

T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES



REALIZATION OF REQUEST SPEECH ACT BY EFL STUDENTS

MASTER'S THESIS

Hande ŞAFAK

Department of English Language and Literature
English Language and Literature Program

August, 2021

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(Y1712.020050)

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August 2021

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DECLARATION

I hereby declare with respect that the study “Realization Of Request Speech Act By Efl Students”, which I submitted as a Master thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the Project phase to the conclusion of the thesis and that the works I have benefited are from those shown in the Bibliography. (.../.../20...)

Hande ŞAFAK



FOREWORD

This thesis wouldn't have been possible if it were not for my professors, family, and friends' support. I am truly grateful for everyone who has encouraged me and inspired me on this journey. I would like to take a moment and express my thanks.

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Hande ŞAFAK

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REALIZATION OF REQUEST SPEECH ACT BY EFL STUDENTS

ABSTRACT

In daily conversations, people frequently utilize utterances to achieve their communication goals. The examination of these utterances has captured the attention of a lot of researchers in the last few decades. This research examines the differences between the choices of request strategies employed by EFL students in a private university in Istanbul of different nationalities and native speakers of English in terms of the level of directness. For this purpose, 30 master's students and 10 native speakers of English participated in this study. The participants were those who met the criteria of easy accessibility and willingness to volunteer (convenience sampling). All the participants were asked to imagine themselves in real situation and fill out a written discourse test (WDCT) in English which consisted of 12 different situations of request and were based on real-life situations. The situations were classified according to three politeness systems on the basis of social relationship between interlocutors by Scollon and Scollon (2001): hierarchy politeness system (+Power, +Distance), Deferential politeness system (-Power, +Distance), Solidarity politeness system (-Power, -Distance). All the answers were coded manually using criterion based on CCSARP coding scheme by Blum-Kulka, House and Kasper, 1989 and the quantitative data was analyzed through SPSS 25. The results of the WDCT revealed that conventionally indirect strategy was the most preferred strategy by both groups in most of the situations. Furthermore, the chi-square analysis of the results demonstrated a significant difference between EFL learners and native speakers in solidarity politeness system. The research has also some implications for material developers and teacher trainers.

Keywords: *Pragmatic competence, Request speech acts, Politeness, Social distance, Social power, Directness*

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLER TARAFINDAN İSTEK KONUŞMA EYLEMİNİN GERÇEKLEŞTİRİLMESİ

ÖZET

Günlük konuşmalarda, insanlar iletişim hedeflerine ulaşmak için sıklıkla ifadeleri kullanırlar. Bu ifadelerin incelenmesi, son birkaç on yılda birçok araştırmacıların dikkatini çekmiştir. Bu araştırma, İstanbul'da farklı milletlerden özel bir üniversitede İngilizce bilen İngilizce öğrencilerinin ve anadili İngilizce olan öğrencilerin uyguladıkları talep stratejileri tercihleri arasındaki farklılıkları doğrudanlık düzeyi açısından incelemektedir. Bu amaçla, bu çalışmaya 30 yüksek lisans öğrencisi ve ana dili İngilizce olan 10 kişi katılmıştır. Katılımcılar, kolay erişilebilirlik ve gönüllü olma (kolayda örnekleme) kriterlerini karşılayan kişilerdi. Tüm katılımcılardan kendilerini gerçek durumda hayal etmeleri ve gerçek yaşam durumlarına dayanan 12 farklı istek durumundan oluşan İngilizce yazılı bir söylem testi (WDCT) doldurmaları istendi. Durumlar, Scollon ve Scollon (2001), muhataplar arasındaki sosyal ilişki temelinde üç nezaket sistemine göre sınıflandırılmıştır: hiyerarşi nezaket sistemi (+Güç, +Mesafe), Saygılı nezaket sistemi (-Güç, +Mesafe), Dayanışma nezaket sistemi (-Güç,-mesafesi). Tüm cevaplar Blum-Kulka, House ve Kasper, 1989 CCSARP kodlama şemasına dayalı kriter kullanılarak manuel olarak kodlanmış ve nicel veriler SPSS 25 ile analiz edilmiştir. WDCT sonuçları, geleneksel olarak dolaylı stratejinin her iki grup tarafından da en çok tercih edilen strateji olduğunu ortaya koymuştur. Ayrıca, sonuçların ki-kare analizi, dayanışma nezaket sisteminde İngilizce öğrenenler ile anadili İngilizce olan kişiler arasında önemli bir fark olduğunu göstermiştir. Araştırmanın materyal geliştiriciler ve öğretmen eğiticileri için de bazı çıkarımları vardır.

Anahtar kelimeler: *Pragmatik yeterlilik, Söz edimleri, Nezaket, Sosyal mesafe, Sosyal güç, Doğrudanlık*

1. INTRODUCTION

The main aim of teaching foreign language in the past was teaching grammatical rules, structure and vocabulary which cause problem in cross-cultural communication for EFL students because they don't know how to communicate in daily conversation (Richards & Rogers, 2001). In comparison to the past, teaching communicative competence is crucial factor in education system now, teachers of foreign language students pay close attention to teach the functional of use of language instead of grammatical competence (Brown, 2007).

Pragmatic competence is referred to pragmatic awareness of the speakers and using appropriateness and politeness rules properly by them, it is also implying how the speaker can recognize and express speech acts (Koike ,1989). Speech acts are the sentences in communication which make the hearer to do an action such as make a request or give an order (Searle ,1969). EFL students should be pragmatically knowledgeable and use the strategies appropriately (Ishihara & Cohen ,2014). Request is an utterance which is done by a speaker to pursue the hearer to take an action according to the speaker's aim (Alcón Soler & Safont Jordà ,2008)).

Brown and Levinson (1987) stated that request speech act is considered as the face threatening act, it can be problematic for both native people and foreign language learners. The speech act of request is the most preferred speech act and most problematic speech act for EFL students. Request is divided into different categories in term of directness (direct, conventionally indirect, and non-conventionally indirect) which are cross-cultural and exist in various languages. (Blum-Kulka et al., 1989; Ellis, 1992). The situation that one illocutionary act is performed indirectly through another one is called indirectness (Searle ,1975).

Goffman, (1959) believed that the main aim of using indirectness is to save the face which is called politeness. Politeness is a tool for showing respect and

kindness to the hearers (Urbanová and Oakland (2002)). Khaliba and Tayehb (2014) stated that pragmatic competence and communicative competence have deep bound. Particularly when it comes to making polite request in formal situation, EFL students use indirect speech act as a tool to save the face. Specially in Asian culture when they want to show respect, they use indirect speech acts. Many studies have shown that speech act production by non-native people can be different from native people (Yu, 1999).

it is believed that more indirect situation is the more polite but sometimes indirect utterances shouldn't be regarded as polite for instance in the situation that interlocutors are close friend, using indirect strategy is related to its appropriateness to the situation. Brown and Levinson (1987). Speech acts may be uttered directly or indirectly in various context and the social factor between interlocutors, and it is the reason which influence directness (Leech, 2005; Stubbs, 1983). In producing speech act, social aspects such as social power, social distance and imposition can affect the level of indirectness. when the degree of imposition is high, it refers to the situation with more power and more close relationship (for example asking your boss to raise your income), by increasing the level of politeness, interlocuter can save the face in this situation. in the situation with the low degree of imposition and the relationship is equal for example asking your sister to close the door, the degree of politeness should be less in this context. Brown and Levinson (1987). Sometimes student with high proficiency level face the lack of pragmatic knowledge and they are not able to find the appropriate equivalent for pragmatic competence (Blum_ kulka, House, Kasper, 1989).

Brown and Levinson (1987) believed that social factors such as power, distance and degree of imposition should be considered while uttering a speech act. Baleghizadeh (2007) considers the importance of performing speech acts because they smooth the communication procedure.

Munby (1978) believes that communicative competence refers to how to perform communicative purposes and to recognize their relation to the other utterances. Face is defined as a feeling of social self-worth and how people are distinguished in the community (Brown and Levinson ,1987). Cohen (2008) believed that the amazing part of pragmatic is the ambiguity between what is

said and what is intended in the speech act. sometimes one illocutionary act is utilized instead of the other for instance, “can you pass the pepper?” here we don’t ask about the ability of doing the action, and it is a requesting to do an action. (Cutting, 2002; Searle, 1985).

This research is planned to shed light on the body of research about differences in pragmatic skill of EFL students compared to American native English speakers. It is intended to provide information to help EFL learners and teachers develop their pragmatic skills, because it is believed that misuse of pragmatic competence can lead to communication breakdown.

1.1 Significance of the Study

Being pragmatically competent draws on both receptive and productive skills (listening, reading, writing, and speaking). That being said, the production and reception ability of language users depend on multiple factors namely language proficiency, age, gender social status, personal experience and culture. Therefore, there is difference between a person who is new to a culture and nuances of appropriateness and a person who has had sufficient exposure to other languages and has gained enough experience to deal with the issues that are pragmatically appropriate. Hence, it is noteworthy here that this study is designed to trigger the deeper understanding of teachers about teaching speech acts. It is also an attempt to encourage language teachers to involve the students in pragmatic workshops during their lessons. The current research is also an attempt to display the gap that exists in textbooks.

Based on the direct observation of the teacher researcher of the study, the researcher has spotted the lack of exercises that tap into the pragmatic ability of the language learners. This gap is felt even more when the language learning happens outside of the context of the target language since the conversations written in the textbooks are products of the intuition of the curriculum developers and textbook designers (Ishihara & Cohen, 2010). Authentic samples from the foreign language that can represent the target situation must come in handy. Another similar thing that is traceable to the personal experience of the researcher herself is the disparity of pragmatically oriented activities when the students watch movies.

Throughout the research at hand the language teachers are invited to include discursal analyses of conversations to show how the same form can bring about different speech acts. It is reported that uniting teachers under the common goal of improving pragmatic competence with the same premises is fruitful. Wright (2005) discusses that teacher going through different teacher training courses tend to behave differently since they are not consistent in terms of a number of issues and are affected by several factors for example, experience inside and outside the classroom, theories and methods they are given instruction with and professional development opportunities.

In the teaching and learning process of pragmatics, it is advised to teach those points that are specifically causing misinterpretation. Since the research of this type are done in accordance with problems that are exclusive to the context where research is done, the conclusions arrived at must be manipulated carefully. The points that cause such a communication breakdown must be collected from a variety of research carried out in that context and implemented in the classroom. The students must be taught the cultural norms that keep them from being understood.

