Pragmatic Competence through Speech Acts: An Evaluation of Secondary English Textbooks in Pakistan

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Abstract

This paper critically analyses the distribution and pedagogical role of speech acts in English textbooks for grades 9 and 10 in Punjab, Pakistan. Based on Searle's Speech Act Theory, the study classifies speech acts-assertives, directives, commissives, expressives, and declaratives-and assesses their incidence and implications for the development of pragmatic competence. Findings reveal a disproportionate emphasis on assertives and directives, with a scarcity of commissives, expressives, and declaratives, potentially hindering students' ability to navigate interactive and contextually sensitive communication. The study suggests that a more balanced representation of speech acts could enhance students' pragmatic readiness for real-world communication. Recommendations are provided for curriculum development to support effective ESL learning. Future research directions include comparative studies and pragmatic curriculum reforms.

Introduction

Pragmatic competence is the ability to use language appropriately in different social contexts, which is essential for communicative competence in language learners (Thomas, 1983). This competence allows learners to understand and carry out speech acts—linguistic functions like making requests, offering apologies, or giving commands—that are necessary for meaningful interaction. Based on Searle's Speech Act Theory (1976), this research assesses the way speech acts are represented in English textbooks at secondary schools in Punjab, Pakistan. It is divided into five categories of speech acts—assertives, directives, commissives, expressives, and declaratives—and explores their role in developing students' communicative skills.

Pragmatic competence is especially important in Pakistan where English is used both as a medium of instruction and as a second language. Research also suggests that much of the ESL material produced around the world is grammar oriented but fails to address the pragmatic aspects of language in sufficient depth for students to successfully use it in real life situations (Bardovi-Harlig, 1999).Additionally, cultural representation and linguistic features of ESL textbooks have been analysed in the context of Pakistan to shed light on textbook design potential pragmatic competence gaps (Mahmood et al., 2012). This study evaluates the match between content in textbooks and pragmatic exigencies students will encounter in life and at work, as the ability to use various forms of speech acts is paramount. By analysing the speech act distribution and pedagogical implications in these textbooks, this research seeks to raise awareness of the discrepancies and suggest ways to better cultivate students' overall communicative competence.

Research Problem

It reveals the central concern that commissives, expressives, and declaratives are underrepresented in secondary-level English textbooks of Punjab, Pakistan. Although assertives and directives are represented, that is a dominating trend of the content-based approach to be limiting opportunities for interactive and contextually sensitive communication for the students. The lack of or underrepresentation of specific speech acts can hinder students' ability to manage social exchanges,

make commitments, or engage in formal and institutional communication—abilities that are very important for pragmatic competence in the real world.

This paper redresses this imbalance and its consequences for students' language development, with the aim of contributing to more effective ESL instruction that better prepares students for the pragmatic challenges they may face in diverse communicative contexts.

The Theoretical Framework: Speech Act Theory

This research bases itself on John Searle's Speech Act Theory 1976. The theory differentiates the use of language into five main categories of speech acts, which include the following: assertives communicate information; directives urge action by the listener; commissives commit the speaker to performing some future act; expressives express psychological states, emotions, etc.; and declaratives carry out an act in the real world by virtue of the saying (e.g., declarations, pronouncements of marriage, divorce). These categories provide a comprehensive model for understanding the functional diversity of language and its application across varied social contexts. Searle's framework is particularly relevant for assessing language education materials, as it underlines the role of language beyond structural accuracy, underlining its social and communicative functions. By categorizing speech acts in this study, we gain insight into whether educational content supports students' readiness for real-life communication. For ESL students, particularly in settings such as Pakistan, where English is of high academic and professional value, the successful accomplishment of these speech acts will be crucial to successful interaction in both informal and formal spheres. This theoretical basis enables us to assess critically whether textbooks currently used actually support holistic communicative competence by exposing students to the whole range of language functions needed for pragmatic success.

