese teaching methods. In addition, the assessment and management system for teachers is not perfect. Some teachers lack teaching enthusiasm while the assessment form for students is relatively simple.

Wang and Chai (2021) affirm the sustainable development of Chinese teaching in Thailand, but also point out the problems: Chinese teaching lacks continuity, and there is no unified plan, students learn Chinese from scratch at all levels, which greatly restricts the improvement of learners' Chinese proficiency. They add that there is a shortage of Chinese teachers; the teaching methods of teachers are traditional, they mostly use grammar translation methods, and there are many one-way lectures, less teacher-student interaction, and low student enthusiasm.

The researchers also find out that most of the Chinese textbooks currently used in Thailand are not specially written for Thai learners and cannot meet the needs of Thai learners (Xie, 2018; Wei & Weerasawainon, 2019; Bao, Ren, & Wang, 2020; Wang & Chai , 2021). Xie (2018) studied Chinese teaching in northern Thailand and learned that

the Chinese textbooks used in northern Thailand were old and uninteresting, and the selection of textbooks was not systematic. Wei & Weerasawainon (2019) point out that the number and difficulty of grammar, text topics, and cultural knowledge in elementary Chinese textbooks are inconsistent, which cannot meet the needs of specific Thai learners and fail to be learner-centered. Wang & Chai (2021) criticize the content of Chinese textbooks as outdated, lack of unified Chinese standards and norms in each school; Teachers choose or write textbooks according to their own wishes, the textbooks used are very confusing and do not take into account the students' Chinese level. This is similar to the findings of Bao et al. (2020). Respondents in Bao et al's study also criticize the inaccurate translation of texts, exercises, etc. in textbooks, and that the information about China is outdated and misleading to learners, not suitable for non-native Chinese speakers.

The Foreign Service Institute (FSI) divides the world's languages into four categories from easy to difficult according to the approximate learning time needed each year. Chinese is classified into the fourth category and is defined as "Super-hard languages". For western learners, both spoken and written language are relatively big challenges, which will hinder learners from continuing to learn Chinese, therefore, research on Chinese acquisition, especially on Chinese classroom teaching is still very rare (Orton, 2013). Facing the difficulties in Chinese learning, Motivation's role in learning Chinese as L2 is particularly important. Mkize and Chison (2015) investigated the motivation of students at the University of Zimbabwe to learn Chinese and found that most students learn Chinese for career development, they hope to find a job with a good income after graduation; a group of students learn Chinese to continue their study in China; some students learn Chinese simply because they want to know more about China, Chinese language and Chinese culture.

In short, Chinese language teaching has been valued and promoted in many countries around the world. This is not only the needs of personal development, but also the needs of national economic and cultural development. There are still many problems to be solved in Chinese teaching at present, which requires the joint efforts of teachers, textbook writers, curriculum designers and many other stakeholders.

2.4.2 Reasons for the Rapid Development of International Chinese Education

The Chinese language rising can be attributed to three reasons. First, the Chinese government's active cultural communication and cooperation with other countries. Taking the "Year of Chinese Language" in 2010 as an example, China and Russia jointly organized a series of cultural exchange activities, including holding competitions, exhibitions, performances, setting up Chinese teaching centers in Russia, and also setting up Russian learning centers in China and invite Russian students go to China for exchanges, etc (Embassy of the People's Republic of China in Russia, 2010). In addition, since 2008, the Chinese government has launched annual Chinese Bridge competitions, including "Chinese Bridge" Chinese proficiency competition for foreign college students, "Chinese Bridge" Chinese proficiency competition for world middle school students, and "Chinese Bridge" global Chinese proficiency conference for foreigners. All participants Targets are foreigners of non-Chinese nationality, born and raised in a foreign country, whose native language is not Chinese. The preliminaries of the "Chinese Bridge" series of Chinese competitions are held overseas, relying on the education and cultural divisions (groups) of the embassies (consulates) abroad and Confucius Institutes; the finals are jointly sponsored by Hanban and China Central Television. The final parts of the three events are all presented on TV.

Second, drawing on the successful experience of Britain, France and other countries in promoting their native languages, since 2004, China began to establish Confucius Institutes. According to statistics, in 2009, there are 9,000 Chinese courses of different styles were presented in Confucius Institutes/classrooms around the world; a total of 260,000 people registered, an increase of 130,000 over the previous year; more than 7,500 cultural exchange activities were carried out in Confucius Institutes/classrooms. The number of participants exceeded 3 million, which was twice of the same period last year (Hanban, 2020). The Confucius Institutes are managed by the Chinese National Office for Teaching Chinese as a Foreign Language (NOCFL), which is a non-governmental organization with the Chinese name Hanban and reports directly to the Chinese Ministry of Education. The original intention of the Confucius

Institute was not to promote Chinese, but to better meet the growing demand for Chinese language learning from other countries or regions in the world, and to strengthen exchanges and cooperation with other countries in the field of education and culture, thereby to jointly build a culturally diverse and harmonious social environment (Hanban, 2020), this purpose has been written in the first article of the General Principles on the official website of Hanban.

Third, as the IELTS test is known as an international English test system, in order to promote Chinese, China has also launched an authoritative language test for Chinese called the Chinese Proficiency Test (HSK). HSK is a standard Chinese language proficiency test for non-native speakers, such as foreign students and overseas Chinese, the test is administered by Hanban of the Ministry of Education of the People's Republic of China. According to statistics, by 2016, there were 728 test sites in 91 countries/regions, and more than 600,000 Chinese learners completed the test (IALC, 2016). As of February 2021, there are a total of 1490 HSK test sites in the world, 554 in Mainland China, 226 in the Americas, 272 in Europe, 330 in Asia, 27 in Oceania, and 81 in Africa, and Hankao Guoji (the professional international Chinese education test service institution) has served more than 30 million Chinese learners of various types worldwide (Guoji, 2021).

In summary, the CFL education is booming now. Many countries offer Chinese classes from elementary to higher education levels. This is mainly due to the economic and cultural cooperation between China and other countries, the establishment of many Confucius Institutes, and the promotion of the HSK test. In addition, the problems in foreign Chinese education also need to be paid attention to and improved, such as: no unified teaching standards; unreasonable curriculum settings; lack of high-quality teaching resources; lack of excellent teachers that can break traditional teaching methods and motivate students, etc. Compared with EFL education, CFL is still a relatively new field of teaching and research. It is necessary to learn from EFL experience and to explore country-specific Chinese teaching methods.

2.5 MATERIALS IN TEACHING FOREIGN LANGUAGE

In addition to teachers and students, teaching materials are essential in foreign language teaching. Materials are instruments for promoting students' language learning, Tomlinson (2011) asserts that materials can be 'anything'. Whether it is paper resources, such as printed books, or electronic resources, for instance information on Facebook, they are all materials. materials can be text, picture, sound, and video, they also can be static or dynamic. Among them, textbooks are the most commonly used, and easily available resources (Bardovi-Harlig, 1996).

However, no textbook is perfect, no textbook is applicable to anyone, anywhere, and not all the content in the textbook can be used directly. Thus, textbooks need to be developed, evaluated and adapted.

2.5.1 Textbooks Development

Material development is both a research field and practical work, it involves the production, evaluation, adaptation, exploitation and research of materials that promote language acquisition and development, the development of materials for language teaching and learning is very important for both undertaking and academic research (Tomlinson, 2001, 2016)). To promote the development of foreign language education, Brian and Tomlinson created an international association in 1993, the Materials Development Association (MATSDA), which an association dedicated to bringing researchers, writers, publishers and teachers together to promote the development of high-quality foreign language teaching materials through the holding of seminars and the publication of journal (Folio), etc (www. matsda. org). Despite this, Tomlinson (2011) also pointed out the direction for the development of foreign language materials: be able to motivate students and affect students; support students' progress and make students feel comfortable; let students be confident, but not make the content too simple for the sense of accomplishment, it is necessary to appropriately improve students' abilities and skills on the existing basis; to present the pragmatic in line with life, to help students gain the ability to communicate in the target language, and to meet

the students' actual communication needs; to consider the personality and difference of students.

Currently, the development of foreign language teaching materials presents two major trends: One focuses on communication and interaction, and highlights the use of expressions that conform to real life. It is called "Communicative approach (CLT)". This trend is not just about listening and speaking skills, but also relates to the skills of reading and writing，since communication occurs not only in oral expression, but also occurs in the writing and transmission of information. Another trend focuses on the purpose, solve some life problems or achieve a certain pedagogical purpose through the completion of tasks, it is called "task-based methods (TBL)", this trend requires accurate and fluent language (McDough & Masuhara, 2013). These two trends have one thing in common, that is, they both focus on communication and authenticity.

With the development of the Internet, there are more and more channels for students to obtain resources, and commercial books do not seem to be necessary anymore. However, not all students have the conditions to access resources through the internet, and textbooks are still the main means of providing language learning materials (Tomlinson & Masuhara, 2018). Determining the development direction of foreign language textbooks is an urgent need in the process of promoting the development of foreign language teaching and learning (Lee, 2013). Mishan and Timmis (2015) focus on the development of SLA-based materials，they point out that the development of SLA materials should follow the following principles: stimulate students' learning motivation; bring students cognitive challenges; use rich language input samples for real life; meaningful language use opportunities; focus on wisely chosen language structures encountered in input and output.

Based on the reality that few textbooks can achieve all the benefits, and few textbooks can truly meet the needs of students in any particular class, there are several issues in textbook development that need to be noted: first, a coursebook that is truly beneficial to students must be elf-standing, flexible, localizable, personalized, humanistic, and adaptable; second, the published textbooks promote language

acquisition, but they should exist as resources, not a script that prescribes the course direction, teachers and students need to supplement and replace the content sometimes; third, a form-focused approach should be used, and textbooks should help students find problems by themselves, rather than directly specify learning points; fourth, use authentic texts and authentic tasks, strive to attract learners emotionally and cognitively, and adhere to Open-ended and flexible approaches; finally, emphasize multicultural views and awareness (Tomlinson, 2013; Tomlinson & Masuhara, 2018).

In conclusion, despite the diversity of teaching resources at present, textbooks are still an indispensable resource in the process of foreign language teaching. No textbook is perfect. A good foreign language textbook should be close to real life and meet students' learning needs and teaching goals.

2.5.2 Textbooks Evaluation

Textbooks are the most widely used and most frequently used resources by teachers and learners, so there is no doubt that evaluating textbooks and selecting qualitative textbooks for them is crucial. The theory of evaluating textbooks is excessive from details to large frames. From the 1970s to the 1990s, the theory of evaluating foreign language textbooks showed a development trend from lower classification to upper classification. In the 1970s, a series of objective items for analyzing textbooks were stipulated，and the theory began to be applied in teaching English; in the 1980s, the upper-level classification was developed and the evaluators' subject opinions were focused on; in the 1990s, the highest category, namely micro-evaluation and macro-evaluation theories were developed (Lee, 2013).

Turning to the evaluation methods, McDough and Masuhara (2013) conclude that evaluation can start from three aspects: one is to conduct a simple evaluation from relatively superficial factors such as the cover and catalog; the second is to evaluate the content, skills, style, and attractiveness to teachers and students in details from the inside; finally, from the overall perspective to evaluate whether the textbook has

potential uses, whether it can be generally accepted, whether the content is flexible and adaptable to different learners.

When it comes to evaluating textbooks, relevant evaluation criteria must also be considered. An excellent foreign language textbook should meet the following conditions (Cunningsworth, 1984; Surtikanti, 2020). First of all, to achieve the goals of the course and combine the teaching purpose of teachers with the students' learning purposes. For example, when the goal of the course is to improve students' writing skills, the textbook should focus on writing methods and activities instead of presenting a large number of communicative dialogues, teachers should also choose books that focus on writing rather than comprehensive skills textbooks. Students' needs, such as academic writing or general writing, is another area for consideration. Second, be consistent with educational purposes and curriculum. Third, in line with the language used in daily life. Fourth, appropriate improvements should be made to the current level of students, the new content should not be too much, and it cannot be separated from the existing knowledge of the students, otherwise knowledge gaps will easily occur. Last but not the least, the textbooks should be graded, the difficulty of the content should be progressive, and the old knowledge should be cyclically studied.

When teachers select textbooks, they should evaluate the textbooks to see whether a textbook is relevant to the teaching and learning context at that school. Then it needs to be evaluated from the framework to the details. A good textbook should meet the teaching goals of the teacher and the learning needs of the students.

2.5.3 Textbooks Adaptation

The same textbook used by different teachers and students will often get different feedback, and will also receive different educational effects, no textbook is suitable for everyone, and no textbook can be liked by everyone. Adaptation Textbooks can make textbooks more targeted and useful. I have learned that Richards (2001) summarizes several textbook adaptation forms in his research: In the first place, change the content or tasks according to the students' personal circumstances, such as age, job,

and native language culture. Second, remove redundant content, which may be activities, a lesson, or a unit. Take the writing lesson as an example, the teaching process should focus on the training of writing skills and some listening practice activities can be canceled. Next, supplement some contents that teachers think should be studied, but the textbook does not involve too little, which may be vocabulary, grammatical points, sentence patterns, cultural knowledge, or some practice items. Last but not the least, I also see that rearrange the content, change the order of the units, group related courses in different units to learn together, or adjust the lexical order and the appearance order of activities in each lesson.

Adapting the textbook is to find the maximum value of the textbook so that the textbook is appropriate for a specific type of student (Tomlinson, 2011). However, not all adaptations can achieve the desired effect. It is found that teachers' thoughts and practice of adapting textbooks are limited by their own capability, inexperienced teachers generally choose to keep all the content, teach in accordance with the textbook, or delete all the content (ŞİMŞEK, 2017; Davut, 2020). Thus, Davut suggests that teachers should be provided with training on textbook adaptation. Additionally, the pressure from exams (schools require teachers to ensure a certain pass rate) affects teachers' beliefs, and then affects teachers' use of textbooks (Lee & Bathmaker, 2007; ŞİMŞEK, 2017). In order to let students obtain higher test scores, teachers may focus too much on teaching knowledge that is related to the test, and delete those content that will be used in life but not tested; or focus on the training of question types and the skills for passing the exam.

In conclusion, there is no textbook that can meet everyone's needs. When adapting textbooks, teachers should make them in line with students' actual needs and the students' future careers.

2.5.4. Development and Issues of Chinese Textbooks

The compilation and development of textbooks for Chinese as a foreign language (CFL) has a history of about 70 years, and has undergone a series of changes.

The CFL textbook was started from the 1950s, when it was mainly focused on the teaching of grammatical structure; in the 1970s, grammars were still focused, and the teaching of sentence patterns began to be emphasized; the textbooks of the 1990s emphasized the combination of grammar and communicative functions, and began to introduce Chinese culture to foreigners or comparing Chinese and foreign cultures; in the 21st century, topics, exercises, arrangement methods, and cultural elements have become the focus of attention (Yang, 2011). Zhu, Jiang, & Ma (2008) say that the biggest trend in teaching Chinese as a foreign language in the 21st century is the comprehensive training of communicative skills and the emphasis on oral communication skills. Jiang (2018) summarizes the current textbooks as task-based textbooks, that is, displaying real language materials and situations in the textbooks, so that students can improve their language communication skills through participation, experience, cooperation, and communication in the process of completing language tasks, and the task results can be a criterion for evaluating language ability.

There have been considerable changes in CFL textbooks, but there are still some problems. For example, the current Chinese textbooks rarely contain cross-cultural content, the lack of cultural background information may lead to misunderstandings and contradictions (Fong et al., 2018). The content of language functions in textbooks is uneven, and it is recommended that the communicative language function should be listed as one of the elements for evaluating Chinese language textbooks or other language materials (Adil et al., 2020). What's more, the proportion of general textbooks is relatively large, and the proportion of targeted and innovative textbooks is relatively small; a large part of the textbooks overlap in topic arrangements, the form and content of exercises; there are very few country-specific textbooks, the existing published country-specific textbooks are different annotated versions of the same textbook, and are not specially designed textbooks for Chinese language learners in different countries (Yang, 2011). Chen (2014) also complains that the adaptation of the Thai version of the CFL textbook only translated the language from the original textbook, it is not adapted to the difficulties and key points of Thai students' learning, and does not include the compilation opinions of Thai scholars. He also reveals that Chinese textbooks are not flexible enough; the content of the textbooks is not for

daily life and lacks Chinese characteristics, which does not conform to the usage habits of Chinese people in the current society.

Regarding the future development of Chinese teaching textbooks, Jiang (2018) points out a direction: the coexistence of general textbooks and local textbooks. Specifically, it means the general textbooks are mainly compiled by native Chinese, and efforts are made to compile high-quality textbooks with leading, demonstrative, and modular effects; country-specific textbooks are mainly compiled by Sino-foreign cooperation or organized by the textbook user country. I have learned that both these two types of textbooks must be based on the outline or the Chinese language proficiency standards of the region or country where they are located, and a targeted and personalized textbook should be compiled under the same standard framework.

In conclusion, textbooks are the most commonly used materials in foreign language teaching. Many students and teachers rely on textbooks excessively. At present, foreign language teaching materials have been criticized mostly for failing to meet the needs of students, failing to make communication in daily life comprehensible, lacking cross-cultural knowledge, and lacking targeted teaching materials, etc. A teacher should not rely solely on textbooks. They have to analyze and evaluate textbooks, and select the ones that meet the teaching goals and student needs. At the same time, teachers should have the ability to adapt teaching materials to their own contexts. If possible, they should develop their own teaching materials. Teachers should not only undertake daily teaching work, but also should be researchers and material developers.

2.6 Relevant Pragmatics Studies in Language Textbooks

Whether textbooks are useful for teaching pragmatic content has always been controversial. On the one hand, some researchers believe that textbooks are important for improving the pragmatic ability of second language learners. Sheldon (1988) asserts that "textbook is the visible heart of any ELT program". Among the many teaching resources, textbooks are the easiest resources to obtain, and can provide a wide range of input for language learners (Bardovi-Harlig, 1996), and can also provide a reference for

learners to develop their social practical skills (Bababayli & Kızıltan, 2020). Kim and Hall (2002) investigate whether reading books affects the pragmatic competence through a four-month interactive book reading program, and it is found out that the vocabulary, speech, and conversation management functions of children have been developed. Then they conclude that textbooks have an important role in developing pragmatic abilities, especially for the foreign language teachers who are not native speakers of target language, they probably have insufficient pragmatic teaching experience in certain specific contexts, this kind of book-based program is particularly useful. Using books and role-playing tools can help students create these texts in the classroom and gain practical knowledge and skills in the classroom. According to Diepenbroek and Derwing (2013), while many other resources are used to supplement classroom instruction, "textbooks are still the backbone of many language courses".

On the other hand, some researchers believe that textbooks are not referential for the teaching of pragmatic content. First, some researchers complain that the pragmatic content in textbooks is unrealistic. Bardovi-Harlig (2001) indicates that textbooks did not provide learners with a reliable source of language use. Some researchers criticized English textbooks for not providing enough opportunities for learners to learn real language (Grant & Starks, 2001; Wong, 2002; Vellenga, 2004). Ishihara and Cohen (2014) point out that most of the language textbooks that have been published currently have certain problems: There is almost no clear information about pragmatic in the L2 textbooks, and pragmatic language tends to be underrepresented; the scope and number of speech acts are very limited; These textbooks are written by the writers according to their own intuition, and many dialogues are awkward or far-fetched, lack authenticity, and cannot represent the natural communication in the real life. Some features of real communication, such as intermittent, repetitive, and lengthy explanations have all disappeared in textbooks. Compared to textbooks, TV dramas are closer to the real pragmatic (Gesuato, Bianchi & Cheng, 2015).