1.2 Statement of the Problem

There is a significance difference between EFL learners and native speakers in their use of language specially in terms of pragmatic awareness and communicative function (Bardovi-Harlig,2018). Al-Falasi (2007) stated that EFL's teachers sometimes focus on linguistic aspect of language and don't pay attention to teach pragmatic knowledge in their classrooms which may lead to failure in communicative competence for EFL students.

when a person is capable in using language effectively, it means that he is pragmatically knowledgeable, and the lack of knowledge of pragmatic competence may lead to pragmatic failure when the EFL students want to communicate with native speakers. (Eslami-Rasekh and Eslami-Rasekh (2004)). Pragmatic failure occurs when the learner uses an utterance with correct grammatical structure lacking pragmatic accuracy. This condition can lead to communication breakdown and this situation can be caused by factors such as transmission of speech act from the learners' native language (Beebe et al.,

1990; Ellis, 1994). Education system should be equipped to a great source of input in the matter of the pragmatic knowledge, but even coursebooks seem to have the lack of enough pragmatic knowledge specially in the matter of speech acts (Kasper & Rose, 2001).

We should develop an environment in which students can get practical knowledge during the learning process. Although it is possible to realize a sentence with grammatical errors, the lack of communicative competence might be so hard to be identified. (Akıncı-Akkurt, 2007). Wolfson (1989) maintains that Grammatical and pronunciation mistakes will not be considered by native speakers as much as pragmatical errors. However, several researchers (e.g., Bialystok, 1993) pinpoint pragmatic competence as a substantial skill that is required to use a language among various other skills. They discuss that owning pragmatic competence is the most important ability that a person needs in order to use language for a variety of purposes, such as expressing requests, apologizing or thanking. Moreover, another aspect is the ability of understanding the intentions and specially if the utterances are not expressed directly.

To improve this ability, we should be aware of cooperation, coherence and turn taking skills and learn how to use them. All of these abilities are necessary to avoid pragmatic failure and make the communication go smoothly. Sometimes the differences between the first and target language can cause failure in communication because the learner attempt to transfer pragmatic knowledge of his mother tongue to the second language. Wierzbicka (1991) mentioned that the Polish learners of English face some difficulties when making request in English. The use of interrogative form in requests is limited in Polish language, and they choose imperatives form instead. They always try to use these forms when they are making request in English and their request can be considered impolite.

1.3 Purpose of the Study

It is incredibly crucial to achieve the native like competency in learning new languages. Alptekin (2002) admitted that EFL students should be stuffed with proper educational materials and teaching style in order to become native like

bilingual who can perform appropriately in various settings. According to Çakır (2006), smooth communication needs grammatically correct structure as well as knowing how to use it and when to use it. That's why the mechanism and the dynamism of the use of speech acts among foreign language learners has always been of at utmost wristy.

Tatsuki and Houck (2010) pointed out that “native speakers do not have ready access to their own pragmatic competence” and therefore, “teachers who wish to teach some aspect of pragmatics need access to research results” to obtain appropriate data about how speech acts are utilized. Additionally, as ‘request speech act’ has grabbed the attention of a lot of researcher as the most face threatening act that language users are grappling with, the current research is also focused to measure the differences of use of request speech act by EFL learners compared to native American speakers of English (Ellis, 2001).

This study along with previous studies hopes to trigger the willingness to add pragmatic and cultural competence to the teacher training courses if the result of the study reflects the insufficiencies of language teachers and learners in terms of pragmatic and cultural competence. This can alarm material developers and teacher trainers to incorporate socio-pragmatic issues into the textbooks as well as teaching modules.

1.4 Research Questions

The purpose of this study is to see the possible differences among EFL students and native English speakers in their strategy use in request speech act by regarding social variables. As a result, the study objectives are providing appropriate answer for the following questions:

- Is there a significant difference between non-native and native speakers of English in scenarios based on hierarchical politeness system?
- Is there a significant difference between non-native and native speakers of English in scenarios based on differential politeness system??
- Is there a significant difference between non-native and native speakers of English in scenarios based on solidarity politeness system?

1.5 Definition of the Terms

Pragmatic competence: Chomsky (1980) defined pragmatic competence as the “knowledge of conditions and manner of appropriate use (of the language), in conformity with various purposes” (p.224).

Request speech act: Searle’s (1969) defined request speech act as an act which pursue the hearer to do an action for the benefit of the speaker.

Politeness: Sifianou (1999) Defines politeness as some rules which end up to an appropriate behavior which is one of the cultural influences on language.

Social distance: it refers to the level of intimacy between interlocuters. Speaker and hearer can be socially distant or close to each other. “How distant or close the speaker/writer and listener/reader feel to each other” (Ishihara, 2010).

Social power: Brown and Gilman (2012) pointed out that “power is a relationship between at least two persons, and it is nonreciprocal in the sense that both cannot have power in the same area of behavior” (p. 255)

Directness: The degree to which extent the speaker’s illocutionary intent is visible from the locution (Blum-Kulka et al., 1989, p. 278).

2. LITERATURE REVIEW

2.1 Pragmatic competence

Pragmatics is the study of communicative behavior in its societal context (Kasper & Rose ,2001).

Pragmatic failure and socio pragmatic failure are the main pragmatic failure (Thomas,1983). Improper use of linguistic forms is described as pragmatic failure and when the speaker engages in socially unacceptable manner, this is known as socio pragmatic failure. KIM & HALL (2002) conducted a study to examine the relationship of Korean children's involvement in a cooperative book reading and the improvement of pragmatic competence in English language learning. The result concluded that the major changes over a time and participation in these programs provides chances for the development in some parts of L2 pragmatic competence.

Suprijadi (2013) carried out a study to see if the teacher is improving learners 'pragmatic competence in English language classes in southern Bandung. The result shown that teacher was not focus on promoting student's pragmatic competence and teach them how to use language. Xiao (2015) examined the influence of proficiency level on second language (L2) pragmatics of adult learners. The result show that proficiency have effect on pragmatic competence, but increased proficiency does not guarantee a native-like pragmatic performance.

Najmalddin (2017) examined pragmatic competence among EFL university students and whether pragmatic knowledge improves over language proficiency. He found that there is a link between students' linguistic proficiency and production of pragmatically appropriate language. He also found that gender has no effect in learning pragmatic knowledge. This means that boys and girls at university level learn pragmatic competence at the same pace. Arghashi& Gorjian (2018) investigated the influence of pragmatic teaching on Iranian high

school EFL learners' writing skill. In order to carry out this study, experimental and control groups were formed by the researcher. The control groups didn't receive any treatment and the experimental group were taught according to pragmatic teaching. The findings shown a major difference between both groups. Therefore, there is improved performance in the students who received treatment.

Cohen (1996) believes that appropriateness of knowledge of speech acts are based on two factors: the first one is *sociocultural ability*, which is referred to choosing suitable strategies according to cultural value, the age and gender of the speaker, social levels and status. Additionally, choosing the proper linguistic forms are part of *sociolinguistic ability*. For instance, in American culture it is acceptable to rearrange the meeting when you were unable to attend the meeting. Nevertheless, it can be very rude in other cultures. Therefore, cultural beliefs can affect the level of formality.

Scarcella (1979) designed a study to evaluate the politeness strategies and speech act strategies. In order to collect the data, she proposed three role play scenarios and all the participants were supposed to perform the scenarios. The result revealed that EFL learners tend to learn the politeness strategies before learning the proper use of them. Kerekes (1992) discovered the growth in learners' knowledge by increasing the level of proficiency and they perform more native-like. Vazquez and Sharpless (2009) investigated that pragmatic rule is the crucial part of education systems in the U.S.A TESOL programs. However, they didn't put these principles into practice.

2.2 Speech Acts

Speech acts are the mechanisms of a language which through using them, we can be able to produce and understand social purposes like making a request and offer. Ishihara & Cohen, (2010) stated that speech acts are the fundamental element of a language that enable people to do social tasks like requesting, offering and etc.

Goffman (1967) Defined Face as a public self-image or accepted social characteristics by others, it refers to an impression which is made by a person in a society or in his job.

2.2.1 Speech Act Theory

Austin (1962) believed that request is a directive act which speaker pursues hearer to do an action. Austin categorized speech acts into three different group. The first one is locutionary act which carries the message that is intended, the second one is illocutionary act which is about the aim of the uttered act and the third one is perlocutionary act which refers to the influence of the act expressed by a speaker. Searle (1969) proposed the felicity condition in the speech act theory, which is referred to the situations expected to perform speech acts according to the condition.

Different type of felicity condition was suggested by Austin as below: (Austin, 1962)

- a) The propositional content: the request is a future event.
- b) The preparatory: the speaker is needed to be in charge over the hearer.
- c) The sincerity condition: The speech act must be performed seriously and appropriate to each action.
- d) The essential condition: the speaker's utterance pursue the hearer to do an action

Searle (1975) proposes five main types of speech acts:

-Representatives are speech acts which state the reality which is believed by the speaker (assertation, conclusion). For example: The earth is flat.

-Directives are utterances by the speaker to pursue the hearer to do something in future (commands, requests). For example: Could you open the window?

-Commissive are expressions that obligate the speaker to do action (promises, offers). For example: I promise you to be on time for our meeting.

-Expressive: The speaker expresses a psychological feeling (thanking, congratulating). For example: Thank you for your invitation

-Declarations are speech acts that cause instant changes and should be uttered by an institutional role. of affairs and which tend to rely on elaborate extra-linguistic institutions (christening, declaring war). For example: I pronounce you husband and wife.

The speech act of request, suggestion and invitation are considered in the category of directives. (Searle ,1985)

2.2.2 Indirect and Direct Speech Acts

Searle 1975 illustrated two types of speech acts. The first one is Direct speech acts are referred to the situation when the interpretation of sentence correspond to the speaker's intention. While indirect speech acts are performed with another speech act. For example, the speaker can make a request by using a question form such as "can you open the window?" here it is not asking for the ability of the opening the window but asking to perform an action. Yule (1996) defined direct speech act as a direct relationship between a structure and a meaning, while the indirect relationship between a structure and a meaning is defined as an indirect speech act.

Brown & Levinson, (1987) believed that direct speech act is recognized as more impolite and face threatening act in compared to indirect speech act, since speaker break the hearer's personal space by uttering speech act directly. Lee (2004) studied the speech acts of request in Chinese EFL learners by adapting the coding scheme in the CCSARP. Chinese learners prefer to use direct strategies while making request in email from their teacher. The result revealed that there is great relationship between cultural background and understandings of the teacher-student relationship.