Significance of the Study

This research is valuable for designers of curricula, the teaching profession, and policymakers regarding language education because it could provide evidence of the current scenario of speech act representation in ESL textbooks. Gaps in speech acts, especially commissives, expressives, and declaratives, point out deficits that can be improved by enhancing pragmatic skills among learners. As English is primarily used in Pakistan, empowering students with pragmatic competence facilitates their academic, professional, and social success.

This study also contributes to the fields of pragmatics and language education by looking into the implications of unbalanced speech act representation. Many ESL textbooks worldwide emphasize grammar and vocabulary at the expense of pragmatic functions, as noted by scholars such as Bardovi-Harlig (1999) and Ishihara and Cohen (2010). This study supports a move toward communicative-oriented curricula that focus on the holistic communicative experience and ultimately aim to bridge the gap between language proficiency and real-world effective communication.

Research Aims

This study seeks to accomplish the following:

1. To examine the distribution of speech acts: assertives, directives, commissives, expressives, and declaratives in the secondary-level English textbooks in Punjab, Pakistan.

2. To assess whether textbooks represent these speech acts in a pragmatic manner for the needs of their students, especially in terms of preparing them for real world communication.

3. The curriculum recommendations for educators and textbook developers to develop materials with a balanced representation of the speech acts, which will improve the pragmatic competence of students.

These goals direct the research into the extent to which the available materials in the educational system serve the ESL learners' communicative needs in Pakistan.

Research Questions

This research answers the following questions:

1. What is the distribution of speech acts in the selected textbooks for grades 9 and 10?

2. Are commissives, expressives, and declaratives adequately represented in the textbooks, considering their importance for real-world communication?

3. How can the current pedagogy be improved to serve the needs of pragmatic competence more effectively in Pakistani students?

These questions are about areas to be improved in ESL instruction and materials, with the aim of obtaining insights that will help students develop language usage pragmatically and effectively in varying contexts.

Literature Review

Pragmatic competence is very well known in applied linguistics as one of the most important elements of communicative competence in language learning. Thomas (1983) described pragmatic competence as the appropriate use of language in a social context, a skill to be used for effective communication. This involves the understanding and performance of speech acts that are functional in interpersonal transactions, like requesting, apologizing, or asserting information.

The integration of speech act theory in language education has gained attention due to its practical applications. John Searle's Speech Act Theory (1976) categorizes speech acts into assertives, directives, commissives, expressives, and declaratives, providing a framework for understanding the multifaceted roles language plays in communication. Searle's model has been influential in both linguistic theory and language pedagogy because it focuses on the communicative purpose behind linguistic structures rather than grammar and vocabulary. ESL textbooks, according to Ishihara and Cohen (2010), overemphasize linguistic accuracy at the expense of pragmatic functionality, causing what Bardovi-Harlig (1999) termed "pragmatic failure": that is, although grammatically accurate, the learners failed to use language appropriately in social settings. In the Pakistani context, Mahmood et al. (2021) discussed ESL textbooks and determined gender biases with underrepresentation of certain communicative features wherein this paper will focus on speech acts.

Many studies have emphasized the need for a wide variety of speech acts in language teaching. Toolabi (2002) and Vaezi et al. (2014) reported that ESL textbooks often over-represent assertives and directives and under-represent commissives and expressives, which are very important in the context of real-life communication. Speech acts, such as commissives and expressives, play a significant role in professional and social communications because they allow learners to commit, regulate relationships, and join in collaborative conversation. Toolabi (2002) specifically mentions that the lack of commissives and expressives in educational materials will limit the ability of students to deal with situations that require negotiation, emotional sensitivity, and formal declarations.

Research by Takafumi et al. (2007) points out that many ESL materials do not have commissives, expressives, and declaratives, which could limit pragmatic development in students. Commissives enable speakers to make promises or future commitments, a function essential for collaborative engagement and professional interactions (Bach &Harnish, 1979). Expressives are important for emotional intelligence, as they enable speakers to express gratitude, apologies, and other feelings required in interpersonal communication. Declaratives, which effect changes merely by being

spoken (for example, "I hereby declare"), are crucial in institutional contexts but are frequently overlooked in textbooks.Toolabi (2002)

In the Pakistani context, there exists little research on pragmatic competence and speech acts in ESL materials. Rizwan (2015) pointed out the fact that the most prevalent function of ESL textbooks in Pakistani schools is rote memorization and grammatical accuracy rather than communicative efficiency. The findings of Abbas and Aslam (2018) echoed that textbooks have little variations in speech acts and comprise mostly of assertives followed by directives. This study aims to address this gap by providing a detailed analysis of speech acts in Pakistani English textbooks, with a view to exploring the possibility of using these materials to build pragmatic competence.