Second, the distribution of pragmatic content in textbooks is messy and irregular. Vellenga (2004) finds out that when analyzing the practical content of ELT and EFL textbooks, the various speech acts in the textbooks are not distributed

according to the law, and the frequency of each speech act in the textbooks is also inconsistent with real life and against common sense. Some researchers have reached the same conclusion in their research. Nguyen (2011) investigates some practical topics in a study, and it appears that all the textbooks for the three-level examination show the emphasis on the speech act of "opening a conversation", but ignore the "closing a conversation". Nguyen speculates that maybe the material developers believe that "opening a conversation" is more complicated and difficult than "closing a conversation" (p. 10). Diepenbroek and Derwing (2013) find out that most textbooks cannot clearly define speech acts or conversation strategies. In addition, the pragmatic coverage of different volumes in the same series is also lacking in consistency, perhaps the pragmatic content in volume 3 is twice that of volume 4. Meihami and Khanlarzadeh (2015) investigate the frequency of three speech acts in some international ELT textbooks and local ELT textbooks, and find that the pragmatic content contained in different books varies greatly, and the frequency of speech acts in the same textbook also varies greatly. They speculate that the reason for these differences may be the attitude of the material developers to the role of ELT textbooks in L2 learning.

Third, there is a lack of contextual information in textbooks. Textbooks lack quality and depth, some provide a list of speech acts, but do not indicate how to present different speech acts under specific circumstances, and most of them present speech acts in isolation (Diepenbroek & Derwing, 2013). This is consistent with the results of House (1996). According to House, the content of pragmatism is always presented in a decontextualized form in textbooks. Most speech acts are taught without context, for instance, do not indicate the relationship, intimacy and possible contextual variables, etc. (Nguyen, 2011). In order to contextualize the language to perform speech acts, some writers construct short conversations in textbooks by themselves, this is more preferable than selecting appropriate phrases from the phrases list, but lack information on social and cultural background (McConachy, 2017). Contextual information is an important clue for learning pragmatically. Brown and Levinson (1987) point out that the degree of social distance between speakers (D), relative power status (P) and the degree of imposing (R) involved in the speech act can help people decide how to ensure politeness when performing speech acts. Decontextualization may prevent learners from choosing

appropriate speech acts in specific situations, because there may be only subtle differences between different pragmatic structures (Cohen, 2005), which can make the speaker appear rude and even offensive.

To summarize, I have learned that a number of researchers generally agree with the necessity of learning pragmatic content, but they also criticize the problems of current foreign language textbooks: they do not conform to real-life pragmatics. They pay less attention to pragmatic knowledge and pragmatic content are unevenly distributed because of the lack of background knowledge and contextual information. The importance of improving pragmatic competence for improving communicative competence is unquestionable. There have been a lot of studies on pragmatics in EFL, but it seems there is not enough attention to CFL. Also, based on what I have reviewed, there are very few studies on pragmatic content in CFL textbooks. In the light of this mentioned situation, I as a researcher aim to explore the current situation of pragmatics in Chinese textbooks and the views of Chinese teachers in Thailand.

2.7 CONCLUSION

This chapter summarizes the history, development and relative previous research about pragmatic, speech acts, foreign language teaching, Chinese language teaching, and materials, which establish relevant knowledge background for this research. I have observed that the improvement of pragmatic competence is very necessary in foreign language learning. In addition, as the most accessible and most commonly used important materials, textbooks need to contain appropriate pragmatic content. Up to now, many researchers have analyzed and studied the pragmatic content in English textbooks, but few researchers have conducted research on pragmatic content in Chinese textbooks. The implementation of this research is to fill this gap and contribute to the development of Chinese textbooks as well as Chinese language teaching.

The next Chapter or Chapter 3 contains 'Methodology' I employ to this study.

CHAPTER 3

METHODOLOGY
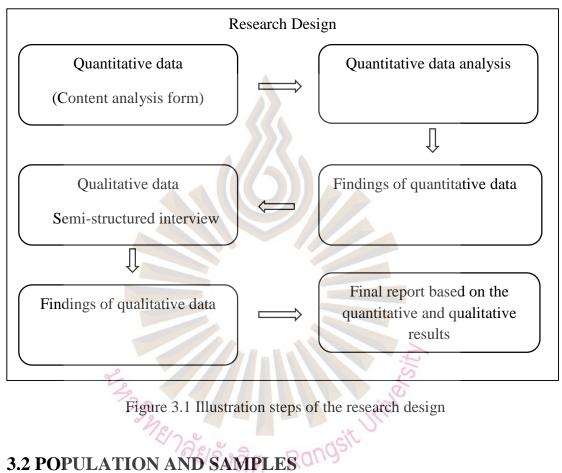
This Chapter gives details of the research methodology, which consists of (1) the design of the research, (2) context of the study, (3) population and sample, (4) research instrument, (5) validity and reliability, (6) data collection, (7) data analysis, (8) ethical consideration, (9) summary.

3.1 RESEARCH DESIGN

This is a content analysis research based on the mixed methods between quantitative and qualitative. Content analysis is a research method that collects information from materials (e. g. texts and pictures). The justification for using content analysis research is that it is material-driven, requiring inspection of all materials related to the research problem, and the number of data can be reduced, it is objective, systematic, and flexible (Schreier, 2014; Prasad, 2019).

The quantitative and qualitative inquiries are not carried out at the same time. Instead, the 'sequential mixed designs' are used, which separates the quantitative and the qualitative research, do one of the research projects first according to the needs of the research, and carry out another after analyzing the first phase data. Finally, all the findings are comprehensively analyzed (Teddlie & Tashakkori, 2009). The justification for adopting the sequential design method is that the researcher only conducts one type of research at a time, which is easy to manage and operate. The second phase of research can be designed and adjusted based on the findings of the first phase. The final conclusion report is then followed by the qualitative part, which can straightforwardly show readers the results of the research (Creswell & Clark, 2018).

In this study, the specific operation of the sequential design method is: first, carry out quantitative research, carry out quantitative analysis on the large amount of data collected. Next, carry out qualitative research based on the results of quantitative analysis. The research design is shown in Chart 3.1 below:

Figure 3.1 Illustration steps of the research design

3.2 POPULATION AND SAMPLES

In this study, both population and sample include two parts, Chinese textbooks and Chinese teachers.

3.2.1 Population

The population of this study is 30 Chinese textbooks and 20 Chinese teachers used in a Chinese language school in Bangkok. All textbooks are commercial textbooks. Most of them are international Chinese textbooks published in Mainland China specifically for learners whose first language is not Chinese. Some are textbooks

published in Singapore. These textbooks are designed for four levels: preparatory, elementary, intermediate, and advanced.

All the teachers or the second type of population working in this school are native Chinese speakers from mainland China. There are 20 teachers in total. Six are full-time teachers and the others are part-time. Among the full-time teachers, 3 have more than 6 years of teaching experience.

3.2.2 Sample

In this study, a purposive sampling technique is used to solicit the analyzed textbooks and the interviewed teachers. The justification for using the purposive sampling technique is that it is a nonrandom sampling technique, and the researcher can quickly reach the samples with specific characteristics that meet the research goals (Johnson & Christensen, 2014).

3.2.2.1 Textbooks

This study uses Easy Steps to Chinese (simplified character version, 2014) as the first group of samples for content analysis. The justifications for choosing this set of books are that:

Firstly, the quality of publication press. Easy Steps to Chinese (simplified character version, 2014) is published by Beijing Language and Culture University Press. This publication press was established in 1985, it is an international Chinese language teaching and research professional publishing house, a national first-level publishing house, a national cultural export key enterprise, and an advanced unit of national bilingual education. The publications developed by this publication press have won many national awards such as the China Publishing Government Award and the China Outstanding Publication Award. The publication of international Chinese textbooks is the most distinctive and advantageous section of this publication press. The total number of publications has reached more than 3,700, users are spread all over the world, and a number of world-renowned textbook brands have been created, such as "HSK Standard Course", "Easy Steps to Chinese", and "New Concept Chinese", etc., meet the needs of

Chinese learners from different countries, different needs, and different levels in the world. In China, more than 90% of the colleges and universities that enroll international students have selected the international Chinese textbooks of this publication press; overseas, the international Chinese textbooks of this publication press have entered more than 3,000 universities and 5,000 primary and secondary school classrooms in 178 countries and regions in the world (Beijing Language and Culture University Press, 2020).

Secondly, the quality of writers. The authors of Easy Steps To Chinese (simplified character version, 2014) are Yamin Ma and Xinying Li. Yamin Ma own a master's degree in Curriculum Design and Development from Queen's University in Canada, she has been teaching Chinese as a foreign language for many years, and has long tracked the AP Chinese project in the United States and the European IB Chinese test, her academic research involves English teaching, Chinese teaching and education, and Psychology, she has presented or published papers in international seminars many times. Xinying Li graduated from Tsinghua University (the top1 university in China), with a master's degree in applied linguistics. Both these two authors have many years of teaching experience in China and other countries.

Thirdly, the contributions of this set of books. Easy Steps To Chinese (simplified character version, 2014) is the most widely used textbook by high school students in language schools, bilingual schools, and international schools. The uniqueness of the popularity of this set of books is that it adopts the "Communicative Approach" to functional uses, while taking into account the differences between Chinese and Indo-European teaching. They attach great importance to the four communicative skills of listening, speaking, reading and writing. The set helpfully trains students to use accurate and fluent Chinese to communicate naturally with people in real life. Also, it was designed to help students pass Chinese exams such as GCSE/IGCSE/AS (U.K.), SAT II/AP (U.S.A.), IB Chinese Language B.

In short, the justification for choosing this set of books as a sample is because it is a set of high-quality textbooks. This type of textbooks can ensure the stability and reliability of the data to a certain extent. Moreover, high-quality textbooks have been tested by teachers and students and have a wide audience in Chinese

education, which makes the research results of this study more representative and meaningful in promoting the development of Chinese textbooks in the future.

There are eight volumes of this set of books, divided into three stages. This study selected the intermediate stage (3-6 volumes) as participants. The justification for choosing the intermediate level textbooks is that students in the intermediate level have bigger world view and more life experiences, and more communicative content contained in their textbooks. Volumes 1-2 are designed for beginners, focusing on vocabulary accumulation and sentence learning, with less communicative content. Volumes 7-8 are designed for advanced learners and focus on reading and writing, with more articles and less communicative content. So only volumes 3-6 are applicable to this study.

3.2.2.2 Teachers

The second group of samples is teachers. 3 full-time teachers with more than 6 years of teaching experience are interviewees. The justification for choosing these 3 teachers is that they are all native Chinese speakers. Native Chinese speakers are familiar with the real expressions of Chinese in daily life, which can help learners become near native Chinese speakers and make correct Chinese expressions. Besides, their majors are related to education, and they have rich experience in teaching Chinese to high school students in Thailand. According to the interview in Chapter 4, they are very familiar with the content of various textbooks and have used the book Easy Steps to Chinese for many years.

3.3 RESEARCH INSTRUMENTS

Two research instruments are employed in this study. They are content analysis form and interviews. The content analysis form is designed as a quantitative instrument, and the interview is a qualitative one.

3.3.1 Content Analysis Form

To collect and analyze data of the speech acts contents in Chinese textbooks, I referred to some researchers' tables (Meihami & Khanlarzadeh, 2015; Tran & Yeh,

2020; Si, 2019) and developed a content analysis table suitable for this study. There are 6 content analysis tables that have been designed, since this research focus on 6 speech acts in Chinese textbooks. I used six speech acts categories to classify and analyze data simultaneously: refusal (Beebe, Takahashi, & Weltz, 1990), request (Blum-Kulka, House, & Kasper, 1989), complaint (Olshtain & Weinbach, 1993), apology (Olshtain & Cohen, 1983), gratitude (Eisenstein & Bodman, 1993), and suggestion (Flor, 2005). The following is the example of the content analysis table

Table 3.1 The Example of the Content Analysis Form Refusal (refusal/ request/complaint/ apology/ gratitude/ suggestion) Data collection

Textbook	Total pages	No.	Unit	Page No.	Lexical Items / Phrases / Sentences	Translation from Chinese to English	Categories
Easy Steps to Chinese Volume3	161	1	U1	23	太晚了。(医生助手让病人下午五点半去医院,病人希望可以早一点儿去)	This time is too late for me. (The doctor's assistant asked the patient to go to the hospital at 5:30 pm, and the patient hoped to go earlier)	Indirect
Easy Steps to Chinese Volume5	162	1	U2	52	对不起，我们只收现金，也可以用信用卡。（顾客想用支票）	Sorry, we only accept cash, credit cards can also be used. (Customer wants to use check)	Direct

3.3.2 Interview

To find out to what extent do teachers understand about pragmatics, the semi-structured interview is used as the instrument to collect data. The justification for adopting a semi-structured interview is that the topics and questions were created in advance, which can play a prompt role. The open-ended questions can be personalized, and the interview process can be adjusted according to the answers of the interviewees (Cohen, Manion, & Morrison, 2018). In addition, the interviewees answer the same questions, and their answers are more comparable, which is conducive to the researcher's deeper analysis (Patton, 1980). In this study, I interviewed 3 Chinese teachers. The purpose of the interview is to see their understanding of pragmatic content and feedback on Easy Steps to Chinese. The interview uses open-ended questions, The interview questions are grounded from the findings of textbook analysis and textbook development. On the part of textbook development, some questions are grounded from some issues, for example, excessive emphasis on vocabulary and grammar teaching; comparison of language in the textbook with the language in real life; the lack of authenticity; the lack of contextual information, and very little pragmatic content, etc.

3.4 VALIDITY AND RELIABILITY

These two measurements are explained below:

3.4.1 Validity

Validity is used to evaluate "whether an instrument measures what it was designed to measure" (Field, 2013). The content analysis form and the interview questions used in this research had been sent to three experts in related fields for inspection to confirm their validity.

In my context, there are 2 parts. The first one devoted to how data were analyzed. The other showed the interview questions. Both were justified by 3 experts. They gave comments and accepted them. (See Appendix I & J)

3.4.2 Reliability

Reliability refers to the ability of an instrument to produce consistent results under different situations (Field, 2013). There are six speech acts frameworks are used to collect and analyze data in this research, and these frameworks have been well-established, used or adapted by previous studies (e.g., Phuong, 2006; Rubino, 2011; Farnia & Wu, 2012; Gu, 2014; Tajeddin & Alemi, 2014; Tamimi Sa'd & Mohammadi, 2014; Meihami & Khanlarzadeh, 2015). The reliability of these frameworks has been effectively verified in previous studies. Therefore, there is no need to reestablish the reliability of the content analysis table in this study.

In order to test the reliability of the interview, 3 Chinese teachers with more than 6 years of teaching experience from other schools in Bangkok are invited to do a pilot test. The justification for using pilot is that it is a run-through process of a complete research and can evaluate the appropriateness of the research instrument (Leavy, 2017). The researcher used the designed semi-structured interview questions to interview the three teachers to see what problems they encountered during the interview process, which aspects were not clearly stated by the researcher, and whether their answers were consistent with the research objectives. According to the results of the pilot interview, the researcher adjusted and replaced the interview questions.

3.5 DATA COLLECTION

The next subsections explain how data were collected and organized for data analysis.

3.5.1 Content Data Collection

Cohen et al. (2018) define content analysis as "the process of summarizing and reporting written data". The main purpose of content analysis is to shift from the original text to the analysis of the extracted data, among which the categories derived from the priory theory are tools for extracting data (Gläser & Laudel, 2013). In this study, six

speech act frameworks are used to filter, classify and analyze data. The researcher use frameworks to construct categories, compare the dialogues in the textbooks with these six frameworks, extracts the data that meets the content of the frameworks, fill them in the corresponding speech content analysis form, and marks the detailed speech act type in the form.

The data in the textbook are collected independently. I sorted out all the complete dialogues in the 6 textbooks lesson by lesson, identified the six speech acts that this research focuses on. Then I filled the relevant expressions and specific location information of the 6 speech acts into the corresponding content analysis forms.

3.5.2 Interview

The interviews are sequentially carried out after the textbook's data collection and analysis. The three interviewees were interviewed. Unfortunately, COVID-19 epidemic made face-to-face interviews impossible. Hence, I used Zoom software to conduct one-on-one interviews with interviewers in Chinese. The interview time for each person was about 10 - 15 minutes. I recorded the entire interview process and then transcribed them.

3.6 DATA ANALYSIS

After the data were collected they were analyzed to find the answers to the two research questions.

1) What do speech act contents represent in intermediate Chinese textbooks for high school students in this study?

2) What opinions do Chinese teachers have toward pragmatic content in this study?

The processes are explained below:

3.6.1 Statistical Analysis

The data collection and analysis of this study are carried out at the same time according to the six frameworks of speech acts. The table below shows the frameworks

Table 3.2 Six speeches framework

Speech act	Framework
Refusal	Beebe et.al. (2012)
Request	Blum-Kulka et.al. (1989)
Complaint	Olshtain and Weinbach (1993)
Apology	Olshtain and Cohen (1983)
Gratitude	Eisenstein and Bodman (1993)
Suggestion	Flor (2005)

The first research question of this study is the presentation of speech acts content in intermediate textbooks. After collecting the data, the researcher will find other two inter-coders to check the validity of the data and fill out the checklist form. These two inter-coders must be bilingual in Chinese and English. After both inter-coders confirm the validity of the data, Excel and Statistical Package for Social Science (SPSS 26.0) will be used to calculate and analyze the frequency of each speech act in the textbooks.

3.6.2 Thematic Analysis

The second research question is Chinese teachers' opinions for the pragmatic content. After the interview, the responses from all interviewees will be translated into English by the researcher. The content of the interview will be digested into themes, and the final findings will also be presented in the form of themes, first using phrases to summarize the main findings, and then using the content of the interview as examples to present the details. After the content analysis, the researcher will also request two

inter-coders to check the validity of the content. The following table is a presentation of data collection and analysis

Table 3.3 Illustration of the data collection and analysis

	Research questions	Data collection	Data analysis
1	What do speech acts content represent in intermediate Chinese textbooks for high school students in this study?	Content analysis form	Frequency
2	What are teachers' opinions toward pragmatic contents in this study?	Semi-structured interviews	Thematic analysis

3.7 ETHICS

In conducting this research, I consider the possible impact of the research on the participants, and 'protect the dignity of the participants as a person' (Cohen et al., 2018). Before interviewing the participants, I provided the participants with a consent form. I also gave it to the school to obtain the permission. Moreover, all data and information are confidential, and neither the school's name nor the interviewee's private information appears in the research.

3.8 CONCLUSION

This Chapter summarizes the research methods of this study. It includes the selection of participants and samples, the use of instruments as well as data collection and analysis. As a researcher, I have explained the justifications for adopting mixed-methods and have illustrated the corresponding steps for the research questions with flowchart and table. The results and findings from data analysis are presented in Chapter 4.

CHAPTER 4

DATA ANALYSIS

This Chapter presents data analysis. The data to be analyzed are obtained from both the quantitative and qualitative methods. The first set of data provides the answers to the first research question:

1) What do speech acts content represent in intermediate Chinese textbooks for high school students in this study?

The second gives the answers to the second research question:

2) What are Chinese teachers' opinions toward pragmatic contents in this study?

Below are my data analysis and discussions.

4.1 SPEECH ACTS CONTENT

The six speech acts in this study contain "refusal", "request", "complaint", "apology", "gratitude" and "suggestion", all of which are normally used in Chinese daily life. They are also used for high school students in Thailand and in my study context. In this study, there are four intermediate textbooks with a total of 719 pages. There are a total of 15 lessons in each book. Each lesson contains dialogues and texts. All the data in this study come from the dialogue sections. The verbal, illocutionary and after-verbal behaviors are all within my research scope. The speech acts content mainly refers to the frequency and distribution rules of these six speech acts in intermediate textbooks I have explored.