There is various classification of speech acts by Yule (1996) which is based on structural forms such as declarative, interrogative, imperative. Communicative function of each item is different for example declarative forms is used to expressing a sentence and interrogative form is used to ask a question and imperative form is used to give a command or make a request. Below is the example of structural forms:

A. My dress is red. (declarative)

B. is this dress red? (interrogative)

C. Iron my dress please! (imperative)

According to Yule (1996) the 'Can you?' and 'Could you?' patterns are inquiries that are generally used to learn about the hearer's capability. though, in some situations they serve a request to the hearer to perform an action. Likewise, the 'Will you?' and 'Would you?' patterns are inquiries that are typically used to determine future possibility of doing something; nevertheless, they can also be used as a request.

Also, Yule (1996) stated that one of the most prevalent sorts of indirect speech acts in English is interrogative form, but it is not only employed to pose a question, but it can also be used to asking for doing an action. (For example: would you open this?)

Thomas, (1995) pointed out that indirect speech act is the way of not being impolite to the people with higher rank of imposition, on the other hand, they are used not only used to be well-mannered, but also to make stronger act.

Aribi (2012) examined the request speech act of Tunisian EFL learners (TEFLL). The finding was evaluated based on the Blum-Kulka, et al (1989) framework. He concluded that the EFL learners' directness level affected by social factors. Additionally, TEFLL prefer to utilize direct request while addressing to lower position persons and when they address to close people, they usually use conventionally indirect strategies in the situation with high ranking of imposition. learners tend to utilize indirect request, in the situation with higher position to show admiration. Also, Indirect request or negative politeness strategies are used to protect both of the interlocuter faces. This study indicates the importance of socio pragmatic awareness.

Saadatmandi, Khiabani & Pourdana (2018) conducted a study to explore if teaching English pragmatic to Iranian high school students, affect their choice of request speech acts. They concluded that there is a significant relationship and indirect request speech acts is the most preferred strategy as a result of cultural politeness.

2.3 Sociological Variables in Brown and Levinson's Theory

There is different type of social variables such as power, distance, and rank of imposition which is proposed in Brown and Levinson (1987) politeness theory as an influencing factor in choice of strategies. Social distance is linked with social intimacy between interlocuters, and the power is the situation when one interlocuter has power over other, "the degree to which Hearer can impose his own plans and his own self-evaluation at the expense of Speaker". Ranking of imposition: Afghari (2007) studied the strategies of the speech act of apologizing which are utilized in Persian language and also, he researched the effect of social distance and social power on the speech act of apology. The results revealed that apologies in Persian follow a certain formula within the pragmatic structure.

Additionally, the researcher discovered that social variables have a considerable impact on the amount of intensifier occurrences in various settings. Li, Raja and Sazalie (2015) analyzed Chinese EFL students' knowledge and production of their pragmatic competence. This study's finding showed that student must be more aware of producing an utterance. there is a connection between learners' pragmatic knowledge and production. Students consider the interlocutor's social power while producing a sentence.

Hashemian (2014) conducted a research to compare Persian nonnative speakers of English and Canadian native speakers of English in utilizing request speech act, and to see the impact of the situational variable, social variable, and L1's effect. Results showed that in the Persian culture students tend to use direct strategies and use positive politeness strategy, although Canadian people prefer to be less direct and use negative politeness strategy. The Canadians utilized conventionally indirect strategies in most settings while Iranian performed differently and pay great attention to power variable.

Yule (1996) indicates that there are several factors which can influence the way we utter a sentence. These factors are called social distance and closeness, age, social power and social status and level of formality. For example, English speaking people, superiors are addressed with a title or the last name, but friends can call each other only with first names.

Tolon (1997) explored the influence of social variables such as age, gender, income, birthplace, profession, education, and power in the choice of politeness strategies between Turkish speakers. The results show that education and income's level can affect the choice of request strategies.

2.4 Request

One of the most prevalent acts in communication is the speech act of request. Requests are face threatening acts that the speaker try to achieve a certain objective. Brown and Levinson (1987) explain politeness as the speaker's intention to mitigate face-threatening acts toward the hearer. There are some factors which may threaten negative face of the interlocutors in the speech act of request such as: act can prevent the freedom of action, the refusal of the act of request can lead to lose the face of speaker (Trosborg, 1995).

GANJI& SADEGHI (2015) studied the speech act of request among Iranian EFL learners with various English proficiency. Also, this study designed to evaluate the level of familiarity of request speech act according to Lakoff (1973) taxonomy. The outcomes show possible differences between learners and the level of familiarity were different based on their proficiency level. Jorda (2007) suggested that request speech act is classified into directives groups.

2.5 The Cross- Cultural Speech Act Realization Project (CCSARP)

Cross-Cultural Speech Act Realization Project (CCSARP) published by some researchers. They consider three factor (*cross cultural variability*, *socio-pragmatic* and *interlanguage variability*) which can make variety in the understanding of speech acts. (Blum-Kulka, Olshtain, 1984).

2.6 Politeness Theory

Politeness is highly associated with the *social appropriateness* in the general sense, it means that doing what is socially acceptable (Watts, 1992). "Politeness is the most prominent motivation for indirectness in requests, and certain forms tend to become the conventionally polite ways of making indirect requests" (Lakoff, 1975, p. 76).

Kılıçkaya (2010) examined Turkish EFL learners' pragmatic awareness in production of request speech act. The findings revealed that the EFL students produce linguistically correct speech act, but they don't use politeness strategies when its needed.it shows that they are grammatically knowledgeable, although they are not aware how to use it.

Thuruvan& Yunus (2017), investigated different type of request strategies utilized by the students and discover the factors which influence choosing the strategies. The results confirmed that when learners want to talk with their colleagues are less polite in comparison to the situation they are talking to their teacher. additionally, because of the power of Teachers over students, teachers speak less polite than students.

Harooni& Pourdana (2017) investigated whether the concepts of politeness and indirectness are gender-bound in EFL listening comprehension in the Middle Eastern environment. The first hypothesis in this study was that there were no significant differences in listening comprehension of indirect/polite request speech acts between male and female EFL learners. Second, there were no differences in the fluency of internal and external modifiers understanding by male and female EFL learners, which was also disproved by female EFL learners' outperformance on the pragmatics post-test.

Irman (1996) investigates how successful Turkish native speakers are at acquiring English as a second language when they employ various politeness tactics. Fifty Turkish native speakers studying English as a second language and 13 native English speakers were asked to answer a questionnaire and choose their politeness method in five different social scenarios, including different social power status. İрман concluded that that participant uses politeness strategies efficiently, but it doesn' t apply for the use of direct and indirect strategies.

2.6.1 Face

Face is the public self-image and positive social value that everyone claims for himself (Brown & Levinson, 1987). People want to be unconstrained, approved, and

respected. Face can be lost, maintained, or enhanced. Generally, people cooperate to

keep each other's face. The maintenance of the individual's face is related to everybody else's face maintenance because every person in society knows others' desire (Brown & Levinson, 1987). Also, people can defend their faces and threaten others' faces if their own faces are threatened. Therefore, it is a mutual effort to satisfy all participants' faces (Brown & Levinson, 1987).

There are two types of face. One of them is Negative face which refers to the right of interlocutor not to be forced upon and to be autonomous although positive face is referred to the positive self-image that is obtained and appreciated by others (Brown & Levinson, 1987).

Andriyani, A., Djatmika, D., Sumarlam, S., & Rahayu, E. (2019) studied FTAs which is done by tourism employees toward Japanese travelers. factors such as the power, distance, range of imposition and speech situation were considered in analysis. The finding revealed that tourism employees do negative FTAs when they are addressing Japanese visitors and recommending stocks or customer services while selling. additionally, tourist workers use proper local rules, but this cultural context is improperly recognized. A face-saving act occurs when a speaker attempts to mitigate a potential threat during a dialogue (Yule, 1996).

2.6.2 Positive and Negative Politeness.

Agbaglo (2017) explored the use of politeness techniques in the Analysis and Discussion sections of research articles written by English Language Teachers at the University of Cape Coast. He discovered that these teachers employ politeness methods in their writings, and that they prefer negative politeness strategies over positive politeness strategies.

Praktiknyo (2016) conduct a research to discuss negative and positive politeness strategies of refusals which is used in Boyhood movie & factors which influence strategy choose. The researcher concluded that all characters used both positive and negative politeness strategy.in the situation when the social distance between interlocutor is close, the power between interlocuter is insignificant and the rank of imposition is relatively small, characters used positive politeness.

2.7 Longitudinal ILP Developmental Studies Focusing on Requests

Schmidt (1983) carried out a longitudinal study which took for three years. He investigated the learning process of English by a Japanese man named Wes. Schmidt examined the pragmatic development of speech act of his participant and discovered that Wes made use of request speech acts of rudimentary level in the beginning stages of learning. Moreover, he used discourse markers like “please” in his requests. He used verb + Ing forms (not necessarily to show politeness). An example would be using “sitting” instead of “Let’s sit down”, or “Shall we sit down?” p. 152). The researcher also found some features that were transferred from Japanese pragma-linguistics rules and norms into English (e.g., the participant used an indirect way of employing hinting or imperative strategies such as “This is all garbage” instead of saying “Put it out”, p. 153).

Since Wes had not received any instruction in a formal setting to learn English, it is not true to generalize schmidts’s findings to other nonnative speakers/learners of English concerning pragmatic development of English. Nevertheless, it is an essential finding showing that nonnative users of English experience difficulties moving from grammatical competence to pragmatic competence (according to, Niezgoda and Rover (2001). A journey that is referred to as interlanguage. It is even argued that WE’s frequent exposure to native speakers of English was the key to his success mastering pragmatic competence compared to grammatical competence. In a similar stud, Ellis (1992) carried out a research on requests produced by two primary schools’ kids. The difference was the age of the subjects and the place of study which was a formal educational setting i.e., classroom. Ellis discovered that most of the two boys’ request strategy was direct and stood for almost 70% of the data gathered. conventionally indirect and non-conventional requests followed the direct use of request speech acts. Later it was concluded that there was a rare use of external/internal use of modifications which was in contrast with the results of CCSARP where there was a noticeable number of modifications.

Ellis pointed out that the range of the request strategies used by native speakers is restricted compared ton on native speakers. This conclusion was arrived at analyzing the data gathered from adult speakers of English. Ellis also suggested that the two kid learners in the research had not fully developed in terms of

pragmatic development and that they were still in the process of attaining pragmatic knowledge to perform request speech acts in a second language context.