Recent studies advocate a shift in curriculum to emphasize pragmatic skills together with grammar. Taguchi (2011) established that ESL learners who were exposed to speech-act-focused materials performed better in complex social interactions, and Rose (2005) demonstrated that students performed better when instruction incorporated diverse speech acts in preparation for formal and informal communication. Rose (2012) and Jones and Wheeler (2005) state that ESL materials should reflect authentic scenarios that incorporate different speech acts to develop social and emotional awareness necessary for effective communication.

This literature review establishes the need for pragmatic-focused language materials that reflect real-world language use, especially for ESL learners in contexts like Pakistan. The current study extends previous research by evaluating how well Pakistani textbooks meet these needs and recommends improvement of the pedagogical value of ESL materials in the development of pragmatic competence.Methodology

This study employed a qualitative descriptive design augmented with quantitative components to examine the speech act representation in the secondary level English textbooks used in Punjab, Pakistan. This methodology has been based on Searle's Speech Act Theory (1976), offering a systematic framework for determining the varieties and situations in which speech acts occur; thus, their ability to promote pragmatic competence among the students is measured.

Research Design

The mixed-methods approach would be employed, wherein qualitative analysis entails the identification and classification of speech acts and quantitative assessment deals with determining frequencies of each category. Such an approach will allow these pedagogical implications stemming from speech act distribution inside the textbooks to be analysed.

Rationale for Using Speech Act Theory

Speech Act Theory was used as the analytical framework because of its focus on the functional roles of language in social interaction. Searle's categories—assertives, directives, commissives, expressives, and declaratives—are some of the most important speech acts that are involved in communicative functions that constitute pragmatic competence. This framework is appropriate for a fine-grained analysis of how school content prepares students for use in authentic contexts, focusing on the contexts in which each speech act occurs and their applicability to real-life communication.

Choice of Textbooks

The study examines the English textbooks for grades 9 and 10 as approved by the Punjab Curriculum and Textbook Board (PCTB). These textbooks have been selected because they are used in large numbers across the province of Punjab for secondary education. Therefore, they represent the most common materials used in the teaching process of most students.

Selection Criteria for Textbooks:

1. Official Sanction: The textbooks are officially sanctioned by the PCTB and are part of the national curriculum for secondary education.

2. Population of the book

They are largely used in the school level of Punjab.

3. Level suitability

 As 9th and 10th-grade books, these are an essential level of exposure for students who are entering more mature means of communication.

Data Collection Techniques

For every textbook under review, each lesson, example, dialogue, and exercise section was minutely observed in detail. Data collection procedures for the study involved the following three main steps:

1. Identifying Speech Acts: The researchers looked through the textbooks and identified sentences or utterances that qualified as speech acts. They categorized these into the five categories of Searle.

2. Categorising Speech Acts: The identified speech acts are categorized into the following:

Assertives: They are statements meant to convey information or make an assertion. Examples include, "The sun rises in the east."

Directives: They are commands or requests that aim at eliciting some action. Examples include, "Please open your books to page 20.".

Commissives: Statements that commit the speaker to a future action (e.g., "I will complete the assignment by tomorrow.").

Expressives: Utterances expressing the speaker's emotions or attitudes (e.g., "Thank you for your help.").

Declaratives: Speech acts that bring about a change simply by being spoken (e.g., "You are hereby promoted.").

3. Quantifying Speech Acts: Following the classification of each speech act, the frequency of each category was determined for both textbooks to enable a quantitative comparison and identification of imbalances in the representation of speech acts.