The collection and analysis of all speech acts data in this study are carried out in accordance with specific frameworks. Some lexical items, phrases or sentences have adopted more than one strategy. In order to facilitate the statistics of the frequency of each strategy, these lexical items, phrases or sentences containing multiple strategies are

placed under different strategies for statistics. Therefore, a piece of data is counted more than once. The six speech acts are presented in Table 4.1 and analyzed below:

Table 4.1 Overall frequency of the six speech acts in the intermediate Chinese textbooks of Easy Steps to Chinese (simplified character version, 2014)

Book	Unit1	Unit2	Unit3	Unit4	Unit5	Total
Vol. 3	9	4	5	4	12	34
Vol. 4	0	4	5	5	4	18
Vol. 5	2	10	5	0	9	26
Vol. 6	6	5	6	7	3	27
						105
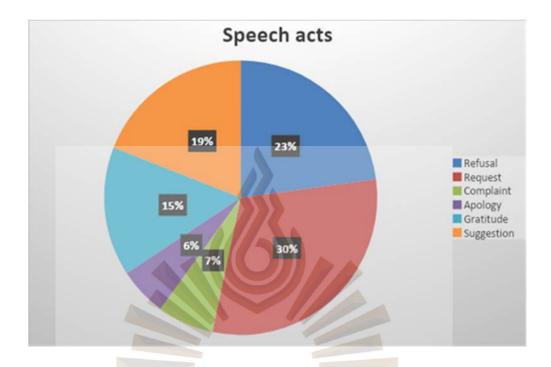
The first set of data shows the representation of pragmatic contents regarding six speech acts of refusal, request, complaint, apology, gratitude, and suggestion. Table 4.1 also presents a total of 105 lexical items/ phrases/ sentences in intermediate Chinese textbooks involving these six speech acts. The frequency of these six speech acts in Volume 3 is the highest one (34), while the frequency of the six speech acts in Volume 4 is the lowest (18). The frequency of the six speech acts in Volumes 5 and 6 is similar. Among them, unit 5 of Volume 3 has the highest frequency of speech acts, with a total of 12 occurrences. No speech acts appeared in Unit 1 of Volume 4 and Unit 4 of Volume 5. It is clear that the total distribution of the speech acts content here in the intermediate textbooks is unsystematic, which exists in section 2.6, Vellenga (2004), Nguyen (2011), Diepenbroek and Derwing (2013), Meihami and Khanlarzadeh (2015). They argue that the distribution of speech acts in the textbook has no regularity. Some speech acts have high frequency while some show low frequency, and the same speech act occurs at different times in different Volumes in the same series of textbooks.

Table 4. 2 Frequency of the six speech acts

Book Speech Acts	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 table 4. 2 above, in Volume 3, refusal and request appear most frequently or 10 times. Complaints show the least frequency (only twice). In Volume 4, the request exhibits most frequently, which is 11 times. Complaint appears only once while apology does not exist. In Volume 5, the frequency of request is 9 times while the suggestion does not appear. In Volume 6, suggestions appear the most frequent or 14 times which doubles the use of refusal. Here, there is no apology at all. In short, the distribution of the six speech acts in the same book is uneven or not systematic in terms of numbers, but referring to the former research findings (Section 2. 5. 3), the teachers can adjust them to the teaching context to make learning more friendly as well as fruitful for the students (Richards, 2001; Tomlinson, 2011).

Look at each speech act separately, the most frequent speech act in these four intermediate textbooks is request, which is repeated 32 times. The lowest frequency is apology, which only turns up 6 times followed by complaint, which appears 7 times. Among them, requests appear most frequently in Volumes 3, 4 and 5 out-rating the other speech acts. Apology appears in Volumes 4 - 6 with the lowest frequency among the six speech acts, and apology does not appear in either Volumes. Suggestion does not exist in Volume 5 but appears 14 times in Volume 6, which is the speech act with the biggest differences. In short, the number of occurrences of each speech act in the four books is

unique in its design. The proportion of these six speech acts in the intermediate textbooks is demonstrated in the following chart:

Figure 4.1 Pie chart of six speech acts

This chart shows the frequency of the six speech acts is not even. Request, for example, shows more frequently than the others, while apology and complaint are less frequently use than the other speech acts. Presumably, the request has received more attention in the textbook.

In summary, in Tables 4.1- 4.2, the frequency of the six speech acts in these four Chinese textbooks is relatively low, and the distribution is not systematic.

4.1.2 Frequency of The Strategies Used in Each Speech Act

Frequency of the strategies used in each speech act is presented below:

4.1.2.1 Refusal
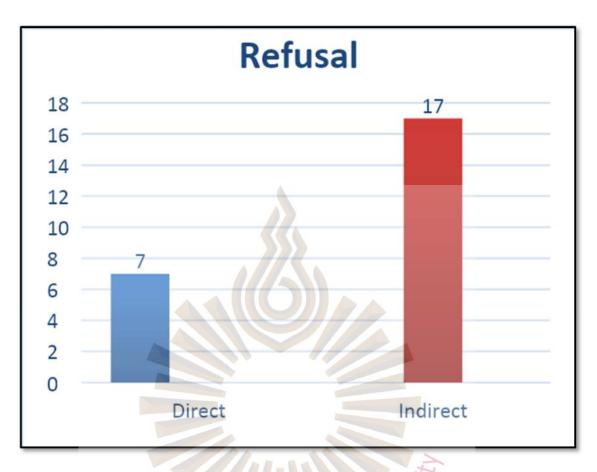
Figure 4.2 Frequency of the strategies in refusal speech act

The refusal framework in this study divides the refusal speech act into direct and indirect refusals. In Figure 4.2, there were 7 direct refusals in the intermediate Chinese textbooks while indirect refusals are 17 times. There are more indirect than direct refusals. The following are examples of direct and indirect refusal strategies.

(1) Direct refusal

太贵了，我不买了。This Chinese statement means 'It's too expensive, I won't buy it' (Volume 3, Unit 2, p. 45) in English. The reader can see that "I won't" is used directly to deny buying. It is straightforward and the seller can understand right away that the customer is not willing to pay for an 'expensive' item.

(2) Indirect refusal

我星期六上午正好有一个很重要的考试，我妈妈肯定不许我考试前出去玩儿。This is another Chinese sentence. In English, it is 'I happened to have a very important exam on Saturday morning. My mother would definitely not allow me to go out before the exam' (Volume 5, Unit 5, p. 82). The reader can see that the speaker does not directly refuse to go out with a friend, but use the reason that he/she cannot go out to show rejection. In total, indirect refusal means 'not directly express negative answer' toward others' invitation, suggestion, and request, but explain the reason and express regret, for instance. In addition, indirect refusal also includes other expressions, such as a wish, statement of principle, and avoidance, etc.

It is obvious that in this study, the speech act of refusal is consistent with the findings of Yang and Chang (2008), who find out that indirect refusal strategies are used more frequently. In addition, Yang and Chang point out that the use of refusal strategies is related to age. Older children use more indirect refusal strategies. Easy Steps to Chinese, one of the textbooks, is targeted at primary and secondary school students whose native language is not Chinese. Based on the Thai cultural background (Rotubon & Anchalee, 2016; Yusop & Eric, 2019), Thai people hesitate to directly reject refusal strategies because they are afraid that they would make their interlocutor lose face. The same strategy applies to high school students in my context.

From this point of view, the four intermediate textbooks in this study emphasize indirect rejection strategies that are consistent with real life. However, the frequency of indirect refusal strategies is higher than direct refusal strategies, which has something to do with Chinese culture. Chinese culture is a high-context culture. It emphasizes spiral logic and indirect verbal interaction (Gao & Ting-Toomey, 1998). In order to maintain a harmonious relationship, Chinese people are accustomed to expressing their intentions implicitly or indirectly, so as not to embarrass the other party or disrupt their relationship. From this point of view, the presentation of refusal strategies in the four intermediate textbooks in this study recognizes Chinese culture.

4.1.2.2 Request
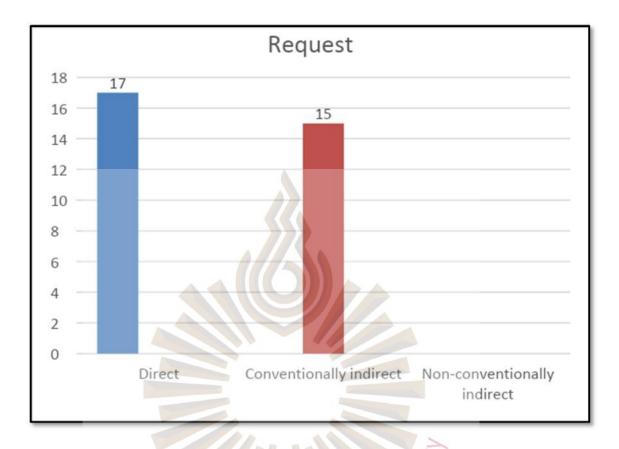
Figure 4.3 Frequency of the strategies in request speech act

The request framework in this study divides the request speech acts into direct, conventionally indirect and non-conventionally indirect requests. Figure 4. 3, demonstrates direct request appear the most in intermediate Chinese textbooks (17 occurrences). Conventionally, indirect request appeared 15 times,. This shows a little less than direct request. Non-conventionally indirect request does not appear in the textbooks.

(1) Direct request

别吵了！妹妹正在睡觉。 The Chinese sentence means *'Stop making noise! Your sister is sleeping'* (Volume 4, Unit 3, P. 67). "Stop" here is used to directly asking the listener not to make noise. Such expression is very straightforward, and the listener will realize that she should remain quiet immediately.

(2) Conventionally indirect request

请问能不能小点儿声？This is another Chinese sentence, which means *'Could you please keep your voice down'* (Volume 3, Unit 5, P. 147)? Here, the speaker does not directly ask the auditor to reduce the voice, but asks the listener with a euphemistic and tentative tale to make the listener reduce the voice.

The findings about the speech act of request in this study are consistent with the previous studies conducted by Wang (2014) and Ying & Hong (2020). Chinese culture is a collectivist culture, and group relations are highly valued in China (Triandis, 1995). Besides, group benefits are more valued than personal's. In order to maintain sincerity and unity, Chinese use more direct strategies when they make a request. From this perspective, the presentation of the request speech act in the four intermediate textbooks in this study is in line with China's collectivist culture.

4.1.2.3 Complaint
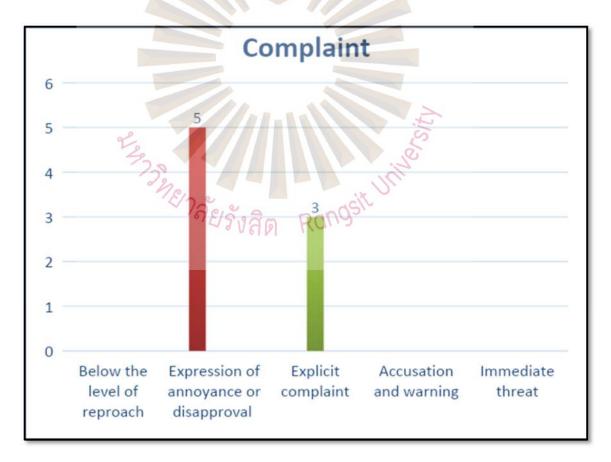
Figure 4.4 Frequency of the strategies in complaint speech act

The complaint framework in this study divides the speech act of complaint into five strategies namely the level of reproach, expression of annoyance or disapproval, explicit complaint, accusation and warning, and immediate threat. In Figure 4.4, intermediate Chinese textbooks only use the strategies of expression of annoyance or disapproval and explicit complaint. The frequency of the strategy of expression of annoyance or disapproval appear more. The other three strategies have no relevant records in these textbooks.

(1) Expression of annoyance or disapproval

我觉得我妈妈管得太严了。The Chinese sentence here means 'I think my mother is too strict' (Volume 5, Unit 1, P.6) in English. "I think" is used indirectly or blurred to express the torrential or worry about mother tube bundles. This is actually an indirect complaint showing that the mother should allow her kid some freedom.

(2) Explicit complaint

你把我吵醒了。Another Chinese sentence here means 'You woke me up' (Volume 3, Unit5, P. 147) in English. The speaker in this situation directly says that the listener's previous behavior has an adverse effect on the speaker. This is a direct complaint of interlocutor behavior.

Complaining is risky. The negative attitude of the speaker when complaining will threaten the face of the listener making the listener embarrassed or angry, and thus affects the listener's willingness to repair (Li & Raja, 2017). Influenced by Confucianism, Chinese culture emphasizes the importance of interpersonal relationships. In China, the focus of communication is to ensure face and group harmony (Cohen, 1997). Therefore, in order not to lose friends or to solve problems in a harmonious atmosphere, Chinese people generally do not complain directly, but only indirectly express their disapproval or unhappiness. The presentation of the speech act of complaint in the intermediate textbook reflects this culture.

4.1.2.4 Apology
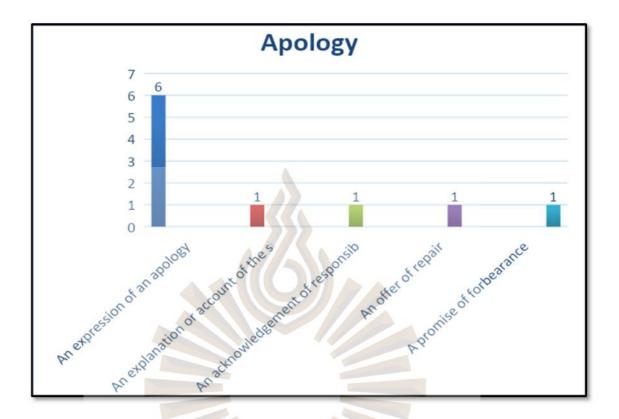
Figure 4.5 Frequency of the strategies in apology speech act

The apology framework in this study divides apology speech into five strategies namely an expression of an apology, explanation or account of the situation, acknowledgement of responsibility, offer of repair and a promise of forbearance. Figure 4. 5 shows apology expressions (6 times) in the intermediate Chinese textbook. It is, in fact, the most used strategy. The other four apology strategies come in the same frequency as the first one, that is they are used only once.

(1) An expression of apology

对不起。The Chinese sentence here is 'I am sorry' (Volume 3, Unit5, p. 150) in English. As the reader sees, "Sorry" here is a direct expression of an apology expressing regret, apology, or asking for forgiveness.

In the collected data, mixed strategies are often used when expressing apology, that is, using an expression of an apology strategy while superimposing other strategies. The following are related examples.

(2) An expressing an apology + an explaining or accounting of the situation

对不起，小孩子哭，我没有办法。The Chinese sentence means 'Sorry, I don't know what to do about my kids crying' (Volume 3, Unit 5, p. 147). The speaker uses the strategy of expressing an apology directly, and also uses the strategy of explaining or accounting of the situation. The subtext of the speaker is that I am sorry for my child's crying interrupting you, but I cannot control this situation.

(4) An expression of an apology + an acknowledgement of responsibility

对不起，我忘了。The Chinese sentences means 'I am so sorry, I forgot' (Volume 3, Unit 5, p. 151). An expression of an apology strategy and an acknowledgement of responsibility strategy are found here. The speaker directly expressed his apologies and confirmed that he was mainly responsible for the matter because he had forgotten.

(5) An expression of an apology + an offer of repair

对不起！我会把您的意见转告给经理。The Chinese sentence here can be translated into 'I am sorry for that! I will pass your comments to the manager' (Volume 5, Unit 5, p. 144). The strategy of an expression of an apology and the strategy of an offer of repair are used at the same time. The speaker directly expressed his apologies and express that he would repair the situation.

(6) An expression of an apology + a promise of forbearance

对不起。我以后晚一点儿跑（楼下邻居抱怨早上跑步声太吵）。The Chinese sentence translated into English is 'I am sorry. I will run later (The neighbor downstairs complains that the running noise in the morning is too noisy)' (Volume 3, Unit 5, p. 147). The strategy of an expression of an apology and the strategy of a promise of forbearance were found here. The speaker directly apologized for his behavior and promised that this situation will not happen again in the future.

China's collectivist culture emphasizes strong cohesion within groups (Li & Raja Suleiman, 2017). The cohesion is that all people in the group work hard for a common goal. In the process of achieving the goal, everyone protects and supports each other, open hearts to communicate with each other, express true feelings, and resolve possible conflicts. Apologizing to others is to express regret, seek understanding, or express willingness to make efforts to repair the relationship. This meets the requirements of the collectivist culture. An expression of apology alone is not enough to gain understanding from others and resolve conflicts. So the strategy of an expression of apology is often used together with other apology strategies. The intermediate textbooks in this study reflect this.

    4.1.2.5 Gratitude
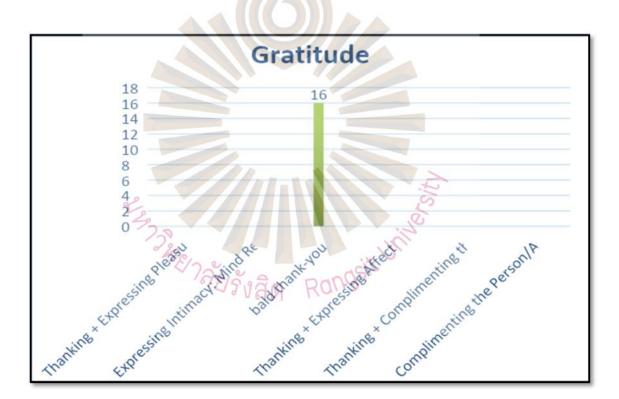
Figure 4.6 Frequency of the strategies in gratitude speech act

The gratitude framework in this study divides gratitude speech acts into five strategies. They are thanking + expressing pleasure, expressing intimacy: mind reading, bald thank-you, thanking + expressing affection, thanking + complimenting the

giver, complimenting the person/action + thanking + expressing indebtedness + expressing an inability to articulate deep feelings. As is shown in Figure 4.6, The intermediate Chinese textbooks use only one gratitude strategy, that is bald thank-you, which is used 16 times in the textbooks. The other five gratitude strategies did not show relevant data in the textbooks.

(1) Bald thank - you

那太感谢你了！　The Chinese sentence which means 'Thank you so much' (Volume 4, Unit 3, p. 66). As we can see, speaker expressing direct gratitude to listeners for the favor, service, invitation, etc., and does not express speakers' own pleasure, affection or appreciation for the listeners.

The results of this study on the speech act of gratitude are consistent with Hassan et al. (2016). Hassan et al. pointed out that speakers often use "Thank you" alone when receiving limited help or facing common friends. This is Chinese culture in specific situations. However, in real life, we cannot always say a simple thank you. After being invited or serving, we need to express our pleasure, after receiving selfless help from others, we need to praise the helper, or express our innermost emotions, etc. From this perspective, the intermediate textbooks in this study did not show other Chinese gratitude strategies, which is inconsistent with the communication needs in real life. Students cannot learn the rich pragmatic content of expressing gratitude from this set of textbooks, so this set of books fails in teaching the pragmatic content of gratitude.