Ellis also pinpoints the fact that there was caveat in classroom setting for the research participants. He maintains that the two kids in his research rooting from the classroom context were not urged to use a variety of request speech acts. The main reason behind this was the acquaintance between them. He refers to this as a limitation of the research and recommends an ESL setting with a comprehensive data collection method (e.g., triangulation) to investigate the acquisition of request strategies.

2.7.1 The Cooperative Principle and Linguistic Politeness

Paul Grice (1975) developed the Cooperative Principle (CP) also known as cooperative maxims, which encompasses the most basic rules in human communication without which any dialogue would break down. the components of Cooperative maxims are as follows: Quantity: 1. Make your contribution as informative as is required (for the current purposes of the exchange). 2. Do not make your contribution more informative than is required. Quality: Try to make your contribution one that is true. 1. Do not say what you believe to be false. 2. Do not say that for which you lack adequate evidence. Relation: Be relevant. Manner: Be perspicuous. 1. Avoid obscurity of expression. 2. Avoid ambiguity 3. Be brief (avoid unnecessary prolixity). 4. Be orderly.

Grice (1975) proposes that any conversation should be conducted according to the cooperative maxims and that both the speaker and the hear naturally abide with the rules to keep the conversation up. Green (1988) justifies this behavior as a rational one for communication. However, violations from these rules are also observed to address different purposes. Some scholars assert that cooperative maxims cannot symbolize politeness on its own (Leech, 1983). The conclusions made here are dominantly extracted from data collected from real life authentic conversations which contained psychological and social values of conversation. Politeness has been claimed to be added to the Grice's maxims of conversation (e.g., Leech, 1983). Leech explains the reason for lacking quantity (maxim) and relevance (maxim) originating from a gap that exists in Grice's

maxims i.e., politeness principles. It is also argued that cooperative maxims are not a part of universal feature of language. Keenan (1978) maintains that they can be observed more or less carefully in some speech communities than some others. Nevertheless, Schmidt and Richards (1980) note that "it can be argued that the maxims are universal, but that deviations from the norm force us to attempt to uncover additional maxims, motives and strategies to account for departures from an 'ideal' communication system" (p. 139). They also maintain that a lot of Japanese learners are told that American English is simply 'direct', and not particularly polite, compared to their own language. language teachers English in other countries also teach their learners that Japanese is indirect and more polite than English. Hence, plethora of discussions arise from here concerning which language is more or less direct and accordingly more or less difficult to learn. The students' performance in line with socio-pragmatic rules of the target language is also encouraged in the literature.

Some expression can appear to carry meaning more than they actually are. One of the elements that can be conveyed through using some particular phrases (Lakoff, 1973) is politeness principle (PP). Brown and Levinson (1987) also maintain the same argument asserting that the face value of expressions does not necessarily carry the whole meaning of the sentences and they have to be further analyzed to discover the underpinning subtexts.

Lakoff (1973) suggested the "Be clear and Be polite" as "Rules of pragmatic competence" for a complete correspondence to socio-pragmatic rules communications in general.

3. METHODOLOGY

3.1 Introduction

Developing pragmatic competence is a crucial factor in learning a foreign language. The current study aims to examine the effects of social variable on EFL students 'pragmatic knowledge in terms of request speech act. Unfortunately, pragmatics has been mainly ignored in foreign language learning platform. For this reason, the purpose of the current study is to investigate the effects of Sociological variable on request speech act produced by EFL students and native English speaker and to see if there are any significant differences between these two groups of the participants.

3.2 Participants

In this study, data was collected from 30 master's degree students of different nationalities (Turkish, Arabic, Iranian, Azerbaijani, Pakistani, Afghan, Ukrainian, Uzbek) studying English language Teaching in a private university in Istanbul and 10 English native speakers. The subjects participated in this study were chosen through convenience sampling with age range of 22 to 36 years both male and female. They met the criteria of easy accessibility and willingness to volunteer.

Altogether 40 participants answered the required open ended discourse completion questionnaire in English to evaluate their pragmatic knowledge. The reason behind selecting English native speakers was to use their answer as a baseline.

3.3 Instrument

3.3.1 Discourse completion test

The first instrument adapted for conducting the present study was a researcher-constructed Discourse-Completion Test based on Scollon and Scollon (2001)'s

framework. In this research, the DCT was in the form of open-ended questions, which designs scenarios to prompt situations for eliciting responses from participants through feeling they are experiencing the real situation. Written Discourse Completion Test is the most preferred tool for collecting information in research based on interlanguage pragmatics or cross-cultural communication (Rue & Zhang, 2008). According to Kádár and Haugh (2013) A DCT is a one-sided situational role play created by the researcher and allow researchers to investigate connections between structures and strategies that participants would use, and different sociological and linguistic variables. Barron (2003) believed that the DCT is a useful tool in order to collect a large number of data very quickly in the matter of speech act realization.

In order to design the different situations, the Politeness System model proposed by Scollon and Scollon (2001) was used to evaluate the students' knowledge of speech acts in the given prompts based on the three politeness systems: hierarchy politeness system (+Power, +Distance), deferential politeness system (-Power, +Distance) and solidarity politeness system (-Power, -Distance). In general, 12 scenarios were designed which were equally divided into the three categories politeness systems, based on social variables such as social distance and social power that are defined by the model. The instrument was in English. The first category included the first four situations (1,2, 3 and 4) which represented positive social power and distance between. The second category comprised the second four questions (5,6,7 and8), which represented positive distance and negative power in requests, and the third category contained the last four items (9,10,11 and 12), which represented negative distance and negative power.

This categorization was made by the researcher. The Table below denotes the scenario categorization of the twelve situations used in the instrument in English version. Participants were assigned to produce appropriate request in each scenario.

Table 3.1: Scenario categorization based on Scollon and Scollon (2001)' framework

Social variables	Relationship	Scenario number
+power, +distance	Student to professor	1
+power, +distance	Employee to boss	2
+power, +distance	Employee to boss	3
+power, +distance	Student to professor	4
-power, +distance	Co-workers	5
-power, +distance	Classmates	6
-power, +distance	Neighbors	7
-power, +distance	Workmates	8
-power, -distance	Siblings	9
-power, -distance	Friends	10
-power, -distance	Friends	11
-power, -distance	Spouses	12
Total scenario		12

The DCT was also piloted to 10 American native speakers to provide baseline data to compare with EFL students' responses. (OEDCT) was designed to evaluate the participants' performance and knowledge of request speech acts in terms of directness and to see whether EFL students could produce the request appropriately in given situations by regarding social factors. The linguistic comparison of data will provide us whether there are differences in the choice of request strategy under the same social factors between non-native EFL students and native speaker of English.

According to Kwon (2004), a DCT is a suitable data collection tool when assessing participants' pragma-linguistic knowledge of the strategies and linguistic forms by which communicative acts can be performed, as well as their socio-pragmatic knowledge of the context factors under which specific strategic and linguistic choices are appropriate.

Rintell and Mitchell (1989) examined the differences between data collection through oral DCTs (ODCTs) and written DCTs (WDCTs). The results revealed very few differences in data achieved from the two versions, the oral and written DCTs. Both tools prompted data similar to natural spoken language.

3.3.2 CCSARP scheme by Blum-Kulka (1989)

In this research, data was collected through the native English speakers and EFL students' responses to DCTs and all the data was analyzed according to the classification of request strategies (CCSARP) proposed by Blum-Kulka, House & Kasper, (1989) and the results were quantified to analyze descriptively by using the native English speaker and EFL students' responses. The analysis was based on an independent investigation of each response to decide its strategy type first, then the level of directness. The CCSARP scheme offers three main categories of directness which is proposed by Blum-Kulka (1989) brought in the following section.

1. The most direct, Requests that are syntactically identified as imperatives, or other linguistic techniques that name the act as a request, such as performatives and hedged performatives.
2. The conventionally indirect level: Techniques that realize the act by referring to the contextual preconditions that are required for its performance in a specific language.
3. The nonconventional indirect level, i.e., the unlimited set of indirect strategies that fulfill the request by making only a partial reference to something which is required for performing the act or by relying on contextual hints.

In order to reduce the effect of face threatening act, we can utilize more indirect request strategies which seem more polite and protect the hearer's face. These strategies are called direct, conventionally indirect and non-conventionally indirect Blum-Kulka and Olshtain (ibid.) proposed three major levels of directness of request strategies: a) the most direct, explicit level, realized by requests syntactically marked such as imperatives, performatives and 'hedged performatives'; b) the conventionally indirect level; procedures that realize the act by reference to contextual preconditions necessary for its performance, as conventionalized in a given language; c) nonconventional indirect level, i.e. the

open-ended group of indirect strategies (hints) that realize the request by either partial reference to object or element needed for the implementation of the act ('Why is the window open'), or by reliance on contextual clues ('It's cold in here'). These three levels are further divided into nine sub-levels of request strategy types that form a scale of indirectness (Table 2). The first five strategies belong to the direct level, the next two belong to the conventional indirect level and the last two belong to the nonconventional indirect level. The politeness strategies used were identified by Brown and Levinson model (1987). In this step, each request was coded depending on whether they were uttered by using direct, conventionally indirect and non-conventionally indirect.

Table 3.2: Taxonomy of requesting strategies (Blum-Kulka et al., 1989)

Strategy	Definition
Direct strategy	
1.Mood derivable	utterances in which the verb's grammatical mood dictates its illocutionary force (<i>Close the window</i>).
2.Explicit performatives	utterances in which the speaker uses illocutionary force to get the listener to do something. (<i>I am asking you to open the window</i>).
3.Hedged performatives	hedging phrases are used to alter the statement (<i>I would like you to close the window</i>)
4.Obligation statement	expressions declaring the responsibility of hearer to do the action. (<i>You will have to close the window</i>)
5.Want statement	expressions to indicate the speaker's wish that the hearer perform an action (<i>I really wish you to close the window</i>).
Conventionally indirect strategy	definition
Suggestory formula	expressions that provide recommendation to the hearer (<i>How about closing the window?</i>).
Query preparatory	expressions that include some clues to preparatory conditions as conventionalized in languages (<i>Would you mind closing the window, please?</i>).
Non-conventionally indirect	
Strong hints:	statements when include a reference to something necessary to fulfill the act (<i>You have left the window open</i>).
Mild hints	expressions that not including a reference to the request, but can be considered as hint (<i>I do not want any window open</i>). it can be assumed to close the window.