Data Analysis Methods

The data were analysed through both quantitative and qualitative methods to give a balanced analysis of the speech act distribution.

1. Quantitative Analysis: The frequency of each type of speech act was tabulated and represented through charts for easy comparison. This quantitative analysis highlighted the prevalence of assertives and directives compared to commissives, expressives, and declaratives, showing patterns and potential pedagogical gaps.

2. Qualitative Analysis The contextual relevance of each of the speech acts was additionally analysed. The qualitative analysis focused on the situational use of each speech act, identifying whether their use reflects authentic language practices. For example, the study evaluated whether the use of assertives could support dialogues and interaction, or whether the use of directives is complex and whether these directives are used as a means to facilitate polite, indirect communication.

Qualitative analysis was necessary to assess whether the textbooks enable students to experience a broad variety of communicative contexts, specifically those involving emotional expression, commitment, and formal declarations.

Reason for Categorising Speech Acts

While Searle's framework informed the categorization of speech acts, classification was modified to suit the educational setting. For instance, directives were judged both on grammatical form but

also in terms of pedagogical purpose. This modification meant that the classification was educationally sensitive to the purpose each speech act served in teaching and learning, thus allowing the research to determine whether learners are being taught practical language uses to facilitate social and professional interaction.

Data Analysis

This section provides a close examination of the distribution of speech acts—assertives, directives, commissives, expressives, and declaratives—across the chosen English textbooks for grades 9 and 10. Using Searle's Speech Act Theory (1976) as an analytical framework, the study assesses the frequency and context of each speech act type, which can help to understand the pedagogical implications of their representation.

1. Quantitative Distribution of Speech Acts

The quantitative analysis reveals some imbalances in the distribution of speech acts within the textbooks. Table 1 below shows the frequency and percentage of each type of speech act identified in the textbooks for 9th and 10th grades.

Table 1: Frequency and Percentage Distribution of Speech Acts in 9th and 10th Grade English **Textbooks**

Speech Act	Frequency (9th Grade)	Percentage (9th Grade)	Frequency (10th Grade)	Percentage (10th Grade)
Assertives	267	36.86%	352	37.85%
Directives	379	52.71%	526	56.56%
Expressives	59	8.21%	36	3.81%
Commissives	13	1.81%	10	1.08%
Declaratives	2	0.28%	3	0.32%

The quantitative data show that assertives and directives are the most dominant speech acts in the textbooks, accounting for more than 90% of all speech acts, while commissives, expressives, and declaratives are underrepresented. This imbalance suggests a content-driven, instructional approach that may not prepare students adequately for interactive and socially nuanced communication.

Speech Act Distribution Analysis

• Assertives and Directives: Dominant Speech Acts Both 9th and 10th-grade textbooks demonstrate a majority of assertives and directives. Such a pattern depicts a teacher-centred approach focusing on the transmission of knowledge (assertives) and task-oriented instructions (directives). The dominance of these speech acts indicates an emphasis on factual content and structured classroom management rather than promoting collaborative or interactive communication skills.

• Lower frequency of other functions: Expressives, commissives, and declaratives are less frequent here. Expressives and commissives are particularly important for building interpersonal skills and cooperative activity, and, even though declaratives are mainly utilized for formal communications, they are practically absent here. This may restrict students' pragmatic competence in communicative settings.

This approach quantitative captures the point that whereas communicative student to student interactions are highly fact-communicating and directive language using, they reduce very considerably from the 9th to 10th grade as the emotively expressive or commitment-motivated communication reduces in proportion. The pattern implies an increase in how formally the task-oriented nature of interactions occurs in relation to maturation over the school grade levels.