4.1.2.6 Suggestion
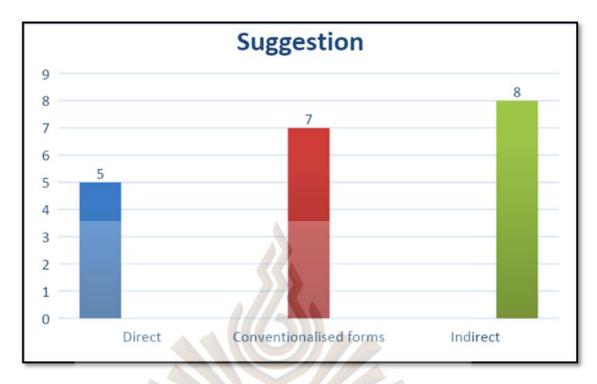
Figure 4.7 Frequency of the strategies in suggestion speech act

The suggestion framework in this research divides the suggestion speech acts into direct suggestion, conventionalised forms and indirect suggestion. As is shown in Figure 4. 7, the intermediate Chinese textbook use 8 indirect suggestions, which is the most while 5 direct suggestions are used, which is the least.

(1) Direct suggestion

再找一找吧。The English translation of this Chinese sentence is 'Try looking for it again' (Volume 4, Unit 5, P. 152). The speaker directly asks the listener to take a action to find the lost thing again. The listener knows clearly what he should do next.

(2) Conventionalised forms

你为什么不把这些贵重的东西放在储物箱里 The English meaning of this Chinese sentence is 'Why don't you keep these valuables in the storage box' (Volume 4, Unit 5, P. 148)? As we can see, the speaker uses the question form to express disapproval of listener' behavior, and euphemistically give advice and express the need to put valuables in the storage box.

(3) Indirect suggestion

我觉得我们每年一月份开运动会不太合适，因为那时天气还太冷，不如改到二月份。Another Chinese sentence in English means 'I don't think it is appropriate for us to hold the sports competition in January every year, because the weather is still too cold at that time. It might be better to change it to February' (Volume 6, Unit 1, P. 7). The speaker does not directly ask the listener to hold the sports competition in February, but point that to hold the sports competition in January will bring good results, so as to promote the listener to hold the sports competition in January.

From Figure 4.7, the intermediate textbooks of this study paid attention to the three suggestion strategies. The results of this study on the speech act of suggestion are consistent with Gu (2014), both of which are that indirect suggestion strategies are used more frequently than direct suggestion strategies. This is mainly due to China's collectivist culture and the emphasis on interpersonal relationships. The Chinese "seemed to be more comfortable in those overt and conventionalized choices". Direct suggestion that improper expression will give people a sense of compulsion and command, which may make the listener feel uncomfortable, and is not conducive to the harmony and unity of group relations. Compared with direct strategies, indirect strategies are less authoritative and more cooperative than Gu (2014), making it easier for listeners to accept and adopt suggestions.

4.2 TEACHER'S OPINIONS TOWARD TEACHING PRAGMATICS

Based on the analysis findings of quantitative data, the researcher conducted semi-structured interviews with three Chinese teachers who have been teaching Chinese in Thailand for more than six years. The interview data analysis is presented below:

4.2.1 Theme 1: Most important content in teaching Chinese

In the below reflections, two interviewees showed, for intermediate learners, the most important content of teaching Chinese as a foreign language is communicative competence. The 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.

4.2.1.1 Communicative competence is the most important

"For intermediate students, 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." (Chen, Personal Communication, June 5, 2021).

"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." (Wang, Personal Communication, June, 5,2021).

Based on the examples above, I can see that communication competence is very important for language learning. For instance, Wang explained that the biggest function of language is to use it for communication, whether it is written communication or oral communication, without the ability to communicate, it is not considered to have learned a language. According to Chen, communicative competence is mainly reflected in whether language learners can use the language correctly in real life, so learners need to constantly practice how to speak a language in the real context.

4.2.1.2 Vocabulary is the most important

After passing the elementary stage, the most important thing is vocabulary. Because vocabulary is the most basic unit of expression, you can speak sentences, practice communication, and learn grammar after

you have learned the vocabulary. If there is no vocabulary, even if students learned sentence patterns and grammar, they will not be able to speak the language. We certainly believe that grammar and communicative competence are important, but sometimes when students do not have grammar and good sentence patterns, they can still express their meaning by simply combining vocabulary. After students have accumulated vocabulary, they can build up a kind of self-confidence in learning language. Then it can be handy for them to learn sentences, grammar, communicative skills, paragraph writing, and chapters. (Cao, Personal Communication, June, 5, 2021).

The examples above show that Cao holds different views from Wang and Chen. He acknowledges that communication competence is important, but he feels that vocabulary is more important for intermediate learners. Because if the learner has a certain vocabulary, even if the sentences he speaks are fragmented, the listener can still obtain some information, but if there is no accumulation of vocabulary at all, the learner cannot express his own meaning, and will gradually lose interest and confidence in language learning.

4.2.2 Theme 2: Speech acts teaching methods

According to the interviewees' answers when teaching the six speech acts of "refusal", "request", "complaint", "apology", "gratitude" and "suggestion" in class, two interviewees used the activities suggested in the book of Easy Steps to Chinese, but the activities sometimes will be slightly modified according to the current situation. One interviewee said that she added more activities.

Even though some of the interviewees agreed with the activities in the textbook while others added more activities, they had some similarities in the methods of teaching the six speech acts. First of all, the three interviewees all proposed to use video clips to let students perceive how these speech acts are expressed in different situations. Secondly, the three interviewees all emphasized the importance of creating a

communicative situation for students to make conversations. In addition, an interviewee proposed to use real corpus to teach speech acts.

4.2.2.1 Activities

"I agree with the activities in the books and I used most of the activities in the books. Sometimes the activities will be changed slightly according to the situation at the time." (Cao & Wang, Personal Communication, June 5, 2021).

"When teaching speech acts, I added more activities myself." (Chen, Personal Communication, June 5, 2021).

It is obvious that Cao, Wang, and Chen used some activities in the textbooks in their teaching, but at the same time they would not completely copy the activities in the textbooks, but made appropriate adjustments or additions according to the actual teaching. This shows that the activities in this set of textbooks are practical, but they cannot meet all teaching situations, and teachers still need to adjust and supplement by themselves.

4.2.2.2 Teaching method

"Showing how this speech act is presented in different situations in the form of video demonstrations, allowing students to quickly perceive this speech act and the emotions expressed... Create different scenarios for students to perform dialogue" (Chen, Wang, & Cao, Personal Communication, June 5, 2021).

"Use real corpus. For example, you need to use a menu when doing ordering exercises. Instead of searching for a picture of a menu on the internet, I really take a picture of a Chinese restaurant menu. The pictures we searched online are all selected and modified by the teachers. Only by using real corpus, students can adapt to the environment after they go to China. Because he is exposed to the real things in life in his daily study." (Wang, Personal Communication, June 5, 2021).

To sum up, Chen, Wang, and Cao all support the use of videos for communication demonstrations. In language classes, it is difficult to really bring all students to various practical scenarios, such as shopping malls, airports, and buses, because safety and funding must be considered. Using video is the fastest and most convenient way for students to perceive the real communication scene. Students can intuitively feel the scene and learn the language of communication. In addition, according to Wang's point of view, if the real scene is not available, it is a feasible way for students to contact the corpus in the real scene.

4.2.3 Theme 3: Use of activities in the books

According to the following answers from the two interviewees who adopted the activities suggested in the book, they adopted the activities in the book for two common reasons. First, there are many activities in the book, and students can exercise their abilities in all aspects of listening, speaking, reading, and writing. Second, these activities are very close to real life. In addition, the two interviewees also gave some other reasons, such as these activities have passed the test of time, can consolidate old knowledge, fit the level of students, and are interesting.

Both interviewees emphasized the importance of explaining the rules of the activities. But their operation methods are different. One is to use PPT to show the detailed steps of the activity, and the other is to directly invite outstanding students to demonstrate. In addition, one interviewee suggested that the activities should be adjusted to close the life and students' language level, while another interviewee suggested not to put pressure on students during the activities.

Both interviewees learned some experience in teaching. One proposed that teacher should let each student understand the steps of the activity and fully prepared for the activity. Another proposed to allow students to practice repeatedly, and the practice methods should be diversified.

4.2.3.1 Reasons for using suggested activities

"These activities are very practical, especially for the presentation of basic knowledge. There are many activities in the book, and they

involve all aspects. There are phonetic exercises, Chinese character exercises, grammar exercises... Some activities create context close to life for students to do exercises." (Cao & Wang, Personal Communication, June 5, 2021).

"These activities are carefully prepared by the writer and have passed the test of time. Using the activities in the book saves time for class preparation, and the teacher can have more time to prepare for the existing activities." (Cao, Personal Communication, June 5, 2021).

"... played a role in consolidating and reproducing old knowledge to a certain extent. Third, taking into account the level of students. Some students do not learn well in this unit, but they may learn well in other units. Students will not feel embarrassing during activities, and they always have something to say... Fifth, some activities are very interesting. These activities are in line with the age level of the students." (Wang, Personal Communication, June 5, 2021).

The activities in the books are rich in types, close to life, and maneuverable, both Cao and Wang are happy to use the activities in the books. According to Cao, this set of books has been used in Chinese teaching for many years, and has been used by many teachers to prove its feasibility. Directly using the activities in the books can help teachers save time in preparing lessons. According to Wang, these activities are also available because they are scientific, systematic, student-friendly and fun.

4.2.3.2 Ways to use these activities

"When using these activities, first explain to the students what the purpose of doing this activity is, what kind of ability is to exercise... Then carry out the activities according to the activity suggestions given in the book. All activities are explained in detail, some are

two-person activities, some are group activities, and some are whole-class activities, which are carried out as required." (Cao & Wang, Personal Communication, June 5, 2021).

"Sometimes it is necessary for the teacher to make appropriate adjustments to the activity. For example, when I teach the directions, I change some places in the activity to familiar landmarks in Bangkok. The adjustment of the activities is to fit real life, and also to control the difficulty of the activities." (Cao, Personal Communication, June 5, 2021).

"Put the students who learn fast and those who learn slowly into a group... If the partner can't answer, the student must teach the partner first. Instead of letting students speak directly in front of the class, Practice ahead will not cause psychological pressure to students, and avoid students who are unwilling to speak Chinese because of pressure." (Wang, Personal Communication, June 5, 2021).

To sum up, both Cao and Wang emphasized that before using the activities in the books, students should be clear about the purpose and steps of the activities, and the activities should be carried out as required. Cao also pointed out that the activities need to be as close to the daily life of students as possible, but not divorced from their reality, while Wang suggested that students need to help each other to communicate when carrying out activities.

4.2.3.3 Experience

"First, the teacher must explain the rules of the activity clearly, so that every student understands the steps of each activity, otherwise the students will ask again and again later, the activity will be difficult to carry out continuously, and the progress will be relatively slow... Second, the event must be fully prepared, and the details must be considered in advance, otherwise the event will not

be carried out smoothly and there will be more and more problems in the process." (Cao, Personal Communication, June 5, 2021).

"It is necessary to practice the content repeatedly, thus students can remember it by repeating it many times. The activities should be diversified, not only using one form to repeatedly practice many times, but using different forms to practice." (Wang, Personal Communication, June 5, 2021).

According to the experiences accumulated by Cao and Wang in the use of activities, we can see that it is very important for students to clarify the rules and steps of the activities to ensure the smooth progress of the activities. At the same time, the activities should be well-prepared and varied.

4.2.4 Theme 4: Adding more activities

Among the three interviewees, only one of the interviewees added more activities when teaching the six speech acts. This is mainly because the setting of the activities are not applicable to the current class situation.

Among the six speech acts, the interviewee mainly added more activities for the two speech acts of refusal and suggestion. This is mainly due to the influence of Chinese language habits and students' language proficiency.

The interviewee has gained some experience in teaching: give priority to increasing activities for frequently used speech acts in life; teach the usage of the same speech acts in different situations separately; encourage students to use language flexibly.

4.2.4.1 Reasons for adding activities
"The activities in textbooks are more idealized...teachers need to be flexible, adapting to the activities or adding new ones according

to students' language ability, students' knowledge acceptance ability, and the comprehensiveness of activities for testing students' knowledge mastery etc., to meet the teaching goals." (Chen, Personal Communication, June 5, 2021).

Considering that the activities in the textbooks could not meet the teaching objectives, Chen added more activities to the teaching. We can see that the activities in the textbook cannot meet the needs of all students, nor can they fit the actual situation of all students, and teachers need to decide activities according to the students' conditions.

4.2.4.2 The speech acts added more activities

"Refusals and suggestions require more activities. Due to the influence of Chinese people's language habits and ways of thinking, the book rarely touches on the topic of refusal, and seldom involves directly saying "no". The students' communication objects are mainly classmates, teachers, and parents, everyone is polite. They rarely come into contact with situations that require refusal in life... The speech act of suggestion has relatively high requirements for students' language proficiency, and there are not many in intermediate textbooks. (Chen, Personal Communication, June 5, 2021).

According to Chen, we should add more activities, especially for practicing the two speech acts of refusal and suggestion, since there are fewer corresponding activities in the books. It can be seen that textbooks writers have their own considerations and inclinations when designing activities, and teachers need to increase the amount according to their own considerations when using them.

4.2.4.3 Experience

In order to improve students' communicative competence, activities should be increased starting from the most widely used and most frequently used speech acts...Don't show all possible scenarios at the same time, otherwise it will make students feel

complicated and difficult... The teachers should show the students in which contexts a certain speech act is appropriate, but also cannot asserted that it cannot be used in other contexts. It is necessary for teachers to tell students that the language is not limited to the situation in the classroom and encourage students to explore the use of language in more reading and practical communication. (Chen, Personal Communication, June 5, 2021).

According to Chen's experience, we can learn that we need to take students to practice the speech acts that use widely and high frequency, so as to be in line with daily life. At the same time, the use of language is diverse, and there are different expressions in different scenarios. Students should be taught to use language flexibly.

4.2.5 Theme 5: Frequency of the six speech acts

All interviewees stated that in the six speech acts, "request", "apology" and "gratitude" are the three speech acts appear most frequently in life. In addition, two interviewees believed that "suggestion" also appeared frequently in their lives.

According to the responses of the interviewees below, all the interviewees indicated that the frequency of the two speech acts of "request" and "gratitude" in the book 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 did 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 are also inconsistent with Chinese culture, Chinese people's way of thinking and language habits.

Regarding the frequency of "apology" and "suggestion" in textbooks, interviewees held different views. Two interviewees believed that the frequency of "apology" in the books was consistent with real life, while one interviewee believed that the "apology" behavior in the books was less than in life. Regarding the "suggestion", one interviewee felt that its frequency in the book was in line with real life, while the other two interviewees felt that it was less frequent than real life.

4.2.5.1 The speech acts which in line with the real world

"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." (Chen, Cao & Wang, Personal Communication, June 5, 2021).

Obviously, Chen, Cao, Wang all agree that the frequency of requesting and thanking these two speech acts in textbooks is consistent with real life, and this is the subjective choice of textbook writers. These two speech acts are positive behaviors, in line with the orientation of the textbooks.

4.2.5.2 The speech act which does not match the real world

"Refusal and complaint 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." (Chen, Cao & Wang, Personal Communication, June 5, 2021).

"According to the Chinese way of thinking, the traditional way of being in the world, and language habits, they usually express refusal euphemistically. Euphemistic refusal requires a high level of language skills for students. Therefore, textbook editors may compile intermediate textbooks, turn the refusal into an apology or

other speech act, and the topic will be completely changed." (Chen, Personal Communication, June 5, 2021).

"Chinese culture emphasizes politeness and respect. Chinese people don't like to refuse or complain." (Cao, Personal Communication, June 5, 2021).

As the examples show, the three interviewees agreed that the two speech acts of refusal and complaint were relatively rare in textbooks, which did not conform to real life. But they also point out that this is because these two speech acts are both negative behaviors that are not liked by others, so the textbooks writers consciously reduced the appearance of these two speech acts in the textbooks. In addition, Chen and Cao also point out that these two speech acts are contrary to traditional Chinese culture, so the expressions should be adjusted appropriately.

4.2.5.3 Debates of Apology

"Apologies occur more often... the textbook writers compile textbooks based on daily life." (Chen & Cao, Personal Communication, June 5, 2021).

"We only need to apologize when we do something wrong. The textbook writers write dialogues artificially when writing textbooks. They don't want the protagonist to do something wrong, and don't want to give bad examples, so apologies are rarely used in the books." (Wang, Personal Communication, June 5, 2021).

Based on the examples, the three interviewees disputed whether the frequency of the speech act of apology in textbooks was consistent with real life. Among them, Chen and Cao feel that the frequency of this speech act is in line with real life, while Wang feels that it appears less frequently than in real life.

4.2.5.4 Debates of suggestion

"...The suggestion is in line with real life." (Cao, Personal Communication, June 5, 2021).

" Suggestions are often formal. Suggestions require relatively high language proficiency for students, and generally do not appear very advanced in a set of textbooks... People who give suggestions are generally people with higher social status, parents. or people who have a certain amount of life experience. In the textbooks, the people who are talking in the dialogues are usually classmates, and they rarely involve the situations that give suggestions." (Chen & Wang, Personal Communication, June 5, 2021).

According to the examples, the three interviewees have different opinions on whether the frequency of the suggestion is in line with the reality of life. Cao feels that the number of its occurrences in textbooks is roughly in line with the number of occurrences in life, while Chen and Wang feel that it appears less frequently than in real life, and they point out that this speech act requires language level and social status. According to Chen and Wang, the suggestion may only appear less in the intermediate-level textbooks, and there may be more appearances in the higher-level textbooks.

4.2.6 Theme 6: Opinions on the book "Easy Steps to Chinese"

According to the following expressions of the interviewees, the interviewees pointed out the advantages of the dialogue parts of the book, such as the topic and expressions are close to life. They also pointed out the shortcomings of the dialogue parts, such as the dialogues are rigid. On the whole, all interviewees agree with the dialogue part of the book "Easily Steps to Chinese".

All interviewees felt that this set of books can 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, one interviewee suggested that in order to improve communication competency, students should study books in order.

All interviewees show 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.

4.2.6.1 Comments on the dialogues

"There are many authentic expressions in Chinese in the dialogues. These expressions are often used in our daily life. Usually leads to dialogue in the form of questions , lets students know how to ask questions can make others understand what they are asking, and how to answer can give the information that the other party wants to know. However, in real communication, there may not be someone who guide you answer questions. So teachers still need to make some supplements , and students need to use language more flexibly in practical applications." (Chen, Personal Communication, June 5, 2021).

"The dialogue content of this set of books is good, they are all commonly used in life. But the dialogue part is relatively small, most of which are declarative articles. Some dialogues are a bit blunt and unnatural." (Cao, Personal Communication, June 5, 2021).

"The conversation topics in this set of books are very good, they are very close to life, and they are common and commonly used topics in life. However, the dialogue format is relatively rigid and the framework is not interesting." (Wang, Personal Communication, June 5, 2021).

From the above examples, we can see that there are some advantages in the dialogues of the book Easy Steps to Chinese, such as the topics are related to our real life and the expressions are realistic. But at the same time, these conversations also have some shortcomings, such as following the framework and being rigid. When

teaching students, teachers need to adapt and select these dialogues appropriately according to the teaching objectives.

4.2.6.2 Improving communication competency

"When studying this set of books, if you study one by one in order, the students' communicative ability will definitely be improved. Because the author wrote this set of books in order from simple to difficult. And it will repeat the topics that have been learned before. Its knowledge structure has a cyclical design in it." (Chen, Personal Communication, June 5, 2021).

"This set of books does not only rely on dialogue to improve students' communicative competence. It has a large number of activities and topics in it, and allows students to discuss and communicate through a large number of situational exercises, thereby enhancing their communicative competence." (Cao, Personal Communication, June 5, 2021).

"This set of books can improve the communication level of students, because it is close to the age of students, close to life, and the topics are interesting." (Wang, Personal Communication, June 5, 2021).