3.4 Procedure

During the research procedure, privacy and discretion were extremely important. The research was conducted in compliance with the university's

ethics committee's ethical criteria. Participants were chosen randomly, and they could voluntarily answer the questionnaire and provide identifying information and they were informed that all the data would remain private and not be included in the research. After approval of the Discourse completion test questionnaire by the English Language Teaching Department of the university, the instrument was eventually typed in Google Forms.

In order to check the validity, the DCT in this research designed for this study it was first piloted to 10 native speakers of American English. A pilot study is often necessary in conducting an empirical research to check the instrument of the study. In the case of this empirical research, pilot study was vital to see if (DCT) was adequately designed to collect the data, and if it carries the purpose and to compare their responses with EFL students. Then DCT was applied to EFL students in Istanbul to evaluate their pragmatic competence.

3.5 Data Analysis

In the first step in data analysis, the collected data were analyzed to identify the request strategies used by the participant for each category (Category 1, 2, and 3) by each group of participants separately, American English native speakers, and EFL students to see similarities and differences between the groups. The directness level was analyzed according to coding scheme (CCSARP) the two groups. The quantitative data were analyzed using SPSS and the qualitative data were analyzed based on the coding manual used by Blum-Kulka et al. within the CCSARP (Cross-cultural Speech Act Realization Project) (Blum-Kulka, House, & Kasper, 1989). Thus, for each category denoting the social power between the interlocutors, findings for the strategy types each group used were represented in frequencies and percentages for each situation, and then the frequencies of the total of the three Situations in each group's category were calculated. A chi-square test was used to test the significance of the difference between the categorical variables in the study. This procedure was followed for each category separately for the two groups.

4. RESULTS AND DISCUSSIONS

4.1 Introduction

The overarching goal of this research is to compare pragmatic competence of non-native EFL students with native speakers of English. This chapter represents the result and discussion for the data gathered from the data collection instrument which is used in this study. The data acquired from the DCT are quantitative data obtained from coding the participants' request responses to twelve situations.

4.2 Descriptive Statistics

Frequency Distribution of Request Speech acts in the Scenarios of Hierarchical Politeness System

Table 4.1: Frequency Distribution of Request Speech acts in the Scenarios of Hierarchical Politeness System

Request Speech Acts		Scenario 1		Scenario 2		Scenario 3		Scenario 4	
		Non-native	Native	Non-native	Native	Non-native	Native	Non-native	Native
Direct Strategies	Frequency	10	3	11	4	14	4	11	4
	Percent	33.3	30	36.7	40	46.7	40	36.7	40
Conventionally Indirect Strategies	Frequency	20	7	10	5	12	3	17	6
	Percent	66.7	70	33.3	50	40	30	56.7	60
Non-conventionally Indirect Strategies	Frequency	0	0	9	1	4	3	2	0
	Percent	0	0	30	10	13.3	30	6.7	0
Total	Frequency	30	10	30	10	30	10	30	10
	Percent	100	100	100	100	100	100	100	100

The first four scenarios which designed to show hierarchical politeness system where the relationship between interlocuters show social power and social distance. In the first scenario, subject is a university student who ask his professor to extend the time to submit the project. Table 4.1 illustrates that among request sentences in the scenarios of hierarchical politeness system, in the first scenario of non-native group, 10 (33.3%) students uttered their request sentences directly and 20 (66.7%) students uttered their sentences in a conventionally indirect manner. In native group, 3 (30%) students uttered their request sentences directly and 7 (70%) students uttered their sentences s in a conventionally indirect manner. Thus, it can be seen that in the first scenario, most non-native and native speakers offered their requests in a conventionally indirect manner. In the second situation the subject is employee who wants job promotion from boss. Moreover, in request sentences of the second scenario in non-native group, 11 (36.7%) students uttered their request sentences directly, 10 (33.3%) students uttered their sentences in a conventionally indirect manner, and 9 (30%) students requested in a non-conventionally indirect manner. In native group, 4 (40%) students uttered their request sentences directly, 5 (50%) students uttered their sentences in a conventionally indirect manner, and 1 (10%) student requested in a non-conventionally indirect manner. Thus, it can be seen that in the second scenario, most non-native students offered their requests directly and most of the native speakers requested in a conventionally indirect manner. In the third scenario subject is an employee who wants a day off from boss and in this scenario in non-native group, 14 (46.7%) students uttered their request sentences directly, 12 (40%) students uttered their sentences in a conventionally indirect manner, and 4 (13.3%) students requested in a non-conventionally indirect manner. In native group, 4 (40%) students uttered their request sentences directly, 3 (30%) students uttered their sentences in a conventionally indirect manner, and 3 (30%) students requested in a non-conventionally indirect manner. Therefore, it is evident that in the third scenario, most non-native and native speakers offered their requests in a direct manner. Finally, in request sentences of the fourth scenario, the subject is a university student who needs extra time for presentation from lecturer and in non-native group, 11 (36.7%) students uttered their request sentences directly, 17 (56.7%) students uttered their sentences in a conventionally indirect manner,

and 2 (6.7%) students requested in a non-conventionally indirect manner. In native group, 4 (40%) students uttered their request sentences directly and 6 (60%) students uttered their sentences in a conventionally indirect manner. Therefore, it is evident that in the fourth scenario, most non-native and native speakers offered their requests in a conventionally indirect manner. Direct request strategies are not appropriate in a situation that indicates high power and high distance. the use of direct request strategies in the hierarchical politeness system by some participants show that they are not competent to use more indirect request strategies because of the lack of skill in linguistic features.

Frequency Distribution of Request Speech acts in the Differential Politeness System

Table 4.2: Frequency Distribution of Request Speech acts in the Differential Politeness System

Request Speech Acts		Scenario 5		Scenario 6		Scenario 7		Scenario 8	
		Non-native	Native	Non-native	Native	Non-native	Native	Non-native	Native
Direct Strategies	Frequency	6	1	6	0	4	1	6	0
	Percent	20	10	20	0	13.3	10	20	0
Conventionally Indirect Strategies	Frequency	24	7	24	10	24	9	24	10
	Percent	80	70	80	100	80	90	80	100
Non-conventionally Indirect Strategies	Frequency	0	2	0	0	2	0	0	0
	Percent	0	20	0	0	6.7	0	0	0
Total	Frequency	30	10	30	10	30	10	30	10
	Percent	100	100	100	100	100	100	100	100

Scenario 5,6,7and 8 were designed to elicit request strategies with a deferential relationship, where interlocutors are more or less at the same social level, but they treat at a distance. Table 4.2 illustrates that among request sentences in the scenarios of differential politeness system, in the fifth scenario, the subject is a worker who ask his co-worker to type few letters for him and in this situation,

non-native group, 6 (20%) students uttered their request sentences directly and 24 (80%) students uttered their sentences in a conventionally indirect manner. In native group, 1 (10%) student uttered their request sentences directly, 7 (70%) students uttered their sentences in a conventionally indirect manner, and 2 (20%) students requested in a non-conventionally indirect manner. Thus, it can be seen that in the fifth scenario, most non-native and native speakers offered their requests in a conventionally indirect manner. In request sentences of the sixth scenario, the subject is a university student and want to borrow book from classmate. in sixth situation, non-native group, 6 (20%) students uttered their request sentences directly and 24 (80%) students uttered their sentences in a conventionally indirect manner. In native group, 10 (100%) students uttered their request sentences in a conventionally indirect manner. Therefore, it is evident that in the sixth scenario, most non-native and native speakers offered their requests in a conventionally indirect manner. In request sentences of the seventh scenario, the subject is a worker who is late for job and ask his neighbor to take him there. In seventh situation, non-native group, 4 (13.3%) students uttered their request sentences directly, 24 (80%) students uttered their sentences in a conventionally indirect manner, and 2 (6.7%) students requested in a non-conventionally indirect manner. In native group, 1 (10%) student uttered their request sentences directly and 9 (90%) students uttered their sentences in a conventionally indirect manner. Therefore, it is evident that in the seventh scenario, most non-native and native speakers offered their requests in a conventionally indirect manner. Finally, in request sentences of the eighth scenario, the subject is a secretary who ask workmate to answer the calls instead of him. in eighth situation, non-native group, 6 (20%) students uttered their request sentences directly and 24 (80%) students uttered their sentences in a conventionally indirect manner. In native group, 10 (100%) students uttered their request sentences in a conventionally indirect manner. Therefore, it is evident that in the eighth scenario, most non-native and native speakers offered their requests in a conventionally indirect manner and the direct and non-conventionally indirect strategies were not chosen by the participants in this type of scenario. The last four scenarios were designed to prompt a solidarity relationship where there is no power and distance between interlocuters.

Frequency distribution of request speech acts in the Solidarity Politeness System is explained in the table below.

Table 4.3: Frequency Distribution of Request Speech acts in the Solidarity Politeness System

Request Speech Acts		Scenario 9		Scenario 10		Scenario 11		Scenario 12	
		Non-native	Native	Non-native	Native	Non-native	Native	Non-native	Native
Direct Strategies	Frequency	14	0	5	0	11	3	8	2
	Percent	46.7	0	16.7	0	36.7	30	26.7	20
Conventionally Indirect Strategies	Frequency	16	10	23	10	16	7	20	8
	Percent	53.3	100	76.7	100	53.3	70	66.7	80
Non-conventionally Indirect Strategies	Frequency	0	0	2	0	3	0	2	0
	Percent	0	0	6.7	0	10	0	6.7	0
Total	Frequency	30	10	30	10	30	10	30	10
	Percent	100	100	100	100	100	100	100	100

Table 4.3 illustrates that among request sentences in the scenarios of solidarity politeness system, in the ninth scenario the subject is a person who study at room and ask her sister to turn the TV down. In ninth situation, on-native group, 14 (46.7%) students uttered their request sentences directly and 16 (53.3%) students uttered their sentences in a conventionally indirect manner. In native group, 10 (100%) students uttered their request sentences in a conventionally indirect manner. Thus, it can be seen that in the ninth scenario, most non-native and native speakers offered their requests in a conventionally indirect manner. In request sentences of the tenth scenario, the subject is a person who has forgotten his wallet and ask his friend to pay for him. In tenth situation, in non-native group, 5 (16.7%) students uttered their request sentences directly, 23 (76.7%) students uttered their sentences in a conventionally indirect manner, and 2 (6.7%) students requested in a non-conventionally indirect manner. In native group, 10 (100%) students offered their request sentences in a conventionally indirect manner. Therefore, it is evident that most non-native and native speakers offered their requests in a conventionally indirect manner. In request sentences of the eleventh scenario, the subject is a person who lent money to his friend and wants to ask him to pay back. In eleventh situation, non-native group, 11 (36.7%) students uttered their request sentences directly, 16 (53.3%) students uttered their sentences in a conventionally indirect manner, and 3 (10%) students requested in a non-conventionally indirect manner. In

native group, 3 (30%) students uttered their request sentences directly and 7 (70%) students offered their requests in a conventionally indirect manner. Therefore, it is evident that most non-native and native speakers offered their requests in a conventionally indirect manner. In request sentences of the twelfth scenario, the subject is a person who work in room while his spouse is listening to music and wants to ask him or her to turn the music down. In twelfth situation, non-native group, 8 (26.7%) students uttered their request sentences directly, 20 (66.7%) students uttered their requests in a conventionally indirect manner, and 2 (6.7%) students requested in a non-conventionally indirect manner. In native group, 2 (20%) students uttered their request sentences directly and 8 (80%) students uttered their sentences in a conventionally indirect manner. Therefore, it is evident that most non-native and native speakers offered their requests in a conventionally indirect manner. Because the relationship is very close in these situations, it is expected to use more direct strategies, but the result is in contrary with expectation and the use of conventionally is more than direct.