9th Grade Speech Acts

10th Grade Speech Acts
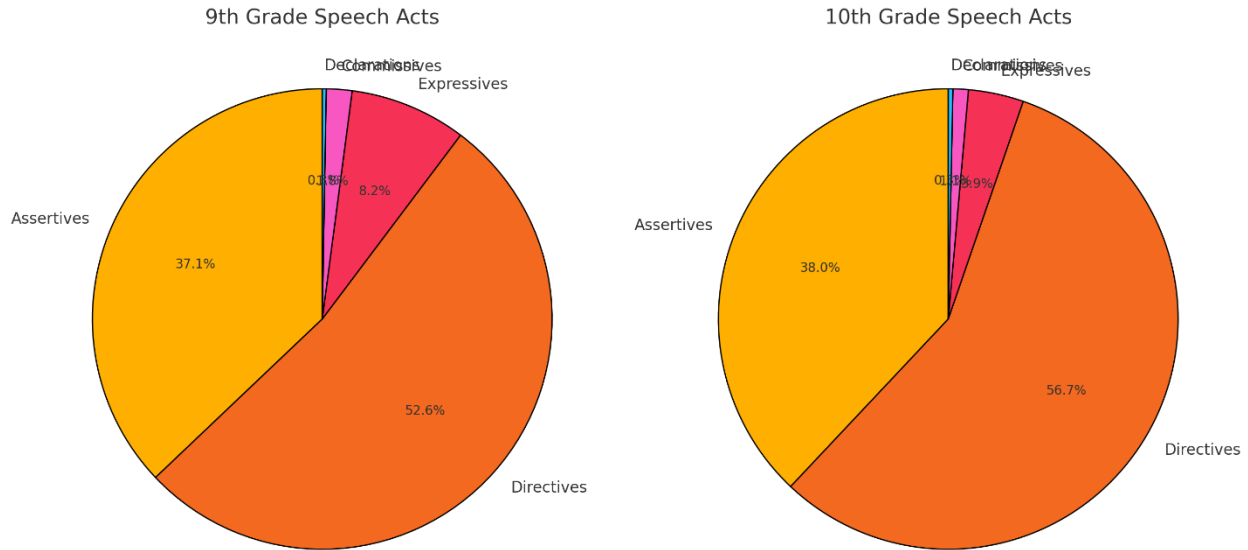
2. Qualitative Analysis of Speech Acts

The qualitative analysis looks at the situational contexts in which each speech act appears, investigating how these acts contribute to students' communicative competence.

• Analysis of Assertives: Assertives make up 36.86% of the speech acts in the 9th-grade textbook and 37.85% in the 10th-grade textbook. These statements mainly contain information or factual content, usually presented in the form of declarative sentences. Some of these include: "Drug addiction is a common problem worldwide" (Ch10-txt9), "Hazrat Muhammad's life is a model for those seeking goodness and success" (Ch1-txt10). Even though assertives promote the reception of content knowledge, the over-coverage of them points to the traditional method which may deny the opportunity of interactive learning or critical discourse.

• Directives: The most frequent speech act used is the directive that is 52.71% of the 9th-grade textbook and 56.56% of the 10th-grade textbook. These behaviours instruct students on what to do through mandates or requests, for example: "Hold the pressure for 20 to 30 seconds" (Ch4-txt10) and "Ask students to infer meanings of difficult words from context" (Ch1-txt10). While directives serve to support task-based learning, their pervasiveness reflects a very instructional approach that does not prepare students for much of the subtle, indirect language used in social or professional contexts.

• Commissives Analysis Involves a promise in relation to future acts are rare as they occur to 1.81% in 9th grade and 1.08% in 10th grade. Examples include "I shall uphold true faith or perish in the attempt" Ch1-txt9 and "I will try it" Ch12-txt9. The results indicate a great chance was missed in helping them practice in collaborative or communicative communication, both significant in professional and social terms.

• Analysis of Expressives: Expressives, essential for conveying emotions and attitudes, make up 8.21% of the 9th-grade and 3.81% of the 10th-grade textbooks. Instances such as "Good conclusion; I'm happy everyone participated" (Ch3-txt9) and "Good! It's through media that the world has become a global village" (Ch3-txt10) provide minimal emotional engagement. This limited representation may hinder students' social communication skills, especially in scenarios requiring empathy, politeness, or emotional sensitivity.