It is interesting that three interviewees all agree that the book Easy Steps to Chinese can effectively improve students' communication competence, because its topics, knowledge structures and activities are carefully selected and designed by writers and it is practical. Chen also pointed out that when using this set of books, it is best for students to study one by one, which can most effectively improve their communication skills.

4.2.6.3 Teaching goals and needs

"The listening, speaking, reading, and writing content of this set of books basically meets my teaching goals and needs...It has a lot of

exercises, and its activity settings are also very open and diverse."
(Chen, Cao & Wang, Personal Communication, June 5, 2021).

It is obvious that the three interviewees agree that the book Easy Steps to Chinese can meet their teaching goals and needs, whether the improvement of the four abilities of listening, speaking, reading and writing or the setting of activities. We can know that this set of books has obvious advantages in terms of activities and the improvement of the four basic abilities.

4.2.6.4 Shortcomings and improvement directions

"In terms of communicative competence, teachers need to add some supplements, such as adding simple scenario settings... I look forward to it being fully electronic, and all texts and dialogues can be displayed in cartoon form" (Chen, Personal Communication, June 5, 2021).

"The content of some topics has been set very deep, and the Chinese level of students who can learn these topics is already very high, but the book still provides a lot of pinyin, I hope to reduce the pinyin." (Cao, Personal Communication, June 5, 2021).

"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." (Wang, Personal Communication, June 5, 2021).

According to the above examples, the interviewees basically have a positive attitude towards the book Easy Steps to Chinese, but this set of books is not without its shortcomings, and there are still some areas that need to be improved. Chen hopes that the book can add situational settings instead of direct dialogue, and expects the content to be electronic; Cao hopes to reduce the number of pinyin in the book and

increase the challenge; Wang hopes that the dialogue can be fully in line with our daily communication, rather than deliberately requesting complete sentences or deliberately avoid expressions that some editors think are difficult for students. We can learn that there are no perfect teaching materials, and even the good teaching materials need to be constantly adjusted and adapted. This is not only the work of the textbook writers, but also students and teachers should be involved.

4.3 CONCLUSION

Based on the analysis of the dialogue parts of the four intermediate textbooks and interviews with three experienced Chinese teachers, it can be concluded that "Easy Steps to Chinese" covers the speech acts content of refusal, request, complaint, apology, gratitude, and suggestion, and it has a positive effect on improving the pragmatic ability of Thai high school students. At the same time, 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 pragmatic contents.

The next Chapter is my conclusion, discussion and recommendations.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This Chapter includes the conclusion, discussion and recommendations. It sums up the answers to the two research questions (See Section 1.4). The next part shows the conclusion followed by the discussion, and recommendations.

5.1 CONCLUSION

The answers to the two research questions are as follows:

5.1.1 Speech Acts Content

Referring to an analysis of pragmatic contents in Chinese textbooks used by high school students in Thailand", I have found out that the content analysis (Section 4.1) showcases the six speech acts of "refusal", "request", "complaint", "apology", "gratitude" and "suggestion" all appeared in the intermediate textbooks. However, the frequency varies greatly and is not systematic. In addition, the intermediate textbooks mainly present indirect strategies for the speech acts of refusal, complaint, and suggestion, while they mainly present direct strategies for the speech acts of request, apology, and gratitude.

With the development of globalization, mastering at least one foreign language has become a necessary skill. With the improvement of China's international status, a wave of learning Chinese broke out in many countries, including Thailand. In the process of teaching Chinese as a foreign language, textbooks occupy a very important position. At present, there are many kinds of Chinese textbooks used in Thai schools. The relevant researchers studied vocabulary, grammar, Chinese characters, culture, etc. in Chinese textbooks, and there are few studies on pragmatics. So I picked

out a set of Chinese textbooks used by high school students in Thailand, and conducted a pragmatic analysis of these textbooks.

5.1.2 Chinese Teachers Opinions

In this category, I found out that native Chinese teachers have pragmatic knowledge. They all advocated explicit teaching of pragmatic content, emphasized the creation of context, and emphasized the teaching of language that conforms to the real world. They realized that the frequency of some speech acts in the intermediate textbooks is consistent with real life, and some is inconsistent with real life, and they put forward their own opinions and solutions.

In summary, both the answers to the two research questions exhibit the very useful information for the teachers, course designers, researchers, and interested learners to learn from and apply to their use in this educational field or beyond.

5.2 DISCUSSION

Some students have studied foreign languages for many years, thus they have a lot of vocabulary and can speak fluently. But they still cannot communicate effectively in specific situations. This is mainly because they have language ability, but they do not have pragmatic competence. Pragmatics has attracted attention in the EFL field, and many books and studies have emerged. But in the field of CFL, the research related to pragmatics is very limited. In order to know whether pragmatics has received attention in Chinese teaching in Thailand, I used a mixed research method to analyze the speech acts content in intermediate textbooks commonly used by Thai high school students, and also investigated the opinions of Chinese teachers on pragmatics knowledge. This research can present some situations of pragmatic content in Chinese teaching, improve the pragmatic awareness of students and teachers, and also showcase the directions towards the reform of school teaching goals and the future development of Chinese textbooks.

5.2.1 Presentation of Six Speech Acts

Now, I have got the answers to two research questions. First, the answer to the first 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", but the frequency is not high. Generally speaking, the frequency of pragmatic content in this set of books tends to be very low. This result is consistent with Ishihara and Cohen (2014). Ishihara and Cohen point out that there is the lack of pragmatic information in L2 textbooks, and the presentation of pragmatic knowledge is very limited. On the other hand, the frequency of these six speech acts is inconsistent. "Request" appears most frequently, and "complaint" and "apology" appear least. In addition, the number of occurrences of each speech act in the four intermediate textbooks is not similar. This result is 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). In these previous studies on English textbooks, the researchers also find that the pragmatic content in English textbooks is different and the distribution is not systematic. Researchers, teachers and educators can see that the presentation of pragmatic content in language textbooks cannot be perfect. Teachers always need to make adjustments or additions according to the needs of students so that the appearance of pragmatic content is in line with real life.

5.2.2 Textbooks on Teaching Pragmatics

According to the research frameworks of six speech acts, each speech act has more than one expression strategy. The intermediate Chinese textbooks in this study showed all the strategies of refusal, apology, and suggestion, while the three speech acts of request, complaint, and gratitude only showed some expression strategies. Among them, the indirect refusal and indirect suggestion strategies are focused in the intermediate textbooks; the books pay more attention to the expression of annoyance or disapproval in the complaint strategy, which also belongs to the indirect strategy. The request strategy is concerned with the direct request strategy; the apology strategy is concerned with an expression of an apology, which is a direct apology strategy, but it is

often used at the same time with other strategies, such as explanation and confirmation of responsibility; there is only one strategy in 'gratitude' that is the bald thank-you strategy, it is also a direct strategy.

I believe that the presentation of the six speech acts in these intermediate textbooks is mainly affected by Chinese culture and Chinese language habits. Chinese culture is a high-context culture and attaches great importance to the harmony of interpersonal relationships and collective unity. Refusal and complaint, to me, are easy to threaten the face of others. Improper expressions of suggestion can become an order and make others feel uncomfortable. Therefore, when expressing these three speech acts, Chinese people generally adopt indirect and euphemistic ways. Request, apology, and gratitude are relatively small threats to face. In terms of collective unity, Chinese people often adopt direct methods when requesting, apologizing, and expressing gratitude.

In summary, the presentation of speech acts content in the intermediate Chinese textbooks in this study is generally in line with the Chinese native language culture and Chinese communication habits, and has a positive effect on teaching authentic Chinese pragmatics. However, the presentation of certain speech acts in the books is not comprehensive enough. Especially for the speech act of gratitude, only the simple expression of "thank you" is repeatedly shown in the textbook. But in real life, we have many more ways to express our gratitude than this. From this point of view, the presentation of speech act contents in this set of books does not conform to real life and needs to be further improved.

5.2.3 Teachers' Opinions of Teaching Pragmatics

The answer to the second question suggests that teachers have certain pragmatic knowledge and all of them are aware of pragmatic content. Below are the discussions on my data analysis.

First of all, the teachers pointed out that high school students have mastered the basic knowledge of Chinese, and communicating in Chinese should be the focus of their Chinese learning at this stage. Communicative context is an important part of communication. 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 perform dialogues, etc. In previous studies, researchers have pointed out the importance of context for learning pragmatics and revealed the lack of contextual information in language textbooks (Diepenbroek & Derwing, 2013; Nguyen, 2011; McConachy, 2017). The teachers' point of view just put forward a solution to this issue.

Secondly, the teachers affirmed the necessity of teaching speech acts in the classroom. They are all supporters and practitioners of explicit pragmatic teaching. Some teachers have added more activities to teach speech acts. Some teachers adopted the activities in the textbook, but did not copy them completely, but made adjustments according to the age of the students, the students' Chinese level, the class teaching goals, etc. to make them fit real life. In the interview, 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.

Thirdly, teachers have noticed the differences between frequency of speech acts in textbooks and in real life. The three teachers interviewed unanimously felt that the three speech acts of "request," "apology," and "gratitude" appeared more frequently in daily life than the other three speech acts. The frequency of "request" and "gratitude" in intermediate textbooks is basically consistent with real life, while the frequency of "refusal" and "complaint" is obviously less than that of real life. The teachers pointed out that on the one hand, it is determined by Chinese culture and the Chinese way of thinking. Chinese culture emphasizes politeness and harmony in interpersonal communication, and rejects "refusal" and "complaint" behaviors. In real life, "request" and "gratitude" appear many times in textbooks, and "refusal" and "complaint" rarely

appear in textbooks. This 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. In addition, the teachers 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.

5.3 RECOMMENDATIONS

This section provides recommendations to both people in the fields and interested learners. They are teachers, course designers, researchers, and interested learners.

5.3.1 Recommendation to teachers

First of all, teachers should continuously improve their pragmatic knowledge and create a Chinese language communication environment for students in the classroom. Second, teachers should try their best to meet students' learning goals when selecting and using textbooks. Finally, teachers are not only adaptors of teaching resources, but also can be self-editors of resources. Teachers can design, write and organize resources according to their own teaching objectives

5.3.2 Recommendation to the course designers

When designing courses, curriculum designers should pay more attention to how to improve students' Chinese pragmatic ability, so that students can speak appropriately in different situations, or can correctly understand the true intentions of others. When recommending and specifying textbooks, textbooks relevant to local

students in Thailand should be recommended. Course designers should also take into account the students' language learning goals, culture of origin, and expected results from using Chinese textbooks.

5.3.3 Recommendation for Future Research

Below are some recommendations for related future research. These recommended views can be divided into two categories: the application of the findings of this study and the methodological views.

First of all, the findings of this study have certain significance for the future study of pragmatics content. In the future, researchers may need to extend this research in several dimensions suggested below:

a) Future research can focus on other speech acts rather than the six speech acts analyzed in this research. They can even find more speech acts frameworks to analyze all the speech acts presented in this set of textbooks.

b) It can analyze the presentation of pragmatic content in textbooks from other content under pragmatics. For example, deixis, conventional implicature, presupposition, etc.

c) More samples can be used. Textbooks from different publishing houses, textbooks published in China, local textbooks in Thailand, officially published textbooks, or business textbooks can all be used for comparative analysis. When the number of textbooks analyzed is large and diversified, the research results are generally representative and can better reflect the current situations of pragmatic content in the intermediate Chinese textbooks in Thailand. In addition, the number of interviewees should also increase, and future research may have to evaluate several demographic factors of interviewees, such as gender, age, education background, etc.

Second, it is necessary for future research to explore research methods to obtain information with high reliability and stability.

a) When studying the pragmatic content of EFL, most researchers use data from the database, or collect data by giving Discourse Completion Test (DCT) and experimental tests. In this study, I collected data through content analysis and interviews. In future research, researchers can consider using the content analysis form and interview questions in this research, or develop various data collection techniques to collect data.

b) Sampling techniques play an important role in the reliability and stability of research results. This study uses a purposive sampling technique. In future research, researchers should try to use different sampling methods for sampling, such as simple random sampling, systematic sampling, etc., in order to ensure the generalization of views to the population tested and make the research results more universal and representative.

In all, the focus of future research also depends on the researcher's context and uses.

5.3.4 Recommendation to Interested learners

Foreign language learners cannot completely rely on textbooks when learning languages, because textbooks have limitations and cannot demonstrate pragmatics that are fully in line with the daily life of Chinese people. Learners should understand some Chinese culture and Chinese language habits, and communicate with native speakers.

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APPENDICES

APPENDIX A

FRAMEWORK OF REFUSAL

Framework of Refusal

(from Beebe, Takahashi & Uliss-Weltz, 1990, cited in Farnia & Wu, 2012)

I- Direct

A. Performative (e.g., "I refuse")

B. Non-performative statement

1. "No"

2. Negative willingness/ability ("I can't." "I won't." "I don't think so.")

II- Indirect

A. Statement of regret (e.g., "I'm sorry...", "I feel terrible...")

B. Wish (e.g., "I wish I could help you....")

C. Excuse, reason, explanation (e.g., "My children will be home that night."; "I have a headache.")

D. Statement of alternative

1. I can do X instead of Y (e.g., "I'd rather do..."”I'd prefer")

2. Why don't you do X instead of Y (e.g., "Why don't you ask someone else?")

E. Set condition for future or past acceptance (e.g., "If you had asked me earlier, I would have...")

F. Promise of future acceptance (e.g., "I'll do it next time";" I promise I'll..." or "Next time I'll..."- using "will" of promise or "promise")

G. Statement of principle (e.g., "I never do business with friends.")

H. Statement of philosophy (e.g., "One can't be too careful.")

I. Attempt to dissuade interlocutor

1. Threat or statement of negative consequences to the requester (e.g., "I won't be any fun tonight" to refuse an invitation)

2. Guilt trip (e.g., waitress to customers who want to sit a while: "I can't make a living off people who just order coffee.")

3. Criticize the request/requester, etc. (statement of negative feeling or opinion); insult/attack (e.g., "Who do you think you are?"; "That's a terrible idea!")

4. Request for help, empathy, and assistance by dropping or holding the request.

5. Let interlocutor off the hook (e.g., "Don't worry about it." "That's okay."

"You don't have to.")

6. Self-defense (e.g., "I'm trying my best." "I'm doing all I can.")

J. Acceptance that functions as a refusal

1. Unspecific or indefinite reply

2. Lack of enthusiasm

K. Avoidance

1. Nonverbal

a. Silence

b. Hesitation

c. Do nothing

d. Physical departure

2. Verbal

a. Topic switch

b. Joke

c. Repetition of part of request, etc. (e.g., "Monday?")

d. Postponement (e.g., "I'll think about it.")

e. Hedging (e.g., "Gee, I don't know." "I'm not sure.")

Adjuncts to refusals

1. Statement of positive opinions/feeling or agreement ("That's a good idea...";
   "I'd love to...")

2. Statement of empathy (e.g., "I realize you are in a difficult situation.")

3. Pause filler (e.g., "uhh"; "well"; "uhm")

4. Gratitude/appreciation

APPENDIX B

FRAMEWORK OF REQUEST

Framework of Request

(from Blum-Kulka, House, & Kasper, 1989, cited in Ellis, 1999)

Level of directness	Strategy	Example
Direct	1. Mood-derivable	You shut up.
	2. Performative	I am telling you to shut up.
	3. Hedged performative	I would like to ask you to shut up.
Conventionally indirect	4. Locution-derivable	I want you to shut up.
	5. Suggestory formula	Let's play a game.
	6. Query-preparatory	Can you draw a horse for me?
Non-conventionally indirect	7. Strong hint	This game is boring.
	8. Mild hint	We've been playing this game for over an hour now.

APPENDIX C

FRAMEWORK OF COMPLAINT

Framework of Complaint

(from Olshtain and Weinbach, 1993)

1. **Below the level of reproach**

enable S to avoid explicit mention of the offensive event or direct focus on S.

(e.g., "Such things happen" or "Don't worry about it, there's no real damage")

2. **Expression of annoyance or disapproval**

vague and indirect and do not explicitly mention either the SUA or H, but do express general annoyance at the violation.

(e.g., "Such lack of consideration!" or "This is really unacceptable behavior")

3. **Explicit complaint**

realizations where S has made the decision to use an open face-threatening act toward H, but to instigate no sanctions.

(e.g., "You're inconsiderate!" "One should not postpone this type of operation," or "You should not have postponed such an operation.")

4. **Accusation and warning**

Accusation and warning is expressed as a complaint when S chooses to perform an open face-threatening act and further implies potential sanctions against H.

(e.g., "Next time I'll let you wait for hours.")

5. **Immediate threat**

(e.g., "You'd better pay the money right now"; "I'm not moving one inch before you change my appointment." This strategy can also consist of curses and direct insults, such as "You're an idiot.")

APPENDIX D

FRAMEWORK OF APOLOGY

Framework of Apology

(from Olshtain and Cohen, 1983, cited in Ellis, 1999)

Strategy		Example
1	**An expression of an apology**	
	a) expression of regret	I'm sorry
	b) an offer of apology	I apologize
	c) a request for forgiveness	Excuse me
2	**An explanation or account of the situation**	The bus was late
3	**An acknowledgement of responsibility**	
	a) accepting the blame	It's my fault
	b) expressing self-deficiency	I wasn't thinking
	c)recognizing the other person as deserving apology	You are right
	d) expressing lack of intent	I didn't mean to
4	**An offer of repair**	I'll pay for the broken vase
5	**A promise of forbearance**	It won't happen again

APPENDIX E

FRAMEWORK OF GRATITUDE

Framework of Gratitude

(from Eisenstein and Bodman, 1993)

1. **Thanking + Expressing Pleasure** (e.g., Thank you for inviting me. I had a great time.)

2. **Expressing Intimacy: Mind Reading** (e.g., Oh, how beautiful. How did you know? It's just what I wanted!)

3. **bald thank-you** (e.g., Thanks/ Thank you. Have a nice day.)

4. **Thanking + Expressing Affection** (e.g., Thanks. You're a sweetheart.)

5. **Thanking + Complimenting the Giver** (e.g., Thanks. That was really nice of you.)

6. **Complimenting the Person/Action + Thanking + Expressing Indebtedness + Expressing an Inability to Articulate Deep Feelings** (e.g., You're a lifesaver. Thanks. I'll never forget it. You really can't imagine what this means to me.)

APPENDIX F

FRAMEWORK OF SUGGESTION

Framework of Suggestion

(from Flor, 2005)

Type	Strategy	Example
DIRECT	Performative verb	I suggest that you... I advise you to ... I recommend that you ...
	Noun of suggestion	My suggestion would be...
	Imperative	Try using...
	Negative imperative	Don't try to...
CONVENTIONALISED FORMS	Specific formulae (interrogative forms)	Why don't you...? How about...? What about...? Have you thought about... ?

Type	Strategy	Example
	Possibility/probability	You can... You could... You may... You might...
	Should	You should...
	Need	You need to...
	Conditional	If I were you, I would ...
INDIRECT	Impersonal	One thing (that you can do) would be... Here's one possibility: ... There are a number of options that you... It would be helpful if you... It might be better to ... A good idea would be ...

Type	Strategy	Example
		It would be nice if...
	Hints	I've heard that...

APPENDIX G

EXPERTS WHO VALIDITY THE DATA

Details of Experts in Intercoder Validity

Expert A (Inter-Coder for Chinese-Thai translation)

Name: Asst. Prof. Dr. Boonsri Cheevakumjorn

Affiliation: International College, Rangsit University, Thailand.

Email: boonsri.c@rsu.ac.th

Expert B (Inter-Coder for Content Analysis and Interview Validity)

Name: Asst. Prof. Dr. Suchada Nimmanni

Affiliation: English Language Institute, Rangsit University, Thailand.