4.3 Inferential Statistics

Is there a significant difference between the use of speech acts of non-native and native speakers?

Table 4.4: The Difference between the Use of Speech Acts of Non-Native and Native Speakers

Request Speech Acts		Group Non- native	Native	Total	χ^2	df	p
Direct Strategies	Frequency	106	22	128	6.75	2	0.03
	% Within group	29.4	18.3	26.7			
Conventionally Indirect Strategies	Frequency	230	92	322			
	% Within group	63.9	76.7	67.1			
Non-conventionally Indirect Strategies	Frequency	24	6	30			
	% Within group	6.7	5	6.3			
Total	Frequency	360	12	480			
	% Within group	100	100	100			

Table 4.4 shows that among 480 request sentences written by non-native and native speakers, 29.4% of non-natives requested directly, 63.9% in a conventionally indirect manner, and 6.7% offered their requests in a non-

conventionally indirect manner. Moreover, 18.3% of native speakers offered their requests directly, 76.7% in a conventionally indirect manner, and 5% requested in a non-conventionally indirect manner. Accordingly, considering all of the request sentences, most types of the requests are in a conventionally indirect manner with 63.6% in the non-native group and with 76.7% in native group, which reveals the difference between the use of request sentences among the students of two groups ($p < 0.05$, $\chi^2 = 6.75$). Therefore, based on Figure 4.3.1, the use of direct request sentences is significantly higher among non-native EFL students than native speakers, and the use of conventionally indirect request sentences is significantly higher among native participant than non-native EFL students.

Alzebaree and Yavuz (2017) conducted a study to examine the linguistic and pragmatic competence of request and apology speech acts of Kurdish EFL undergraduate students (KEFLUS) and native speakers of English (NSE). The results of the study revealed the differences in responses between the KEFLUS and NSE groups and between the state and private universities. This finding is in parallel with the research of Byon (2004), Rue and Martino (2007), and Khorshidi and Subbakrishna (2013), and different from the research of Zarepour (2016), which showed that the participants utilized more direct strategies. The finding revealed that the most of participant prefer to use conventional indirect request strategy.

Regarding the conventionality in indirectness in the CCSARP, Australian English, French, Hebrew and Argentinian Spanish have been studied by Blum Kulka (1989) and it has been found that conventional indirectness is the most frequently used main strategy type in all these languages.

House's (1986) concluded that German participant considered the conventionally indirect strategies to the politest one, although non-conventionally indirect strategies are more indirect than the conventionally indirect strategies. Also, Blum- Kulka's (1987) study shows that Hebrew speakers rate the conventionally indirect strategies as more polite than the non-conventionally indirect strategies which are more indirect and expected to be more polite than the conventionally indirect strategies. Both researchers come to the conclusion that there is not a linear relationship between directness and

politeness. There is a problem at the level of the non- conventionally indirect strategies because although these strategies are the most indirect strategies in the directness scale, they are not always perceived to be the politest ones. (As cited in Blum- Kulka & House, 1989).

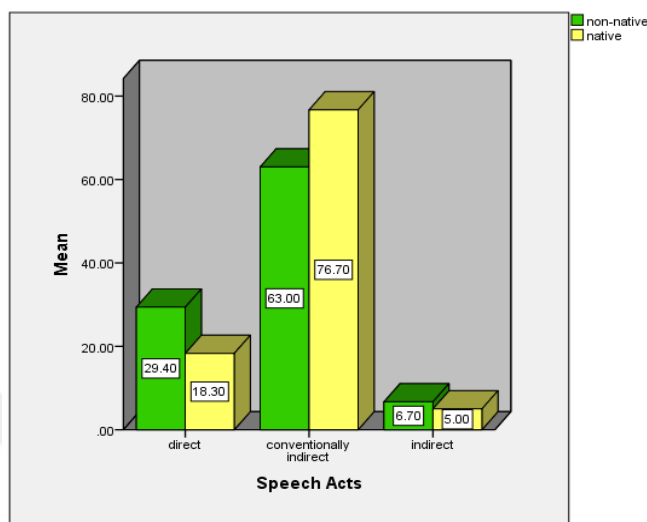


Figure 4.1: The Use of Speech Acts of Non-Native and Native Speakers

Research Question 1: Is the use of speech acts in hierarchical politeness system scenarios different between non-native and native speakers?

Table 4.5: Differences in the use of speech acts in hierarchical politeness system scenarios of non-native and native speakers

Request Speech Acts		Group	Total	χ^2	df	p
		Non-native	Native			
Direct Strategies	Frequency	46	15	0.23	2	0.89
	% Within group	38.3	37.5			
Conventionally Indirect Strategies	Frequency	59	21	80	50	
	% Within group	49.2	52.5			
Non-conventionally Indirect Strategies	Frequency	15	4	19	11.9	
	% Within group	12.5	10			
Total	Frequency	120	40	160		
	% Within group	100	100			

Table 4.5 displays that among 160 request sentences written by non-native and native speakers in hierarchical politeness system, 38.3% of non-native students requested directly, 49.2% in a conventionally indirect manner, and 12.5%

offered their requests in non-conventionally indirect manner. Moreover, 37.5% of native speakers offered their requests directly, 52.5% in a conventionally indirect manner, and 10% requested in a non-conventionally indirect manner. Accordingly, considering all of the request sentences in hierarchical politeness system, most types of the requests are in a conventionally indirect manner with 49.2% in the non-native group and with 52.5% in native group, which reveals lack of the difference between the use of request sentences in hierarchical politeness system among the students of two groups ($p > 0.05$, $\chi^2 = 0.23$). Figure (4.5) also indicates that there is no significant difference in the use of request sentences between native and non-native speakers in hierarchical politeness system scenarios.

Based on the hierarchical politeness system (power +, distance +), it is expected that requests speech acts be most commonly used in an indirect type. In comparison with native participants, however, the non-natives showed a little higher tendency in using this speech act, which is in contrast with the expectations. The use of conventionally indirect strategy is noticeably higher between non-native speakers and the non-conventionally indirect strategy is a little higher in non-natives. In general, it can be said that power and distance are more considered by non-native speakers than the native ones and this finding can help EFL teachers in their teachings of the pragmatic features of the recipient language. Moreover, in situations where there is positive social distance and power, conventional indirectness was employed more by the participants in their request strategies.

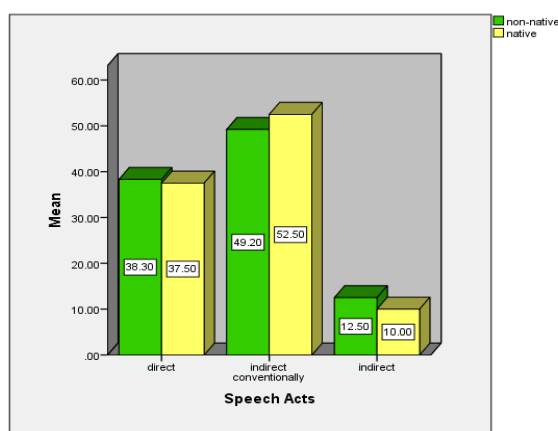


Figure 4.2: The Use of Speech Acts in the Request Sentences of Non-Native and Native Speakers in Hierarchical Politeness System Scenarios

Research Question 2: Is the use of speech acts in differential politeness system scenarios different between non-native and native speakers?

Table 4.6: Differences in the use of speech acts in differential politeness system scenarios of non-native and native speakers

Request Speech Acts		Group		Total	χ^2	df	p
		Non-native	Native				
Direct Strategies	Frequency	22	2	24	5.25	2	0.07
	% Within group	18.3	5	15			
Conventionally Indirect Strategies	Frequency	96	36	132	82.5		
	% within group	80	90	82.5			
Non-conventionally Indirect Strategies	Frequency	2	2	4	2.5		
	% within group	1.7	5	2.5			
Total	Frequency	120	40	160			
	% within group	100	100	100			

Table 4.6 displays that among 160 request sentences written by non-native and native speakers in differential politeness system, 18.3% of non-native students requested directly, 80% in a conventionally indirect manner, and 1.7% offered their requests in a non-conventionally indirect manner. Moreover, 5% of native speakers offered their requests directly, 90% in a conventionally indirect manner, and 5% requested in a non-conventionally indirect manner. Accordingly, considering all of the request sentences in differential politeness system, most types of the requests are in a conventionally indirect manner with 80% in the non-native group and with 90% in native group, which reveals lack of the difference between the use of request sentences in differential politeness system among the students of two groups ($p > 0.05$, $\chi^2 = 5.25$). Figure (4.3.3) also indicates that there is no significant difference in the use of request

sentences between native and non-native speakers in differential politeness system scenarios.

In differential politeness system (distance +, power -) also, there is a considerable difference between native and non-native speakers. More clearly, direct speech act is substantially used more by non-native speakers, however, the native ones showed higher tendency in using conventionally indirect and indirect speech acts. This finding also verifies the difference in the pragmatic knowledge and culture of the two groups in two different languages.