• Declaratives: At 0.28% in the 9th-grade and 0.32% in the 10th-grade textbook, declaratives are very rare. In a sport context, an example of a declarative is: "You are out" (Ch3-txt9) and in a legal context: "You are sentenced to death" (Ch1-txt9). The fact that declaratives are hardly found will deny students formal language functions to carry out a professional and institutional role of issuing decisions, pronouncements, or official statements.

Pedagogical Implications of the Findings

Quantitative and qualitative data put together reveal a very limited scope of language use where assertives and directives dominated. This pattern is symptomatic of a teacher-centred pedagogy where control in instruction overshadows the quest for interactive learning. The skewness in speech act distribution has serious pedagogical implications:

• Narrow Scope of Language Exposure: Dominance of assertives and directives limits students' exposure to wider communicative functions. The use of interactive learning activities, like role-playing or discussions, can broaden the exposure of students to more diverse speech acts and increase their ability to communicate with their peers in social and professional settings.

• Underrepresentation of Socially Relevant Speech Acts: The very low levels of commissives, expressives, and declaratives suggest students are not appropriately prepared to negotiate, emotionally express themselves, or even engage in formal communication when it matters in real life. Such areas are crucial to pragmatic competence that would facilitate good participation in social and institutional settings.

• Missed Opportunities for Pragmatic Competence Development: The focus on content transmission and classroom management in the textbooks may hinder the development of pragmatic competence, that is, the ability to use language appropriately in various social situations. In support of pragmatic competence, educational materials should present a balanced range of speech acts reflecting the complexities of real-life communication.

Discussion

An analysis of the speech acts within the 9th and 10th-grade English textbooks in Punjab, Pakistan, has revealed an unbalanced use with a great emphasis on assertives and directives. The imbalanced distribution suggests that the curriculum is biased toward conveying factual content and classroom control rather than promoting interactive, socially nuanced communication. The sparse use of commissives, expressives, and declaratives hints at a pedagogical lacuna that may limit students' capacity to engage with communicative situations appropriately in their lives.

1. Critical Evaluation of Findings

The dominance of assertives and directives points to a content-centred, teacher-driven approach in designing the textbooks, where transmitting information and controlling classroom activities are favoured over interactive or student-centred language use. In this respect, the researchers Mahmood et al. (2021) highlighted that interpersonal appraisal resources determine effective communication, hence a compelling argument for ESL materials counter balancing speech acts. Assertives, mainly used to communicate factual content, are very useful in building students' knowledge but may limit opportunities for active, dialogic learning. Directives are efforts to act or elicit a response, and they contribute to instructional control but do not better prepare students for what is commonly more indirect or subtle in actual communication.

This emphasis on assertives and directives suggests a restricted view of language use, which may restrict students' ability to do more collaborative or context-sensitive functions, such as negotiating commitments or expressing empathy. The results are consistent with Toolabi (2002) and Vaezi et al. (2014), who found similar overemphasis on assertives and directives in ESL textbooks that leave little room for exposure to socially and professionally relevant language functions.

2. Effects on Pragmatic Competence Development

Pragmatic competence is not just mastering how to construct grammatically acceptable sentences but also mastering language use in various contexts. In the absence of a significant exposure to the other kinds of speech acts in particular, those involving emotions, future commitments, and declarations of formality, communication outside the classroom will most likely be problematic for these students. This can then lead to their inability to

•Engage in Negotiation and Collaboration (Commissives): Commissives are promises or commitments that play a vital role in interpersonal interaction and teamwork. Without these in the textbooks, the students cannot exercise commitment-driven language, which is basic for professional communication. Bach and Harnish (1979) assert that commissives are the very thing that develops trust and facilitates collaboration, two factors necessary for social engagement.

•Navigate Emotional and Social Communication (Expressives): Expressives are important to relationships and social bonding as they convey emotions and attitudes. If expressives are underrepresented in the textbooks, students may not learn how to linguistically express gratitude, apologize, or empathize—practical skills for everyday and professional life. Ishihara and Cohen (2010) claim that these limitations may result in pragmatic failure, where learners are unable to express the right emotional responses, which affect their social lives.