Email: suchada.n@rsu.ac.th

Expert C (Inter-Coder for Content Analysis and Interview Validity)

Name: Asst. Prof. Dr. Noparat Tananuraksakul

Affiliation: Suryadhep Teachers College, Rangsit University, Thailand.

Email: noparat.t@rsu.ac.th

APPENDIX H

CONTENT ANALYSIS TABLE (DATA COLLECTED)

Refusal Data Collection

Textbook	Total pages	No.	Unit	Page No.	Lexical Items / Phrases / Sentences	Translation from Chinese to English	Categories
Easy Steps to Chinese Volume3	161	1	U1	23	太晚了。(医生助手让病人下午五点半去医院,病人希望可以早一点儿去)	This time is too late for me. (The doctor's assistant asked the patient to go to the hospital at 5:30 pm, and the patient hoped to go earlier)	Indirect
		2	U1	27	今天下午妈妈要带我去看医生,所以我不能跟你去看电影。	Mom is taking me to the doctor this afternoon. So I can't go to the movies with you.	Indirect
		3	U2	45	太贵了,我不买了。	It's too expensive, I won't buy it.	Direct

Textbook	Total pages	No.	Unit	Page No.	Lexical Items / Phrases / Sentences	Translation from Chinese to English	Categories
		4	U2	55	我们家帽子太多了，不要再买了。（女儿请求买帽子）	You already had too many hats at home. I don't agree you buy any more of them. （Daughter requests to buy hat）	Direct
		5	U2	55	你已经有二十副耳环了，不要再买了。（女儿请求买耳环）	You already had twenty pairs of earrings, don't buy it any more. （Daughter requests to buy earring）	Direct
		6	U2	55	这条项链要一万五千块，太贵了。	This necklace costs 15,000 yuan, which is too expensive	Indirect

Textbook	Total pages	No.	Unit	Page No.	Lexical Items / Phrases / Sentences	Translation from Chinese to English	Categories
		7	U3	85	对不起，我正用呢，你跟别的同学借吧。	Sorry, I'm using it, you can borrow it from other students.	Indirect
		8	U4	113	挺贵的。	It's expensive.	Indirect
		9	U4	113	我觉得很贵，我不买了。	I think it is too expensive, I will not buy it anymore.	Direct
		10	U5	151	你已经借去五支铅笔了，还没有还给我呢。（有同学借铅笔）	You have already borrowed five pencils, and you haven't returned any of them to me. (Some students are borrowing pencils)	Indirect

Textbook	Total pages	No.	Unit	Page No.	Lexical Items / Phrases / Sentences	Translation from Chinese to English	Categories
Easy Steps to Chinese Volume4	163	1	U2	36	对不起，我今天下午有事儿。(朋友邀约一起逛街)	Sorry, I have something to do this afternoon. (Friends invite to go shopping together)	Indirect
		2	U3	88	对不起...（朋友邀请今晚去看足球比赛）	I'm sorry... (a friend has invited me to watch a football match tonight)	Indirect
Easy Steps to Chinese Volume5	162	1	U2	52	对不起，我们只收现金，也可以用信用卡。（顾客想用支票）	Sorry, we only accept cash, credit cards can also be used. (Customer wants to use check)	Direct

Textbook	Total pages	No.	Unit	Page No.	Lexical Items / Phrases / Sentences	Translation from Chinese to English	Categories
		2	U3	82	我星期六上午正好有一个很重要的考试，我妈妈肯定不许我考试前出去玩儿。	I happened to have a very important exam on Saturday morning. My mother would definitely not allow me to go out before the exam.	Indirect
		3	U3	83	不可以。（儿子向妈妈请求今晚出去玩儿）	You are not allowed to go. (Son asks mom to go out tonight)	Direct
		4	U3	83	不行，你自己写吧。（同学要求帮忙写篇作文）	No, you have to write it yourself. (Student asks for help writing a composition)	Direct

Textbook	Total pages	No.	Unit	Page No.	Lexical Items / Phrases / Sentences	Translation from Chinese to English	Categories
		5	U5	83	对不起，我最近没空儿。(同学请求帮忙设计生日派对)	Sorry, I'm not free lately. (classmates ask for help in designing a birthday party)	Indirect

Textbook	Total pages	No.	Unit	Page No.	Lexical Items / Phrases / Sentences	Translation from Chinese to English	Categories
asy Steps to Chinese Volume6	233	1	U1	35	我对汉语短训班很感兴趣，妈妈也建议我去中国学汉语，但是今年暑假我想去美国看爷爷、奶奶。（同学提议一起参加培训班）	I am very interested in Chinese short courses. My mother also suggested that I go to China to learn Chinese. However, this summer, I plan to go to the United States to see my grandpa and grandma. (Students suggest to join the training class together)	Indirect
		2	U1	35	我觉得有点儿贵，你们说呢？	I think it's a bit expensive. What do you think?	Indirect

Textbook	Total pages	No.	Unit	Page No.	Lexical Items / Phrases / Sentences	Translation from Chinese to English	Categories
		3	U2	51	我觉得这个旅游套餐不便宜，我担心妈妈不会让我去。	I think this tour package is not cheap, and I am worried that my mother will not let me go.	Indirect
		4	U2	51	我也想去北京，但是我觉得七天太短，我想在那里待一个月。	I also want to go to Beijing, but I think seven days is too short. I want to stay there for a month.	Indirect
		5	U2	65	我对温泉不感兴趣，我想去海边。(朋友约去台北旅游)	I am not interested in hot springs, I prefer to go to the beach. (Friends asked to travel to Taipei)	Indirect

Textbook	Total pages	No.	Unit	Page No.	Lexical Items / Phrases / Sentences	Translation from Chinese to English	Categories
		6	U3	95	这个活动不好，学前班的学生做不到，老师也没法教课。	This activity is not good. The preschool students are unable to do it, and the teacher don't know how to teach it either.	Indirect
		7	U3	122	我担心我妈妈不会让我去，因为费用太高了。	I am worried that my mother will not let me go because the cost is too high.	Indirect

Request Data Collection

Textbook	Total pages	No.	Unit	Page No.	Lexical Items / Phrases / Sentences	Translation from Chinese to English	Categories
Easy Steps to Chinese	161	1	U1	27	我们明天上午去看电影吧。	Let's go to the movies tomorrow morning.	Conventionally indirect
Volume3		2	U3	85	我今天忘记带铅笔了，借我一支用一下，行吗？	I forgot to bring a pencil today. Could I borrow one from you?	Conventionally indirect
		3	U3	85	借你的计算器用一下，可以吗？	May I borrow your calculator?	Conventionally indirect
		4	U3	88	借我二十块钱，行吗？	Could you lend me twenty dollars?	Conventionally indirect

Textbook	Total pages	No.	Unit	Page No.	Lexical Items / Phrases / Sentences	Translation from Chinese to English	Categories
		5	U3	89	顾客：我可以看看吗？	Customer: May I have a look?	Conventionally indirect
		6	U4	115	来两杯绿茶，再来两瓶可乐。	Two cups of green tea, and two more bottles of Coke.	Direct
		7	U5	137	请留下你的姓名和电话号码。	Please leave your name and phone number.	Direct
		8	U5	147	请问能不能小点儿声？	Could you please keep your voice down?	Conventionally indirect
		9	U5	150	能不能小点儿声说话？	Can you speak in a low voice?	Conventionally indirect

Textbook	Total pages	No.	Unit	Page No.	Lexical Items / Phrases / Sentences	Translation from Chinese to English	Categories
		10	U5	151	借我一支铅笔用一下，行吗？	Could you lend me a pencil?	Conventionally indirect
Easy Steps to Chinese Volume4	163	1	U2	36	我们一起去逛街，怎么样？	How about we go shopping together?	Conventionally indirect
		2	U2	48	有时间就打电话（给我）。	Call me when you have time.	Direct
		3	U2	53	不要给猫吃鸡肉。	Don't feed cats with chicken meat.	Direct
		4	U3	67	别吃了！你吃得太多了！	Stop eating! You eat too much!	Direct

Textbook	Total pages	No.	Unit	Page No.	Lexical Items / Phrases / Sentences	Translation from Chinese to English	Categories
		5	U3	67	别吵了！妹妹正在睡觉。	stop making noise! Your sister is sleeping.	Direct
		6	U4	91	我们一起去吃饭吧！	Let's have lunch/dinner together!	Conventionally indirect
		7	U4	111	服务员，可以点菜了。	Waiter, we can order food now.	Conventionally indirect
		8	U4	111	爸爸，我很渴，我想喝橙汁。（爸爸正在点菜）	Dad, I'm very thirsty. I want to have an orange juice. (Dad is ordering food)	Conventionally indirect
		9	U4	125	你明天来我家，好吗？	Will you come to my house tomorrow?	Conventionally indirect

Textbook	Total pages	No.	Unit	Page No.	Lexical Items / Phrases / Sentences	Translation from Chinese to English	Categories
		10	U5	139	你得先填一张申请表，然后给我你的护照。	You have to fill out an application form first and then give me your passport.	Conventionally indirect
		11	U5	139	请坐好，不要动，笑一笑。	Please sit down, don't move, and smile.	Direct
Easy Steps to Chinese Volume5	162	1	U1	9	把本子拿给我看看。（爸爸检查作业）	Show me your notebook. (Dad is checking homework)	Direct
		2	U2	42	请核对一下你们的姓名、航班和时间。	Please check your name, flight and time.	Direct

Textbook	Total pages	No.	Unit	Page No.	Lexical Items / Phrases / Sentences	Translation from Chinese to English	Categories
		3	U2	46	请留下你的联络电话。	Please leave your contact number.	Direct
		4	U2	46	小姐，我要退房，请结账。	Miss, I am ready to check out. Please show me the bill.	Direct
		5	U2	52	请在这里签字。	Please sign here.	Direct
		6	U2	56	请填一下表格。	Please fill out the form.	Direct
		7	U5	144	服务员，买单。	Waiter, bill please.	Direct
		8	U5	151	请把硬币投入钱箱。	Please put coins in the cash box.	Direct
		9	U5	151	到站请叫我一声。	Please call me when arrive.	Direct

Textbook	Total pages	No.	Unit	Page No.	Lexical Items / Phrases / Sentences	Translation from Chinese to English	Categories
Easy Steps to Chinese	233	1	U3	122	跟我们一起去潜水吧。	Go diving with us.	Direct
Volume6		2	U4	155	我想请你谈一谈你的高中生活，好吗？	Could I ask you to talk about your high school life?	Conventionally indirect

Complaint Data Collection

Textbook	Total pages	No.	Unit	Page No.	Lexical Items / Phrases / Sentences	Translation from Chinese to English	Categories
Easy Steps to Chinese	161	1	U5	147	你把我吵醒了。	You woke me up.	Explicit complaint
		2	U5	147	每天半夜，我听见小孩子哭。（找邻居谈话）	I hear a child crying every midnight. (Talk to the neighbor)	Expression of annoyance or disapproval
Volume3							
Easy Steps to Chinese	163	1	U4	111	你太挑食了！	You are too picky!	Expression of annoyance or disapproval
Volume4							
Easy Steps to Chinese	162	1	U1	6	我觉得我妈妈管得太严了。	I think my mother is too strict.	Expression of annoyance or disapproval

Textbook	Total pages	No.	Unit	Page No.	Lexical Items / Phrases / Sentences	Translation from Chinese to English	Categories
Volume5		2	U5	155	菜上得有点儿慢，而且其中一个菜太油，一个菜太咸。	The dishes are a bit slow, and one of the dishes is too oily and the other is too salty.	Expression of annoyance or disapproval
Easy Steps to Chinese Volume6	233	1	U4	155	我们几乎一星期工作七天，根本就没有节假日，没有自由的空间。（学生谈高中生活）	We work almost seven days a week, there are no holidays and no free space at all. (Students talk about high school life)	Explicit complaint
		2	U4	166	自从上了高中以后，我就觉得妈妈很烦......	Ever since I went to high school, I feel my mother is very annoying...	Explicit complaint + Expression of annoyance or disapproval

Apology Data Collection

Textbook	Total pages	No.	Unit	Page No.	Lexical Items / Phrases / Sentences	Translation from Chinese to English	Categories
Easy Steps to Chinese Volume3	161	1	U5	147	对不起。我以后晚一点儿跑。（楼下邻居抱怨早上跑步声太吵）	I am sorry. I will run later. (The neighbor downstairs complains that the running noise in the morning is too noisy)	An expression of an apology + A promise of forbearance
		2	U5	147	对不起，小孩子哭，我没有办法。	Sorry, I don't know what to do about my kid's crying.	An expression of an apology + An explanation or account of the situation
		3	U5	150	对不起。	I am sorry.	An expression of an apology
		4	U5	151	对不起，我忘了。	I am so sorry, I forgot.	An expression of an apology + An acknowledgement of responsibility

Textbook	Total pages	No.	Unit	Page No.	Lexical Items / Phrases / Sentences	Translation from Chinese to English	Categories
Easy Steps to Chinese Volume4	163	0	-	-	-	-	-
Easy Steps to Chinese Volume5	162	1	U3	82	非常抱歉	very sorry	An expression of an apology
		2	U5	144	对不起！我会把您的意见转告给经理。	I am sorry for that! I will pass your comments to the manager.	An expression of an apology + An offer of repair
Easy Steps to Chinese Volume6	233	0	-	-	-	-	-

Gratitude Data Collection

Textbook	Total pages	No.	Unit	Page No.	Lexical Items / Phrases / Sentences	Translation from Chinese to English	Categories
Easy Steps to Chinese	161	1	U1	15	谢谢！	Thank you!	bald thank-you
		2	U1	20	谢谢您！	Thank you!	bald thank-you
Volume3		3	U4	93	就是这双。谢谢！（老师帮忙找丢失的鞋子）	This is the pair（of my shoes）. Thank you for helping me! (The teacher helps find the lost shoes)	bald thank-you
		4	U5	151	谢谢。	Thank you.	bald thank-you
Easy Steps to Chinese	163	1	U3	66	那太感谢你了！	Thank you so much!	bald thank-you
		2	U3	69	谢谢你。	thank you.	bald thank-you
Volume4							
Easy Steps to Chinese	162	1	U2	42	谢谢！再见！	Thank you! Goodbye!	bald thank-you
		2	U2	46	谢谢！	Thank you!	bald thank-you
Volume5		3	U2	52	谢谢！再见！	Thank you! Goodbye!	bald thank-you
		4	U2	56	谢谢！	Thank you!	bald thank-you

Textbook	Total pages	No.	Unit	Page No.	Lexical Items / Phrases / Sentences	Translation from Chinese to English	Categories
		5	U3	82	我先谢谢你。（朋友表示会送礼物）	I have to thank you in advance. (Friends said they would give gifts)	bald thank-you
		6	U5	127	谢谢你。我们明天在学校见。	thank you. See you at school tomorrow.	bald thank-you
		7	U5	144	谢谢！	Thank you!	bald thank-you
		8	U5	151	谢谢您。	Thank you.	bald thank-you
Easy Steps to Chinese Volume6	233	1	U2	61	感谢您接受我的采访！	Thank you for accepting my interview!	bald thank-you
		2	U3	91	谢谢你接受我的采访。再见！	Thank you for accepting my interview. Goodbye!	bald thank-you

Suggestion Data Collection

Textbook	Total pages	No.	Unit	Page No.	Lexical Items / Phrases / Sentences	Translation from Chinese to English	Categories
Easy Steps to Chinese Volume3	161	1	U1	20	你要多喝水，多休息。	You have to drink more water and rest more.	Convention-alised forms
		2	U1	29	我给你开一张病假条，在家休息一天。	I will give you a sick leave slip and take a day off at home.	Direct
		3	U1	35	你最好带一把雨伞，因为有时候会下雨。	You'd better take an umbrella with you, because it might rain.	Indirect
		4	U1	39	你应该带大衣、帽子、围巾、手套等等。	You should take you coat, hat, scarf, gloves, etc. along with you.	Convention-alised forms
Easy Steps to Chinese Volume4	163	1	U5	148	你为什么不把这些贵重的东西放在储物箱里？	Why don't you keep these valuables in the storage box?	Convention-alised forms
		2	U5	152	再找一找吧。	Try looking for it again.	Direct

Textbook	Total pages	No.	Unit	Page No.	Lexical Items / Phrases / Sentences	Translation from Chinese to English	Categories
Easy Steps to Chinese Volume5	162	0	-	-	-	-	-
Easy Steps to Chinese Volume6	233	1	U1	7	我觉得我们每年一月份开运动会不太合适，因为那时天气还太冷，不如改到二月份。	I don't think it is appropriate for us to hold the sports competition in January every year, because the weather is still too cold at that time. It might be better to change it to February.	Indirect
		2	U1	7	我们应该建议学校去租新建的体育场。	We should suggest the school to rent a new stadium.	Direct
		3	U1	7	我觉得体育部应鼓励更多的同学参加运动会。	I think the Sports Department should encourage more students to participate in the sports competition.	Convention-alised forms

Textbook	Total pages	No.	Unit	Page No.	Lexical Items / Phrases / Sentences	Translation from Chinese to English	Categories
		4	U1	21	我建议你不要学戏剧，我担心你将来难找工作。	I don't suggest you to study drama. I am worried that it will be difficult for you to find a job in the future.	Direct
		5	U2	79	明年我们可以组织一个中国舞蹈活动。(讨论组织社团活动)	Next year we can organize a Chinese dance event. (Discuss the organization of the club activities)	Indirect
		6	U3	95	我觉得小学生可以卖糕点。（讨论组织筹款活动）	I think elementary school students can sell cakes. (Discuss organizing a fundraising activities)	Indirect
		7	U3	122	那我们去四川孤儿院做义工吧。	Let's go to the Sichuan Orphanage to do volunteer work.	Indirect
		8	U4	138	你应该经常提醒自己，晚上11点以前一定得上床睡觉。	You should always remind yourself that you must go to bed before 11 o'clock each night.	Convention-alised forms

Textbook	Total pages	No.	Unit	Page No.	Lexical Items / Phrases / Sentences	Translation from Chinese to English	Categories
		9	U4	166	你要多跟你妈妈沟通，让她多了解你。	You should get into touch with your mother more, so as to let her know you better.	Convention-alised forms
		10	U4	170	你最好把她忘掉，专心学习。	You'd better forget her and concentrate on your study.	Indirect
		11	U4	170	你要集中精力学习，做你自己喜欢的事。	You should concentrate on your study. Do what you like and interested in.	Convention-alised forms
		12	U5	182	家长不应该给他们钱买新手机。	Parents should not give them money to buy new mobile phones.	Direct
		13	U5	196	我觉得生活要有规律。（给下一届学生的建议）	I think life must be disciplined. (Suggestion for the next junior class of students)	Indirect

Textbook	Total pages	No.	Unit	Page No.	Lexical Items / Phrases / Sentences	Translation from Chinese to English	Categories
		14	U5	210	我们可以定期举行学校集会。（讨论如何增强学生环保意识）	We can hold school assemblies regularly. (Discuss how to enhance students' environmental awareness)	Indirect

APPENDIX I

INTER-CODER VALIDITY FOR THE CONTENT

ANALYSIS TABLE

Check List Form of Inter-Coder Validity

Directions: Please tick (√) the option that matches your opinion. Please analyze the following excerpts taken from the content analysis and tick if each of them fits into the correct category.

Research question 1: What are speech acts content represented in intermediate Chinese textbooks for high school students in Thailand?