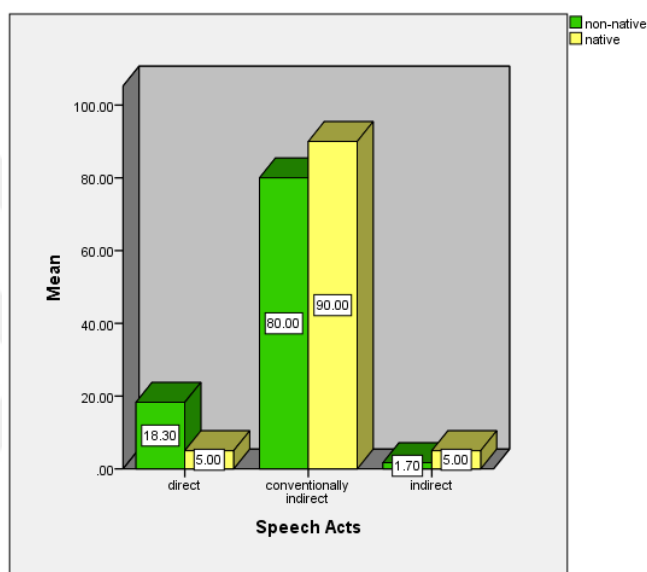


Figure 4.3: The Use of Speech Acts in the Request Sentences of Non-Native and Native Speakers in Differential Politeness System Scenarios

Research Question 3: Is the use of speech acts in solidarity politeness system] scenarios different between non-native and native speakers?

Table 4.7 displays that among 160 request sentences written by non-native and native speakers in solidarity politeness system, 31.7% of non-native students requested directly, 62.5% in a conventionally indirect manner, and 5.8% offered their requests in a non-conventionally indirect manner. Moreover, 12.5% of native speakers offered their requests directly and 87.5% in a conventionally indirect manner.

Table 4.7: Differences in the use of speech acts in solidarity politeness system scenarios of non-native and native speakers

Request Speech Acts		Group		Total	χ^2	df	p
		Non-native	Native				
Direct Strategies	Frequency	38	5	43	9.16	2	0.01
	% Within group	31.7	12.5	26.9			
Conventionally Indirect Strategies	Frequency	75	35	110			
	% Within group	62.5	87.5	68.8			
Non-conventionally Indirect Strategies	Frequency	7	0	7			
	% Within group	5.8	0	4.4			
Total	Frequency	120	40	160			
	% Within group	100	100	100			

Accordingly, considering all of the request sentences in solidarity politeness system, most types of the requests are in a conventionally indirect manner with 62.5% in the non-native group and with 87.5% in native group, which reveals the difference between the use of request sentences in solidarity politeness system among the students of two groups ($p < 0.05$, $\chi^2 = 9.16$). Therefore, based on Figure 4.7, the use of direct request sentences is significantly higher among non-native students than native speakers, and the use of conventionally indirect sentences is significantly higher among native speakers than non-native students.

In solidarity politeness system (-power -, distance), natives and non-natives used the different speech acts with high difference. Direct speech act is used by non-natives more frequently than with natives and the secondly more used speech act by non-natives is indirect. However, conventionally indirect speech act is by far greater in frequency by natives than non-natives. This shows culture and other factors including intimacy can affect the degree of directness in two groups.

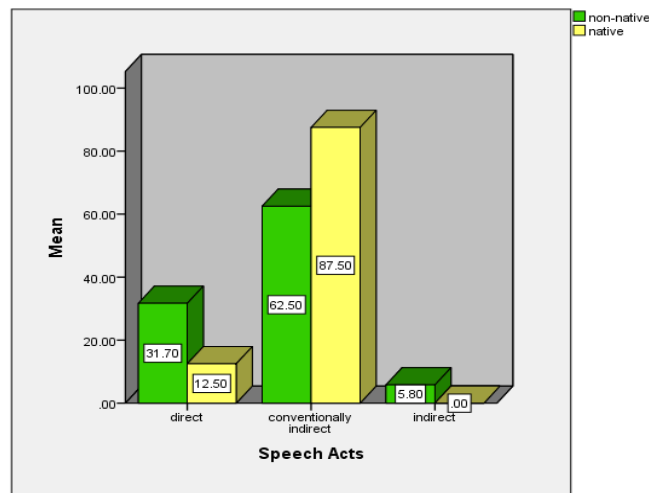


Figure 4.4: The Use of Speech Acts in the Request Sentences of Non-Native and Native Speakers in Solidarity Politeness System Scenarios

The goal of this paper is to reassess the notions of directness and indirectness in the study of speech acts. We are not the first to point out that, although directness and indirectness are common concepts in pragmatics, there is no unanimous view on the features they capture. According to Haugh (2015), indirectness “encompasses a broad range of quite disparate phenomena that are arguably not well explained within any single theoretical paradigm”, and Grainger and Mills (2016) point out in a similar fashion that scholars “do not always see the need to define [indirectness] but when they do, the definitions can vary considerably and are sometimes inconsistent and contradictory.” Already in a paper published in 1985, Wierzbicka argued that “terms such as ‘directness’ or ‘indirectness’ are much too general, much too vague to be really safe in cross-cultural studies, unless the specific nature of a given cultural norm is spelled out.” (1985) More recently, this terminological confusion evened Silverstein (2010) to question the usefulness of indirectness as an analytical tool altogether.

5. CONCLUSION

This study investigated the speech acts of request which is one of the most important ideas in pragmatics study. Lack of speech act theory awareness can make learners to face trouble while using the language properly. Consequently, the grammar instruction is not sufficient and EFL teachers should be competent to teach the language properly. This research attempted to give alternatives and broader view in this matter.

This chapter represents a review of the general data and summarizes the study's limitations and offers recommendations for other researcher and teachers. To answer to the research questions, the researcher focuses on the choice of request strategies by EFL students and native speakers of English regarding the directness level in different situation and the effect of social variable in making the request. In order to evaluate this idea, twelve open-ended DCT were proposed to two groups of participants. Each subject was provided with request situations differing in terms of the power and distance variables. Situations were designed according to Scollon and Scollon (2001) framework. The first four scenarios are high power and distance (+Power, + Distance) situations and they are similar situations. The second four situation are high in distance but low in power (differential politeness system). In the third four situations the interlocutors are of low social distance and power (- Power, -Distance). In these situations, the speaker and the hearer are close friends or family, so they have a close relationship (-Distance).

The finding for each participant of the groups (native English speaker of America and EFL students) were analyzed and divided into three different level of directness proposed by Blum-Kulka et al. (1989): Category 1(Direct), Category 2 (conventionally indirect), and Category 3, (non-conventionally indirect). The data collected in this study shows how natives and non-natives respond to various situations using request strategies in English. The analysis of these data reveals that in scenarios attributed to less formal in terms of distance

and power features (table 4.2 distance +, power - and table 4.3 distance -, power -), majority of the requests are conventionally indirect, whereas, in more formal scenarios, the number of direct requests is relatively higher. Based on Blum-Kulka's framework, the more formal situations require less directness, and rather informal or informal situations call for more direct requests. Following Brown and Levinson (1987) stated that higher levels of indirectness can lead to the higher levels of politeness. So direct requests seem to be naturally impolite and face-threatening because they intrude in the addressee's zone. Furthermore, Blum-Kulka (1985, cited in Brown & Levinson, 1987, p. 19) proposes that in request speech act, politeness and indirectness are linked for conventional indirectness requests but not certainly in cases of non-conventional indirectness. The results showed that the majority of the native and non-native had a tendency to utilize conventional indirect request strategy. The finding overlaps with former studies (Blum-Kulka et al., 1989; Felix-Brasdefer, 2005; García, 1993; Yu, 1999). The conventionally indirect strategy can provide a chance to save the face when the request is refused by the hearer and an appropriate request can be used to check the conformity of the request by the hearer (Blum-Kulka, 1991, Merrit (1976)). Clark (1979) stated that the literal meaning of conventionally indirect strategies allows speakers more openness to back out of admitting a requestive intent, and hearers avoid a requestive interpretation (Blum-Kulka, 1991:132). That's the reason, in all three cases, the conventionally indirect strategy is the most preferred one.

The excessive use of conventional indirectness in this study proof that participant try to show respect and understanding to protect the positive face of interlocutors. Considering the social variable is very crucial in making a request, when there is high social distance and power between interlocutor the strategy should move toward indirectness. On the contrary, when the speaker's social power is lower or equal to the addressees, it is obviously asking for a favor from the hearer. Then, the right strategy can lead to save face for all groups and make the hearer to conform the request.

Thus, Trosborg (1995) conducted a research by regarding the ability of learner participant from all proficiency levels in her study to use the conventionally indirect strategies of politeness. Remarkably, the findings confirm that even the

low learners are able consistently to select a polite, conventionally indirect strategy in the L2, when the L2 pragma linguistic strategy form is formally simple, and the same strategy exists in their first language. in table 4.1 (Hierarchical Politeness System) also, in the majority of scenarios, the conventionally indirect strategies were preferred by both native and EFL students(non-natives), around 30 to 70 percent. However, in two of the scenarios non-natives and in one scenario, the natives uttered in the direct form. in table 4.2, the conventionally indirect request speech act is used between 70 to 100 percent by natives and 80 to 100 by non-natives. in table 4.3, the percentage of conventionally indirect strategies varies between 80 to 100 persons by native speakers and non-natives from 53 to 70. Consequently, it can be concluded that the result of the present study does not show a full compatibility with the framework proposed by Blum-Kulka, House, and Kasper (1989). Also, the result revealed that EFL students were not completely aware of the difference between the socio-pragmatic situations that were proposed.

Consequently, the response to the question of whether there is a significant difference between native and non-native speakers is positive. In other words, natives and non-natives differ substantially in their use of speech acts in a way that the distinction between these two groups in direct and conventionally indirect use is noticeable; however, they do not differ substantially in their use of indirect speech acts. More clearly, non-natives tend to apply direct and indirect speech acts more than natives and oppositely the conventionally indirect speech act is more used by natives. Indeed, this type of speech act is the most used one by both groups, but natives have a higher tendency in applying this speech act. this finding can be of high importance to the EFL teachers who intend to nurture their students' pragmatic knowledge and considering the differences indicate the dissimilarity between cultures and language use in native and non-native participants. The most noteworthy findings of the present study are that the realization of request between the native speakers of English and EFL students is significantly different.

The findings indicate that social distance has some influence on the participants' request strategies. When there is negative social distance, the use of direct strategies increases. Reiter, (2000) also stated that familiarity can

influence the directness strategy of the request. If the requester is familiar with the requestee than he/she believes that the request will be granted. Therefore, directness of the request strategy may be a confirmation of “closeness”.