•Engage in Formal Communication (Declaratives): Declaratives, which create new reality (such as formal announcements or appointments), are almost absent from the textbooks. This gap may make students unprepared for formal or institutional communication, where declarative speech acts are used most of the time. According to Toolabi, declaratives are required by professional functions where decisions or official communications have to be made, 2002. Being less exposed to declaratives might not expose students adequately to formal contexts that need authoritative or official wording.

3. Pedagogical Implications

The results imply that there is a need for more varied speech acts to be used in developing students' pragmatic competence in materials for language teaching. Not only should textbooks carry information but also help students put language into social and contextually different uses.

• Expanding the Range of Language Use: To increase the underrepresentation of speech acts, textbook authors and curriculum developers should introduce more situations that contain commissives, expressives, and declaratives. For instance, role-playing exercises that mimic actual life scenarios, such as promising to do something, expressing gratitude, or making official announcements, will enhance the students' language use and equip them for different communicative situations.

• Enhancing Interactive Learning: The reliance on assertives and directives creates the very teacher-centred approach to language teaching. Interactive dialogue activities, such as group discussions or peer interactions, provide opportunities for students to engage in commissives and expressives in authentic, social, and emotional ways.

• Promoting Pragmatic Competence in the Classroom: Teachers play a critical role in bridging the gap between instructional content and real-world language use. Incorporating pragmatic-focused tasks in the classroom, such as analysing scenarios requiring different speech acts, can help students understand how to use language effectively in various social contexts. This method aligns with the recommendations of Rose (2005) and Taguchi (2011), who indicated that exposure to a range of speech acts in authentic contexts, enhances students' pragmatic skills.

4. Recommendations for Future Research

This study indicates the necessity of further research into the representation of speech acts in ESL educational materials, especially in non-native English-speaking contexts. This can include:

• Comparative Studies: Comparative analysis of textbooks from different regions or educational systems to see how cultural and linguistic contexts influence speech act representation.

• Longitudinal Studies: Long-term exposure to diverse speech acts and its impact on students' pragmatic competence and communicative effectiveness over time.

• Teacher Practices: How teachers incorporate pragmatic-focused instruction into their classrooms, especially in contexts where textbooks may lack variety in speech act representation.

Conclusion

This study has exposed significant imbalances in the representation of speech acts in secondary-level English textbooks used in Punjab, dominated by assertives and directives and underrepresented by commissives, expressives, and declaratives. This imbalance suggests that these textbooks prioritize content delivery and instructional control over developing students' interactive and socially adaptive communication skills. These findings align with previous research that indicates there are gaps in ESL materials, such as lack of cultural and communicative diversity in Pakistani contexts (Mahmood et al., 2012; Mahmood et al., 2021).Thus; the current materials might not adequately prepare students for the pragmatic demands of real-world communication in contexts that require social sensitivity, collaboration, or formal language use.

This course study further recommends textbook designers and curriculum developers to create a more balanced representation of speech acts. A more numerous presence of commissives, expressives, and declaratives will give the students opportunities to practice the necessary language functions for social and professional communications. Role-playing exercises, group discussions, and situational dialogues should be used to provide authentic scenes that mirror actual communication needs in real life. Focusing on such improvements would make educators bridge the gap between grammatical proficiency and effective language use in various contexts.

Moreover, this study is relevant to the larger discipline of pragmatics and language teaching as it emphasizes the necessity of pragmatically-oriented materials in ESL settings and especially in regions where people are non-native speakers, such as Pakistan. With regard to limited representation of some speech acts, the research contributes toward better improvement in the design of textbooks on language, encouraging more holistic language competence.

Future research should continue exploring speech act representation across different educational systems, examining how cultural and contextual differences affect pragmatic content in language instruction. Investigating teacher practices and student outcomes associated with pragmatic-focused instruction will further aid in developing effective strategies to support students' readiness for complex social and professional communication.

In conclusion, an integrated curriculum that balances a wide range of speech acts will significantly enhance the pragmatic skills of students, equipping them for the communicative demands of the globalized world. By fostering a well-rounded communicative competence, language educators and curriculum developers can better prepare students to succeed in both personal and professional domains.

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