Speech Act	Sub-category
1. Refusal Refers to when someone makes an invitation, suggestion, or request, and the speaker does not want to accept it, and says "no" to the listener	1.1 Direct 1.2 Indirect
2. Request Refers to an attempt by the speaker to make the listener perform a certain behavior or not perform a certain behavior	2.1 Direct 2.2 Conventionally indirect 2.3 Non-conventionally indirect
3. Complaint Refers to the speaker expresses dissatisfaction, annoyance, or opposition to the listener's past or present behavior, and accuse that the listener has an adverse effect on him or her	3.1 Below the level of reproach 3.2 Expression of annoyance or disapproval 3.3 Explicit complaint 3.4 Accusation and warning 3.5 Immediate threat
4. Apology Refers to the speaker admits that some of his actions have caused costly losses to the listener.	4.1 An expression of an apology 4.2 An explanation or account of the situation 4.3 An acknowledgement of responsibility 4.4 An offer of repair

Speech Act	Sub-category
	4.5 A promise of forbearance
5. Gratitude Refers to expressing thanks for the "favor", "service", "invitation", etc.	5.1 Thanking + Expressing Pleasure 5.2 Expressing Intimacy: Mind Reading 5.3 bald thank-you 5.4 Thanking + Expressing Affection 5.5 Thanking + Complimenting the Giver 5.6 Complimenting the Person/Action + Thanking + Expressing Indebtedness + Expressing an Inability to Articulate Deep Feelings
6. Suggestion Refers to the speaker's desire or ask for the listener to take certain actions for the benefit of the listener	6.1 Direct 6.2 Convention-alised forms 6.3 Indirect

Do you agree with the classification of the following data for Refusal Speech Act ?

1. Refusal: Refers to when someone makes an invitation, suggestion, or request, and the speaker does not want to accept it, and says "no" to the listener
Sub-category 1.1 Direct: A. Performative (e.g., "I refuse") B. Non-performative statement 　1."No" 　2. Negative willingness/ability ("I can't." "I won't." "I don't think so.")

Content analysis data	Agree	Dis-agree	Ques-tionable	Suggestion
1) It's too expensive, I won't buy it.				

1. Refusal: Refers to when someone makes an invitation, suggestion, or request, and the speaker does not want to accept it, and says "no" to the listener				
2) You already had too many hats at home. I don't agree you buy any more of them. （Daughter requests to buy hat）				
3) You already had twenty pairs of earrings, don't buy it any more. （Daughter requests to buy earring）				
4） I think it is too expensive, I will not buy it anymore.				
5） Sorry, we only accept cash, credit cards can also be used. (Customer wants to use check)				
6) You are not allowed to go. (Son asks mom to go out tonight)				
7) No, you have to write it yourself. (Student asks for help writing a composition)				

Sub-category 1.2 Indirect:

A. Statement of regret (e.g., "I'm sorry...", "I feel terrible...")

B. Wish (e.g., "I wish I could help you....")

C. Excuse, reason, explanation (e.g., "My children will be home that night."; "I have a headache.")

D. Statement of alternative

    1. I can do X instead of Y (e.g., "I'd rather do..."''I'd prefer")

    2. Why don't you do X instead of Y (e.g., "Why don't you ask someone else?")

E. Set condition for future or past acceptance (e.g., "If you had asked me earlier, I

1. Refusal: Refers to when someone makes an invitation, suggestion, or request, and the speaker does not want to accept it, and says "no" to the listener

would have...")

F. Promise of future acceptance (e.g., "I'll do it next time";" I promise I'll..." or "Next time I'll..."- using "will" of promise or "promise")

G. Statement of principle (e.g., "I never do business with friends.")

H. Statement of philosophy (e.g., "One can't be too careful.")

I. Attempt to dissuade interlocutor

 1. Threat or statement of negative consequences to the requester (e.g., "I won't be any fun tonight" to refuse an invitation)

 2. Guilt trip (e.g., waitress to customers who want to sit a while: "I can't make a living off people who just order coffee.")

 3. Criticize the request/requester, etc. (statement of negative feeling or opinion); insult/attack (e.g., "Who do you think you are?"; "That's a terrible idea!")

 4. Request for help, empathy, and assistance by dropping or holding the request.

 5. Let interlocutor off the hook (e.g., "Don't worry about it." "That's okay." "You don't have to.")

 6. Self-defense (e.g., "I'm trying my best." "I'm doing all I can.")

J. Acceptance that functions as a refusal

 1. Unspecific or indefinite reply

 2. Lack of enthusiasm

K. Avoidance

 1. Nonverbal

  a. Silence

  b. Hesitation

  c. Do nothing

1. Refusal: Refers to when someone makes an invitation, suggestion, or request, and the speaker does not want to accept it, and says "no" to the listener

d. Physical departure

2. Verbal

a. Topic switch

b. Joke

c. Repetition of part of request, etc. (e.g., "Monday?")

d. Postponement (e.g., "I'll think about it.")

e. Hedging (e.g., "Gee, I don't know." "I'm not sure.")

Content analysis data	Agree	Dis-agree	Ques-tionable	Suggestion
1) This time is too late for me. (The doctor's assistant asked the patient to go to the hospital at 5:30 pm, and the patient hoped to go earlier)				
2) Mom is taking me to the doctor this afternoon. So I can't go to the movies with you.				
3) This necklace costs 15,000 yuan, which is too expensive				
4) Sorry, I'm using it, you can borrow it from other students.				
5) It's expensive.				
6) You have already borrowed five pencils, and you haven't returned any of them to me. (Some students are borrowing pencils)				
7) Sorry, I have something to do this afternoon. (Friends invite to go				

1. **Refusal:** Refers to when someone makes an invitation, suggestion, or request, and the speaker does not want to accept it, and says "no" to the listener				
shopping together)				
8) I'm sorry... (a friend has invited me to watch a football match tonight)				
9) I happened to have a very important exam on Saturday morning. My mother would definitely not allow me to go out before the exam.				
10) Sorry, I'm not free lately. (classmates ask for help in designing a birthday party)				
11) I am very interested in Chinese short courses. My mother also suggested that I go to China to learn Chinese. However, this summer, I plan to go to the United States to see my grandpa and grandma. (Students suggest to join the training class together)				
12) I think it's a bit expensive. What do you think?				
13) I think this tour package is not cheap, and I am worried that my mother will not let me go.				
14) I also want to go to Beijing, but I think seven days is too short. I want to stay there for a month.				
15) I am not interested in hot				

1. Refusal: Refers to when someone makes an invitation, suggestion, or request, and the speaker does not want to accept it, and says "no" to the listener				
springs, I prefer to go to the beach. (Friends asked to travel to Taipei)				
16) This activity is not good. The preschool students are unable to do it, and the teacher don't know how to teach it either.				
17) I am worried that my mother will not let me go because the cost is too high.				

Overall suggestions:

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Do you agree with the classification of the following data for Request Speech Act?

2. Request: Refers to an attempt by the speaker to make the listener perform a certain behavior or not perform a certain behavior				
Sub-category 2.1 Direct: Mood-derivable (e.g., You shut up.) 1. Performative (e.g., I am telling you to shut up.) 2. Hedged performative (e.g., I would like to ask you to shut up.)				
Content analysis data	**Agree**	**Dis-agree**	**Ques-tionable**	**Suggestion**
1) Two cups of green tea, and two more bottles of Coke.				
2) Please leave your name and phone				

2. **Request:** Refers to an attempt by the speaker to make the listener perform a certain behavior or not perform a certain behavior				
number.				
3) Call me when you have time.				
4) Don't feed cats with chicken meat.				
5) Stop eating! You eat too much!				
6) stop making noise! Your sister is sleeping.				
7) Please sit down, don't move, and smile.				
8) Show me your notebook. (Dad is checking homework)				
9) Please check your name, flight and time.				
10) Please leave your contact number.				
11) Miss, I am ready to check out. Please show me the bill.				
12) Please sign here.				
13) Please fill out the form.				
14) Waiter, bill please.				
15) Please put coins in the cash box.				
16) Please call me when arrive.				
17) Go diving with us.				
Sub-category 2.2 Conventionally indirect:				

2. Request: Refers to an attempt by the speaker to make the listener perform a certain behavior or not perform a certain behavior

1. Locution-derivable (e.g., I want you to shut up.)

2. Suggestory formula (e.g., Let's play a game.)

3. Query-preparatory (e.g., Can you draw a horse for me?)

Content analysis data	Agree	Dis-agree	Ques-tionable	Suggestion
1) Let's go to the movies tomorrow morning.				
2) I forgot to bring a pencil today. Could I borrow one from you?				
3) May I borrow your calculator?				
4) Could you lend me twenty dollars?				
5) Customer: May I have a look?				
6) Could you please keep your voice down?				
7) Can you speak in a low voice?				
8) Could you lend me a pencil?				
9) How about we go shopping together?				
10) Let's have lunch/dinner together!				
11) Waiter, we can order food now.				

2. **Request:** Refers to an attempt by the speaker to make the listener perform a certain behavior or not perform a certain behavior				
12) Dad, I'm very thirsty. I want to have an orange juice. (Dad is ordering food)				
13) Will you come to my house tomorrow?				
14) You have to fill out an application form first and then give me your passport.				
15) Could I ask you to talk about your high school life?				

Sub-category 2.3 Non-conventionally indirect: 1. Strong hint (e.g., This game is boring.) 2. Mild hint (e.g., We've been playing this game for over an hour now.)				
Content analysis data	**Agree**	**Dis-agree**	**Ques-tionable**	**Suggestion**
-				

Overall suggestions:

_____

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_____

Do you agree with the classification of the following data for Complaint Speech Act?

3. Complaint: Refers to the speaker expresses dissatisfaction, annoyance, or opposition to the listener's past or present behavior, and accuse that the listener has an adverse effect on him or her

Sub-category 3.1 Below the level of reproach: enable S to avoid explicit mention of the offensive event or direct focus on S. (e.g., "Such things happen" or "Don't worry about it, there's no real damage")				
Content analysis data	**Agree**	**Dis-agree**	**Ques-tionable**	**Suggestion**
-				

Sub-category 3.2 Expression of annoyance or disapproval: vague and indirect and do not explicitly mention either the SUA or H, but do express general annoyance at the violation. (e.g., "Such lack of consideration!" or "This is really unacceptable behavior")				
Content analysis data	**Agree**	**Dis-agree**	**Ques-tionable**	**Suggestion**
1) In the middle of the night, I heard a child crying. (Talk to the neighbor)				
2) You are too picky!				
3) I think my mother is too strict.				
4)The dishes are a bit slow, and one of the dishes is too oily and the other is too salty.				

3. Complaint: Refers to the speaker expresses dissatisfaction, annoyance, or opposition to the listener's past or present behavior, and accuse that the listener has an adverse effect on him or her				
5) Ever since I went to high school, I feel my mother is very annoying...				

Sub-category 3.3 Explicit complaint:

realizations where S has made the decision to use an open face-threatening act toward H, but to instigate no sanctions.

(e.g., "You're inconsiderate!" "One should not postpone this type of operation," or "You should not have postponed such an operation.")

Content analysis data	**Agree**	**Dis-agree**	**Ques-tionable**	**Suggestion**
1) You woke me up.				
2) We work almost seven days a week, there are no holidays and no free space at all. (Students talk about high school life)				
3) Ever since I went to high school, I feel my mother is very annoying...				

Sub-category 3.4 Accusation and warning:

Accusation and warning is expressed as a complaint when S chooses to perform an open face-threatening act and further implies potential sanctions against H.

(e.g., "Next time I'll let you wait for hours.")

Content analysis data	**Agree**	**Dis-agree**	**Ques-tionable**	**Suggestion**
-				

3. Complaint: Refers to the speaker expresses dissatisfaction, annoyance, or

opposition to the listener's past or present behavior, and accuse that the listener has

an adverse effect on him or her

Sub-category 3.5 Immediate threat:

(e.g., "You'd better pay the money right now"; "I'm not moving one inch before you change my appointment." This strategy can also consist of curses and direct insults, such as "You're an idiot.")

Content analysis data	Agree	Dis-agree	Ques-tionable	Suggestion
-				

Overall suggestions:

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Do you agree with the classification of the following data for Apology Speech Act?

4. Apology: Refers to the speaker admits that some of his actions have caused

costly losses to the listener.

Sub-category 4.1 An expression of an apology:

a) expression of regret (e.g., I'm sorry)

b) an offer of apology (e.g., I apologize)

c) a request for forgiveness (e.g., Excuse me)

Content analysis data	Agree	Dis-agree	Ques-tionable	Suggestion
1) I am sorry. I will run later. (The				

	Agree	Dis-agree	Ques-tionable	Suggestion
4. Apology: Refers to the speaker admits that some of his actions have caused costly losses to the listener.				
neighbor downstairs complains that the running noise in the morning is too noisy)				
2) Sorry, I don't know what to do about my kid's crying.				
3) I am sorry.				
4) I am so sorry, I forgot.				
5) very sorry				
6) I am sorry for that! I will pass your comments to the manager.				

Sub-category 4.2 An explanation or account of the situation：

(e.g., The bus was late)

Content analysis data	Agree	Dis-agree	Ques-tionable	Suggestion
1) Sorry, I don't know what to do about my kid's crying.				

Sub-category 4.3 An acknowledgement of responsibility：

a)   accepting the blame (e.g., It's my fault)

b)   expressing self-deficiency (e.g., I wasn't thinking)

c)   recognizing the other person as deserving apology (e.g., You are right)

d)   expressing lack of intent (e.g., I didn't mean to)

Content analysis data	Agree	Dis-agree	Ques-tionable	Suggestion
1) I am so sorry, I forgot.				

Sub-category 4.4 An offer of repair：

4. Apology: Refers to the speaker admits that some of his actions have caused costly losses to the listener.				
(e.g., I'll pay for the broken vase)				
1) I am sorry for that! I will pass your comments to the manager.				
Sub-category 4.5 A promise of forbearance：				
(e.g., It won't happen again)				
2) I am sorry. I will run later. (The neighbor downstairs complains that the running noise in the morning is too noisy)				

Overall suggestions:

_____

_____

_____

Do you agree with the classification of the following data for Gratitude Speech Act?

5. Gratitude: Refers to expressing thanks for the "favor", "service", "invitation", etc.				
Sub-category 5.1 Thanking + Expressing Pleasure:				
(e.g., Thank you for inviting me. I had a great time.)				
Content analysis data	**Agree**	**Dis-agree**	**Ques-tionable**	**Suggestion**
-				
Sub-category 5.2 Expressing Intimacy: Mind Reading				

5. Gratitude: Refers to expressing thanks for the "favor", "service", "invitation", etc.				
(e.g., Oh, how beautiful. How did you know? It's just what I wanted!)				
Content analysis data	**Agree**	**Dis-agree**	**Ques-tionable**	**Suggestion**
-				
Sub-category 5.3 bald thank-you (e.g., Thanks/ Thank you. Have a nice day.)				
Content analysis data	**Agree**	**Dis-agree**	**Ques-tionable**	**Suggestion**
1) Thank you! 谢谢！				
2) Thank you! 谢谢您！				
3) This is the pair (of my shoes). Thank you for helping me! (The teacher helps find the lost shoes)				
4) Thank you. 谢谢。				
5) Thank you so much!				
6) thank you. 谢谢你。				
7) Thank you! Goodbye!				
8) Thank you! 谢谢！				
9) Thank you! Goodbye!				
10) Thank you! 谢谢！				
11) I have to thank you in advance. (Friends said they would give gifts)				
12) Thank you. See you at school tomorrow.				

5. Gratitude: Refers to expressing thanks for the "favor", "service", "invitation", etc.				
13) Thank you! 谢谢！				
14) Thank you. 谢谢您。				
15) Thank you for accepting my interview!				
16) Thank you for accepting my interview. Goodbye!				
Sub-category 5.4 Thanking + Expressing Affection (e.g., Thanks. You're a sweetheart.)				
Content analysis data	**Agree**	**Dis-agree**	**Ques-tionable**	**Suggestion**
-				
Sub-category 5.5 Thanking + Complimenting the Giver (e.g., Thanks. That was really nice of you.)				
Content analysis data	**Agree**	**Dis-agree**	**Ques-tionable**	**Suggestion**
-				
Sub-category 5.6 Complimenting the Person/Action + Thanking + Expressing Indebtedness + Expressing an Inability to Articulate Deep Feelings (e.g., You're a lifesaver. Thanks. I'll never forget it. You really can't imagine what this means to me.)				
Content analysis data	**Agree**	**Dis-agree**	**Ques-tionable**	**Suggestion**
-				

Overall suggestions:

Do you agree with the classification of the following data for Suggestion Speech Act?

6. Suggestion: Refers to the speaker's desire or ask for the listener to take certain actions for the benefit of the listener
Sub-category 6.1 Direct 1. Performative verb   (e.g., I suggest that you.../ I advise you to .../ I recommend that you ...) 2. Noun of suggestion (e.g., My suggestion would be...) 3. Imperative (e.g., Try using...) 4. Negative imperative (e.g., Don't try to...)

Content analysis data	Agree	Dis-agree	Ques-tionable	Suggestion
1) I will give you a sick leave slip and take a day off at home.				
2) Try looking for it again.				
3) We should suggest the school to rent a new stadium.				
4) I don't suggest you to study drama. I am worried that it will be difficult for you to find a job in the future.				
5) Parents should not give them money to buy new mobile phones.				

Sub-category 6.2 Conventionalised forms
 	
1. Specific formulae (interrogative forms)
 	
  (e.g., Why don't you...? How about...? What about...? Have you thought about... ?)
 	
2. Possibility/probability
 	
  (e.g., You can.../ You could... / You may.../ You might...)
 	
3. Should (e.g., You should...)
 	
4. Need (e.g., You need to...)
 	
5. Conditional (e.g., If I were you, I would ...)

Content analysis data	Agree	Dis-	Ques-	Suggestion

6. Suggestion: Refers to the speaker's desire or ask for the listener to take certain actions for the benefit of the listener		agree	tionable	
1) You have to drink more water and rest more.				
2) You should take you coat, hat, scarf, gloves, etc. along with you.				
3) Why don't you keep these valuables in the storage box?				
4) I think the Sports Department should encourage more students to participate in the sports competition.				
5) You should always remind yourself that you must go to bed before 11 o'clock each night.				
6) You should get into touch with your mother more, so as to let her know you better.				
7) You should concentrate on your study. Do what you like and interested in.				

Sub-category 6.3 Indirect

1.   Impersonal

   One thing (that you can do) would be...

   Here's one possibility: ...

   There are a number of options that you...

   It would be helpful if you...

   It might be better to ...

   A good idea would be ...

   It would be nice if...

2.   Hints (e.g., I've heard that...)

6. Suggestion: Refers to the speaker's desire or ask for the listener to take certain actions for the benefit of the listener				
Content analysis data	**Agree**	**Dis-agree**	**Ques-tionable**	**Suggestion**
1) You'd better take an umbrella with you, because it might rain.				
2) I don't think it is appropriate for us to hold the sports competition in January every year, because the weather is still too cold at that time. It might be better to change it to February.				
3) Next year we can organize a Chinese dance event. (Discuss the organization of the club activities)				
4) I think elementary school students can sell cakes. (Discuss organizing a fundraising activities)				
5) Let's go to the Sichuan Orphanage to do volunteer work.				
6)You'd better forget her and concentrate on your study.				
7) I think life must be disciplined. (Suggestion for the next junior class of students)				
8)We can hold school assemblies regularly. (Discuss how to enhance students' environmental awareness)				

Overall suggestions:

_____

_____

APPENDIX J

INTER-CODER VALIDITY FOR THE INTERVIEW QUESTIONS

Evaluation Form of Inter-Coder Validity

Directions: Please tick (√) the option that matches your opinion. Please evaluate whether the following interview questions meet the objective.