Derakhshan and Eslami (2015). The study focused on how to teach the speech acts of apology and request to upper-intermediate EFL learners of English with the help of consciousness raising instruction which included video vignettes. The researchers claimed that the explicit treatment sessions resulted in significant improvement in the participants' competence in using apology and request speech acts (Derakhshan & Eslami, 2015).

5.1 Pedagogical Implications

This research presents a primary knowledge of EFL students and native speakers' pragmatic competence and specifically their request speech act regarding the social variable of power and distance. Moreover, it is believed that this study will be a source of information for Second Language teaching and learning. This research revealed that EFL students are not pragmatically knowledgeable, and they face some problem in conveying their L1 pragmatic knowledge to the target language. However, learning how to carry out social encounters with various people in degrees of intimacy ranging from teachers to friends in different situations is one of the things nonnative speakers need to achieve for social competence (One of the important things those nonnative speakers need to acquire for social competence is how to conduct social encounters with different people in a variety of contexts (Kramsch, 1987).

Also, the overuse of the conventionally indirect strategy shows that participants are not aware of various strategy type. Therefore, according to the findings it can be suggested that to improve the pragmatic competence of EFL students, it is better to provide the opportunity to meet the needs of learners. This can be actualized giving and creating authentic contexts where the learners can operationalize what they learned and see the importance of speech act if they failed. This process can be continued while the teacher is designing a group of

supplementary activities and integrating speech acts into curriculum design. The recorded activities and nuances of conversations i.e., the speech acts can be implemented for other groups of students. and make them practically component to the speech acts. EFL context both as classroom and country face the lack of pragma linguistic and socio pragmatic knowledge and coursebook.

Based on Vellenga (2004) study, EFL coursebooks are not enough competent to teach pragmatic competence such as request, refusal, and apology. Delen and Tavil (2010) studied coursebooks of Turkish EFL learners by regarding speech acts and They discovered that the coursebooks are limited in the frequency of speech acts.

5.2 Limitation of the study

This is a study about the request speech act between EFL students and American native speakers of English. There are a number of drawbacks in this research. This research is limited to small sample which is only 10 native speaker subjects and 30 EFL students. According to Kasper and Dahl (1991) in conducting a research, it is recommended to have around thirty or more participants. Another limitation of this study is utilizing only one data collection instrument (Discourse completion test) and one language (English language). Another limitation can also be mentioned about DCT instruments. Participant's responses to DCT may differ from real life communication because they imagine themselves in artificial situations. In order to achieve the favorable result, it is recommended to use multiple-task approach in future research. Moreover, in future studies, it is better to use more variable while designing the scenario such as age, gender, formality, cultural differences. Lakoff (1975) stated that women are more polite when producing a speech in comparison to the men because they don't impose their ideas, or

Beliefs to the others and women don't prefer to express strong speech and assertions. For this reason, gender variable can be considered very important to provide more valid data.

To sum up, to validate the present discovery and evaluate the pragmatic competence of EFL students, it is better to increase the number of participant

and use other data collection instruments (such as oral role play) and expand the situations.



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APPENDIX

APPENDIX A: Questionnaire and Discourse Completion Test

APPENDIX B: Examples of native speaker responses to DCT

APPENDIX C: Ethical approval form



APPENDIX A: Questionnaire And Discourse Completion Test

PART I: Profile of Respondents.

Please fill in the blanks or put a tick (✓) next to the correct answer.

1. Age:
2. Level of education:
3. Gender:

PART II: DISCOURSE COMPLETION TEST(DCT)

Instructions: Please imagine yourself in the following situations and answer the questions carefully.

1.You are a university student, and you should submit your work, but you need to ask your professor to extend the time, what would you say?

2.You work in a company for a long time and now you want a job promotion from your boss. What would you say to him?

3.You are an employee in a company. You need a day off for an urgent matter from your boss. What would you say to him/her?

4.You are a university student, and you should make presentation in a week, but you need extra time for preparation from your lecturer. What would you say?

5.You are working on a project at work. You go to the desk of a colleague and ask her to type a few letters for you. What would you say to her?

6.You are a university student, and you need to borrow a book for your assignment from your classmate. What would you say to him/her?

7.You are late for work, and you see your neighbor in the car and want to ask him to take you there. What would you say to him?

8.You are a secretary in a company. You want to leave a desk for a few minutes and ask your workmate to answer phone calls instead of you. what would you say?

9.You are studying at your room. It is too loud, and you want to ask your sister to turn the tv down. What would you say to her?

10.You are at the store with your friend, you notice that you have forgotten your wallet and want to ask him to pay for you. What would you say?

11.You lent money to your friend, but you need your money back urgently. What would you say to him/her?

12.You are working in your room while your spouse is listening to music, but you can't concentrate and want to ask him or her to turn the music down. What would you say?

APPENDIX B: Examples of native speaker responses to DCT:

Examples of native speaker responses to DCT:

1. You are a university student, and you should submit your work, but you need to ask your professor to extend the time, what would you say?

-Dr. Professor, I greatly apologize for asking but could I be granted an extension on my paper? I appreciate your time and hope to hear from you soon.
Best, Katie

-Professor (name), I have been aware of the due date for this project and have been keeping up with completing it on time, but because of (situation), I would like to discuss the possibility of an extension.

9. You are studying at your room. It is too loud, and you want to ask your sister to turn the tv down. What would you say to her?

-Megan, I'm studying. Could you turn down the music?

-Hey (sister's name), could you turn it down? I'm trying to study here.

Examples of EFL students' responses:

5. You are working on a project at work. You go to the desk of a colleague and ask her to type a few letters for you. What would you say to her?

-I have a lot of works to do and I guess I cannot catch up. I will ask you a favor, may you type a few letters for me please?

-Would you mind typing these words over here?

12. You are working in your room while your spouse is listening to music, but you can't concentrate and want to ask him or her to turn the music down. What would you say?

-Honey, could you please turn the music down?

-Please switch off the music I need to concentrate.



Questions Responses 9 Settings

Hi professor. Is it possible to extend the time for my work?

Dr. Professor, I greatly apologize for asking but could I be granted an extension on my paper? I appreciate your time and hope to hear from you soon. Best, Katie

Professor (name), I have been aware of the due date for this project and have been keeping up with completing it on time, but because of (situation), I would like to discuss the possibility of an extension.

I would send an email: I am sorry but I don't think I can finish this assignment to the best of my ability by X date. Is there any way I could get an extension? Thank you

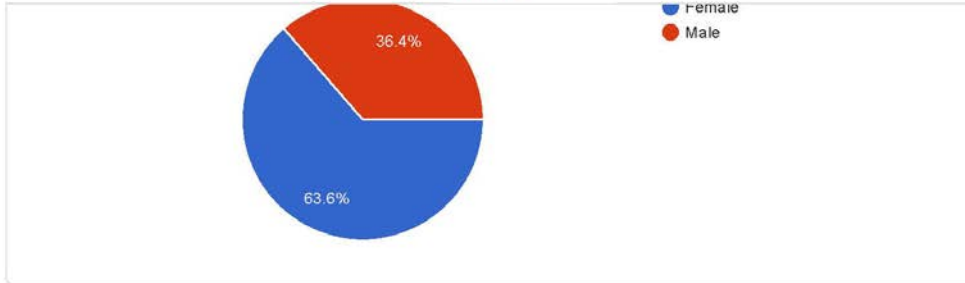
I would never do this, this would be disrespectful

Hello Professor xxx. I was wondering if I could get an extension for the assignment that is due tomorrow.

Due to unforeseen time restraints, my work was delayed. I am requesting an extension in order to

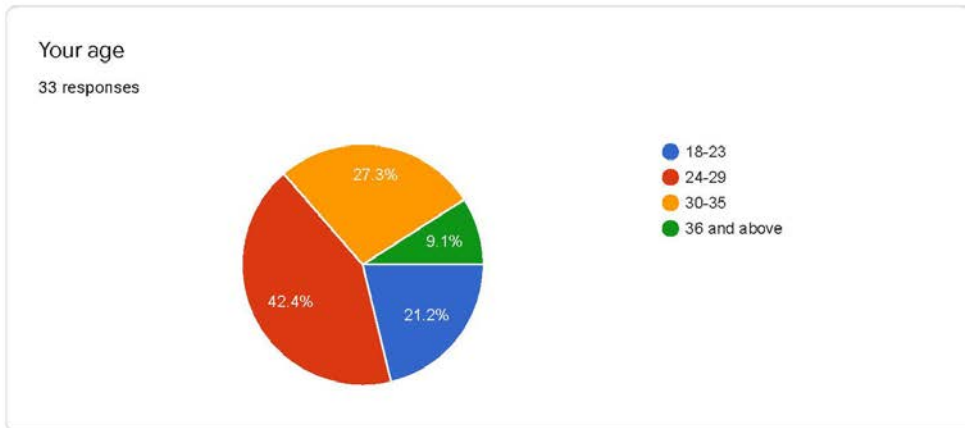


Questions Responses 33 Settings



Your age

33 responses





Questions Responses 33 Settings

I would say hi, explain the reason , ask to pick up me, and say that later I would give him an offer as well

Firstly I would ask him about his timing and then ask him to take me to the office

Hey neighbor where are you off to? Will you be able to drop me off at work on your way there. I overslept and i am running a bit late. Thank you!

Hey I'm late for work is it fine if you drop me close by if I am on the same way with you off course I would really appreciate it

Could you do me a favor and give me a ride to work please? I am so late!

Dont mind taking me to work?

Is there any way you can drop me off at ... on your way?

I can't ask somebody to give me a ride. I would rather take a cab or be late.



Questions Responses 33 Settings

I would kindly ask, explain it, of maybe I can go another room

Turn off the tv

Hey sis. Could you turn it down a little. I studying here.

Hey can you turn the volume down I'm trying to study

Can you turn DOWN the TV? I can't concentrate!

Hey turn it down

Will you turn it down a bit?

Turn it down please! There are people studying here!

I will tell my father about her

APPENDIX C: Ethical approval form

Evrak Tarih ve Sayısı: 03.06.2021-13275



T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
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Sayın Hande ŞAFAK

Tez çalışmanızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Etik Komisyonu'nun 26.05.2021 tarihli ve 2021/06 sayılı kararıyla uygun bulunmuştur. Bilgilerinize rica ederim.

Dr.Öğr.Üyesi Hüseyin KAZAN
Müdür Yardımcısı

Bu belge, güvenli elektronik imza ile imzalanmıştır.

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