Research question 2: How much do Chinese teachers know about teaching pragmatic content?

No.	Semi-Structured Interview Questions	Objective	Evaluation			Comments &Suggestions
			Yes	Not sure	No	
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?	Investigate Chinese teacher's opinions of pragmatic knowledge.				
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?					

No.	Semi-Structured Interview Questions	Objective	Evaluation			Comments &Suggestions
			Yes	Not sure	No	
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?					

Thank you for your kind support!

APPENDIX K

SEMI-STRUCTURED INTERVIEW

SEMI-STRUCTURED INTERVIEWS

1.　　　你认为在对外汉语教学中最重要的教学内容是什么？　（例如：发音，词汇，句子模式，语法，交际能力...）为什么？

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.　　　你如何在课堂上教授"拒绝"、"请求"、"抱怨"、"道歉"、"感谢"、"建议"这六种语言行为？您使用了书（《轻松学中文》）中建议的活动，还是在课堂教学中添加了更多活动？

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、　　　如果你使用了这些书中建议的活动，说一说为什么。你是如何使用这些活动的？你从中学到了什么？

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、   如果您在课堂教学中增加了更多活动，说一说为什么。哪一种/哪几种语言行为的教学需要增加更多的活动？您从中学到了什么？

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. 在日常生活中，"拒绝"、"请求"、"抱怨"、"道歉"、"感谢"、"建议"中的哪些语言行为出现频率较高？你觉得这六种语言行为在《轻松学中文》中出现的频率都与现实生活相符吗？你觉得为什么会有这一现象？

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.请对《轻松学中文》一书的对话部分发表评论。你觉得这套书是否能提升学生的交际能力？它是否满足你的教学目标和需求？

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?

_____

Thank you for your participation!

APPENDIX L

INTERVIEW DATA TEXT

l你认为在对外汉语教学中最重要的教学内容是什么？（例如：发音，词汇，句子模式，语法，交际能力...）为什么？

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?

Chen:

　　教学重点根据学生中文水平有所不同。对于初级学者来说，词汇、发音最重要。对于中级学者来说，最重要的是交际能力。因为学语言最重要的目的就是为了能够使用这一门语言来交际，包括阅读、书写和口头交际。大部分母语非中文的学习者学习的第一个中文词汇是"你好"，相比发音、词汇等，它最重要的功能是打招呼，开启交际。

Cao:

　　要分阶段来说。对于初学者，最重要的是语音，包括发音和拼音的拼读 。学好了语音，学生建立起中文的自信，才能继续学中文。如果一开始语音基础打不好，后面改起来很难，学生在之后的学习中也会经历很多障碍。在度过了初级阶段之后，最重要的是词汇。因为词汇是表达的最基础的单位，学好了词汇才可以说句子、锻炼交际、学语法。如果没有词汇，哪怕学了句型、语法，学生都是说不出来的。我们当然认为语法、交际能力是重要的，但有时候学生没有语法和好的句子模式的时候，仍然可以通过简单地组合词汇表达出自己的意思。他积累了词汇之后，就可以建立起一种学习的自信。他在学句子、学语法、学交际能力、学段落写作、学篇章时就可以得心应手。

Wang:

　　对于中级学习者来说，最重要的是交际能力。因为语言学了就是要用的，所以他一定要会说。他要说了才能练。一定要给他实际的情境，而不只是练习书里的对话。要给他真实语料、真实语境，让他在真实的世界里去说。这才是他真正的交际能力。有的学生在课堂上说得很好，但去到中国后完全听不懂中国人在说什么，这是由于缺乏在真实世界里的交际能力。

2. 你如何在课堂上教授"拒绝"、"请求"、"抱怨"、"道歉"、"感谢"、"建议"这六种语言行为？您使用了书（《轻松学中文》）中建议的活动，还是在课堂教学中添加了更多活动？

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?

Chen:

教授一种语言行为时，先讲解知识点，尤其是这一话题中涉及到的学生还没学过的词汇、语法。然后以视频短片示范的形式展示这一语言行为在不同情境中的呈现方式，让学生迅速感知这一语言行为以及所表达的情感。最后，让学生表演相关情境，代入台词练习适当的表达。

教授语言行为时，我自己增加了更多活动。（接问题4）

Cao:

教语言行为时，先说明今天教学的主题；然后把相关词汇进行讲解；接下来播放视频，让学生感知一下相关语言行为在不同情景下是如何表达的；然后，带着学生学习对话；最后给学生创设不同的情景来表演对话。

更多地使用了书中的活动，自己设计的较少，只有少量的添加和补充。（接问题3）

Wang:

教这六种语言行为时，（1）用对话去教。给学生设置交际情景，然后编一段对话。比如，A："我邀请你星期五来我的生日聚会"。B："不好意思，我星期五有事儿，去不了"……让学生在不同的情境中感受不同语言行为的表达方式。（2）使用真实语料。比如做请求点菜的练习时需要用到菜单，我不是去网上搜一张菜单的图片，而是真的拿一张中国饭店的菜单拍一张照。网上搜的图片都是老师挑选和修饰过的。只有使用真实语料，学生去到中国后才能适应环境，因为他在平时学习中接触的都是生活中真实的东西。（3）用电视剧的片段或短视频来教。比如，在教"谢谢"时，我会先放一个视频，里面有很多人在不同的场景说"谢谢"。看视频前我会先给出任务，要求学生看完后告诉我视频里的人在说什么，让学生带着任务去看视频。如果第一遍看完后回答的学生不

多，我会再放一遍视频，然后再次提问学生。然后，播放第三遍，让学生告诉我视频里出现了多少次"谢谢"。接下来再放一遍，让学生告诉我一个人说"谢谢"时另一个人怎么回答——"不客气"。其实看了三四遍视频后，学生自己已经把"谢谢"、"不客气"学会了。而且他们还会模仿不同人的语气，他们的表达十分生动有感情。

对书中的活动比较认同，大多使用了书中的活动。有时候我也会根据当时情况对活动有轻微改动。（接问题3）

3. 如果你使用了这些书中建议的活动，说一说为什么。你是如何使用这些活动的？你从中学到了什么？

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?

Cao:

使用书中活动。首先，这些活动很贴近实际生活，而且跟学生所学的知识比较契合，能够及时地练习学生学到的听说读写各个方面的知识。其次，这些活动都是编写者精心编写好的，且经过了时间的检验，使用书中的活动节省了备课时间，老师可以有更多时间去把已有的活动准备好。

使用这些活动时，首先要跟学生解释一下做这个活动的目的是什么，是为了锻炼哪方面的能力，比如：这个活动是为了教大家如何请求帮助，那个活动是教大家如何报警等。其次，把学生不明白的词汇、书中的补充词汇提出来解释，确保学生对活动中需要用到的词汇都是明白的。然后根据书中给出的活动建议来开展活动。书中对每个活动都进行了详细的说明，有的是双人活动，有的是多人活动或小组活动，有的是全班活动，按要求进行。最后，有时候也需要老师对活动进行适当调整。比如：学到方位、问路、描述自己的生活区域、怎么坐车到某地时，在调整活动时我就把活动中的一些地名换成了曼谷的一些比较熟悉的地标来让学生开展活动。对活动进行调整一方面是为了贴合实际生活，一方面是为了控制活动的难易度。

学到：（1）老师一定要解释清楚活动规则，让每个学生明白每个活动步骤，不然学生一会儿又问，一会儿又问，活动很难持续地开展下去，进度也比较慢。要在PPT上展示活动主题，然后在下面详细列举每个步骤。这样，即使

学生没有听清楚活动规则，也能在**PPT**上找到活动介绍，知道自己进行到哪一步了，下一步该做什么。**（2）**活动一定要准备充分，要提前把细节都考虑好，否则活动无法顺利开展，中途问题也会越来越多。

Wang:

（1）这些活动实用性强，特别是对基础知识的呈现。书中的活动比较多，而且涉及了方方面面，有语音练习（比如给拼音标声调）、汉字练习（比如介绍部首、独体字、象形字）、语法练习......**（2）**我比较欣赏它的对话活动。比如第四单元教蔬菜、水果，要求学生自己编一个对话。它会给出一些线索，这些线索来自之前的三个单元和前几册书的内容，起到了一个巩固旧知识的作用，对旧知识有一定的重现。**（3）**考虑到了学生的水平。有的学生这一单元学的不好，但他可能其他单元学得好，做活动时不会让学生很尴尬，学生总会有话可说。大部分学生可以参与进来，有参与度。**（4）**有的活动给学生创设了贴近生活的背景让学生去做操练。比如，学完蔬菜、水果后，让学生画出蔬菜水果并标出价格，然后模拟市场购物。**（5）**有的活动很有趣味性。比如，一个人说，一个人表演，让学生在课堂上动起来。这些活动很符合学生的年龄层次。

使用对话活动时，**（1）**先看活动介绍，请两名学得好的学生演示如何操练对话。对话演示完后，我会针对他们演示的对话进行提问，请其他学生回答，以此确保所有学生都明白了对话内容，也知道自己接下来要干什么。有时候学生们听不懂活动要求，让人示范是为了直观地让所有学生明白活动内容，以免有学生落后。**（2）**把学生两人一组配对，一个人提问，一个人回答，确保学生们都已经会说了。配对的时候要把学得快的学生和学得慢的学生分在一组，最好在排座位的时候就分好。在练习对话的时候，学得好的学生先提问，如果搭档不会回答，这名学生要先教搭档，他们自己先练习。比起直接让学生在全班面前说，这样不会给学生造成心理压力，避免有学生因为压力而不愿开口说中文。**（3）**等学生都会说之后，给他们换一个搭档互相对话，限时五分钟，完成对话后回座位坐好。**（4）**老师点名抽查，提问各自搭档的回答内容，依次检测学生们是否认真练习了对话。**（5）**放音乐，让学生动起来，等音乐停的时候学生也停下来，最后一个停下来的学生要随机找一个学生进行提问，那个学生回答问题后又去找下一个学生作为搭档进行提问，结束后回座位坐好。**（6）**学生自己编造一个对话提交给老师。

学到：**（1）**要反复对所学内容进行操练，学生重复很多遍才能记住。**（2）**活动要多样化，不是只用一种形式重复练习很多次，而是要用不同的形式来练习。

4. 如果您在课堂教学中增加了更多活动，说一说为什么。哪一种/哪几种语言行为的教学需要增加更多的活动？您从中学到了什么？

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?

Chen:

增加活动。因为课本上的活动是比较理想化的。比如：它定好了五个人一个小组，然后每个人有固定的任务。但有时候班级人数不适合用这种分组方式，也并不是每个学生都能承担它定好的任务。所以很多时候需要老师灵活应变，根据学生语言能力、知识接受能力、检测学生知识掌握程度的全面性等对活动进行调整，或者增加新的活动，以满足教学目标。

拒绝和建议需要增加更多活动。拒绝：**（1）**由于中国人的语言习惯和思维方式的影响，书中很少涉及到拒绝的话题，也很少涉及到直接说"不"的情况。**（2）**学生的交际对象主要是同学、老师、家长，说话时都是比较客气的，生活中很少会接触到需要使用拒绝的情况。所以当需要使用拒绝的语言时，学生不知道如何得体地表达自己尊重，但又不能接受的心情。建议：建议对学生语言水平要求比较高,中级教材里出现不多。

学到：**（1）**在增加活动的过程中，先为使用频率更高的语言行为增加活动。因为出现频率低的语言行为意味着出现次数少，学生能使用到的情况比较少。为提高学生的交际能力，应该从使用范围最广、使用频次最高的语言行为开始增加活动。**（2）**在教授一种语言行为时，不要在同一时间展示所有可能出现的情景，而应该是分时间教授，否则会让学生觉得复杂和困难。**（3）**语言是灵活的和开放性的，老师要给学生展示某种语言表达在哪些情境下使用是合适的，但也不能断言它在其他情境下是不能使用的，告诉学生语言不只局限于课堂上的情况，鼓励学生在更多的阅读和实际交际中探索语言的使用方式。

5. 在日常生活中，"拒绝"、"请求"、"抱怨"、"道歉"、"感谢"、"建议"中的哪些语言行为出现频率较高？你觉得这六种语言行为在《轻松学中文》中出现的频率都与现实生活相符吗？你觉得为什么会有这一现象？

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?

Chen:

生活中出现频率高的是请求、道歉、感谢、建议。

与生活相符的：请求、道歉、感谢。原因：请求、道歉、感谢这三种行为被认为是生活中比较正常和正面的行为。教材编写者编写教材时会有主观的意识要选择正面的行为和得体的话语，避开比较负面的行为。

与生活不相符的：拒绝、抱怨、建议比生活少。原因：（1）按照中国人的思维方式、传统的为人处世的方式和语言习惯，拒绝时一般会比较委婉的表达，而委婉拒绝又对学生语言水平要求较高。所以教材编写者在编写中级教材时可能会把拒绝变成道歉或者其他语言行为来呈现,话题就完全转变了。（2）教材有明确的标准，它必须是正面的。抱怨也是一样的。生活中我们每天会听到很多抱怨，但是教材中抱怨的内容是非常少的。在接触的那么多教材中，我只在《跟我学汉语》第四册见过一次"抱怨"这个词，而且它只是一个词，并不是作为一种语言行为出现，也不是作为一个大的话题。我们也并不主张在教材中加入太多这样的内容。编写教材时是有正导向的标准在的。（3）建议往往是比较正式的。一旦涉及建议，往往需要列举出几个条例。语言水平低的学生往往说一两点就不会说了。所以，在中级阶段的教材中很少出现建议，出现也只是作为一个词语出现，它并不是作为一个话题出现，也不以书面的形式出现。在更高阶的时候，涉及到比较专业的内容，比如医学方面，才会出现具体的建议的内容。建议对学生的语言水平要求比较高，一般不会在教材中出现得很靠前。

Cao:

生活中出现频率比较高的是请求、感谢、道歉。

相符：请求（比现实生活稍少，但基本相符）、道歉、感谢、建议与现实生活相符。感谢、道歉出现的次数比较多，但是涉及到的面比较窄，语言点比较少。相符原因：（1）教材编写者是从日常生活出发来进行教材编写的。（2）礼仪、礼貌是学习中文的一个重要部分。编写者从中国文化出发来进行教材编写。

不相符：拒绝（在书中基本没有出现）、抱怨（少得多）。原因： **(1)** 这两种语言行为都是比较消极的，不是人们希望看到的行为。人们在生活中都不希望被拒绝、被抱怨。所以书中很少出现这两种语言行为。 **(2)** 出于正导向的考虑。如果书中出现太多这两种行为，学生可能会模仿，会在生活中经常拒绝别人、经常抱怨别人。虽然学生只是在学语言，但课本中的内容也会影响到学生生活中的行为。 **(3)** 跟中国文化有关系。中国文化强调礼貌、尊重，中国人不喜欢拒绝、抱怨。

Wang:

生活中出现频率高的是感谢、建议、道歉、请求。因为生活中乐观的人更多，悲观主义、消极的行为比较少。

相符：请求、感谢。这些都是生活中常见的行为。

不相符：拒绝、抱怨（书中基本没有）、道歉（比现实生活少）、建议（比较少）。原因： **(1)** 编书的老师都很积极向上，所以基本不会出现拒绝、抱怨。 **(2)** 我们只有在做错事的时候才需要道歉，教材编写者在编写课本时都是人为的编写对话，不希望主人公做错事，不想给不良示范，所以书中很少用到道歉。 **(3)** 给建议的人一般是社会地位较高的人、父母辈的人，或者是有一定生活经验的人。像父母对孩子说"你应该多吃蔬菜"，或者医生对病人说"你应该多喝水"。课本中对话的人一般是同学关系，就很少会涉及到给建议的情境。

6.请对《轻松学中文》一书的对话部分发表评论。你觉得这套书是否能提升学生的交际能力？它是否满足你的教学目标和需求？

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?

Chen:

我总体上赞同这本书对话的展现方式。 **(1)** 它的对话中有很多中文的比较地道的表达，比如：看一下，玩儿一会儿，这些表达方式是我们在日常生活中也常常使用到的。 **(2)** 它一般是以提问的形式引出对话的，一个人给出问句，一个人给出答句。这给了学生一个使用的标准，让学生知道如何提问才能让别

人理解自己在问什么，如何回答才能给出对方想要知道的信息。但是，在真正的交际中可能不会有人一个问题一个问题地去引导回答，所以学到后面的时候教师还是需要对非课内的内容做一些补充，学生在实际的运用中也需要更灵活地使用语言。

在学习这套书时，如果按顺序一本一本地往上学，对学生的交际能力是一定有提升的。因为书的编写者在编写这套书时是按照从简单到难的顺序编写的。而且它的话题并不是在第一册有了，后面就不再出现了，而是会重复出现之前学过的话题，只不过话题涉及到的难度更多一点，语言点更多一点，要求掌握的词汇也会更多一点。它的知识结构有一个循环上升的设计在里面。

这套书的听、说、读、写内容都基本满足我的教学目标和需求，尤其在词汇、语法方面。但在交际能力方面，需要老师做一些补充，比如增加简单的情景设置，看学生能不能灵活运用，能不能在真实的情况中进行有效的交际。期待它全面电子化，所有的课文、对话都能以卡通的形式来展现。

Cao:

这套书的对话内容不错，都是生活中常用的。但对话部分相对来说少了点儿，大部分是陈述性的文章。总体来说，这套书的对话部分可以提升学生的交际能力。但是，有些对话有点儿生硬，不太自然。但这套书对学生交际能力的提升不仅依靠对话。它里面设置了大量的活动和主题，通过大量的情景练习让学生去讨论、交际，从而提升交际能力。

这套书基本满足我的教学目标和需求。它的练习非常多，它的活动设置也非常开放和多样。但有一点不足：某些话题的内容已经设置的很深入了，能学习这些话题的学生的中文水平已经很高了，但书中仍然提供了大量的拼音,希望减少拼音。

Wang:

这套书对话的话题都很好，都很贴近生活，都是生活中常见、常用的话题。但是，对话形式比较死板，框架没有趣味性。但我也能理解，真的要把知识点都编进对话，还是挺难的。这套书还是能提升学生交际水平的，因为它贴近学生年龄、贴近生活，而且话题有趣味性。

这套书百分之七十能满足我的教学目标和需求，还有百分之三十没满足。
（1）它的话题虽然有趣，但有的表达比较生硬,而且没有人情味。比如，"太贵

了，我不买了"。在日常生活中，我们一般不会这样说，我们会说"我再看一看"，或者"有点儿贵，打折吗"。 **(2)** 文化会体现在语言中，我觉得应该把中国文化的东西放入书中的表达。 **(3)** 为了方便教学和展示句子的完整性，对话中用的都是完整的句子，主语、谓语、宾语都有。但在现实生活中，我们说话时常常会用省略的表达。所以我觉得对话前半部分用完整句，后半部分用省略句没关系。特别是有的句子并非本课的教学重点，仅仅是为了完成对话才出现，就可以用省略句。该省的就要省。 **(3)** 它有时候可能考虑到对话的篇幅不能太长，就省去了某一情境下该出现的一些句子，使得对话不合常理。它有时候考虑到某一语法点的难度，刻意避开这一语法点，也使得句子表达听起来比较别扭，跟我们生活中的表达不符。

BIOGRAPHY

Name   Wangya Zhao

Date of birth   August 9, 1992

Place of birth   Yunnan, China

Education background   Yunnan University, China

                                  Bachelor of Teaching Chinese as A

                                  Foreign Language , 2015

                                  Rangsit University, Thailand

                                  Master of Education in Bilingual

                                  Education, 2022

Address   Yunnan, China

Email Address   zwy1141970932@gmail.com